

A Quilt of 6,000,000
Outline Draft 2

1.) Introduction

- a. The limits of Holocaust cinema
- b. Steven Spielberg
- c. *Schindlers List*
- d. *Diary of Anne Frank*
- e. Educational value of film in the classroom
- f. Nazi propaganda

2.) The Limits of Holocaust cinema

- a. Types of genres of Holocaust films:
 - i. Compilation Documentaries
 - ii. Cinema verite exposes
 - iii. Docudramas
 - iv. melodramas
 - v. biographies
 - vi. autobiographies
 - vii. experimental films
 - viii. Academy Award winners
 - ix. slapstick comedies
 - x. horror films
 - xi. pornography
 - xii. (Hirsch p.3)
- b. The television miniseries, *Holocaust* (1978) instrumental to bringing the historical memory of the genocide to the mainstream U.S. and Western European societies. Elicited much praise in U.S. and Germany where it was considered to cause a long coming to terms with Germany's role in the Holocaust. (Hirsch p.4)
- c. Since *Schindlers List* amount of films, and validity, as well as debate has risen dramatically. (Hirsch p.3)

3.) Steven Spielberg & the Holocaust

- a. Spielberg is fearless in his undertaking of the perception of Jews in Nazi Germany. (Doneson p. 203)
- b. Created Survivors of the Shoah Visual History Foundation. (Hirsch p.3)
- c. ¹The Foundation
 - i. Steven Spielberg – Founding Chairman
 - 1. Was inspired by numerous Holocaust survivors to share their stories
 - ii. Shoah foundation began with Spielberg wanting to continue Schindler's List from 1,000 to 52,000.
 - iii. Foundation setup in a 3 act structure
 - 1. First Act
 - a. Race against time to rescue the testimonies before it was too late.
 - i. Survivors
 - 1. Jews
 - 2. Jehovah's Witnesses
 - 3. Sinti and Roma
 - 4. Political Prisoners
 - 5. Homosexuals
 - ii. Witnesses
 - 1. Rescuers
 - 2. Liberators
 - 3. War Crime Trial Participants

- 2. Second Act
 - a. The indexing and Cataloging of all 52,000 testimonials
 - i. Foundation is the worlds largest visual history archive
 - ii. Their system allows for testimonies to be searched for like text
- 3. Third Act
 - a. Turning Survivors into Educators
- iv. Mission Statement
 - 1. "To overcome prejudice, intolerance, and bigotry and the suffering they cause through the educational use of the foundations visual history testimonials."
 - 2. "A day will come when those 52,000 survivors will be gone...but those testimonies will still be there..." (Douglas Greenberg, Chairman and CEO)
- v. Genocide Awareness
 - 1. One example of the MANY other genocides
 - a. In Rwanda, 1,000,000 people were murdered in the course of 3 months in 1994.
 - b. Was a pace unrivaled by any other genocide with the exception of the Holocaust in 1942 and in 1943
 - c. Type of evil that the Shoah foundation hopes to combat
- d. Survivors of the Shoah Visual History Foundation - first documentary produced *Survivors of the Holocaust* (1995) (Hirsch p.68)

4.) Schindlers List

- a. Overall a good powerful film, was taken aback by the ending thought it was over the top emotionally (Vincent)
- b. ²When traveled to Israel, went to Schindlers gravesite with some of Schindlers survivors and his children, when talking to survivors, Vincent stated that he thought the ³ending of the movie was over the top emotionally, and the survivors told him that the movie interpretation was *exactly* what happened in reality. Vincent was stunned. (Vincent)
- c. The scene in the movie where Schindler and his wife are on horseback overlooking the ghetto massacre, and the girl in the little red jacket is running through the streets, viewer sees the humanity in one individual. Sometimes takes more than one viewing to understand. (Vincent)
 - i. Turning point in film where Schindler realizes he can start saving people
- d. "The Holocaust brought us face to face with evil, and suddenly you recognize a connection with another human being" (Vincent)
- e. Quotation from *Schindlers List* (Spielberg 1993)
 - i. Schindler – "I didn't do enough"
 - ii. Itzhak – "You did so much"
- f. The film was shot from a largely German perspective. Not a real presence of Jews. (Doneson p.203)
- g. Oskar Schindler represents the positive side of the Holocaust, where as the rest of the world abandoned Jews, he took them in. (Doneson p.215)
- h. Jews are seen as primary compliant victims of this history. (Doneson p.203)
- i. *Schindlers List* replaced the unprecedented conscious about the destruction of European Jewry from the series *Holocaust*. (Doneson p.200)
- j. "I think [that] visual is sometimes over done to the point that students do not pay attention" (Hooper)
- k. "I have seen Schindler's List, and read the book upon which it was based. The film did an excellent job of humanizing the Holocaust. Spielberg is a terrifically visual director and he did a great job capturing compelling scenarios, and as a whole, the story was extremely effective. In a small way, a popular film with major stars helps the average person put a face upon the misery." (Freeman)

