

SCHINDLER'S LIST



*In memory of the courage of
Maurice Strahl, who worked in Schindler's factory,
And his wife, Clara Haras, who hid in plain sight,
In honor of the victims and survivors
who showed us the way forward.*

Schindler's List

Curriculum Guide

Journeys in Film

www.journeysinfilm.org



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Educating for Global Understanding

www.journeysinfilm.org

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It seems fitting for us to acknowledge and thank Roger Hirschland, our founding editor, whose own father came to the United States from Hitler's Germany shortly before the events portrayed in *Schindler's List*. Roger set a high standard of quality work. Editing for him was always more than words and grammar, more than simply a job; he took great care to make sure we were always ethically and culturally sensitive. Sadly, Roger passed away just as we were beginning this guide to *Schindler's List*, but we will always continue to strive for his level of excellence.

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About *Journeys in Film*

Teaching Core Curriculum with Film

Founded in 2003, Journeys in Film operates on the belief that teaching with film has the power to help our next generation gain a richer understanding of the diverse and complex world in which we live. Our goal is to help students recognize cultural biases and racism (including their own), cultivate human empathy and compassion, develop a deeper knowledge of universal issues and current challenges, and encourage civic engagement as competent world citizens.

Award-winning feature films and documentaries act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students to learn about: human rights, environmental sustainability, poverty, hunger, global health, diversity, gender, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides complement teachers' existing lesson plans and meet mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

We prepare teachers to use film effectively in the classroom through customized professional development workshops and online webinars.

Journeys in Film is an organization with proven results. Individual teachers worldwide and entire school districts in the U.S. have employed our interdisciplinary film-based curricula.

- Millions of students have learned about our multicultural world through Journeys in Film's middle school series, based on films from Iran, South Africa, South Korea, the Maori of New Zealand, Tibet, India, China and Saudi Arabia.
- Students are becoming inspired by the courageous contemporary and historical figures portrayed in films such as *Hidden Figures*, *The Post*, and *He Named Me Malala*.
- Films like *Schindler's List*, *Defiant Requiem*, and *Big Sonia* not only teach about the Holocaust, but also demonstrate how one person can make a difference in the lives of others.
- Teachers are using our outstanding documentary series to teach about historical events, American prison systems, the critical role of photojournalists, and positive psychology.

Journeys in Film guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Why teach with film?

Today's students are the most visually literate generation in history. According to the Social Science Research Network, 65% of people are primarily visual learners. Today's students are more affected by media than ever before. They seldom need to be coaxed into watching films; after all, everyone loves a good movie. Through their own desire to be entertained, students become captivated learners.

Films have long been overlooked as an educational tool. We teach our students literature that originates from many places around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Film, which in minutes can be screened and beamed to every country in the world, is this extraordinary educational tool that goes right into the heart of different cultures. One of its strengths lies in its ability to present information rapidly and convey atmosphere, making that world come to life. It allows viewers to "feel" and thereby develop empathy skills, thus potentially increasing the likelihood of students connecting personally to the content, which in turn helps with understanding and analyzing concepts.

In teaching with films, we encourage our students to be critical consumers of what they see and teach them to consider the perspective of the filmmaker and challenge generalizations. Analyzing film and media is an empowering skill and one that is increasingly important for young people. To this end, it is imperative to integrate the film into a larger lesson, using it as a launching pad for historical and cultural exploration, as well as an examination of narrative perspective, character development, and media literacy.

In one 7th grade student's words, "I like Journeys in Film because it just doesn't teach you like a book. It's better when you can actually see it happening. Films give a first-hand view of places and stories."

Journeys in Film is a 501(c)(3) nonprofit organization.

A Letter from Liam Neeson



It was my first day on set playing Oskar Schindler in the film *Schindler's List*, when Branko Lustig, our co-producer, walked up to me and pointed to one of the nearby barracks there at Auschwitz. He said to me, "That's where I was. In that Barrack number 24a." It was then that it hit me, that this was more than just a role in a film that I was playing—it was testimony to one individual's ability, in the face of an evil regime, to save lives... lives otherwise destined for gas chambers and other horrific atrocities.

Up until 1993, when Steven Spielberg made *Schindler's List*, many young people knew little or nothing about the Holocaust and that is still true today. I believe that through his powerful piece of filmmaking, students across the globe can learn about this dreadful time in history and how it is relevant today and for the future.

Film has the capacity, like nothing else, to captivate and educate today's visually literate generation. The experience of watching a story unfold on screen allows students to connect personally to the characters and develop empathy. It makes possible the introduction of subjects not easily taught by textbooks. Through the use of Journeys in Film's digital curriculum for *Schindler's List*, teachers can deepen student understanding of the Shoah and build awareness of contemporary anti-Semitism and hate crimes.

This is why Journeys in Film has created a digital curriculum for teaching with *Schindler's List*.

Why is it important to teach about the Holocaust and other acts of genocide? We need to teach young people about the dangers of prejudice and the ways that dehumanizing a minority was used to advance an evil agenda. We need to understand what happened and why it happened, so that we can take action to prevent this in the future.

Oskar Schindler was one ordinary man who chose to take a stand. If we look both deeply and broadly, we can find others to learn from and emulate. We can teach young people the notion that one person, one gesture, one step to correct a wrong can make a difference.

I first learned about Joanne Ashe's plans to begin Journeys in Film when she was introduced to me as the daughter of two Holocaust survivors, one of whom was in Schindler's factory. Her plans dovetailed with my own ideas about the power of film to change minds and hearts, and I was pleased to accept the role of national spokesperson for Journeys in Film when it was launched. I hope this curriculum guide will help you share with your students a meaningful understanding of the complicated man who was Oskar Schindler. I hope it will instill a vital determination to wipe out prejudice and racism wherever it is found, so that genocides like the Holocaust can never occur again.

I am asking teachers to please teach this story in schools. That's the most immediate and important thing you can do so that our next generation will grow to be the citizens we want them to be, the citizens we need to protect our democracy.

Sincerely,

A handwritten signature in black ink that reads "Liam Neeson".

An Introduction to *Schindler's List*

A film that endures and takes on the mantle of “a classic” is marked by its fusion of cinematography, actors’ performances, and creative use of settings to tell a story that takes places and spaces and invests them with powerful meaning. When filmmakers synthesize these elements well, they create a story that has both resonance and relevance, and in this the “greatness” of the film can be found. With its story about race-hatred and a brave and bold mission to challenge it, *Schindler's List* continues to reverberate.

With *Schindler's List*, Steven Spielberg was dealing with a subject of severe trauma that, to this day, remains such a very complicated subject to explore and understand with words or images. In an interview and feature article about the film in *The New York Times* in December 1993, journalist Bernard Weinraub said of Spielberg, “His fear, he says, is that *Schindler's List* will be perceived as somehow trivializing the Holocaust, as diminishing the horror of what happened by turning it into a conventional Hollywood movie. Yet he did not want to make a film so graphic that audiences would avert their eyes from the screen.” Striking that appropriate balance has been critical to making the film useful for the upper-level classroom. The film is intended to educate all of us, and high school and college students in particular, about a period of 20th century history that must never be forgotten.

Schindler's List has certainly had its critics and is part of a broader cultural act of memory that some choose to deny for their own political purposes. At the time of its original release, *Schindler's List* seemed to echo a number of contemporary events that were unfolding in Europe and in parts of Africa. It was an example of how a film can prompt audiences to consider more deeply and extensively the world beyond their immediate horizons.

Now, 25 years after its first release in theaters, Spielberg’s epic film continues to reverberate in a world marked by a resurgent far-right nationalism in Europe and the United States, by the denigration and even demonization of certain ethnic groups, by rising anger and division among political partisans, and by the proliferation of viral falsehoods and propaganda. Spielberg’s film is about one man—pragmatic and ambitious, but a humanitarian nevertheless—whose courage and ingenuity saved thousands of innocent lives. This is truly a film for our times.

Film credits:

DIRECTOR: Steven Spielberg

WRITERS: Thomas Keneally (book) and Steven Zaillian (screenplay)

CAST: Liam Neeson, Ben Kingsley, Ralph Fiennes

PRODUCERS: Steven Spielberg, Branko Lustig, Gerald R. Molen

EXECUTIVE PRODUCER: Kathleen Kennedy

MUSIC: John Williams

CINEMATOGRAPHY: Janusz Kaminski

To the Teacher

This curriculum guide to *Schindler's List*, like other *Journeys in Film* resources, is based on a few fundamental beliefs:

- That a well-made, relevant film is an excellent way to convey information and teach students important critical thinking skills.
- That an interdisciplinary approach will reach students who have different learning modalities (perception, memory, and sensation) and interests.
- That talented teachers interacting with real students on a daily basis are best positioned to write good lesson plans.

Very few teachers will use all the lessons in this guide—to do so would take up most of a quarter in a typical class. Rather, you can choose the lesson or lessons that best support your own curricular goals and the needs of your students. Team teaching with a colleague in another discipline is a great way to reinforce the message of the film and show students that a topic can be studied profitably through different lenses.

Lesson 1 teaches students about how Nazism acquired its hold in Germany and how Hitler came to power. It also explores the way that German youth were indoctrinated into Nazi ideas. Students review clips from the film and listen to testimonies from survivors that have been filmed and archived at the IWitness website of the Shoah Foundation at USC.

Lesson 2 gives students the chance to know Oskar Schindler better—both the Schindler portrayed by Liam Neeson in Spielberg's film and the Schindler we find in the historical records and in his own words. The lesson serves as both a character sketch and an opportunity to evaluate the accuracy of the film.

Lesson 3 provides a glossary of terms that underscore the wide variety of actions that come under the heading of “resistance.” Students analyze several secondary sources that describe resistance movements and follow this with primary sources from the IWitness website that explain the motivations and actions of some who opposed Hitler and the Nazi regime by flight, hiding, armed resistance, and other methods.

Lesson 4 introduces the concept of the “Righteous Gentile,” a title given to people who, although not Jewish themselves, did what they could to save their Jewish neighbors, friends, and even students. After researching some of these figures, your students will write and publish a news magazine about their stories.

Lesson 5 uses the Nobel Peace Prize as an organizing device for researching contemporary people who are giving their lives and even risking them for the sake of world peace and humanitarian goals. Students nominate their own choices for the award by giving a persuasive speech, perhaps before a “jury” of peers and others.

Lesson 6 asks students to study closely the cinematography decisions made in three specific scenes from *Schindler's List* and to evaluate how they affect the viewer. Then students replicate the scenes themselves using cellphone cameras and practice editing them to see if they can achieve similar results.

Lesson 7 invites students to consider the role of the director in making a film and the myriad of tasks for which he or she is responsible. They plan a hypothetical film of their own on a historical event and listen to and read interviews given by Steven Spielberg and cast members so that they gain a better understanding of the challenges this film presented.

Lesson 8 explores the continued existence of antisemitism today and its rise since 2013. Four different incidents of antisemitic violence in the United States will be explored. An analysis of hate crimes in the United States is also included in the lesson. Finally, students will explore white supremacy and its connection to antisemitism and write an essay regarding combating antisemitism. Please be aware that there are many graphic scenes of violence depicted.

Some additional resources regarding the Holocaust include:

- The collection of video testimonies by survivors of the Holocaust, maintained at the Shoah Foundation at the University of Southern California <https://sfi.usc.edu/>
- An educator's guide to this archive can be found at <https://iwatch.usc.edu/SFI/>
- A professor of Holocaust education on reasons why this subject is important and the future of Holocaust studies <https://theconversation.com/why-we-need-to-rethink-how-to-teach-the-holocaust-96068>
- Guidelines from the United States Holocaust Memorial Museum <https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>
- Guidelines from the International Holocaust Memorial Alliance <https://www.holocaustremembrance.com/educational-materials/how-teach-about-holocaust-in-schools>
- The homepage of the Holocaust Teacher Resource Center <https://www.holocaust-trc.org/>
- Using photography and family stories to teach about the Holocaust <https://www.npr.org/sections/ed/2015/02/20/387654149/teaching-the-holocaust-new-approaches-for-a-new-generation?t=1541712535933>

In the lesson, additional resources regarding antisemitic incidents and antiracist education are listed.

Nazism in Germany and the Building of the “Racial State”

Enduring Understandings

- The rise of the Nazi Party in Germany was based on long-standing prejudices and fears held by the people.
- Believing their lives would be better, some German people accepted the radical policies of Hitler and the Nazi Party.
- Under the right circumstances, people will give up their freedom for security.
- Education plays a crucial role in indoctrinating a society to accept a political ideology.
- Art can imitate life.

Essential Questions

- Why did Germany struggle in adopting a democracy at the end of World War I?
- How was Adolf Hitler able to rise to power in a democratic Germany?
- What lessons can be learned from Germany’s acceptance of a totalitarian government?
- How can education help indoctrinate a political ideology into a society?
- In what ways does art imitate life in the film *Schindler’s List*?

Notes to the Teacher

Schindler’s List, the 1993 film by director Stephen Spielberg, tells the true story of Oskar Schindler, played by Liam Neeson. The film is set against the backdrop of the Nazi Party’s attempts to “purify” Germany’s population by eliminating what it deemed inferior people. At the top of its list were people of the Jewish race. In the movie Schindler is a businessman who travels to Krakow, Poland, where, through persuasion, charm and guile, he procures a factory and fills it with Jewish workers from the Krakow ghetto, all of whom work for no wages.

Schindler knows that he is the last hope for many of the Jews who work in his factory, but initially is most interested in making money from the nearly free labor they provide. Gradually, however, as he witnesses one atrocity after another, his sense of humanity overrides his desire for wealth, and he strives to hire as many Jewish workers as he can. In the end, he’s able to save nearly 1200 Jews from the Nazi death camps.

It is said that art imitates life. In this case, the film *Schindler’s List* tells the story of the systematic persecution of the Jews in Krakow, Poland, during World War II. How did this happen? What circumstances and actions led to such a cataclysmic event in human history? How close to reality are the conditions depicted in the film? What can be learned from this period of history and from the people who lived it?

In Part 1 of this lesson, students will explore the events that led to the rise of Hitler and the Nazi Party in Germany. They will examine a timeline of events and build a cause and effect chart around those events. A short video at https://www.youtube.com/watch?v=kybjUg4kw_s chronicling this period and particularly Hitler’s rise to power may be helpful. Before

conducting this activity, print several sets of **HANDOUT 1: TIMELINE EVENT CARDS**, enough for each small group in your class. Cut out the event descriptions **WITHOUT** the corresponding years. Shuffle each set of cards out of order. Be sure you have cued up the video in case you decide that students need to view it.

In Part 2, students will view the entire video “Hitler’s Rise to Power” and explore some of the reasons the German people accepted the Nazi ideology and the consequences of that decision. They will go through a series of discussion questions that prepare them for a writing assignment. This reflection essay asks students to consider what can be learned for our own time from studying the steps that led to the undermining of German democracy and Hitler’s ascent.

In Part 3, students will view the film “Education in the Third Reich” and several IWitness testimonies from individuals who experienced Nazi education firsthand. After a discussion, students will have the opportunity to express their thoughts by writing letters to one of the witnesses describing their reactions to the film and the testimonies. In their letters, they can compare the witnesses’ education with their own. Alternately, they can write a feature article or create a multimedia presentation on people’s experience in Nazi schools. As undisputed leader of Germany, Adolf Hitler was able to implement his racist policies into German society and law with relative ease. Few people disagreed with his actions, and those who dared were swiftly silenced. In this activity, students will look at how German children were indoctrinated into Nazi ideology. Students will view a film from the United States Holocaust Memorial Museum that presents how Nazism and its racist policies were taught in schools under Nazi control. The film can be found at <https://www.ushmm.org/educators/>

[teaching-about-the-holocaust/oath/overview/education-under-the-third-reich](https://www.ushmm.org/educators/teaching-about-the-holocaust/oath/overview/education-under-the-third-reich) along with several IWitness testimonies from individuals who experienced Nazi education first hand.

In Part 4, students will view three clips from the film *Schindler’s List* and related testimonies from the IWitness website. Students will then discuss their reactions to the film excerpts and testimonies and select one of the culminating questions to answer in writing or by creating a multimedia presentation. The clips can be located by using the time stamps provided on **HANDOUT 5**, but they can also be found on the *Schindler’s List* page at the Journeys in Film website at <https://journeysinfilm.org/>.

An extension activity for mature students explores the subject of eugenics in the first half of the twentieth century. Hitler was not alone in trying to create a “purified” race. People from other countries including the United States were interested in eugenics, which is a science that focuses on controlling breeding to produce certain traits. This can be negative (discouraging people from reproducing if they have “undesirable” genetic traits) or positive (encouraging people with “good” genetic traits to reproduce more). The extension activity explores laws and actions related to the eugenics movement in the United States. Remind student who are working on this to use reliable historical and scientific sources for their research; there are a number of inappropriate websites and videos that deal with this topic.

[Note: If you wish to acquaint your students with the long history of anti-Semitism in Europe before the rise of Nazism, a useful film may be found at the U.S. Holocaust Memorial Museum’s website at <https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>. The film is approximately thirteen minutes long.]

Accessing the Testimonies from IWitness Website

The IWitness website (<https://iewitness.usc.edu/sfi/>) requires registration to fully access its contents. You can register yourself and show the material to your students or you can have them register. Once you've registered, you can access the testimonies by going to the "Search" window on the upper right side and search for the names of individuals. When a name comes up, click "Entire Testimony." A video screen will be on the left with color bars and on the right will be the list of the clips. Scroll down to the correct clip number and click it to access the clip.

Here are some additional resources that you and your students may find helpful:

- Encyclopedia Britannica "Adolf Hitler" at <https://www.britannica.com/biography/Adolf-Hitler/Rise-to-power>
- History on the Net "How did Hitler come to Power?" at <https://www.historyonthenet.com/how-did-hitler-come-to-power/>
- History.com "Adolf Hitler" at <https://www.history.com/topics/world-war-ii/adolf-hitler-1>
- History.com "Nazi Party" at <https://www.history.com/topics/world-war-ii/nazi-party>
- BBC "Life for Young People in Nazi Germany" at <https://www.bbc.com/bitesize/guides/z897pbk/revision/1>
- BBC "Controlling Everyday Life in Nazi Germany" at <https://www.bbc.com/bitesize/guides/z897pbk/revision/1>

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Duration of lesson

Up to five class periods, one for each activity, plus time for research. Each part of the lesson can be conducted as a stand-alone activity.

Assessments

Timeline activity handout

Cause and Effect Chart

Questions from Video “How did Hitler Rise to Power”

Questions from Video “Education in the Third Reich”

Essay for Part 3

Essay for Part 4

Materials

HANDOUT 1 (cut into cards for groups)

HANDOUTS 2–5

Computer access to watch videos and conduct research

Procedure

Part 1: Cause and Effect Timeline Activity

1. Divide the class into small groups of 3-4. Tell students they will be engaging in a timeline activity that examines the events between the end of World War I and the rise of Hitler and the Nazi party.
2. Distribute one set of cards to each group. Ask students to review the cards and then arrange them in the order they think the events unfolded. If students have difficulty finding the correct chronological order, have them view the first 2 minutes, 21 seconds of this video on Hitler’s rise to power. https://www.youtube.com/watch?v=kybjUg4kw_s
3. Once all groups have completed their timelines, distribute or display the master list of the correct order. Discuss any uncertainties or questions students might have.
4. Distribute **HANDOUT 2: CAUSE AND EFFECT CHART**. Review the directions and give them time to complete the chart. Then discuss their explanations, using the answer key as a guide.
5. Go over the debriefing topics:
 - Explain how the German people felt betrayed at the end of World War I.
 - Why did the German Workers Party (later the Nazi Party) have a strong appeal to some segments of German society?
 - Describe the tactic used by the Nazi Party in instigating unrest in communities, then putting down the unrest with strong-arm tactics.

- The Great Depression had devastating effects on the German economy and society. Why do you think Germans were willing to give up some democracy, first to President von Hindenburg and then to Adolf Hitler, in order to gain relief from the Great Depression's effects? Do you feel this was a rational decision? Why or why not?

Part 2: A Deeper Look into Hitler's Rise to Power

1. Tell students that they will now view a video that reviews Hitler's rise to power but also how he was able to gradually impose restrictions on those who opposed him.
2. Distribute **HANDOUT 3: NAZISM TAKES CONTROL OF GERMANY** to all students. Hold a discussion on the pre-viewing questions with students. Then review the viewing points, telling students to take some quick notes in the designated spaces as they watch the video.
3. Play the YouTube video "Hitler's Rise to Power" on a large screen or individually on student's computers. If necessary, have students view the video more than once. (Note: This could also be assigned as homework.)
4. After students have seen the video and taken their notes, discuss in small groups or as a full class the post-viewing questions. Assign the final question for student assessment.

