



# Holocaust Memorial Video Streaming Collection Film Guide

**Movie: Numbered**

**Time: 55 minutes Hebrew & Yiddish w/English subtitles**

**Theme: Resilience**

**Summary:** This film tells the story of Auschwitz survivors with their tattooed numbers and how they coped with their numbers after the war. The survivors that recount their tale reflect on what it was like being tattooed. They describe how people responded to seeing their tattoos on their arms, who for some had no idea that it meant they were Auschwitz survivors. Different survivors reacted differently to having the symbol of their incarceration on their arm. The film explores their relationships with their families and friends.

**Summary Questions:**

1. Why did one of the survivors hold her arm palm up to be tattooed?
2. What did the number **11647** mean to the survivor?
3. In which camp were the inmates tattooed?
4. How did one of the survivors avoid being shot when he ran away from a guard?
5. Three men spoke about a peculiar fact about their numbers. What was that peculiarity?
6. What did the survivor do to the chicken when the girl told her she only had one left?
7. What did Ruth do with her number? (had it removed)
8. One survivor described branding them with a tattoo like what other kind of branding?
- 9.

**Reflective Questions:**

1. Why did Zolka have more winter clothes than summer clothes?
2. Why did the daughter have to fix the tattoo she had put on her ankle?
3. Why didn't Gita tell her children about the terror that they had endured?
4. Why couldn't Leo say his number in Hebrew and could only repeat it in Yiddish?
5. What made one of the survivor's grandson tattoo his own forearm?
6. What was the most distressing thing that the Nazis took away from the survivors? (their names)
7. Why did Daniel consider himself a celebrity with his number?
8. Explain the reason Ruth gave for having her tattoo removed.
9. One survivor took a beet from another one in the barracks, what made that so significant?



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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.1.4** -Describe the methods of historical inquiry and how history relates to the other social sciences.

**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 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 restriction of individual rights and the use of mass terror against populations in the Soviet Union. Italy, Germany, and Spain.

**Benchmark: SS.912.W.7.8** - Explain the causes, events, and effects of the HOlocaust

**Standard 7: 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.

**Strand: SS.912.S: Sociology**

**Standard: SS.912.S.4** - Social Groups/Explore the impacts of social groups on individual group behavior.

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



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With Special Thanks to the Florida Department of Education

