

Handout

Perpetrators, Bystanders, Upstanders, and Rescuers

Directions:

1. Read the story out loud together, pausing at the end of each one- to two-paragraph section to annotate *choices*, *consequences*, and *questions*. There will be sections of the text with no choices or consequences, so every paragraph won't necessarily have an annotation.
 - Write *choice* in the margin alongside any moments where the individual, group, or nation faced a decision and made a significant choice.
 - Underline information in the text that helps you understand what might have led the individual, group, or nation to make those choices.
 - Write *consequence* in the margin alongside any moments where the story discusses the possible or actual consequences for the individual, group, or nation's choices.
2. Discuss the questions below and record your group's answers on this handout. The information you gather today will help you prepare your presentation in the next lesson.

Reading Title: _____

1. Where does your reading take place?
2. What are the significant choices discussed in your reading? Who made them?
3. What reasons or explanations did each individual, group, or nation give for their choices?

4. What were the possible (or actual) consequences of these choices for the individual, group, or nation? In other words, what did the individual(s) know could happen if they made this choice, and/or what actually did happen to them as a consequence of making the choice?

5. How do you think the individual, group, or nation in this reading defined its universe of obligation?

6. What were the impacts of the choices?

7. In this unit, you have learned about the range of human behavior in times of crisis and heard stories about *survivors*, *resisters*, *perpetrators*, *bystanders*, *upstanders*, and now *rescuers*. It is important to understand that individuals and groups don't fit neatly into one category, even when talking about a single event, and that during the Holocaust, there was a range of choices available at any given moment, although this range was more limited in the 1940s than in earlier decades, especially in Germany, Austria, and Poland.

Where on the range of behavioral categories (see list above) does your reading's individual, group, or nation fall, and why? (Remember that they could fall into more than one category.) What makes you say that?