Part 3: Hitler Integrates his Racist Policies into German Education

1. Introduce this activity to students using the information from Notes to the Teacher. Explain that the film from the U.S. Holocaust Museum in Washington, D.C., shows how

Nazi racial policies were integrated into the curriculum in Third Reich schools. Tell them that after seeing the film, they will view several testimonies of individuals who experienced a Nazi education first hand. Explain that these testimonies were recorded on videotape and are housed at the Shoah Foundation at the University of Southern California and available to students through a program called IWitness.

2. Distribute **HANDOUT 4: NAZI IDEOLOGY IN GERMAN EDUCATION** to all students. Hold a discussion on the pre-viewing questions with students. Then review the viewing points, telling students to take quick notes in the designated spaces.
3. Play the video "Education in the Third Reich" on a large screen or individually on student's computers. The video is found at <https://www.ushmm.org/educators/teaching-about-the-holocaust/oath/overview/education-under-the-third-reich>. If necessary, have students view the video more than once. (Note: This could also be assigned as homework.)
4. After students have seen the video and taken their notes, discuss in small groups or as a full class the post-viewing questions. Assign the final question as a student assessment.
5. Move on to **PART 2 OF THE HANDOUT (PAGE 3)**. Review the introduction and instructions. Have students view all four testimonies, more than once if necessary. Then assign them one of the options for the written essay.

Part 4: Art Imitates Life, Scenes from *Schindler's List*

1. Tell students that, in this culminating activity, they will view three clips from the film *Schindler's List* that depict life in the Krakow ghetto. They will also view additional testimonies from Jewish survivors who lived during these times.
2. Distribute **HANDOUT 5: SCENES FROM *SCHINDLER'S LIST*** to all students. Have students review the first clip's description, then show the clip. Clarify any student misunderstandings or misconceptions.
3. Have students view the testimonies related to the first excerpt from the IWitness website. Have students respond to the discussion question on their handouts.
4. Repeat Steps 2-3 for the other two film clips. There are many possible testimonies for the third section, the one on Kristallnacht. You may wish to assign different students to different testimonies, or select specific ones you wish them to view, rather than allowing them to choose randomly.
5. Have students complete one of the questions from the Culminating Assignment. This can be in the form of an essay or presentation, as you prefer.

Extension Activities

This extended activity offers an opportunity for mature students to study the “eugenics” movement in Germany and a similar movement in the United States. It is not well known that the quest for the superior race did not originate with Nazi Germany. A well-established program of “purifying”

the population began in the United States around the turn of the 20th century. In fact, the practice of “eugenics” was government law in several states between 1910 and 1970. Germany, of course, carried it to the extreme.

Have students read the article “America’s Hidden History: The Eugenics Movement” at <https://www.nature.com/scitable/forums/genetics-generation/america-s-hidden-history-the-eugenics-movement-123919444>. Then have them do their own research on the topic of eugenics in the United States and Nazi Germany. Have them develop a presentation to the class that provides a history of eugenics, its purpose and practice in both the U.S. and Nazi Germany. Remind student who are working on this to use reliable historical and scientific sources for their research. Then have them address one of the following topics:

- Certain groups in the country want to revive the practice of eugenics. Develop a political ad that counters this idea.
- Some scientists have speculated that the study of DNA and mapping the genome is similar to eugenics. Is it? Describe some of the possibilities gene selection or gene enhancement might bring to creating “super babies” or “perfect children.” Is this a good idea? What are the similarities between this and eugenics?
- Chronicle the use of eugenics in the United States. What states had such programs and what was the rationale for them? How successful or unsuccessful were they, and why were they eventually repealed?

Handout 1 ► P. 1

Timeline Event Cards

1918	WWI ends in a German defeat. Losses are devastating—1.7 million total dead. About 1/5 of Germany's army is killed. Germans are not psychologically prepared for the losses. Military and political leaders blame others for Germany's defeat, such as Jews and Communists. Germany's leader, Kaiser Wilhelm, resigns and a new government is formed, the Weimar Republic. Germany makes its first attempt as a democracy, with a parliament known as the Reichstag and an elected president. Extreme political parties form, struggling for power, often violently in the streets.
1919	The Treaty of Versailles settles the war between the Allied and Central Powers. France and Britain place devastating conditions on Germany. The German Army is reduced to 100,000 men. Nearly 1/10 th of Germany's valuable industrial land is given to France and Belgium. Germany gives up all its foreign colonies. Most humiliating of all is that Germany is forced to take responsibility for the war and pay reparations of 20 billion marks (approximately \$5 billion dollars US; this would be over \$83 billion in today's dollars).
1919 to 1921	The German Workers Party is formed, composed mostly of former military personnel and unemployed workers. Frustrated with the poor economy and low social status, party members promote a right-wing ideology, encouraging national pride, militarism, and a racially pure German population. The party changes its name to National Socialist German Workers' Party (NSDAP) or the Nazi Party. Adolf Hitler joins and soon takes control, giving himself the title <i>der Führer</i> or "the Leader." Exploiting long-standing anti-Semitic feelings, Hitler blames the Jews for all of Germany's economic problems.
1923	In an attempt to overthrow the German government, Hitler and the Nazis concoct a plot called the "Beer Hall Putsch," intended to seize control of the local government in Munich. The plot fails and Hitler is arrested for treason. He uses the courtroom as a public platform for his propaganda, ranting against the Weimar Republic and its leaders for betraying Germany. By the end of the trial, the judges sympathize with Hitler and sentence him to only five years in prison. He is released after only one year.

Handout 1 ► P. 2

Timeline Event Cards

1925	While in prison, Hitler writes the first volume of <i>Mein Kampf</i> ("My Struggle"). The book details Hitler's radical ideas of German nationalism, anti-Semitism, and anti-Communism. He links Social Darwinism with the human struggle, arguing that only the strongest races survive and the German race should be kept pure. The book becomes the ideological base for the Nazi Party and uses deep-rooted anti-Semitism to justify its racist policies.
1927	After Hitler's release from prison, he reforms the Nazi Party to successfully compete in future German elections. He establishes the SA (<i>Sturmabteilung</i>), a paramilitary unit; the SS, (<i>Schutzstaffel</i>), an elite group that serves as a security unit; and a propaganda department. To gain the support of the people, Nazi sympathizers stir up trouble in small towns suffering from the poor economy and political instability. The Nazi SA then comes in with brutal tactics and restores order. Gradually, the tactics work on people's fears and they support the Nazis.
1929	The Great Depression in the United States. Soon economic calamity spreads throughout the world. The Weimar Republic is unable to cope with the problems of high unemployment, high inflation, and public despair. The coalition government of liberal and conservative parties in the Reichstag (Parliament) collapses. President Paul von Hindenburg is persuaded to impose emergency powers allowing him to restore order. Laws now come from the executive branch, by-passing the Reichstag legislature. In the next election, the Nazi Party captures almost 20 percent of the vote, making it the second largest political party in Germany.
1932	President von Hindenburg faces another election. He decides to run again to prevent Hitler from becoming president. Hindenburg wins as president, but the Nazi Party wins almost 37 percent of the vote, making it the largest party in the Reichstag. The nation continues to suffer under von Hindenburg's ineffective policies and Hitler keeps the pressure on with massive propaganda campaigns and daily street violence. In a desperate move, von Hindenburg appoints Hitler as chancellor (prime minister) of Germany and head of the Reichstag, hoping he can control him.

Handout 2 ► P. 1

Cause and Effect Chart

Directions:

Examine each item in the “Effect” column. Review the list of causes on the next page and find the one that best matches the effect. Write the cause in the second column. Then write an explanation as to why the cause created the effect.

Effect	Cause	Explanation
Loss of German pride		
Loss of German economic resources		
The German Workers Party forms		
Hitler arrested and sentenced to 5 years in prison for treason.		
<i>Mein Kampf</i>		
Nazi Party gradually gains support		
Weimar Republic invokes emergency powers		
Hitler is made Chancellor of Germany		

Handout 2 ► P. 2

Cause and Effect

List of Causes

- Big political win in the Reichstag
- Beer Hall Putsch
- Treaty of Versailles
- Hitler's thoughts on nationalism, anti-Semitism and anti-Communism
- The Great Depression
- Defeat in WWI
- Weak democracy
- Nazi sympathizers stir up trouble
- Poor economy and low social status

Debriefing Questions

1. Why did the German people feel betrayed at the end of World War I?
2. Why did the German Workers Party (later the Nazi Party) have a strong appeal to some segments of German society?
3. What tactics were used by the Nazi Party in instigating unrest in communities and then putting down the unrest with a strong-arm ?
4. The Great Depression had devastating effects on the German economy and society. Why do you think Germans were willing to give up some democracy, first to President von Hindenburg and then to Adolf Hitler, in order to gain relief from the Great Depression's effects?

Teacher Resource 1 ► P.1 Cause and Effect Chart Key

Effect	Cause	Explanation
Loss of German pride	Defeat in World War I	Germany was not psychologically prepared to lose the war. The loss was devastating to the population.
Loss of German economic resources	Treaty of Versailles	The treaty called for Germany to give up some of its important industrial land and lose its foreign colonies. It also had to pay for the war.
The German Workers Party forms	Poor economy and low social status	Membership is composed mostly of former military personnel and unemployed workers. Frustrated with their condition, they follow a right-wing ideology.
Hitler arrested and sentenced to 5 years in prison for treason.	Beer Hall Putsch	Hitler and the Nazis stage an uprising but fail. Charged with treason, Hitler is given a light 5-year sentence due to sympathetic judges.
<i>Mein Kampf</i>	Hitler's thoughts on nationalism, anti-Semitism and anti-Communism	In <i>Mein Kampf</i> Hitler uses Germany's long-standing prejudices to promote the Nazi agenda.
Nazi Party gains gradually gains support	Nazi sympathizers stir up trouble	Nazi sympathizers stir up trouble in towns suffering from poor economy and political instability. Nazi SA restores order with brutal tactics and gains support of the people.
Weimar Republic invokes emergency powers	Great Depression	The world-wide depression proves to be too much for Germany's weak government and economy. Democracy breaks down and von Hindenburg imposes emergency powers.
Hitler is made Chancellor of Germany	Big political win in the Reichstag	The Nazi Party wins almost 37 percent of the vote, making it the largest party in Germany. Von Hindenburg doesn't want Hitler to run for president so he appoints him as Chancellor.

Teacher Resource 1 ► P.2 Cause and Effect Chart Key

List of Causes

- List of Causes
- Big political win in the Reichstag
- Beer Hall Putsch
- Treaty of Versailles
- Hitler's thoughts on nationalism, anti-Semitism and anti-Communism
- The Great Depression
- Defeat in WWI
- Weak democracy
- Nazi sympathizers stir up trouble
- Poor economy and low social status

Debriefing Questions (To be answered after the activity)

- Why did the German people feel betrayed at the end of World War I?
- Why did the German Workers Party (later the Nazi Party) have a strong appeal to some segments of German society?
- What tactics were used by the Nazi Party in instigating unrest in communities then putting down the unrest with a strong-arm?
- The Great Depression had devastating effects on the German economy and society. Why do you think Germans were willing to give up some democracy, first to President von Hindenburg and then to Adolf Hitler, in order to be given relief from the Great Depression's effects?

Handout 3 ▶ P. 1

Nazism Takes Control of Germany

The video “Hitler’s Rise to Power” takes a close look at Hitler’s role rise to power, presenting events and their consequences in detail. It points out how Hitler was able to gradually impose restrictions on those who opposed him.

A. In class, discuss Pre-Viewing Questions before watching the film.

- Under what conditions would you be willing to give up some of your freedom for more security? What freedoms would you be willing to give up in exchange for security?
- Why do you think people try to find scapegoats for the problems in society? Provide some examples.
- Can fear, anger and bigotry influence a society more than facts? Why do you think this might be true? Can you think of a different time in history when fear, anger and bigotry had a stronger influence than facts?

B. While viewing the video, look for these points and take notes in the space provided.

German feelings at the end of World War I	
The Weimar Republic implements the Versailles Treaty	
Prejudices against Jews are born out of fear, anger, and bigotry, not fact	

Handout 3 ► P. 2

Nazism Takes Control of Germany

Adolf Hitler's prejudices find an audience in German society	
The Great Depression's impact on destabilizing Germany's economy, society and politics	
The deal von Hindenburg and his supporters make with Hitler after the 1932 elections	
The Reichstag fire and the Nazi restrictions	
Hitler's speeches and Nazi propaganda convince people to be on the right side of public opinion	

Handout 3 ▶ P. 3

Nazism Takes Control of Germany

C. Post Viewing Questions. Discuss these in small group or as a full class.

- Describe how the problems Germany faced at the end of World War I made it difficult to form a democracy?
- How did conspiracy theories and long-standing prejudices make Jews the target of German bigotry?
- Why was Adolf Hitler able to use fear, anger, and bigotry instead of fact to gain the support of the German people?
- Describe the “deal with the devil” that von Hindenburg and wealthy Germans made with Hitler when he was appointed Chancellor. Under the circumstances, do you feel this was their only choice? Why or why not?
- How was Hitler able to use the Reichstag fire as a reason to gain emergency powers, restrict freedom of the press, ban other political parties, and impose anti-Jewish laws?

D. Discuss or write a short essay on the following question.

Why do you think the German people allowed Hitler to take so much power away from their democratic government? What lessons can be learned from Germany’s acceptance of a totalitarian government?

Handout 4 ► P. 1

Nazi Ideology in German Education

Part 1: Education in the Third Reich

The video from the U.S. Holocaust Museum that you are about to watch explores how Nazi ideology was taught in German schools. This video can be found at <https://www.ushmm.org/educators/teaching-about-the-holocaust/oath/overview/education-under-the-third-reich>.

A. In class, discuss these pre-viewing questions before watching the film.

- What do you think is the purpose of education?
- How do you think what is taught in school helps students learn about social standards?
- Do you feel this is a form of indoctrination? Explain your answer.
- What might be some of the dangers of too much indoctrination in school?

B. While viewing, look for these points and take notes in the space provided.

Nazi ideology quickly integrated into the nation's schools. Teachers are trained in Nazi ideology.	
Jewish teachers are forced out; Jewish children are segregated in schools.	
"Race science" is introduced into the curriculum.	

Handout 4 ► P. 2

Nazi Ideology in German Education

Teachers use their own teaching methods; textbooks reflect Nazi ideology.	
Hitler Youth—begin with the young and make a new world.	
Teachers and students make choices.	

C. Post-Viewing Questions. Discuss these in small group or as a full class.

- Why do you think the Nazis felt the education system was so important to their success?
- What moral dilemma did German teachers face when the Nazis took control?
- Explain “race science.” What impression does this ideology make on white Germans? What impression does it make on Jews and others deemed inferior?
- What was the value of the Hitler Youth in spreading Nazi ideology?

D. Discuss or write a short essay on the following question:

Do you feel the teachers and students in Nazi Germany had a choice about whether to follow the ideology? Explain your reasons for your answer.

Handout 4 ▶ P. 3

Nazi Ideology in German Education

Part 2: Life in a Nazi German School

The following testimonies are from the IWitness website at <https://iwatch.usc.edu>. Play each testimony to learn what going to a German school was like in the Third Reich for Jewish children.

- H. Henry Sinason, Clips 12–14 (Education). Henry remembers harassment of Jewish children by their non-Jewish peers in Berlin, Germany, in the 1930s.
<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=16294&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Kurt Klein, Clips 4 and 9 (Education). Kurt was a teenager living in Walldorf, Germany, when the Nazis came to power in 1933. Here, he talks about the ideological indoctrination in schools and how the rise of the Third Reich impacted his friendships. (Note: Clip 9 is on the second part of the video.) <https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=9610&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Steven Mendelsson, Clips 12–15 (Hitler Youth). Steven remembers a Hitler Youth march he witnessed in his hometown, while a young boy in the mid-1930s. <https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=27696&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Judith Becker, Clips 2, 6–7 (Education, racism) Judith talks about her brother, who was in a school that openly taught racism. He was Jewish but set as an example of a perfect Aryan specimen. Class didn't accept it because they knew the boy. <https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=32880&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

Briefly discuss your thoughts on what you saw in the testimonies. Comment on the individuals' stories and how they tell them.

Assignment Options:

After watching and discussing the film "Education in the Third Reich" and the four testimonies, select one of the testimonial individuals and choose one of the following assignments.

- Write a letter to the survivor describing your thoughts on what you witnessed and what you would say to him/her if you had the opportunity.
- Write an article for publication describing Nazi education in Germany, your reaction to it, and the impact it had on one of the IWitness individuals.
- Write an essay that explores similar present-day circumstances of prejudice and exclusion you have witnessed in your life.

Handout 5 ▶ P. 1

Scenes from *Schindler's List*

Directions:

Review each clip and its related testimonies from the IWitness website and discuss the questions that follow. Use the time code readings indicated next to the clip title to locate the scene.

A. “Krakow Jews Move to the Ghetto” (17:34–21:00)

This clip takes place in 1941. Krakow Jews are ordered to leave their homes and move to an area of only 16 square blocks, which would become known as the Krakow Ghetto. They are given little notice and can pack only whatever belongings they can carry. As they pass through other neighborhoods, they are subjected to the ridicule of other Germans, even young children. When they arrive in the ghetto, the housing is much less than what they had, and often multiple families are crowded into small apartments.

Testimonies from IWitness:

- Margaret Lambert, Clips 11 and 12 (Discrimination). Margaret speaks about her friendship with Nazi children and how after 1933 everything changed.
<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=2424&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Ellen Kerry Davis, Clip 9, 23, (Discrimination). Ellen speaks of deep memories of how things changed with Nazi policies and how friends turned into enemies.
<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=15298&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Leo Berkenwald, Clips 9–15 (Ghetto Life). Leo remembers crowded conditions in the Łódź ghetto in Poland.
<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=2711&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

Debriefing Questions:

Summarize the content of the film clip.

- What stood out most to you? Discuss what you’ve learned from the testimonies.
- How would you summarize people’s experiences related to the clearing out of the ghetto?
- What similarities and differences do you see or hear between the film excerpt and the related testimonies?
- What surprised you about what you heard from the testimonies?
- What other information would you want to know?

Handout 5 ▶ P. 2

Scenes from *Schindler's List*

B. “What Does It Mean to be Essential?” (24:44–29:03)

In this clip, the residents of the ghetto have gathered in the street. They are lined up in front of officials sitting at small tables. They informally discuss what they think is their value to the Nazis. Each person goes up to a registration table for a quick interview and then is classified as either an “essential” or “non-essential” worker. Those deemed essential are given work visas and can stay in the ghetto to live and work, many in Schindler’s factory. For the others, their names go on a list and their fate is not known or spoken of. The best advice is to find a good hiding place. In this scene, Itzak Stern, Schindler’s accountant, creates false papers to save one of his friends by changing his occupation from history teacher to metal polisher.

Testimonies from IWitness:

- Eva Safferman Clips 9 and 10 (Ghetto Life). Eva speaks of having to work in a ghetto factory and then to hide during a round up.
<https://iwwitness.usc.edu/SFI/Watch.aspx?testimonyID=20160&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Bluma Doman Clips 73-75 (Ghetto Life). Bluma discusses the economy of the ghetto and the forced labor assignments.
<https://iwwitness.usc.edu/SFI/Watch.aspx?testimonyID=11861&segmentNumber=0&returnIndex=0&contentView=1&pg=2>
- Minia Jay Clips 40-45 (Ghetto Life). Minia describes her life and work in the ghetto
<https://iwwitness.usc.edu/SFI/Watch.aspx?testimonyID=25462&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

Debriefing Questions:

- Summarize the content of the film clip.
- What stood out most to you?
- Discuss what you’ve learned from the testimonies.
- How would you summarize the people’s experiences related to clearing out the ghetto?
- What similarities and differences do you see or hear between the film excerpt and the related testimonies?
- What surprised you about what you heard from the testimonies?
- What other information would you want to know?

Handout 5 ▶ P. 3

Scenes from *Schindler's List*

C. “Erasing the History of a Community” (56:15–1:14:24)

In this excerpt, German soldiers awaiting instructions have mustered in a large square. Commandant Amon Göth relates a little history about the Jews who settled in this area some 600 years ago after the Black Death. He tells his troops of their prosperity in business, science, education, and the arts. Then he declares that by the end of the day, those six centuries will never have happened. The Krakow Ghetto was destroyed on March 13, 1943.

Less than five years earlier, on November 10, 1938, the German military conducted raids on all Jewish communities in Nazi Germany. This event was known as “Kristallnacht” night of broken glass. The testimonies in this section speak of a night very similar to the ones experienced by the characters in *Schindler's List*

Testimonies from IWitness:

- View three of the testimonies from the topic “Kristallnacht” at <https://iewitness.usc.edu/SFI/Search.aspx?term=kristallnacht>. (On the IWitness testimonies, Kristallnacht is referred to as “November Pogrom.” A pogrom is an organized massacre of a particular ethnic group.) Be sure to note which testimonies you choose.

Debriefing Questions:

- Summarize the content of the film clip.
- What stood out most to you?
- Discuss what you’ve learned from the testimonies.
- How would you summarize the people’s experiences related to the clearing out of the ghetto?
- What similarities and differences do you see or hear between the film excerpt and the related testimonies?
- What surprised you about what you heard from the testimonies?
- What other information would you want to know?

