

*The Holocaust
As Seen Through Film
With Bibliography*

Rabbi Dr. Bernhard H. Rosenberg

Acknowledgments:

My wife, Charlene, joins me in dedicating this book to the memory of my beloved parents, Jacob and Rachel Rosenberg, of blessed memory, Holocaust survivors, and to our children, Ilana, Ayelet, Yaakov and Ari.

A special thanks to my son Yaakov Rosenberg for helping edit as well as my students Maury Goldsmith and Jason Weinblatt.

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ABOUT THE AUTHOR

Rabbi Dr. Bernhard H. Rosenberg, is the spiritual leader of Congregation Beth-El, Edison, New Jersey.

He received his ordination and Doctorate of Education from Yeshiva University in New York. He also possesses A.A., B.A., M.A., and M.S. degrees in communication and education. He possesses a Doctor of Divinity from The Jewish Theological Seminary, New York. He teaches at Rutgers University in New Jersey and Yeshiva University in New York.

Rabbi Rosenberg's book, Theological and Halachic Reflections on the Holocaust is now in its second printing. He is the author of A Guide for the Jewish Mourner, Contemplating the Holocaust, What the Holocaust Means to Me: Teenagers Speak Out and Thoughts on the Holocaust-Where Was God Where Was Man-Teenagers Reflect on Major Themes of the Holocaust and The Holocaust as seen Through Film. His newest book is Public Speaking – A Guide for Study. He recently received the Dr. Martin Luther King Jr Humanitarian Award. He also received the Chaplain of the Year Award from The New York Board of Rabbis for his efforts during and following 9-11. On June 10, 2002 Rabbi Rosenberg was presented with the annual Rabbi Israel Mowshowitz Award by The New York Board of Rabbis. Rabbi Rosenberg appears frequently on radio and TV and has published hundreds of articles regarding the Holocaust. He is chairman of the Holocaust commission of the New York Board of Rabbis and served as associate editor for the New Jersey State Holocaust mandated curriculum. He published the Rosenberg Holocaust Siddur. The Siddur, produced in honor of Rabbi Rosenberg's parents who survived the Holocaust and his many family members who perished, can be accessed at

www.jewishfreeware.org/downloads/YOM%20HASHOAH/FinalMASTER%203-7-%20ROSENBERGHOLOCAUST.pdf

He also produced the *Rosenberg Holocaust Haggadah*, which can be found at HolocaustHagaddah.com.



Dear Readers,

Rabbi Dr. Bernhard Rosenberg is a master teacher. He utilizes a vast amount of materials including film to help his students learn about the Holocaust.

Insightful discussions and guided readings assist the students in expressing their emotions regarding the Holocaust. We at the New York Board of Rabbis are proud that Rabbi Rosenberg is our Holocaust chairman. He is a Holocaust scholar who is greatly admired and respected by his colleagues for his dedication and knowledge. This publication, written in memory of his parents, Jacob and Rachel Rosenberg, Holocaust survivors is a testament of his love and respect for them.

Rabbi Joseph Potasnik

Executive Vice President
New York Board of Rabbis

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A Day in October (1992)

Rated PG-13. 97 minutes.

Summary

This story details the movement of Danish Jews out of Denmark to neutral Sweden in the 1940's. The story is scene through the eyes of a single family and tells of their involvement with the underground. The story also traces their own, initially reluctant, participation in sabotaging a munitions plant, and their daughter's affection for one of the movement's leaders.

Relevant Questions

1. Describe the history of the Danish Jews.
2. Would you be able to sabotage an entire plant knowing that innocent people would be affected?

A Film Unfinished (2010)

Rated R. 88 minutes

Themes

- the significance of film in history
- adjustment of standard views of the holocaust

Summary

Yael Hersonski's powerful documentary achieves a remarkable feat through its penetrating look at another film—the now-infamous Nazi-produced film about the Warsaw Ghetto. Discovered after the war, the unfinished work, with no soundtrack, quickly became a resource for historians seeking an authentic record, despite its elaborate propagandistic construction. The later discovery of a long-missing reel complicated earlier readings, showing the manipulations of camera crews in these "everyday" scenes. Well-heeled Jews attending elegant dinners and theatricals (while callously stepping over the dead bodies of compatriots) now appeared as unwilling, but complicit, actors, alternately fearful and in denial of their looming fate.

Relevant Questions

1. What was the purpose of making this documentary?
2. How do you feel about the statements made by the film?

Amen (2003)

Not Rated. 130 minutes

Themes

- The role of the Catholic Church and international community concerning the Holocaust
- The public knowledge of the Holocaust
- The moral dilemma presented to Germans who were not Nazis
- The role of the bystander

Summary

The collective crimes against humanity known as the Holocaust have been well-documented since the end of World War II, but lingering questions remain about how much was known about the Nazi mass-extermiation schemes outside Germany, and what could have been done to prevent them. Political filmmaker Costa-Gavras confronts this thorny issue in this film, adapted from the stage drama "The Representative" and based in part on actual events. Kurt Gerstein is a German chemist whose work on various government health projects leads to him being added to the scientific staff of the Nazi SS. While working on disinfection and water purification programs to stem the tide of typhoid among German troops, Gerstein creates a toxic cleanser called Zyklon B. Gerstein soon learns that the SS has found a different use for Zyklon B; in gas form, it is being used to exterminate Jews and other political undesirables en masse. Gerstein, a man of strong Christian faith, is horrified by this revelation, and he is determined to tell the world in hope of stopping the genocide; however, in Germany, Sweden, and the United States, Gerstein's story falls on deaf ears. One man who does believe Gerstein is Riccardo Fontana, a Jesuit with ties to the Vatican and close contact with Pope Pius XII. Fontana urges the Pope to speak out against the ongoing massacre, but the Pope declines, believing Russia is a greater menace to the Catholic Church than the Nazis. In time, desperate to spread the word of the holocaust, Gerstein and Fontana find themselves joining ranks with Roman Jews being rounded up by Nazi forces in occupied Italy.

Relevant Questions

1. Why did the Pope refuse to condemn the atrocities of the Holocaust?
2. Do you agree with the U.S. diplomat that concentrating on saving the Jews would distract the Allies from their efforts in the war? Do you think it matters?
3. Do you think Gerstein did all he could to prevent the atrocities of the Holocaust? What were some of his methods?
4. Do you think that most of the German public and international public did NOT know the Jews were being murdered at the concentration camps?

Recommended Scenes

-Gerstein witnesses for the first time the true use of his decontamination gas and is horrified.

-In a meeting with Nazi officials, the camp leaders explain the “devil’s arithmetic” and demand a more efficient gas from Gerstein.

-In the Vatican, Riccardo has lunch with U.S. diplomats and explains to them what is happening in the camps. The diplomats and Vatican representatives express their opinion that winning the war is more important. Gerstein tutors his daughter in math, finding that her word problems support Nazi propaganda.

