



Survivor: **Schelly Levi, Belgrade, Yugoslavia** Camp: **Escaped** Age: **4**

**SUMMARY:** *Schelly's family left Belgrade a few days before the Germans invaded and made their way to the coast and to an island in the Italian occupation zone. Her parents realized after 4 months that the Germans were coming so the father took the entire family to Italy. The men were initially considered prisoners of war. All the men were put into chains in the bottom of boat. Paternal grandmother did not want to come with them because she said, "What will they want with an old lady like me?" subsequently they discovered that she was one of the first taken and killed. After arriving in Italy the men were released and the refugees were sent to different villages and towns. They arrived in Bardi in Northern Italy and all of the people came to see the Jews. They had never seen Jews and they only wanted to see the Jews' horns. They stayed in Italy for 2 years. All the men were released and they stayed in Bardi. Father was very resourceful and saw so many bees in the area and went into a bee business and started producing honey. When Mussolini was removed from power Germany occupied Italy. The Germans had sent orders to all the mayors of the small towns requesting a list of all of the Jews in the town. The Mayor went to every Jewish home and showed them the letter. He told them that he had to give the names, but if all of a sudden you disappeared, I wouldn't know what happened!" Father took the family to Switzerland where they were placed in a refugee camp. The camp had no facilities for families to stay together. Men and women and children were sent to separate camp areas. Men went into the woods to chop down trees, children were placed in foster homes. Schelly and brother were in a home for 2 years. Parents were fed and taken care of in their camps. Two couples took care of the children. The couples were two brothers that married two sisters. By the time she started school in Switzerland she had to learn Swiss German. She already spoke, Serbo-Croatian and Italian. She became very attached to her new family including going to church. When war ended and were reunited she and her brother were happy with family and didn't want to go back to their parents. Finally, they did go back- she was 6 years old. She never really understood the meaning of what happened to them. Once again, she and her brother had to go through a big change. This took a great adjustment. They couldn't go back to Yugoslavia. All of their properties (factory, house) were taken by the communist government. They decided to go back to Italy and went to Milan. Father started selling watches on the street and little by little they started their life again. Father tried to go back to his original business (Metal factory) and ended up in Columbia to make a business. Upon arrival in Columbia her brother started working, she got married in Columbia. Her brother got sick and wasn't properly treated and died. Subsequently they moved to Israel and lived there for 5 years then coming to the U.S.A.*

*Schelly: "In this life there is good and bad and we need to focus on the good in the world. We need to acknowledge all the bad, but we need to focus on the goodness of people and emphasize the goodness – that people at the core are good. The environment is strong and with all the negativity which we are bombarded every day, the good must prevail."*

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

Estimated time of the Lesson: Film 18 30 “ min. lesson 25 min. <b>Total lesson: 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 define what Eli Wiesel meant when he said, “Listening to a witness, makes you a witness.”	<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 Yugoslavia, (now Bosnia-Herzegovina, Croatia), Italy, Switzerland, Columbia, Israel DVD Player, screen	
<b>SUGGESTED PROCEDURES</b>	
1. Using a map of Europe teacher asks students to identify where Yugoslavia might be (currently Bosnia/Herzegovina & Croatia). 2. Teacher helps students find other locations that Survivor will mention: <i>Italy, Switzerland, Columbia, Israel</i>	<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. Mussolini b. Serbo-Croatian (language) c. Yugoslavia	<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 Schelly Levi</b>	

<p><b>6. See attached questions specific to the video of Schelly Levi (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 SCHELLY LEVI VIDEO**

1. How old was Schelly when the Germans came into her city of Belgrade? (4)
2. Can you identify one aspect of her talk that might have resonated with you. (open)
3. What was the most difficult, most traumatic account of her 4 – 6-year-old experience? (open)
4. What was it that the Christians of Bardi were eager to see when the Jews came off the bus? (horns)

5. How did the mayor of Bardi warn the family? (telling them about the list he had to compile)
6. How did Schelly and her brother react to being in a foster home? (very positively)
7. How did they end up in Columbia? (father started a business there)
8. What is Schelly's philosophy of life? (people are good – good must prevail)



With Special thanks to

