

Holocaust Memorial DVD Lending Library

Docent Development Program

REFUGE: Stories of the Selfhelp Home

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

FILM: *Refuge: Stories of the Selfhelp Home*

REFUGE: STORIES OF THE SELFHELP HOME is a one-hour documentary that reaches back more than 75 years to tell the stories of this last generation.

Through revealing interviews with Selfhelp’s residents and founders, and expert commentary from historians, REFUGE examines the range of experiences before, during and after World War II, and how Chicago’s newly arrived German Jews came together as a community to create a singular place those fleeing Nazi persecution could call home.

Complete 152 page Study Guide for Refuge- <http://refugestories.com/wp-content/uploads/2013/11/Study-Guide.pdf>

OBJECTIVES

Horst Abraham’s Story

Students will:

- * Grasp the importance of Kristallnacht in the history of the Holocaust and why many historians view it as the start of the catastrophe.
- * Analyze the motives of the perpetrators of Kristallnacht and the reactions of the victims, bystanders and rescuers.
- * Understand why Imperial Japan would allow Jews to immigrate to Shanghai, then under its control, and why this refuge was so unique.
- * Empathize with the feelings of loss experienced by Mr. Abraham and his parents.
- * Derive inspiration from the ways in which the Jewish refugees in Shanghai retained their humanity.
- * Differentiate between Jewish life in the Shanghai ghetto and Jewish life in Eastern European ghettos under Nazi rule.
- * Value the personality and character traits that helped Mr. Abraham rebuild his life in this country and the freedom and opportunity offered him by the United States to do so.
- * Describe Mr. Abraham’s commitment and dedication to his family. will compare and contrast first-hand personal accounts and the emotionality of the survivors

Marietta Ryba’s Story

Students will:

- * Value the rescue efforts undertaken by Sir Nicholas Winton during the Holocaust and the way in which even one person can make a difference in the world (i.e. “the power of one”).
- * Empathize with the trauma endured by the Kindertransport children and gain an awareness of some of their experiences in Great Britain.
- * Reflect on ways in which students can engage in acts of caring and compassion of their own.
- * Appreciate the rescue efforts of non-Jews who rescued Jews during the Holocaust, called “Righteous Among the Nations,” and the full import of the Talmudic saying, “Whoever saves one life saves

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the whole world.”

- *Recognize that liberation did not bring an end to the suffering of survivors.
- *Compare and contrast the actions by Great Britain and the United States to save Jewish children and explore the reasons for the differences.
- *Appreciate the opportunities offered survivors by the United States in the postwar world to rebuild their lives.

Hannah Messinger’s Story

Students will:

- *Understand the importance of examining individual Holocaust stories and that the catastrophe of the Holocaust can only be understood by understanding these narratives “one by one by one.”
- *Recognize the losses endured by the Jews during the Holocaust--the loss of family, friends, home, possessions, culture, innocence, and for a number of survivors including Mrs. Messinger, the loss of traditional religious faith.
- *Gain an awareness of people’s inhumanity to other people, as witnessed by the suffering experienced by Mrs. Messinger and those around her during the Holocaust.
- *Identify those aspects of Mrs. Messinger’s story that illustrate the caring and concern of people for one another under the most adverse circumstances.
- *Explore examples of moral and spiritual resistance to oppression as seen in Mrs. Messinger’s experiences.
- *Make inferences and draw conclusions about the role both chance and choices played in Mrs. Messinger’s survival during the Holocaust.
- *Appreciate the importance of human resilience and its role in helping Mrs. Messinger rebuild her life.
- *Realize the importance of freedom and opportunity provided by America to Holocaust survivors, such as Mrs. Messinger, and explore and value those freedoms and opportunities in their own lives.

Edith Stern’s Story

Students will:

- * Recognize the losses suffered by Mrs. Stern and her sister, Marietta, during the Holocaust.
- * Become aware of the impact of Nazi anti-Semitic policies, deception and dehumanization of their victims.
- * Understand the suffering Mrs. Stern experienced as a prisoner in Theresienstadt, Auschwitz and in a forced labor camp during the Holocaust.
- * Be inspired by the fortitude and courage of Mrs. Stern during the Holocaust.
- * Make inferences and draw conclusions about the role played by choice and chance regarding Mrs. Stern’s experiences during the Holocaust.
- * Explore various forms of Jewish resistance during the Holocaust.
- * Examine the moral and ethical dilemmas faced by Jews during the Holocaust and develop a personal viewpoint about them.
- * Appreciate the opportunities the United States offered to survivors in the postwar world to rebuild their lives.
- * Analyze the experiences of Edith Stern and Hannah Messinger during the Holocaust and compare and contrast them

Paula Tritsch’s Story

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Students will:

- * Become aware of the anti-Semitism manifested by both the German occupation regime and the Vichy collaborationist regime in France during World War II and the impact that this anti-Semitism had on Mrs. Tritsch and her family.
- * Recognize that flight and hiding were forms of resistance during the Holocaust.
- * Examine the behavior of the French population toward Jews during the Holocaust in order to understand that popular opinion can undergo rapid changes and that negative stereotypes are problematic.
- * Draw inspiration from the altruism and courage of those French men and women who helped Mrs. Tritsch and her family.
- * Become aware of the experiences of Jewish children in France during the Holocaust.
- * Appreciate the resilience and fortitude displayed by Mrs. Tritsch during the Holocaust, as a single parent and Holocaust survivor while rebuilding her life in this country.

