

Chapter 1 : What are the symbols in Schindler's list? | eNotes

Test yourself on the tough stuff of Schindler's List with study questions from Shmoop.

Oskar Schindler, a Nazi party member, used his pull within the party to save the lives of over Jews by recruiting them to work in his Polish factory. In October , Australian author Keneally had stopped into a leather goods shop off of Rodeo Drive after a book tour stopover from a film festival in Sorrento, Italy, where one of his books was adapted into a movie. Page gave Keneally photocopies of documents related to Schindler, including speeches, firsthand accounts, testimonies, and the actual list of names of the people he saved. Page whose real name was Poldek Pfefferberg ended up becoming a consultant on the film. Gosch told the story to her husband, who agreed to produce a film version , even going so far as hiring Casablanca co-screenwriter Howard Koch to write the script. Koch and Gosch began interviewing Schindler Jews in and around the Los Angeles area, and even Schindler himself, before the project stalled, leaving the story unknown to the public at large. Seven lists in all were made by Oskar Schindler and his associates during the war, while four are known to still exist. The project languished for over a decade because Spielberg was reluctant to take on such serious subject matter. So he tried to recruit other directors to make the film. He first approached director Roman Polanski , a Holocaust survivor whose own mother was killed in Auschwitz. Polanski declined, but would go on to make his own film about the Holocaust, *The Pianist*, which earned him a Best Director Oscar in Spielberg then offered the movie to director Sydney Pollack, who also passed. The job was then offered to legendary filmmaker Martin Scorsese, who accepted. Make the lucrative summer movie first, they said, and then he could go and make his passion project. Kevin Costner and Mel Gibson auditioned for the role of Oskar Schindler, and actor Warren Beatty was far enough along in the process that he even made it as far as a script reading. In order to gain a more personal perspective on the film, the director traveled to Poland before principal photography began to interview Holocaust survivors and visit the real-life locations that he planned to portray in the movie. The production was also allowed to shoot scenes outside the gates of Auschwitz. A symbol of innocence in the movie, the little girl in the red coat who appears during the liquidation of the ghetto in the movie was based on a real person. In the film, the little girl is played by actress Oliwia Dabrowska, who“at the age of three“promised Spielberg that she would not watch the film until she was 18 years old. She allegedly watched the movie when she was 11, breaking her promise, and spent years rejecting the experience. I had to grow up to watch the film. Ligocka, now a painter who lives in Germany, later wrote a biography about surviving the Holocaust called *The Girl in the Red Coat*. For a better sense of reality, Spielberg originally wanted to shoot the movie completely in Polish and German using subtitles, but he eventually decided against it because he felt that it would take away from the urgency and importance of the images onscreen. It would have been an excuse to take their eyes off the screen and watch something else. Everyone else lobbied against the idea, saying that it would stylize the Holocaust. Spielberg and Kaminski chose to shoot the film in a grimy, unstylish fashion and format inspired by German Expressionist and Italian Neorealist films. Neeson and Ralph Fiennes were both nominated for their performances, and the film also received nods for Costume Design, Makeup, and Sound. Thirty-three years after dropping out of college, Steven Spielberg finally received a B. The director re-enrolled in secret, and gained his remaining credits by writing essays and submitting projects under a pseudonym.

Chapter 2 : Schindler's List - Wikipedia

Schindler's List Questions and Answers - Discover the calendrierdelascience.com community of teachers, mentors and students just like you that can answer any question you might have on Schindler's List.