Scenes from *Schindler's List*

D. Culminating Questions

Select one of the following questions to formulate your essay. You may incorporate any other learnings from this lesson or other research you may have conducted.

- Write an essay on any one of the film clips and its related testimonies following the debriefing questions above.
- Identify the different ways the art of the film *Schindler's List* imitates life as you heard it described in the testimonies.
- Look back on Germany's history since the end of World War I and identify key turning points that led Germany to the events depicted in the film. What might have been done differently that would have effectively stopped the German people from taking the path that brought them to the Holocaust?

The Man Who Was Oskar Schindler

Enduring Understandings

- It is possible for one person to make a positive difference in the lives of others who are in distress and danger.
- Unlikely heroes can emerge during times of crisis.
- Human motivation is complex and multi-layered, open to multiple interpretations by outside observers and sometimes only partially understood by the acting individuals.
- Oskar Schindler was in a unique position to take a gigantic risk to save the lives of over one thousand people during the Holocaust.

Essential Questions

- What can we know about Oskar Schindler's life before and after wholesale persecution of the Jews by the Third Reich?
- What motivated his determination to save the lives of the Jewish workers in his factory?
- How and why was he able to accomplish this when so many others remained passive or cooperated with Nazi policies?
- What insights can Schindler's experiences give us about our own world today?

Notes to the Teacher

During the years immediately after World War II, Canadian journalist Herbert Steinhouse wrote an article, complete with photographs, about Oskar Schindler. The process of writing the piece included interviews with Schindler himself. At the time, no publications were interested in publishing the work, so it remained filed away and unread. It was not until the 1982 publication of Thomas Keneally's *Schindler's Ark* and, even more, the 1993 Academy Award winning film *Schindler's List* that Schindler's life became a subject of populist interest. By then interviews were no longer possible, since Schindler died in 1974; we have few records of anything he ever had to say about his personal life or about his heroism in saving the lives of his Jewish factory workers.

What do we know of his life prior to his success in the Krakow enamelware and munitions factory? He was born in 1908 to a prosperous German family, had an uninspiring educational career that did not include college, married young, and drifted rather aimlessly from job to job. He was a heavy drinker and not a faithful husband. One can hardly imagine a more unlikely hero.

In the late 1930s he applied for membership in the Nazi party and was accepted. He also worked as a spy in Czechoslovakia, was arrested and tried, and was saved from severe punishment by political events. He began to run the Krakow factory, his only business success, in 1939.

Jewish concentration camp inmates were an obvious source of inexpensive labor, but somehow during the next five years Schindler evolved into a hero determined to save his workers. His network of Nazi connections enabled him to use bribery and other means, and as the war neared a close, he was so disenchanted with the Third Reich that he reportedly ordered the factory workers to produce only flawed munitions.



Post-war, he faced trial for war crimes, but was exonerated by the testimony of Jews whose lives were among those he saved. He and his wife moved to Argentina, and he began to live very much the way as he did younger in life, aimlessly and without business success. He eventually returned (without his wife) to Germany, where he failed in every business he attempted, subsisting largely on money sent to him in gratitude by Jewish individuals and families. In 1962 Israel recognized him as a Righteous Gentile. (Note: This topic is developed in detail in Lesson 4.) After his death in 1974, he was buried in Israel on Mount Zion.

Prior to this lesson, which focuses on Oskar Schindler, students should have viewed *Schindler's List* and become acquainted with the film's historical background. (Note: Lesson 1 of this unit can be particularly helpful with the history involved.)

Part 1 of the lesson deals with Schindler as he is depicted in the movie. Students consider the nature of historical fiction and its characteristic blend of facts with imagination. They discuss character and motivation. They read a movie review from 1993, and they write about the impact of the character of Schindler (as depicted in the film) on themselves as audience members. Before this part of the lesson, either print out copies of the review for students or arrange for them to read the review on their computers or other devices. The review can be found at 1993 *New York Times* review by Janet Maslin, “*Schindler's List*: Imagining the Holocaust to Remember It” at <https://www.nytimes.com/1993/12/15/movies/review-film-schindler-s-list-imagining-the-holocaust-to-remember-it.html>.

Part 2 leads students to research and report about various aspects of Schindler's life and work. They create a timeline and make inferences about his character and motives.

The procedure also suggests that you show the short video “Schindler's List: The Life of Oskar Schindler,” which is available on YouTube. Students are then asked to compose questions they would like to answer about the man they have been discussing. The film (on YouTube at <https://www.youtube.com/watch?v=yCe242erTpE>) takes about 20 minutes. It includes information about Schindler as well as interesting photographs and interviews with survivors and Thomas Keneally. It also helps to take the timeline off the page and into visual memory.

Part 3 focuses on the great and intriguing question of why Schindler—such an unlikely hero—did what he did.

HANDOUT 4 presents an excerpt from a letter written by some of his Jewish workers to demonstrate his innocence of Nazi war crimes. Students then respond to a series of quotations attributed to him. They consider the conclusions reached by Canadian journalist Herbert Steinhouse during the years immediately after the war. They view eye-witness testimony from some of Schindler's long-ago Jewish workers on the Website of the USC Shoah Foundation. A quotation from Leon Leyson, who as a very young teenager worked in the enamelware factory, serves as the springboard for the culminating essay assignment.

Schindler was not the only one to help to save the Jews. The World Holocaust Remembrance Center called Yad Vashem is an excellent resource about the Holocaust and maintains a directory of Righteous Gentiles who played a part in saving Jewish Lives. See www.yadvashem.org for more information.

**COMMON CORE STATE STANDARDS ADDRESSED BY THIS LESSON****CCSS.ELA-LITERACY.CCRA.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Duration of the Lesson

3–5 class days, depending on work assigned out of the classroom

Assessments

Short essay in response to *Schindler's List*
(Part 1 of the lesson)

Participation in group research and presentation
(Part 2)

Creation of questions to address to Schindler
(Part 2)

Culminating essay or multi-media project
(Part 3)

Completion of handouts

Participation in discussions

Materials

HANDOUT 1: INTERSECTIONS OF HISTORY AND FICTION

HANDOUT 2: AN OSKAR SCHINDLER TIMELINE

HANDOUT 3: DEDUCTIONS ABOUT OSKAR SCHINDLER

HANDOUT 4: TESTIMONY ON BEHALF OF OSKAR SCHINDLER

HANDOUT 5: QUOTES FROM OSKAR SCHINDLER

HANDOUT 6: HERBERT STEINHOUSE'S CONCLUSIONS

Access to the Internet for research, viewing a short film, and reading several recommended articles

Procedure

Part 1: *Schindler's List*—A Work of Historical Fiction

1. Write or display on the board the following quote from American novelist Tim O'Brien: "That's what fiction is for: it's for getting at the truth when the truth isn't sufficient for the truth." Ask students to think about it for a moment and then, in discussion, to unpack the paradoxical truth conveyed. In the discussion, be sure to have the class consider the nature of truth, facts, and fiction. You might want to include the idea that a metaphor, while not a factual truth, can sometimes convey meaning more vividly than a simple statement of facts.
2. Give several example of historical topics that might necessitate a person having to imagine elements in order to achieve any kind of real understanding. For example, we know military facts about and the consequences of the Battle of Gettysburg, but we can only conjecture about the feelings, thoughts, motives, and actions of most of the participants. In writing about the Twin Towers on 9/11, we can imagine but not really know the thoughts and feelings of the people inside or the first responders.
3. Point out that *Schindler's List* is a work of historical fiction. Ask students to list historical facts they observed as they viewed the movie. (Examples might include events and people during World War II; concentration camps in Eastern Europe; rampaging anti-Semitism; Schindler's factory and Jewish workers; saving over a thousand people from misery and death in the camps; liberation at the end of the war.)

4. Distribute **HANDOUT 1: INTERSECTIONS OF HISTORY AND FICTION** and ask students to complete it individually. Follow with whole-class discussion in which you emphasize the complexity and variety of possible human responses and motivation, as well as the way we tend to invest others with what we imagine our own responses would be. (For example, the guard might see the inmates as undesirable, might feel pity for them, or might just be longing for the end of his shift. The teenager might be fearful or angry, determined to escape, or simply terribly confused. The bystander could be mildly confused or ready to organize a mass rebellion. Would the rabbi be determined to help people or focused on a personal crisis of faith?)
5. Ask students to discuss their understanding of and responses to Oskar Schindler as he is portrayed in *Schindler's List*. In the course of the discussion, distinguish items that are clearly factual from those the writers, director (Steven Spielberg), and actor (Liam Neeson) had to imagine in order to bring characters and events to life.
6. Have students read the 1993 *New York Times* review by Janet Maslin, "*Schindler's List*: Imagining the Holocaust to Remember It" at <https://www.nytimes.com/1993/12/15/movies/review-film-schindler-s-list-imagining-the-holocaust-to-remember-it.html> either with printed copies or on their devices. If you have trouble with the URL, you can also use the review title as key words. Emphasize that this article presents one viewer's educated responses, with which we can agree or disagree.
7. Ask students to write short essays in response to the following question: What impact does the character of Oskar Schindler *as he is depicted in the movie* have on you? Give reasons based on specific scenes, and make careful word choices to describe your own thoughts and feelings.

Part 2: Researching the Real Oskar Schindler

1. Explain that the movie *Schindler's List* has its origin in a 1982 award-winning novel by Thomas Keneally. Ask students where the writer might have sought information about events that occurred decades earlier and people who were no longer alive. (He probably used official records and documents, eye-witness accounts, letters, photographs, interviews, etc.)
2. Explain that students are now going to attempt to learn about the life and character of the real Oskar Schindler, a task that will require them to distinguish historical and biographical facts from opinions and interpretations. They will also need to cross-check information in various Internet sources to verify accuracy and reliability.
3. Divide the class into six groups, and assign each group one of the following topics: Schindler's youth and young adulthood; his employment and career experiences; his Nazi involvement; his years running the enamel and munitions factories; life immediately after the war and in Argentina; experiences after his return to Germany. Direct students to research factual information and prepare to present their findings to the class as a whole. Encourage the use of a note-taking method (use of a color or a question mark, for example) to distinguish what is certain from what is probable or possible.
4. Give students adequate time for their research as you circulate to assist them.
5. When research is completed and groups have had time to organize their presentations, bring the class back together. Distribute **HANDOUT 2: AN OSKAR SCHINDLER TIMELINE** for note-taking purposes before the groups begin their

presentations. (Note: The Teacher Resource version of the handout presents some of the information students are likely to present, but it is not exhaustive.) You may also want to complete a large timeline on the board or for display on one of the classroom walls.

6. Distribute **HANDOUT 3: DEDUCTIONS ABOUT OSKAR SCHINDLER** and have students complete it individually. Follow with whole-class discussion.

Suggested Responses:

- A. He seems to have been relatively unambitious and mainly interested in enjoying himself. His moral principles appear to have been very flexible. He was an affable person who made friends easily.
- B. Like many Germans, he was probably attracted to a rebirth of national pride. The Nazi party was “where the action was.” He may have enjoyed the risk-taking and sense of adventure in being a spy.
- C. His party membership enabled him to achieve the machinations, including bribery, involved in saving the lives of his Jewish workers. His known predilection for drink and extramarital affairs probably made it seem unlikely that he would be any kind of a threat.
- D. With the exception of the enamelware and munitions plant, all of his business efforts were misguided failures.
- E. In the aftermath of the war, no one was very interested in Schindler except for the Jewish workers he had rescued. His was a life of poverty and, later, ill health. He did not live to see widespread recognition of his heroic acts in saving over a thousand people from certain death at the hands of the Nazis.

7. Point out that *Schindler’s List* focuses on only a few years of the man’s life and that director Steven Spielberg and actor Liam Neeson convey much of the network of complications in Oskar Schindler’s life and character.
8. If you wish, have students view the short film “Schindler’s List: The Life of Oskar Schindler” (on YouTube at <https://www.youtube.com/watch?v=yCe242erTpE> at this time.
9. Assign students to write six questions they would ask Oskar Schindler if they were able to have the opportunity to interview him.

Part 3: Perspectives on Schindler

1. Have each student share one of the questions generated in response to the last step of Part 2 of this lesson, and record the questions on the board. Then collect the assignment and use it as an assessment tool. (There are likely to be many questions about motivation: Why were you so unfaithful to your wife? Why did you take the risks involved in being a spy? Why did you have the nerve to try to outwit Nazi plans? Why did you exhaust your personal resources to save Jewish lives? Why didn’t you insist on broadcasting your own story after the war?)
2. Remind students that Schindler was a member of the Nazi Party, and he did face trial for war crimes after World War II ended.
3. Distribute **HANDOUT 4: TESTIMONY ON BEHALF OF OSKAR SCHINDLER**, and have students complete the exercise. Follow with discussion.



Suggested Responses:

- A. We get a sense of chaos, desperation, and hopelessness—of being abandoned with almost nowhere to turn for help.
 - B. These were not employees, but a large group of very sick strangers with no other recourse for help.
 - C. By this point the self-interest that may have started his employment of Jewish workers seems to have been gone. The sick and desperate people arrived, and Schindler provided the care they needed simply because they needed it.
4. Point out the letter's evidence of gratitude and good will toward Schindler, as well as the sense of respectful distance. There is no feeling of emotional entanglement.
 5. Read aloud the following statement by Rena Ferber, one of those fortunate enough to be sent to work at Schindler's factory.

I would not be alive if it wasn't for Oskar Schindler: my mother survived and so did my grandfather. It's a tragedy that Oskar Schindler died young before the world could acknowledge his heroism, His countrymen could know a truth; to us he was our God, our Father, a protector.¹

Ask students to use their own words to describe Rena Ferber's attitudes toward and feelings about Schindler (gratitude, respect, reverence, awe, regret, etc.).

¹ www.schindlerjews.com

6. Point out that Oskar Schindler was far from being the only person to try to help victims of Nazi persecution. Yad Vashem's list of Righteous Gentiles (or Righteous among the Nations) makes it evident that there were many others. (See Notes to the Teacher for more information.) It is also clear that many people, for a variety of reasons, did little or nothing to help, and others participated actively in the Nazi agenda.
7. Explain that for many people who learn about Oskar Schindler, the logical question becomes clear: Why did a man who was more interested in life's pleasures than in discussing ethical issues become a hero? Since he was not a sought-after celebrity, we do not have access to multiple interviews and writings as we search for answers. Distribute **HANDOUT 5: QUOTES FROM OSKAR SCHINDLER** and ask students to read the quotes and complete the exercise. Follow with open-ended discussion.
8. Refer students to the excerpt from "The Real Oskar Schindler" by Herbert Steinhouse at <http://www.writing.upenn.edu/~afilreis/Holocaust/steinhouse.html>. Direct students to skim the article. If necessary, explain that skimming involves a search for main points and differs from close reading.
9. Ask students how this source about Schindler differs from the others they have used. (This is a primary source. Steinhouse was at first skeptical about stories he heard about Schindler. He also had the opportunity for face-to-face conversations with the man.) Ask why the article was not published at the time. (It seems that popular audiences did not want to spend a lot of time reliving the war years. People wanted to move on to happiness and prosperity.)



10. Distribute **HANDOUT 6: HERBERT STEINHOUSE'S CONCLUSIONS** and ask students to work with partners to complete the exercise. Follow with open-ended discussion.
11. Tell students that the inevitable passage of time means a dwindling number of available eye-witness accounts. Refer students to the videotaped statements of Holocaust survivors at the IWitness website at <https://iwatchitness.usc.edu/SFI/Sites/schindlerslist/>. Invite students to view the eye-witness testimonies of Leon Leyson and Rena Finder, as well as any one of the others on the site. Leon Leyson's testimony about Schindler may be found in Clips 77, 114, 123, 154, and 156 at <https://iwatchitness.usc.edu/sfi/Watch.aspx?testimonyID=7939&segmentNumber=0&returnIndex=0&contentView=1&pg=2>. Rena Finder's testimony may be found in Clips 28-30 and 36 at <https://iwatchitness.usc.edu/sfi/Watch.aspx?testimonyID=22506&segmentNumber=0&returnIndex=0&contentView=1&pg=2>. Then ask students to share observations and conclusions. (For example, the speakers show dignity, respect, and gratitude. They seem to have trusted and felt safe under the protection of Schindler. It was virtually impossible to escape, so Schindler's factory was a kind of haven. Looking back, the survivors see Schindler as a good man.)
12. Share the following quotation from Leon Leyson, who worked in Schindler's factory and later emigrated from Europe to the United States: "A hero is an ordinary person who does the best of things in the worst of times."
13. Assign students to write essays or complete multi-media projects in which they synthesize their understanding of Schindler and discuss how knowing his story can affect a person today, including that person's choices, understanding of the events around him or her, and judgments about other people.

Handout 1

Intersections of History and Fiction

Directions:

Imagine that you were going to write or tell a story about one of the following characters. What details would you have to invent to bring the person and the story to life?

Focus	Invented Details
A guard responsible for patrolling and maintaining order in a Nazi concentration camp	
A Jewish teenager who has recently been interned in the concentration camp along with several relatives	
A non-Jewish bystander who observed trainloads of deportees entering the campgrounds	
A rabbi who is imprisoned, along with most of his congregation, in a work camp	

Handout 2

An Oskar Schindler Timeline

Directions:

Use the timeline to fill in factual information about Schindler's life. (Fill in both dates and events.)

Date	Events
1908	Born in Austria-Hungary to German parents
1928	
1938	
1945	
1958	
1974	Died; buried in Israel

Teacher Resource 1 An Oskar Schindler Timeline

Date	Events
1908	Born in Austria-Hungary to German parents; father's factory made farm machinery; an only child for the first 7 years of his life.
1924	Expelled from technical school, later finished; chose not to attend college.
1928	Married Emilie Petzl; during the previous and following years held a variety of jobs; known to be a heavy drinker and philanderer.
1935	Joined a nationalist German political party.
1936	Began working as a German spy in Czechoslovakia.
1938	Arrested, tried, and found guilty of espionage; freed because of shifting political situation. Applied for Nazi membership.
1939	Nazi membership confirmed. Moved with his wife to Krakow; began to run an enamelware company; employed Jewish people imprisoned in camps who provided inexpensive labor; payments made to Nazi government. In the next years, being <i>Schindlerjuden</i> ("Schindler's Jews") became highly desirable because of protected status as valuable workers.
1944	German defeat on the horizon; Schindler's enamelware and munitions factory moved to Brunnlist; workers told to produce only defective weaponry.
1945	Schindler tried for war crimes, but released because of Jewish testimony about his wartime actions.
1949	Emigration (along with his wife, mistress, and some Jewish factory workers) to Argentina; unsuccessful business attempts.
1958	Return to Germany (without his wife); beginning of a series of unsuccessful business attempts.
1962	Named a "Righteous Gentile" by Yad Vashem in Israel; largely dependent upon money from former factory workers and their families for survival.
1974	Died after a struggle with heart disease; buried in Israel on Mount Zion.
You may wish to have students add these dates to their timelines, even though they occurred after Schindler's death:	
1982	Publication of the historical novel <i>Schindler's Ark</i> by Thomas Keneally.
1993	Release of the movie <i>Schindler's List</i> directed by Steven Spielberg and starring Liam Neeson as Oskar Schindler.

Handout 3

Deductions about Oskar Schindler

Directions:

Based on your learnings about Schindler and on your knowledge of twentieth century history, respond to the following questions.

1. Prior to his involvement in German nationalism, what seem to have been his main personal values?

2. What might have attracted Schindler to Nazi party membership?

3. How did his membership in the Nazi party and his connections with other party members and leaders affect his ability to protect his Jewish workers?

4. Do you see any ironies in his experiences as a businessman?

5. How would you describe his life after the war?

Handout 4

Testimony on Behalf of Oskar Schindler

Directions:

Read the following excerpt from a letter dated May 8, 1945, and written by some of Schindler's former workers, including Isaak (Itzhak) Stern². Then answer the questions at the bottom of the page.

Concerning Director Schindler's treatment of the Jews, one event that took place during our internment in Bruennlitz in January of this year which deserves special mention was coincidentally a transport of Jewish inmates that had been evacuated from the Auschwitz concentration camp, Goleschem outpost, and ended up near us. This transport consisted exclusively of more than 100 sick people from a hospital which had been cleared during the liquidation of the camps. These people reached us frozen and almost unable to carry on living after having wandered for weeks. No other camp was willing to accept this transport and it was Director Schindler alone who personally took care of these people while giving them shelter on his factory premises; even though there was not the slightest chance of them ever being employees. He gave considerable sums out of his own personal funds, to enable their recovery as quick as possible. He organized medical aid and established a special hospital room for those people who were bedridden. It was only because of his personal care that it was possible to save 80 of these people from their inevitable death and to return them to life,

We sincerely plead with you to help Director Schindler in any way possible and especially to enable him to establish a new life, because of all he did for us both in Krakow and in Bruennlitz he sacrificed his entire fortune.

