

Survivor: Miriam Klein Kassenoff, CzechoslovakiaCamp: Ghetto, EscapedAge: 4

**SUMMARY:** *Came from a religious family whose father was a Rabbi. When they left Europe she had a baby brother. Had a governess when she was young but was taken away from her when the Nazis came in. Once the Nazis came into the country Jewish children could never go to the Public Schools. When the ghetto was established in their town, they were told by their non-Jewish neighbors and friends that they would hide them if they could get out of the ghetto. There were work labor camps. Her father, because he was a Rabbi, was immediately taken to a labor camp along with his father another Rabbi. It was a hard labor camp and her father was able to escape. He knew many of the guards from the town and then got to his family and packed them up to escape to Lisbon. Her father had already surmised that there was a plan to kill all of the Jews in Europe. They tried to get her aunt Lily (mother's twin) to leave with them, but she refused to leave and felt it was too dangerous. In December 1940 they left via Slovakia through many countries to Lisbon, Portugal. One night she remembers they were running to get on a train and her mother screamed because they lost their father. Somehow, they found him and continued on through Spain. Mother had another sister (Bessie) had married a Chicagoan and went back to the USA. She begged her husband to get a sponsor to bring the family to America to by-pass the quota. If you could prove that you had a sponsor you could get around the quota. Aunt Bessie got a synagogue in Chicago to sponsor them and sent letter to HIAS to get them out of Europe. Dad had all of their papers ready to go but mother didn't want to leave her sister and the rest of her family (Kleins). Were scheduled to get on a ship out of Lisbon by March 1941 and had to be there to get on the ship. Spain was sympathetic to the Nazis and Spain held them up from getting into Lisbon. The paperwork was expired to get into Portugal. Mother was prepared to give up children to get them to Portugal without them. Dad was able to get someone to write a letter for them and get them into Lisbon. Her family was able to hide in the open on the run! They made it to Lisbon, but missed their ship. Lisbon was a port that helped Jews get out of Europe. There were many Jews in government positions that helped Jews get out of Europe. The family was placed in a "pension" as they waited for their ship. She was told to always stay in the room, take care of her baby brother while Mom & Dad would go to the consul line to find out when their ship would come. Six weeks later the ship came and Miriam remembers being seasick. Aunt Bessie didn't know she was there because they expected them in March. HIAS contacted the Aunt who came and took them to Chicago to their new home – which began their new lives in America.*

*Went to Indiana Univ, moved to Poughkeepsie NY as an English teacher and read "Night" which told her of the story of what happened to the Jews of Kosciska (her village in Czech) were all transported to Auschwitz to be killed. The Holocaust happened because of bigotry, prejudice, hatred of the others and anti-Semitism. "I want the world to remember that this can happen if we allow ourselves to bend into hatred. We have to build a better world of acceptance." The Key to Peace is Love.*

Objectives

FL State Standards Correlations

HOLOCAUST MEMORIAL MIAMI BEACH SURVIVOR TESTIMONY LESSON PLANS

Estimated time of the Lesson: Film 18'53" min. <b>Total 50-55 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.	<b>Benchmark: SS.912.S.2.3:</b> Recognize the influences of genetic inheritance and culture on human behavior.
5. Students will analyze what Eli Wiesel meant when he said, " <i>Listening to a witness, makes you a witness.</i> "	<b>Standard 7: SS.912.S.7:</b> Social Problems/analyze a range of social problems in today's world <b>Benchmark: SS.912.S.7.1:</b> Identify characteristics of a social problem, as opposed to an individual problem.
<b>MATERIALS:</b>	
Map of Europe that includes Czechoslovakia, Spain, Portugal 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: Spain, Portugal (Lisbon), NY, Chicago, Poughkeepsie NY	<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
4. Teacher introduces vocabulary that the Survivor will use and ascertains that all students are familiar with the places and words: a.	<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.
<b>5. Students view Video of Survivor Miriam Kassenoff</b>	

<p><b>6. See attached questions specific to the video of Miriam Kassenoff (Addendum)</b></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><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>Standard 7: SS.912.W.7:</b> Recognize significant causes, events, figures, and consequences of the great War period and the impact on worldwide balance of power.  <b>Benchmark: SS.912.W.7.8:</b> Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of Anti-Semitism, 19<sup>th</sup> 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><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>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 MIRIAM KASSENOFF VIDEO**

1. In what kind of a family background did Miriam grow up? (Religious)
2. What was the message they got from their non-Jewish friends in their community once they were in the ghetto? (escape and we’ll hide you)
3. What happened to her father and grandfather? (taken to a labor camp)
4. Why would they have taken him right away? (because he was a Rabbi as such a community leader)

5. What was her father's main objective once he escaped the labor camp? (To leave as soon as possible)
6. Who did they have to leave behind? (Aunt Lucy – who thought it too dangerous to leave)
7. In their escape route where did they get stuck and why? (Spain, papers expired)
8. What happened to their original plan of leaving from Lisbon in March. (Ship sailed without them – they were late)
9. Who was their sponsor and what organization helped get them to Chicago? (Synagogue in Chicago and HIAS – Hebrew Immigration Aid Society)
10. What happened to the Jews of Miriam's village? (all transported and killed)



With special thanks to