1. "The potential for Hollywood to trivialize things seems, so far, to have missed the Holocaust. There have been attempts, such as the concentration camp scenes as a setup for the X-Men. But by and large, with films like Schindler's List, Anne Frank and Life is Beautiful, I believe Hollywood has shown remarkable taste and restraint in most popular films, but there have been regrettable efforts to trivialize this for entertainment."
(Freeman)

5.) The Diary of Anne Frank

- a. There are pluses and minuses to the story (Vincent)
 - i. Good coming of age story about a young girl
 - ii. Not entirely convinced that people see the humanity in Anne Frank
- b. Doesn't really constitute as a Holocaust story (Vincent)
 - i. More of an afterwards of a book, as the diary ends when they are caught.
- c. Negotiations for the film were one by Twentieth-Century Fox in 1956. (Doneson 72)
- d. "It is not historical mistakes that concern us but rather the problems entailed in dramatizing a document that is itself history." (Doneson 80)
- e. "The viewer believes that they are 'reading' the diary throughout the film. (Doneson 80)
- f. "The reality and uniqueness of Anne and her diary are veiled [hidden]" (Doneson 81)
- g. Successful adaptation of autobiographical Holocaust works. (Hirsch 112)
- h. "I have watched The Diary of Anne Frank, and taught the play. The film, but especially the voice, gives lie to the Nazi attempt to silence humanity. In my opinion, one small girl's legacy defeated all the Third Reich stood for." (Freeman)
- i. "I think [that] visual is sometimes over done to the point that students do not pay attention" (Hooper)
- j. "When you've heard the story of one survivor, you know one story. When you've heard the story of ten survivors, you know ten stories. When you've heard the stories of 100 survivors, you are starting to put together only a small part of the big picture of the Holocaust." (Vincent)

6.) Education and Perceptions of Holocaust Film

- a. Was amazed at the number of people that know of the Holocaust, but still don't understand the enormity of it. (Vincent)
- b. I once had a student come to my colleague (Tom White, Educational Outreach Director) as a student teacher at Keene High School looking for resources to teach a lesson on the Holocaust. Tom referred her to a few films which she then watched. When the student came back to the Cohen Center, she said to Tom, "Did these things really happen?" Both Tom and I were blown away at this. (Vincent)
- c. "My experience [of students watching Holocaust films] has been that most receive it respectfully. I have witnessed some inappropriate responses, but they tend to be more on the side of immaturity in response to horror as opposed to disrespect." (Freeman)
- d. "I believe the films used in education do affect perception, but they also shape it. It is, however, impossible to conceive of the scope of an event such as the Holocaust, so the films do a great job of putting a human face on an inconceivably enormous horror."
(Freeman)
- e. "I believe the Holocaust needs to be taught so that we never forget. The lessons apply to all humanity, past, present and future." (Freeman)
- f. Cohen Center for Holocaust Studies:
 - i. Cohen Center Mission - "We are a non-sectarian organization dedicated to teaching the facts and lessons of the Holocaust, motivating successive generations to recognize an ethical responsibility to respond to prejudice and hatred." (Cohen Center Website)
 - ii. Cohen Center Vision - The Cohen Center for Holocaust Studies at Keene State College will lead in teaching and preserving the moral legacy of the victims of Nazi Germany. The Center challenges individuals to confront the responsibilities of their own humanity in order to respond effectively to intolerance and injustice. (Cohen Center Website)

