



Survivor: Bessie Bedzow

Camp: Hiding, refugees, in exile

Age: 4 years old

SUMMARY: Bessie was one of 5 siblings whose father had a shoe and tailoring factory in Poland. She remembers having to run away when Germans came and blamed her father for a crime he hadn't committed. They found a Polish man with a horse and buggy and with the entire family, including grandmother, they took some bedding and jumped into the buggy and headed away. Polish man took them to a hiding place which was very bare but had a fireplace for the winter. With their bedding they were able to stay warm. A few months later the Germans found them and took away the grandparents. The father would ask neighbors for food to feed the family. Awhile later the Germans came and put them into a train to go to a "Labor Camp." They didn't know anything about camps. The train stopped and Germans left them in locked train telling them they'll be back. Father sent the smallest child through a space in the window to unlock the train car. Father told family that they must stay together. A Russian train came along and pushed the three cars across to the Russian border. The Russians took the family to a labor camp in Siberia. It was very hard for the family. They still had grandmother who had been hiding under bedding, Germans didn't find her. Mother went to Russian soldier and asked him if he would like to have new boots made by her husband. The soldier led them out of the labor camp. Went to another location and got a little house where her father started to make shoes and boots. Mother became pregnant and they made a hanging crib out of a potato sack. Went back to Poland eventually and met up with some cousins. After the war they went to Austria to a DP camp for 6 months. Brother got pneumonia and needed penicillin which was unavailable. Mother went to the American base and was able to procure penicillin and brought it back to the hospital for her son. Eventually they were able to emigrate to Canada. Father got a job in a shoe factory and the first acquisition the family purchased was a Victrola to bring music into the house. The family stayed together throughout the war.

Objectives	FL State Standards Correlations
Estimated time: Movie 15'48" / Lesson 30 min	
1. Students will be able to identify elements of the Holocaust by listening to the account of a survivor of the Holocaust.	SUBJECT: SOCIAL STUDIES Strand: SS.912.W World History Standard 1: SS.912.W1: Utilize historical inquiry skills and analytical procedures.
2. Students will recognize the suffering the survivor had to endure by being attentive to her account.	Strand: .SS.912.S Sociology Standard 2: SS.912. S.2 Culture /Examining the influence on the individual and the way cultural transmission is accomplished
3. Students will gain perspective on their own childhood compared to the Survivor's childhood.	Benchmark: SS.912.S.2.3: Recognize the influences of genetic inheritance and culture on human behavior.
4. Students will analyze what Eli Wiesel meant when he said, "Listening to a witness, makes you a witness."	Standard 7: SS.912.S.7: Social Problems/analyze a range of social problems in today's world Benchmark: SS.912.S.7.1: Identify characteristics of a social problem, as opposed to an individual problem.

HOLOCAUST MEMORIAL MIAMI BEACH SURVIVOR TESTIMONY LESSON PLAN

<p>5. Students will see survivor as more than a victim but as a person from whom we can learn.</p>	
<p>MATERIALS:</p>	
<p>Map Europe featuring Poland, Russia, Austria Video / DVD equipment</p>	
<p>SUGGESTED PROCEDURES:</p>	
<p>1. Using a map of Europe teacher asks students to locate Poland.</p>	<p>Strand: SS.912.G: Geography Standard 1: SS.912G.1 Understand how to use maps and other geographic representations tools and technology to report information.</p>
<p>2. Teacher helps students find other locations that Survivor will mention: Austria, Siberia</p>	<p>Benchmark SS.912.G.1.4 Analyze geographic information from a variety of sources including primary sources.</p>
<p>3. a. Teacher asks students to define the term survivor. b. Teacher introduces key vocabulary terminology: labor camp, train, DP camp (Displaced Persons after the war)</p>	<p>Subject: ELA Strand: LAFS.910.RI: Reading Standards for Informational Text Cluster 2 LAFS.910.RI.2: Craft & Structure Benchmark: LAFS.910.RI.2.4 Determine the meaning of words & phrases as they are used in a text, including figuration, connotation and technical meanings; analyze the connotation's impact of specific word choices on meaning and tone.</p>
<p>4. Teacher introduces the Survivor noting her age during the story she's about to unfold making sure that they understand that this account is the recollection told to her by her parents and siblings subsequently as she was only 4 years old during these episodes.</p>	<p>Subject Social Studies: Strand SS.912.S: Sociology Standard 2: SS.912. S.2: Culture / Examine the influence on the individual & the way cultural transmission is accomplished. Benchmark SS.912.S.2.1: Define the key components of a culture, such as knowledge, language, and communication.</p>
<p>Students view video. Survivor's account (15 minutes)</p>	
<p>5. See attached questions related specifically to the video:</p>	
<p>6. Teacher asks students to offer their questions and/or their reflections after viewing the account.</p>	<p>Subject Social Studies: Strand SS.912.S: Sociology</p>

	Standard 2: SS.912. S.2: Culture / Examine the influence on the individual & the way cultural transmission is accomplished.
7. Teacher asks students to write in groups of two, in short story format, an essay that tells the story of Bessie Bedzow.	<p>Subject: Social Studies Strand: SS.912.S: Sociology Standard 2: SS.912.S2 Culture / Examine the influence on the individual & the way cultural transmission is accomplished.</p> <p>Benchmark: SS.912.2.9 Prepare original written and oral reports and presentations on specific events, people or historical eras.</p>
8. HW: Teacher invites students to write a letter to the Survivor sharing how they received her story and their perspective on her survival.	<p>Benchmark: SS.912.S.2.3 Recognize the influences of genetic inheritance and culture on human behavior.</p>

ADDENDUM: QUESTIONS SPECIFIC TO BESSIE BEDZOW VIDEO

1. How old was Bessie when the war came to her town and how many siblings did she have? (4 / one of five siblings)
2. How did Bessie and her family first survive the war? (Polish man hid them)
3. What was her father’s most important motivation? (family must stay together)
4. How did they escape from the locked train car? (sent smallest child through window to unlock door)
5. How did they survive the second time? (Russians took the family to Siberia)
6. What was it that grandmother did to save the family? (asked Russian guard if he wanted new boots)
7. How did mother save her son from pneumonia? (went to American base and got him penicillin)
8. Once they were freed, what was the first acquisition father purchased and why? (a Victrola to bring music into their house)



With special thanks to the