Once you download the file, it is yours to keep and print for your classroom. They include detailed descriptions of when to assign reading, homework, in-class work, fun activities, quizzes, tests and more. Calendars cover one, two, four, and eight week units. They highlight major plot events and detail the important relationships and characteristics of important characters. The Chapter Abstracts can be used to review what the students have read, or to prepare the students for what they will read. Hand the abstracts out in class as a study guide, or use them as a "key" for a class discussion. These can be printed out and used as an individual study guide for students, a "key" for leading a class discussion, a summary review prior to exams, or a refresher for an educator. The character and object descriptions are also used in some of the quizzes and tests in this lesson plan. The longest descriptions run about words. They become shorter as the importance of the character or object declines. Daily Lessons This section of the lesson plan contains 30 Daily Lessons. Daily Lessons each have a specific objective and offer at least three often more ways to teach that objective. You can combine daily lessons or use the ideas within them to create your own unique curriculum. They vary greatly from day to day and offer an array of creative ideas that provide many options for an educator. Fun Classroom Activities include group projects, games, critical thinking activities, brainstorming sessions, writing poems, drawing or sketching, and countless other creative exercises. Many of the activities encourage students to interact with each other, be creative and think "outside of the box," and ultimately grasp key concepts from the text by "doing" rather than simply studying. Students should have a full understanding of the unit material in order to answer these questions. They often include multiple parts of the work and ask for a thorough analysis of the overall text. They nearly always require a substantial response. Essay responses are typically expected to be one or more pages and consist of multiple paragraphs, although it is possible to write answers more briefly. But, they also cover many of the other issues specific to the work and to the world today. The short essay questions evaluate not only whether students have read the material, but also how well they understand and can apply it. They require more thought than multiple choice questions, but are shorter than the essay questions. Use these questions for quizzes, homework assignments or tests. This allows you to test and review the book as you proceed through the unit. Typically, there are questions per chapter, act or section. Pass the forms out before you assign reading, so students will know what to expect. You can use the forms to provide general feedback on audibility, pronunciation, articulation, expression and rate of speech. You can use this form to grade students, or simply comment on their progress. This will help you establish uniform criteria for grading essays even though students may be writing about different aspects of the material. By following this form you will be able to evaluate the thesis, organization, supporting arguments, paragraph transitions, grammar, spelling, punctuation, etc. They pull questions from the multiple choice and short essay sections, the character and object descriptions, and the chapter abstracts to create worksheets that can be used for pop quizzes, in-class assignments and homework. Periodic homework assignments and quizzes are a great way to encourage students to stay on top of their assigned reading. They can also help you determine which concepts and ideas your class grasps and which they need more guidance on. This lesson plan provides both full unit tests and mid-unit tests. You can choose from several tests that include differing combinations of multiple choice questions, short answer questions, short essay questions, full essay questions, character and object matching, etc. Some of the tests are designed to be more difficult than others. Some have essay questions, while others are limited to short-response questions, like multiple choice, matching and short answer questions.

Chapter 3 : Schindler's List Lesson Plans for Teachers | calendrierdelascience.com

The Question and Answer sections of our study guides are a great resource to ask questions, find answers, and discuss literature. Home Schindler's List Q & A Ask a question and get answers from your fellow students and educators.

