



Holocaust Memorial Video Streaming Collection Film Guide

Movie: *My 100 Children*

Time: 1 hour, 6 minutes (Hebrew w/English subtitles)

Theme: Resilience

Summary: This film tells the story of Lena Kuchler, through her daughter Shira. Lena in her early 30's established, single-handedly, a home for surviving children from eastern Poland. Towards the end of the war she discovers various children throughout Poland that had become orphans during the war and were now living in Polish homes, monasteries and orphanages. Some of these children were being abused and were physically and mentally ill. She established a home for them to rehabilitate them and given them a sense of security in Zachopane, Poland. When antisemitic acts began affecting the home, she decided that ultimately, she would take all 100 children to the new state of Israel. She had to leave Poland with 100 children, some without passports, some with fake passports, get through Czechoslovakia and eventually end up in France where they stayed reaching Israel in 1948. The story unfolds through these children survivors, now in their 70's and 80's that Shira brought together to return to the places in Poland where they lived with Lena.

Summary Questions:

1. Who were these 100 children?
2. When does this film begin its story?
3. From where did Lena find these children?
4. Where was the institute located in Poland?
5. How was she able to manage 100 children?
6. Why did she decide to leave Poland with the children?
7. What did the "gang of three" almost end up doing?
8. What religion was Yulek's sister when he finally found her?
9. What became of the priest who saved the young girl by carrying her on his back?
10. What were the feelings of the children survivors at the reunion in Israel?

Reflective Questions:

1. How had Lena survived the war?
2. Why did Lena start this venture?
3. How did the children first feel upon arriving at the Institute?
4. What was her overall skill in managing the children?
5. What was her attitude about the "Gang of Three?"
6. How did the survivors react in the Warsaw Archives?
7. How did Yulek get his "Christian" sister to come with him to leave Poland?
8. What was the early attitude about the monastery children's religion?
9. Describe the dangerous journey she took with the 100 children to get to France?
10. How did the young girl who had been saved by the priest react when she met the Pope?
11. Describe the reunion in Israel of the children survivors.



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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.1.6: 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.7.6: 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.*

Strand: *SS.912.S: Sociology*



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

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.4.9: 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.*

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