



Family Friendly Holocaust Films



Lessons to be taught:

- Watershed event
- Study prejudice, racism, and stereotyping
- Explore the negative impact of apathy and indifference
- Use and abuse of power
- Explore altruistic behavior

What topics are appropriate?

- Anti-Semitic violence?
- Open air shootings?
- Gas chambers?
- Beatings?
- Nudity?
- Violence?
- Heroism?

Are there too many Holocaust films? Maybe the better question is what is the role of film in transmitting history, communicating common values, helping us understand what we don't know, and in asking us to confront who we are and who we can be. ~ Sarah Bloomfield, USHMM

Source:

<http://www.ushmm.org/information/exhibitions/online-features/special-focus/the-power-of-film-and-the-holocaust/sara-bloomfields-remarks>

Choosing Family Friendly Holocaust Films

- Developmentally appropriate
- Personalize the statistics and foster empathy
- Ability to motivate viewers to examine their own lives and behaviors
- Lay the groundwork for further exploration of Holocaust history
- Historically accurate or authentic

Choosing Family Friendly Holocaust Films

- Bring viewers to a reassuring present?
- Focus on Jewish experiences?
- Demonstrate the diversity of Jewish experiences before, during and after?
- Presenting the truth without traumatizing?
- Should films be based on true accounts or can they be based entirely on fictionalized accounts?

“The Holocaust is not simply another event in the history of the world; it has immense ramifications. It colors who we are as human beings and what it means to live in a world in which genocide has become rather commonplace. For these reasons, it is vitally significant to devise powerful and pedagogically sound lessons that enable students [or your children] to glean unique insights into the history of the Holocaust and leave them with something of importance to ponder far past the conclusion of the lesson itself.”

~Samuel Totten, “Using Reader-Response Theory to Study Poetry about the Holocaust with High School Students,” *The Social Studies* 89, no. 1 (January/February 1998): 30.

“We fail our children when we invite them to enter, unsuspecting, a world filled with inexplicable, painful, harsh and terrifying realities: great violence, utter powerlessness, loss of control, xenophobia, betrayal, isolation, indignity, dehumanization, torture, murder.
 “... the classroom is still under our control. There, we can still offer our children stories that will help them to grow into trusting, secure, confident young people. But first we have to believe that certain subjects should remain taboo for young children.
 “The Holocaust literally eliminated the childhood of millions. We stain, we diminish, we end the childhood of the next generation when we showcase the agonies of Primo Levi and Elie Wiesel for our sixth graders, or introduce Anne Frank, now a character in glossy picture books, to primary school students, or explain death camps, no matter how gently, to kindergartners.
 “More than they need to know about the Shoah, youngsters need to believe that adults know the difference between right and wrong, that they are rational and can control their violent impulses. They need to believe that their parents or other trusted adults can and will protect them when they are threatened. They need to believe that good will prevail, that evil will be punished. The Holocaust teaches them the opposite, introducing them to an upside-down world where every moral precept that they have learned is violated with impunity. ...
 “All that said, there is no compelling reason to introduce this subject as a unit of class study before grade five. Individual children, however, who may have heard at a much younger age frank discussions of the Holocaust at home, in houses of worship, or on the television, may ask specific and difficult questions. Simple, brief, straightforward answers are more appropriate than any reading.”

~Karen Shawn, “Choosing Holocaust Literature for Early Adolescents,” in *Teaching and Studying the Holocaust*, eds. Samuel Totten, Stephen Feinberg (Needham Heights, MA: Allyn and Bacon, 2001), 144. She is responding to a curricular movement in many states to make the Holocaust required subject in grades k-12

Age Appropriate?

1. At what age did you become aware of the Holocaust as an event?
2. How were you introduced to the topic?
Literature, movie, television program, family discussion, museum visit?

“No one can tell parents what’s appropriate for their child. . . and no two children are alike. That much is certain.”

~ *Leonard Maltin’s Family Film Guide* (1999) vii

0-10 years old?

- Should we introduce the Holocaust to students before they are ten years old? Should they be allowed to enjoy their innocence and protect them from a horrific event?
- If children are introduced to the horrors of the Holocaust at a young age, will they become cynical, indifferent, and less empathetic?
- Do we fail children if we give them more information or sensations than they can handle?

