Unit 5: The Story of the Mir Yeshiva

	Title	Reading	Listening	Writing	Speaking
1	History of the Mir Yeshiva	Article	----	Description	View point
2	Escape to Shanghai	---	Interview	Personal reaction	Opinion
3	Impressions from Mir	Letters	----	Letter	Negotiation
4	Is that Mir?	Descriptive essay	Descriptions	Descriptive essay	Group descriptions
5	Rav Nasan Tzvi Finkel	Biography	-----	Impressions	Problem solving
6	Correspondence with a Shanghai Refugee	----	Letter Exchange	Letters	Pair discussion
7	Interview with a Survivor	Instruction Guide	Interview	Interview	Interview
8	Vaad Hatzala	Article	---	Opinion	Opinion
9	A Biography in the Making	Instruction guide	Presentations	Biography	Presentations

Overall performance objectives:

- Can discuss personal experiences
- Can express opinion and preference
- Can write and conduct an interview
- Can describe people and events, both orally and in writing
- Can write a letter, a descriptive essay and an opinion essay
- Can write a biography
- Can present and discuss their point of view

Vocabulary: New

ambitious	corresponded	extending	illustrious	mental	sides
ancestor	dawn	extensive	imagery	negotiations	simultaneously
appropriate	declaration	extraordinary	immerse	non-professional	spatial
assumption	delayed	fascinating	independent	obtainable	stiffness
astonished	delegation	fee	inspire	occupation	straightforward
basic	disaster	figure	instruct	papers	substantial
battle	documentation	folk	iron	permission	support
biography	elimination	gain	key	primary	symptoms
cabinet	entry	Germany	likely	progressive	transfer
cable	era	grabbing	limitation	provisions	via
captured	escape	grave	load	refuge	violently
challenging	exceptional	honored	manners	relatives	vivid
commotion	existence	hook	marriage	remain	weakening
complicated	expansion	horror	means	role	welfare
conclusion	explicitly	humanitarian	memoir	sensible	

Chunks, idioms and sayings

consisted of	lose interest	require to do something	take an interest in

Reentered / Reviewed

absorb	creative	facilities	majority	requirement
achievement	demanded	facts	material	research
advocate	desire	flexible	method	response
affected	destroyed	folk	occur	responsible
allow	details	found	original	reveal
alternate	devise	funds	outcome	significant

announcement	discover	historical	overall	sources
apparently	elements	image	particularly	struggle
approximately	emotional	impressions	procedure	suffering
audience	entire	independence	process	suitable
authority	environment	institutes	produced	summarize
brief	established	institutions	proposed	survive
comparison	eventually	investigate	quarters	temporary
complex	expand	journal	reconstruction	theory
conduct	expectations	justify	refugee	waves
convey	experience	located	relationship	
correspondence	expressive	location	relevant	

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1: History of the Mir Yeshiva

1. Let's Talk! Pair Work. Let's Talk! Have the students work in pairs to discuss the three lines from the song sung by Baruch Levine at the dinner for the 200-year anniversary of the Mir Yeshiva. Have them talk about what they think the lines highlight in the history of the yeshiva.

Option: If you'd like to share the whole song:

200 Years of Mir

Where the love of the Torah (ahavas hatora) is burning
Where they come from all shores, and their essence endures
For thousands progressing (shteiging) in learning
Starting in Poland on to Shanghai and in Yerushalaim to stay
Our Mir Yeshiva has lived through it all
And continues to flourish today
The leaders of the generation (Gedolai Hator) always in unison greatly lifting their many students (talmidim)
Roshai Yeshiva who guide us so well and feel such responsibility (achyaus) for the Jewish nation (Klal Yisrael)
Building foundations for so many generations (doross)
Raising a pathway for Torah and good character traits (midos)
One diverse family which is so rare
The home we call Mir

