

## ***SCHINDLER'S LIST PERMISSION SLIP***

**STUDENT'S NAME:** \_\_\_\_\_ **CLASS PERIOD:** \_\_\_\_\_

April 24, 2017

Dear Parents/Guardians:

During the week May 15<sup>th</sup>, Mrs. Osborn's classes will view Stephen Spielberg's Academy Award-winning film, *Schindler's List*. The film's theme is the Holocaust of World War II. Depicting the horror of the mass extermination of approximately 6 million Jews, this film received an R-rating by the MPAA (Motion Picture Association of America).

It is difficult to truly express to students the horrendous nature of what occurred in Europe prior to and during World War II, but Spielberg's interpretation does come close to conveying the terror experienced by millions of Jews and other groups at the hands of Hitler's henchmen. *Schindler's List* is rated R for its graphic depiction of the Holocaust. In addition to the representation of the violence inherent in Hitler's Final Solution, the film does include nudity, as many camp selections required the internees to remove all clothing. Also, before his redemption, Schindler's womanizing behavior is depicted in one, very brief sex scene, which will not be shown to the students.

Prior to viewing the film, students will receive instruction on the Holocaust. During and after the film, students will discuss questions such as those listed below. Students will also keep a journal (EXTRA CREDIT TEST GRADE), taking the role of a Polish Jew OR a non-Jewish German living in Poland.

1. Why is the film shot mostly in black and white? What were the advantages to filming these events in black and white? Color is used four times in the film. Why are certain scenes shot in color?
2. A student of the Holocaust said that "indifference" is the greatest sin and punishment of the Holocaust. Can you explain what is meant by this? How does this concept relate to the scene in which Schindler arranges to have the boxcars full of overheated Jews hosed down with water?

Due to the film's R-rating, parent/guardian permission must be received prior to their student viewing the film. Students not given permission will complete an alternate assignment in the library. Please, take a moment to consider whether or not you wish your student to view *Schindler's List* as part of the instructional unit on World War II. Then, **SIGN** the appropriate line below and return this form to Mrs. Osborn **no later than Friday, May 5, 2017.**

Thank you,

Mrs. Osborn

\_\_\_\_\_ **YES**, my student **MAY** view *Schindler's List* in class.

\_\_\_\_\_ **NO, I DO NOT** wish my student to view *Schindler's List* in class. They will complete the alternate assignment in the school library.

# ***SCHINDLER'S LIST HOLOCAUST JOURNAL***

The date is September 30, 1939 and you live in Krakow, Poland. Germany invaded on September 1, 1939 and took the country in two weeks in a time known as the *Blitzkrieg* (Lightening War). Germany has announced that all Jews are to register with the local authorities within one week.

**You have two choices of persona for this journal.**

1. You may choose to be a Polish Jew.
2. You may choose to be a non-Jewish German living in Poland.

Each day you are to write a one-page entry to your journal. Start each entry with the **EXACT** prompt below and then “free-write” your experiences and emotions:

## **ENTRY #1**

**POLISH JEW AND NON-JEWISH GERMAN:** “My name is \_\_\_\_\_ and I will tell you about my life before the Germans invaded...”

## **ENTRY #2**

**POLISH JEW:** “There is a knock at the door. I look through the window and see the SS...”

**NON-JEWISH GERMAN:** “I see the Germans taking my Jewish neighbors away in trucks...”

## **ENTRY #3**

**POLISH JEW:** “We have been loaded onto box cars and ...”

**NON-JEWISH GERMAN:** “This morning, I saw Krakow’s Jews being loaded onto trains...”

## **ENTRY #4:**

**POLISH JEW:** “I am in Auschwitz concentration camp. It is 1945 and we hear the Allied Power’s guns in the distance...”

**NON-JEWISH GERMAN:** Based on your previous entries, state what happens in your life until the end of the war.

## **REQUIREMENTS:**

1. **USE YOUR IMAGINATION! DO NOT** SIMPLY RETELL THE STORY OF SCHINDLER’S LIST! **DO NOT** USE SCHINDLER’S NAME IN YOUR JOURNAL!
2. You must write a **MINIMUM** of **ONE** page **EACH** day.
3. THE JOURNAL COVERS ALMOST SIX YEARS. YOUR JOURNAL ENTRIES ARE **NOT** CONSECUTIVE DAYS. LIST AS “**ENTRY #1,**” “**ENTRY #2,**” ETC.
4. At the end of the assignment, your journal will be a **MINIMUM** of **FOUR** pages in length.
5. You will staple the pages together in the form of a journal or diary.
6. **MAKE A COVER** with your name, class period and the date. Include pictures, drawings, etc.
7. **BE CREATIVE!!! IT COUNTS!!!**
8. Your final journal should be HANDWRITTEN unless your story explains (if you chose to be a Polish Jew) how you had access to a typewriter throughout the war.

**GRADING: EXTRA CREDIT TEST GRADE**

**DUE:** \_\_\_\_\_

For additional resources on the Holocaust, visit Mrs. Osborn’s Holocaust web page at <http://teacheroz.com/holocaust.htm>.