



Survivor: Fred (Efraim) Mulbauer, Czechoslovakia Camp: Auschwitz

Age: 13

SUMMARY: *Fred went to school until the age of 10 when the Hungarians occupied his area at the start of WWII, he was barred from public school. He could only go to Hebrew school. Antisemitism was rampant in his village. In 1944, after the Germans went into Hungary, the deportations began. They gave his family 15 minutes to pack and get ready to leave. When he looked back he saw his neighbors taking furniture, bedding and all kinds of items from his house with celebration and enjoying that they were taking from the Jews. The train took them to Auschwitz – he describes the journey and how his mother helped another mother with three babies to help her carry one baby. As she got off the train she was directed to the gas chamber because she had a baby. He was told by one of the inmates that he should say he’s 16 not 13 if he wants to survive. He was confronted by Mengele about his age and told him he was 16 and was able to go with his father. He watched his mother go through a door as she waved to him –that’s the last time he saw her. His father was told later when he asked about his wife that if she went through that door she’ll come out through the chimney. Fred was given the job of gathering all of the clothes of those that went in for “showers.” His father lost all hope and refused to report to work – he was beaten to a pulp as a result and put into a truck to be delivered to the gas chamber. He jumped off the truck and was shot. One memorable event was that on Yom Kippur a number of the inmates came out into the field and began praying out loud. They sang the “Kol Nidre” and miraculously none of the guards did or said anything. When they were finished praying they went back into their barracks with no punishment or penalties. He was on the death march for 18 days where he describes those that were shot along the way. He ended up in Bergen-Belsen when British soldiers liberated the camp. He was very sick and weak and was told he could only be saved if he went to Sweden which he did. He stayed in Sweden for 3 years recuperating and finally went with his sister to America where he got married at the age of 20. His message is to stay away from evil. Evil can only lead to catastrophes.*

Objectives	FL State Standards Correlations
Estimated time of the Lesson: Film 23’ 42 “ min. lesson approximately 25 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

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	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, Poland, Sweden DVD Player, screen	
SUGGESTED PROCEDURES	
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: Budapest, Prague, Gleivitz, Auschwitz, Buchenwald, Scotland, London	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.
3. Teacher prepares students for viewing by introducing the Survivor and having the students define the term <i>Survivor</i> .	Subject: ELA Strand: LAFS.910.RI: 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. Auschwitz b. Kol Nidre c. Death March	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.
5. Students view Video of Survivor Fred Mulbauer	
6. See attached questions specific to the video of Fred Mulbauer (Addendum)	
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	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>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 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>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 FRED MULBAUER VIDEO

1. What happened to Fred’s schooling when the Hungarians occupied his village?
 - a. Jews were no longer allowed to go to public schools. He could only attend a Hebrew school.
2. What was the last vision that Fred had as he left his home and looked back?
 - a. All of his neighbors were taking out their furniture and all of their belongings. They were dancing about and celebrating as they marched out with Fred’s family’s belongings.
3. What were the conditions in the “brick factory” in which Fred and his family had to reside?
 - a. They called it a ghetto which had nothing but a roof – it was very cold – they were given some food and Fred volunteered to help out in the kitchen and stole food.
4. What was the train ride like for Fred and his family?
 - a. They were in a freight car with 100 people and 2 buckets; one with water for drinking and one for bodily wastes. It was so crowded you couldn’t even sit down.
5. How did Fred save himself from being sent to the gas chamber during the selection?
 - a. Told the guards he was 17 even though he was only 13.
6. What was the scene like the last time he saw his mother?
 - a. She entered through a door and waved to him – later he discovered it was a gas chamber that led to the crematoria.

7. What was Fred's job in Auschwitz?
 - a. Remove the clothes from the room where they were left after everyone had undressed and put them in boxes.
8. Why was Fred in a hospital in Sweden for 3 years?
 - a. Was found in such poor medical condition that American soldiers said the only way he would survive would be to get him to a special hospital in Sweden.



With special thanks to the