- iii. Holocaust is looked at through a multi lens. (Vincent)
 - iv. Programs are directed at “they whys and what would we do?”
 - v. Genocide is a modern phenomenon still today in other countries.
 - vi. “Holocaust is the bell weather because we typically measure ‘modern events’ from the background.
- g. Whitwell Middle School Children’s Holocaust Memorial and paper clip project:
 - i. Our children were horrified at the facts they uncovered. We could not speak for future generations since we are only in the 7th year of our studies. (Hooper)
 - ii. We do not use a lot of film. We prefer books, internet research, Facing History & Ourselves materials, and 1st hand accounts. Our students conduct tours and work shop for visitors. We show a 10 min. clip of the documentary to visitors. (Hooper)
 - iii. “In 1998 eighth grade students at Whitwell Middle School began an after-school study of the Holocaust. The goal of this study was to teach students the importance of respecting different cultures as well as understanding the effects of intolerance.” (WMS Holocaust website)
 - iv. “After some research on the Internet, the students decided to collect paper clips because they discovered that paper clips were 1) invented by Norwegians and 2) that Norwegians wore them on their lapels as a silent protest against Nazi occupation in WWII.” (WMS Holocaust website)
 - v. Located a German Rail Car for the memorial (WMS Holocaust website)
 - 1. This German rail car, numbered 011-993, was also used in the European film "Stalingrad" and in the U.S. film "Enemy at the Gate".
 - 2. Peter Schroeder and Dagmar Schroeder-Hildebrand located the car in a railroad museum in Robel, Germany. Through their fundraising efforts the car was purchased and donated to Whitwell Middle School.
 - vi. "Change the World One Class at a Time" (WMS Holocaust website)
 - vii. Film Paper Clips was produced in enlightenment of the memorial project.
- h. Student response from Nashua High School North Freshman English Class
 - i. Students viewing general Holocaust films
 - 1. Entire class of 27
 - a. 26% of the students have viewed some sort of Holocaust filmed and felt their perspectives were changed.
 - b. 4% felt that their perspectives were definitely not changed
 - c. 56% had no answer
 - d. 15% of the responses were invalidated
 - 2. Differentiated by Sex
 - a. 31% of Males said perspective WAS changed
 - b. 8% of Males said their perspective was definitely NOT changed
 - c. 39% of Males had no answer
 - d. 23% of Males were invalidated
 - e. 28% of Females said their perspective WAS changed
 - f. 0% of Females said that their perspective was definitely NOT changed
 - g. 73% of Females had no answer
 - ii. Students that think the Holocaust *should or should not* be studied more in High School
 - 1. Entire class of 27
 - a. 45% of the students said YES it should be studied more
 - b. 34% of the students said NO it shouldn’t be studied more
 - c. 8% had no answer
 - d. 15% of the responses were invalidated
 - 2. Differentiated by Sex

- a. 39% of Males said Yes, it SHOULD be studied more
 - b. 24% of Males said No it SHOULDN'T be studied more
 - c. 16% of Males had no answer
 - d. 23% of Males were invalidated
 - e. 55% of Females said Yes it SHOULD be studied more
 - f. 46% of Females said No it SHOULDN'T be studied more
 - g. 0% of Females had no answer
- iii. Students that have seen "The Diary of Anne Frank" and had their perspective of the Holocaust change
 - 1. Entire class of 27
 - a. 45% of the students said YES their perspective did change
 - b. 19% of the students said NO their perspective did not change
 - c. 23% of the students had no answer
 - d. 15% of the responses were invalidated
 - 2. Differentiated by Sex
 - a. 39% of Males said YES their perspective was changed
 - b. 39% of Males said NO their perspective wasn't changed
 - c. 0% of Males had no answer
 - d. 23% of Males were invalidated
 - e. 64% of Females said YES their perspective was changed
 - f. 0% of Females said NO their perspective wasn't changed
 - g. 37% of Females had no answer

¹ Look at how to cite in text from a film with no credits for special feature

² Schindler requested to be buried in Israel as opposed to Germany.

³ Where they present Schindler with a ring, and he breaks down and cries and realizes he could have done more.

⁴ Final quotation of paper