

Education questions and activities to support the HMD 2010 film **The Legacy of Hope**.

Synopsis

27th January 2010 is the 65th anniversary of the liberation of the largest Nazi death camp Auschwitz-Birkenau. It is also the tenth anniversary of the commemoration of HMD in the UK. The theme for HMD 2010 and the title of this short film is **The Legacy of Hope**. You and your students are invited to listen to and act upon the words of survivors.

The film introduces us to three survivors who have made their home in the UK. Each contributor shares with us a personal story of loss, survival, recovery and strength and Daniel Radcliffe sets each story in its historical context. The film ends with the three survivors asking viewers to carry their messages of hope into the future and encourage us all to become part of **The Legacy of Hope** and work together to build a fairer and more inclusive world. The film works best when viewed as a whole because it is important to show that there are many different narratives within the issues raised by HMD.

You are advised to **view** the whole film before deciding whether to use it with your students. The first survivor to speak is Ben Helfgott, who also features in a case study on our education website: <http://education.hmd.org.uk/case-studies/ben-helfgott>.

Watch the film in full and **select** from the following questions and activities to use after you have viewed the film together. We have linked each set of questions to consecutive sections of film.

Introduction

Ask what is special about HMD 2010 and why students think the film is called **The Legacy of Hope**.

The stories of the survivors inevitably tell of pain and loss but they also remind us of other things, what are they?

Why are the survivors telling us their personal stories?

Ben's Story

Explain that Ben's story is a good example of how a person can rise above adversity and become a champion.

Encourage students to describe Ben's family, and **ask** what does he remember about his life before September 1939?

What was a ghetto and why did the Nazis force people to move to them?

Encourage everyone to think of Ben's description of his family and **ask** what particular problems they might have faced when they had to move from their family home to a crowded ghetto.

Why does Ben say his childhood ended in the ghetto? How old was he when he was forced to grow up?

You will find more activities linked with Ben's story on our website

<http://education.hmd.org.uk/case-studies/ben-helfgott>

Lily's Story

Explain that is a story of a special pendant, a gift from Lily's mother, and we recommend that this should work well with primary students.

Ask why Lily's pendant still means so much to her? How did she manage to protect it when she lived in the camp?

Ask how Lily and her family travelled to the camp. **Ask** if the students think they had any ideas where they might be going? **Encourage** everyone to give reasons for their answers.

When the journey ended why did Lily suddenly feel happy and why did that happiness fade so quickly?

Who had the power of life and death and how did this person demonstrate this power? How did his decision change Lily's life forever?

Iby's Story

Explain that Iby's story is one of resistance. It is also a good example about how faith can become an important part of a person's life. **Ask** students to note what religious tradition Iby follows and how the film shows that her faith is important to her?

Ask why was Iby arrested?

Talk about all the things the guards did to Iby and the other women who arrived at the camp. Why were the actions the guards took particularly hurtful and humiliating to Iby and her companions?

Why was taking a shower so frightening?

Rebuilding lives; questions linked to all three stories

You may wish to **ask** students a selection of the following questions:

How did each of the survivors rebuild their lives? What were their achievements?

How and why did the SS try to hide the evidence of their activities?

What other people, with links to the Holocaust, were in the UK when the survivors arrived here? When and how had these people arrived? You may find our story focussing on the Kindertransport of use here:

<http://education.hmd.org.uk/resources/all-of-a-sudden-a-history-lesson-primary>

What special possessions does each of the three survivors have and why are they so special? **Encourage** everyone to watch the film carefully to answer this question, because the survivors don't describe all the important things in words.

What does each survivor wish for the future and what special action do they hope we will take?

What does Ben say about hatred?

What does Lily say about love?

What does Iby say about future generations?

What could we do to share in **The Legacy of Hope**?

Additional creative activity

Encourage everyone to watch the film again. **Focus** on the different methods used to highlight the survivors' messages and Legacy of Hope. **Divide** the following tasks between groups of four to six.

Examine the importance and use of light and shadow in the scenes and **ask** how this helps to focus attention on loss, survival and hope.

Concentrate on the background music and **discuss** how the composer weaves the theme music into the stories. How does the music reflect the emotions behind the narrative?

Listen to the voice over. How does the general historical narrative complement the survivors' stories?

Bring the groups together and **challenge** them to complete the following task:

Write a script and some Director's notes for your own short film for HMD 2010. The film title should be **Legacy of Hope**. Think carefully about your message and the intended audience. Remember to add notes about the use of special effects, including lighting, colours, sound and silence. Suggest pieces of music as background to enhance the piece or create your own musical score.

Daniel Radcliffe, a young and famous actor, took time from his busy schedule to add his voice to the stories of an older generation to share **The Legacy of Hope** with others. Think about the impact of his message and the audience he will reach. Now focus on your own audience and decide which celebrity would be the best person to narrate your script.