

Nicholas Winton: The Power of Good
Studying the Holocaust Through Film
Correlating the Film Objectives with the Florida State Standards

Summary: In 1939, Nicholas Winton personally saved the lives of 669 children. Most of them were Jewish — from Czechoslovakia, which was soon to be occupied by the Nazis. He brought them to Britain and kept it a secret for nearly 50 years. In 2002 Queen Elizabeth II conferred knighthood on Winton. Winton, is an immensely compelling symbol of how a caring person can truly make a difference.

| Objectives/Questions | Florida State Standards Correlation |
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| <p>1. By the fall of 1938, what did it appear were Germany's plans for Europe?</p> | <p>SUBJECT: SOCIAL STUDIES STRAND: World History 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 effect relationships of historical events. Standard 7 SS.912.W.7 Recognize significant causes, events, figures and consequence 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. 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.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany & Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Franco and Hitler.</p> |
| <p>2. Nicholas Winton was very anxious to get the children out of Czechoslovakia as quickly as possible. What was the hurry?</p> | <p>Subject: Social Studies Standard 7 SS.912.W.7 Recognize significant causes, events, figures and consequence 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> |

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| | <p>Benchmark SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany & Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Franco and Hitler.</p> <p>Strand: Humanities: SS.912.H.3</p> <p>Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.</p> |
| <p>3. What happened when Hitler demanded he keep the Sudeten region of Czechoslovakia at the Munich Conference? How did other European countries react?</p> | <p>STRAND: World History</p> <p>Standard 1SS.912.W.1 Utilizes historical inquiry skills and analytical processes.</p> <p>Benchmark SS.912.W.1.3: Interpret and evaluate primary and secondary sources.</p> <p>STRAND: World History</p> <p>Standard 7 SS.912.W.7 Recognize significant causes, events, figures and consequence of the Great War period and the impact on world-wide balance of power.</p> <p>Benchmark SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany and Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Franco and Hitler.</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>4. When Nicholas Winton visited Prague in December 1938, what did he observe? What became his mission? On March 15, 1939 Germany invaded Czechoslovakia. What challenge did Winton face at this time? What urgency did he feel? What methods did he use to accomplish his goals?</p> | <p>STRAND: World History</p> <p>Standard 7 SS.912.W.7 Recognize significant causes, events, figures and consequence of the Great War period and the impact on world-wide balance of power.</p> <p>Benchmark SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany and Spain and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Franco and Hitler.</p> <p>Standard 1 SS.912.W.1 Utilizes historical inquiry skills and analytical processes.</p> <p>Benchmark SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</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</p> |

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| <p>5.What were some of the cultural differences they had to adapt to? What was it like to be in Britain in wartime living with strangers?</p> | <p>between a government and its citizens.</p> <p>STRAND: World History Standard 1 SS.912.W.1)Utilizes historical inquiry skills and analytical processes. Benchmark SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</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 summary of how key events and ideas develop over the course of the text. 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. Cluster 2 LAFS.910.RH.2- Craft and Structure 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. Subject: Social Studies Standard: SS.912.S.3 Social Status/Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group. Benchmark: SS.912.S.3.3: Examine and analyze various points of view relating to historical and current events.</p> |
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| <p>A. Reflections in Writing</p> | |
| <p>Writing a persuasive paper that expresses their opposition to the statements identified. The persuasive paper must include the following:</p> | |
| <p>1. Persuasive paper that includes a moral or ethical question.</p> | <p>STRAND: World History Standard 1 SS.912.W.1 Utilizes historical inquiry skills and analytical processes. Benchmark SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.</p> |

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| <p>2. 13. Joe Schlessinger (the narrator of the film and one of the "children") emphasizes that one of the "highest marks of civilization is ordinary human decency." How is Winton an example of this?</p> | <p>SUBJECT: ENGLISH LANGUAGE ARTS STRAND: LAFS.910.WHST.2: Production and distribution of writing Benchmark LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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 summary of how key events and ideas develop over the course of the text. 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. Cluster 2 LAFS.910.RH.2- Craft and Structure 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> |
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*Textual or text in this case refer to the "film" as the text.

** Author in this case refers to the "producer" as the author