Story of the song --The song takes you on a journey from the Yeshiva's humble beginnings at the dawn of the age of the great European Yeshivos. The stirring Yiddish chorus, based on Tehillim 119, highlights the secret of the Mir's survival: unrelenting hasmada in the face of all sorts of adversity. The lyrics vividly describe how the Yeshiva triumphed over world wars, devastation by fire, ideological battle of haskallah, financial disaster, and geographic upheaval. Reverently eternalized are the various great leaders who stood at the Mir's helm with heroic mesirus nefesh throughout the generations, guiding their talmidim and supporters who share in the continued success of the Mir until this day and beyond, until the arrival of Moshiach. This superb production was performed live by Baruch Levine and Yisroel Werdyger at the historic dinner; it was arranged and conducted by Yisroel Lamm. The

music was performed by the Aaron Teitelbaum Orchestra & Productions. It is based on an original tune composed by Yom Tov Ehrlich, with brand new lyrics written by Chunna Herskowitz. Listen, enjoy, and be inspired
Produced and Conducted By: Yochi Briskman
Featuring: Baruch Levine, Shulem Lemmer, Acheinu and the Yochi Briskman Orchestra
Composed by: Abie Rotenberg
Lyrics by: Ruchie Torgow
Yiddish Lyrics by: Yosef Hersh Schwartz
Video & Edited by Neummen Media
Edited in part by: Mint Media

Option: Discuss the picture and have them compare it to the Mir Yeshiva of today if they know about it. If not just say this is a picture of how the yeshiva looked before WWII.

2.a. Have the students match the words on the left to their synonyms on the right.
Answers:

1. e	4. b	7. h
2. a	5. g	8. f
3. d	6. i	9. c

2. b. Have the students complete the sentences using the vocabulary in Exercise 2.a.
Answers:

1. astonished	4. era	7. battle
2. folks	5. captured	8. refuge
3. existence	6. elimination	9. commotion

3. Have the students give an example and an explanation for each of the descriptions given. They should write in their notebooks. Encourage them to share their ideas.

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4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the invitation and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Quote from: Emmanuel Etkes, Shlomo Tikochinksy (eds.), Yeshivot Lita: Pirkei Zichronot (Lithuanian Yeshivas: Memoirs), p. 315

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5. Have the students answer the questions according to the article in Exercise 4.
Answers:
a. 2, 5

b. *He didn't want the students to feel like they were begging for food from the people of the town.*

c. Any of the following: He was impressed by the commotion / the noise / the sound of so many students learning

d. 2, 3

e. Brooklyn, New York, / Jerusalem, Israel

6. Let's Write! Have the students imagine what they think went on in the 200-year event for the Mir Yeshiva and describe it. They should write between 100-120 words in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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2: Escape to Shanghai

1. Let's Talk. Discuss what an 'Escape Room' is and how it works.
FYI: An escape room is an exciting and adventurous game in which participants are "locked" into a themed **room** with their team (usually 8-10 people), and they must solve riddles, puzzles, and clues in order to find their way out of the room before the time runs out.

Have the students work in small groups of three to four to discuss the idea of an escape room by answering the three questions provided.

2. a. Have the students match words in column A to the words in column B that have the same meaning.
Answers:

1. h
2. j
3. k
4. g
5. c
6. d
7. i
8. f
9. a
10. e
11. l
12. b

2. b. Have the students complete the dialogue using the words in Column A in Exercise 2.a.
Answers:

1. escape
2. occupation
3. horror
4. explicitly
5. via
6. instructed
7. humanitarian
8. simultaneously
9. honored
10. fee
11. limitations
12. graves

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3. Have the students match the words to their definitions.
Answers:

A:
1. b
2. e
3. c

B:
1. f
2. b
3. a

4. Listening Comprehension.

4.a. Have the students look at the map and the marked route on it. Encourage them to express an opinion on the route presented.

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4.b. Have the students listen to the interview with Mr. Eliyahu Lipshitz, a survivor from the Mir Yeshiva who escaped with the whole group of yeshiva students and the rabbis and their families from Mir via Kovno, Lithuania to Shanghai, China. They should then answer the questions.

It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

Interviewer: Hello and good afternoon. We are happy to introduce you to Mr. Eliyahu Lipshitz, a survivor from the Mir Yeshiva. He escaped with the whole group of yeshiva students, the rabbis and their families from Mir via Kovno, Lithuania to Shanghai, China. Hello, Mr. Lipshitz, thank you for coming today to help our audience understand more explicitly about the whole process you had to go through in order to escape from the horror of German occupation.

