



Holocaust Memorial DVD Lending Library

Defiant Requiem

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

FILM: Defiant Requiem

Questions for Discussion	Florida State Standards Correlates
Summary	
<p>“The film Defiant Requiem tells several stories at once. It introduces students to the remarkable history of Terezín, a concentration camp near Prague, in what was then Czechoslovakia and is now the Czech Republic. At Terezín, more than 100,000 Jews from many countries in Europe were interned by the Nazis from 1941 to 1945. A few thousand survived to tell the world of the outrages perpetrated by the Nazis and of the remarkable community that the imprisoned Jews created in their years at the camp. This highly educated and cultured group of people kept their spirits up under these daunting circumstances with an extensive series of concerts, lectures, and theater performances, taking advantage of the interstices¹ in the repressive system in which they lived. The climax of this activity was the performance of Verdi’s Requiem, under the direction of Rafael Schächter, who used one piano and one copy of the score to train 150 Jewish singers to interpret this Catholic Mass for the Dead. The second story of Defiant Requiem is a more recent one. Conductor Murry Sidlin came upon the story of Schächter, his chorus, and the Verdi performances when he was reading a book on music of the Holocaust in the 1990s. Deeply moved, he began research that eventually led him to Edgar Krasa, a survivor of Terezín, member of Schächter’s chorale, and Schächter’s roommate; Krasa led him to other survivors. In 2006, Maestro Sidlin brought a full orchestra and the Catholic University of America’s chorale to the Czech Republic, performing the Requiem in the same locale that Schächter had used. The concert was recorded, and in 2012 director Doug Shultz’s film Defiant Requiem was released. Defiant Requiem captures the horrors of the Third Reich, but also shows the power of the human spirit to create art and beauty under the most egregious circumstances. It is also a testament to the importance of preserving history. As such, it will be a memorable experience for students.”</p> <p>Use the curriculum guide is intended to deepen and intensify that experience, while still meeting your required classroom goals.</p>	
<p>What were Rafael Schächter and his Jewish singers trying to communicate to each other about the fate of the Nazis as they were rehearsing and performing Verdi’s Requiem? In what ways does music help people cope with challenges in their lives?</p>	<p>SUBJECT: Social Studies STRAND: Sociology Standard 5 SS.912.S.5: Social institutions/Identify the effects of social institutions on individual and group behavior. Benchmark: SS.912.S.5.1: Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society. Standard 2 SS.912.S.2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished. Benchmark: SS.912.S.2.10: Identify both rights and responsibilities the individual has to the group. STRAND: World History</p>

Holocaust Memorial DVD Lending Library

	<p>Standard 7 SS.912.W.7: Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power.</p> <p>Benchmark: SS.912.W.7.11: Describe the effects of WWII</p> <p>Benchmark: SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and occupied territories.</p> <p>Strand: Humanities</p> <p>Standard: SS.912.H.1.1 Identify and analyze the historical, social, and cultural contexts of the arts.</p> <p>Benchmark: SS.912.H.1.In.a: Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.</p>
<p>Why did some of the Jewish prisoners at Terezín volunteer to sing a composition that was completely foreign to them, i.e., a Catholic Mass written in Latin and musically very challenging? What were the Jewish prisoners trying to communicate about the Nazis as they rehearsed and performed Verdi's Requiem?</p> <p>.</p>	<p>STRAND: World History SS.912.W</p> <p>Standard 1 SS.912.W.1: Utilizes historical inquiry skills and analytical processes.</p> <p>Benchmark: SS.912.W.1.1- Use timelines to establish cause and effects relationships of historical events.</p> <p>Benchmark SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</p> <p>Benchmark: SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and occupied territories.</p> <p>Strand: Humanities</p> <p>Standard: Identify and analyze the historical, social, and cultural contexts of the arts.</p> <p>Benchmark: SS.912.H.1.Su.b: Recognize that works of art reflect events, cultures, or government.</p> <p>Benchmark: SS.912.H.1.Pa.b: Recognize a characteristic of a work in the arts from a time period.</p> <p>STRAND: Humanities SS.912.H</p> <p>Standard 1 SS.912.H.1: Identify and analyze the historical, social and cultural contexts of the arts.</p> <p>Benchmark SS.912.H.1.2: Describe how historical events, social context and culture, impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>STRAND: Sociology</p> <p>Standard 5 SS.912.S.5: Social institutions/Identify the effects of social institutions on individual and group behavior.</p> <p>Benchmark: SS.912.S.5.1: Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</p>