Hal Strauss' Story

Students will:

- * Understand why and how Mr. Strauss and his family left Germany.
- * Describe the contributions Mr. Strauss and other "Ritchie Boys" made to the American war effort during World War II.
- * Explain the reasons for the trauma experienced by Mr. Strauss and other American GIs when they liberated the Dora-Nordhausen concentration camp.
- * Discuss why this trauma was shared by GI liberators of other Nazi concentration camps.
- * Analyze the validity of the postwar defense of high-ranking Nazis that they were only obeying orders.
- * Recognize why it would be falsely stereotyping to say that all Germans during World War II were anti-Semitic.
- * Appreciate the opportunities and the freedoms offered by this country to new immigrants.

Selfhelp Home

Students will:

- * Realize the importance of taking the initiative to deal with social issues in their own community.
- * Appreciate the moral and ethical imperative to care for the elderly when they can no longer fully care for themselves.
- * Comprehend the need for the Selfhelp organization and the Selfhelp Home to assist refugees from Central Europe.
- * Recognize that the positive contributions and commitment of each individual can make a difference.
- * Understand the impact that volunteers who give of themselves can make in the lives others.
- * Be inspired to implement the values guiding the Selfhelp Home in the student's own life, including the need to have high expectations for oneself.
- * Become more empathic and sensitive to the needs of the elderly and how to meet those needs.
- * Become aware of the need to adapt to change and meet ongoing challenges.

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FLORIDA STATE STANDARDS CORRELATES

SUBJECT: SOCIAL STUDIES

STANDARD: WORLD HISTORY

Standard 1: (SS.912.W.1) Utilizes historical inquiry skills and analytical processes.

Benchmark 1.3: (SS.912.W.1.3) Interpret and evaluate primary and secondary sources.

Benchmark 1.6: (SS.912.W.1.6) Evaluate role of history in shaping identity and character.

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 7.6: (SS.912.W.7.6) Analyze restrictions of individual rights and use of mass terror against populations in Soviet Union, Nazi Germany and occupied territories.

Benchmark 7.8: (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, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

STANDARD: AMERICAN HISTORY

Standard 6: (SS.912.A.6) Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

Benchmark 6.3: (SS.912.A.6.3) Analyze the impact of the Holocaust during World War II on Jews, as well as other groups.

STRAND: SOCIOLOGY

Standard 1: SS.912.S.1 – Foundations of Sociology as a social science / Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.

Benchmark: SS.912.S.1.6 – Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

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 inheritance and culture on human behavior.

Standard 4: (SS.912.S.4) – Social groups/Explore the impacts of social groups on individual and group behavior.

Benchmark 4.11: (SS.912.S.4.11) – Discuss how humans interact in a variety of social settings.

Standard 5: (SS.912.S.5) – Social Institutions/ Identify the effects of social institutions on individual and group behavior.

Benchmark 5.6: (SS.912.S.5.6) Identify the factors that influence change in social norms over time.

Benchmark 5.7: (SS.912.S.5.7) – Use various resources to interpret information about cultural life in the United States and other world cultures both in the past and today.

Standard 6: (SS.912.S.6) – Social change/Examine the changing nature of society.

Benchmark 6.2: (SS.912.S.6.2) – Examine various social influences that can lead to immediate and long term changes.

Benchmark 6.3: (SS.912.S.6.3) – Describe how collective behavior can influence and change society.

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Standard 7: (SS.912.S.7) – Social problems/ Analyze a range of social problems in today’s world.

Benchmark 7.2: (SS.912.S.7.2) – Describe how social problems have changed over time.

Benchmark 7.4: (SS.912.S.7.4) – Discuss the implications of social problems for a society.

Benchmark 7.8: (SS.912.S.7.8) – Design and carry out school and community-based projects to address a local aspect of a social problem.

Standard 8: SS.912.S.8 – Individual and communities/Examine the role of the individual as a member of the community; explore both individual and collective behavior.

Benchmark: SS.912.S.8.3 – Discuss theories that attempt to explain collective behavior.

SUBJECT: ENGLISH / LANGUAGE ARTS

STRAND: LAFS.910.RH - Reading Standards for Literacy in History/Social Studies 6-12

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.

Benchmark LAFS.910.RH.2.6 – Compare the point of view of two or more authors (speakers) for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Cluster 3: LAFS.910.RH.3 – Integration of Knowledge and Ideas

Benchmark: LAFS.910.RH.3.9 – Compare and contrast treatment of the same topic in several primary and secondary sources.

STRAND: LAFS.1112.RH - Reading Standards for Literacy in History/Social Studies 6-12

Cluster 1: LAFS.1112.RH.1 – Key Ideas and Details

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.

STRAND: LAFS.68.RH: Reading Standards for Literacy in History/ Social Studies 6-12

Cluster 1: LAFS.68.RH.1 – Key Ideas and Details

Benchmark: LAFS.68.RH.1.1 – Cite specific textual evidence to support analysis of primary and secondary sources.

Cluster 2: LAFS.68.RH.2 – Craft and Structure

Benchmark: LAFS.68.RH.2.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Cluster 3: LAFS.68.RH.3 – Integration of Knowledge and Ideas

Benchmark: LAFS.68.RH.3.9 – Analyze the relationship between a primary and secondary source on the same topic.

STRAND: LAFS.K12.SL – Standards for Speaking and Listening

Cluster 1: LAFS.K12.SL.1 – Comprehension and Collaboration

Benchmark: LAFS.K12.SL.1.2 – **Integrate and** evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Benchmark: LAFS.K12.SL.1.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

STRAND: LAFS.910.SL – Standards for Speaking and Listening

Cluster 1: LAFS.910.SL.1 – Comprehension and Collaboration

Benchmark: LAFS.910.SL.1.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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STRAND: LAFS.1112.SL – Standards for Speaking and Listening

Cluster 1: LAFS.1112.SL.1 – Comprehension and Collaboration

Benchmark: LAFS.1112.SL.1.3 – Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used.