Mr. Lipshitz: I am very honored to be here today to help the audience understand the whole process of our escape.

Interviewer: Could you please tell us a little about yourself?

Mr. Lipshitz: Sure, my name is Eliyahu Lipshitz and I was born in the city of Lelov, Poland. I was a member of a large family. We were three sisters and five brothers, eight children in all. I was the only member of my family who survived the war. I was born in the year 1924. When I was fourteen, my parents sent me to study in the Mir Yeshiva.

Interviewer: Why did they choose that yeshiva?

Mr. Lipshitz: They specifically chose that yeshiva because of the yeshiva town of Mir. They felt it was the perfect environment for a good Jewish education.

Interviewer: What happened to the yeshiva when the Nazis invaded Poland in 1939?

Mr. Lipshitz: Because the Nazis invaded on the west and the Russians on the east, it meant the yeshiva could not remain in Mir. The Roshai Yeshiva decided to relocate in Lithuania, which was given temporary independence by both Germany and Russia. The yeshiva split up into four groups. Each group went to a different small town in Lithuania led by one of its great personalities. It was obvious that this arrangement was only temporary and eventually the Yeshiva would have to escape to a safer location in order to survive.

Interviewer: What happened to the Jews of the town who did not leave with the Mir Yeshiva?

Mr. Lipshitz: Unfortunately all the citizens who remained were rounded up by the Nazis and shot on the spot after they were instructed to dig their own graves. The Rav of the town remained faithful to his people and encouraged them until the last minute. It was a very sad ending.

Interviewer: How horrible. Can you explain how the yeshiva's escape plan developed?

Mr. Lipshitz: In the summer of 1940, several students of the Yeshiva learned that the Dutch consul in Kovno, Jan Zwartendjk was willing to issue entrance permits to Curacao, an island in the Caribbean Sea under Dutch authority. In order to get there the students and the families needed a transit visa, a letter stating that they are permitted to travel. Hashem had simultaneously arranged that the Japanese consul in Kovno, Lithuania, was issuing transit visas to refuges who

wished to escape via Japan. This was a tremendous opportunity for the yeshiva students who had escaped to Vilna, the capital of Lithuania to escape from the Nazi control and the Russian authority.

Interviewer: That is really amazing how all the pieces of the puzzle were coming together. What else did you need?

Mr. Lipshitz: First we needed legal Polish passports to get the process moving. Rav Kalmanowitz, one of the heads of the yeshiva paid an officer in the Polish embassy a very high price to get passports for all 300 students, the rabbis and their families.

Interviewer: How did you get the transit visa?

Mr. Lipshitz: People were waiting in line outside the Japanese consul in Kovno to get the visas. There is a story told that the consul's wife was so concerned for the refuges that she urged her husband, Chiune Sugihara, to issue as many visas as he could. The consul even got some of the yeshiva students to help. The problem was that the Japanese government had told him not to issue the visas, but that did not stop him from doing this humanitarian act.

Interviewer: He was very brave to do that. Wasn't he afraid that he would have trouble with his government?

Mr. Lipshitz: Apparently not, because he issued over 1,500 visas even when the person who requested it had no proof of a final destination. He is really considered a righteous gentile for helping the Jews in need and was later given an award after his death. His wife accepted the award of the righteous gentile from Yad Vashem in his name.

Interviewer: Now you had the passports, a final destination, and transit visas. What was the next difficulty you had to overcome?

Mr. Lipshitz: We needed to purchase tickets on the Trans-Siberian Railroad to Vladivostok, Russia. The rabbis and the community leaders turned to Jewish welfare organizations in the USA, including the Rescue Committee, to raise the funds for the price of the tickets. Each ticket cost 400 rubles, but the organizations worked hard to raise the money and sent the money to the Rabbi to pay for the railroad fee.

Interviewer: After all that, when you finally got on the train how long did the trip take?

Mr. Lipshitz: The trip lasted two weeks. When we finally reached our destination, Vladivostok, we took a boat to Kobe, Japan.

Interviewer: Kobe? I thought you went to Shanghai? Isn't that in China?