1. What does the letter show about conditions in Eastern Europe during the closing months of the war?

2. How were the people in the new transport different from the Jewish workers in the factory?

3. What does the letter stress about Oskar Schindler?

² www.auschwitz.dk/Schindlerletter.htm

Handout 5

Quotes from Oskar Schindler

Directions:

Human motivation is often complex. We do things for more than one reason; sometimes we act without even considering why. An ostensible motive can veil a deeper truer one. Still, sometimes what people say can signal why they make the choices they do. Read the following quotes from Oskar Schindler. Then select one, unpack its meaning, and respond to it.

1. "I was now resolved to do everything in my power to defeat the system."
2. "I knew the people who worked for me. When you know people, you have to behave toward them like human beings."
3. "If you saw a dog going to be crushed under a car, wouldn't you help him?"
4. "I just couldn't stand by and see people destroyed. I did what I could, what I had to do, what my conscience told me I must do. That's all there is to it. Really, nothing more."
5. "I hate cruelty and intolerance."
6. "With people behaving like pigs, I felt the Jews were being destroyed. I had to help them. There was no choice."

Handout 6

Herbert Steinhouse's Conclusions

Directions:

Read the information in the article at <http://www.writing.upenn.edu/~afilreis/Holocaust/steinhouse.html>, and answer the questions below.

Why did Oskar Schindler do what he did? This is what Mr. Steinhouse decided after his interviews in the 1940s:

The only possible conclusion seems that Oskar Schindler's exceptional deeds stemmed from just that elementary sense of decency and humanity that our sophisticated age seldom believes in. A repentant opportunist saw the light and rebelled against the sadism and vile criminality all around him. The inference may be deceptively simple, especially for all amateur psychologists who would prefer the deeper and more mysterious motive that may, as it is true, still be unprobed and unappreciated. But an hour with Oskar Schindler encourages belief in the simple answer.

1. Does *Schindler's List* support this conclusion? Explain.

2. To what extent do you concur with it?

Resistance during the Holocaust

Enduring Understandings

- Those who opposed Hitler and the Nazis found a variety of ways to work against the regime, including flight, smuggling or hiding refugees, sabotage, and armed resistance.
- Firsthand and secondhand (primary and secondary) sources can give different perspectives on the same events, deepening understanding and clarifying the sequence of events.

Essential Questions

- Why was it important that Jews resist Hitler's policies of terror?
- What were the different way Jews resisted Hitler's policies of terror?
- How should people react when faced with injustice?
- What advantages can a student gain from using both primary and secondary sources?

Notes to the Teacher

Resistance is the act of refusing to comply with the authority of a policy or political regime. Oskar Schindler's bribes and deceit provided one means of resisting Hitler's policies of terror, but resistance to discrimination and injustice can take many forms other than those portrayed in the film. Some Jews fought in armed resistance organizations in areas across German-occupied territory. Others, not involved with the armed resistance, chose to protest in other nonviolent ways. This nonviolent opposition to Nazi terror included spiritual preservation of Jewish traditions, fleeing as refugees, and hiding during wartime.

In this lesson, students study the many forms of resistance implemented by Jewish people and their allies against Nazi policies of terror. As shown in the film *Schindler's List*, many Jews who resisted the Nazis lost their lives. They faced innumerable challenges and dangers while attempting to escape from German-occupied territories. Some countries welcomed Jewish refugees; others did not.

Students will begin by reading second-hand accounts about Jewish resistance. Next, they will read first-hand accounts of Jewish resistance as told by those who experienced it. Topics include nonviolent resistance such as that found among the refugees on board the German luxury liner the *St. Louis* or the teachers of Norway. The lesson will also touch on the role of King Christian X of Denmark and the Christian church in helping the Jews resist the Nazis. Finally, students will hear firsthand accounts of Jewish survivors who fought with armed groups or acted as spies and saboteurs against Nazi oppression. In a final wrap-up discussion, students will compare first-hand and second-hand accounts of Jewish resistance.

There are five survivors whose testimonies will be used in this lesson:

- Thomas Buergenthal survived Auschwitz and Sachsenhausen concentration camps as a young boy. He became a lawyer and judge, teaching at the George Washington University Law School and serving on various international institutions including the Inter-American Court of Human Rights and the UN Human Rights Committee. He is the author of *A Lucky Child: A Memoir of Surviving Auschwitz as a Young Boy*.
- Gustav Goldberger was smuggled out of Denmark in a fishing boat with his family, reaching safety in Sweden. He later moved to the United States and became a lawyer. His story is part of the film *The Rescuers*.
- Gisela Feldman was a 15-year-old passenger on the *St. Louis*, which was not allowed to dock in Cuba and was also refused admission to the United States. She was allowed to disembark in England, where she worked as a domestic and then as a nanny until her marriage. More on the story of this frustrating journey can be read at <https://www.bbc.com/news/magazine-27373131>.
- Eva Shane's family was able to assume a different identity, and she attended Catholic school during the war. They carried false identity papers and even traveled with a group of German soldiers for a brief time. After the war, she became an artist and art teacher in Illinois.

- Justus Rosenberg was part of a resistance group which smuggled thousands of artists and intellectuals out of Vichy France. Although born in Poland, he went to Paris to study and was there when the war started. His perfect French helped in his anti-Nazi activities. After the war, he became a professor of French, German, and Russian literature in New York. A fascinating story about him can be found at <https://www.nytimes.com/2016/05/01/nyregion/professor-justus-rosenberg-has-a-past.html>.

For additional online primary resources on the U.S. response to the Holocaust and Jewish resistance you can access

- Truman Presidential Library and Museum
<https://www.trumanlibrary.org/>
- FDR Presidential Library and Museum
<https://fdrlibrary.org/>

Lesson 3 (SOCIAL STUDIES)



COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Duration of Lesson

Two class periods plus time to research, view the film, and give short presentations

Assessments

Group work

Research project

Materials

Copies of **HANDOUTS 1–4**

Internet access

Procedure

Part 1: Introducing the Concept of Resistance

1. Ask students to answer the following questions based on what they already know:
 - A. What does it mean to resist?
 - B. What do you think it meant to resist Hitler and the Nazis before and during World War II?
2. Distribute **HANDOUT 1: A K-W-L CHART ABOUT RESISTANCE TO NAZISM**. Have students list things that they know about Jewish resistance in the “K” section of the KWL chart. Prompt students to think about questions like these: Who were involved? Why did the Jews in German-occupied countries need to resist? In what ways did Jews resist Hitler and the Nazis? Where did the resistance take place? Was it only men in the military or armed groups, or did women and children also resist? Was resistance violent or nonviolent? Did people ever resist individually or only in groups?
3. When sufficient time has passed, have each student share two things from the K-W-L chart with the class. (You may wish to create a KWL chart for the whole class on the board during this discussion.)
4. Now ask students to list things that they would like to know about Jewish resistance in the “W” section. Collect handouts and save to be revisited later in the lesson.
5. If students have not already viewed it, show the film *Schindler’s List*.

6. After the film, give students copies of **HANDOUT 2: TERMS RELATED TO RESISTANCE** and ask them to study the terms carefully.

Part 2: Learning More about Resistance

1. Ask students if they had any questions about the terms on **HANDOUT 2** and clarify any misconceptions. Then ask students: Using the terms on the handout, what are some of the forms of resistance portrayed in the film? (adaption methods, roundup evasion, identity concealment)
2. Ask students: What is a secondary source in history? (an account written later by someone who was not a participant or observer in the events described) What makes it different from a first-hand account of history, a primary source? (A secondary source lacks the immediacy and emotional involvement of primary sources; on the other hand, it may be more comprehensive and objective because it can take many viewpoints into account.)
3. Distribute **HANDOUT 3**. Tell students they will be reading two passages from secondhand accounts of resistance during WWII. After they have finished reading, they will need to answer the questions following the passages using at least two terms from **Handout 2**. Give students time to read the passages silently and work with partners on the answers. After your students have finished, have them discuss their answers with the full class.
4. Have students break into five groups and distribute **HANDOUT 4**, giving one page to each group. Tell them they will be watching firsthand accounts of Jewish survivors through the *USC Shoah Foundation—The Institute for*

Lesson 3 (SOCIAL STUDIES)



Visual History and Education website. (As necessary, assist students with accessing and using the site. See Lesson 1 for more information.) After their research, they should prepare a presentation of 2–3 minutes about the topic they studied. They will need access to computers and the Internet to view the video clips. Each group will focus on a different aspect of resistance:

- Group #1—Persecution of Norwegian intellectuals
- Group #2—Recollections of the Danish King Christian X
- Group #3—Voyage of the *M.S. St. Louis*
- Group #4—Role of the Catholic Church
- Group #5—Spies, saboteurs and armed groups

5. After the allotted time for research and presentation development, have students give brief presentations in which they explain their research project.
6. After all presentations are complete, redistribute the KWL charts from the beginning of the lesson (**HANDOUT 1**). Prompt students to reflect on what they have learned about the history of resistance during the time of *Schindler's List*, writing their responses in the “L” column of the KWL.
7. Wrap up the class by discussing the differences they found between the first-hand accounts of history in the IWitness testimonies and the second-hand accounts they read earlier.

Handout 1

A K-W-L Chart about Resistance to Nazism

Name _____

K	W	L

Handout 2 ► P. 1

Terms Related to Resistance

Resistance can take many forms both violent and non-violent. The chart below contains key terms used by the IWitness website about the Holocaust developed by USC Shoah Foundation. Use these in your research responses.

armed resistance —Violent acts by groups or individuals using weapons, usually unconnected to the military establishment, intended to contravene the policies of, or undermine the authority or stability of occupying powers and/or powers committing genocide and/or crimes against humanity.	flight preparations/flight attempts/flight —The voluntary act of legally or illegally leaving a place in an attempt to evade perceived or actual persecution in the context of genocides and/or crimes against humanity. This applies to discussions of fleeing within the same country.
identity concealment —Ongoing and active efforts to present oneself in the broader population as a member of a non-persecuted group, or living under a false identity with some form of protected status.	resistance fighters —Individuals involved in resistance and/or underground groups that planned and initiated non-violent and/or violent actions against occupying powers and/or powers committing genocide and/or crimes against humanity.
acculturation —The process of adopting and adjusting to the cultural traits or social patterns of a different group or country, and the result of this process.	religious observance deceptions —Taking part in other religious activities as part of efforts to pass as non-Jews.
refugees —Any uprooted, homeless Jewish migrants who have crossed a frontier and no longer possess either citizenship or the protection of their former government.	resistance group-armed forces cooperation —Partnerships, alliances, and efforts mutually coordinated between bands of resistance fighters and official armed forces.
age deceptions —An attempt to deceive others about one's age in an effort to adjust to difficult circumstances or to increase one's real or perceived chances of survival in the context of genocides and/or crimes against humanity..	resistance groups —Organized bands of people engaged in non-violent and/or violent actions intended to contravene the policies of, or undermine the authority or stability of, occupying powers and/or powers committing genocide and/or crimes against humanity.

Handout 2 ► P. 2

Terms Related to Resistance

<p>adaptation methods—Actions taken or processes used by individuals to adjust to difficult circumstances or to increase their real or perceived chances of survival in the context of genocides and/or crimes against humanity.</p>	<p>nonviolent resistance—Nonviolent acts by groups or individuals, usually unconnected to the military establishment, intended to contravene the policies of, or undermine the authority or stability of powers committing genocide and/or crimes against humanity.</p>
<p>roundup evasion—A successful effort to elude an immediate, transient danger of persecution posed by a forcible gathering of people by a government or controlling authority in the context of genocides and/or crimes against humanity. Roundups were conducted for a variety of reasons, e.g., harassment, forced labor recruitment, deportation, etc.</p>	<p>sabotage—Often an act of resistance, the deliberate destruction of property or the slowing down of work with the intention of creating damage (for example, in a Holocaust/World War II context, to the German or Axis war economy or as an attempt to thwart the destruction of European Jewry).</p>
<p>resistance group-armed forces integration—The process by which bands of resistance fighters were integrated into an Allied military force following its liberation of an area where the group had previously carried out their resistance activities against the Nazis or their allies, e.g. a Polish partisan unit being integrated into the Soviet Red Army.</p>	

Source: Indexing Thesaurus, IWitness, USC Shoah Foundation, University of Southern California at <https://iwatch.usc.edu/SFI/>.

Handout 3 ► P. 1

Stories of Resistance: Secondhand Accounts

Read the following two passages from secondhand accounts of resistance during WWII. A secondhand account of the past is presented through a speaker or author's point-of-view based on historical research. Answer the questions below using at least two terms from **HANDOUT 2**.

PASSAGE A: The M.S. Saint Louis

Excerpt from speech: The Legacy of the M.S. Saint Louis by William J. Burns,

Deputy Secretary of State, addressing the survivors of the M.S. St. Louis in 2012 at the George Marshall Conference Center, Department of State, Washington, DC.⁴

Thank you, Special Envoy Rosenthal, and Ambassador Thomas-Greenfield.

And to the survivors of the *M.S. Saint Louis*, on behalf of the President and Secretary of State, I am honored to say what we should have said so long ago: welcome.

We who did not live it can never understand the experience of those 937 Jews who boarded the *M.S. Saint Louis* in the spring of 1939. Behind them, shattered windows and lives, loved ones in danger, crimes already underway and those crimes to come. Ahead, the hope of a new life in this country.

We all know how this journey ends. The ship was turned away. Its passengers returned to a Europe that fell, country by country, to the cruelty they set sail to escape. Having made it so close to the safety of our shores, nearly one-third of the men, women and children of the *M.S. Saint Louis* perished, half a world away, in Auschwitz and other camps.

In the spring of 1939, the dangers were visible to those clear-eyed enough to see them. The warnings were already clear for those who cared to listen to the voices of Steven Wise and many others. And yet the United States did not welcome these tired, poor and huddled passengers as we had so many before and would so many since. Our government did not live up to its ideals. We were wrong. And so we made a commitment that the next time the world confronts us with another *M.S. Saint Louis*—whether the warning signs are refugees in flight or ancient hatreds resurfacing—we will have learned the lessons of the *M.S. Saint Louis* and be ready to rise to the occasion. What does that mean in practice?

⁴ Transcript of speech can be found in the Internet Archive: <https://web.archive.org/web/20141013003656/http://www.state.gov/s/d/2012/198190.htm#>

Handout 3 ▶ P. 2

Stories of Resistance: Secondhand Accounts

It was tragedies like that of the *M.S. Saint Louis* that prompted the international community to create the 1951 Refugee Convention, defining the rights of refugees and the duty to protect them . . . The hard lessons of the *M.S. Saint Louis* are with us always. They are with us in the heavy and humbling knowledge that we are the most powerful nation in a still dangerous world. That our role comes with special responsibilities. That anti-Semitism, genocide and mass displacement are—sadly—all-too-alive in 2012. That there are other *M.S. Saint Louises* setting sail right now. That there is always more we can and must do.

PASSAGE B: The Legend of King Christian X

[**Note:** According to the U.S. Holocaust Memorial Museum, King Christian X did not wear a Star of David or Yellow Star in support of Danish Jews being persecuted by the Nazis. It is also false that all of the Danish people wore the Star of David or Yellow Stars in support of the Jews. However, this legend conveys that both the King and the Danish people stood by Danish Jews and saved many lives.]

Excerpt of Remarks from President Ronald Reagan at the International Convention of B'nai B'rith in 1984⁵

During the dark days of World War II, legend has it, an event took place that I believe is a timeless symbol of regard for our fellow men that true tolerance and brotherhood demand. Soon after the Nazis invaded Denmark in 1940, they published an edict that all Jews identify themselves by wearing an armband showing the Star of David. Well, the next day the Christian King of Denmark appeared in public. He was wearing a Star of David. I was told on my one visit to Denmark there, that after he had done that every citizen of Denmark, from then on, appeared in the streets wearing the Star of David.

We in America have learned the lesson of the Holocaust; we shall never allow it to be forgotten. Oppression will never extinguish the instinct of good people to do the right thing.

In America, Jew, Christian, Muslim, believers of all kinds, and nonbelievers, too—as George Washington wrote to a Jewish congregation in Rhode Island—each “shall sit in safety under his own vine and fig-tree, and there shall be none to make him afraid...”

⁵ Transcript of Speech on: <https://www.reaganlibrary.gov/research/speeches/90684a>

Handout 3 ► P. 3

Stories of Resistance: Secondhand Accounts

Who provides the secondhand account point-of-view represented in each passage? How knowledgeable is each speaker? What are the speakers' goals?

Passage A:

Passage B:

What forms of resistance are being represented in Passage A?

What forms of resistance are being represented in Passage B?

Even though parts of Passage B are not historically accurate, is this story still important? Why, or why not?

Do second-hand accounts make it easier or harder to relate the past to the present?

Handout 4 ▶ P. 1

First-Hand Testimonies of Resistance #1: Thomas Buergenthal

Directions: Watch the video clips listed below and then answer the questions at the bottom of the page.

<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=37207&segmentNumber=26&returnIndex=0&contentView=1&pg=2>

Clips #24–27

Background—Location: Northern Europe, bordered in 1939 by Sweden, the North Sea, and the Atlantic Ocean. Capital city: Oslo. History: Norway, a part of Scandinavia, declared itself neutral when World War II began. According to the census taken in 1930, there were approximately 1,359 Jews living in Norway. Between 1933 and 1940, some 600 Jewish refugees fled to Norway. Germany invaded Norway in 1940 and occupied the country until the end of the war. During this period, hundreds of Norway’s Jews escaped to Sweden but the Germans sent many of the remaining Jews to Auschwitz. An estimated 758 Jews from Norway perished in the Holocaust.

In his testimony, Buergenthal recalls encountering Odd Nansen, who was a famous Norwegian writer and architect. Nansen was part of a group of non-Jewish intellectuals and teachers that helped form the Norwegian resistance. Nansen himself would help many Jewish refugees escape Nazi-controlled areas.⁶

Question Prompts for Research/Summary:

Who is Thomas Buergenthal? What is his background?

Where was he born?

When did the interview take place?

What forms of resistance did this person engage in? (Use at least two key terms from **HANDOUT 2**.)

What happened at the Sachsenhausen concentration camp?

⁶ Background text adapted from the IWatch website developed by USC Shoah Foundation

Handout 4 ▶ P. 2

First-Hand Testimonies of Resistance #2: Gustav Goldberger

Directions: Watch the video clips listed below and then answer the questions at the bottom of the page.

<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=26956&segmentNumber=0&returnIndex=0&contentView=1&pg=2#search-info>

Clips #8–12

Background—Denmark was occupied by Germany on April 9, 1940, but enjoyed a considerable degree of autonomy on the whole. Efforts to deport Jews begin in October 1943, but 95 percent of Jews in Denmark fled to Sweden.

Christian X was proclaimed King of Denmark in 1912. During World War II, Christian X rejected the German-occupation authorities' program of anti-Jewish legislation. In May 1943, King Christian X was pressured to condemn the Danish resistance movement for committing acts of sabotage. He was arrested in August 1943, for speaking out against the German authorities in Denmark. King Christian X was incarcerated by the Germans from 1943 to 1945. Denmark was liberated in May 1945. King Christian X died on April 20, 1947 in Copenhagen, Denmark.⁷

Question Prompts for Research/Summary:

Who is Gustav Goldberger? What is his background?

Where was he born?

When did the interview take place?

What forms of resistance did this person engage in? (Use at least two key terms from **HANDOUT 2**.)

What were this person's impressions of the King of Denmark? Were they good or bad?

⁷ Background text adapted from the IWatch website developed by USC Shoah Foundation

Handout 4 ► P. 3

First-Hand Testimonies of Resistance #3: Gisela Feldman

Directions: Watch the video clips listed below and then answer the questions at the bottom of the page.

<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=45148&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

Clips #13–17

Background—On May 27, the ship *St. Louis*, with nearly 1,000 Jewish refugees, was denied permission to dock in Havana, Cuba. Only 29 Jewish passengers were able to stay in Cuba; the remainder, unable to find another country to take them, were forced to return to Europe. The refugees returned to Britain, Belgium, France, and the Netherlands, and many were killed during the Holocaust.⁸

Question Prompts for Research/Summary:

Who is Gisela Feldman? What is her background?

Where was she born?

When did the interview take place?

What forms of resistance did this person engage in? (Use at least two key terms from **HANDOUT 2**.)

What was the significance of the *M.S. St. Louis*?

⁸ Background text adapted from the IWatch website developed by USC Shoah Foundation

Handout 4 ► P. 4

First-Hand Testimonies of Resistance #4: Eva Shane

Directions: Watch the video clips listed below and then answer the questions at the bottom of the page.

<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=2472&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

Clips #92–100

Background—Germany invaded France on May 10, 1940 and the French signed an armistice with Germany on June 22. Axis forces occupied France from June 1940 until August 1944. Germany divided France into two regions, an occupied zone under German rule, and the Vichy region under collaborationist French rule. Approximately 350,000 Jews lived in France in 1940.

