



Holocaust Memorial DVD Lending Library Docent Development Program

Studying the Holocaust through film

Correlating the Film Objectives and the Florida State Standards

FILM: *Tak for Alt* (Thanks for Everything)

Film Objectives	Florida State Standards Correlates
SECTION 1:	
<p>Key Point: <i>The connection of Judy’s story to the Bakers’ establishes several key themes in the film: The importance of individual rights in democratic societies; the principles of tolerance, respect, and responsibility as essential components of democracies; and the responsibility each of us has to object to behavior that violates democratic principles. The Baker incident and Judy’s own story as a Holocaust survivor illustrate how extreme situations bring out character traits in individuals that either uphold or violate democratic values.</i></p>	
To understand the universal themes of tolerance, respect and responsibility that motivated Judy to act on behalf of the Bakers and to tell her story.	<p>SUBJECT: Social Studies 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.2.10): Identify both rights and responsibilities the individual has to the group.</p>
To understand the connection between Judy’s values as an American citizen and her past as a Jew in Europe during the Holocaust.	<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.5.1): Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.</p>
To understand how political and legal systems shape individual choices.	<p>STRAND: Civics and Government Standard 3 (SS.912.C.3): Demonstrate an understanding of the principles, functions and organization of government. Benchmark: (SS.912.C.3.1): Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law and individual rights.</p>
To increase students’ knowledge of the geography of Europe during World War II.	<p>STRAND: Geography Standard 6 (SS.912.G.6): Understand how to apply geography to interpret the past and present and plan for the future. Benchmark: (SS.912.G.6.1): Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p>
To inform students about the ghetto experience imposed on Jews during World War II.	<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.</p>
To expand students’ understanding of Jewish European experience before and during the Holocaust.	<p>STRAND: World History Standard 7 (SS.912.W.7) (see above) Benchmark: (SS.912.W.7.7): Trace the causes and key events related</p>



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	<p>to WWII</p> <p>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>
SECTION 2	
<p>KEY POINT: <i>Judy's survival in Stutthof Concentration Camp is made possible by her mother's and other female inmates' acts of resistance in the camp. The women's willingness to act on Judy's behalf, despite great risk to themselves, exemplifies the film's main theme: whatever our circumstances, we all have the ability to choose attitudes and behaviors that make a positive difference in the lives of others. Judy's willingness to become involved with the Bakers in 1963 and her subsequent decision to tell her story as a Holocaust survivor are additional examples of the ethical choices available to us in even the most difficult circumstances.</i></p>	
To recognize that everybody has choices, regardless of the circumstances.	<p>STRAND: Sociology 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>
To identify the relationship between specific situations and the decisions that individuals make within them.	
To understand how outside influences can shape the way one views the world and one's choices within it.	<p>STRAND: Sociology 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>
To understand how responsible decision-making requires the individual to reflect and act beyond the influence of cultural and social forces.	<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>
To understand how ethical decision-making can be a form of resistance.	<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.</p>
To understand how personal testimony about the Holocaust enhances our understanding of the historical record.	<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.</p>
SECTION 3:	
<p>KEY POINT: <i>In this section of the film, Judy and her sister hide their Jewish identity in order to survive. Once in Denmark, they must reclaim their Jewish identity in order to fully recover from the war.</i></p>	
To understand how cultural and social factors help shape individual identities and affect individuals' behavioral choices	<p>STRAND: Sociology Standard 2 (SS.912.S.2): Culture/Examine the influence on the individual and the way cultural transmission is accomplished.</p>



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within a community.	Benchmark (SS.912.S.2.10): Identify both rights and responsibilities the individual has to the group.
To examine and evaluate individuals' behavioral choices in terms of the universal principles of tolerance, respect and responsibility.	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.2.5): Compare social norms among various subcultures.
To explore the ways in governmental structures enhance or deny the cultural identities of citizen	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 government affects the daily lives of citizens at local, state and national levels.
To understand how Judy's Jewish identity was the basis for her survival.	STRAND: Sociology 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.
To know and accept one's cultural identity while interacting positively with members of other cultural groups.	STRAND: Sociology 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.
SECTION 4:	
KEY POINT: <i>In one of her presentations to a group of students, Judy asks who is responsible for what happened to the Jewish population in Europe during WWII. Her answer is that we are all responsible. Accepting one's responsibility to speak out against intolerance and discrimination and to protect individual and group rights is the most important message in <u>Tak for Alt</u>.</i>	
To understand the universal principles of tolerance, respect and responsibility that motivated Judy to act on behalf of the Bakers and to tell her story.	STRAND: Sociology 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.
To understand the dynamic relationship between historical events and cultural identity.	STRAND: Sociology Standard 6 (SS.912.S.6): Social Change/Examine the changing nature of society. Benchmark (SS.912.S.6.7): Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
To understand different groups' adaptations to the United States and their contributions to our nation's cultural identity.	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.2.2): Explain the differences between a culture and a society.



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	<p>Benchmark (SS.912.S.2.3): Recognize the influences of genetic inheritance and culture on human behavior.</p> <p>Benchmark (SS.912.S.2.6): Identify the factors that promote cultural diversity within the United States.</p>
To understand demographic changes resulting from WWII in the countries where Judy lived.	<p>STRAND: Geography</p> <p>Standard 4 (SS.912.G.4): Understand the characteristics, distribution, and migration of human populations.</p> <p>Benchmark (SS.912.S.4.3): Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination including border areas.</p>
To recognize the power of memory and the influence of personal experiences on an individual's values and sense of self.	<p>STRAND: Sociology</p> <p>Standard 2 (SS.912.S.2): Culture/Examine the influence on the individual and the way cultural transmission is accomplished.</p> <p>Benchmark (SS.912.S.2.3): Recognize the influences of genetic inheritances and culture on human behavior.</p>

Additional Standards that correlate to the research activities in all of the sections

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

Benchmark: LAFS.910.RH.3.7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital texts.

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.1.1 – 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.

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.

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.



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Cluster 3: LAFS.1112.RH.3 – Integration of Knowledge and Ideas

Benchmark: LAFS.1112.RH.3.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Benchmark: LAFS.1112.RH.3.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.