Mr. Lipshitz: You're right. Shanghai is in China and we had a transit visa to Japan. But when the Japanese attacked Pearl Harbor in Hawaii, USA, on December 7, 1941, all the Jews were sent to Shanghai in China, which was under Japanese control.

Interviewer: What happened there?

Mr. Lipshitz: We were put into a ghetto in Shanghai, but it was not at all like the ghettos in Europe. This was an open ghetto of sorts. Ghetto residents received passports marked with a yellow line, but they were not ordered to wear any yellow stars marking them as Jews. Besides the restrictions of their living quarters, no other limitations were placed upon them, and they were allowed to travel outside of the ghetto and go study in the yeshiva, which was an abandoned shul built by a Jew many years before. This shul had exactly the number of seats needed for all the yeshiva students of the Mir Yeshiva who were relocated in Shanghai.

Interviewer: How did you have money to survive and pay for food in Shanghai?

Mr. Lipshitz: We were supported by the Rescue Committee until after the war. This way we were able to continue studying Torah.

Interviewer: What happened after the Japanese surrendered in 1945?

Mr. Lipshitz: After the Japanese surrendered in August 1945, it became impossible to leave Shanghai because of transportation problems. Small groups of people managed to leave, but most of the yeshiva members were forced to stay until the end of 1946. The majority of the students left for the US at that time. Some of the students remained in the US and established a branch of the yeshiva in Brooklyn, New York, with Rav Kalmanowitz. The rest of the students left for *Eretz Israel* with Rabbi Chaim Shmuelevitz, where they established the Mir Yeshiva in the Beit Yisrael neighborhood in Yerushalim. The Mir Yeshiva was the only yeshiva where the entire student body managed to leave Lithuania and survive World War Two.
Interviewer: Mr. Lipshitz, thank you so much for sharing your experience with us.

Answers to questions:

1. c
2. d
3. b
4. d
5. an open ghetto
6. a
7. a

5. Let's Write! Have the students write a short paragraph describing how they felt and their reactions to the story that Mr. Lipshitz shared in the interview. They should write between 80-100 words in their notebooks. Encourage them to share their ideas.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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3: Impressions from Mir

1. Let's Talk! Pair work. Have the students work in pairs to imagine that they are going to visit the town of Mir in the 1930s. They should make a list of what they think would be important to take with them. Then they are to compare their list with another pair and finally share a joint list with the class.
Remind the students that things were very different than today, especially in a small town in Poland during the 1930s.

2.a. Have the students circle the correct meaning of the words in bold in each sentence.
Answers:

1. c
2. a
3. c
4. a
5. a
6. d
7. b
8. c
9. c
10. d
11. a
12. c
13. a

2. b. Have the students answer the questions using the words in bold in their answers. They are to write their answers in their notebooks. Encourage them to share their responses.

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3. Have the students choose four of the words from the word bank and write a short logical paragraph with them, in their notebooks. They should make sure the words connect logically and clearly. Encourage them to share.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn. Ask them to look at the layout and the short introduction and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Option: Use the letters to do a Jigsaw Group Work Activity. Each group would be responsible for one of the letters and they have to teach the others what's in that letter.

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5. Have the students answer the questions according to the letters in Exercise 4.
Answers:

a. 3
b. 1. New York, USA, 2. Hamburg, Germany, 3. Horodzie, Poland, 4. Mir, Poland
c. 1. False - The trip was very difficult.
2. False – Mrs. Shein had a hard time adjusting to life in Mir.
3. True
4. False – Mir, Poland was a very old fashioned village.
5. False – Most people earn a living by providing the yeshiva boys with food and sleeping quarters
d. The answer should show that she came from a big modern city. She compares the town to five or six blocks of New York. Mir is old fashioned, there is no electricity, the modern city has electricity, people use horses and carts, New York has cars. But Torah and ethics are vibrant and alive.

6. Let's Write! Have the students choose one of the letters and write a response as if they are Mrs. Shein's parents, to whom she constantly writes. They should write their letter in their notebooks and write between 120-140 words. Encourage them to share their letters.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Option: Have different groups of students write responses to specific letters, thus ensuring all the letters are answered. Then have the class read the correspondences aloud, in a storytelling manner. This would be done in chronological order.

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4: Is that Mir?

