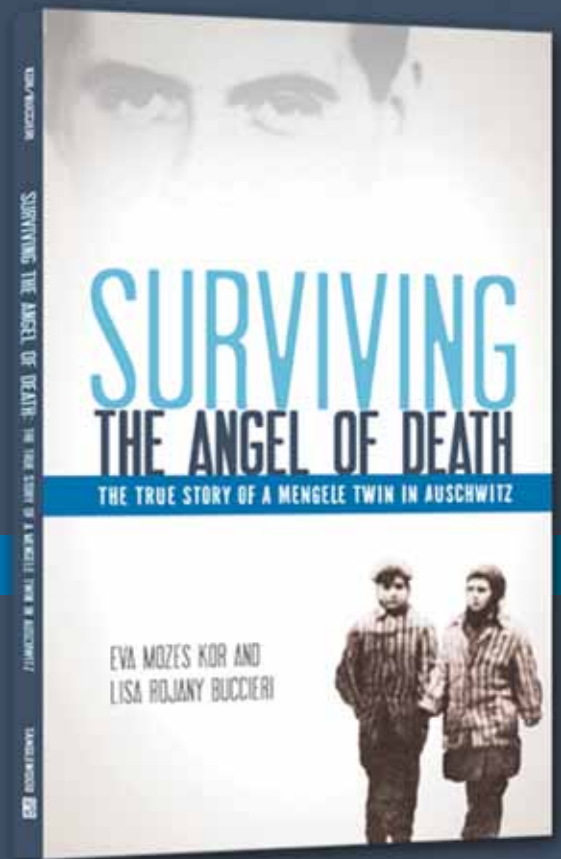


SURVIVING THE ANGEL OF DEATH

THE TRUE STORY OF A MENGELE TWIN IN AUSCHWITZ

EVA MOZES KOR AND LISA ROJANY BUCCIERI



A Letter From Eva Mozes Kor

Dear Friends,

I am excited that more educators and students are reading my book, *Surviving the Angel of Death*. I wrote the book to tell my story as a 10-year-old child, from a child's perspective, and in a simple language. I want to show young people that we can overcome many hardships in life and even triumph over disaster.

To young people, the Holocaust may seem like just a story since it happened some 70 years ago. Once you and your students read my book, please come to CANDLES Holocaust museum to meet me or, if you live too far away, I could do a Skype visit. This would be a powerful experience for young people to verify that I am real and that these things actually happened.

Although the book does not delve into my mission of forgiveness as much as it focuses on my time in Auschwitz, I hope that the story plants a seed in your students to want to learn more about the power of forgiveness. Below you'll find my definition of forgiveness and why I believe it is important for all human beings to consider it, so that when and after tragedy strikes, we will all be able to remember and move on in a more harmonious way.

If you have any questions or ideas, please feel free to email me. I love hearing how my story has touched lives that I have yet to meet.

Warm regards,

Eva Kor (eva@candleholocaustmuseum.org)



Forgiveness

Forgiveness is a way of healing oneself from pain, trauma, and/or tragedy. It is a means of self-liberation and self-empowerment.

Forgiving is not forgetting. It is in many cases impossible to forget events that deeply affect us. They shape our lives for better or worse. In the case of the Holocaust, it is important to remember and educate so it cannot happen again.

Forgiving does not mean that we condone the evil deeds of the Nazis and/or other perpetrators. The question of justice is separate from the issue of forgiveness.

This concept of forgiveness has little or nothing to do with the perpetrators. It has everything to do with the need of victims to be free from the pain inflicted upon them.

This concept of forgiveness has nothing to do with any religion. All people yearn to live free of the pain and burden of the past. If it is confined to one religion, or any religion, then some people will not be able to access it.

Each person can forgive only in his or her own name. One cannot forgive in the name of all Holocaust survivors, nor can one forgive someone for something he or she did to someone else. One can only forgive for what was done to him or her. It is a personal act.

Forgiveness is not a way to counteract violence, to provide safety in the midst of violence, or to advocate non-violence necessarily. When we feel our lives are in danger, most people will do everything they can to maintain their lives. Forgiveness is something to consider after the trauma has occurred.

Forgiveness is more than "letting go." It is proactive rather than passive. We become victims involuntarily, when a person or entity with power takes away our power to use our mind and body in the way we choose. Something was done to us that put us in a position of feeling powerless. Thus the conscious choice to forgive provides healing, liberation, and reclamation of this power.

Fifty years after my time in Auschwitz, I personally granted all Nazis and governments who aided them amnesty in my name alone. Enough was enough, I wrote in my declaration. There could be no justice attained in seeing them punished; instead we should focus on learning the truth, forgiving but not forgetting, and healing the souls of the victims.

"Anger is a seed for war. Forgiveness is a seed for peace."

Eva Kor, Auschwitz survivor



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Praise for *Surviving The Angel Of Death From Fellow Teachers*

Eva Kor's story is not just a compelling survivor memoir. She has a prescription for life. Her message of healing and forgiveness serves as an exemplar for everyone, but especially for the young people to whom she has dedicated her life's work.

I teach high school and the students' skills range from AP to non-native speakers. Most students either hate reading or have so much homework that "one more text" is a hassle. But Eva's book is always a success. I believe it is because Eva does not spare the atrocities of her confinement at Auschwitz, but still tells her story with a sensitivity that emphasizes the Mozes sisters' determination to live and love. Her controversial decision to publicly forgive her tormentors invariably stimulates dynamic classroom discussion.

--Barbara Markham, Delaware

Sometimes the best lessons can be learned through tragedies, and there are few stories that are able to capture the essence of the human will to survive in times of such evil. A journey through Eva's novel has allowed my 8th grade students just that. The ability to understand the power of facing evil with self-determination and will, and ultimately love, can be a tricky thing to teach. This tragically powerful story teaches children to appreciate people for who they are and to think about how they treat them. Most importantly, it empowers the students to carry and spread a message of peace and forgiveness themselves to as many people as they can. It is a wonderful way to allow future generations to battle hatred in our world with peace.

--Kalie Schmidt, Indiana

Eva's life lessons she teaches my students have changed the way they view life. So many times, 8th grade students cannot look outside their own situations and realize how fortunate they truly are. Reading this personal account of the trials and conditions Eva and many others had to endure, gives my students courage to face whatever life throws their way. Eva teaches them that they can overcome their sufferings if they never give up and continue to fight life's battles.

The book creates many opportunities for classroom discussions. Many of my students open up to me about problems they are having and tell me Eva's book gives them the determination to keep going. I know teachers focus on teaching standards, but some of the greatest lessons come from life experiences. Eva teaches us that there are no roadblocks that we cannot get through.

--Sherri Armstrong, 8th Grade English, Honey Creek Middle School, Indiana

Eva Mozes Kor's compelling narrative of survival during one of man's most evil times provides students with a personal context through which to begin to examine the Holocaust and the inconceivable pain it brought. Eva's passion and determination are a model for students. This book ignites powerful discussions and thoughtful reflections from all of us.

--David Goldberg, New York

My classes have been learning about Eva's experience since interviewing her for a documentary in 2003. Since that time, my students have been very involved in producing videos about Eva and the lessons she teaches such as respect for others, refusing to hate, not discriminating, and never giving up in an effort to teach other kids. Many of my students have read *Surviving the Angel of Death* and have been inspired by her teachings.

I have also had the privilege of taking students to visit Auschwitz with Eva on three occasions. Each time it has been a powerful learning experience for myself and my students. My students were able to share this experience with our community by writing articles for the local newspaper and with kids all over the world by producing videos about the trips. If kids all over the world would follow Eva Mozes Kor's lessons from the Holocaust, the world would change in one generation.

