



Holocaust Memorial Video Streaming Collection Film Guide

Movie: **Green Dumpster Mystery** **Time:** 50 minutes, 37 seconds (Hebrew w/English subtitles)

Theme: Search for Identity

Summary: This film tells the story of a young man's search for the identity of an anonymous family. After finding photos and documents in a large green dumpster, he diligently follows the photos through the use of Google, Yad Vashem, relatives and friends until he solves the mystery of the entire family. He is primarily focused on one image of a fallen Israeli soldier who apparently has no living family. His search takes him back to the Holocaust to uncover and rebuild the family tree.

Summary Questions:

1. What does Tal find in the green dumpster?
2. What does he do with the photos and documents he discovered?
3. Who are some of the people related to Shoah?
4. What were some of Shoah's attributes?
5. What is Shoah's sister's name beginning with the R?
6. What resources did Tal use to uncover some of the information?
7. As Tal discovers more and more names what does he begin to build?
8. In what language are most of the letters, cards and backs of photos?
9. What does Tal do with all the remaining photos after his discoveries?

Reflective Questions:

1. What was significant about Tal's discovery in the green dumpster?
2. Who was *Shoah Wolkowicz* and why is he important in this film?
3. Describe some of the information Tal discovers from the first sets of photos?
4. How does Tal's search in the cemetery help him discover more information?
5. How does Tal's research take him back to the Holocaust?
6. What is Tal's way of structuring his search?
7. How does Tal assume the photos got into the dumpster?
8. Why do you think Tal is so motivated to continue the search?
9. What does Tal mean when he says finally, the pictures are going home?



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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.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.*

Benchmark: *SS.912.W.1.6: Evaluate the 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.*

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 antisemitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.*

Strand: *SS.912.S: 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.2.1: Define the key components of a culture, such as knowledge, languages and communications, customs, values, norms, and physical objects.*

Strand: *SS.912.P: Psychology*

Standard 9: *SS.912.P.9: Socio-cultural context domain/social interactions*

Benchmark : *SS.912.P.9.4 : Describe the power of the situation*

Benchmark: *SS.912.P.9.5: Describe effects of others presence on individuals behavior*



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