Anne Frank Remembered (1995)

Rated PG. 122 minutes.

Themes

-survival

Summary

Using previously unreleased archival material in addition to contemporary interviews, this academy award-winning documentary tells the story of the Frank family and presents the first fully-rounded portrait of their brash and free-spirited daughter Anne, perhaps the world's most famous victim of the Holocaust.

Relevant Questions

1. Do you think that the common conception of Anne Frank is accurate?
2. What can we do to remember holocaust survivors?

Anne Frank: The Whole Story (2001)

Unrated. 120 Minutes

Summary

Ben Kingsley, Brenda Blethyn, and Hannah Taylor Gordon star in the stirring tale of one of the most influential young women of the 20th century. Based on Melissa Muller's critically acclaimed book, Anne Frank goes beyond the story you already know and paints the true portrait of Anne both before and after she went into hiding. Get to know the high-spirited and popular girl before the war, and experience the challenges of the brave people who risked their lives trying to keep her safe. Anne Frank also explores the enduring mystery of who betrayed the Frank family and reveals what happened next.

Auschwitz: Inside the Nazi State (2005)

Not Rated. 300 Minutes

Themes

-documentary

Summary

More than any previous documentary about the Holocaust, *Auschwitz: Inside the Nazi State* reveals the inner workings of the Nazi implementation of Hitler's infamous "final solution." Drawing on the latest academic discoveries, this series presents a wide-ranging, meticulously researched biography of the titular "killing factory" and its evolution into a highly efficient location for industrialized extermination of well over one million Jews, gypsies, and other so-called "mongrel races" between 1940 and 1945. From "Surprising Beginnings" to "Liberation & Revenge," the six-chapter program chronicles the gradual process that escalated into the Holocaust, focusing its expansive European timeline on the detailed movements of preeminent (and highly corruptible) Holocaust engineers like Heinrich Himmler, Rudolf Höss, and "death doctor" Josef Mengele. Through painstakingly authentic reenactments of crucial meetings including the Wannsee Conference (where the "final solution" was secretly devised), we see and hear the Nazi thought processes, built on virulent hatred and bigotry, that "justified" mass murder on an unprecedented scale.

Relevant Questions

1. Describe the evolution of the Nazi regime.
2. What were some motivating factors behind the Nazis?

Blind Spot: Hitler's Secretary (2002)

Rated PG. 87 minutes

Themes

- German perspective of WWII and Holocaust
- Hitler's power of celebrity over citizens
- Hitler's sense of supremacy and subsequent lack of guilt or responsibility
- The emotions and occurrences during the last days of Hitler
- German hindsight of the Nazi regime.

Summary

Blind Spot: Hitler's Secretary is a feature-length interview with 81-year-old Austrian Traudl Junge, who served as Hitler's personal secretary from 1942 to 1945, when she was in her early twenties. She saw Hitler in his everyday life, right up until his final days, and she witnessed, firsthand, the collapse of the Nazi regime. After the war, Junge was "de-Nazified" by Allied forces as part of a program of amnesty for young people. She remained silent about her experiences for nearly 60 years, until she agreed to be interviewed by artist

Andre Heller, whose own Jewish father escaped Austria as the Nazis came to power. Heller and documentarian Othmar Schmiderer edited ten hours of interview footage into the 90-minute film, which uses no archival footage, photos, or background music. It's just Junge describing her experiences on camera and occasionally watching the video playback of herself as she describes those experiences. Junge denies any real knowledge or understanding of what the Nazis were doing while she worked for them. She discusses how she was taken in by Hitler, who seemed fatherly and kind. She describes his personality. She goes into harrowing detail about the last days in the bunker.

Relevant Questions

1. Why did Hitler regard surviving the assassination attempt as strength?
2. What was the main theme of Hitler's last will and testament?
3. How did the Junge look at Hitler?
4. Do you think that Junge was oblivious to the horrors of the Holocaust?
5. Was Junge a Nazi?

Recommended Scenes

- Junge describes how incredible it was to be in Hitler's presence.
- Junge describes Hitler's revitalized sense of supremacy after a failed assassination attempt.
- Jung describes Hitler dictating his last will and testament.

The Boy in the Striped Pajamas (2008)

Rated PG-13. 94 minutes.

Themes

- Jewish-German relations
-

Summary

Young Bruno lives a wealthy lifestyle in prewar Germany along with his mother, elder sister, and SS Commandant father. The family relocates to the countryside where his father is assigned to take command a prison camp. A few days later, Bruno befriends another youth, strangely dressed in striped pajamas, named Shmuel who lives behind an electrified fence. Bruno will soon find out that he is not permitted to befriend his new friend as he is a Jew, and that the neighboring yard is actually a prison camp for Jews awaiting extermination.

Relevant Questions

1. Do you think there were many Germans who tried to help persecuted Jews in

their local towns?

2. What do you think you would have done if you were put in a similar situation?

The Boys From Brazil (1978)

Rated R. 125 minutes.

Summary

Barry Kohler, a young Nazi hunter, tracks down a group of SS officers meeting in Paraguay in the late 1970s. The Nazis, led by Dr. Mengele, are planning something. Old Nazi hunter, Ezra Lieberman, is at first uninterested in Kohler's findings. But when he is told something of their plan, he is eager to find out more. Lieberman visits several homes around Europe in order to uncover the Nazi plot. It is at one of these houses he notices something strange, which turns out to be a horrible discovery.

Relevant Questions

1. Do you think that anti-Semitism is the same, worse, or better, than it was during the times of the Holocaust?



Call to Remember (1997)

Rated R. 106 minutes

Themes

Holocaust Survivors

Second Generation Survivors

Summary

A Call To Remember is a made for cable drama about the continuing struggles of Holocaust survivors and the burden placed on the children of survivors. Mr. and Mrs. Tobias, both Holocaust survivors who lost spouses and children in concentration camps, alienate their children by refusing to discuss their Holocaust experiences or their lives before the war. When a mistaken call leads Mrs. Tobias to believe that her son whom she thought had been killed long ago by the Nazi's is still alive, Mrs. Tobias struggles through a deep depression and attempted suicide. Ultimately, as the family rallies around Mrs. Tobias, they grow closer. Mr. and Mrs. Tobias begin to understand the importance of sharing their past with their sons, David and Ben.

Relevant Questions

1. As children of Holocaust survivors, how are David and Ben different than their friends?
2. Why are Mr. and Mrs. Tobias so resistant to sharing their war-time experiences with their sons?
3. Sharing ultimately helps this family. Does this mean every survivor is obligated to share their story? Why or why not?
4. What experiences might your parents or other families members have lived through which they refuse to tell you about? Why do you think they don't want to talk? Should we respect their silence?
5. Why does Jake call his parents selfish?

Uses in the classroom

This movie shows the issues that survivors continue to face even after they have escaped the Holocaust. Additionally, it also shows the conflict between survivors and their children.

