



Survivor: Israel “Joe” Sachs, Poland **Camp:** 4 camps **Age:** 13-16

SUMMARY: *Born in a small town of Zirotf, Poland March 25, 1926. His father was a tailor and it was a very small family with an extend family of well over 100 members. He attended a Jewish religious school (Cheder) a few days a week. He went to a public school under the auspices of the Catholic church. Wasn’t always comfortable in class because other students would call out the Jews by different names just about every day until the teacher would put a stop to it. This happened outside during recess as well. The day the Germans came into the town was hard to forget. We lived near the German border and they marched in on September 1st 1939. We heard bombs exploding and we ran into the house. There was a lot of harassment by the Nazis and many civilians were killed over the first two years. Many people were assigned to work in factories that made uniforms for the German armies. You had a ration card if you worked and with that your family could get a loaf of bread or some sugar – there was no nourishing food. The ghetto started 2 years later. He was arrested with his father near the factory where he was working and sent to a labor camp. The Nazis pillaged everything from the Jewish families including all Jewelry. There was nothing left in the homes of any value. Every morning at the labor camp there was a whistle blown to get everyone outside and lined up. There were all kind of edicts and rules that were read to them daily. They would get some coffee and a piece of bread in the morning. They were marched out of the camp for their labor detail under the supervision of soldiers and civilians. At the end of the day they returned and were given some soup and then into their bunks and sleep. Every day it got harder. He was transferred to another camp – concentration camp. For those who couldn’t work anymore would be sent to the CC. if they couldn’t work there, they would be gassed. Over the three years he was transferred to 3 different camp. What kept him going was the hope that someday he would see his family. He had hope and a spark of life that he would be reunited. He never did get back home. He had heard news that the non-Jewish population was organized against letting the Jews come back after the war. He never found anyone from his family. He ended up in a Displaced Persons Camp where he met his wife.*

Coming to the US was difficult because he needed a guarantee from an American that he would not become a burden to the US Government. He found an uncle who gave that guarantee. When he got to the US it was difficult to get a job and when he did the pay was very low. He found another uncle that got him a better job and an apartment for his family.

His message is to stand up for your rights and remember the destruction of the world and the attempted destruction of the Jewish people. You need to create a better world than what we have now!

Objectives	FL State Standards Correlations
Estimated time of the Lesson: Film 23’ 31 “ min. lesson 25 min. Total 48 minutes	SUBJECT: SOCIAL STUDIES Strand: SS.912.W World History
1. Students will be able to identify elements of the Holocaust by listening to the account of a survivor of the Holocaust.	Standard 1: SS.912.W1: Utilize historical inquiry skills and analytical procedures.

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<p>2. Students will identify the location of the various places that the Survivor mentions in his account.</p>	<p>Strand: SS.912.G: Geography Standard 2: SS.912. G.2: Understand physical and cultural characteristics of places</p>
<p>3. Students will recognize the suffering the survivor had to endure by being attentive to his account.</p>	<p>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</p>
<p>4. Students will identify with the survivor’s childhood age during the beginning of the onslaught of the Nazis.</p>	<p>Benchmark: SS.912.S.2.3: Recognize the influences of genetic inheritance and culture on human behavior.</p>
<p>5. Students will analyze what Eli Wiesel meant when he said, “Listening to a witness, makes you a witness.”</p>	<p>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.</p>
<p>MATERIALS:</p>	
<p>Map of Europe that includes Poland DVD Player, screen</p>	
<p>SUGGESTED PROCEDURES</p>	
<p>1. Using a map of Europe teacher asks students to identify where Poland might be.</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 prepares students for viewing by introducing the Survivor and having the students define the term <i>Survivor</i>.</p>	<p>Subject: ELA Strand: LAFS.910.RI: Reading Standards for Informational Text</p>
<p>3. Teacher introduces vocabulary that the Survivor will use and ascertains that all students are familiar with the places and words:</p> <ul style="list-style-type: none"> a. Cheder – religious school b. Labor Camp c. Pillaged d. Displaced Persons (DP) Camp 	<p>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. Students view Video of Survivor Israel Joe Sachs</p>	
<p>5. See attached questions specific to the video of Israel Joe Sachs (Addendum)</p>	
<p>6. Teacher asks students to pause and reflect on this presentation and write one sentence about their reaction to his account.</p> <ul style="list-style-type: none"> a. Teacher asks for students to share their reactions 	<p>Subject: ELA Strand LAFS.K12.SL: Standards for Speaking & Listening Cluster 1 LAFS.K12.SL.1: Comprehension & Collaboration</p>

	<p>Benchmark – LAFS.k12.SL.1.3 Evaluate a speaker’s point of view, reasoning & use of evidence & rhetoric</p>
<p>7. Teacher has students surmise what aspect of the Survivor or any survivor helped them to survive.</p>	<p>Standard 7: SS.912.W.7: Recognize significant causes, events, figures, and consequences of the great War period and the impact on worldwide balance of power. Benchmark: SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of Anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>
<p>8. Teacher has students write a question that they would like to ask this Survivor and submit them to the teacher for dissemination, incorporating Eli Weisel’s theme “<i>Listening to a witness, makes you a witness.</i>”</p>	<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. Benchmark: SS.912.2.9 Prepare original written and oral reports and presentations on specific events, people or historical eras.</p>
<p>9. HW assignment (optional): Teacher invites students to write a letter to the Survivor sharing how they received his story and their perspective on his survival.</p>	

ADDENDUM: QUESTIONS SPECIFIC TO ISRAEL “JOE” SACHS VIDEO

1. What kind of schooling did Joe have in his town? (Catholic public school + Religious School – cheder)
2. How was he treated by his schoolmates? (abusive, antisemitic)
3. What kind of work did Joe have to do for the Nazis? (uniform factory)
4. How did Joe & his father end up in a concentration camp? (arrested)
5. What happened to all of their valuables in their homes? (taken by the Germans)
6. What kept Joe going during all of his travails? (the hope he would be reunited with his family)
7. Did Joe ever reconnect with his family? (no)
8. Describe his work day like in the concentration camp. (very hard – coffee & bread, work all day, soup for dinner, sleep)
9. What happened to those who couldn’t work anymore? (sent to death camps)
10. How many camps overall did Joe go through? (4)\



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