



Survivor: Laszlo Selly, Budapest, Hungary

Camp: Hidden Family

Age: 7

**SUMMARY:** *Laszlo was actually born under the family name Schwartz but his father changed it after the war to a more Hungarian name. He thought it would be better not to be so quickly identified as a Jew. The Germans arrived into Hungary in 1944. His father was a small business man with a shop of 3-4 people. There was no school for Jewish children so he didn't go to school. They went to museums all the time. Loved looking at the exhibits in the museum. Distinctly remember that there was a sign on the door saying Jews not allowed to enter the museum. Laszlo didn't have any Jewish upbringing. His first recollection that things were different was his mother sewing yellow stars onto their clothes. They were told never to go out unless it was essential and don't show your Jewishness. He just thought it was normal to wear it. They had a very nice apartment in the building and used to play in the courtyard's sandbox. One day the kids told him he couldn't play in the sandbox. Another day a man came and started screaming at him and his brother calling them "lousy Jews." He ran away terrified. In Budapest they painted a yellow star on designated buildings that Jews had to move into. It wasn't a ghetto – just buildings. The buildings had roaches, rats and the worst of all the conditions. "Children are resilient" so we made the best we could out of the situation. No one could leave Budapest because you couldn't get on a train or a bus. Even if you walked on a street you were stopped to show your ID. If you were a Jew, young Nazis would look to beat them or humiliate them. His mother had a gold wedding band which was cut up into smaller pieces to buy bread and other foods. Father had to give his business over to one of his workers who immediately fired his father. There was not income any more. One day the Nazis came and took all the men away. He was taken to Rumania, a neighboring country, to the Russian front and were forced to dig ditches as tank traps against the allies.*

*They had a friend in Budapest who was a member of the Nazi party. She came one day and offered to take the family and hide them. She gave them new names and put them in a dingy little room with a curtain separating where they stayed and the woman stayed in her home. There was a woman living there as well and tried to get the family to tell her their real names. The woman hid the family, knowing that it was a capital offence to hide Jews. Raoul Wallenberg tried to save as many Jews that he can...he gave them papers that said they were Swedish citizenship. The safe-house was near the Danube River. Near the end they took Jews to the banks of the river, lined them up and shot them into the river. Laszlo heard the orders being barked, heard the machinegun fire and saw the people being shot. One afternoon they came to their building and was told that the next morning they had to come downstairs and stand in front of their building. That morning very early we heard rifle butts banging on the front door – and we opened it and it was Soviet soldiers who were looking for Germans. Had they been one day later, I wouldn't be here to tell you this story. They saved our lives and that of many others. Was asked "How did you feel when you realized you were about to die and then you were saved?" Hard to express how one feels.*

Objectives	FL State Standards Correlations
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HOLOCAUST MEMORIAL MIAMI BEACH SURVIVOR TESTIMONY LESSON PLAN

Estimated time of the Lesson: Film 23' 31 " min. lesson 25 min. <b>Total 48 minutes</b>	<b>SUBJECT: SOCIAL STUDIES</b> <b>Strand: SS.912.W World History</b>
1. Students will be able to identify elements of the Holocaust by listening to the account of a survivor of the Holocaust.	<b>Standard 1: SS.912.W1:</b> Utilize historical inquiry skills and analytical procedures.
2. Students will identify the location of the various places that the Survivor mentions in his account.	<b>Strand: SS.912.G: Geography</b> <b>Standard 2: SS.912. G.2:</b> Understand physical and cultural characteristics of places
3. Students will recognize the suffering the survivor had to endure by being attentive to his account.	<b>Strand: .SS.912.S Sociology</b> <b>Standard 2: SS.912. S.2</b> Culture /Examining the influence on the individual and the way cultural transmission is accomplished
4. Students will identify with the survivor's childhood age during the beginning of the onslaught of the Nazis.	
5. Students will define the idea that Eli Wiesel meant when he said, "Listening to a witness, makes you a witness."	
<b>MATERIALS:</b>	
Map of Europe that includes Czechoslovakia, Poland, Scotland & England DVD Player, screen	
<b>SUGGESTED PROCEDURES</b>	
1. Using a map of Europe teacher asks students to identify where Czechoslovakia might be (currently 2 nations). 2. Teacher helps students find other locations that Survivor will mention: Hungary, Budapest, Danube River, Rumania	<b>Strand: SS.912.G: Geography</b> <b>Standard 1: SS.912G.1</b> Understand how to use maps and other geographic representations tools and technology to report information.
3. Teacher prepares students for viewing by introducing the Survivor and having the students define the term <i>Survivor</i> .	<b>Subject: ELA</b> <b>Strand: LAFS.910.RI:</b> Reading Standards for Informational Text <b>Cluster 2 LAFS.910.RI.2:</b> Craft & Structure <b>Benchmark: LAFS.910.RI.2.4</b> 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.
4. Teacher introduces vocabulary that the Survivor will use and ascertains that all students are familiar with the places and words: a. Danube River b. Budapest, Hungary c. Rumania d. Raul Wallenberg	
5. Students view Video of Survivor Alex Gross	
6. See attached questions specific to the video of Alex Gross (Addendum)	

<p>7. Teacher asks students to pause and reflect on this presentation and write one sentence about their reaction to his account.  a. Teacher asks for students to share their reactions</p>	<p><b>Subject: ELA</b>  <b>Strand LAFS.K12.SL:</b> Standards for Speaking &amp; Listening  <b>Cluster 1 LAFS.K12.SL.1:</b> Comprehension &amp; Collaboration  <b>Benchmark – LAFS.k12.SL.1.3</b> Evaluate a speakers point of view, reasoning &amp; use of evidence &amp; rhetoric</p>
<p>8. Teacher has students surmise what aspect of the Survivor or any survivor helped them to survive.</p>	<p><b>Subject: Social Studies</b>  <b>Strand: SS.912.S: Sociology</b>  <b>Standard 2: SS.912.S2</b> Culture / Examine the influence on the individual &amp; the way cultural transmission is accomplished.  <b>Benchmark: SS.912.2.9</b> Prepare original written and oral reports and presentations on specific events, people or historical eras.</p>
<p>9. 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>10. 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 LASZLO SELLY VIDEO**

1. How old was Laszlo when the Germans came into his city of Budapest? (7)
2. Can you identify one aspect of his talk that might have resonated with you. (open)
3. Did any part of Laszlo’s account repulsed you or that you found exceptionally evil.
4. How were the yellow stars affixed to their clothes? (sewn on by his mother)
5. Why do you think he said that “Jews wouldn’t go out on the street unless it was absolutely necessary?” (fear of beatings or being killed without a reason)
6. What did Laszlo describe as the role of the Hungarian Army? (Fought with the Nazis)
  - b. What was special about their friend in Budapest who saved their lives? (belonged to the Nazi party) Teacher asks for students to identify one aspect of his talk that might have resonated with them.
7. Teacher asks what part of his account repulsed them they found exceptionally evil.
8. What did his mother do with her gold wedding band? (broke it up to purchase food)
9. What happened in the town when they came across a horse that had just been shot? (they carved it up for food)



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