Confessions of a Hitler Youth (1991)

30 minutes

Themes

Adolf Hitler, Youth Movements, Propaganda

Summary

This program uses very graphic footage to discuss how songs, speeches, youth camps, and education reinforce Hitler's views of racial science and a master race.

Relevant Questions

1. Is it possible for history to repeat itself? After viewing this program do you believe the Holocaust could happen again?
2. What elements of propaganda are used by the Hitler Youth?
3. Why were young people drawn to Adolf Hitler the way they are in this film?
4. Do youth movements like this exist in the United States today? Research the prevalence of hate groups in America.
5. What are your feelings about Alfons Heck? Does he show any remorse for his past?

Defiance (2008)

Rated R. 137 minutes.

Summary

On the run and hiding in the deep forests of the then German occupied Poland and Belorussia (World War II), the three Bielski brothers find the impossible task of foraging for food and weapons for their survival. They live, not only with the fear of discovery, contending with neighboring Soviet partisans and knowing whom to trust but also take the responsibility of looking after a large mass of fleeing Polish Jews from the German war machine. Women, men, children, the elderly and the young alike are all hiding in makeshift homes in the dark, cold and unforgiving forests in the darkest times of German occupied Eastern Europe.

Relevant Questions

1. What would you do if put in a position where saving another's life meant putting your own at risk?
2. What caused the falling out of the brothers?

The Devil's Arithmetic (1999)

120 minutes

Themes

Second and third generation reaction to Holocaust Survivors

Life and torture in the camps

Summary

This is a story about a teenage girl who becomes frustrated hearing about her relatives' experiences during the Holocaust. One night she dreams that she is living at the time of the Holocaust and suffers at the hands of the Nazis.

Relevant Questions

1. Why is her story of The Wizard of Oz so important in this film?
2. Why didn't she have any interest in learning about the Holocaust from her relatives?
3. Have you ever had a life changing experience similar to the one in the film? What happened?
4. Based on her "dream", how do you think it will affect her future?
5. Describe life in the camps as portrayed in this film. How realistic do you think it was compared to what else you may have learned about the subject?
6. Discuss how this film compares to other films or documentaries you have seen on the Holocaust?

The Diary of Anne Frank (1959)

Not Rated 180 minutes.

Summary

Based on Anne Frank's diary, and the stage play that was adapted from it: In Nazi-occupied Holland, Otto Frank and his family have decided to go into hiding, because of the increasing persecutions against Jews. The businessman Kraler and his assistant Miep prepare a hiding place in the rooms above their place of business, and arrange for the Franks and another family, the Van Daans, to stay there. Later on, they are joined by the dentist Dussel. Together, they try to avoid detection while hoping for Holland to be liberated by the Allies, but even meeting basic needs can become a challenge, and even minor incidents could present a grave risk.

Relevant Questions

1. Describe the hiding place of the Franks.
2. How would you push yourself to survive on a lack of food and necessities?

Divided We Fall (2001)

Rated PG 13. 120 minutes

Themes

Victims

Anti-Semitism

Rescue

Summary

Beginning in 1933 with a quick fast forwards to 1944, Divided We Fall revolves around a Czech couple living in a small Czech town. Until they find David, a Jewish neighbor who had recently escaped from a concentration camp at Theresienstadt, Josef and Marie Crzek are absorbed in their sad, childless family. Despite concerns over their nosy friend Horst who is a Nazi loyalist, the Crzek's create a hideout for David in their pantry. Josef, takes a job with the Nazis in order to help cover up their hiding of David. This job causes the Crzek to be hated by their Czech neighbors. The Czreks and David experience a series of close calls that result in humorous and poignant moments throughout his two year stay. When a high ranking Nazi official tries to take up residence with Josef and Marie, Marie lies and tells the official she is pregnant and unable to offer him hospitality. Josef then demands that Marie and David create this baby in order to save their lives from the Nazis (Josef is sterile). The baby is born in

the midst of the liberation of the Czech village. As Josef looks for a doctor for his laboring wife he is forced to admit he has been hiding David for the past two years. The final scene which includes the Crzeks, David, Horst, and a Czech neighbor paints a perfect picture of the complexity of the relationships that arise in the midst of the chaos and stress of the Nazi occupation.

Relevant Questions

Describe what is complex about the following relationships:

1. Josef and Marie- childless couple, Marie is deeply religious and kind hearted and Josef is neither.
2. Josef and the Nazi party- Josef is vehemently opposed to the Nazis but accepts a position in order to divert possible suspicion from his family (because he is hiding David).
3. Marie and David- develop a friendship as they spend many long hours together in the apartment. They struggle with being disloyal to Josef as he demands that they have sex to save their family.
4. David and Josef- Josef's actions toward David could be considered selfish as he kept David in hiding and demanded that he help them create a child in order to save his family.
5. Horst, Josef, and Marie- Josef and Marie can't stand Horst although they accept his kindness out of fear. Each one ends up saving the others life at different parts of the story.
6. Horst and David- David saves Horst despite his deep hate for Jews.
7. The Czech neighbor (with the dog) and David-Refuses to hide David, but later saves Josef's life by identifying David as the Jew Josef has been hiding to the liberating army.
8. How does David end up saving Josef and Marie? By helping Josef and Marie have the baby that they claimed they were pregnant with.
9. What does this movie teach us about the Holocaust? Are the lessons applicable to situations outside the Holocaust?

Uses in the classroom

This movie is useful in that it deals more in the complex relationships between everyone affected by the Nazi occupation, and less in the blood and gore of the concentration camps. Watching the whole or parts of this movie would be helpful for any teacher who wanted to talk with students about the consuming nature of the Nazi regime and the notion of bystanders. An appropriate question to guide students through the movie is "Is there such a thing as an innocent bystander?"

Europa Europa (1990)

Rated R. 112 mins.

Summary

A Jewish boy separated from his family in the early days of WWII poses as a German orphan and is taken into the heart of the Nazi world as a 'war hero' and eventually becomes a Hitler Youth. Although improbabilities and happenstance are cornerstones of the film, it is based upon a true story.

Relevant Questions

1. Would you be able to act kindly towards someone who was killing your family?

Everything is Illuminated (2005)

Rated PG-13. 106 mins.

Summary

A young Jewish American flies to the Ukraine in search of his grandfather's past. He has a photograph and the name of a village. He hires the Odessa Heritage Tours, made up of a gruff old man and his English-speaking grandson. The three, plus grandfather's deranged dog, travel in an old car from Odessa into Ukraine's heart. Jonathan, the American, is a collector, putting things he finds into small plastic bags, so he will remember. Alex, the interpreter, is an archetypal wild and crazy guy. Alex asks the old man, "Was there anti-Semitism in the Ukraine before the war?" Will they find the village? The past illuminates everything.