Holocaust Memorial DVD Lending Library

<p>The music of Verdi’s Requiem Mass helped the Jewish prisoners interned in Terezín to find an escape from the harshness of daily life. It reinforced their sense of community, grounded them, and gave them a connection with each other. The art of music restored their humanity within a destructive environment of human degradation and insanity.</p>	<p>STRAND: World History Standard 7SS.912.W.7: Recognize significant causes, events, figures and consequences of the Great War period and the impact on world wide balance of power. Benchmark SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, nineteenth century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p> <p>STRAND: Sociology Standard 2 SS.912.S.2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished. Benchmark: SS.912.S.2.3: Recognize the influences of genetic inheritances and culture on human behavior.</p> <p>Standard 4 SS.912.S.4: Social Groups/Explore the impact of social groups on individual and group behavior. Benchmark SS.91.2.S.4.11: Discuss how humans interact in a variety of social settings.</p> <p>Standard 8 SS.912.S.8: Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior. Benchmark SS.912.S.8.2: Describe how collective behavior (working in groups) can influence and change society.</p>
<p>The ghetto experience imposed on Jews during World War II was significant and influenced the decision at Terezin to perform Verdi’s Requiem.</p>	<p>STRAND: World History Standard 7 SS.912.W.7: Recognize significant causes, events, figures and consequences of the Great War period and the impact on world-wide balance of power. Benchmark: SS.912.W.7.11: Describe the effects of WWII Benchmark: SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and occupied territories. Benchmark: SS.912.W.7.7: Trace the causes and key events related to WWII Benchmark: SS.912.W.7.8: Explain the causes, events and effects of the Holocaust (1933-45) including its roots in the long tradition of anti-Semitism, nineteenth century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p> <p>STRAND: Sociology Standard 2 SS.912.S.2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished. Benchmark: SS.912.S.2.3: Recognize the influences of genetic inheritances and culture on human behavior.</p>



Holocaust Memorial DVD Lending Library

	<p>Standard 4 SS.912.S.4: Social Groups/Explore the impact of social groups on individual and group behavior. Benchmark SS.91.2.S.4.6: Identify the various types of norms and explain why these rules of behavior are considered important to society.</p>
<p>Prague’s Jewish community is one of the oldest in Europe and was once one of the largest of any city in the world. How do individuals find themes and meaning in historical study?</p>	<p>STRAND: Sociology Standard 5 SS.912.S.5: Social institutions/identify the effects of social institutions on individual and group behavior. Benchmark: SS.912.S.5.12: Explain how roles and role expectations can lead to role conflict. Benchmark SS.91.2.S.4.6: Identify the various types of norms and explain why these rules of behavior are considered important to society.</p> <p>STRAND: World History Standard 1 SS.912.W.1: Utilize historical inquiry skills and analytical processes. Benchmark: SS.912.W.1.3: Interpret and evaluate primary and secondary sources. Benchmark SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, nineteenth century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p> <p>Standard 1 SS.912.W.1: Utilizes historical inquiry skills and analytical processes. Benchmark: SS.912.W.1.1- Use timelines to establish cause and effects relationships of historical events. Benchmark SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</p> <p>Standard 7: SS.912.W.7 – Recognize significant, events, figures, and consequences of the “Great War Period” and the impact on world-wide balance of power.</p> <p>STRAND: Humanities SS.912.H Standard 1 SS.912.H.1: Identify and analyze the historical, social and cultural contexts of the arts. Benchmark SS.912.H.1.2: Describe how historical events, social context and culture, impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>STRAND: Civics & Government Standard 3 SS.912.C.3: Demonstrate an understanding of the principles, functions and organizations of government. Benchmark SS.912.C.3.13: Illustrate examples of how</p>



Holocaust Memorial DVD Lending Library

	<p>government affects the daily lives of citizens at local, state and national levels.</p>
--	--

