



## Holocaust Memorial Video Streaming Collection Film Guide

**Movie: The Voyage of the St. Louis**

**Time: 51 minutes**

**Theme:** Perseverance

**Summary:** This film tells the story of the 937 passengers aboard the St. Louis leaving Germany and attempting to enter Cuba. It was surprising that the Nazis gave permission for this luxury liner to take the Jews to Cuba. Their hope turned to despair when the President of Cuba suddenly changed his mind and would not allow any of the passengers to disembark into Havana. Most of the Jews had sold all their belongings to book passage. For thirty days the St. Louis wandered the seas and was refused haven by every country in the Americas. Once WWII began, four months later, seventy-five percent of the St. Louis passengers perished in the Holocaust.

**Summary Questions:**

1. After Kristallnacht, what promise did the prisoners have to make to get out of the concentration camps?
2. How many Jewish passengers were on board of the St. Louis when it left Hamburg?
3. What was the destination of the St. Louis?
4. What was the difference as to how the Jews were treated on the ship compared to how they were treated in Germany?
5. What were the passengers prepared to do when the captain said they have to return to Germany?
6. What countries were willing to take the Jewish refugees into their country?
7. How many passengers ended up in England?
8. What happened to most of the passengers who didn't end up in England?
9. Why did one of the children get a bouquet of roses?

**Reflective Questions:**

1. After Kristallnacht, what promise did the prisoners have to make to get out of the concentration camps?
2. Why did the Jews sell everything they had to book passage to leave Germany?
3. How did the passengers feel when they left Hamburg?
4. Describe Captain Schroeder's feelings towards the Jews on the ship?
5. How did they feel when they saw the port of Havana?
6. Why weren't the Jews permitted to disembark in Havana?
7. What attempts were made by the American Jewish Committee to save the Jews on the St. Louis?
8. Why didn't the American government want to accept the refugees?
9. How did the Coast Guard make sure that no one would jump off the ship?
10. How did the passengers feel when they were heading back to Europe?
11. The survivors telling their testimonies of the voyage were children during these events. Select one and retell his/her story.



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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.G: Geography*

**Standard 2:** *SS.912.G.2: Understand physical and cultural characteristics of places*

**Benchmark:** *SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.*

**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.*

**Benchmark:** *SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Hitler, and Franco.*

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

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

**Benchmark:** *SS.912.S.4.3: Examine the ways that groups function, such as roles, interaction and leadership.*



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**Standard 5:** *SS.912.S.5: Social institutions / Identify the effect of social institutions on individual and group behavior.*

**Benchmark:** *SS.912.S.5.2: Discuss the concept of political power and factors that influence political power.*



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