Relevant Questions

1. How aware of Jewish history are you?
2. What can you do to increase awareness of the Holocaust?

The Garden of the Finzi-Continis (1970)

Rated R. 94 minutes

Summary

In the late 1930s, in Ferrara, Italy, the Finzi-Contini are one of the leading families, wealthy, aristocratic, urbane; they are also Jewish. Their adult children, Micol and Alberto, gather a circle of friends for constant rounds of tennis and parties at their villa with its lovely grounds, keeping the rest of the world at bay. Into the circle steps Giorgio, a Jew from the middle class who falls in love with Micol. She seems to toy with him, and even makes love to one of his friends while she knows Giorgio is watching. While his love cannot seem to break through to her to draw her out of her garden idyll, the forces of politics close in.

Relevant Questions

1. What does the film tell you about how politics interact with religion?
2. What would you do if forced to choose between love and religion?

God on Trial (2008)

Not Rated. 86 minutes

Summary

God on Trial is a 2008 BBC/WGBH Boston television play written by Frank Cottrell Boyce, starring Antony Sher, Rupert Graves and Jack Shepherd. The play takes place in Auschwitz during World War II. The Jewish prisoners put God on trial in absentia for abandoning the Jewish people. The question is if God has broken his covenant with the Jewish people by allowing the Nazis to commit genocide. The play is based on an event described by Elie Wiesel in his book *The Trial of God*, though Boyce describes this tale as "apocryphal". According to Boyce, producer Mark Redhead "had been trying to turn the story into a film for almost 20 years by the time he called me in 2005 to write the screenplay."

Relevant Question

1. How do you feel a holocaust survivor should feel towards God?

Good evening Mr. Wallenberg (1990)

Not Rated. 118 Mins.

Summary

Swedish national Raoul Wallenberg, newcomer to politics and international machinations, travels to German-occupied Budapest during WWII in order to effectively intervene in the fate of trapped Hungarian Jews, by providing them with safe passage to Sweden. Based on a true story.

Relevant Questions

1. What are the dilemmas a non-Jew has to face when helping a Jew?
2. Do you think you would make a difference if you were not Jewish?

The Grey Zone (2002)

Not Rated. 108 minutes

Themes

- Uprising against the Nazis
- Personal toll of survival
- Moral dilemma of being a sonderkommando

Summary

The film centers on the sonderkommando: Jewish concentration camp prisoners whose job was to herd their fellow Jews into the gas chamber, and to dispose of the bodies following the execution. In return, these prisoners received food and a little more time before their own executions. As the members of the sonderkommando struggle to orchestrate what would be the only armed insurrection in Auschwitz, a group of them discover a 14-year-old girl who somehow survived the gas chamber. The girl becomes a symbol for their own spiritual salvation and they become obsessed with keeping the girl alive, even if it endangers the uprising that could save thousands.

Relevant Questions

1. Why did some of the sonderkommandos not want to survive the camp?
2. What was the Final Solution?
3. Do you think the sonderkommandos felt they had regained their honor by conducting the uprising?
4. Why do you think there were not more uprisings in camps?
5. Why did some of the sonderkommando camps (Polish and Hungarian) not trust each other?
6. Why do you think the life of one girl was so important to them after they had witnessed so much death?

Recommended Scenes

- In a discussion between sonderkommandos about escape after the uprising, many of the characters express a desire not to survive the camps. They feel that they cannot live after what they have experienced in the camp.
- During interrogation, a Nazi officer kills female members of a cabin in an effort to gain information. The suspects opt to kill themselves on the electrified fence rather than watch others die because of them.
- A Nazi officer and a Jewish medical assistant discuss their roles in the Holocaust, absolving each other of responsibility.
- David Arquette's character tells the girl they are hiding the story of a sonderkommando who had to put his own family into the ovens.
- A band plays soothing music while the sonderkommandos lead incoming Jews to believe they are preparing for a shower, when in actuality they are going to a gas chamber.

Imaginary Witness (2004)

Not Rated. 92 minutes

Summary

Director and film-maker Daniel Anker's father was a refugee from Germany, and many of his relatives, died in the Holocaust, but he had not considered making a film on the subject until AMC approached him with the idea. According to Anker, he was inspired by the documentary technique employed in the film "Visions of Light," a documentary about films and film-makers--and made the decision to use extended clips from Holocaust movies to tell his story. He included interviews with some of the people who worked on the films he chose, including directors Sidney Lumet and Steven Spielberg and actors including Rod Steiger. As Anker shows in the film, Hollywood did not only tell stories about the Holocaust, it actually helped to document the war. "Directors Frank Capra, John Huston, Billy Wilder, and George Stevens all worked for the Army Signal Corps' motion picture unit. So important did the US government consider their work that after liberation, film crews went into concentration camps even before medical teams. In the portion of the film describing the initial screenings of their footage back in the U.S., a portion narrated by film editor Stanley Frazen and screenwriter Melvin Wald, Wald says that "It was the most horrifying thing I'd ever seen, because the inmates walking in their black and white uniforms were like ghosts," and Frazen admits that he had to leave the projection room to vomit.

Relevant Questions

1. What is your picture of a typical concentration camp and its prisoners?
2. What is the importance of visiting concentrations camps today?

Incident at Vichy (2002)

Not Rated.

Summary

Presented for television by the Broadway Theatre Archives, this adaptation of Arthur Miller's powerful play explores whether individuals have a duty to speak out against evil -- in this case, the atrocities committed by the Nazis. The story centers on a group of Jewish detainees awaiting interrogation at the hands of S.S. officers during the height of World War II. Rene Auberjonois, Harris Yulin and Richard Jordan star.

Relevant Questions

1. How important is it to be aware of the Holocaust?
2. Why is it even more important today than 30 years ago?



**Into The Arms Of Strangers - Stories Of The Kindertransport
(2000)**

Rated PG. 122 minutes

Themes

Anti-Semitism

Rescue

International Responses

Summary

This film chronicles one of the lesser-known stories of the Holocaust: that of the kindertransport, which saved the lives of 10,000 Jewish children. In the late 1930s, England agreed to accept these children seeking refuge from Nazi oppression. They were placed in foster homes and hostels. This devastating and deeply moving film bears witness to the kindness of these "simply wonderful people" and to the resilience of the *kinder*, now elderly, who recall in haunting stories the unimaginable grief of being suddenly torn from their parents, the trauma of not knowing whether they would ever see them again, and the difficulties some faced in their new homes. Recalls one, "None of the foster parents with whom I stayed could stand me for very long. But all of them had the grace to take in a Jewish child." But despite having their youth uprooted, many possess an indomitable spirit. One woman speaks of devoting her adult life to human rights and social justice causes. "I can't pay back or thank some of the people who helped me," she states, "But I can do something for other people."

Relevant Questions

1. Describe the decline of Jewish German's quality of life during the 1930s. What specifically was happening to the Jews and why?
2. Why were the kinder's parents willing to send their children to live with complete strangers in another country? Why did some parents lie to their children about future family reunions?
3. What sort of pressure did many friends and relatives who were forced to stay in Germany put on the kinder?
4. Which kinder's story did you find most compelling? Why?