--Jeffrey Rudkin, Indiana

Eva's survival story in Auschwitz is one of determination, great strength, and extraordinary personal heartbreak. These three attributes resonated with my students as they experienced how to prevail, even in the darkest of times, and the importance of having compassion and love for others. They were deeply inspired by Eva's resiliency, which sparked inward reflection of themselves and how to be a citizen of the world.

--Gabrielle Conlin, New Jersey

Being an educator of low poverty students, is often a struggle to find relatable people for them to identify with. Eva Kor's novel provided a stimulating escape, for children yearning for a story of survival. My students saw Eva, not as a victim, but as a triumphant survivor. One who made the most of what she had, then inspired others to lead lives of kindness and forgiveness. In all of my years of teaching, this book has created more community in my classroom than any other resource. The inspiration that directly resulted from the study of Eva and her story is something that I will forever look back on with joy.

--Correna Gilstrap, Indiana

Story Summary

Eva Mozes Kor was 10 years old when she arrived in Auschwitz. While her parents and two older sisters were taken to the gas chambers, she and her twin, Miriam, were herded into the care of the man known as the Angel of Death, Dr. Josef Mengele. Subjected to sadistic medical experiments, she was forced to fight daily for her and her twin's survival. In this incredible true story written for young adults, readers will learn of a child's endurance and survival in the face of truly extraordinary evil.

The book includes an epilogue on Eva's recovery from this experience and her remarkable decision to publicly forgive the Nazis. Through her museum and her lectures, she has dedicated her life to giving testimony on the Holocaust, providing a message of hope for people who have suffered and working for causes of human rights and peace.

About the Authors



EVA MOZES KOR is a resident of Terre Haute, Indiana. She is a recognized speaker, both nationally and internationally, on topics related to the Holocaust, human rights, and medical ethics. She has been covered in numerous media outlets and is the subject of a documentary, *Forgiving Dr. Mengele*. Learn more about Eva at the CANDLES Holocaust Museum and Education Center that she founded: www.candleholocaustmuseum.org.



LISA ROJANY BUCCIERI has written over 100 children's books, including several award-winning and bestselling titles. She is also a publishing executive and editor with over 20 years of experience in the industry. Lisa lives with her family in Los Angeles. For more on Lisa's work, see her website at www.EditorialServicesofLA.com.

Guide Creators

Natalie Dias Lorenzi created this guide in 2011. She has taught Kindergarten, 1st, 3rd, 4th, 5th and 6th grades as a classroom teacher and worked with 1st through 6th grade as an ESL specialist. You can find more of her teacher's guides at natalielorenzi.com/teachers-guides.

Correna Gilstrap revised this guide in 2016. She is a 5th grade teacher in Lebanon, Indiana.

Teacher's Guide Contents

1. Pre-Reading Activities

Activities and discussion starters to activate students' prior knowledge and build background knowledge of the Holocaust.

2. Chapter Guides

Chapter guides may be used to encourage whole class discussion, lead teacher-guided reading groups, or to provide structure for students working either in cooperative small groups or independently. The guide is not meant to be assigned to students in its entirety.

Each chapter guide includes:

- ▶ Vocabulary that might be new for your students. Choose a few words from each list and guide students in using context clues to infer meanings.
- ▶ Guiding Questions aligned with Bloom's Taxonomy and Webb's Depth of Knowledge (DOK).
- ▶ Predictions that encourage students to make predictions based on their *analysis* of the subjects' traits and the setting.
- ▶ Life Connections that will encourage students to reflect deeply about their own lives and choices.

***Standards for all chapters can be found on page 38-40.*

Students will:

- Build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Form opinions and make judgments about literary works by analyzing and evaluating texts from a critical perspective
- Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts
- Write and share personal reactions to experiences, events, and observations, using a form of social communication

- ☑ Express a point of view, providing supporting facts
- ☑ Express opinions and support them through references to the text
- ☑ Research violations of basic civil and human rights and case studies of genocide
- ☑ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone
- ☑ Analyze a particular point of view or cultural experience from outside the United States reflected in a work of literature
- ☑ Cite strong and thorough textual evidence to support *analysis* of what the text says explicitly as well as inferences drawn from the text
- ☑ Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

3. Lesson Plans

Sample lesson plans have been provided for grades 5-8 and 9-12. These lesson plans are meant to be used as a culminating activity after the book has been finished. High Ability students in grades 5-8 could be enriched through the lesson plan for the higher grade level. These plans are ELA focused and are designed to span several days.

4. Character Glossary

Even though *Surviving the Angel of Death* is Eva and Miriam's story, over 11 million people were persecuted and/or killed during the Holocaust. Eva and Miriam's lives brushed many during their journey to Auschwitz, during their harrowing stay, and later in life. This character glossary was created to highlight important people mentioned in the story.

5. Enlarged Photographs

In *Surviving the Angel of Death*, there is a section with photographs of Eva and her family. A selection of these photographs as well as others gathered from the CANDLES Holocaust Museum and Education Center have been enlarged for photocopying purposes, allowing educators to use these resources in more creative ways.

6. Resource Page

No text can be used in a vacuum, and true learning comes from many different sources. Please use this *Surviving the Angel of Death* resource page to further explore the Holocaust and Eva Mozes Kor's journey to forgiveness through outside sources.

7. Indiana State Standards and Common Core State Standards

Standards for all chapters are the last pages of this guide. Standards are listed for both Common Core and Indiana State Standards. Applicable Social Studies Standards have also been included for your reference.

8. Culminating Activities

Following the chapter guides, you'll find suggested culminating projects that address the eight multiple intelligences identified by Dr. Howard Gardner: Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Naturalistic, Verbal-Linguistic and Visual-Spatial. Consider having students choose a culminating activity that best matches their learning styles.

Pre-reading

1. Look at the title and cover. What is happening to whom in the photograph on the front cover? What feelings does the photograph on the back cover elicit?

Which terms in the title are familiar to you? Which terms are not familiar?

2. Read the book summary on the inside jacket flap. What is this story about? Make a t-chart with the background knowledge you'll bring to the story and questions you have before reading (see below):

What I already know about the Holocaust:	Questions and predictions I have about Eva's story:

3. Depending on the extent of your background knowledge of the Holocaust, visit this page from the United States Holocaust Memorial Museum in Washington, D.C.: <http://www.ushmm.org/outreach/en/>. The sections titled *The "Final Solution"* and *Nazi Camp System* will be especially useful in building background knowledge related to the book.

4. Have you ever been separated from your family? Write or tell about your experience. What were the pros and cons?

Prologue

Words to Know

crammed	cattle car	desperate	platform	release
nipping	barbed-wire	SS patrols	rabid	clenched
actuality	concentration camp	labor camp	digest	jostled
jammed	escalating	selection	erupted	pandemonium
bedlam	chaos	despair	grimy	abruptly

Discussion Questions

1. From which country did Eva's family come? Where did they think they were going on the train compared to where the train took them? (*knowledge*) DOK1
2. When the SS soldier asked Eva's mother if the girls were twins, why did she hesitate before answering? (*comprehension*) DOK2
3. Compare the maps on pages 52 and 53 with a map of Germany in 1944 (go to <http://www.ushmm.org/> and search for "Greater Germany 1944," then click on "map"). What had happened to Poland by the time Eva and her family arrived there in 1944? How do the maps help you to understand that information? (*application*) DOK2
4. How does the author describe light in this chapter? How does each description reflect the mood in each scene? Cite evidence from the text to support your answers. (*analysis*) DOK2
5. Eva says that Dr. Josef Mengele "...selected those on the platform who were to live and those who would die." How did he make his selections? List the reasons why he might have separated Eva and Miriam from the rest of their family? (*analysis*) DOK2
6. Why do you think Eva and the others on the train were not told where they were going? Rewrite that scene of the chapter as if they had known beforehand using only dialogue. What changed? (*evaluation*) DOK3

Predict

Will Eva and Miriam be separated? Will Miriam survive? Cite evidence from the text to support your thinking. DOK2

Life Connection

Strength of character can be defined as the power to remain true to yourself and your values while facing incredible challenges. During the prologue, Eva has already begun to exhibit strength of character. What does strength of character mean to you? Have you ever faced a challenge in which your character was tested?