Aided by Christian churches, some Jews took part in Christian religious activities as part of efforts to resist.⁹

Question Prompts for Research/Summary:

Who is Eva Shane? What is her background?

Where was she born?

When did the interview take place?

What forms of resistance did this person engage in? (Use at least two key terms from **HANDOUT 2.**)

How did the Catholic Church aid resistance to Nazi persecution?

⁹ Background text adapted from the IWatch website developed by USC Shoah Foundation

Handout 4 ▶ P. 5

First-Hand Testimonies of Resistance #5: Justus Rosenberg

Directions: Watch the video clips listed below and then answer the questions at the bottom of the page.

<https://iwatch.usc.edu/SFI/Watch.aspx?testimonyID=40575&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

Clips #239–254

Background—Many Jews took up armed resistance and joined the French resistance against Germany. These organized bands of French people engaged in nonviolent and/or violent actions intended to contravene the policies of, or undermine the authority or stability of, occupying powers and/or powers committing genocide and/or crimes against humanity.¹⁰

Question Prompts for Research/Summary:

Who is Justus Rosenberg? What is his background?

Where was he born?

When did the interview take place?

What forms of resistance did this person engage in? (Use at least two key terms from **HANDOUT 2**.)

What actions did this person take as part of the French resistance?

¹⁰ Background text adapted from the IWitness website developed by USC Shoah Foundation

“The Righteous Gentile”

Enduring Understandings

- Even in times of great turmoil and tragedy, there are people willing to risk their own lives to save the lives of others.
- The power of the individual to make a difference must be recognized in order to challenge the assumption that entire countries were made up completely of bystanders, collaborators, or perpetrators during the Holocaust.

Essential Questions

- What is a “Righteous Gentile”? What role did these people play during the Holocaust?
- Why do the Righteous continue to be recognized? How do they help ensure that the stories of the Holocaust continue to be told?

Notes to the Teacher

The Righteous Gentiles are non-Jews who, at great risk to themselves and sometimes their families, sought to rescue Jews during the Holocaust. Their assistance took many forms, and they came from various countries, religions, and economic classes. They shared a desire to save friends, neighbors, acquaintances, and strangers who likely would have suffered atrocities under the Nazi regime. Including the Righteous in the study of the Holocaust helps students to understand that every person has the power to make a difference.

Students who have watched *Schindler’s List* will be familiar with this idea, even if they do not know the term “Righteous Gentile.” Introduce the idea by asking students about a person who made a difference in their lives who was not a member of their family. Ask how the trajectory of their lives might have changed without this person. Whether the changes seem big or small, introduce the idea that our impact on others is not always easy to judge in the moment.

In this lesson, students will be introduced to some well-known and some lesser-known among the Righteous whose contributions to saving the lives of Jews are no less important than those of Oskar Schindler, though they may be different in scale, location, or method by which aid was given. Point out that these people did not initially seek to do more than what they believed was right, and ultimately that helped them save lives. This same statement might also be true of the people students identified as change-makers in their own lives, if on a different scale. Students will learn more about the Righteous, be asked to listen to first-hand testimony about their courageous acts, research the circumstances of their valor, and prepare news stories which will allow them to share the stories of these quiet heroes with their school community.

The lesson is designed to be used after students have watched *Schindler's List*. Unlike many lessons about the Holocaust, this lesson shines a light on the best qualities of people.

Prior to teaching the lesson, teachers should reserve library/ computer lab space if required, photocopy handouts, and talk with the school librarian about any resources that students may use to complete their handouts (and prepare their news magazine, if you choose to complete Part 3). Teachers are also encouraged to create an account at <https://iwitness.usc.edu/SFI/> and explore the site (particularly the search bar results) to be able to help students find resources. Specifically, teachers should view the Guidelines for Teaching with Testimony video and other instructional videos under the Connections bar in the My Dashboard tab or on the Educator tab on <https://iwitness.usc.edu> several days in advance of introducing the lesson in class to ensure that they have provided students with appropriate preparation for using testimony as a learning tool in the classroom.

It is especially valuable to direct students to the accounts under Full Testimony or Curated Clips to hear the first-hand stories they will be asked to recount later. These videos provide exemplary insight both directly from the Righteous and from the people who were saved by them. More than one video may be used within a group. Group members may need to divide up if there are multiple testimonies to review to keep to the time given in class to work on this part of the assignment. Notably, the testimony is divided into clips. Students need not watch the Full Testimony. They can use keywords in each clip description to target the material that would be most helpful for this exercise. If students do not have a background in the use of primary sources, this is a good time to explain their purpose in historical research and writing. Students may also

expand their research to other websites. Yad Vashem's database of the Righteous is particularly helpful: <http://db.yadvashem.org/righteous/search.html?language=en>.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Lesson 4 (SOCIAL STUDIES/ENGLISH)



Duration of lesson

The first two parts of this lesson are designed to take three-four total hours of class time. Part 3, an extension activity that includes publishing the news stories that have been written, may require another hour of class time.

Assessments

Handouts
Student-created news articles
Optional writing exercise

Materials

Access to library or devices with Internet connection for research

HANDOUT 1: COMMON PEOPLE, UNCOMMON GOOD

HANDOUT 2: PROFILE RESEARCH

HANDOUT 3: BE A REPORTER

Procedure

Part 1: What Is a “Righteous Gentile”?

1. After viewing *Schindler’s List*, discuss what it means to be a Righteous Gentile. Write the definition where all students can see it. (A Righteous Gentile is a non-Jewish person who, during the Holocaust, risked danger, persecution, and even death to save the lives of Jews.)
2. Ask students who the Righteous are in the film. Discuss how Oskar Schindler became an activist during his factory production. Did he realize the impact he would have when he did this initially? Were there other people who might have had the capacity to save the lives of people destined to be sent to death camps? Ask students to think of one example and then to share with a neighboring classmate.
3. Distribute copies of **HANDOUT 1: COMMON PEOPLE, UNCOMMON GOOD** for further research. Explain that this list includes people from a variety of countries and with different interests and experiences that led them to step in to save the lives of Jews who were under attack by the Nazis in Europe during World War II.
4. Assign small groups of students (2–3) a Righteous Gentile from **HANDOUT 1: COMMON PEOPLE, UNCOMMON GOOD** for further research. Make sure no two groups have the same person.
5. The next steps include introducing videos of testimony as primary sources, which may be new for students. Take a few minutes to discuss the issues surrounding using these testimonies for learning as noted in the “Teaching with Testimony” video you watched previously.

6. Ask students to use their devices for their research. The <https://IWitness.usc.edu> website contains a plethora of information that students can use for this project, including video testimony, images, and reference materials. However, they will need to complete registration before they can access the tools. Students should create accounts as the first step of their research. Take them step-by-step through this process, and then circulate to be sure they have all been successful. Encourage students to check each tab when they search for their person and to include testimony both from their subject and from any people who received aid from that person.
7. Distribute **HANDOUT 2: PROFILE RESEARCH** and direct students to complete the handout using the information that they find during their research. Students will likely need additional time to complete their research. Give an additional class day, if necessary.

Part 2: The Role of a Reporter—How Did Righteous Gentiles Save lives?

1. Each small group of students should have completed **HANDOUT 2**. Ask them to take out **HANDOUT 2** while you distribute **HANDOUT 3: BE A REPORTER**.
2. Ask students to follow the steps on the handout, using it for notes and then writing paragraph by paragraph in word-processing software for easier editing. This should be a group-write activity, with one person in the group given primary responsibility for the typing while also working in conjunction with the other group members. To complete writing and to find and embed appropriate visuals will probably require more than one class period.

3. Once the groups have completed their work, have them submit the articles with embedded visuals electronically in order to enable the option to publish all of the news articles as a collection.

Part 3: Optional Extension Activity—Publish a News Magazine

1. Ask students in each group to give a short presentation on the Righteous Gentile they profiled in their news article. Once they have done this, ask students to consider how they would arrange the articles if they were to be made into a one-volume news magazine.
2. Divide the class in thirds. Using available publishing software or art supplies, one third should create a magazine cover, including a title. The next should write a “letter from the publisher” to use as an introduction. The third should be tasked with arranging the articles in a logical order. When each group completes its task, documents can be merged by a student or the teacher, depending on time, so that one volume is created.
3. Send a copy of the entire document to each member of the class. If possible, share the magazine electronically or by printed copy with other members of the school community.

Lesson 4 (SOCIAL STUDIES/ENGLISH)



Writing Prompt (Optional)

At the completion of the lesson, teachers may wish to require students to respond to the following prompt:

Write a letter to the person who was the subject of your story. Explain how his or her story changed the way you view bystanders during the rise of the Nazis and throughout World War II.

Handout 1

Common People, Uncommon Good

The people listed below are considered “Righteous Gentiles.” You will be assigned one to research. Then you will share this person’s story with your classmates.

John Damski

Johannes De Vries

Varian Fry

Hermann Friedrich Graebe

Irene Gut-Opdyke

Aristides De Sousa Mendes

Marion Pritchard

Eugenia Renot

Emilie Schindler

Leopold and Magdalena Socha

Chiune Sempo Sugihara

Arie Van Mansum

Jacob (Jaap) Van Proosdij

Raoul Wallenberg

Handout 2 ▶ P. 1

Profile Research

Provide answers that are as specific as possible.

Interviewee name: _____

Birth date and Place: _____

Age at time of event: _____ Interview Date and Place: _____

Clip # _____ to Clip # _____ were used for this activity.

Directions:

In each of the following boxes, use facts that are presented in the clips in the left column and the emotions you observed in the right column. When noting facts, be sure to include specific details like dates, events, locations, and names of people or groups. When describing emotions, consider facial expressions and body language, changes in voice, pauses, word choices, etc.

A. Background (Include information about family, education, work.)

Facts	Emotions

Handout 2 ▶ P. 2

Profile Research

B. Event(s) that triggered involvement

Facts	Emotions

C. Methods used for assisting Jews during the Holocaust (if using the testimony of one of the Righteous)—OR—Methods used to help protect them (if using the testimony of one of the Jews aided by one of the Righteous)

Facts	Emotions

Lesson 4 (SOCIAL STUDIES/ENGLISH)



Handout 2 ► P. 3

Profile Research

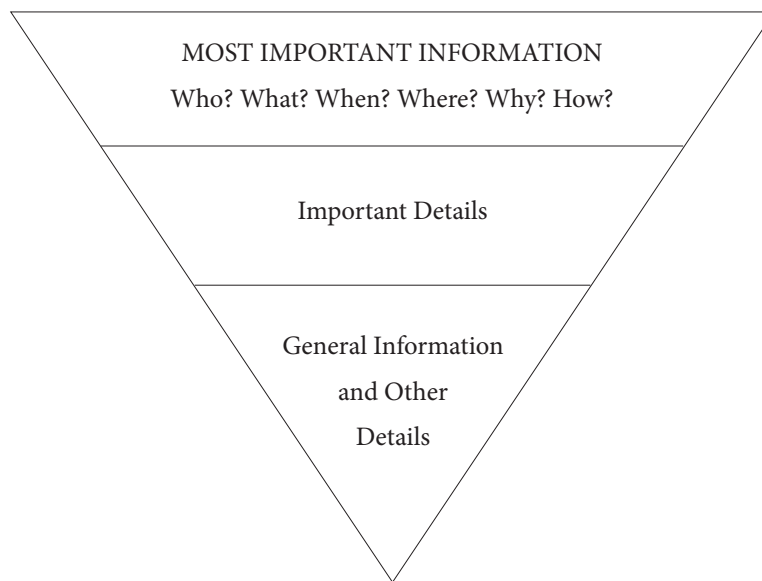
D. Outcomes

Facts	Emotions

Handout 3 ► P. 1

Be a Reporter

Do additional research about your subject using printed and online sources. Then write the story of the Righteous you have researched in the form of a news article. News writing is different from traditional report writing in one very important way. Information is presented in the order of importance. This is called the inverted triangle.



You should complete this news article in word-processing software. The worksheet has been provided for brainstorming and note taking, but the writing should be done on a computer or other device.

1. Using the information from your research, answer the following questions. Whenever possible, include direct, attributed quotes from the IWitness testimonies.

- What happened?
- When did it happen?
- Where did it happen?
- How did it happen?
- Who was/were involved?
- Why did it happen?

Handout 3 ▶ P. 2

Be a Reporter

1. Using answers to the following questions, compose your lead.

- What part of this story provides the biggest impact?
- When did the outcome occur?
- Where did it occur?

An effective lead will capture your reader's attention and explain the biggest impact of the story you are telling. The lead should be no more than 25 words.

2. Put the answers to these two questions together to write your next paragraph.

- Why did the event happen?
- Who are the sources of this information?

Handout 3 ► P. 3

Be a Reporter

3. Next, you will use the testimonies you listened to earlier. Some possible questions you might want to answer are:

- How did the Righteous Gentile you researched decide to try to save the Jews with whom he or she worked?
- Did the aid occur one time or multiple times?
- How successful were the methods used?
- What role did fear and risk play in the secret work?

Whenever possible, use direct quotes to help answer these questions so that your reader gets to hear part of the story from people who have first-hand knowledge of the event. This may take more than one paragraph.

Handout 3 ► P. 4

Be a Reporter

5. Ask yourself the question, “So what?” Write a short final paragraph that addresses how these actions had long term consequences.

- What are the actions?
- Who was affected by these actions?

6. Finally, read all the paragraphs you wrote for questions 2 through 5 and put them together. Write transitions if necessary. Then give your story a clear, effective headline and include a byline for your group.

7. Enhance your news story with visuals! Find corresponding pictures, maps, or other graphics and insert them in the document. You may wish to provide short captions, particularly for pictures, so that your audience knows how the visuals relate to the story you are telling.

8. Turn your completed news article in to your teacher electronically.

In the Spirit of Schindler

Enduring Understandings

- Before and since the Holocaust, individuals and organizations across the world have acted, as Schindler did, to combat oppression.
- Alfred Nobel wished “to reward those who had ‘conferred the greatest benefit to mankind.’”
- The Nobel Prize consists of five separate prizes (first awarded in 1901) in the following categories: physics, chemistry, physiology/medicine, literature, and peace. An additional prize in economics—The Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel—was first awarded in 1969.

Essential Questions

- Who was Alfred Nobel?
- What are the five original Nobel Prizes?
- What are the qualifications to win a Nobel Peace Prize?
- Who are some well-known Nobel Peace Prize winners and for what did they win the Prize?
- Would Oskar Schindler be a deserving candidate for a Peace Prize?
- Who is/was this year’s Nobel Peace Prize winner? Why was this candidate selected?

Notes to the Teacher

Alfred Nobel (1833–1896) made his fortune from inventing a way of producing nitroglycerine to use as an explosive, calling it “dynamite.” He died with no heirs to inherit his fortune, so he deemed that his wealth be placed in a fund with the yearly interest used as the award money for what would come to be known as the Nobel Prize, awarded to those who had “conferred the greatest benefit to mankind”¹ in the areas of physics, chemistry, physiology/medicine, literature, and peace.

After viewing *Schindler’s List*, students will reflect upon the magnitude of Schindler’s actions and how those actions had a tremendous impact on the people whose lives he saved, all from the simple act of giving them specific jobs in his factories. It is courageous people like Oskar Schindler that the Nobel Prize seeks to honor. (As of 2018, Oskar Schindler has not won a Nobel Peace Prize, though he may have been nominated. Since the names of nominees are not shared until 50 years after their nomination, it is possible that he could have been nominated since 1968).

To prepare for the lesson, students will go on an Internet “Scavenger Hunt” using the official Nobel Prize Website (<https://www.nobelprize.org/>) to help them learn about Nobel and the prizes awarded every year (with emphasis placed on the Nobel Peace Prize).

¹ <https://www.nobelprize.org/alfred-nobel/full-text-of-alfred-nobels-will-2/>

The first half of the lesson (Parts 1 and 2) asks students to obtain information from the Internet about the Nobel Peace Prize and its nomination process to learn about the qualifications of becoming a Nobel Laureate. Students will then research the Nobel Peace Prize winners over the past years to find similarities, ultimately prompting them to nominate someone of their choosing in the second part of the lesson. Emphasis should be placed on determining the specific qualifications of the Nobel Peace Prize and incorporating inclusive class discussions about those qualifications. Teachers should prepare for this lesson by researching past years of Nobel Peace Prize winners, which can be found by accessing the official websites for the Nobel Prize and the Nobel Peace Prize. After familiarizing themselves with the prize and the contributions of previous winners, students hold an informal debate about whether or not Oskar Schindler should have been nominated for the Nobel Peace Prize.

The second half of this lesson (Parts 3 and 4) asks the students to decide upon and then nominate their own chosen candidates for a Nobel Peace Prize winner, write a persuasive speech on that choice, and present the speech to the class. If you wish, invite students, teachers, and others to form a “jury” to vote on the best candidate, based on the speeches. If students are presenting their speeches before a jury, be sure to print out the necessary number of copies of **HANDOUT 5**, the assessment sheet, for each adjudicator.

COMMON CORE STANDARDS(S) ADDRESSED BY THIS LESSON:**CCSS.ELA-LITERACY.RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Lesson 5 (SOCIAL STUDIES, SPEECH)



Duration of Lesson

One preparatory homework lesson

Two hour-long lessons, plus class time dedicated to nomination speeches

Assessments

Completion of handouts

Nobel Peace Prize nomination speech

Materials

Electronic device with Internet connection

Writing utensils

Paper

HANDOUT 1: ALFRED NOBEL AND THE NOBEL PRIZE: INTERNET SCAVENGER HUNT

HANDOUT 2: NOBEL PEACE PRIZE RESEARCH

TEACHER RESOURCES 1 AND 2 (ANSWER KEYS)

HANDOUT 3: NOBEL PEACE PRIZE NOMINATION

HANDOUT 4: NOBEL PEACE PRIZE NOMINATION SPEECH

HANDOUT 5: NOBEL PEACE PRIZE NOMINATION SPEECH ASSESSMENT

Procedure

Part 1: Introduction to the Nobel Peace Prize

1. After watching *Schindler's List*, tell students they will be learning about the Nobel Peace Prize. Ask students general questions about the Nobel Prize:
 - What is the Nobel Prize?
(Possible answers may include: the prize is given to people who do good or important things; the prize is very famous; there is a prize awarded for peace; there are different prizes; etc.)
 - Why is the Nobel Prize important? Why is receiving the Nobel Prize such a major event?
(Possible answers may include: the prize is one of the most famous/internationally recognized awards; it holds a great deal of respect/acclaim; it awards a lot of money; etc.)
2. Pass out **HANDOUT 1: ALFRED NOBEL AND THE NOBEL PRIZE: INTERNET SCAVENGER HUNT** worksheet. Tell students that they will be using the official Nobel Prize website to find answers to the questions. The worksheet will be reviewed at the start of the next class.

Part 2: The Nobel Peace Prize: Background and Qualifications

1. As a class, review the information from **HANDOUT 1** using the provided answer key on **TEACHER RESOURCE 1**.
2. Ask students to pull up the official website for the Nobel Peace Prize and go to the page on History. Read this aloud to the class as they read along. Encourage the students to concentrate on this web page, as they will need to remember the information later in the lesson.
3. Break the class into pairs and tell them that they will be learning more about the Nobel Peace Prize, the nomination process, and a few recent Nobel Peace Prize Laureates.
4. Distribute **HANDOUT 2: NOBEL PEACE PRIZE RESEARCH**. Tell students that they will be navigating through various pages on the official websites for the Nobel Prize and the Nobel Peace Prize to find answers to the questions on the worksheet. Remind students that they should only use those official websites, as they contain current, reliable, and accurate information about the Nobel Peace Prize. Then give student pairs adequate time to research.
5. Pull the class back together as a large group and review the handout, using the provided answer key on **TEACHER RESOURCE 2**. For Question #5, write on the board the names of those past Nobel Prize winners that the students recognized. (*The most recognizable Nobel Peace Prize Laureates may include Barack Obama, Malala Yousafzai, the European Union, Jimmy Carter, the United Nations, Nelson Mandela, the 14th Dalai Lama, Elie Wiesel, Mother Teresa, UNICEF, Martin Luther King Jr., and Woodrow Wilson.*)
6. Ask the students to reflect upon these winners: what are their common traits/characteristics? Write these words on the board. (*Possible answers world leadership, anti-war position, activism, and humanitarianism.*)
7. Ask the students to reflect upon Oskar Schindler. Based on the traits/characteristics written on the board, do they believe Oskar Schindler should have been nominated for a Nobel Peace Prize?

