

Holocaust Memorial DVD Lending Library

Inside Hana’s Suitcase

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

Objectives/Questions	Florida State Standards Correlates
<p><i>“The delivery of a battered suitcase to Fumiko Ishioka at the Tokyo Holocaust Museum begins the true-life mystery that became the subject of Karen Levine’s best-selling book Hana’s Suitcase and this documentary, which follows “Fumiko’s search to discover the details of Hana’s life, which leads to the discovery of her broth George in Toronto. As small children they had been sent to Theresienstadt for being Jewish after the Nazis invaded Czechoslovakia in 1939.” “The voices of children from Japan, Canada and the Czech Republic telling Hana’s story are woven around the drama, along with Georges memories and Fumiko’s quest, to create a film of astonishing power and scope: The goals of this resource guide are to provide you, the educator, with the following:</i></p>	
<p>1. A general framework for using a Holocaust documentary effectively in your classroom</p>	<p>SUBJECT: Social Studies 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.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany and Occupied Territories. 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. Benchmark: SS.912.A.6.In.c: Identify the impact of the Holocaust during World War II on Jews and other groups. Benchmark: SS.912.A.6.Su.c: Recognize an impact of the Holocaust during World War II on Jews and other groups. Benchmark: SS.912.A.6.Pa.c: Recognize that groups may be treated badly because they are different.</p> <p>SUBJECT: ENGLISH LANGUAGE ARTS STRAND: LAFS.910.RH - Reading Standards for Literacy in History/Social Studies 6-12 Cluster 1 LAFS.910.RH.1 – Key Ideas and Details Benchmark LAFS.9910.1.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Benchmark: LAFS.910.RH.1.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate</p>

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	<p>summary of how key events and ideas develop over the course of the text.</p> <p>Benchmark: LAFS.910.RH.1.3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>Cluster 2 LAFS.910.RH.2- Craft and Structure</p> <p>Benchmark LAFS.910.RH.2.4 - Determine the meaning of words and phrases as they are used in a text including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p>2. Background and historical context for Hana’s Suitcase.</p>	<p>SUBJECT: Social Studies 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>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>Benchmark: SS.912.W.7.6 – Analyze the restriction on individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.In.h: Recognize major effects of the Holocaust, including the Nazi dehumanization of Jews and other victims.</p> <p>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>Benchmark: SS.912.A.1.In.b: Identify the author and purpose of significant historical documents using primary and secondary sources.</p>
<p>3. Class discussion ideas related to the film’s content and presentation</p>	<p>SUBJECT: Social Studies STRAND: Sociology</p> <p>Standard 4 SS.912.S.4: Social Groups/Explore the impacts social groups on individual and group behavior.</p> <p>Benchmark SS.912.S.4.11: Discuss how humans interact in a variety of social settings.</p> <p>STRAND: LAFS.1112.RH - Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cluster 1: LAFS.1112.RH.1 – Key Ideas and Details</p>

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	<p>Benchmark: LAFS.1112.RH.1.1 – 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.</p> <p>Benchmark: LAFS.1112.RH.1.2 – 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.</p> <p>Benchmark: LAFS.1112.RH.1.3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Subject: Social Studies Strand: Humanities Standard: Respond critically and aesthetically to various works in the arts.</p> <p>Benchmark: SS.912.H.2.In.a: Recognize characteristics of specific works within various art forms, such as architecture, dance, film, literature, music, theatre, and visual arts.</p> <p>+</p>
<p>4. Suggestions for connecting the film with broader explorations in history, media studies.</p>	<p>SUBJECT: SOCIAL STUDIES STRAND: Humanities SS.912.H Standard 2 SS.912.H.2: Respond critically and esthetically to various works in the arts.</p> <p>Benchmark SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolisms in the art form and its philosophical implications.</p> <p>Benchmark SS.912.H.2.5: Describe how historical, social, cultural and physical settings influence an audience’s aesthetic response.</p> <p>SUBJECT: SOCIAL STUDIES STRAND: Geography SS.912.G Standard 1: SS.912.G.1 - Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Benchmark: SS.912.G.1.1- Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p> <p>Standard 6: SS.912.G.6- Understands how to apply geography to interpret the past and present and plan for the future.</p> <p>Benchmark SS.912.G.6.1- Use appropriate maps and other graphic representations to analyze geographic problems and changes over</p>

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time.

Benchmark SS.912.G.6.3 - formulate hypothesis and test geographic models that demonstrate complex relationships between physical and cultural phenomena.