Spielberg was unsure if he was mature enough to make a film about the Holocaust, and the project remained "on [his] guilty conscience". With the rise of neo-Nazism after the fall of the Berlin Wall, he worried that people were too accepting of intolerance, as they were in the s. Spielberg hired Kurt Luedtke, who had adapted the screenplay of *Out of Africa*, to write the next draft. He extended the ghetto liquidation sequence, as he "felt very strongly that the sequence had to be almost unwatchable. It is all about subtlety: In portraying him, Fiennes said "I got close to his pain. Inside him is a fractured, miserable human being. I feel split about him, sorry for him. Thousands of extras were hired during filming. The producers scrambled to find the Schindlerjuden and fly them in to film the scene. A woman who encountered Fiennes in his Nazi uniform told him that "the Germans were charming people. They put on yarmulkes and opened up Haggadas, and the Israeli actors moved right next to them and began explaining it to them. And this family of actors sat around and race and culture were just left behind. The stories my grandparents told me about the Shoah. And Jewish life came pouring back into my heart. I cried all the time. He was surprised that he did not cry while visiting Auschwitz; instead he found himself filled with outrage. He was one of many crew members who could not force themselves to watch during shooting of the scene where aging Jews are forced to run naked while being selected by Nazi doctors to go to Auschwitz. It would have been an excuse [for the audience] to take their eyes off the screen and watch something else. Forty percent of the film was shot with handheld cameras, and the modest budget meant the film was shot quickly over seventy-two days. DeMille or David Lean. The composer was amazed by the film, and felt it would be too challenging. He said to Spielberg, "You need a better composer than I am for this film. The red coat is one of the few instances of color used in this predominantly black and white film. Later in the film, Schindler sees her dead body, recognizable only by the red coat she is still wearing. Spielberg said the scene was intended to symbolize how members of the highest levels of government in the United States knew the Holocaust was occurring, yet did nothing to stop it. Nothing was being done to slow down Ligocka, unlike her fictional counterpart, survived the Holocaust. After the film was released, she wrote and published her own story, *The Girl in the Red Coat: A Memoir*, in translation. Spielberg said that "to start the film with the candles being lit Only at the end, when Schindler allows his workers to hold Shabbat services, do the images of candle fire regain their warmth. For Spielberg, they represent "just a glint of color, and a glimmer of hope. The two scenes bracket the Nazi era, marking its beginning and end. For me the symbol of life is color. He also notes a parallel between the situation of the Jews in the film and the debate in Nazi Germany between making use of the Jews for slave labor or exterminating them outright. He notes its presence in the scene where Schindler arranges for a Holocaust train loaded with victims awaiting transport to be hosed down, and the scene in Auschwitz, where the women are given an actual shower instead of receiving the expected gassing. Shown without commercials, it ranked 3 for the week with a The film aired on public television in Israel on Holocaust Memorial Day in Special features include a documentary introduced by Spielberg. Images of the Steven Spielberg Film, all housed in a plexiglass case. He continues to finance that work. Spielberg shows a firm moral and emotional grasp of his material. The film is an outstanding achievement. He describes the sequence as "realistic" and "stunning". He describes the humanization of Schindler as "banal", and is critical of what he describes as the "Zionist closure" set to the song " Jerusalem of Gold ". This movie is absolutely perfection. The Holocaust is about 6 million people who get killed. You can only do something like that with a naive audience like in the United States. Spielberg meant well " but it was dumb. Lanzmann also criticized Spielberg for viewing the Holocaust through the eyes of a German, saying "it is the world in reverse. Spielberg did them anyway. Herscher found the film an "appealing" and "uplifting" demonstration of humanitarianism. Now he is a full human being.

Chapter 4 : SparkNotes: Schindler's List: Quiz

Schindler's List Questions and Answers. The Question and Answer section for Schindler's List is a great resource to ask questions, find answers, and discuss the novel.