Chapter One

Words to Know

admonished	perils	excessive vanity	peruse	cemented
to skirt unwittingly*	anti-Semitism	exile	persecution	deported
squalor	fretted	courtly	blithe	disquiet
slurs	caricatures	depicting	propaganda	inflamed
leering	juvenile delinquents	progressively	venture	swastika

*The words *skirt* and *unwittingly* have very precise meanings but together they form a different phrase with an enhanced meaning. Explain the context of this phrase in-text.

Discussion Questions

1. What language did Eva's parents speak to each other when they did not want the children to know what they were saying? (*knowledge*) DOK1
2. When and how did Eva's neighbors' attitude toward Jews begin to change? Cite evidence from the text to support your answer. (*comprehension*) DOK2
3. Referring to the map on page 53, explain what happened when Hitler gave the northern part of Transylvania to Hungary. How did the state of Israel come into being? How were both events significant to the Jews? (*application*) DOK2
4. Why did Eva emerge as an outspoken leader among her siblings? Why did she often argue with her father? Describe how their disagreements later prepared her for survival. (*analysis*) DOK2
5. When Eva and Miriam were mistreated at school, what advice did their parents offer? Was it effective? What advice would you have given? Why? (*synthesis*) DOK2
6. Why did Eva's mother refuse to leave Portz to live in Palestine? Considering she did not know what the future would hold, did she make the right decision at the time? Would you have left your home under similar circumstances? Explain your reasoning. (*evaluation*) DOK2

Predict

Will Eva or one of her family members fight back against those who mistreated them? Why or why not? DOK2

Life Connection

Bullying can take many forms. Bystanders can help with this epidemic by speaking up against the mistreatment of others. How differently would Eva and Miriam's school life had been if someone had spoken up for them? Is there ever a reason to stand by if bullying is happening? Has there ever been a time when you stood up for someone else? If not, was there a time that you should have?

Chapter Two

Words to Know

typhoid fever	house arrest	abrupt	harassment	run-down
interrogation	valuables	rationed	gnawing	deprivation
withdrawn	circulating	stifling	exposed despair	solemnly

Discussion Questions

1. Why didn't Eva and Miriam get to celebrate their tenth birthday? (*knowledge*)DOK1
2. Why were Eva and the others terrified to hear German spoken at their final destination? Use evidence from the text to support your answer. (*comprehension*) DOK1
3. How did the villagers, including her best friend Luci, react when Eva and her family were taken away by the Nazis? Why wasn't Eva surprised? If you had lived in Eva's village at the time, what might you have done as the Mozes family was taken away? (*application*) DOK2
4. When the Mozes family was forced to leave camp to board the train, they each took a few "valuables" from their tent. Why did Eva and Miriam choose to bring their matching dresses as their valuables? (*analysis*)DOK2
5. How does Eva's view of her parents shift? How will this shift affect Eva's actions from now on? Give examples of how Eva might handle herself now compared with how she might have reacted a few months earlier. Cite evidence from the text to support your answer. (*synthesis*)DOK2
6. The Nazis put Eva's father "in charge" of the people in the cattle car, saying that anyone caught trying to escape would be shot. Discuss why the Nazis did this. Was it possible for anyone to escape? If it had been, would anyone have tried? Why or why not? (*evaluation*) DOK2

Predict

What will happen now that Eva and the others have stepped out of the cattle car and onto the platform? List a few possible scenarios and how Eva might react to each one. DOK3

Life Connection

There are often times in our lives when our opinions of people change. This can happen positively or negatively. Like Eva in the book, many people have shifting feelings about family members over the course of time. Has there ever been a time when your opinion of a loved one changed? Was this a positive thing? What would it take for your view to change again?



Chapter Three

Words to Know

foul	singe	barking	resounded	strode
quaking frame	proximity	barreled	pleas	ponder
privileged	fumigated	anti-lice	barracks	reside
ventilation	suffocating	latrine	triple-decker	briefed
crematorium	conducted	conducted	perch	dominate

Discussion Questions

1. Why are Eva and Miriam chosen by the guard? (*knowledge*) DOK1
2. What privileges do twins receive? How does Eva feel about these privileges? Cite evidence from the text to support your answer. (*comprehension*) DOK2
3. On Page 34, Eva says, "Deep down, I knew without being told that they had been pushed into the line that had gone to the gas chamber. Against that feeling, I allowed myself to hope that maybe they were still alive." Compare and contrast the reasons why Eva thinks her family may not have survived, and reasons why she still has hope. (*application*) DOK1
4. How does the author use the sense of smell, sound, and sight in this chapter? What effect does this sensory description have on you as a reader? How does this description help you establish whether or not the narrative is valid and reasonable? Cite evidence from the text to support your ideas. (*analysis*) DOK2
5. What was the turning point for Eva in this chapter? What are the various ways this incident could have affected her? How does her personality contribute to the resolve she finds after this incident? (*synthesis*) DOK3
6. How do Eva's and Miriam's reactions to the tattoos reflect their individual character? Was it wise for Eva to react as she did? Why or why not? Analyze the traits of both girls and use that information to make a prediction about the future. Further, using secondary sources of information such as the United States Holocaust Memorial Museum and Yad Vashem, determine whether the description of the tattooing process is similar to that of other prisoners. Do these sources help establish the validity of Eva's memory of receiving her tattoo? (*evaluation*) DOK3

Predict

How will Eva and Miriam protect each other? Will having the Csengeri twins in the same barracks be an advantage or disadvantage for Eva and Miriam? DOK2

Life Connection

Hope can be a powerful tool for survival. There were many instances during her imprisonment at Auschwitz when Eva could have succumbed to death. But Eva did not give up; instead, she relied on strength and determination that she never had to use before. When have you used hope to preserve through a difficult situation? What did you have to do in order to keep that hope alive?



Chapter Four

Words to Know

instinctively	disposed of	procedure	twitchy	entourage	escorted
petrified	baton	rations	intervened	guinea pigs	abnormalities
genetic mutation	dehumanizing	meager	phooey	swine	taunting

Discussion Questions

1. Who arrives in the barracks? (*knowledge*)DOK1
2. What do Eva and Miriam learn about the routines of barracks life? (*comprehension*) DOK1
3. Compare and contrast the experience of the male and female twins. Cite evidence from the text to support your answers. (*application*) DOK2
4. Why didn't the girls in the barracks know each others' names? What effect, positive or negative, might this have had on their survival? (*analysis*) DOK2
5. What were Dr. Mengele's public goals in conducting the experiments? What do you think his personal reasons for conducting the experiments may have been? Explain your answer. (*synthesis*) DOK2
6. How does the staff react when Dr. Mengele enters the room? How do the twins react? Why do they react this way? Why was Dr. Mengele so powerful? Cite evidence from the text to support your answer. (*evaluation*) DOK3

Predict

What kinds of experiments will Eva, Miriam and the other twins have to endure? DOK2

Life Connection

In this chapter the twins were subjected to cruel treatment by "The Snake". She was prejudiced against the prisoners because they were Jewish. Have you ever experienced prejudice? Have you ever been prejudiced? Prejudice is not limited to race; you could prejudice someone in many ways. How can you help others and speak out against prejudice in your own life?