(*Answers will vary. Students who say yes might suggest that, even though he was not a world leader, Schindler was at-first an unintentional humanitarian due to the thousands of lives he saved; other students might say no due to Schindler's membership in the Nazi Party, his being a businessman/ focused on money, or his blatant adultery. (Should this be a viable reason for not receiving the Nobel Peace Prize?)*)
8. Ask students to “vote with their feet” by standing on one side of the room if they think Schindler’s work deserves the Nobel Peace Prize and on the other side of the room if they think it does not. Allow students to have an informal debate on the question. Insist that students provide evidence to support their conclusions.
9. End the discussion by telling students that there is a great deal that goes into deciding a Nobel Laureate; however, since there are no specific criteria listed on the Nobel Peace Prize website, it is undoubtedly very difficult for the Norwegian Nobel Committee to narrow down the submitted nominations to one or two each year.

Lesson 5 (SOCIAL STUDIES, SPEECH)



Part 3: Nominate Your Own Nobel Peace Prize Winner

1. Tell students that they will be reflecting upon and writing a persuasive speech about an individual/organization they believe should be nominated for a Nobel Peace Prize. This person or group of people can be local or well-known. This may not be a past Nobel Peace Prize Laureate.
2. Distribute **HANDOUT 3: NOBEL PEACE PRIZE NOMINATION** and instruct students to complete the handout. Give students time in class or for homework to research possible candidates and talk to their families or other students about possible nominees. Remind students that any online or printed sources they use must be reliable. (*Answers on this handout will vary depending upon students' choices for nominees*).
3. Once **HANDOUT 3** is completed and students have decided upon their candidates, distribute **HANDOUT 4: NOBEL PEACE PRIZE NOMINATION SPEECH**. Instruct students to complete the worksheet and then type up their speeches.
4. For homework, students should rehearse their speeches to prepare for presentation to the class.

Part 4: Student Speeches for Nobel Peace Prize Nominations

1. Have students present their speeches, in front of the class or, preferably, before a jury composed of students, teachers, or other guests. If you have empaneled a jury, distribute sufficient copies of **HANDOUT 5" NOBEL PEACE PRIZE NOMINATION SPEECH ASSESSMENT** for assessment of the speeches.
2. After the last speech is presented and assessed, ask students or members of the jury to vote on the speech that made the most persuasive case for the Nobel Peace Prize nomination. (This may or may not be the speech with the highest assessment score.)

Handout 1

Alfred Nobel and the Nobel Prize: Internet Scavenger Hunt

Directions:

Using an Internet-connected electronic device, please go to the official website for the Nobel Prize to find answers to the following questions. Write your answers in the spaces below.

How many different Nobel Prizes are there?

In what areas are the prizes awarded?

When did Alfred Nobel live? Where was he born, and where did he die?

What did Alfred Nobel invent?

Why did Alfred Nobel establish the Nobel Prize?

According to Alfred Nobel's will, what are the requirements for being awarded the Nobel Peace Prize?

Teacher Resource 1

Alfred Nobel and the Nobel Prize: Internet Scavenger Hunt (Key)

Directions:

Directions: Using an Internet-connected electronic device, please go to the official website for the Nobel Prize to find answers to the following questions. Write down your answers in the spaces below.

1. How many different Nobel Prizes are there?

Five original prizes plus the prize in Economic Sciences established by Sveriges Riksbank (Sweden's central bank) in the memory of Alfred Nobel.

2. In what areas are the prizes awarded?

Physics, Chemistry, Physiology/Medicine, Literature, Peace, and Economic Sciences

3. When did Alfred Nobel live? Where was he born, and where did he die?

He was born on October 21, 1833 in Stockholm, Sweden, and died on December 10, 1896, in San Remo, Italy. (Nobel lived many years as an adult in Paris, France.)

4. What did Alfred Nobel invent?

Dynamite: His focus was to develop nitroglycerine as an explosive, which he succeeded in doing when he combined nitroglycerin with a fine sand that could be shaped into dynamite rods.

5. Why did Alfred Nobel establish the Nobel Prize?

Nobel was the inventor of dynamite and other war-related materiel, and he converted his factory to manufacture armaments. Reading a premature obituary of himself that condemned him for making weapons of war may have led to his decision to dedicate his fortune to bringing about peace. He also knew and regularly corresponded with a peace activist, Bertha von Suttner, who may have influenced him and who won a Nobel Peace Prize for her activism.

6. According to Alfred Nobel's Last Will and Testament, what are the requirements for being awarded the Nobel Peace Prize?

*"...the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses."*¹

¹ <https://www.nobelprize.org/prizes/facts/facts-on-the-nobel-peace-prize/>

Handout 2 ▶ P. 1

Nobel Peace Prize Research

Directions:

Using an Internet-connected electronic device, please access the official web pages for the Nobel Prize (<https://www.nobelprize.org>) and the Nobel Peace Prize (<https://www.nobelpeaceprize.org/>). Navigate through these websites to find answers to the following questions, and write your answers in the spaces below.

1. To whom was the first Nobel Peace Prize awarded and why?

2. How many Nobel Peace Prizes have been awarded in total?

3. Can the Nobel Peace Prize be shared?

4. What is the average age of a Nobel Peace Prize Laureate? Who was the youngest person to be awarded a Nobel Peace Prize?

5. How many people are on the Norwegian Nobel Committee and how are they selected?

Handout 2 ▶ P. 2

Nobel Peace Prize Research

6. How is a person or organization nominated for a Nobel Peace Prize?

7. Why is the Nobel Peace Prize associated with Norway instead of Sweden as the other Nobel Prizes are?

8. Scroll through the list of Nobel Peace Prize winners since its inception. Do you recognize any of the names of the people or organizations who have been awarded the prize? List them below.

9. Were there any years when the Nobel Peace Prize was not awarded? Why?

Teacher Resource 2 ► P. 1 Nobel Peace Prize Research (Key)

Directions:

Using an Internet-connected electronic device, please access the official web pages for the Nobel Prize (<https://www.nobelprize.org>) and the Nobel Peace Prize (<https://www.nobelpeaceprize.org/>). Navigate through these websites to find answers to the following questions, and write your answers in the spaces below.

1. To whom was the first Nobel Peace Prize awarded and why?

In 1901 Swiss Jean Henry Dunant and Frenchman Frédéric Passy both won the Nobel Peace Prize. Dunant won for establishing the International Committee of the Red Cross and Passy won for being the founder and president of the first French Peace Society. (Note: Clara Barton previously founded the American Red Cross in 1881.)

2. How many Nobel Peace Prizes have been awarded in total?

98 as of 2018. This answer will change yearly.

3. Can the Nobel Peace Prize be shared?

Yes. (The Prize can also be awarded to organizations.)

4. What is the average age of a Nobel Peace Prize Laureate? Who was the youngest person to be awarded a Nobel Peace Prize?

As of 2018, 61 years is the average age. Malala Yousafzai is the youngest laureate, having won at 17.

5. How many people are on the Norwegian Nobel Committee and how are they selected?

There are five people on the Norwegian Nobel Committee. They are elected by the Norwegian Storting (governing body) to serve six-year terms and can be re-elected.

6. How is a person or organization nominated for a Nobel Peace Prize?

Anyone can be nominated for a Nobel Peace Prize, but the nominations must come from the following “qualified individuals”: members of national governing bodies; those who work at The Hague; members of Institut de Droit International (Institute of International Law); university professors in specific areas of study (see official Nobel Prize website); directors of peace research institutes/foreign policy institutes; past Nobel Peace Prize winners (individuals or those who serve on a winning organization’s board of directors; current and former members/advisors of the Norwegian Nobel Committee. Self-nomination is not permitted.

7. Why is the Nobel Peace Prize associated with Norway instead of Sweden as the other Nobel Prizes are?

The reason is unknown, but it was specifically stated in Alfred Nobel’s last will and testament.

Teacher Resource 2 ► P. 2 Nobel Peace Prize Research (Key)

- 8.** Scroll through the list of Nobel Peace Prize winners since its inception. Do you recognize any of the names of the people or organizations who have been awarded the prize? List them below.

Answers will vary. Ask students how they know about the winners that they wrote down. Are there any common traits possessed by these winners? Students might also point out that the International Committee of the Red Cross has been awarded a Nobel Peace Prize three times.

- 9.** Were there any years when the Nobel Peace Prize was not awarded? Why?

The Nobel Peace Prize was not awarded in 1914–16, 1918, 1923–24, 1928, 1932, 1939–1943, 1948, 1955–56, 1966–67, 1972. According to Facts on the Nobel Peace Prize, “If none of the works under consideration is found to be of the importance indicated in the first paragraph, the prize money shall be reserved until the following year. If, even then, the prize cannot be awarded, the amount shall be added to the Foundation’s restricted funds.”¹ This information is as of 2018.

¹ <https://www.nobelprize.org/prizes/facts/facts-on-the-nobel-peace-prize/>

Handout 3 ▶ P. 1

Nobel Peace Prize Nomination

Directions:

Using your prior knowledge, brainstorm potential Nobel Peace Prize award winners.

1. List five adjectives describing an individual or organization that might be deserving of a Nobel Peace Prize.

2. List two people and two organizations that fit these criteria.

3. Choose one individual or organization from your list above. Conduct basic research (using reliable sources) on that individual or organization, clarifying *who* the person/organization is, *what* has been accomplished, *where* the work was done, and *when* the contribution occurred.

Who?

What?

Where?

When?

Handout 3 ▶ P. 2

Nobel Peace Prize Nomination

4. Thinking about the class discussion and the adjectives you wrote above, determine three reasons why this individual/organization deserves the Nobel Peace Prize. These reasons can include accomplishments, awards, eyewitness accounts, and other forms of recognition.

5. Are there any potential reservations as to why this individual/organization might not be an appropriate nominee for the Nobel Peace Prize?

Handout 4 ▶ P. 1

Nobel Peace Prize Nomination Speech

Directions:

Complete the speech template below. Once you have finished this pre-writing, compose a persuasive speech in a properly-formatted document according to your teacher's guidelines.

Introduction

- Background information on your nominee, including the *Who*, *What*, *Where*, and *When*.

Thesis

- Why does this individual/organization deserve the Nobel Peace Prize? Include the three reasons listed on #4 of the Noble Peace Prize Nomination handout.

Handout 4 ▶ P. 2

Nobel Peace Prize Nomination Speech

Body

- Reason #1 (evidence and explanation)

- Reason #2 (evidence and explanation)

- Reason #3 (evidence and explanation)

- Recognition of reasons why this individual/organization might not be an appropriate choice for a Nobel Peace Prize, followed by a rebuttal argument about why those reasons are incorrect.

Conclusion

Final summation of the reasons why this individual/organization is a perfect candidate for a Nobel Peace Prize.

Handout 5

Nobel Peace Prize Nomination Speech Assessment

Student name: _____

Name of Nobel Peace Prize Nominee: _____

	Excellent (5 points)	Above Average (4 points)	Average (3 points)	Below Average (2 points)	Poor (1 point)
Reasons					
Organization					
Presentation					

Comments

Total Points _____

The Art of Steven Spielberg

Enduring Understandings

- Steven Spielberg is considered one of the greatest directors in the history of cinema; it is essential for the viewer to watch with a keen eye to understand why his films are so effective.
- Filmmakers use many distinctive techniques, including types of shots, angles and lighting, to convey their ideas.

Essential Questions

- How does the visual construction of a scene affect the value of the film?
- What aesthetic elements affect specific scenes and, ultimately, the film as a whole?

Notes to the Teacher

The goal of this lesson is not only to teach about the filmmaker's techniques used in *Schindler's List*, but also to help students become active, critical viewers of any film.

The most controversial choice Mr. Spielberg made was to shoot in black and white. Studio officials begged him to use color, since black and white films had passed their prime by the 1960s. Yet, after all the success he had with prior films such as *E.T.*, *Empire of the Sun*, *Jaws*, the *Indiana Jones* trilogy and more, he was able to insist on his vision. This vision is apparent in one of the most enduring images in the film and, indeed, in film history.

The most iconic aesthetic choice made in the film is the “girl in the red coat.” To be sure, this is a black and white film, yet the one-and-only piece of color in the main part of the film is during the ghetto raid scene where a little girl makes her way out unscathed; she is highlighted by her red coat in an otherwise chaotic, violent scene. These are the types of artistic choices that focus students' attention on details otherwise missed in passive film viewing. This is where the marriage of the director and the cinematographer is crucial. Film, after all, is a visual medium in addition to a dramatic one.

Cinematographer Janusz Kaminski has worked on sixteen films with Mr. Spielberg. His task is to technically accomplish the vision the director has in mind. This lesson will break down scenes so students will understand the surgical way films are created in a symbiotic way. But one cannot make a film without a story.

Schindler's List is based on an award-winning book by Thomas Keneally. The job of creating a “shooting script” from a book is a creative process; students will learn that a filmmaker's job

is to take what is on the page and dramatize it visually. By breaking down specific scenes, they will learn that each could have been accomplished in a variety of ways involving camera angles, camera movement, and framing choices. A written scene could be given to ten different directors and be filmed in ten different ways.

This lesson should be taught after students have had the opportunity to see the film as a whole.

Part 1 of the lesson is preparatory. You provide students with a glossary of film terms and review key terms for the lesson. Then students download either the Movie Maker (for Windows) or iMovie (for Mac) app to their computers so that they will be able to edit the films that they make. (There are many free video editing programs available, but these are the most popular.) Numerous tutorials are available for each program online. The official Apple link for iMovie is <https://www.apple.com/imovie/>. The official Microsoft link for Movie Maker is <https://www.microsoft.com/en-us/p/movie-maker-10-tell-your-story/9mvfq4lmz6c9?activetab=pivot:overviewtab>.

In Part 2, students deconstruct three scenes from *Schindler's List*, a very short nightclub scene, the investigation of the theft of a chicken, and a scene between Schindler and a very drunk Amon Göth on a balcony. They look at camera set-ups and shifts to understand the cinematographic decisions. Part 3 has students storyboarding the scenes, Part 4 gives them pages of the script to study and rehearse. Before Part 4, download and make copies of the relevant pages of the script from the website at <http://www.screenplay.com/downloads/scripts/SchindlersList.pdf>. The first scene at the club begins on page 2, the second (chicken) scene on page 72, and the third on page 79. Alternately you can search the script using “waiter,” “chicken,” and “justice” as key words.

The actual filming takes place in Part 5 of the lesson. Since the groups all have a director, actors and cinematographers/editors, when the footage is “in the can,” it can be edited while the next scene is being filmed. This depends, of course, on the number of students on the project.

Part 6 is a culminating essay using that iconic scene of the girl in the red coat. You will also find several ideas for extension activities to develop the lesson further.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Duration of Lesson

Six or seven 50-minute class periods

Assessments

A quiz on film terms (optional)

Presentation of the re-constructed scenes

Essay on the *Girl in the Red Coat* scene

Participation in class discussion

Materials

Copies of the glossary of film terms from the Journeys in Film website at <https://24ct31xhoq010m27dskvu619-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Glossary-PDF.pdf> (Provide either printed copies or Internet access)

DVD or streamed version of *Schindler's List*

DVD player and monitor or screen

Copies of **HANDOUT 1** for each student

Copies of relevant pages from the *Schindler's List* script at <http://www.screenplay.com/downloads/scripts/SchindlersList.pdf>

Student cell phones with video/audio capability

Flashlight

iMovie or *Movie Maker*

Procedure

Part 1: Cinematic Terms

1. Distribute **A Glossary of Film Terms** from <https://24ct31xhoq010m27dskvu619-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Glossary-PDF.pdf>. Review the following key terms using the glossary: shot, scene, camera angle, take, handheld shot, 180-degree rule. Let students ask questions until you are sure that they understand.
2. Have students download *iMovie* or *MovieMaker*. If you feel it is necessary, guide them through several online tutorials that introduce users to these programs. Have them film random footage and practice cutting together scenes.

Part 2: Close Viewing of Three Scenes

1. Tell students that they are going to study three scenes from *Schindler's List*. Explain that you want them to study the camerawork in the scene to consider when Spielberg repositioned the camera or used a different camera set-up.
2. Show the following scenes, starting and ending exactly at the points indicated and pausing so that students can follow the camera action, counting the set-ups and shots. [Note that the start times of the clips below are not necessarily at the beginning of the YouTube clips.] After each scene, ask student to identify the camera work and discuss the effect of the scene. (Students will have varying interpretations of the effectiveness of each scene.)

Oskar at the Club—shot

https://www.youtube.com/watch?v=BRZh_NO5tic

- 1:09–1:40
- One set-up
- One shot
- Slight camera rotation at end of shot

Amon and the Chicken—scene

https://www.youtube.com/watch?v=gY5QGauoH_c

- 0:08–1:03
- Five set-ups (Alternately, the two hand held shots of Amon and the other soldier can be considered one set-up.)
- Five shots
- Classic handheld shot at opening (Point out how close Spielberg comes to crossing the 180-degree line on this.)

Oskar and Amon Drunk – scene

<https://www.youtube.com/watch?v=K5lQA3bipHc>

- 0:00–2:23
- 7 set-ups
- 12 Shots
- Slight camera “push” at opening

Part 3: Creating a Storyboard

1. Point out that a series of shots like the ones they just observed is planned for maximum effect. Ask students to explain what a storyboard is. (A series of drawings, usually with notes or dialogue, that show the shots to be used in a film)

2. Show the explanation of storyboards at: https://www.youtube.com/watch?v=ux_Em1lVsJl. Answer any questions students might have about this technique. Remind students that being a great artist is not required; one only has to sketch roughly.
3. Divide students into small groups or pairs. Distribute three copies of **HANDOUT 1: STORYBOARD TEMPLATE** to each group. Have the students slowly work through the scenes they have watched to mark down the shot(s) they need for each scene. To do this, you must show each scene and freeze on each cut in order that the students might quickly sketch into their handouts. Have them try to storyboard all three scenes.

Part 4: Recreating the Scenes

1. Explain to students that if they wish to read the whole script, they can download it from this site: <http://www.screenplay.com/downloads/scripts/SchindlersList.pdf>. Then distribute copies of the relevant pages of the script.
2. Divide the class into groups with each group having a director, actors, and cinematographers/editors. Have the students cast the parts and rehearse, while trying test shots from their storyboards. [Note: Students should be encouraged to do the scenes with script in hand as this is a visual lesson, not an acting lesson.]
3. By the end of the period, have the test footage loaded into iMovie or MovieMaker. Have students practice editing.

Part 5: Time to Film

1. Have student groups shoot the lounge scene. Use a flashlight for additional lighting. Check with your students:
 - Did they get the slight rotation at the end?
 - Did the light source (flashlight) hit the money and Schindler's fingers properly?
 - Does the waiter's head come into the frame with just enough room to keep the money and cigarette in frame?
2. Have student groups shoot the chicken scene. Check with your students:
 - Do you say "action" when Amon is already moving?
 - Do you follow his movements?
 - Do you back up when he grabs the rifle?
 - Does Spielberg cross the 180? (Ha! He broke the rule! Does it still work?)
 - Did you get the tight, low-level shot when the boy points and says who the culprit is? (One is medium and one is tight. This is difficult blocking, i.e., actor movement, practice!)
3. Shoot the drinking scene. Check with your students:
 - Did you include the slight "push" at the beginning?
 - Are you at a close-up when Oskar leans forward?
 - Did you cut back to a medium shot after the line about "power"?
4. Import the footage and edit the scenes.
5. Show the footage in class and critique.

Part 6: Culminating Assessment

1. Give students the following writing prompt:

Watch the famous *Girl in the Red Coat* scene at <https://www.youtube.com/watch?v=j1VL-y9JHuI>. This is a critical scene in the film that depicts the liquidation of the Warsaw ghetto. The scene was filmed very close to where the actual events occurred, and in the scene we see Schindler portrayed on a horse on the hill where the real Schindler had actually observed the event. Amid the chaos of the black and white images, a little girl is shown; she wears a red coat. What is the impact of the little girl being shown in color? What cinematic techniques add to the power of this scene? (Use some of the film vocabulary covered in this lesson.)

2. Follow your usual procedure for drafting and editing essays.

Extension Activities

- A. One of the key aesthetic challenges for director Steven Spielberg in the making of *Schindler's List* was that, as he explained in an interview during production of the film in Poland, "I feel more like a journalist than a director of this movie. I feel like I'm reporting more than creating." Have students analyze the scene in the film when the trains arrive at the Auschwitz concentration camp.
- B. Have students select and analyze one sequence from the film that they feel visualizes and dramatizes the past most powerfully and communicates the trauma that the Jewish people experienced in having their lives and families destroyed. They may augment this by evidence from their research.

Handout 1

Storyboard Template

1	2	3
4	5	6
7	8	9
10	11	12

The Making of Schindler's List

Enduring Understandings

- A director is responsible for organizing the many individuals whose skills are essential for the successful completion of a feature film.
- In making the film *Schindler's List*, the cast and crew had to deal with physical hardships, emotional distress, and even anti-Semitic harassment.

Essential Questions

- What does a director do? What are his or her responsibilities?
- What were the challenges involved in making the film *Schindler's List*?

Notes to the Teacher

The purpose of this lesson is to help students recognize the kinds of decision-making that go into a feature film like *Schindler's List*, in particular the work of the director, in this case Steven Spielberg. A director oversees the project from the script to the final version of the film, coordinating the work of hundreds of individuals to produce a piece that is original, cohesive, interesting to audiences, and thematically clear.

