



Holocaust Memorial Video Streaming Collection Film Guide

Movie: Just the Two of Us

Time: 43 minutes

Theme: Difficult Memories

Summary: This is the story of Shmuel and Kalman, two 88 year old survivors of Treblinka who return to the camp. The movie relates their trip through the camp and the difficult memories of their lost families and of their experiences. Shmuel has visited Poland on many occasions, and this is Kalman's first time returning. This time the IDF will be there for a memorial tribute honoring both men, the last survivors of Treblinka.

Summary Questions:

1. How old was Shmuel when he arrived at Treblinka?
2. Why doesn't Shmuel want Kalman to stop speaking Polish?
3. How did Kalman feel about returning to Treblinka in Poland?
4. What other camp did the two men visit before going to Treblinka?
5. What does Kalman mean when he says Poland is the world's largest Jewish cemetery?
6. What did Shmuel create in order to remember Treblinka?
7. What does Kalman say was the reason he survived? (I wanted to live)
8. How many Jews were killed at Treblinka?
9. What was the purpose of the IDF ceremony in Treblinka?

Reflective Questions:

1. Family is everything to Shmuel. How does he perceive what happened to him in Treblinka?
2. How does the German belt buckle, "God is with us" affect Kalman?
3. How does each man perceive Warsaw?
4. Why doesn't Kalman want to sing the Treblinka Anthem initially and how does that change after the ceremony?
5. Why does Shmuel make a point that the camp was designed by intelligent technicians?
6. How did the two men feel as they were retracing the railroad "ties" to Treblinka.
7. Describe the scenario after the trains arrived at Treblinka?
8. How did Kalman and Shmuel end up surviving Treblinka?
9. How did the men feel after the ceremony?

STANDARDS:

Middle School

Subject: Social Studies

Strand: SS.6.W.1 – Utilize historical inquiry skills and analytical processes

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



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

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.

Standard 7: [SS.912.W.7](#): Recognize significant causes, events, figures and consequences of the Great War period and the impact on worldwide balance of power.

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

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.

Subject: Social Studies

Strand: SS.912.S: Sociology

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

Benchmark: SS.912.S.4.1 – Describe how individuals are affected by the different social groups to which they belong.

Benchmark: SS.912.S.4.5 – Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.

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



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