



Holocaust Education Companion Guide

Video: Paula Lebovics - Jewish Survivor
Produced by USC Shoah Foundation

HOLOCAUST MEMORIAL CENTER
ZEKELMAN FAMILY CAMPUS



Holocaust Education Companion Guide

Paula Lebovics - Jewish Survivor

Please click here to [view](#) the video (Clip #27).

An IWitness account is necessary to view this video.
There is no charge for the account.



Holocaust Education Companion Guide

Primary Source Information

Title of the Source Paula Lebovics - Jewish Survivor (Clip #27)

Date March 16, 1995

Creator (author, photographer, artist, etc.) USC Shoah Foundation

Source IWitness: USC Shoah Foundation. "Paula Lebovics - Jewish Survivor." Clip #27 (2:12:23-2:16:20).

<https://iwatch.usc.edu/sfi/Watch.aspx?testimonyID=1407&segmentNumber=0&returnIndex=0&contentView=1&pg=2>

IWitness is a free-of-charge educational website developed by USC Shoah Foundation – The Institute for Visual History and Education that provides access to more than 1,500 full life histories, testimonies of survivors and witnesses to the Holocaust and other genocides for guided exploration. First-time users must create an account. Upon creating an account, teachers and their students will have access to a multitude of engaging video testimonies, relevant activities, and graphic organizers, etc. The Holocaust Memorial Center highly recommends this invaluable resource.

IWitness: USC Shoah Foundation. "About Us." <https://iwatch.usc.edu/sfi/About.aspx>.



Holocaust Education Companion Guide

Primary Source Information (Continued)

Source Description

Paula Lebovics, a Holocaust survivor, describes the liberation of Auschwitz II-Birkenau by the Red Army (Soviet Union). Lebovics recalls an emotional encounter with a kind soldier, and the horrors that she, other survivors, and the Red Army faced, even after liberation.

Brief Survivor Biography

Paula Lebovics (Pesa Balter) was born on September 25, 1933 in Ostrowiec, Poland. She was the youngest of six children in a well-to-do Orthodox family, who worked for her grandfather. In late 1940, she and her family were forced to live in the Ostrowiec Ghetto, where she stayed until 1943, when the Ghetto was liquidated. She was then sent to the Ostrowiec Concentration Camp, where she was imprisoned until August 1944. Paula and other prisoners were then relocated to Auschwitz II-Birkenau, where she would remain a prisoner until liberation in January 1945.



Holocaust Education Companion Guide

Lesson Planning Information

- | | |
|---|---|
| Recommended Grade Levels | <ul style="list-style-type: none">• 6-8• 9-12• Post-Secondary |
| Holocaust Topics | <ul style="list-style-type: none">• Rescuers• Survivors and Liberators• Children of the Holocaust |
| Themes | <ul style="list-style-type: none">• The Human Story• Returning to Life |
| Connections to Standards and the C3 Social Studies Framework | <ul style="list-style-type: none">• MI WHG 7.2.3 - World War II• MI WHG 7.2.6 - Case Studies in Genocide• MI 7 - P.4.2.3 - Participate in projects to help or inform others• MI 8 - P.4.2.3 - Participate in projects to help or inform others• C3 Framework Dimension 3: Evaluating Sources & Using Evidence |



Holocaust Education Companion Guide

Contextualizing the Primary Source

Information/knowledge needed for students to understand this primary source (Context)

Auschwitz-Birkenau was the largest Nazi concentration camp and death camp. Over 1.1 million individuals, Jewish and non-Jewish, lost their lives there.

Memorial and Museum: Auschwitz-Birkenau.
"Home." <http://auschwitz.org/en/>

Many of the camps, including Auschwitz-Birkenau, were comprised of people of different religions, ethnicities, nationalities and languages.

However, only European Jewry was subjected to the state-sponsored, systematic persecution and annihilation committed by Nazi Germany and its collaborators.

Nazi soldiers abandoned the camps to escape the approaching liberating forces, often destroying evidence of the crimes they committed.

Red Army soldiers were the first to liberate many of the concentration camps, especially those closer to the Eastern Front, like Auschwitz-Birkenau. The soldiers witnessed and documented the resulting devastation that had occurred there.

Prisoners were largely not permitted to immediately leave the camps upon liberation due to safety/health concerns.



Holocaust Education Companion Guide

Recommended Contextualizing Resources

Echoes and Reflections

- Survivors and Liberators:
<https://echoesandreflections.org/unit-8/>

United States Holocaust Memorial Museum (USHMM)

- Auschwitz:
<https://encyclopedia.ushmm.org/content/en/article/auschwitz>
- Liberation of the Nazi Camps:
<https://encyclopedia.ushmm.org/content/en/article/liberation-of-nazi-camps>
- Nazi Camps:
<https://encyclopedia.ushmm.org/content/en/article/nazi-camps>
- The Soviet Union and the Eastern Front:
<https://encyclopedia.ushmm.org/content/en/article/the-soviet-union-and-the-eastern-front>

Yad Vashem

- Daily Life in the Camps:
https://www.yadvashem.org/holocaust/about/camps/daily-life.html#narrative_info



Holocaust Education Companion Guide

Additional Lesson Plan Information

Recommended Length This video and follow-up discussion could last between 15 and 45 minutes.

- Questions to provide more context**
- Facts: Who, what, where, when, why, how?
 - Affective (emotions): What emotions did you notice?
 - What event is she recalling?
 - How does she feel about the event?
 - Do the emotions influence how you understand the facts?
 - Why is using testimony as a primary source valuable?
 - What challenge can it present?

Additional Notes This video should be used towards the end of a Holocaust unit in a broader or all-encompassing history class, such as European History or World History.

The video would also be an asset to the liberation portion of a Holocaust/genocide-themed social studies class.



Holocaust Education Companion Guide

This guide is a joint product of the Social Studies Teacher Advisory Group and the Holocaust Memorial Center Zekelman Family Campus.

2019-2020 Social Studies Teacher Advisory Group

Dan St. Laurent – Lake Shore Public Schools (Macomb)

Angela Chea – Dexter Community Schools (Washtenaw)

Anthony Conte – Frontier International Academy (Wayne)

Michelle Cureton – Lake Orion Community Schools (Oakland)

Tim Gore – Detroit Public Schools Community District (Wayne)

Brandi Platte – Plymouth Canton Community Schools (Wayne)

Megan Wilson – Garden City Public Schools (Wayne)