Chapter Five

Words to Know

infested	coped	pathetic	melded
withdrew	vial	anguish	crescendoing
sedative	perish	punctuated	pervasive

Discussion Questions

1. Describe the twins' weekly schedule. (*knowledge*) DOK1
2. Why doesn't Eva see herself as "skinny and pathetic" like the boys? (*comprehension*) DOK1
3. When Eva is given the shots, why doesn't she cry out in pain? Tell or write about a time in which you refused to show pain. Why did you react the way you did? If you had it to do over, would you react in the same way? (*application*) DOK2
4. What does Dr. Mengele call the twins? What do some of the twins call him? Why do you think they call him this? Why doesn't Eva do the same? How might this name for Dr. Mengele help or hinder the twins' ability to cope with life in the camp? (*analysis*) DOK2
5. How do the twins in the barracks help each other? If Eva or Miriam become sick, how could the others help? What options do ill prisoners have? Cite evidence from the text. (*synthesis*) DOK2
6. Eva is reminded of her parents and older sisters only when she sees a cart roll by carrying dead prisoners. Why do you think she hasn't thought of them until now? Is this an effective way of coping with her situation? What might have happened if Eva had kept her family in her thoughts daily? (*evaluation*) DOK2

Predict

Will either Eva or Miriam be injected with an illness? Will they be separated? If so, how will they cope? DOK2

Life Connection

Throughout the book, Eva exhibits a unique set of coping mechanisms that help her through extremely challenging situations. What are some coping skills that you have used in the past? How have they helped you? Where did you learn them? Do you think that Eva's personality had anything to do with the mechanisms that she chose?



Chapter Six

Words to Know

fatigue	infirmary	air raid sirens	putrid stench
willpower	silhouette	devoured	humane
solitary confinement	pathologist	autopsies	simultaneous

Discussion Questions

1. What effect does the injection have on Eva? (*knowledge*) DOK1
2. Why doesn't Eva want to tell anyone except Miriam about her symptoms? (*comprehension*) DOK1
3. Why does Miriam tell Eva to leave her alone once they're reunited? Rewrite or narrate this chapter as it may have looked from Miriam's point of view. (*application*) DOK3
4. How does Eva react when she hears Dr. Mengele say that she'll be dead within two weeks? How does her determination factor into her survival? Cite evidence from the text to support your answers. (*analysis*) DOK2
5. Considering what you know about Eva's and Miriam's personalities, what could Eva do that would help Miriam? Describe two possible scenarios using details from the text. (*synthesis*) DOK2
6. What does Eva later learn about Dr. Mengele's experiments? For whom does he claim he was conducting these experiments? How does the world view his methods? (*evaluation*) DOK2

Predict

Will Eva's efforts to help Miriam turn out to be successful? Why or why not? DOK2

Life Connection

In this chapter, Eva exhibits great perseverance as she conquers death after a deadly injection. Throughout her life, she has lived by the motto "Never Ever Give Up". How does this apply to your life? Was there ever a time when you gave up when you wish you hadn't? Is it ever appropriate to give up?

Chapter Seven

Words to Know

incessant	victorious	imperative	gallows
deliberately	tongue-lashing*	cache	brigade

*The words *tongue* and *lashing* have very literal meanings but together they mean something entirely different. Explain the context of this word in-text.

Discussion Questions

1. What do Eva and the other twins believe will cure their dysentery? (*knowledge*) DOK1
2. What does “organizing” mean? Why do you think the prisoners used this term? (*comprehension*) DOK1
3. Eva says, “...my sister would have died then if it had not been for me. And in turn, taking care of Miriam had helped me become sturdier and more forceful, too.” Tell or write about a time when helping someone else reaped positive effects for you. (*application*) DOK2
4. When Eva and the other twins were made to witness a hanging as a deterrent to escape, Eva thought: “Yes, life is so wonderful here. Why on earth would we try to escape?” Why does she choose these words? What do they reveal about her character? (*analysis*) DOK2
5. Eva says, “At Auschwitz dying was so easy. Surviving was a full-time job.” Why would she say this? Do you think the other twins would agree? Why or why not? (*synthesis*) DOK3
6. What went through Eva’s mind before she stole her first potato? This illustrates a type of conflict called *character vs. self*. Name other examples of this type of conflict, as well as others including: *character vs. character*, *society and nature*. Which conflict do you think was the hardest for Eva and the twins? Why? (*evaluation*) DOK3

Predict

Since American planes have already flown over the camp, how much longer will the twins need to survive before they are freed? What percentage of them will survive the camp? DOK2

Life Connection

In the camps, “organizing” was a means of survival. Today, this would be considered against the law. We are taught from a very young age, not to break the law or question authority. Is breaking a law, such as stealing, ever morally appropriate? Can you think of any situations where you might be driven to do so? Would this choice be a reflection of your character?

Chapter Eight

Words to Know

incinerated	dread	atrocities	abundance
rummaged	searing	surged	jostled
inexplicably	emaciated	garb	stupor
lurch	scrawny	savored	entwined

Discussion Questions

1. Why do Eva and the other twins have to endure an eleven-hour roll call? (*knowledge*) DOK1
2. What are the signs that the war was coming to an end? Why do the prisoners have mixed feelings? (*comprehension*) DOK1
3. Tell about a time when you were accidentally separated from a loved one. How did you feel? How did you react? (*application*) DOK1
4. What saves Eva from the shooting? What is her first reaction when she awakes? What is her first priority? How might her reaction have differed if the shooting had taken place a year earlier in her hometown? (*analysis*) DOK2
5. How has their 24-hour separation changed Eva and Miriam? How will this experience impact their mode of survival from now on? (*synthesis*) DOK2
6. Eva tells Miriam, "This is our lucky barracks!" Is she right? Why or why not? (*evaluation*) DOK2

Predict

Where are the prisoners now? Are they more or less likely to be freed by the allies? DOK2

Life Connection

During this portion of the book, several prisoners express mixed feelings about the possibility of liberation. Fear of change is extremely common, especially after a traumatic event. What types of change would be frightening to you? Think about the times in your life when big changes have happened. What might have happened if those changes had never taken place?



Chapter Nine

Words to Know

luxurious	delectable	sauerkraut	scrounging	unleavened
bloated	scavenging	inconceivable	raged	indiscriminately
bunkers	liberation	pall	smirks	welled

Discussion Questions

1. What are Eva's and Miriam's daily tasks in the "lucky barracks"? (*knowledge*) DOK1
2. Why have the Nazis left behind a table full of food in their headquarters? (*comprehension*) DOK1
3. Write or narrate the scene by the river from the schoolgirl's point of view. (*application*)DOK3
4. Discuss the symbolism of the baking of the bread in this chapter. Use evidence from the text to support your answer. (*analysis*) DOK2
5. If Eva could have spoken to the girl by the river, what might their exchange have been like? Write an example dialogue of the conversation. (*synthesis*) DOK2
6. Based on the last page of the chapter, how do you think the Soviet soldiers will treat the prisoners? Write an example of what you think the first paragraph of the next chapter be. (*evaluation*) DOK2

Predict

What will become of Eva and the others now? What will be the joys and challenges of freedom?
DOK

Life Connection

There is a moment in the text where Eva sees another little girl and realizes suddenly how different her life is in Auschwitz. This causes some feelings of anger to rise within her. Can you be different in a positive way? In what way are Eva's differences also positive character attributes? Will they serve her in any way in the future? In what ways are you different from your peers? Does that set you apart in a positive or negative way?

Chapter Ten

Words to Know

merriment	mused	reverie
to take stock*	Shirley Temple	fascists

*The words *take* and *stock* have very precise meanings but together they form a different phrase with an enhanced meaning. Explain the context of this phrase in-text.

