



Holocaust Memorial Video Streaming Collection Film Guide

Movie: *Cuba's Forgotten Jewels*

Time: 46 minutes, 23 seconds

Theme: Escape and Survival

Summary: This film is the story of Jewish refugees who escaped Nazi-occupied Belgium and found safety in Cuba. After the fiasco of the St. Louis, Cuba opened its doors and took in Jewish refugees which included hundreds of Jewish diamond cutters from Antwerp and their families. The account of these Jews adaptation to Cuban society and forming a new diamond industry in Cuba provides a vivid story of Jewish survival. The interviewees recount their struggle adapting to a new country, language and culture with excerpts from a teenager's diary during this time.

Summary Questions:

1. Why did Jews want to leave Belgium?
2. How did they travel to Cuba?
3. From what port did the Belgium Jews eventually leave?
4. When was the Jewish community first established in Havana?
5. How many Jewish refugees did the Cuban government take in?
6. Where were the refugees first taken when they arrived in Cuba?
7. What did the Jews establish in Havana?
8. What makes you think the Jews were welcomed in Cuba?
9. What did Mr. Grossbard do to get to see the polishing machinery in the factory?
10. What did these refugees know about the events in Europe during the war?
11. To what other country did many of the refugees relocate once the war was over?

Reflective Questions:

1. What were the conditions in Europe that made the Jews of Antwerp want to leave?
2. How difficult was it getting out of Europe?
3. Describe what the father had to go through to get visas to Cuba for his family?
4. Once in Cuba, what was the practice in Cuba if you wanted to get something done, including getting out of the detention center?
5. What was involved in being able to start the diamond polishing industry in Havana?
6. Recount the story of what Mr. Grossbard had to do in order to copy the polishing machinery in the factories?
7. How had the Cuban Jewish community flourished prior to 1940?
8. How prevalent was antisemitism in Cuba?
9. Why is the film called "*Cuba's Forgotten Jewels*?"
10. What happened to the Jewish community of Havana after WWII ended?
11. Once they left Cuba, what was the feeling of the Jewish emigrants about their temporary homeland?



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Standards:

MIDDLE SCHOOL

Subject: Social Studies

Strand: *SS.6.W: World History*

Standard 1: *SS.6.W.1: Utilize historical inquiry skills and analytical processes.*

Benchmark: *SS.6.W.1.3: Interpret primary and secondary sources*

Benchmark: *SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.*

Subject: English Language Arts

Strand: *LAFS.68.RH: Reading standards for literacy in History / Social Studies 612*

Cluster 1: *LAFS.68.RH.1: Key ideas and details*

Benchmark: *LAFS.68.RH.1.2: Determine the central ideas or information of a primary or a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

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.*

HIGH SCHOOL

Subject: Social Studies

Strand: *SS.912.G: Geography*

Standard 2: *SS.912.G.2: Understand physical and cultural characteristics of places*

Benchmark: *SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.*

Standard 4: *SS.912.G.4: Understand the characteristics, distribution and migration of human populations.*

Benchmark: *SS.912.G.4.1: Interpret population growth and other demographic data for any given place.*

Strand: *SS.912.W: 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.1.4: Explain how historians use historical inquiry and other sciences to understand the past.*

Standard 7: *SS.912.W.7: Recognize significant causes, events, figures, and consequences of the Great War period.*

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, Hitler, and Franco.*



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Strand: SS.912.S: Sociology

Standard 4: *SS.912.S.4: Social groups / explore the impacts of social groups on individual and group behavior.*

Benchmark: *SS.912.S.4.9: Discuss how formal organizations influence behavior of their members.*

Benchmark: *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 effect of social institutions on individual and group behavior.*

Benchmark: *SS.912.S.5.2: Discuss the concept of political power and factors that influence political power.*



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