



Holocaust Memorial Video Streaming Collection Film Guide

Movie: Making a Killing

Time: 51 minutes

Theme: Collaborators During the Nazi Era.

Summary:

This film is about one Dutch family's 50-year, three generations quest to recover their missing art collection taken by the Nazis during WWII. The Gutmanns, a wealthy Dutch family who had converted to Protestantism a generation earlier, were declared Jews in order to steal the accumulated art pieces in their home. They were sent to Theresienstadt and Auschwitz. After the war, Lili and Bernard searched unsuccessfully for their parents' stolen art. Their grandsons picked up the quest, finding the stolen Degas but had to have a legal battle to reclaim it. The film reveals the complicity of the international art world in the acquisition of Nazi plunder.

Summary Questions:

1. What was one of the important activities of some of the Nazis as they conquered Europe?
2. What was so significant about France for the Nazis?
3. What happened to the art that the Nazis confiscated from the Jews?
4. What kind of art did they not like and how did they use it for their benefit?
5. In which different countries did the Goodman's search for their art?
6. What was the Goodman's greatest challenge in retrieving the art?
7. Who were the collaborators that worked with the Nazis in collecting the stolen art?
8. Is the Goodman family, the only family of the Holocaust whose art was stolen by the Nazis?

Reflective Questions:

1. Describe some of Lily's memory in her parents' home?
2. After the Gutmann's were killed by the Nazis, how did the search for their stolen art begin?
3. Describe the "conspiracy of silence" in the art community and how it affected those who wanted to reclaim their stolen art.
4. How did provenience help them to locate the Degas piece?
5. Describe the early conversation the grandsons had with Mr. Searle's lawyer regarding their quest for the Degas.
6. Identify what happened to the rest of the art stolen from the Gutmann's?
7. Once the Degas painting was found, how was the situation resolved with the family?

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.H: Humanities

Standard 1: SS.912.H.1: Identify and analyze the historical, social and cultural contexts of the arts.

Benchmark SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

Benchmark SS.912.H.1.3: Relate works in the arts to various cultures.

With special thanks to the Florida Department of Education.