Discussion Questions

1. How does the crowd celebrate their freedom that first night? (*knowledge*)DOK1
2. What makes Eva temporarily “tune out” of the celebration? (*comprehension*) DOK1
3. Read the “no more” list that Eva and Miriam compile. Make another list of things they’ve experienced at the camp that they may still have to endure now that they are free. (*synthesis*) DOK1
4. Why do the Soviets have the prisoners repeat their march out of the camp over and over? Who is at the front of the line? Why? Look at the photo on the front cover of the book (seen in full on page 99). Does this photo elicit the emotions that the Soviets had hoped? (*analysis*) DOK2
5. How will Eva’s and Miriam’s experiences in the camp help them survive outside of the camp? Use evidence from the text to support your predictions. (*synthesis*) DOK2
6. What are the “treasures” that Eva and Miriam carry out of the camp? How do these compare with the treasures the family carried when they left their tent to board the cattle car? (*analysis*) DOK2

Predict

Will Eva and Miriam be allowed to stay together? How will they travel to the next place and how long might it take? DOK1

Life Connection

When Eva and Miriam were liberated, they experienced some moments of joy—joy that their experience was over and joy that they might soon go home. Why is joy important? What role could it possibly play in a place like Auschwitz? Have you ever witnessed joy in unlikely places? What is the most joyful that you have ever been?

Chapter Eleven

Words to Know

monitored	monastery	convert	displaced
conceal	khaki	tunics	ruble

Discussion Questions

1. Why doesn't Eva know about countries like Poland and the Soviet Union? (*knowledge*) DOK1
2. Why does the Soviet soldier fire his gun when Eva tries to take the flour? Why does she think he fired? (*comprehension*) DOK1
3. Why does Eva finally feel that she and Miriam are part of a family again with Mrs. Csengari and Mrs. Goldenthal? What makes you feel "at home" when you are not with your family? (*application*) DOK2
4. How does Eva react to the items that the nuns have put in her room at the monastery? Why does she react this way? (*analysis*) DOK2
5. Back in the camp, Eva was sure her parents and older sisters had perished in the camp. Why has her hope been renewed? What influenced her change in thinking? Use evidence from the text to support your answer. (*synthesis*) DOK2
6. Evaluate the traits of Mrs. Csengari's character. Give evidence from the text to support your view. (*evaluation*) DOK2

Predict

What will Eva and Miriam find when they reach Portz? How will their former neighbors react? DOK2

Life Connection

In this chapter Mrs. Csengari and Mrs. Goldenthal vow to tell the world what happened to them in the camps. Similarly, many people who go through traumatic events wish to share their experiences with others. What is the purpose of this? What are possible effects of this sharing? Why do all types of survivors feel that this is extremely important? Have you ever learned anything from someone else's story?

Chapter Twelve

Words to Know

testify	rumble	communist rule	displaced persons
disheveled	untilled	neglected	abandoned
looted	remnants	wadded up	traced

Discussion Questions

1. Who do Eva and Miriam meet at their house? (*knowledge*) DOK1
2. What do Eva and Miriam find when they return home? How do the villagers react? (*comprehension*) DOK1
3. Compare and contrast this ride in the cattle car with the one the Mozes family took to Auschwitz. (*analysis*) DOK2
4. On the train ride, why do you think Eva and Miriam choose not to talk about their feelings or this trip? What might have happened if they had discussed it? (*analysis*) DOK2
5. What does Eva find crumpled on the floor of her home? Why might they have been crumpled? Find images of these photos in the book. How do you know which ones they are? (*analysis*) DOK1
6. As Eva, Miriam, and Shmilu leave the village, their former neighbors watch them go. Eva is angry but says nothing. Should she have said something? Why doesn't she? What might she have wanted to say? How would the villagers have reacted if Eva had voiced her thoughts? Compose a fictional dialogue between Eva and her neighbors. (*evaluation*) DOK3

Predict

What will life in Cluj with Aunt Irena be like for Eva and Miriam? DOK1

Life Connection

In this chapter, Eva expresses anger towards her former neighbors. Later in life she finds a way to deal with her feelings toward those that hurt her through forgiveness. Forgive your worst enemy and forgive everyone who has hurt you. It will heal your soul and set you free.

For more than 40 years, Eva carried the burden of victimhood in her heart. She was filled with hatred and anger toward the Nazis and even toward her parents, who could not protect her and her sisters from Auschwitz. As a victim, she felt powerless to change what she thought was a lifetime of pain, fear, and shame. She felt empowered by her ability to forgive her enemy, and she realized that no one could take away that power.

What place does forgiveness have in your life? Could it change the way that you think about those who have hurt you?

Chapter Thirteen

Words to Know

extensively	perished	possessions	yearned
porcelain	malnutrition	veranda	raided
seized	persecuted	Zionist	ravaged

Discussion Questions

1. How long do Eva and Miriam live with their aunt? (*knowledge*) DOK1
2. When Eva reflects back on life with Aunt Irene, she says, "...we were not really a family." What does she mean? Use details from the text to justify your reasoning. (*comprehension*) DOK2
3. When Eva and Miriam leave Romania for Israel, why do they only take the clothing they are wearing and the family photos? If you were in a similar situation, what clothing would you take? Which three photos would you bring with you? Why? (*application*)DOK1
4. How has communism changed life in Cluj? Cite examples from the text to support your answer. (*analysis*) DOK2
5. In what ways does the family manage to get enough food to eat? Is this part of the communists' plan? Why or why not? (*synthesis*) DOK2
6. Eva thinks that Aunt Irene's pre-war possessions mean more to her than her own nieces. Do you agree? Why or why not? Cite evidence from the text to justify your answer. (*evaluation*) DOK2

Predict

What will life in Israel be like for Eva and Miriam? After reading letters from her uncle Aaron in Haifa, Eva thought Israel sounded like a paradise. Will she be disappointed? Why or why not? DOK2

Life Connection

Aunt Irene was the only family that Eva and Miriam had, but living there didn't feel like home. Family means something different to everyone, as does the word home. Explain what they mean to you. Do you think that your ideas about home and family will ever change?

Chapter Fourteen

Words to Know

dormitory	housemother
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Discussion Questions

1. Describe Eva's daily schedule. (*knowledge*) DOK1
2. What is the purpose of the Youth Aliyah Villages? What does Eva do there? (*comprehension*) DOK1
3. Eva learned a few phrases in Hebrew the first night she and Miriam spent in the village. Visit a site such as http://www.linguanaut.com/english_hebrew.htm and learn some basic Hebrew phrases. Which ones do you think Eva might have learned first? (*application*) DOK3
4. What does Eva discover about her favorite cousin, Aunt Irene's son? Why didn't Irene tell the girls the truth? Should she have? Why or why not? (*analysis*) DOK2
5. Eva says that not all of the youth in the village are Holocaust survivors, yet they all became friends. What challenges and rewards might Eva have experienced when forming friendships with those who had not suffered in the concentration camps? (*synthesis*) DOK3
6. Throughout her story, Eva has searched for a true sense of family. Does she find it in Israel? Explain your answer. (*analysis*) DOK2

Predict

How will Eva and Miriam do in school? How long will they stay in Israel? How will freedom change them? DOK2

Life Connection

Happiness can be found by getting involved in causes bigger than yourself. Eva learned this lesson from her mother, Jaffa, who was known for helping young mothers in Portz and opening her home to strangers and travelers passing through the village. She also learned this in Israel, as she took care of plants and animals. Today Eva challenges others to do something each day to improve the world and ourselves. Perhaps say hello, smile, pay a compliment, pick up trash, help a neighbor, or show kindness and care. By reaching out to help people, we unleash happiness inside ourselves.