1. Let's Talk! Group work. Have the students work in small groups of three. Each group member draws a house that she thinks would be a typical house in the town of Mir in the 1930s. Each member of the group describes her house without showing the picture. When she is done, she shows the picture, and the group has to say if it's similar to what they imagined or not.

Read the **Tip**! box with the students to remind them of how to describe something.

2. Have the students choose the correct meaning of the word in bold. Answers:

a. 1
b. 3
c. 2
d. 1
e. 3
f. 1

3. Have the students complete the passages with the words from Exercise 2.
Answers:

a. 1. loses interest, 2. takes an interest, 3. spatial
b. 1. mental, 2. imagery, 3. vivid

4. Read the text with the students, explaining that it's a text that is explaining how to write a descriptive essay. Make sure they understand the process before beginning to write. Discuss and give examples as they read.
Explain: 'Show and don't tell" as presented in the text, and ask for oral examples.

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5. Have the students write a Show for each Tell in the exercise, in their notebooks. Encourage them to share their ideas.

6. Let's Write! Have the students write a descriptive essay either about the town of Mir, its history or about a survivor from Mir who was in Shanghai. They should follow the steps to help them think of many descriptive words to write their passage.

6. a. They are to use this chart to help them think of what to describe.

6. b. They are to use this chart to help them come up with more descriptive adjectives.

6. c. They are to write their essay.
They are to write between 120-140 words, in their notebooks. Encourage them to share their essays.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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5: Rav Nasan Tzvi Finkel

1. Let's Talk! Group work. Have the students work in small groups of three to discuss the dilemma presented. Each student takes on a role and acts out the scenario accordingly.
Option: You can have the students swap roles and see if the decision would be different. After discussion, the students playing Sarah must make a decision and present her reasoning to the class.

2. Have the students tick Yes or No if the sentence is logical in relation to the word in bold.

Answers

a. Yes
b. Yes
c. No
d. Yes
e. Yes
f. Yes
g. Yes
h. No
i. Yes
j. No
k. Yes
l. No
m. Yes

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3. Have the students write an example for each of the descriptions, in their notebooks. Encourage them to share their ideas.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Option: If you'd like to discuss the topic of Parkinson's disease prior to reading, have the students read the sidebar in the text.

NOTE: Many ideas of this biography were taken from the book "Rav Nasan Tzvi" by his mother, Rebbetzin Sara Finkel.

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5. Have the students answer the questions in their notebooks, according to the text in Exercise 4.
Answers:

a. Any answer that is close enough to:
   1. *Born in Chicago, Illinois*
   2. *1957*
   3. *Nasan Tzvi studied in the Mir in Jerusalem for eight months*
   4. *1960*
   5. *Went to learn in the Mir after high school graduation*
   6. *Was diagnosed with Parkinson's Disease*
   7. *1990*

b. 3
c. 2
d. 1
e. Any two of the following: *He expanded the campus to 8 buildings. /He expanded the student body of over 6,000 students / He opened an additional campus in Modiin Ilit / the Talmudic library has over 15,000 unique books*
f. Any of the following: *continued giving shiurim / continued studying as usual / continued on his fund-raising trips*

6. Let's Write. Have the students write a short passage describing what they could do to help people and make a difference in their community.
They should write between 100-120 words in their notebooks. Encourage them to share their ideas.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this. You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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6: Correspondence With a Shanghai Refugee

1. Let's Talk! Pair work. Have the students work in pairs to discuss the meaning of the poem and how it might influence people who are facing challenges or problems at any specific point in time in life. Have them share their ideas with the class.

Hope – Taken from Life Challenges by Esther Essess

2.a. Have the students match the words in the bank to the meanings in the chart.
Answers:

1. dawn
2. entry
3. gain
4. support
5. means
6. Germany
7. permission

2. b. Let's Talk! Pair Work. Have the students read the sentences and decide which of these they feel are something they expect from their best friend. They should explain to their partner why they think so.
Encourage the pairs to share their ideas.

