

***Life is Beautiful* Discussion Questions**

Viewing Day #1: 0:00:00-0:35:32 (approximately 35 minutes)

1. What are the defining characteristics of Guido's character? How does the author convey these to the audience?
2. How would you describe the tone or mood of this movie so far? What contributes to it?
3. Is life beautiful so far in this film? Why or why not?
4. What signs have you seen that this will be a film about the Holocaust?

Viewing Day #2: 0:35:32-1:00:54 (approximately 25 minutes)

1. What are the initial signs that Guido is very protective of his son? How does he go about protecting him so far?
2. Describe how music has been used in today's viewing, especially when Guido is taken away by the police officers?
3. How is life still beautiful in today's viewing?

Viewing Day #3: 1:00:54-1:26:40 (approximately 26 minutes)

1. How has the tone and mood shifted in this day's viewing? How have the costumes, colors, and music changed to reflect this new mood?
2. Why does Guido set up the game for Joshua? What is he hoping to accomplish?
3. How are the horrific images of the Holocaust used in this movie so far? And how does the director keep these images from greatly altering his tone?

Viewing Day #4: 1:26:40-end (approximately 27 minutes)

1. Even though Guido and Dora never see each other while in the camp, how does he try to maintain their connection? How does the director maintain that connection for the audience? Why is this connection important to us?
2. Why do you think the director chose to have Guido die at the end of the film? How would it be different if he did not die? How does the director film Guido's death? Why is this scene so powerful?
3. What then, is the meaning of the title? Why is the gift that the narrator (Joshua) says that his father gave him? How is this film a fable, like he said it was at the beginning?

Golden, John. 2001. [Reading in the Dark: Using Film as a Tool in the English Classroom](#). Urbana, IL: NCTE.