Eva's Epilogue

Words to Know

drafted	draftsperson	liberator	engrossed
proceeded	hermetically	orifice	intermingled
affidavit	perpetrator	germinate	amnesty

Discussion Questions

1. What jobs did Eva hold in Israel? (*knowledge*) DOK1
2. Describe Eva's courtship with Michael. (*comprehension*) DOK1
3. Eva says that coming from Israel to Indiana was like "landing on the moon." What does she mean? List ways to help someone who has recently moved to a new country. How might your suggestions have changed Eva's early experiences in the United States? (*synthesis*) DOK3
4. Why did Eva and Miriam found the CANDLES support group? Why did Eva found the CANDLES Holocaust Museum and Education Center? Whom has the museum benefited and in what ways? Using Eva's memoir and secondary sources, create an argument about the need for Holocaust Education. (*analysis*) DOK1
5. What is Eva's message to you, the reader? Drawing on all of the knowledge you have gained during your reading, what is your message to her? (*evaluation*) DOK3
6. Why did Eva write a letter of forgiveness to Dr. Münch? What effect did it have on Eva? Whom else did Eva forgive? Do you agree with her decision? Why or why not? (*synthesis*) DOK3

Predict

How will Eva's story continue to affect people? How has it affected you? DOK2

Life Connection

The way to remove prejudice and hatred from the world is to begin one person at a time. Become a light that illuminates the darkness.

On November 18, 2003, an arsonist set fire to CANDLES Holocaust Museum and Education Center. The museum building and its contents were destroyed. Eva stood quietly in the rain that night, while firefighters did their best to salvage anything they could find.

Eva had a choice that night: She could throw up her hands in defeat, not able to fight against the hatred that seemed to extinguish her life's work. Or she could rebuild. Harnessing the tremendous outpouring of support from the community and nation, Eva reopened CANDLES in April 2005.

You don't have to be as ambitious as Eva to change lives. What can you do to change your own corner of the world? In what ways can one person make a difference?

Lesson Plans

Character Journal: A Historical Fiction Project (Grades 5-8)

Student Objectives:

The students will create a fictional journal, written from the perspective of a character in the book *Surviving The Angel of Death*. The students will use details from the text to draw on information that will drive their stories and exhibit mastery of the writing process.

Standards:

Grade 5: 5.W.3.3, 5.W.4, 5.W.6.2

Grade 6: 6.W.3.3, 6.W.4, 6.W.6.2

Grade 7: 7.W.3.3, 7.W.4, 7.W.6.2

Grade 8: 8.W.3.3, 8.W.4, 8.W.6.2

Anticipatory Set: Timelines

1. As a whole group, discuss the importance of timelines.
 - a. " Why are timelines important?"
 - b. " How are timelines organized?"
 - c. " What do timelines help us understand?"
 - d. " How can we use timelines to plan our writing?"
2. As a whole group, create a broad timeline of *Surviving the Angel of Death*. Dates may not be as important as order, as it applies to pre-writing and planning.
3. Using the template found at <http://notebookingfairy.com/pixiedust/all-purpose/timeline-notebooking-page.pdf> students should create a timeline of events for their journal. This will serve as a framework for drafting.

Guidelines

1. Explain to students that they will be writing a piece of historical fiction in the form of a journal, from the perspective of one of the people in *Surviving the Angel of Death*.
2. Characters may be assigned to students, or they may have free choice. To differentiate for higher level learners, a more minor character should be selected.
3. A minimum of three sequential entries should be written. Each entry should include details from the text that will legitimize the writing as historical fiction.

4. Students should follow the writing process including:
 - a. Pre-writing (lists, webs, graphic organizers) – 1 Day
 - b. Drafting – 2-3 Days
 - c. Editing – 1-2 Days
 - d. Publishing – 1-2 Days
5. This process is designed for a duration of 1-2 weeks, depending on your class dynamic.
6. Some helpful mini-lessons to consider during the process
 - a. Hooks – Writing excellent beginnings
 - b. Word Choice
 - c. Transitions
 - d. Powerful Conclusions
7. Students should be encouraged to publish their writing in a way that is authentic to the time period. While word-processed writing may be appropriate for grading purposes, it is not ideal for creative publication.



Lesson Plans

Choices: A Multi-Genre Research Project (Grades 9-12)

Standards:

Grades 9-10: 9-10.RN.2.2 A, 9-10.RN.2.3, 9-10.RN.4.3, 9-10.W.3.2, 9-10.W.4, 9-10.W.5

Grades 11-12: 11-12.RN.2.2 A, 11-12.RN.2.3, 11-12.RN.4.3, 11-12.W.3.2, 11-12.W.4, 11-12.W.5

Project Overview:

Throughout the novel *Surviving the Angel of Death*, choices are made by all people in the story that are reflections of character and impact the future lives of others. During WWII choices were made by all sides—bystanders, resisters, and prisoners—that changed the future for many people as well.

The students will create a multi-genre research project that reflects upon the choices made both by the real life characters of the book and the historical figures of the time period. This project is designed for the intentional selection of genres that will best reflect the ideas the students are trying to convey. No choices should be made that cannot be supported with evidence for the decision.

It may be necessary for mini-lessons on certain genres to be taught as refreshers. This is determined by the needs of the students.

Suggested Time Frame: 4-6 weeks

Genre Suggestions

Functional	Informative	Creative
Diary	Obituary	Script
Eyewitness account	Interview transcript	Fairy Tale/Legend/Myth/Fable
Note/Letter/Telegram	Compare/Contrast	Monologue
Email/Memo	Argumentative Essay	Poem
Advertisement	Informative Essay	Song
Classified Ad/Advice Column	Expository Essay	Children’s Picture Book
Police Report	News/Magazine Article	Short Story
Letter to the editor	Biography	Poem for 2 Voices/Haiku
Encyclopedia Entry	Case Notes	Graphic Novel
Webpage	Podcast	Editorial Cartoon
Blog Entry		
Other:	Other:	Other:

Suggested Requirements:

- 5 genres (Total words: 1600 minimum)
 - 3 informative genre pieces
 - 1 minimum of each, creative and functional genres
- Connections between each piece to enhance flow. This might include quotations, interesting facts, pictures, photographs, graphs, section titles, etc.
- Works cited page with in-text citations
 - MLA or APA format
 - 6 minimum credible sources
- Cover Page
 - Title
 - Name
 - Date
- Table of Contents
- Letter to the reader
 - Supply needed background knowledge
 - Discuss importance of topic
 - Personal connection to topic
- Foot Notes
 - Justification for each piece and genre chosen
 - Resources used

All elements should be subjected to the full writing process, including editing and revisions. Finished work should be submitted in intended order, in a three-ring binder or report cover.

Finished Product Examples:

- <http://www.users.miamioh.edu/romanots/pdf/nativedarkness.pdf>
- <http://cyberenglish9.pbworks.com/w/page/25144452/2010%20Living%20Histories%20Projects>
- <http://www.users.miamioh.edu/romanots/mgrpapers.htm>

Character Glossary

Eva Mozes Kor: Eva was born in Portz, Romania on January 31, 1934. When she was ten years old, she and her family were sent by cattle car to the Auschwitz death camp. She and her twin sister became subjects of inhumane medical experiments by Nazi doctor Joseph Mengele. Eva was liberated from the camp in January 1945 by the Soviet Army. In 1950, Eva emigrated to Israel, where she received an education from an agriculture school and went on to attain rank of sergeant major in the Israeli Army Engineering Corps. She met her husband, Michael "Mickey" Kor, and moved to the United States in 1960. In 1985, Eva founded the organization CANDLES to locate other Mengele twins and to provide a support network for them. In 1995 she opened CANDLES Holocaust Museum and Education Center in Terre Haute, Indiana, to honor her twin sister and to teach the community about the Holocaust. Eva is a world-renowned speaker who shares her story of survival and forgiveness with thousands of museum visitors each year and at speaking engagements around the world.

