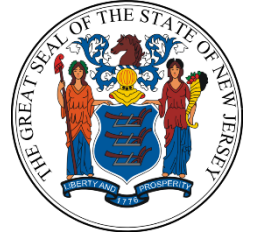


**State of New Jersey  
Commission on Holocaust Education**

P.O. Box 500  
Trenton, NJ 08625  
(609) 376-3968

[holocaust@doe.nj.gov](mailto:holocaust@doe.nj.gov)

<http://www.nj.gov/education/holocaust/>



*Facilitated by: ESTHER RAAB HOLOCAUST MUSEUM AND GOODWIN EDUCATION CENTER,  
STOCKTON UNIVERSITY SARA & SAM SCHOFFER HOLOCAUST RESOURCE CENTER, & METROWEST  
HOLOCAUST COUNCIL*

"When you listen to a witness, you become a witness."  
Elie Wiesel

The **ADOPT-A-SURVIVOR** program is designed to preserve and perpetuate the miraculous, inspirational stories of Holocaust survivors. The students, working alongside their teachers will have the opportunity to familiarize themselves with a Holocaust survivor's life and with the events that took place before, during, and after the Holocaust occurred.

Each participating class will be matched with one survivor or 2<sup>nd</sup> or 3<sup>rd</sup> generation family member. It is suggested that the teacher schedule multiple meetings throughout the school year during which time the students will familiarize themselves with the survivor's story. Working collaboratively, the students will have the opportunity to develop and complete a whole group project that tells the survivor's story. This project is designed to have teachers and students continue to share the stories of the Holocaust and to keep its history accurate for future generations.

We are delighted that you are interested in completing this program with your students! To help facilitate the process, the educators working with the Holocaust Center will provide some prepared questions to use as a model for the students, as they work on preparing their own questions.

We know the outcome will be amazing, and we are looking forward to hearing from you, ready to assist you in any way we can!

Contact the New Jersey Commission on Holocaust Education.  
They will put you in contact with your local Holocaust Center.

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## **ADOPT-A-SURVIVOR Suggested Questions:**

As an aid to better understand the survivor's challenging life, it is recommended that the students approach each meeting using questions that explore different periods in the life of the survivor. It should be made clear to the students that a few meetings are barely enough time to truly learn someone's entire history. Therefore, after listening to the survivor's story, students should be encouraged to ask additional questions which will ensure that the most important facts of the survivor's story will be included and remembered.

- Place and date of birth (followed up by providing a map or internet resource for a historical and geographical perspective of the survivor's country).
- Lifestyle of the survivor's family and their Jewish community.
- Details of the family including parents, siblings, and grandparents, with specific anecdotes where applicable.
- Religious, social, educational and economic life of the Jewish and non-Jewish community
- Details of the survivor's life from earliest recollection to the beginning of the Holocaust
- Experiences during the Holocaust
- Liberation, return to home, Displaced Persons Camp, waiting to emigrate
- Life in a new land- family - education- employment- profession

## **ADOPT-A-SURVIVOR Student Reflection**

**Worksheet:** ([www.echoesandreflections.org](http://www.echoesandreflections.org))

1. Survivor's Name: \_\_\_\_\_
2. Summary of the presentation in your own words. Please include who, what, when, where, why, and how. State what was especially meaningful to you.
3. What emotions did you notice that the speaker displayed? Please note body language, voice intonations, pauses, word choice, etc. What caused this person to feel this way?
4. What is your response after hearing the testimony? Include any questions you may have and your own emotional response. How did you feel after hearing their testimony?

## **ADOPT-A-SURVIVOR Student Final Project**

The class will complete a project using the information provided by the survivor or family member. This should be a collaborative effort with the entire class working together and then later sharing it with the survivor/family member and the Center upon completion. Allow time for students to share ideas and use their creativity to create a project that is most meaningful to them. Some examples are graphic novel, a website using details of the survivors' life, a mural, and the creation of a Crocus or rock garden. The ideas are endless!