Go to the Learning Guide for this film. Oskar Schindler " was an ethnic German born in the village of Zwittau in Sudetenland, a portion of Czechoslovakia with many German inhabitants. He was known in the village by the name "Gauler," which meant swindler or sharper. A Jewish woman who lived in the town and whose life Schindler later saved, said, "As a Zwittau citizen I never would have considered him capable of all these wonderful deeds. He arrived in Cracow, Poland, just after the collapse of the Polish Army and at the beginning of the German occupation. His first effort, as shown in the film, was to capitalize on the misfortune of the Jews who had recently been forbidden to engage in business. As an added inducement for them to "invest" in his new business, Schindler offered to employ the investors or their relatives in his factory. For years, relations between Schindler and his Jewish workers were circumspect. Word of this spread through the Jewish community. Schindler spent his evenings entertaining the SS and German Army officers. His apparent political reliability and his engaging personality made him popular among the Nazi elite. During the day, Schindler would entertain officials and visitors to the factory, pouring them drinks, telling them that he knew how to get work out of the Jews and that he wanted more brought into his factory. In this way, he managed to bring into the plant and save from the gas chamber intellectuals, artists, and the families and relatives of his workers. It was very dangerous to intercede for Jews in Nazi Germany, but Schindler did so repeatedly. Often he would say "Stop killing my good workers. Schindler saved her life, telling the guard: Those people able to work were moved to the forced labor camp at Plaszow, just outside the city. The conditions in Plaszow were terrible. Many workers died and there were frequent transfers to nearby Auschwitz, a death camp. He bribed Amon Goeth, the commander of Plaszow, to allow him to set up a sub-camp for his workers at the factory, "to save time getting to the job. Plaszow was converted to a war-essential concentration camp and the inmates were no longer slated to be transferred to Auschwitz for extermination. But still, Stern had doubts about Schindler. These ended in late In August, Schindler hosted visitors sent to him by the underground organization that the Joint Distribution Committee an American Jewish welfare organization operated in occupied Europe. Schindler told Stern to speak frankly and the men asked for a full report on anti-Semitic persecutions in Plaszow. Stern thought this was a foolish risk and resisted, but finally Schindler ordered him to write the report. Stern wrote everything he could remember, mentioning the names of the living and the dead. When the underground brought him answering letters from America and Palestine, any doubts that Stern had about the integrity and judgment of Schindler were answered. Schindler, aided by his wife, Emilie, provided extra food and brought in medicine, all purchased on the black market. They allowed religious celebrations in the factory. The SS guards were given regular bribes to keep them from reporting what was happening. When the tide turned on the Eastern Front and the German forces were in full retreat, Schindler convinced the authorities to permit him to move the factory and the camp to his home area of Sudetenland. His business ventures were not successful. The Schindlerjuden gave him money to buy a farm in Argentina but it failed in Schindler and his wife then separated and he returned to Europe, living part of the year in Germany and part of the year in Israel. The Schindlerjuden and the State of Israel then supported Schindler. In the later years of his life, Schindler was honored as a "Righteous Gentile" by the Israelis and was the subject of veneration in that country. Schindler had married his wife, Emilie in He was tall, handsome and had an eye for women. He was not faithful in his marriage. Emilie fully supported what her husband did for his workers. She cooked and cared for the sick. She earned praise and a reputation of her own. Itzhak Stern was the head accountant for a large Jewish owned export-import firm located in Cracow, a large Polish city near the Czech border. After the occupation of Poland, the Germans "Aryanized" businesses by seizing ownership, installing a German Trustee, making the former owner into an employee hired to manage the business, and replacing many Jewish workers with "Aryan" workers. The German Trustee of the business in which Stern worked, however, acted strangely. This protected them, for a while, from deportation. He also secretly gave the former workers money

to buy food. After the end of the war, Stern learned that the "German" Trustee was actually a Jew who was masquerading as an "Aryan. These were the very traits that permitted Schindler to survive detection by the Nazis. Continued from the Learning Guide At the beginning of the war Schindler was a greedy high living war profiteer anxious to make money from the misfortune of the Jews. By the end of the war, what was his attitude toward money? What made him change? At the end of the war money meant nothing to Schindler if it could save the life of another person. What made him change is the mystery of Oskar Schindler. Everyone has their own strengths and weaknesses. A person who cheats in business or despoils the environment to make money will turn around and make large donations to a charity. A person who is protective of the environment may be a tyrant in his personal relations. There have been many atrocities committed throughout history. The Holocaust was not the first nor the last. Why is the Holocaust recalled with such horror? There are several reasons: Its achievements science, art, literature, music, poetry and medicine were renowned throughout the world. Has the Holocaust changed the actions of political leaders in the time since it occurred? The Holocaust has helped world leaders understand that they cannot sit idly by and allow genocide to occur. However, it has not been enough to make them act to prevent all further genocides. There have been mass killings on several occasions since , for example in Cambodia , see the movie *The Killing Fields* and in Rwanda , see *Learning Guide to Hotel Rwanda* and *Sometimes in April*. One of the occasions in which countries of the world have banded together to stop a genocide was in Kosovo At that time the failure of the international community to stop the genocide in Rwanda was fresh in the minds of world leaders and, at least, President Clinton of the United States had vowed to learn from experience and moved to intervene. No one knows the answer to this. Schindler was a gambler and an opportunist who liked living on the edge and outsmarting the SS. Does the fact that he may have had an emotional predilection for connivance and for cheating the authorities take away any of the glory of his accomplishments? Answers will vary depending upon individual values. All answers should be argued carefully. In this film, almost none of the Jewish characters that audience gets to know well are killed. Given the strong identification of the audience with the characters in the film, it would have been devastating had any of them been killed. Why is this film shot mostly in black and white? Color is used four times in the film. Why are certain scenes shot in color? Color film for the more horrific events would have been too traumatic for the audience. Black and white gives the audience a sense that the Holocaust was something that had happened in the past and gave the audience a sense of distance from the horrors being shown. The few scenes shot in color served to personalize them. Additional Assignments Continued from the Learning Guide Pick three major religions and discover how the existence of events such as the Holocaust are explained in their theology. This can be done through reading and research or through interviews with religious leaders.