School Aged Cognitive Development

Use language as a communication tool

Perspective Taking:

- 5-8 years: can recognize others' perspectives, can't assume the role of the other
- 8-10 years: can accurately recognize and consider others' viewpoints

Concrete Operations:

- Accurate perception of events; rational, logical thought; concrete thinking; reflect upon self and attributes; understands concepts of space, time dimension
- Can remember events from months or years earlier
- More effective coping skills
- Understands how behavior affects others

5th Grade?

Source:

http://www.rsd.k12.pa.us/Downloads/Development_Chart_for_Booklet.pdf

Adolescents (11-17 years)**Formal Operations:****5th Grade?**

precursors in early adolescence, more developed in middle and late adolescence as follows:

Think hypothetically:

- calculate consequences without experiencing them; consider a number of possibilities and plan behavior accordingly; can think abstractly

Think logically:

- identify and reject hypotheses or possible outcomes based on logic

Think about thought:

- leads to introspection and self-analysis
- Insight, perspective taking: understand and consider others' perspective, and perspectives of social systems

Systematic problem solving:

- can attack a problem, consider multiple solutions, plan a course of action

Cognitive development is uneven and impact by emotionality

Source: http://www.rsd.k12.pa.us/Downloads/Development_Chart_for_Booklet.pdf

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.

Eric Erickson's Psychosocial Development






Literary Rule of Thumb

In literature, judge age appropriateness based on the age of protagonist. Children under the age of the protagonist should not be exposed to the fiction or non-fictional work.

Commonsense Media

<http://www.commonsemmedia.org/movie-reviews/the-boy-in-the-striped-pajamas>

THE FILM RATING SYSTEM
EMPOWERING FAMILIES TO MAKE INFORMED MOVIE CHOICES

GENERAL AUDIENCES G GENERAL AUDIENCES All Ages Admitted		Nothing that would offend parents for viewing by children.
PARENTAL GUIDANCE SUGGESTED PG PARENTAL GUIDANCE SUGGESTED Some Material May Be Inappropriate for Children Under 10		Parents urged to give "parental guidance." May contain some material parents might not like for their young children.
PARENTS STRONGLY CAUTIONED PG-13 PARENTS STRONGLY CAUTIONED Some Material May Be Inappropriate for Children Under 13		Parents are urged to be cautious. Some material may be inappropriate for pre-teenagers.
RESTRICTED R RESTRICTED Under 17 Requires Accompanying Parent or Adult Guardian		Contains some adult material. Parents are urged to learn more about the film before taking their young children with them.
NO ONE 17 AND UNDER ADMITTED NC-17 NO ONE 17 AND UNDER ADMITTED All Ages Admitted		Clearly adult. Children are not admitted.

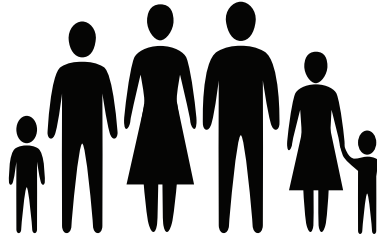
<http://www.mpa.org/ratings/what-each-rating-means>

Motion Picture Association of America

THE FILM RATING SYSTEM

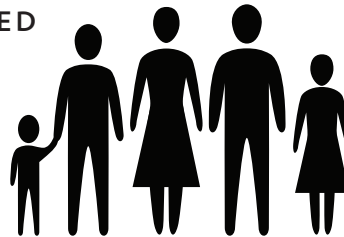
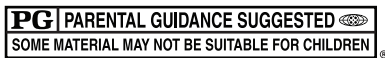
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GENERAL AUDIENCES



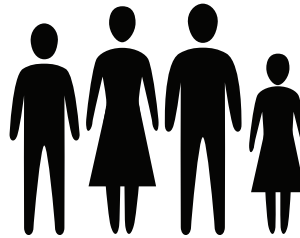
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PARENTAL GUIDANCE SUGGESTED



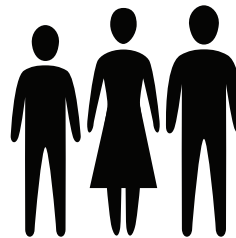
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PARENTS STRONGLY CAUTIONED



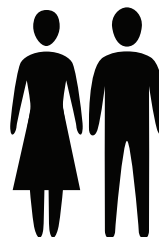
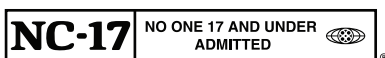
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