Uses in the classroom

The movie could easily be broken up into parts. The first 20 minute sequence on its own could be used to show students examples of anti-Semitism in Germany.

Jacob the Liar (1975)

Not Rated. 100 minutes

Summary

A Jewish ghetto in the east of Europe, 1944. By coincidence, Jakob Heym eavesdrops on a German radio broadcast announcing the Soviet Army is making slow by steady progress towards central Europe. In order to keep his companion in misfortune, Mischa, from risking his life for a few potatoes, he

tells him what he heard and announces that he is in possession of a radio - in the ghetto a crime punishable by death. It doesn't take long for word of Jakob's secret to spread - suddenly, there is new hope and something to live for - and so Jakob finds himself in the uncomfortable position of having to come up with more and more stories.

Relevant Questions

1. How important was mental health in the ghettos?
2. Is lying in certain situations commendable?

Jakob the Liar (1999)

PG-13 130 minutes

Summary

In 1944 Poland, a Jewish shop keeper named Jakob is summoned to ghetto headquarters after being caught out near curfew. While waiting for the German Kommandant, Jakob overhears a German radio broadcast about Russian troop movements. Returned to the ghetto, the shopkeeper shares his information with a friend and then rumors fly that there is a secret radio within the ghetto. Jakob uses the chance to spread hope throughout the ghetto by continuing to tell favorable tales of information from "his secret radio." Jakob, however, has a real secret in that he is hiding a young Jewish girl who escaped from a camp transport train. A rather uplifting and slightly humorous film about World War II Jewish Ghetto life.

Judgment at Nuremberg (1961)

Not Rated. 186 mins.

Summary

It has been three years since the most important Nazi leaders had already been tried. This trial is about 4 Judges who used their offices to conduct Nazi sterilization and cleansing policies. Retired American Judge, Judge Dan Haywood has a daunting task ahead of him. The Cold War is heating up and no one wants any more trials as Germany, and Allied Governments, want to forget the past. But is that the right thing to do is the question that the tribunal must decide.

Relevant Questions

1. What are your feelings about the conflict in the film?
2. Would you be able to just 'move on' from the holocaust?

The Last Days (1998)

Rated PG-13. 86 minutes.

Themes

- Loss of friends and family
- Struggle to survive
- Feelings during liberation of camps
- Finding closure in returning to scenes of the Holocaust

Summary

In late 1944, at great cost while Germany was losing the war, Adolph Hitler brought the Holocaust to Hungary. In one of the last centers of Jewish culture, the Nazis deported and killed 425,000 people in just sixty days. We hear the accounts of five survivors of the "cleansing" of Hungary.

Relevant Questions

1. Why was it so hard for the woman to give up her bathing suit at the camp?
2. Why do you think the Nazis told the Jews they were going to work at a vineyard instead of Auschwitz?
3. Do you think that the concentration camps should be completely destroyed or left to preserve the memory?
4. Do you think the Nazi doctor should have been acquitted of war crimes? How do you think the woman felt who confronted him years later? What did he mean when he referred to the experiments as "normal?"
5. One of the survivors said that man doing evil to man is nothing unusual. Another survivor blamed man
6. And not God for the atrocities. Do you believe something like the Holocaust could occur again?

Recommended Scenes

- A woman recalls parting with her bathing suit (the last memento of her past life) at the camps.
- A woman recalls not wanting her father to see her in camp out of shame.
- A Nazi doctor describes his duties and how he was acquitted of war crimes.
- A woman recalls vowing to not let the Nazis take her soul, after taking everything else.

- A man recalls a pact he made with his friends to stay alive, and later watching his friend die on the death march.
- American soldiers recall liberation.
- A woman explains God's place in the Holocaust and why she blames man for the atrocities.

La vita è bella (1997)

Rated R. 195 minutes.

Summary

In 1930s Italy, a carefree Jewish book keeper named Guido starts a fairy tale life by courting and marrying a lovely woman from a nearby city. Guido and his wife have a son and live happily together until the occupation of Italy by German forces. In an attempt to hold his family together and help his son survive the horrors of a Jewish Concentration Camp, Guido imagines that the Holocaust is a game and that the grand prize for winning is a tank.

Relevant Questions

1. How important was mental health in the concentration camps?
2. How do you think you would handle a child in the concentration camps?

Life is Beautiful (1997)

Rated PG 13. 116 minutes

Themes

Victims

Anti-Semitism

Camps

Summary

Life is Beautiful is the story of Guido, a Jewish Italian man pursuing his dreams of marriage and business. His dreams come true when he meets and marries Dora, has a family and opens a bookstore. As soon as his dreams are realized his business is destroyed and his family is sent to a concentration camp only three months before the end of the war. Guido helps his son survive the horrors of the Holocaust by making a game out of their day to day lives. The winner of his game, Guido says, wins a tank.

Relevant Questions

1. Describe the way in which the war affected the following aspects of Guido's life: family, business, lifestyle, spirit.
2. Why does Guido explain the Holocaust to his son as a game? Are his imaginary explanations really helpful?
3. Do you believe Guido and his son truly win their imaginary game? Why or why not.
4. Imagine the most difficult situation (physically and psychologically) you have or could possibly face. How did you or would you cope?

The Long Way Home (1997)

Not Rated. 120 minutes

Themes

- Motivation of the survivors to outlast the Holocaust and reach Israel
- Experiences of the Jews directly after the Holocaust
- Mixed feelings of liberation
- The role of Judaism in global politics

Summary

The struggles of European Jews during WWII have been well documented, but this film (produced with the cooperation of the Simon Wiesenthal Center) makes it clear that the ordeal of those who suffered during the Holocaust did not end with the liberation of Europe. This movie uses interviews with Holocaust survivors, newsreel footage, and readings of letters, journals, and news reports, to tell the story of the hardships faced by those freed from concentration camps in 1945. Often riddled with disease, suffering from malnutrition, and remorseful over having survived while their loved ones perished, many survivors soon discovered that they no longer had homes to return to, and many European nations, struggling with their own post-war poverty, would not accept the refugees. Some found themselves in Displaced Persons camps, which were often only marginally better than the camps from which they had been freed, while others attempted to flee to Palestine, over the objections of the British government, who then held the territory as a colony. The establishment of the Zionist state of Israel was widely seen as the best solution to bring dignity, self-determination, and a homeland back to the refugees, but the notion was widely opposed at first, particularly by the British government.

Relevant Questions

1. Why didn't other countries allow the Jewish refugees entrance?
2. Why didn't the survivors just go back home?

3. Why were there so many marriages in the displaced persons camps?
4. Why did many of the survivors not express joy during liberation?
5. How did the world finally create a homeland for the Jews?

Recommended Scenes

- Survivors and soldiers describe the mixed feelings of liberation.
- A woman describes her need to start a new family after the Holocaust.

