

## HONORING OUR HEROES

### *“THE SEARCH FOR THE WHITE ROSE”*

### VIDEO TEACHER CURRICULUM GUIDE

The following materials are suggested topics to enhance students’ knowledge of The Holocaust and to help them gain understanding from viewing the film, *“The Search for the White Rose.”*

#### PRE-VIEWING OF FILM

Students should learn the meaning of:

- Genocide
- Ethnic cleansing
- Ghetto
- Survivor
- Liberator
- The Holocaust
- Deniers
- Non-combatants

Locate these places on a map:

- Germany
- Poland
- Austria
- France
- Munich, Germany (Dachau is eleven miles away)

Understand:

- What was the difference between a death camp and a slave labor camp?
- When did the events of The Holocaust occur?
- Where did the story in this film take place?

After viewing the Film:

- Describe how the victims were transported to the concentration camps.
- In the film, Mr. Mort Gelberd said his extended family “perished” in the camps. Chef Mark Moyel said 90% of his extended family was “wiped out” in the camps. Survivor

Julius Eisenstein said he was fortunate to still have a brother who also survived as most survivors' families simply "disappeared".

What verb more accurately describes what actually happened to those family members? Why do you think those other terms were chosen to describe what occurred?

- What crime had Julius Eisenstein and the other prisoners committed?
- What kind of jury trial did those imprisoned in concentration camps have before having their homes, businesses and belongings taken from them, then saw them being subjected to torture and genocide?
- In these concentration camps, who do you think were the criminals and who were the victims?
- Describe what you felt when you saw Mort Gelberd meet, hug and kiss Liberator George Katzman, to thank him for helping liberate Dachau and save his parents.
- Liberator George Katzman reviews a ledger he found that had been kept by the German Nazis recording the 'costs' of keeping a slave-laborer. They estimated an hourly wage minus costs for clothing, what little food they fed the prisoner, etc. Make a list of adjectives that describes a person that would reduce a human to a value of "fifty bucks", as Katzman indicated.
- List the testimony and evidence you remember hearing and seeing as presented in this film that tells you these horrible events really happened.
- Why do you think someone might say these events never happened?
- Why do you think someone might be led to believe these events never occurred? How can that be changed?
- What will you do if you hear someone state that The Holocaust wasn't real?
- What challenges faced the Survivors when they were freed? What had happened to their families and relatives, their homes, businesses, possessions? How did they manage to eat once they were set 'free'?

- Survivor Julius Eisenstein said that as long as he lives, he will tell the story of what happened to him, his family and those that were murdered in the camps. Why do you think he said that and continues to tell his story even though he is age 94 (in 2014)?
- What other examples of mass genocide can you identify in the modern era?
- Do you believe such a mass genocide could happen again in these modern times? Why or why not? If yes, identify where in our world such an event might occur.
- How did the presentation of Liberator George Katzman and Survivor/Graduate Julius Eisenstein by Miami-Dade Schools Superintendent Alberto Carvalho, at the high school graduation provide a learning environment for the graduates and audience?

### Creative Expression

- Produce original art in a medium of your choice to express what you learned or felt after listening to and viewing the testimony presented in this film.
- Expresses what you learned and/or felt by writing original poetry.
- Write a song and music to express what you learned if you are musically talented.
- Write a letter to someone on the ‘outside’ to reveal what was happening in one of these death camps.
- Prepare a sculpture that captures the feelings of the Survivors or Liberators.
- Research and build a model of a camp.
- Create a collage of photos of The Holocaust from evidence published online.

### Further Study

Consider other modern day genocides (groups or individuals)

- Bosnia
- Darfur
- Rwanda
- Kurds
- Nanking
- Native American Indians
- Armenians
- China under Mao
- Pol Pot Cambodia
- Russia under Stalin