



Survivor: Magda Bader, Czechoslovakia **Camp:** Auschwitz **Age:** 9

SUMMARY: *Magda was the youngest of 10 children and lived in a one family house with all kinds of fruit trees and vegetable gardens. Her favorite thing was to do her studies while sitting on the branches of a tree. When she would walk to her school she learned to walk on the other side of the street because of the anti-Jewish catcalls near the public school. The Hungarians took over in 1939 and they had to wear arm bands and couldn't listen to any news reports outside of Germany or Hungary. In 1944 after the Germans took over Hungary - Within a few days they had to vacate their house within 24 hours and could only take what they could carry in their hands. They were sent to a ghetto for a few months then marched to an open-air brick factory. There were look-out towers for guards who would randomly shoot at people to keep them in control. Cattle cars arrived and 100 people per cattle car were loaded. Once they were moving many got the idea that they were going north to Auschwitz. The car arrived and mothers with children in one direction, adult women in other direction and older men in a third direction. They were told they would see each other – which of course was a lie, because no one ever saw each other again. They had to move fast and Magda stayed with her sister. They were told to undress and their heads were shaved as well as their body parts. They were taken to a disinfectant shower with 1000 people at the same time. From a pile of clothes they were told to pick out some clothes to wear – whatever you grabbed was our clothes. They were kept standing outside the barrack for the entire day until the various selections were completed. She was with her 3 other sisters, but they never told anyone they were sisters. One day she ran out to a huge pile of food garbage outside the kitchen and she found lumps of raw potatoes which made her feel like it was the most wonderful piece of food (like chocolate). Towards the end of the war they were evacuated west and ended up In the Tannenberg slave labor camp. They got grey and white striped uniforms and wooden clogs and were working in the ammunition factory. Her sister worked in the kitchen where they made the meals for the SS Guards. She stole food and fed Magda which is what kept her going. Her sister had medical training so she was assigned the infirmary, but she was warned that if anyone lingers in the infirmary too long or comes back a second time they would take her out and send her to be killed. At night they could hear the bombings of the allies but were told by the Nazi guards not to be hopeful because they had plans on how to kill everyone before the allies arrived. One night they were locked in the barracks and the SS guards disappeared and left the camp unattended. That morning there were no guards. The cooks cooking food for the SS told the inmates who worked in the kitchen to escape now. The kitchen workers were given food from the kitchen. All four sisters managed to jump through the kitchen window where one of the sisters worked and they crawled on the ground and into the woods. The local civilians didn't want them to be there, because they knew nothing about how they had been treated. They brought trucks and took everyone to Bergen-Belsen. They were in the forest for a few days but got sick and hungry. They went out on the highway where they met up with American soldiers and asked them what the date was – April 15, 1945; 2 days before her 15th birthday. Later, British soldiers came thru and gave them food and some British women's army clothes. The way ended for them on May 8th and were finally totally free. Magda and her sisters started to try and find out what happened to the rest of the family. They considered going back to*

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their house but that wasn't possible. The Red Cross had lists of survivors. Somehow her brothers found out where they were and that they were alive. They got word to us to absolutely not go back home. They stayed in Germany for another year and then one of her sisters and Magda and one of the brothers managed to get to England. Magda just turned 16 and went to night school to get a high school equivalency. Magda became an interpreter for the British Red Cross as an interpreter. She picked up some languages from the camp in Polish and Yiddish. When she came to America and saw the Statue of Liberty, she thought the statue was talking to her directly. Of all of the 10 children, 8 survived. Magda's lessons: "One has to help each other and take care of each other and make a contribution to one another's well-being. We're all God's children and should treat others the way we want to be treated."

Objectives	FL State Standards Correlations
Estimated time of the Lesson: Film 20 53 " min. Total time: 50-55 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.
2. Students will identify the location of the various places that the Survivor mentions in his account.	Strand: SS.912.G: Geography Standard 2: SS.912. G.2: Understand physical and cultural characteristics of places
3. Students will recognize the suffering the survivor had to endure by being attentive to his 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
4. Students will identify with the survivor's childhood age during the beginning of the onslaught of the Nazis.	Benchmark: SS.912.S.2.3: Recognize the influences of genetic inheritance and culture on human behavior.
5. 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.
MATERIALS:	
Map of Europe that includes Czechoslovakia , Hungary and Germany DVD Player, screen	
SUGGESTED PROCEDURES	
1. Using a map of Europe teacher asks students to identify where Czechoslovakia might be (currently 2 nations) and Hungary. 2. Teacher helps students find other locations that Survivor will mention: Bergen-Belsen, Germany	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.

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<p>3. 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>4. Teacher introduces vocabulary that the Survivor will use and ascertains that all students are familiar with the places and words: a. DP – Displaced Persons’ Camp</p>	<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>5. Students view Video of Survivor Magda Bader</p>	
<p>6. See attached questions specific to the video of Magda Bader (Addendum)</p>	
<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>Subject: ELA Strand LAFS.K12.SL: Standards for Speaking & Listening Cluster 1 LAFS.K12.SL.1: Comprehension & Collaboration Benchmark – LAFS.k12.SL.1.3 Evaluate a speakers point of view, reasoning & use of evidence & rhetoric</p>
<p>8. 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>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 Wiesel’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>10. HW assignment (optional): Teacher invites students to write a letter to the Survivor sharing how they</p>	

received his story and their perspective on his survival.

ADDENDUM: QUESTIONS SPECIFIC TO MAGDA BADER'S VIDEO

1. What was Magda's home life like before the war started?
2. How much time did Magda's family have to vacate their home? (24 hrs)
3. What could they take with them when they left their home? (whatever they could carry in their hands)
4. How did she end up with her sisters? (in the commotion she let go of her mother's hand and held her sister)
5. Why wouldn't they tell anyone they were sisters? (fear that they would be separated by the SS)
6. How was she able to get extra food? (she went to garbage dump and found potato pieces)
7. What do you think was one of her worst travails during the three years she was incarcerated by the Nazis? (open)
8. Why didn't they go back to their home in Czechoslovakia? (Brother sent message not to)
9. How did she perceive the Statue of Liberty? (She spoke to her)



With special thanks to