Before the filming begins, he or she works with the writers to create a viable script and with the casting director to choose the actors who will play the various roles. The director oversees rehearsals and plans when and where the film sequences will be shot; this involves everything from scouting locations to

budgeting. He or she also works with creative personnel to plan the “look” of the film.

The director must solve a myriad of problems, major and minor, as filming progresses. Along with specialists like the photography director and art director, he or she makes decisions about lighting, sets, camera handling, and sound equipment. The director also coordinates the actual shooting of a scene and decides whether or not it must be re-shot.

Finally, after the filming has been completed, the director will be involved in editing the film to his or her satisfaction and manipulating elements like sound and music.

For a fuller treatment of the director's responsibilities, a good discussion may be found at <http://www.filmreference.com/encyclopedia/Criticism-Ideology/Direction-RESPONSIBILITIES.html>.

In Part 1 of the lesson, students brainstorm the kind of work that goes into making a film and come to the understanding that the director is responsible for making all these parts work together. Then they imagine themselves making a film about a novel or historical event. They generate the kinds of questions that would have to be answered before filming could begin to understand the role of the director in coordinating all aspects of filmmaking.

Next, they watch a 17-minute talk by Mr. Spielberg from 1994; in it he discusses the process of making *Schindler's List*. Students take notes on **HANDOUT 1: SPIELBERG INFORMATION RECORD** and then discuss what they have learned. For homework, you will assign short interviews to supplement the information. The DVD version of *Schindler's List* also includes a panel discussion given at the Tribeca Film Festival in 2018 by Steven Spielberg, Ben Kingsley, Liam Neeson, and others

which you may prefer to use. Students will glean additional information and share it in class.

They also read **HANDOUT 2: THE MAKING OF *SCHINDLER'S LIST***, a FAQs sheet that provides additional background information about the making of the film. This will be of specific interest to film study classes and clubs but is optional for English classes. However, if you omit the entire handout with your class, you should definitely read aloud the last section on the final scene of the film before showing the scene.

The final scene, when survivors and actors file past Schindler's grave in Jerusalem and leave small stones, takes about 6 and a half minutes to show. You should follow this with a discussion of the choices the director made and how effective these choices are. Students may wonder about the custom of placing stones. Many websites explain this custom, which goes back to medieval times, but the explanations vary. See these websites for more information:

<https://www.shiva.com/learning-center/commemorate/stone/>

https://www.chabad.org/library/article_cdo/aid/3002484/jewish/Why-Do-Jews-Put-Pebbles-on-Tombstones.htm?gclid=CjwKCAjwpeXeBRA6EiwAyoJPKuLoknv-W9o9p_PVl7NHLEbyd9DDPIOtHla1BQfX4ipIdVXjy4epvhoC3AkQAvD_BwE

<https://reformjudaism.org/practice/ask-rabbi/why-do-jews-put-small-stones-tombstones-when-visiting-cemetery-o>

COMMON CORE STATE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Duration of the Lesson

2–3 class periods

Assessments

Class discussions

Completion of **HANDOUT 1: INTERVIEW INFORMATION RECORD**

Materials

Computer access and ability to project interview and film scene

Student computer access for additional interviews or printed copies of interviews

Copies of **HANDOUT 1: INTERVIEW INFORMATION RECORD**

TEACHER RESOURCE 1: INFORMATION SUMMARY

Copies of **HANDOUT 2: THE MAKING OF *SCHINDLER'S LIST*** (optional)

Procedure

Part 1: The Director's Role

1. Ask students to think about a favorite film that they have seen in a theater or on television. Have a class discussion about what kinds of work it takes to make such a film, generating a list on the board of the various elements. Prompt students if they run out of ideas, using the information in Notes to the Teacher. Ask them who is responsible for making it all work. (The director)
2. Tell students to imagine that they are going to be the directors of a film based on a favorite novel that they have read in English class or an important event that they have studied in history class. Divide the class into groups of 5-7 students. Ask them to choose a film subject and come up with as many questions as they can to cover what must be done before filming can begin.

Sample questions:

- A. What is the subject of the film?
 - B. Whom will you hire as actors for the main roles?
 - C. Where will the script come from? Who will write it?
 - D. Where will the film be shot? What locations will be used?
 - E. What overall “look” do you want the film to have?
 - F. What kinds of costumes and sets will be needed?
 - G. How much will the film cost?
3. After ten minutes, pull the class together to share questions; have them write down any questions from other groups that they did not think of. Re-assemble the groups to have them try to supply some answers to the questions about their hypothetical film. Then explain that in doing this,

they are beginning to understand the complex job of a film director.

Part 2: Making *Schindler's List*

1. Ask students to think about the film *Schindler's List*, which was made by Steven Spielberg. Ask if anyone can name some of Spielberg's other films. (Sample answers: *Jaws*, *E.T.*, *Raiders of the Lost Ark*, *Jurassic Park*, *Lincoln*, and *The Post*.) Tell them that they are going to watch a talk by Spielberg to learn about how *Schindler's List* was made.
2. Distribute **HANDOUT 1: SPIELBERG INFORMATION RECORD** and review it with students so that they know what to listen for as they watch the commentary by Steven Spielberg. Show the video at https://www.youtube.com/watch?v=Jf_ntUGfv1Q, stopping occasionally if students need time to record answers.
3. When students have had time to complete the handout, discuss some of their findings, using **HANDOUT 1**.
4. Divide the class into three groups and provide computer access. Assign each group to read one of the printed interviews with Steven Spielberg or other principals from the film *Schindler's List*. As students read, have them record the new information they learn on **HANDOUT 1**, ideally using a different color ink from the one they used previously.
5. When the class re-convenes, have students share any new information they learned from the interviews.
6. For homework, distribute **HANDOUT 2: THE MAKING OF SCHINDLER'S LIST**. Ask students to read through and annotate the handout.

Part 3: The Final Scene

1. Answer any questions students may have about the previous night's reading.
2. Tell students that they are going to watch the final scene of the film to consider how it was made. Point out that this is similar to close reading of a passage of literature; they are to consider not only what the scene is about but how it was constructed.
3. Show the film from 3:02:50 to 3:09:30. Lead a discussion, using such questions as these:
 - A. Why did Spielberg use color film for these last few minutes? How did he manage the transition to color? What else changed at that moment?
 - B. How did he use music for the ending?
 - C. What is the effect on the viewer of having the actors escort the people they portrayed?
 - D. What do the rocks left on the grave signify?
 - E. Why does Spielberg have the last figure to visit the grave leave two roses instead of a stone? If it is Liam Neeson, why does Spielberg film him from so far away when all the others were filmed much closer up?
 - F. What kind of tasks and expense were necessary to bring all these people together for the final scene?
 - G. What effect did this scene have on you? What effect do you think it had on the actors and survivors?
 - H. Do you think Spielberg chose the best way to end this film?

Handout 1 ► P. 1

Spielberg Information Record

Your teacher will assign you to watch a commentary about the making of the film *Schindler's List*. It is filmed, and you can watch it again at the URL below; the others are printed.

Circle the number of the interview you have been assigned to read:

1. Steven Spielberg talks about SCHINDLER'S LIST (1994) (17-minute video)
https://www.youtube.com/watch?v=Jf_ntUGfV1Q
2. <http://www.insidefilm.com/spielberg.html> (printed interview)
3. <https://deadline.com/2018/04/schindlers-list-tribeca-film-festival-steven-spielberg-1202378062/> (printed interview)
4. <https://www.rogerebert.com/interviews/schindlers-list-a-grim-reminder-for-ben-kingsley> (printed interview)

As you watch the commentary by Spielberg, take comprehensive notes about the subject matter of the interview. What information do you learn about these topics?

- Oskar Schindler
- Steven Spielberg
- The process of making *Schindler's List*
- The era in which the events of the film occurred
- Spielberg's reflections after the film was made

Who appears in the interview?

Name of interviewer _____

Name of person interviewed _____

When did the interview take place? _____

Handout 1 ► P. 2

Spielberg Information Record

Summary of information gleaned from the interview:

Oskar Schindler

Steven Spielberg

The process of making *Schindler's List*

Spielberg Information Record

The era in which the events of the film occurred

Spielberg's reflections after the film was made

Teacher Resource 1 ► P . 1 Information Summary

The information below can be gathered by listening to the filmed commentary listed at the top of **HANDOUT 1** and by reading the printed interviews listed below it. The numbers indicate which piece is the source of the information.

Oskar Schindler

- Schindler was a “party animal” who cultivated Nazi leaders in hopes of financial gain; Spielberg even called him a pimp. He was a war profiteer, a Nazi, and a womanizer. (1)
- He was only interested in himself at the beginning of the war. (1)
- He hired Jewish workers because they were cheaper than Poles. (1)
- He fed his Jewish workers better, because he wanted a healthy work force and because he looked on them as people. (1)
- By the end of the war, Schindler was spending his own money to protect Jews. He bought the factory as a safe haven. (2) (4)
- He was a decent man and he recognized the difference between good and evil. (1)
- He put together a list of workers’ names and bought them with his earnings, paid to Amon Göth, on pretense that he was building a new factory in Czechoslovakia. (1)
- Itzhak Stern was like a conscience for Oskar Schindler. (1)
- Women had more influence over Schindler than men. (2)
- Schindler was unfaithful to his wife Emilie, who made contributions in the medical area. He basically abandoned her after the war. (2)
- Although Schindler viewed himself as having been a rescuer right from the beginning of the war, Spielberg actually thinks he just wanted to make a lot of money at the start. His transformation into a heroic figure came later. (2)
- Schindler actually helped Hitler stage a fake attack on a German outpost to create an excuse to invade Poland; Schindler supplied the Polish uniforms that the German soldiers wore. (2)
- By the end of the war, Schindler’s factory was producing shells for the war effort, deliberately making them so badly that no one was ever killed by them. (4)
- Itzhak Stern felt that Schindler was a humanitarian even before Schindler knew it about himself. (4)

Teacher Resource 1 ► P . 2 Information Summary

Steven Spielberg

- He felt ashamed and experienced discrimination in his childhood, growing up in Scottsdale, Arizona, as the only Jewish kid in a gentile neighborhood. (1)
- His grandparents lost relatives in the Holocaust. (1) His parents discussed the Holocaust frequently, calling it “The Murders.” (3)
- He read *Schindler’s Ark* in 1982 but didn’t feel ready to make the movie until 11 years later. (2)
- He made this film when he did because he was upset about other genocides, including the events in Bosnia and the attempted genocide of the Kurds. (1)(2)

The process of making *Schindler’s List*

- Some of the characters combined the stories of multiple people to keep the movie from having too many characters. (1)
- To prepare for the film, he read Thomas Keneally’s book and interviewed survivors, including Jews who had returned to Poland after the war. He felt that he wound up researching his own Judaism. (2)
- Spielberg researched stories and tried to find two sources to support each story included in the film. (1)
- Schindler and the cast and crew went through pain in making the film; however, he felt their pain was nothing compared to that of the Holocaust victims. (1)
- He took a documentarian approach to the film. He took a “news camera” approach to many scenes with a handheld camera; many of the scenes were unplanned. (1)
- Many Germans watching the making of the film or even acting in it apologized for the actions of the previous generation.
- Spielberg couldn’t interact with actors wearing a German Nazi uniform until the German actors attended Passover Seder along with Israeli actors. (1)(2)
- One of the producers, Branko Lustig, had been a prisoner at Auschwitz. (2) (3)
- Anti-Semitic incidents happened to the cast and crew during the filming. (2) Ben Kingsley ejected a man from a hotel for mimicking a noose at a cast member who had stated that he was Jewish. Swastikas were painted on walls around the sets. (3)
- The film was shot using authentic locations (Schindler’s apartment and offices, the interior of the SS headquarters, and the interior and exterior of the prison) whenever possible. They had to reconstruct the camp because it had a modern monument and skyline. (2) (4)
- Liam Neeson took on the accent of Schindler despite being Irish. (2)
- There were scenes that were very difficult emotionally, including the scene where the naked women were going into the showers. Several women actors had emotional breakdowns. (2) (3)
- Spielberg lightened the tension occasionally with *Saturday Night Live* tapes and phone calls for Robin Williams. (3)
- They filmed in Krakow during a cold, snowy winter, so making the film was an ordeal. (4)

Teacher Resource 1 ► P . 3 Information Summary

The era in which the events of the film occurred

- Krakow before the war was a city full of prostitutes, gambling, black marketeering, etc. (1)
- In 1943 Nazis decided to select a workforce for forced labor from the Jews in the ghetto. Those who could not work would be sent on transports to death camps like Auschwitz. (1)
- Those who were under Nazi control never knew when they might be killed. (1)
- Amon Göth personally took several hundred lives, killing anyone he thought was not working hard enough. (1)
- Jews willingly went into the ghetto in Krakow because they thought it would be protection from anti-Semitic incidents outside the walls. (2)
- The guards at the end of the war were only old men or young kids.

Spielberg's reflections

- Spielberg sees similar events going on in Bosnia, in the struggle between the Iraqis and Kurds, and in the rise of neo-Nazis with the reunification of Germany. (1)
- The message that Spielberg wanted to get across: Saving one life saves many generations in the future. (1)
- He was very proud of the film and thought it more meaningful than anything he had done since. (3)

Handout 2 ► P. 1

The Making of *Schindler's List*

How did *Schindler's List* get under way?

A key challenge underpinning the work of bringing *Schindler's List* to the screen was how the filmography of its director Steven Spielberg was typically perceived. Spielberg had become synonymous with directing fantasy and science fiction films. However, prior to *Schindler's List*, Spielberg had in fact directed more realistic films about broken families, surviving war, and surviving domestic abuse.

In 1982 Universal Pictures, with whom Spielberg had so successfully worked on the films *Jaws* and *ET: The Extra Terrestrial*, bought the rights to Thomas Keneally's newly published book, *Schindler's Ark*. Spielberg first discussed the film adaptation with Keneally in December 1982.

When we talk about directing a film it is important to recognize that this process is not just about working with actors on a set or a location. Directing a film begins long before that from the moment that a director commits to a project. From here onwards, the director's responsibility is to oversee the creative work of each department so that they all work together to create a coherent film: this is in terms of production design, costume design, location work, casting, editing and working with the screenwriter. Indeed, with *Schindler's List*, even though Spielberg had Keneally's book as the basis to work from, he also incorporated interviewing survivors during development work for the film: "I went to Poland, saw the cities and spent time with people and spoke to the Jews who had come back to Poland after the war and talked about why they had come back."¹

The process of turning Thomas Keneally's book *Schindler's Ark* into a screenplay was challenging: Keneally first worked on it, then Kurt Luedtke, and finally Steven Zaillian. Inevitably, the book had to be changed in order to make it live dynamically and interestingly on the screen. Not all characters were included in the film adaptation. (For example, Itzhak Stern in the film is a composite of several characters represented in the book.) Books may be particularly powerful in describing to us the thoughts and feelings of characters, but with a film, much of this has to be converted into action the audience can see.

¹ <http://www.insidefilm.com/spielberg.html>

Handout 2 ▶ P. 2

The Making of *Schindler's List*

What decisions were made about casting? Why?

The film's low budget suggested an expectation that it would likely have a modest profile once released. Significantly, the director avoided casting any major leading film stars; Spielberg would eventually cast Liam Neeson as Oskar Schindler. Neeson was an established actor at the time, but he would not have been considered then to be a globally recognized star who would provide the film studio with the security of garnering an audience. In April 2018, during a 25th anniversary screening of the film in the US, Neeson commented of the assignment that he remembered "feeling unworthy" in taking on the role and responsibility.

For the role of Isaac (Itzhak) Stern, who serves as a conscience for Schindler, Ben Kingsley was cast. Kingsley, at the time of the film's production in spring 1993, was known for his portrayal of the political and spiritual figure Mahatma Gandhi. Of Stern, and his portrayal of him, Kingsley commented in a conversation in December 1993 with the American film critic Roger Ebert, "I think (Schindler) was hugely fortunate to recruit Stern as his accountant: Stern, a Talmudic scholar and a man who was a great judge of character." Of his relationship on set with survivors, during the filming of the epilogue in Jerusalem, Kingsley recalled that "...I let them volunteer information. I'm always rather loathe to open up old wounds, so I had no questions to ask. I would just stand next to them and listen to them talking."²

British actor Ralph Fiennes was cast as Amon Göth, and there was general agreement that Fiennes' handsome appearance only served to emphasize further his character's cruelty and evil. Of Göth, Fiennes commented in an interview in February 1994, "I feel that inside this man there must have been some deep void."³

How were settings selected?

In his Foreword to the book *Witness: The Making of Schindler's List*, Thomas Keneally wrote pointedly that "*Schindler's List* gains an atmospheric benefit from the fact that it is the literal Jewish ghetto of Podgorza which provides the ghetto of the film. The real Plac Zgody, Place of Peace, where through successive selection the Nazis drained and ultimately cleared the ghetto—is the location for the film's depiction of the appalling events of 1942–43."⁴ Keneally's observation about the power of history in places is compelling. It was in Podgorza that Spielberg was able to film on Lasota Hill the actual place where Schindler had witnessed a little girl in a red dress during the liquidation of the ghetto. In the recreation of this experience, the image of the little girl in a red coat has become one of the defining images of the film; it has arguably become its emblem.

² <https://www.rogerebert.com/interviews/schindlers-list-a-grim-reminder-for-ben-kingsley>

⁴ <https://www.nytimes.com/1994/02/14/movies/self-made-monster-an-actor-s-creation.html>

⁴ Franciszek Palowski, *Witness: The Making of Schindler's List*. (London: Orion Media, 1998) P. xii.

Handout 2 ▶ P. 3

The Making of *Schindler's List*

Settings for the film were selected in a combination of filmmaking practicalities balanced by an effort to root the events being recreated in the actual sites where the events had actually occurred. For the realization of the Plaszow concentration camp, the action was filmed at Liban quarry situated outside Krakow.

Director Steven Spielberg has frequently applied his ability to fashion a compelling image and create a sequence of images that can transform a familiar setting and even the most mundane of objects. His camera movement invests objects and places with power and resonance. With *Schindler's List*, the locations already possessed a particular “real world” power and the film emphasizes that further. The settings for *Schindler's List* stressed location work that had connections and resonances with the historical place and time the film was recreating. The Jewish ghetto in Warsaw was shot on location in Krakow, Poland. Because the architecture on Krakow had, to some degree, changed in the decades since World War II, the production design team recreated some of the ghetto wall and gate in the Kazimierz district of Krakow.

Understandably, it was the production's intention to film on location, albeit briefly, at the gates of the Auschwitz concentration camp. The most powerful reaction, and objection, made to the production's location filming was expressed in relation to this intention. The World Jewish Congress (WJC) proposed blocking and denying this particular part of the film, considering a commercial film venture as a desecration of the Auschwitz site. Steven Spielberg met with the WJC to explain the work being undertaken and the matter was resolved. The production filmed images of a train pulling away from the gates at Auschwitz rather than into them. In the context of the completed film, the train appears to be entering the gates and the camp beyond; it seems to be carrying Jews taken from their homes in the ghetto. This would arguably prove to be one of the most powerful and unsettling images shown in the film.

The settings featured in *Schindler's List*, then, assist in expressing character, culture, and community. The film begins with images of the most modest of settings but perhaps the most powerful and meaningful to all of us: images of a home, of a table with candles set for a religious observance, in this case, the Sabbath. Home is secure and loving: the very antithesis of so much that *Schindler's List* will go on to depict.

What was the reaction of local residents to the filming?

When *Schindler's List* was being shot on location, the recreation of particular events provoked local residents to recall direct and immediate connections to the ghetto and the mass murder that unfolded as the Hitler's Final Solution was prosecuted. At various moments during its 72 days of production on location in Poland, there were instances of expressions of anti-Semitism directed towards some of the Jewish actors in the film.

Handout 2 ► P. 4

The Making of *Schindler's List*

How did the events of the film affect the director and the actors who were portraying the Jewish and Nazi characters? How did they cope with these responses?

In an interview with *Entertainment Weekly* in January 1994, Steven Spielberg, is quoted as recalling how during production, “I said to myself, ‘How can I bring truth to these impossible images?’”⁵ Steven Spielberg has spoken affectingly of the impact on his own filmmaking identity and, to some degree, has acknowledged its impact on his sense of self as a Jewish man, far beyond the context of working as a filmmaker.

Amid the tensions and strains of the production for the cast and crew, there was an occasion when the Jewish cast and crew were celebrating Passover and they were joined by German cast and crew members. Some of the German actors were uneasy with portraying Nazi soldiers because of the generational response to the German role in World War II and the Holocaust. Spielberg recalled the event as a cathartic moment.