The Longest Hatred Video I (1993)

Not Rated. 90 minutes

Themes

Anti Semitism

Summary

The Longest Hatred is a three part movie that traces the history of anti-Semitism back to the birth of Christianity. The first part of the movie describes anti-Semitic history through the Nazi era, and the second part of the movie describes the relationship between nationalism and anti-Semitism with heavy emphasis on Poland and Russia.

Relevant Questions

1. Describe the climate towards Judaism during the Middle Ages. Why did Christians harbor such strong feelings about Jews?
2. What was the Vatican's position during the Second World War?
3. How does art shown and discussed throughout the movie reflect the prejudice of the period in which it is created?
4. Did Christianity cause the Holocaust?

The Man in the Glass Booth (1975)

Not Rated. 117 minutes

Summary

Arthur Goldman is a rich Jewish industrialist, living in luxury in a Manhattan high-rise. He banters with his assistant Charlie, often shocking Charlie with his outrageousness and irreverence about aspects of Jewish life. Nonetheless, Charlie is astonished when, one day, Israeli secret agents burst in and arrest Goldman for being not a Jewish businessman but a Nazi war criminal. Whisked to Israel for trial, Goldman forces his accusers to face not only his presumed guilt--but their own.

Relevant Questions

1. Why would Goldman want to hide specifically as a Jew?
2. Would you turn in a war criminal if you knew where one was hiding?



My Knees Were Jumping: Remembering the Kindertransport (1995)

Not Rated. 75 minutes

Themes

- Separation from family and friends
- Having parents who were survivors
- Survivors hiding their experiences of the Holocaust
- Rallying together through shared experiences

Summary

During WW II, between 1938 and 1939, Allied forces launched a courageous rescue mission to save 10,000 children from certain death in the concentration camps. This documentary looks at what happened to these salvaged children. This film uses interviews with survivors and rescuers, archival footage, and old photographs.

Questions

1. Would you send your child away to the kindertransport?
2. Why did England only allow children into their country?
3. Should they have allowed more children to enter the country?
4. Why didn't children and their families go to America?
5. How do you think the reunion helped the survivors? How did it help the survivors' children?

Recommended Scenes

- Children of survivors share their experiences together
- A survivor's grandchild talks about what it is like to carry on the memory of those lost
- Several survivors talk about how they suppressed their experiences

The Nazi Officer's Wife (2003)

Not Rated. 90 minutes.

Summary

Edith Han was an outspoken young woman studying law in Vienna when the Gestapo forced Edith and her mother into a Jewish ghetto. Edith was taken away to a labor camp, and when she returned home months later, she found her mother had been deported. Knowing she would become a hunted woman, Edith went underground, scavenging for food and searching each night for a

safe place to sleep. Her boyfriend, Pepi, proved too terrified to help her, but a Christian friend was not. Using the woman's identity papers, Edith fled to Munich. There she met Werner Vetter, a Nazi Party member who fell in love with her. Despite her protests and even her eventual confession that she was Jewish, he married her and kept her identity a secret.

Relevant Questions

1. How would you react when seeing a loved one being taken away?
2. Do you agree with Edith's choice of love over morals?

Night and Fog (1955)

Not Rated. 32 minutes

Summary

One of the most vivid depictions of the horrors of Nazi Concentration Camps. Filmed in 1955 at several concentration camps in Poland, the film combines new color and black and white footage with black and white newsreels, footage shot by the victorious allies, and stills, to tell the story not only of the camps, but to portray the horror of man's brutal inhumanity.

Relevant Questions

1. What is gained by seeing such a graphic film?
2. After seeing the horrible acts of violence afflicting the people in the camps, what is your attitude towards violence in general?

One Survivor Remembers (1996)

Not Rated. 39 minutes

Themes

- Losing all of your property and possessions
- Life in the ghetto
- Being separated from your family
- Mixed feelings of liberation

Summary

In this documentary, Gerda Weissmann Klein takes us on a journey of survival. At age 16, Klein's comfortable life was shattered by the Nazi invasion of Poland. She and her family were sent to a series of concentration camps, but she was the only one to survive. Footage shot on location in contemporary Europe is

presented together with interviews and personal photographs. Klein's story is an example of the strength of the human spirit.

Relevant Questions

1. How would you feel if your friends abandoned you because of your religion or beliefs?
2. What do you think it would be like to lose your home and possessions?
3. What do you think it would be like to leave your family?
4. What would drive you to survive in the camps?
5. How would you feel if you were one of the soldiers to liberate a camp?
6. How do you think a Jewish soldier would feel at the time?

Recommended Scenes

- Gerda describes her friends abandoning her because she was not Jewish.
- Gerda describes being separated from her family.
- Gerda describes having thoughts of suicide and her reasons for choosing to survive.
- Gerda and her husband (a Jewish liberator) describe the experience of liberation from both perspectives.

Out of the Ashes (2003)

Rated R. 120 mins.

Summary

Based on a true story, this heart-wrenching film follows the journey of Gisella Perl, a Jewish-Hungarian doctor who manages to survive Auschwitz. Decades later, she's applying for U.S. citizenship when she becomes accused of colluding with the Nazis. Her judge and jury are three INS investigators who must decide her fate.

Relevant Questions

1. How would you feel if wrongly accused of doing something where you were the one who was hurt?
2. Would you still move to the United States after such events?

Paperclips (2004)

Rated G. 84 minutes

Summary

Paperclips is the documentary of a Midwestern middle school that starts a project to collect 6 million paperclips for the Jews killed in the Holocaust. The film details how the students met Holocaust survivors from around the world and how the experience transformed them and their community.

Relevant Questions

1. How did the project open the students' minds to world tragedies like the holocaust?
2. Was this an effective education tool?
3. Should Holocaust education include projects to further understand what happened?

The Pawnbroker (1965)

Not Rated. 116 minutes.

Summary

This was one of the first films to deal with the effects of Nazi Germany's concentration camps on their survivors. Sol Nazerman, operator of a pawn shop, and a concentration camp survivor faces a horrid internal conflict. Being engulfed in a New York ghetto Environment, Sol suffers flashbacks. The flashbacks juxtapose concentration camp treatment with ghetto neighborhood treatment. Although, the flashbacks suffer several historical inaccuracies, the point is well made. His internal conflicts between submitting to the same injustices he and his family suffered or resisting the injustice a peak at the end of the film

Relevant Questions

1. How do you think you would have acted in Sol's position?
2. How many people do you think suffer from post-traumatic stress disorder?

The Pianist (2002)

Rated R. 150 minutes

Themes

-Holocaust Survivors, Man's Inhumanity to Man

Summary

Much of the film is told through the point-of-view of Wladyslaw Szpilman, a classical pianist, and also a Jew in Poland at the time of WWII.

Relevant Questions

1. Discuss some examples of man's inhumanity to man as shown in this film.
2. What does this film have to say about the subject of art?
3. Trace the development of the main character throughout the war. How does he change based on his
4. Is this film more about triumph or tragedy? Provide specific examples from the film to support your thoughts.
5. Compare this film to Schindler's List. What are the similarities? What are some differences?