Miriam Mozes Zeiger: Eva Kor's twin sister, who was the older of the two. When Miriam was ten years old, she and her family were sent by cattle car to Auschwitz death camp. She and her twin sister became subjects of inhumane medical experiments by Nazi doctor Joseph Mengele. Miriam was liberated from the camp in January 1945 by the Soviet Army. In 1950, Miriam emigrated to Israel, where she received an education from an agriculture school and went on to join the Israeli Army as a nurse. She married Yekutiel Zeiger in 1957, and they had three daughters. In 1985, Miriam helped Eva found the organization CANDLES to locate other Mengele twins and to provide a support network for them. By 1987, Miriam's kidneys were failing, so Eva donated one to her. On June 6, 1993, Miriam passed away from a cancer, most likely the consequence of the experiments at Auschwitz.

Alexander Mozes: Eva Kor's father. Alexander was born in 1900 as one of 13 children. He inherited the large family farm in Portz, Romania. He married Jaffa and had four daughters. He was a strict father and a devoutly religious man. He and his family observed all Jewish holidays and practices.

Jaffa Mozes: Eva Kor's mother. Jaffa was born in 1906. She was one of two children. Her father owned a large country store in another town. Jaffa married Alexander Mozes and had four daughters. She worked very hard on the family farm and was very close to her mother and her daughters. She was an educated woman and a very good seamstress. Jaffa was kind-hearted and always opened her home to strangers and travelers.

Edit Mozes: Eva Kor's sister. Edit was born in 1930. She was the oldest of the Mozes girls. She was sweet and generous. Eva remembers her playing with and taking care of the twins. She also had a beautiful singing voice and wonderful musical talent.

Aliz Mozes: Eva Kor's sister. Aliz was born in 1932 as the second oldest daughter in her family. She was considered the beautiful sister, with green eyes, rosy cheeks, and black hair. She was an excellent artist and could draw anything, although she preferred nature.

Uncle Aaron: Alexander's brother, who with his family moved to Palestine in 1935. Uncle Aaron met Eva and Miriam at the port of Haifa when they emigrated to Israel in 1950.

Grandpa and Grandma Hersh: Jaffa Mozes' parents.

Luci: Miriam and Eva's best friend in Portz and the minister's daughter.

Rosalia Csengeri: A friend of Jaffa Mozes and mother of twin daughters, who lived in nearby Simleu Silvaniei. Rosie persuaded the SS guards on the Auschwitz selection platform to allow her to stay with her twins. She periodically helped Eva and Miriam during their imprisonment at Auschwitz and posed as their aunt to help them return to Portz.

Zvi Csengeri: Rosalia Csengeri's husband, who was sent to work with a Hungarian forced labor battalion in 1942 and taken to the Ukraine. Though he was told he was only going for four weeks, he did not return until 1945. Zvi reunited with his family, and they emigrated to Israel in 1960.

Yehudit (Judit) and Lea Csengeri: Twin daughters of Rosalia and Zvi Csengeri, born in 1936 in Simleu Silvaniei, Transylvania, Romania. Like Eva, they were subjects of inhumane medical experiments by Nazi doctor Joseph Mengele. Judit and Lea were liberated from the camp in January 1945 by the Soviet Army.

Michael Csengeri: Rosalia and Zvi's son, born after the family was reunited following the war.

Dr. Joseph Mengele: The Nazi SS physician infamous for his medical experiments on prisoners at Auschwitz. Upon earning a Ph.D. from the University of Munich, Mengele became the assistant of Dr. Otmar von Verschuer, a renowned human biologist who shared the Nazi concern for "racial hygiene." Together with von Verschuer, Mengele developed an interest in understanding human genetics and propagating the master (Aryan) race through twin research. As the largest concentration camp, Auschwitz offered an abundant supply of human specimens, among whom were likely to be some twins. Under the patronage of von Verschuer, Mengele won grants to undertake two research projects and was appointed an SS doctor at Auschwitz.

Mengele came to be known as the "Angel of Death," as one of his tasks was the selection of humans for experimentation or death in the gas chambers. Mengele performed a wide range of gruesome and lethal experiments on Jewish and Roma twins. He was particularly partial toward children in his selection of test subjects. Many of the Mengele victims died as a result of the procedures inflicted upon them. Many were also murdered for the purpose of conducting autopsies. A minority of the twins survived, some of whom have shared the story of Auschwitz and Josef Mengele with the world.

Dr. Hans König: A Nazi doctor assigned to Birkenau who often accompanied Josef Mengele on his rounds.

"Snake": The nickname of the nurse supervisor in the twin girls' barrack at Auschwitz. Eva describes her as "short, dark-complexioned, had long-hair, wore glasses and was very neat." She taught the girls songs and games and ridiculed them as they sang and played.

Shmulik: cousin of Eva and Miriam, died in the Holocaust.

Magda: cousin of Eva and Miriam, died in the Holocaust.

Aggi: cousin of Eva and Miriam, died in the Holocaust.

Dvora: cousin of Eva and Miriam, died in the Holocaust.

Michael "Mickey" Kor: Eva's husband. Born in Riga, Latvia, the fourth son of a poor family of devout Jews. When the Germans moved into Latvia, they forced Riga's Jewish families into one of the cruelest ghettos in all of Europe. When the inhabitants of the ghetto went through a selection, Mickey's mother told him to go with the older boys being sent to a labor camp. He never saw his mother after that day. He survived four work camps. He was liberated by American troops who gave him a Coca-Cola. To this day, he describes Coca-Cola as the "champagne" of drinks because it was the first thing he knew as a "free" man. He emigrated to the United States, graduated from Purdue University, and became a pharmacist. He settled in Terre Haute, Indiana.

Rina Kor: Eva and Mickey's daughter

Alex Kor: Eva and Mickey's son

Dr. Hans Münch: Dr. Hans Münch was a Nazi doctor at Auschwitz who witnessed the selection process and gassing of thousands of innocent people. He was acquitted of war crimes at the Krakow War Crimes Trial in 1947. He agreed to meet with Eva Kor at his home in 1993, where she videotaped an interview with him. After the meeting, Eva wrote Dr. Münch a letter of forgiveness. The two met in Auschwitz in 1995, where he signed documentation of the operation of the gas chambers.

Shmilu: A cousin of Eva and Miriam who returned from the camps and moved into the Mozes' family summer kitchen at their Portz farm in 1945. He was at the farm when Eva and Miriam returned in September 1945, and he drove them to Cluj to live with their Aunt Irene. When food was scarce in Cluj, Shmilu planted vegetables on the Mozes family farm.

Aunt Irena: Alexander Mozes's youngest sister, who lived in Cluj, Romania, and became the twins' guardian after the war. She herself was survivor and, like many, she did not discuss the trauma she had endured. While she generously provided Eva and Miriam with basic necessities, she could not offer caring or love.

Aunt Irena's first husband: A lawyer who died in the camps.

Aunt Irena's second husband: A pharmacist, who married Aunt Irene after the war. In 1948, he was taken away by the Romanian secret police for working with the Romanian underground and speaking out against Communism.

Aunt Sara: Alexander Mozes's oldest sister, who left Romania in 1932 to live in Cleveland, Ohio. She mailed packages to the Mozes family before the war and to Aunt Irene after the war. These packages contained dresses and fabric.

Aunt Irena's son, Laci: A young, handsome attorney who would play fun games with the Mozes girls when he and his mother visited Portz before the war. Laci was murdered in a camp.

Yekutiel Zeiger: The husband of Eva's twin sister, Miriam. Miriam and "Kuty" were married in 1958 and raised their family in Israel.