3. Have the students match the definitions to the correct words on the left.
Answers:

1. a
2. d
3. c

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4. Listening Comprehension.
Have the students listen to the reading of a series of correspondences between Yehudith Goldbart and a member of her Bnos Oneg Shabbat group, Esterke. They should then answer the questions.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript
Dear Esterke,
I tried to contact you by telephone, but I wasn't successful. This letter should have been written a week ago, but I was so emotional because this long trip to Israel was for the purpose of my beloved husband's second *Yor Tziet*, the anniversary of his death. Apparently, this trip was more difficult for me than any of my expectations. It is very hard for me to be alone, and I was even thinking of making aliya to Israel, but to begin by myself would be too complex of a task at age 53. I had known my husband since I was nineteen years old when we got married in Los Angeles after the war. My husband, Hershel, was a refugee from

Poland and survived the concentration camps. We married and became a happy family in Los Angeles, but we never had any children. I had rheumatic fever when I was a child, so that could have been the reason. Everything is in Hashem's hands.
If you don't get a chance to answer my letter before I return to the States, please write me at my home address. I would be very happy to hear from you.
Love, Yehudith

Dear Yehudith,
I was overwhelmed with happiness when I received your letter. On the other hand, I was very sad to hear about your husband Hershel's passing. I want to take this opportunity first of all to bless you with good health and to give you courage to meet the future with great joy. I want to thank you for the wonderful times and the education you gave us in the Bnos Oneg Shabbat group when we were young in Boyle Heights.
I would like to ask you some questions about your time in Shanghai. How did you get to Shanghai? What was the experience like for you and your family? I remember you used to teach us expressions in Chinese and Japanese, but I have forgotten them. Please try to answer my questions. I am truly interested in all the information. I hope to hear from you soon.
Love, Esterke

Dear Esterke,
I am so thrilled that you answered my letter. I will begin this letter by telling you a little background of what was going on in Germany in the 1930's. I was born in Frankfurt, Germany in 1930 as Yehudit Cohen. My friends called me Kitty. (You girls called me Judy.) When Hitler gained power, the situation began to get terrible for the Jews. Many German Jews were trying to find ways to escape from Germany. They found a positive solution in the city of Shanghai, China. Although they did not know what was in store for all the Jews of Europe, many German Jews tried to leave. The only place in the world that didn't require an entry visa or even a passport was the international city of Shanghai. The only requirement needed was to buy a ticket to Shanghai. The last German ship was leaving Naples, Italy, in 1936. My father, mother and I were on that ship. Traveling on the sea for a child made a big impression, but we also got seasick on the long voyage. I will tell you what happened when we arrived in my next letter. Meanwhile, be well and regards to your family.
Love, Yehudith

Dear Yehudith,
I am waiting impatiently for more information about Shanghai. Please continue.
Love, Esterke

Dear Esterke,
I hope all is well and now I will be happy to continue. When we arrived in Shanghai, we had to find living quarters and a means of support. It was very difficult until the Mir Yeshiva arrived. Then my father had a brilliant idea. He would be the one to provide *chalov Yisrael* for the boys and the Yeshiva families. Every day he went out before dawn to a Chinese farmer who raised cows and my father milked the cows himself. He brought back the milk in a large metal jug that he sold to the Yeshiva families. My mother got a job as the cook for the Yeshiva. This way we were able to have enough food to eat. The living conditions were very bad and got worse after the Japanese attacked Pearl Harbor. Then the Japanese put the Jews into a ghetto. The Yeshiva boys were allowed to go to Yeshiva everyday even though they lived in the ghetto. The American Jewish Joint Distribution Committee, the JDC, and HAIS provided some assistance with the housing and food problems. We lived in Shanghai

for about ten years and left in 1946. I met Hershel Goldbart when I was nineteen and we got married and lived in Los Angeles. While we were living in Boyle Heights on the Eastside of Los Angeles, I decided to found a *Bnos Oneg* Shabbos group like I had in Germany and Shanghai, to give the local girls a feeling of Shabbot by telling them stories of the parsha, singing songs, playing games, and eating good food. That is where we met and that is how we are friends until today.
Keep well, Love Yehudith

Dear Yehudith,
Thank you so much for sharing your experiences in Shanghai with me. Now I think you should make it your life's work to write your story and have it published. I hope to hear soon that you are starting. I am anxiously waiting to read the published book.
All my love,
Esterke

Answers to the questions:

a. 2
b. 3
c. ship
d. 1
e. 2
f. publish a book about her experience in Shanghai

5. Let's Write! Pair work. Have the students work in pairs to write letters and respond to them asking a make believe friend, relative or neighbor about their previous place of residence. The students are to write a letter, give it to their partner and then answer the partner's letter. The letters should be between 100-120 words.
They should share their correspondence with the class.