Rosenstrasse (2003)

Rated PG-13. 136 minutes

Summary

When Ruth's husband dies in New York, in 2000, she imposes strict Jewish mourning, which puzzles her children. A stranger comes to the house - Ruth's cousin - with a picture of Ruth, age 8, in Berlin, with a woman the cousin says helped Ruth escape. Hannah, Ruth's daughter engaged to a gentile, goes to Berlin to find the woman, Lena Fisher, now 90. Posing as a journalist investigating intermarriage, Hannah interviews Lena who tells the story of a week in 1943 when the Jewish husbands of Aryan women were detained in a building on Rosenstrasse. The women gather daily for word of their husbands. The film goes back and forth to tell Ruth and Lena's story. How will it affect Hannah?

Relevant Questions

1. How would you react to life changing news?

7th Heaven – I Hate You

60 minutes

Themes

-Different examples of hate, Holocaust survivors

Summary

This episode deals with hate on a number of different levels ranging from sibling rivalry to the rise of Hitler and the Holocaust. The story of the Holocaust survivor is based on the true story of Elisabeth Mann.

Relevant Questions

1. What is hate? Provide a definition in your own words and then look it up in the dictionary.
2. What are some examples of hate in history? Everyday life?
3. Do people learn to hate?
4. Is it possible to unlearn hate?
5. How did Hitler convince people to hate the Jews?
6. Why didn't anyone stop him?
7. Why was Hitler believed?
8. Why might a person not respond when he or she witnesses an act of hate?

Schindler's List (1993)

Rated R. 200 minutes

Themes

- Human change
- Survival
- Manipulating the horrors of war to personal advantage

Summary

This film is based on a true story. Oskar Schindler, a German businessman in Poland, sees an opportunity to make money from the Nazis' rise to power. He starts a company to make cookware and utensils, using flattery and bribes to win military contracts, and brings in accountant and financier Itzhak Stern to help run the factory. By staffing his plant with Jews who've been herded into Krakow's ghetto by Nazi troops, Schindler has a dependable unpaid labor force. For Stern, a job in a war-related plant could mean survival for himself and the other Jews working for Schindler. However, in 1942, all of Krakow's Jews are assigned to the Plaszow Forced Labor Camp, overseen by Commandant Amon Goeth, an embittered alcoholic who occasionally shoots prisoners from his balcony. Schindler arranges to continue using Polish Jews in his plant, but, as he sees what is happening to his employees, he begins to develop a conscience. He realizes that his factory (now refitted to manufacture ammunition) is the only thing preventing his staff from being shipped to the death camps. Soon Schindler demands more workers and starts bribing Nazi leaders to keep Jews on his employee lists and out of the camps. By the time Germany falls to the

allies, Schindler has lost his entire fortune -- and saved 1,100 people from likely death.

Relevant Questions

1. At first, Schindler is exploiting the Jews as cheap labor in order to make money. However, he is also keeping them from being gassed. Is he a hero?
2. Why do you think Spielberg focuses on a little girl in a red dress during the evacuating of the ghetto? What does she symbolize?
3. After exploiting war and the Jews to make his fortune, what made Schindler change his priorities and pay to save the Jews?
4. What is the significance of people leaving stones at Schindler's grave?

Recommended Scenes

- The evacuation of the Jewish ghettos as Schindler looks on from a hill
- Jews divided into those that can work and those that cannot.
- Children being rounded up and their parents realizing that they will be killed because they cannot work.
- A group of women sent to Auschwitz in a cattle car.
- The women are sent into a shower room to bathe and wait for gas or water. It is water.

Shoah (1985)

Not Rated. 544 minutes

Summary

Claude Lanzmann directed this 9 1/2 hour documentary of the Holocaust without using a single frame of archive footage. He interviews survivors, witnesses, and ex-Nazis (whom he had to film secretly since though only agreed to be interviewed by audio). His style of interviewing by asking for the most minute details is effective at adding up these details to give a horrifying portrait of the events of Nazi genocide. He also shows, or rather lets some of his subjects themselves show, that the anti-Semitism that caused 6 million Jews to die in the Holocaust is still alive in well in many people that still live in Germany, Poland, and elsewhere.

Relevant Questions

1. What new information have you learned from the film?
2. What do you think is the goal in making such a film?

The Shop on Main Street (1965)

Not Rated. 128 minutes.

Summary

Slovakia during WW2. Tono lives a poor life, but the authorities offer him a take over the Jewish widow Lautman's little shop for sewing material. She is old and confused and thinks that he is looking for employment and hires him. The odd couple begin to like each other. But some time later the authorities decide that the Jews must leave the city. What should he do with the old lady?

Relevant Questions

1. Do you have any friends from other religions?
2. What can you imagine yourself doing in Tono's situation?

Skokie (1981)

(120 minutes)

Themes

-Holocaust Survivors, Neo-Nazis, Freedom of Expression

Summary

Based on a true story this film depicts how the people of Skokie, Illinois became divided over a street demonstration by Neo-Nazis. The community has a higher than average population of Holocaust survivors. Issues include free speech versus social responsibility, reacting to racism, and getting involved versus remaining a bystander.

Relevant Questions

1. Did the Neo-Nazis have a Constitutional right to march in Skokie?

Survivors of the Holocaust (1996)

Not Rated. 70 mins.

Summary

The Survivors of the Shoah (Hebrew for Holocaust) Foundation grew out of Steven Spielberg's research for his film *Schindler's List*. He interviewed many survivors of the Holocaust and found that, despite their similar experiences, each had a unique story to tell. In order to preserve these memories for future generations so that the horrors of Nazi Europe might never be forgotten, Spielberg created the foundation, whose mission involves taping interviews with the remaining survivors. *Survivors of the Holocaust* provides just the briefest glimpse of the many stories the foundation has collected. The video is

broken into thirds by year, so we learn of life before the Holocaust, during internment in concentration camps, and after liberation. The testimonies are powerful, and at times overwhelming. The photos and film clips are frequently horrifying and may be too much for younger viewers. The video opens with a brief presentation, hosted by Ben Kingsley, about the foundation itself. This is the weakest part of the video--at points it seems to serve simply as a reminder of how wonderful Spielberg is for his involvement in this effort--but don't let it deter you . No matter how much you may have seen or read about the Holocaust, the interviews will affect you tremendously.

Relevant Questions

1. How many holocaust survivors do you know?
2. What can you do to make a difference in remembering Holocaust survivors?



Varian's War (2002)

Not Rated. 122 minutes

Themes

-American and International Responses

Summary

Varian Fry, an American journalist working in France during the beginning of World War II is so deeply moved by the discrimination and violence against Jews that he is motivated to act against the Nazi occupation of France. Fry organizes his mission: to return to France and save Jewish artists and intellectuals from the Nazis. Varian Fry is able to save over 1,000 people during his two years in France. Varian's war is the true story of a man often called the American Schindler.