Evidence of the power of memory being triggered by places and spaces manifested itself on a number of occasions when interactions between cast members were marked by unease. In the book *Witness*, the author, journalist Franciszek Palowski, recalled an encounter between Ralph Fiennes and an extra on set: “I witnessed his conversation with a woman who was in the Plaszow camp and knew the real Amon Goeth.... Suddenly the woman talking to him shudders as Ralph looks at her. Maybe there is some tragic memory. She says goodbye quickly and turns to leave. ‘But I am only an actor.’ Ralph tries to add...”⁶

Significantly, the depictions of race-hatred recreated by the film were being painfully echoed in the contemporary moment. The wars in Yugoslavia were raging while *Schindler's List* filmed in Poland and the term “ethnic cleansing” reappeared. As of this writing, in 2018, movements towards nationalism and a rise in the number of anti-Semitic incidents suggest another wave of race-hatred rising. In this all-too-complicated and saddening context, *Schindler's List* carries renewed relevance.

An event, one of many that occurred during production of the film, marked the challenging collision of the past and the present on-set. Israeli actor Miri Fabian, portraying Chaj Dresner in the film, struggled to complete her work for the distressing scene in which a number of Jewish women are forced into what we assume is a gas chamber after they have been shown to arrive by train at Auschwitz. Critically, Miri had been born in a concentration camp in 1943 and when she was cast in the film, she decided not to tell her mother.

⁵ <https://ew.com/article/1994/01/21/spielberg-and-schindlers-list-how-it-came-together/>

⁶ Palowski, p. 70.

Handout 2 ▶ P. 5

The Making of *Schindler's List*

In contrast with Miri Fabian's experience we can cite another story. This recollection concerns Ryszard Horowitz. He was a boy when the Jews were liberated from Auschwitz and he grew up to become a successful stills photographer. Ryszard is shown in the film's epilogue. In 1993, Horowitz explained to journalist Franczsek Palowski, "If it were possible, I should like my son to play my part in Spielberg's film. It would be an excellent close to my (Holocaust) history."⁷

Why was the last scene, the dropping of stones on Schindler's grave, added?

The last scene of the film was shot in Jerusalem in the Catholic Cemetery on the slope of Mount Zion where Schindler had been buried in 1974. The screenplay did not include this epilogue: it had instead suggested itself during the production in Krakow. At a twenty-fifth anniversary screening of the film in spring, 2018, Steven Spielberg commented specifically on this scene, in which the actors and the real people portrayed in the film pay tribute at Oskar Schindler's Jerusalem grave. "A desperate attempt for me to certify that what we had done was credible," Spielberg said.⁸ One of the attendees, Emilie Schindler (played by Caroline Goodall, also in attendance), had never been to the cemetery before shooting the scene. Spielberg said. "The long look that she gives her husband's grave—it blindsided me."

The final scene of the film, then, features survivors whom Schindler had saved, and so the film's documentary moment attains the power of testimony in a moment that is underscored by the hymn *Yeroushalaim chel zahav* ("Jerusalem of Gold").

⁷ Palowski, p. 64.

⁸ <https://nypost.com/2018/04/27/steven-spielberg-people-had-breakdowns-on-the-set-of-schindlers-list/>

Lesson 8 (SOCIAL STUDIES)

Antisemitism Today

Enduring Understandings

- Contemporary antisemitism is on the rise and takes on many forms.
- Small acts of antisemitism are becoming normalized, potentially leading to larger acts.
- Contemporary antisemitism is often connected to other forms of oppression, such as bigotry, discrimination, and hate.
- There is a direct connection between antisemitism and white supremacy.
- All people have a stake in reducing antisemitism.

Essential Questions

- What is antisemitism, and what does it look like today?
- What methods do antisemitic groups and their leaders use?
- How do recent antisemitic attacks compare to attacks before and after the Holocaust?
- Why are antisemitism and related forms of oppression a concern for all people?
- How can individuals monitor and stand up to antisemitism?

Notes to the Teacher

Topics covered: Attacks at synagogues and Jewish community centers. Vandalism of Jewish cemeteries. Holocaust denial. White supremacy. Hate crimes.

Hate crimes and hate speech toward marginalized groups often rise in response to global crises and conflicts. In the United States, clear examples of this can be seen over the last 25 years. For example, Islamophobia increased significantly following the events of September 11th in 2001, and incidents of both Islamophobia and antisemitism increased in response to the 2023 war in Israel and the Gaza Strip.

Regarding antisemitic incidents specifically, since late 2013, antisemitic incidents have risen significantly in the United States. This runs counter to an earlier trend that had seen American antisemitism decline since the 1960s. Today's young people are at an intersection of these two divergent trends, and their efforts and involvement will help determine what happens next — will the current rise in antisemitism continue, or will the nation return to the path it had been on for decades?

In this lesson, students will examine older and more contemporary forms of antisemitism.

In Part 1 of the lesson, students will view a short video from the United States Holocaust Memorial Museum entitled “What is Antisemitism?” It can be viewed directly at <https://www.ushmm.org/antisemitism/what-is-antisemitism/explained>. This video will give students a solid understanding of the many forms of antisemitism, including seemingly harmless jokes and stereotypes. A background source you may find useful is the U.S. State Department page on antisemitism at <https://www.state.gov/defining-antisemitism/>. A reliable source for a history of antisemitism is “Antisemitism Throughout Time” from the United States Holocaust Memorial Museum: <https://www.youtube.com/watch?v=6eo31GAKfHc>.



In Part 2, students will view news reports of four contemporary incidents of antisemitism in the United States:

- Charlottesville, Virginia: <https://www.today.com/video/charlottesville-fact-check-were-bothsides-to-blame-for-violence-1025759299536?v=railb&>. On August 11, 2017, the world watched as torch-wielding Americans marched through the University of Virginia's campus chanting "Jews will not replace us" and "Blood and soil" in scenes eerily similar to Nazi rallies of the 1930s. When it was over, three Americans had been killed. Heather Heyer was murdered by a white supremacist who drove a car into a crowd of counter-protesters, and two Virginia State Police officers died in a helicopter crash while providing security and law enforcement.
- Pittsburgh, Pennsylvania: <https://www.youtube.com/watch?v=vcqc8E8rj6E>. On October 27, 2018, 11 Jewish worshippers were killed when a lone gunman opened fire inside a synagogue. Six worshippers were wounded, including Holocaust survivors. The gunman had posted numerous antisemitic comments online prior to the attack.
- Jersey City, New Jersey: <https://www.nbcnews.com/nightly-news/shooters-who-killed-4-jersey-city-market-appeared-highly-trained-n1101161>. On December 10, 2019, two assailants killed three people at a kosher grocery store. They also wounded three others, including two police officers. One of the assailants had a history of posting antisemitic messages on social media. Evidence indicated that the attacks were acts of hate and domestic terrorism.
- Colleyville, Texas: <https://www.fox4news.com/news/colleyville-synagogue-hostage-crisis-was-a-hate-crime-and-act-of-terrorism-fbi-says>. On January 15, 2022, a gunman entered the Congregation Beth Israel synagogue.

A livestream of the service caught some of the gunman's words as he demanded the release of a Pakistani national who was serving time in a Texas prison. Four hostages were taken, including the synagogue's rabbi. After a 10-hour standoff with local, state, and federal authorities, the hostage-taker died in a shooting in the synagogue after a tactical team from the Federal Bureau of Investigation rushed in. All four hostages escaped unharmed.

In Part 3 of the lesson, students will examine FBI crime statistics and incident analysis data regarding hate crimes in the United States, including religious-based hate crimes. We have provided below additional databases, websites, and other resources tracking antisemitism in the United States and globally. Students could be broken into groups with each group looking at a different resource/site. Then, students could present that site's findings to the class, and the class, as a whole, could compare and contrast findings.

Finally, students will summarize the details of the four contemporary incidents of antisemitism that they studied earlier and will examine how antisemitism is related to white supremacy. Students will then write an essay on what can and should be done about antisemitism in the United States. As a possible extension of the lesson, students can consider taking action against antisemitism in a number of different projects.

Additional resources that might be valuable for this lesson include:

- American Jewish Committee State of American Incidents of Antisemitism: <https://www.ajc.org/news/the-state-of-antisemitism-in-america-2022-insights-and-analysis> (This report is based on polling done within the Jewish community.)
- Antiracism Education: <https://libguides.library.cpp.edu/c.php?g=1047593&p=7636457>



- Antisemitism on University Campuses: <https://amchainitiative.org/search-by-incident#incident/display-by-date/>
- Hate Crime Case Examples, Updated as of August 2023: <https://www.justice.gov/hatecrimes/hate-crimes-case-examples>
- Index with comprehensive listing (and links) of organizations (in the U.S. and globally) that track antisemitic incidents: <https://www.inss.org.il/wp-content/uploads/2021/10/Appendix.pdf>. This would be a great resource for comparative activities in the classroom.

An Important Note Concerning Sensitive Subjects

You should review the entire lesson before presenting it in the classroom. Please note that the nature of this lesson will be troubling for some students and classes. Feel free to adapt materials and procedures as needed to fit your students, school, and community. Here is [a link](#) to detailed guidelines from Journeys in Film on facilitating group discussions on sensitive topics. These guidelines will help you establish an open atmosphere for a free exchange of ideas and opinions and a process for a successful experience.

Common Core Standards addressed by this lesson

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Duration of Lesson

Three or four class periods, depending on period length and teacher preference. Each of the three activities can be presented as stand-alone activities to accommodate student abilities and available class time.

Assessments

Class discussions
Completion of handouts
Final essay

Materials

Copies of **Handout 1: Antisemitism Today: Response Journal**
Copies of **Handout 2: An Audit of Hate Crimes in the United States**
Copies of **Handout 3: White Supremacy and Antisemitism**
Computers with internet access
A method of projecting web-based videos
A chalkboard, whiteboard, or smartboard with usable writing implements

Procedure

Part 1: What Is Antisemitism?

1. Tell students that in this lesson they will investigate past and current examples of antisemitism and look at ways in which they can respond to it.
2. Distribute copies of **Handout 1: Antisemitism Today: Response Journal**. Ask students to answer Question 1 identifying specific examples of antisemitic policies and actions in Nazi Germany that came before the concentration camps. You may have them work individually, with a partner, or in small groups.
3. Write a list of the students' examples on the board. Leave this list up for later reference. (*Possible answers may include: seizure of property and events of Kristallnacht; forcing Jews to wear yellow stars and live in ghettos; enacting various policies, including the Nuremberg Laws, which deprived Jews of German citizenship and banned any marriages between Jews and people of "German blood"; and holding public rallies and marches aimed at promoting antisemitic views.*)
4. After the class list is complete, ask students which of these policies and actions they think are still used by antisemitic groups and individuals today.
5. Go over the Question 2 response prompts on the handout. Ask the students to keep the prompts in mind as they watch the video.
6. Show the short video from the United States Holocaust Memorial Museum at <https://www.ushmm.org/antisemitism/what-is-antisemitism/explained> to broaden your students' understanding of antisemitism today. You may show it more than once if you sense that this is necessary.

7. After the video, allow time for students to respond to the questions in class discussion, either as a whole class or in small groups. Once this discussion is complete, have students write their answers for Question 2 on the handout.

(Possible answers: Antisemitism is prejudice against or hatred of Jews. Examples of past and present antisemitism are demonstrations, violence, assault, and killings. Antisemitism in social media includes: depicting a Jew with exaggerated, grotesque features, anti-Jewish comments and hateful hashtags, defacing school buildings and similar activities. Sometimes, antisemitic comments can sound complimentary but really perpetuate a stereotype. Similarity to Nazi Germany before the Holocaust: Nazi persecution began with words. Why it's important to address all forms of antisemitism: When repeated over and over, and not questioned, stereotypes can be accepted as truth.)

8. Ask students if they have ever personally experienced or witnessed antisemitism. (This will depend on the makeup and maturity of the class and the judgment of the teacher. If this discussion isn't appropriate in a given setting, skip this step and continue with the activity.)

Part 2: Recent Examples of Antisemitism

1. Ask students what they know about the four incidents of antisemitism listed in Question 3 of the handout:

- the “Unite the Right” white supremacists march in Charlottesville, Virginia, in 2017
- the 2018 attack on a synagogue in Pittsburgh, Pennsylvania
- the 2019 attack on a kosher grocery store in Jersey City, New Jersey
- the 2022 hostage taking at Congregation Beth Israel synagogue in Colleyville, Texas

(Answers will vary, but they should include the fact that in these events the attackers purposely attacked Jews.)

2. Divide the class into four jigsaw groups. Assign each group to view one of the videos about one of these incidents of antisemitism. Review the question prompts the students will address, saving the final question for the second half of the activity.

3. Have each group view its assigned video segment. Allow time for students to share with the group what they saw and review the questions, then write their responses in section 4 of the handout.

4. To complete the jigsaw activity, reconvene the class and divide students into new groups with at least one student from each of the four original groups in each new group. Have students share their findings from their respective video segments.



Part 3: An Audit of Hate Crimes in the United States

1. Distribute **Handout 2: An Audit of Hate Crimes in the United States**. Have students look at the [FBI's Crime Data Explorer](#) and the [FBI 2022 Hate Crime Statistics Resource](#).

Students should focus on the data regarding hate crimes as well as the methodology used to collect this data. In small groups or in response journals, students should reflect on the data they see here and on the methodology used to acquire this data. Alternatively or in addition, students can explore the [FBI's Hate Crime Examples Listing](#). With this resource, students can see the range of hate crimes committed and the motivations behind them, which include antisemitism, racism, sexism, and homophobia.

2. Give students sufficient time to read and answer the questions on **Handout 2**.
3. Ask: Why do you think race is the largest category of hate crimes?
4. Ask: Why do you think religion is the second largest category of hate crimes?
5. Ask: Were you surprised that crimes against persons are more common than vandalism?
6. Ask: Why do you think "intimidation" is the most common type of hate crime offense? What is the purpose of intimidation?
7. Given the methodology used, what do you think the accuracy is of the data? *(Answer note for teachers: The data on these two key websites comes from information collected by law enforcement agencies, but given the nature of hate crimes it is likely that incidents would be underreported as many individuals, especially from systemically oppressed groups, may not feel comfortable reporting to law enforcement in their communities.)*

8. Using the [FBI Crime Data Explorer](#), have students compare the 2022 data to previous years. Have them estimate if the year they pick will include more incidents or fewer. Encourage them to consider why the results vary from year to year and why some years are higher than others. *(This answer will depend on the students' predictions and the state in which they live.)*

Part 4: White Supremacy

1. Review the information at the beginning of **Handout 3** with students. Be sure that they understand the definition of the term and the way that it is manifested in contemporary society.
2. Divide students into small groups. Have students summarize the four antisemitic incidents they explored in **Handout 1**. Follow the "5 Ws and H" method (*who, what, when, where, why, and how*). They don't have to go into detail on each one; it is sufficient just to provide an overview.
3. Then have the groups discuss and take notes on the questions **Handout 3**. If more space is needed, students can write on a separate sheet of paper.
4. Have students write an essay on their thoughts about what can and should be done about antisemitism in the United States. They can include information from their discussion above and any other part of this lesson.

Extension Activities

If time allows and there is interest from your students, you can suggest that they consider one of the following activities to take action against antisemitism:

- Organize an assembly or class-level meetings in school to present information on antisemitism and other types of hate speech or actions targeting other groups. You could include information from this lesson and recent local or national events. Encourage participants to come up with ideas about what can be done to fight bias and guarantee social justice to all groups. As a follow-up, write a letter to your school newspaper, school board, local politicians, or the local newspaper in which you summarize the ideas expressed by participants at the assembly.
- In small groups or as a class, have students create a social media campaign against prejudice and hate speech.
- Join local, state, or national organizations that combat prejudice, hate speech, etc. Plan a fundraising event at school to support their work. Some possibilities are:
 - o Facing History and Ourselves
<https://www.facinghistory.org>
 - o Southern Poverty Law Center
<https://www.splcenter.org/>
 - o United States Holocaust Memorial Museum
<https://www.ushmm.org/>
 - o American Civil Liberties Union
<https://www.aclu.org/>

1. List specific examples of antisemitism in Nazi Germany before the establishment of concentration camps. Consider what you saw in *Schindler's List* as well as your other studies of the Holocaust.
2. Go to the United States Holocaust Memorial Museum video about antisemitism: <https://www.ushmm.org/antisemitism/what-is-antisemitism/explained>. (A transcript is also available.) After viewing the video, write a response to each of the following questions:
 - (a) What is antisemitism?
 - (b) What were some of the examples of past and present antisemitism in the video?

- (c) How are the examples from social media a form of antisemitism?
- (d) How are these examples similar to what happened in Nazi Germany before the Holocaust?
- (e) Why is it important that all forms of antisemitism be treated as a threat to a democratic society?

3. In your group, view your assigned video from the list below:

Group A: The “Unite the Right” white supremacists march in Charlottesville, Virginia, in 2017: <https://www.today.com/video/charlottesville-fact-check-were-bothsides-to-blame-for-violence-1025759299536?v=railb&>

Group B: The 2018 attack on a synagogue in Pittsburgh, Pennsylvania: <https://www.youtube.com/watch?v=vcqc8E8rj6E>

Group C: The 2019 attack on a kosher grocery store in Jersey City, New Jersey: <https://www.nbcnews.com/nightly-news/shooters-who-killed-4-jersey-city-market-appeared-highly-trained-n1101161>

Group D: The 2022 hostage taking at Congregation Beth Israel synagogue in Colleyville, Texas: <https://www.fox4news.com/news/colleyville-synagogue-hostage-crisis-was-a-hate-crime-and-act-of-terrorism-fbi-says>



4. With your group, write a response to the following prompts. If you need more space, use the back of this sheet or additional paper.

- (a) What happened in this event? Describe what led to the event, details of the event, and the outcome.

- (b) How did you feel when you heard about this event?

- (c) How was your event similar to the events shown in *Schindler's List* and other events of the Holocaust? How was it different?

- (d) How does this event demonstrate antisemitism?

- (e) Domestic terrorism is the unlawful use of violence or threats against the civilian population or government by an individual or group operating within the same country with the goal of furthering political, social, or ideological objectives. How are these events examples of domestic terrorism?

Conclusion

What do these events show about the state of antisemitism in the United States?

An Audit of Hate Crimes in the United States

1. Before looking at the two government websites, estimate the total number of hate crimes you think were reported to law enforcement in 2022.

2. Go to the [FBI Hate Crime Statistics data on the U.S. Department of Justice site](#).
 - (a) Summarize the data reflected on this site.
 - (b) Looking at the various tables and data on the site, please share any findings that surprised you.

3. Go to the [FBI Crime Data Explorer](#).

- (a) Summarize the data reflected on this site.
- (b) Look at the offense types. Explore why you think intimidation and vandalism/property damage are the most common offense types.
- (c) Look at the bias type. Why do you think this site says Anti-Jewish rather than antisemitic? Which term do you think should be used? What else sticks out to you regarding bias type?

4. These two reports reflect incidents reported to law enforcement. Consider how that might skew the data that is available in these documents. How could more comprehensive data be collected?
5. If there have been any hate crime incidents in your community or state that you are aware of, create your own tables and/or graphs that reflect the incidents that you know of. How could you portray the incidents that you are aware of? Think of the two reports you've seen? How effective are the tables and graphic representations in those two reports? How else might the data be shared? How can data be used to motivate individuals to build communities that are more inclusive and safer for *all*?

Handout 3

White Supremacy and Antisemitism

In the aftermath of the recent events you have studied, there have been many public conversations about racism, antisemitism, white supremacy, and the First Amendment.

White Supremacy is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and “undeserving.” ([Dismantling Racism Web Workbook](#) via [Racial Equity Tools](#))

White supremacy perpetuated African American slavery in the thirteen colonies and the United States for almost 250 years; it was the foundation of the Confederacy. Today, this belief goes beyond simple racism or bigotry. Most contemporary white supremacists believe that action is needed to “save” the white race. Lynchings, hate crimes, racial slurs, swastikas, and burning crosses are overt acts and symbols of white supremacy. However, implicit forms of racism, such as racial profiling, employment and housing discrimination, voter suppression, and Confederate monuments, create a culture that can give rise to white supremacy.

Directions: In your group, review the four antisemitic incidents you explored in **Handout 1**. Follow the “5 Ws and H” method (*who, what, when, where, why, and how*). You don’t have to describe each in detail; just provide an overview. Then discuss the following questions and take notes on points raised in the discussion. Use additional paper if necessary.

- (a) Slavery ended in 1865 with the surrender of the Confederacy. A century later, the Civil Rights Act and the Voting Rights Act were passed in an attempt to guarantee equality. Why then has the idea of white supremacy continued into the present day?

- (b) Racism, antisemitism, and white supremacy are all interrelated. What are the connections between them?

- (c) Why do you think antisemitic incidents are still occurring today?

- (d) How did you feel after reading about the antisemitic incidents in this lesson? Did you talk about them with your friends or family? What was their response?

- (e) How should mass media (newspapers, television, etc.) cover antisemitic incidents?

Assignment

Write an essay describing what can and should be done about antisemitism in the United States.

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