

## Schindler's List Take Home Exam

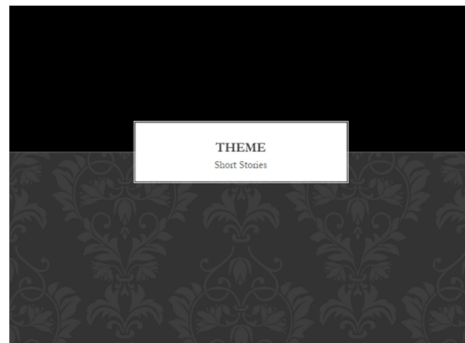
**Procedure:** answer each exam question below in paragraph form.

**Read and exactly follow all the instructions and standards outlined below:**

- Create both a title and Works Cited page using Chicago style template
  - The title page opens your document and the Works Cited page closes
    - You must at minimum cite the film *Schindler's List*
  - Format these pages exactly using a combination of the templates found pages four and five *and* the Citation Machine (<http://www.citationmachine.net/chicago>) and Capitalize My Title (<https://capitalizemytitle.com>)
  - Submit the completed assignment by deadline through *Google Docs*
    - Share the assignment with your teacher giving them full editing privileges
  
- Every answer must be a *minimum* 150 words in length (and no more than 300)
  - This is an informal assignment meaning you can use contractions and personal pronouns
  - Answers must be free of factual, spelling, grammatical, and logical error
    - Paragraphs open with an effective purpose statement (restate the question)
    - Paragraph bodies present readers with supporting evidence and events from the film in support of arguments introduced by the writer
    - Each answer should end through a purposeful closing statement that reveals something significant learned
  - Answers must be type-written, double-spaced, font size 11 and written in one of the following fonts: Times New Roman, Calibri, Arial or Verdana
  - Each answer is worth a total of three marks
  - Organize your answers through the use of appropriate headings
  
- Use the Internet to conduct research; however, be careful not to plagiarize, i.e. give credit to others if you use their ideas using Chicago citation style to do so
  - See page three for instructions on how to cite sources using Chicago style

### Exam Questions

1. Identify and discuss at least one example of Itzhak Stern “pushing” Schindler to do the right thing (rescue Jews). In your answer, discuss how the working relationship evolves over time in the film.
2. *Google* a definition for the literary device *euphemism*. Identify two examples of euphemisms used in *Schindler's List*. In your answer, explain what truth or idea these euphemisms are hiding from the audience.
3. Although there were exceptions, for the most part Jews in the ghetto and concentration camps did not resist the Germans. Why?
4. The entire film was shot in black and white; however, there are a couple instances in the film where a little girl wearing a red coat is presented. What does the little girl in the red coat ultimately represent, mean, signify or symbolize?
5. What is the theme of *Schindler's List*? Your answer must be in paragraph form. Remember themes are not single words like love or pain or friendship; rather, a theme says something about the significance of or pain or friendship, e.g. *love can help us endure anything* (love); *what doesn't kill us makes us stronger* (pain); and *we are stronger together* (friendship). Use and follow the technique I showed you to use for writing a paragraph on theme during the short stories unit in semester one. The title page looks like the image immediately below.



### Evaluation

Students are assessed on the basis of how closely they follow the standards described above *and* the thoughtfulness of their answers. Thoughtfulness is measured through the following three categories:

- **Creating Context:** students incorporate relevant personal insights into their answers, e.g. explaining how an event or interaction contributes to the film’s theme; describing the overall historical significance of an event, person or interaction; somehow connecting events depicted in the film from the Holocaust (1940s) to relevant current events.
- **Philosophical Appeals:** students wrestle with the film’s meaning by making reference to their own personal thoughts, e.g. the problem of at one and the same time evil existing and God being all-powerful/good; the problem of emotion, not reason, being our “go to” way of looking at the world; the student finds a way to stress human unity and dignity over division and

tribalism; attempting to tackle the age-old question: is humankind inherently evil or inherently good (or somewhere in-between)?

- **Religious Appeals:** students engage with the film's events and characters by making direct reference to their own personal faith and religious convictions, e.g. maintaining one's faith while living in the middle of immense suffering and cruelty; the ultimate significance or meaning of the Holocaust; the implications of God allowing such an event to take place.

### **Citing Sources: Chicago Formatting Style**

Citations are literally called *footnotes*. Footnotes are placed at the bottom of an essay's pages (see below).<sup>1</sup> Students are encouraged to use the Citation Machine ([www.citationmachine.net](http://www.citationmachine.net)) to create their footnotes. Students will cite the following:

- The source of every direct textual quote taken from a book, journal or website, etc.
- If student's use someone else's ideas then these other contributors must be given recognition
- Cite definitions for technical terms, jargon or historical footnotes, etc. that adds information to the essay assisting the reader to better understand it
  - Ask for assistance in learning when and how to cite technical terms

In terms of placing the superscripted numbers, they should fall immediately after the period of the punctuation mark ending the sentence they are modifying. See exemplar below:

In 1492, Christopher Columbus led a series of ships across the Atlantic Ocean in search of treasure. The historian, I. P. Nightly, observed that "Columbus didn't really know where he was going."<sup>2</sup> Columbus wasn't much for arriving on time to where he was going and he purportedly wasted too much time playing video games.<sup>3</sup>

The superscripted <sup>2</sup> directs the reader to the book the quotation was drawn from. The superscripted <sup>3</sup> directs the reader's attention to the exact same resource.

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<sup>1</sup> This is the physical location where footnotes appear.

<sup>2</sup> I. P. Nightly, *Columbus* (Charleston, SC: Arcadia Publishing, 2010), 22.

<sup>3</sup> I. P. Nightly, *Columbus*, 22.

LCBI High School

1). Type in the name of the school *exactly* at the top of the title page.

Font size 11.

**The Title of My Essay**

2). Center the essay's title exactly 16 lines below the school's name above. Bold the title.

Font size 14.

Your Name  
Course Name  
Teacher's Name  
Assignment Due Date

3). Center your name, course name, teacher's name and due date 17 spaces below the essay's title. Ultimately, the assignment due date field should appear *exactly* at the bottom of the title page.

### Works Cited

Brockett, Oscar Gross, and Franklin Joseph Hildy. *History of the theatre*. Boston: Allyn and Bacon, 2010.

Lansford, Tom. *The War in Iraq*. Detroit: Greenhaven Press, 2009.

"History and Social Studies Hub." History and Social Studies Hub. Accessed March 05, 2018.

<http://www.vcanada2.com/>.

Lenhard, Elizabeth. *Cats and Dogs*. New York: Scholastic, 2001.

Longman, Robert. "Core Christianity." A Study Of Angels. February 23, 2016. Accessed March 05, 2018.

<http://www.spirithome.com/angel-study.html>.

- Insert a space between the Works Cited heading and the first entry
- Insert a space between each entry
- Arrange the entries alphabetically (a to z) using the author's last name or website title
  - In the example above, the third and fifth entries are references to websites
- If your citation is so long it ends up on a second line you must indent that second line (and the third line if you end up with one) exactly five spaces