Relevant Questions

1. Why was Fry so personally affected by what he saw in France?
2. Why were most American's unwilling to help Fry's efforts to save Jews in France?
3. Why did Varian Fry choose only to save the intellectuals and artists? Do you agree with this decision?
4. Is Varian Fry's story an indictment against The United States inaction against the Nazi's in World War II?

Uses in the classroom

This movie begins to answer the important question, "Where was America during the Holocaust." Yes, Varian Fry's heroism is valiant, but more importantly this movie shows students that the majority of Americans knew about the Holocaust and did nothing to help the victims. Scenes from Varian's War could be easily clipped to spur discussion and activities related to America's absence in this chapter of history.

Sophie's Choice (1982)

Rated R. 150 minutes.

Summary

Sophie is the survivor of Nazi concentration camps, who has found a reason to live in Nathan, a sparkling if unsteady American Jew obsessed with the Holocaust. They befriend Stingo, the movie's narrator, a young American writer new to New York City. But the happiness of Sophie and Nathan is endangered by her ghosts and his obsessions.

Triumph of the Spirit (1989)

Rated R. 120 minutes

Summary

Fact based story about a former Greek Olympic boxer who was taken as a prisoner during World war II and placed in the Auschwitz prison camp. There he was permitted to survive as long as he fought for the amusement of his captors. His father and brother were also held as insurance that he would continue to fight.

Relevant Questions

1. In what ways would you bargain for your life?
2. What would you tell yourself if you were too tired to fight?

Uprising (2001)

Not Rated. 177 minutes

Summary

Using radically refashioned archival footage of the Warsaw ghetto, this interview with Jon Avnet the director of Uprising talks about Marek Edelman who is an evocative memoir of his role in the rebellion that held back the Nazis for almost a month in 1943. The film begins with the growing list of prohibitions and regulations leading to the virtual imprisonment of about half-a-million Polish Jews in an old slum district of Warsaw with inadequate space and plumbing. An overhead tracking shot shows the number of people assembled in the first months of the relocation. The daily struggle against hunger and disease, especially among the dispossessed arrivals seen in their pitiful rags, is aggravated by the German demands for "deportations to the east" that many begin to suspect are camouflaged mass murders. By the close of 1942, people living in the ghetto realize they are doomed, and the rudiments of resistance are planned by a handful of the young.

Relevant Questions

1. What would you do if put in a position where everyone was dependent on you?
2. Discuss the different ways one can be a leader.

The Wannsee Conference (1987)

Not Rated. 87 minutes

Summary

The horror of the holocaust began on January 20, 1942, when key representatives of the SS, the Nazi Party, and the government bureaucracy met secretly at a house in Wannsee, a quiet Berlin suburb, to discuss the "Final Solution." While they enjoyed a buffet lunch, brady, and cigarettes, they

discussed how they could systematically exterminate eleven million Jewish people. Director Heinz Schirk and writer Paul Mommertz use actual notes from the conference— along with letters written by Hermann Goering and Adolf Eichmann as well as testimony given by Eichmann at his 1961 trial in Israel— to re-create the shocking events of the fateful 85-minute meeting. Viewers become stunned witnesses to the cold-blooded, matter-of-fact manner in which the most hideous crime in history was set in motion.

Relevant Questions

1. How do you think it is possible for human beings to be so cruel?
2. What is the historical significance of the events portrayed in the film?

The Wave (1984)

50 minutes

Themes

-Propaganda, Mind Control, Rise of Nazism

Summary

This after school special is based on a true story of a classroom experiment in which a teacher demonstrates how it was possible for the German people to embrace Nazism.

Relevant Questions

1. If you were a member of the class would you have gone along with the experiment? Why or why not?
2. Which characters in the film represent bystanders, leaders, victims, and liberators?
3. How did the group successfully utilize propaganda? Provide some specific examples.
4. What does this film say about the importance of being an individual versus being part of a larger group?
5. Was this experiment successful? Why or why not?
6. What actually causes Mr. Ross to begin the classroom experiment?
7. Were you surprised when the national leader of the group was revealed? What were you expecting to happen?

The following is an additional list of films which I have found invaluable in the teaching of Holocaust Studies. I am providing a brief synopsis of each film.

America and the Holocaust: Deceit and Indifference (1994)

This production traces the social and political factors shaping the American response to the Holocaust.

Angel of Death (1986)

This film portrays Nazi hunters trying to find the “Angel of Death,” Dr. Joseph Mengele, in South America.

Escape From Sobibor (1987)

The film describes the largest successful escape from a Nazi concentration camp.

Genocide, 1941-1945: The World at War Series (1982)

This is an excellent overview of the Holocaust.

Good Evening Mr. Wallenberg (1992)

This is the story of Raoul Wallenberg who saved Jews in German occupied Hungary.

Hitler: The Whole Story (1989)

This is a documentary on the life of Hitler.

Holocaust (1978)

This film presents the complete scope of the Holocaust. It is an excellent film.

Image Before My Eyes (1980)

This documentary portrays Jewish life in Poland in the late nineteenth century up to its destruction during the time of the Holocaust.

Judgement at Nuremberg (1961)

This is a film about the Nuremberg War Crime trials.

The Man Who Captured Eichman (1996)

This film describes the capture of Adolph Eichman. He was instrumental in implementing the “final solution.” by organizing the transportation of Jews in Europe to death camps. He was an SS lieutenant colonel and head of the Jewish section of the Gestapo.

Memories of Kristallnacht (1988)

This film contains photographs and first hand interviews with witnesses of the Night of Broken Glass on the eve of November 9, 1938.

The Nazis (1997)

This is the acclaimed six video BBC documentary.

Nuremberg Trials (1994)

This is a full length film report of the famous trials.

Nuremberg Trials (2000)

Updated version of the earlier film.

The Rise and Fall of Adolph Hitler (1995)

Six videos describe Hitler's background, rise to power and eventual downfall.

Shadow on the Cross (1990)

This film describes the influences of historic Christian anti-semitism on the Third Reich.

Shoah (1985)

This is an excellent documentary about the Holocaust, nearly ten hours in length. 4 2

There Once Was a Town (2000)

Professor Yaffa Eliach, a child survivor of the Holocaust, returns to her town of Eishyshok, Poland, with a group of survivors and their families.

Train of Life (1999)

In the tradition of Life is Beautiful, this comic adventure is a tribute to the human spirit. Masquerading as Nazis, members of this French community, build a train to deport themselves to freedom.

Uprising (2001)

This film dramatizes the true story of the Jews in the Warsaw Ghetto who created an armed resistance against their German oppressors.

The Warsaw Ghetto (1969)

This documentary uses historic film footage describing the creation of the ghetto and day to day life as well as the final weeks of resistance.

Who Shall Live and Who Shall Die? (1982)

This movie examines American responses to the Holocaust.

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