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7: Interview With a Survivor

1. Let's Talk! Have the students discuss the questions, in a class discussion, about what makes someone a survivor. Encourage them to express their ideas and to bring examples that they are familiar with.

2. Have the students choose the words that don't mean the same as the word in bold on the left.
Answers:

a. interesting
b. invention
c. wrong
d. division
e. opened
f. hurricane
g. punctually
h. permissions
i. supposed to
j. sensitive
k. coins
l. open
m. wealth

3. Have the students complete the interview using the words in Exercise 2.
Answers:

a. challenging
b. welfare
c. required
d. sensible
e. sensible
f. provisions
g. challenging
h. appropriate
i. sides
j. assumption
k. disasters
l. delayed
m. conclusion

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*Have the students answer the question about how they felt reading the interview, in their notebooks. Encourage them to share their feelings.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

5. Let's Write and Talk! Have the students work in pairs to write an interview and to present it. They are to write at least 6 sets of questions and answers about a survivor. They can write about someone in this unit or someone else they are familiar with. They are to write in their notebooks.
When they are finished, they are to present their interview to the class.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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8: Vaad Hatzala

1. Let's Talk! Pair work. Have the students work in pairs to discuss the situation where someone they know is in great danger and they are interested in helping. They should work with their partner to answer the questions and try to formulate a plan of action.

2. a. Have the students match the words in Column A with their meanings in Column B.
Answers:

1. e
2. c
3. h
4. a
5. j
6. b
7. k
8. d
9. f
10. i
11. g

2.b.Have the students complete the sentences with the words in Exercise 2.a., Column A.

1. documentation, papers
2. independent
3. relatives
4. negotiations, non-professionals
5. exceptional
6. role

3. Have the students complete the sentences so they are true for them, in their notebooks. Encourage them to share their ideas.

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Did you know? Box: Read the Did you know box with the students and explain what a prologue and an epilogue are. Ask them if they recall reading any books that have prologues and epilogues.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

NOTE: Information for this article was taken from the book "A Fire in His Soul" by Amos Bunim. The author writes about his father, Irving M. Bunim's life work.

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5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.
Answers:

a. 1, 3, 6, 7
b. *Mr. Irving Bunim*
c. *help yeshiva students, rabbis and their families… all Jews wherever and how they could*
d. 2
e. *He worked hard and negotiated to make a deal.*
f. *Because he wanted to help all Jews and he felt all Jews were his brothers*

6. Let's Write! Have the students write an opinion essay on why they think Mr. Bunim translated the message the way he did.
They should write between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this. You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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9: A Biography in the Making

1. Let's Talk! Have a class discussion about people who the students know who are Holocaust survivors or children of survivors that they admire. They should discuss what it is they admire about these people and whether they'd like to write about that person's life or not. If yes, have them explain what they would write about.
Encourage everyone to participate.

2.a. Have the students choose the word that means the same as the word in bold.
Answers:

1. c
2. a
3. a
4. b
5. a
6. b

7. c
8. b
9. a
10. a

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2. b. Have the students read the sentences and decide if they agree or disagree. They are to write, in their notebooks, why they agree or disagree with each statement using the word in bold. Encourage them to share their reasoning.

3. Have the students write 5 sentences, in their notebooks, using the words in the word bank. They are to use two words in each sentence. Encourage them to create a short paragraph out of the sentences. Have them share their sentences.

4. Let's Talk and Write! Group Work. Have the students work in small groups of three or four. They are going to write a short biography about someone that they are familiar with who survived or is a child of a survivor.
Before the groups begin, read the passage with them. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Then in groups the students work on the writing and prepare a presentation for the class, on the survivor that they chose to write about. They should present using visuals, perhaps a poster, pictures, flowchart, collage, etc.
It's very important that each student presents something.

You can assess the students using the **Speaking Rubrics** on page ix in the TG.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.