LESSON MAKER PRO

Trace the Roles

Examine actions behind Nazi policies

HIGH SCHOOL · TOT.C.7.3

TOT.C.7.3 "Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use actions on the TOPIC card as evidence.
2. Do not assume why someone stayed silent.
3. Listen without requiring anyone to change a view.
4. Leave a question open when the card gives no answer.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read it aloud.
2. Take one ROLE card each. With three players, everyone shares the unclaimed role's job.
3. Use two printed sets of MOVE cards. Shuffle all 16 cards and deal four to each player.
4. Agree to stop after 8 minutes and start a timer. Discuss the topic. Play a MOVE card to the middle only when you genuinely use its starter.
5. Stop when the timer rings, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I identified who ordered or directly carried out harm.
- [ ] I explained how someone helped carry out a policy.
- [ ] I distinguished a witness from someone who helped.
- [ ] I used evidence to state what I know and what remains unknown, whether or not my view changed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

School Exclusion

In 1938, Nazi officials ordered Jewish children excluded from German public schools. A school secretary removed their names from class lists, and a classmate saw them turned away but said nothing. How did each person relate to the policy, and what remains unknown?

TOPIC

Families Deported

During Nazi rule, officials ordered Roma and Sinti families deported. A local clerk put their names on a list, and a neighbor saw families taken away but did nothing. How did each person relate to the deportations, and what remains unknown?

TOPIC

Forced Sterilization

Nazi authorities ordered procedures to prevent some people with disabilities from having children without their consent. A doctor performed a procedure, a hospital clerk prepared patient files, and another worker knew about it but did not act. Who directly harmed people, who helped carry out the policy, and what remains unknown?

ROLE CARDS · one per player

ROLE

Action Tracker

Track who ordered or directly carried out harm, and name what they did.

ROLE

Help Tracker

Track who helped carry out the policy, and explain how.

ROLE

Witness Tracker

Track who witnessed events without taking part, without guessing their motives.

ROLE

Evidence Checker

Check which details support the group's claims and which questions remain open.

MOVE CARDS · deal 4 to each player

MOVE CARD

NAME ACTION

"The ____ acted as ____ because ____."

MOVE CARD

COMPARE ACTIONS

"Unlike ____, ____ helped the policy by ____."

MOVE CARD

CITE DETAIL

"The topic says ____, so we know ____."

MOVE CARD

MARK LIMIT

"The topic tells us ____, but it does not tell us ____."

MOVE CARD

TRACE EFFECT

"The action of ____ made it easier to ____."

MOVE CARD

NAME HARM

"For the targeted people, ____ meant ____."

MOVE CARD

SUM UP

"We agree on ____; any difference or open question is ____."

MOVE CARD

STATE VIEW

"My view is ____ because the detail ____ supports it."

Cards last longer on thick paper.

Trace the Roles

RUNNING THE ROUNDS

The topic situations are constructed for discussion, not accounts of specific documented incidents. Run another round with a new topic and reshuffled cards if time allows. For uneven participation, invite a player who has spoken less to offer a card-supported point, but do not require every card to be played or any student to change a view.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	The Nazi officials acted as perpetrators because they ordered Jewish children excluded from public schools.
Leo	Unlike the officials, the secretary helped the policy by removing Jewish children's names from class lists.
Mei	The topic says a classmate saw Jewish children turned away, so we know the classmate witnessed the exclusion.
Ana	The action of the secretary made it easier to keep Jewish children out of school.
Leo	We agree on the officials' and secretary's roles; an open question is why the classmate stayed silent.

LISTEN FOR

- Distinguishes ordering or directly carrying out harm from helping implement a policy.
- Identifies a witness by what the person saw, without treating silence as proof of approval.
- Connects a specific action to its effect on a targeted group.
- Separates details given on the card from unknown motives or circumstances.

There are no right answers to the topic cards. Score the moves students make, not their opinions.