Chapter 5 : Schindler's List - Supplemental Materials;

Schindler's List quiz that tests what you know. Perfect prep for Schindler's List quizzes and tests you might have in school.

Teachers can modify the movie worksheets to fit the needs of each class. After the film has been watched, engage the class in a discussion about the movie. At the beginning of the war, Schindler was a greedy high living war profiteer anxious to make money from the misfortune of the Jews. What made him change? It seems that he began to change when he first witnessed the soldiers slaughtering a large group of Jews. What role does the concept of "alien" or "other" play in the psychology of the perpetrators of the Holocaust and other atrocities and mass killings? People cannot engage in genocide if they acknowledge the humanity of their victims. The concept of alien, that the victims are somehow different and less human is essential for genocide to occur. Define the concept of the "good German. Explain the psychology of compartmentalization. There are "good Germans" in every country. People who put patriotism as their highest virtue, are for their country, right or wrong, and who do not question the instructions they receive from their leaders. Hitler could not have pursued the "Final Solution" without the cooperation of "good Germans". What important point was Schindler trying to make when he talked to Amon Goeth about power and told him that refraining from imposing punishment showed greater power than imposing it? Some students will decide that Schindler is explaining the true nature of power while others will assert that he was trying to talk Goeth out of punishing his victims. For 14 additional discussion questions, [click here](#). Any of the discussion questions on this Guide or in the Supplemental Materials can serve as a writing prompt. Elie Wiesel, a Holocaust survivor who spent the rest of his life hunting down Nazis, said that indifference is the greatest sin and punishment of the Holocaust. Write an essay about the role of indifference in perpetrating genocide. Write an analytical essay in which you compare and contrast the characters Schindler and Goeth in terms of the concept that both good and evil can reside in any one individual. Research the psychology of good and evil and then, in your essay, apply what you learn to action and dialogue from the film involving these two men. Be sure to refer to specific scenes. Research the events that have occurred since World War II that can be seen as genocide and pick two to concentrate on. Write an informative essay in which you include a general history of the cultures involved in these two instances of genocide, describe the conflicts that resulted in the attempted genocide, and any efforts taken by governments around the world to resolve the problems and prevent the genocide. Conclude your essay with an idea about whether or not the lessons learned from the horrors of the Holocaust have been learned by human societies. Research the doctrine of "Responsibility to Protect," now adopted by the United Nations and trace its development. For an additional assignment, [click here](#). Teachers can modify the worksheet to fit the needs of each class. Select questions that are appropriate for your students. Are you concerned that time will be wasted if you are absent from class? After your child views the film, assist him or her in conducting Internet research to find out what happened to Schindler after the war and how he was supported by the people that he had saved during the war. Obtain all required permissions from your school administration before showing any film. Sudeten German; Schindlerjuden; ghetto; forced labor camp; concentration camp; SS; Final Solution; Sabbath; Auschwitz; genocide; crimes against humanity. See also "Paper Clips", a film about how a school in one small Southern town in the U. Give us your feedback! Was the Guide helpful? If so, which sections were most helpful? Do you have any suggestions for improvement? Last updated February 8, [Recommend this site to a friend!](#) Note that unless otherwise indicated any quotations attributed to a source, photographs, illustrations, maps, diagrams or paintings were copied from public domain sources or are included based upon the "fair use" doctrine. No claim to copyright is made as to those items. TWM grants free limited licenses to copy TWM curriculum materials only to educators in public or non-profit schools and to parents trying to help educate their children.

Chapter 6 : Teaching Schindler's List

Start studying Schindler's List Question. Learn vocabulary, terms, and more with flashcards, games, and other study tools.

The movie explores the human capacity for monumental evil as well as the capacity for extraordinary courage, caring, and compassion. Director Steven Spielberg says the following about the film: There are far too many places where hate, intolerance, and genocide still exist. And its subject matter applies to every nation. Along with the film, schools receive a copy of the study guide that Facing History prepared. Facing History and Ourselves: It is designed to help students of diverse backgrounds discover that the film is not just their story but also our story. The page guide is divided into three parts. Each contains several selections accompanied by "Connections"-a set of questions and other activities that help students look, listen, read, and think critically. The first part of the guide provides an historical context for understanding the choices that Oskar Schindler and others made in Nazi-occupied Poland. Many of the readings focus on the decisions individuals make. For example, why do some people like Oskar Schindler choose to help strangers, while others stand by, and still others participate willingly in doing evil? The readings also explore the ways ideas about race and "racial differences" influenced people and nations in the years just before World War II. The second part of the guide is designed for use immediately before and just after viewing the film. It encourages reflection and discussion of the film itself. In this section, Thomas Keneally tells of how he came to write a book about Schindler and Spielberg explains why he made the film. Students also encounter an interview with Oskar Schindler. Each helps students see how the experiences, memories, and thinking of the storyteller shapes a story. The following activity is drawn from this part of the guide. It encourages students to consider how their own identity affects not only the way they tell a story but also the way they understand that story. The Master Image Director Martin Scorsese once told film critic Gene Siskel about the concept of a master image-a single frame from a movie that can summarize the entire film. When asked in which master image would summarize all of his films, Spielberg chose "the little boy in Close Encounters [of the Third Kind] opening the door and standing in that beautiful yet awful light, just like fire coming through the doorway. We should be afraid of not knowing. And we should embrace what scares us. Write a paragraph explaining your choice. How is it like the one Spielberg chose in ? What differences seem most striking? Share your ideas with your classmates. How similar are the choices each of you made? How do you account for differences? Questions of Power The last part of the guide adds new voices and new perspectives to discussions sparked by the film. This section of the guide also returns to themes and ideas introduced in earlier readings. The selection that follows is an example of the way students can be encouraged to explore universal themes within the film. Like each of the selections in this part of the guide, this one begins with a synopsis of a scene from the film. As the radio plays a "moody" song, a camera pans a hotel room in Krakow to reveal a glass of cognac, several expensive-looking business suits, an assortment of neckties, a pile of cuff links, a silk handkerchief, a stack of money, cigarettes, a watch, and finally, a swastika pin-a sign of membership in the Nazi party. Later the camera reveals the owner of these items-Oskar Schindler. By then, an impression has been formed. It is an impression that is deepened as Schindler makes friends with the German officers he encounters in a Krakow night club. Amon Goeth, the commandant at Plaszow [a forced labor camp near Krakow], is introduced in a similar way. He, too, is not visible at first. Instead the camera shows a large open car moving slowly through the Krakow ghetto. The car is accompanied by an SS officer on a motorcycle. As the entourage passes, a Jewish policeman holds back a crowd of residents. His name and title appear briefly on the screen as a Nazi official seated in front explains the organization of the ghetto. Amon Goeth speaks but once during the entire scene. It is a complaint. As the story unfolds, those images are refined and expanded. In one scene, the two men discuss power. He wonders, "Is that why they fear us? He argues that "they fear us" because "we have the power to kill. A man commits a crime, he should know better. We have him killed, and we feel pretty good about it. Or we kill him ourselves, and we feel even better. He lets him go. He mockingly gestures like a Roman emperor and laughingly says "I pardon you. But in the end, he returns to his old ways and the shootings begin again.

His first target is young Lisiek. Connections Why do you think Steven Spielberg chose to introduce the two men through the use of symbols? What is he trying to tell the audience about each man? How does your opinion of each man change or deepen as the film progresses? How was the Oskar Schindler you encountered at the start of the film like the man you saw in the final scenes? How was he different? Did Goeth change in similar ways? She told them, "We were all good Nazis. What else could we be? What did the "system" reveal about the woman? How important are symbols of power? Does an individual become powerful because he or she has the "right" symbols? Or do the symbols come with power? Or are the symbols irrelevant if an individual has real power? Write a working definition of the word power. What does the word seem to mean to Goeth? Why did Schindler distinguish between the power to kill and the power to kill arbitrarily? How important is the difference? What is the relationship between power and evil? Between power and goodness? His willingness to do so? What was Schindler trying to accomplish in his conversation with Goeth? Was he trying to teach him? Clearly if Schindler hoped to change Goeth, he failed. What approach would you take to influence a man like Goeth? It has been said that "power tends to corrupt and absolute power corrupts absolutely. How does the film support that view? Below are other views of power. Which would Schindler support? With which would Goeth agree? Which is closest to your own views? The measure of a human being is what he does with power. The reputation of power is power. No one with absolute power can be trusted to give it up even in part. Power corrupts, but lack of power corrupts absolutely. Power does not corrupt humans; but fools, if they get into a position of power, corrupt power. When one is intoxicated by alcohol, one can recover, but when one is intoxicated by power, one seldom recovers. Other readings in the last sections explore the choices of the perpetrators, the victims, and the bystanders. They also consider such questions as: Was Oskar Schindler a moral person? Can one person make a difference? By analyzing and discussing such questions, students begin to understand why historians insist that "life is always more complicated than we think. Behind the gleaming ranks of those who seem totalitarian robots stand men and women, various and diverse, complex and complicated, some brave, some cowardly, some brainwashed, some violently idiosyncratic, and all of them very human.

Chapter 7 : Schindler's List Questions!? | Yahoo Answers

Questions and answers for Schindler's List (). Ask anything you want to know, or answer other people's questions.

Are you sure you want to delete this answer? Yes Sorry, something has gone wrong. The Allied powers were not particularly concerned with the destruction of the Death Camps because they thought that concentrating their attacks on German industrial capacity would weaken the Nazi regime much more effectively. In other words, dropping bombs on Auschwitz would not have shortened the war by one day. Whether or not this is true is contentious -- and it has been used to argue that the Allies were not morally superior. The Jewish characters that we get to know well are all saved by Schindler -- they are all Schindler Jews. The black and white increases the historical feeling -- all of the photos of this period are in black and white, for example -- and the feeling of starkness, too. Black and white implies right and wrong, light and darkness. And that is a theme Spielberg wanted to make very clear. It changes Schindler, too. He watches her, and is affected by her death -- only a few minutes before, he looked at the ash of the burned bodies falling on his car as a mere annoyance. Stern and Schindler form a strange and even humorous kind of business relationship, at first -- Stern is an excellent and clever accountant and makes Schindler a huge amount of money. Schindler tries to teach the sadistic Goeth a classic lesson about the exercise of power -- anyone can shoot anyone else, but only a person with true authority is in a position to show mercy. Of course, his real goal is to rein in Goeth -- trying to force him to act in a moral fashion by appealing to his desire for power. In the end, Schindler fails. Since most humans are not psychopaths and do have a conscience, it is usually only possible to convince them to kill an enemy by dehumanizing that enemy. Everyone in Germany claimed to have opposed them. They did not believe that they were being killed. They trusted what their government told them. There were millions of real "Good Germans". She and her husband found out, wrestled with the risks of being caught helping the Jews, and then helped them despite the risks. It would be impossible to argue that Schindler, or his wife, was a saint. Schindler was a war profiteer who, for most of the war, did not give a damn about the Jews so long as they were making him a good deal of money. But their minds changed, slowly, and they saved as many Jews as they could. Given the circumstances -- they could have been killed at several points -- that is simply extraordinary. Anyone who did so to save a few thousand deserves a little more.

Chapter 8 : Schindler's List Discussion Questions

Go to the Learning Guide for this film. Helpful Background: Oskar Schindler (") was an ethnic German born in the village of Zwittau in Sudetenland, a portion of Czechoslovakia with many German inhabitants.

Chapter 9 : Schindler's List Questions and Answers - calendrierdelascience.com

Discussion Questions: After the film has been watched, engage the class in a discussion about the movie. 1. At the beginning of the war, Schindler was a greedy high living war profiteer.