Alexander Jaffa Wedding



Jaffa Mozes



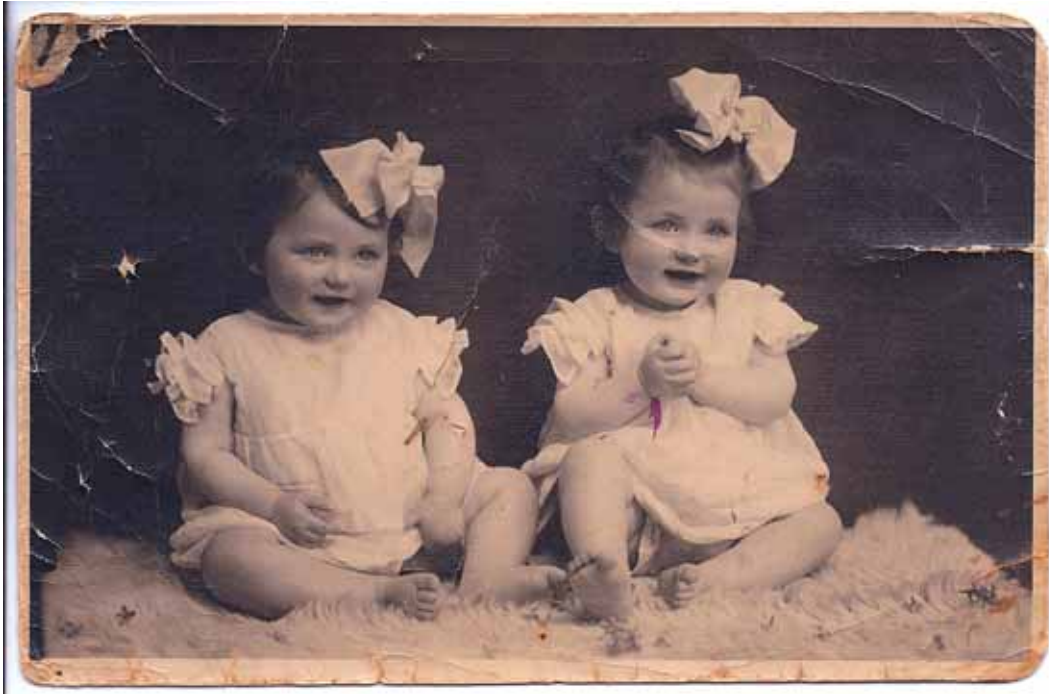
Alexander Mozes



Aliz Portrait



Edit Portrait



Eva and Miriam 1935



Mozes Family Last Photo



Entrance to Auschwitz. The sign is in German and translates to: "Work makes you free."



Picture of twins in lab.



Liberation: Two front children are Eva (left) and Miriam (right).

Eva Mozes Kor Timeline

- 1934 – Eva and twin sister Miriam were born in the tiny village of Portz, Romania.
- 1940 – Portz was occupied by Hungarian Nazi armed guard.
- 1944 – Mozes family were transported by overcrowded cattle car to the regional ghetto in Simleu Silvaniei, then to the Auschwitz Nazi death camp, where Eva and Miriam, at age 10, were separated permanently from their family.
- 1944-1945 – Eva and Miriam became one of Mengele's twins, a group of children who were used as human guinea pigs in medical experiments under the direction of Dr. Josef Mengele.
- 1945 – Auschwitz was liberated by the Soviet army; Eva and Miriam Mozes spent the next nine months in three different refugee camps.
- 1946-1950 – Eva and Miriam lived with their aunt in Romania.
- 1950 – Eva and Miriam immigrated to Israel with their aunt.
- 1950-1960 – Eva and Miriam attended agricultural school and then were drafted into the Israeli Army.

Eva attained the rank of Sergeant Major in the engineering corps and became a draftsman.
- 1960 – Eva met and married Michael Kor, a Holocaust survivor and American tourist, and relocated to Terre Haute, Indiana.
- 1961 – Son Alex was born.
- 1963 – Daughter Rina was born.
- 1965 – Eva became a U.S. citizen.
- 1978 – Eva watched "The Holocaust" (NBC miniseries) and began to wonder about other surviving twins. She began searching for them and enlisted the help of Miriam.
- 1984 – Eva founded the organization CANDLES, Children of Auschwitz Nazi Deadly Lab Experiments Survivors, in Terre Haute, Indiana; named Miriam as Vice President for Israeli Survivors.
- 1985 – Six Mengele twins met at Auschwitz II-Birkenau to observe the 40th anniversary of the liberation, continued on to Jerusalem for a mock trial for Mengele, where 80 twins participated; worldwide publicity was generated, which helped to locate more Mengele twins.
- 1985-1987 – CANDLES reconnected 122 individual Mengele twins living across ten countries and four continents.

- 1995 – Eva returned to Auschwitz with Dr. Hans Münch, a Nazi doctor who knew Dr. Mengele but didn't work with him. Eva read Dr. Münch's signed witness statement on the operation of the gas chambers, until that point unverified, to contradict those who denied the Holocaust. She then announced that – in her name alone – she forgave the Nazis. To Eva, it was an act of self-healing, but it resulted in mixed reactions and controversy.
- 1995 – Eva opened CANDLES Holocaust Museum and Education Center in Terre Haute, Indiana, which housed various artifacts from Auschwitz and documents relating to Dr. Mengele; its purpose was to educate.
- 2003 – An arsonist burned down CANDLES museum; it was rebuilt and reopened in 2005.
- 2005 – Awarded the Sagamore of the Wabash Award, presented by Governor Joseph Kernan.
- 2007 – Eva worked with state legislators to gain passage of an Indiana law requiring Holocaust education in secondary schools.
- 2015 – Eva testified at the trial of Oskar Groening, a Nazi accountant at Auschwitz. Afterward, she thanked him for his testimony and allowed him to hug her. This action, while stirring controversy, also ignited a renewed look at forgiveness as a way to repair oneself and the world.



Resource Page

CANDLES MUSEUM

Eva Mozes Kor founded the CANDLES organization in 1984 with help from her twin sister, Miriam Mozes Zieger, to launch an effort to locate other surviving Mengele twins. Through their work, 122 individual Mengele twins were located, living in ten countries and four continents.

In 1995, Eva opened the CANDLES Holocaust Museum and Education Center in Terre Haute, Indiana. Its mission is to shine a light on the story of the Holocaust and Eva Kor, to create an empowered community of critical thinkers who will illuminate the world with hope, healing, respect, and responsibility.

Find out more about CANDLES Holocaust Museum and Education Center at www.candlesholocaustmuseum.org.

VIDEOS

There are many videos that feature Eva sharing her time at Auschwitz and expanding on the book material. In the videos below, she also talks more about her mission to spread the act of forgiveness through society.

- <https://www.youtube.com/watch?v=wHZbiqMYb1M> (university talk)
- <http://www.cnn.com/videos/tv/2015/01/22/voa-orig-pkg-eva-kor-wolf-blitzer.cnn/video/playlists/voices-of-auschwitz/> (CNN video)
- <http://www.imdb.com/video/screenplay/vi1017643289> (trailer for Netflix video)
- https://www.youtube.com/watch?v=wN_l7aXLF44 (because I said so)
- <https://www.youtube.com/watch?v=w4YbZzUkKs> (google talk)

INTERVIEWS

Along with video interviews, below you'll find a selection of written interviews Eva has participated in that detail her time at Auschwitz and the horrors she and her sister--along with millions of other Jews, Gypsies, Polish Christians, and Jehovah's Witnesses—endured during the Holocaust.

- <http://www.npr.org/2015/05/24/409286734/its-for-you-to-know-that-you-forgive-says-holocaust-survivor>
- <http://www.rferl.org/content/auschwitz-survivor-eva-mozes-kor/26812368.html>

For more information about the Holocaust and Eva Mozes Kor, additional resources, and educator scholarships to tour Auschwitz, visit the CANDLES Holocaust Museum and Education Center at www.candlesholocaustmuseum.org.

Indiana Standards by Chapter

	Prologue	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8
Grade 5	5.RN.1	5.RN.1	5.RN.1	5.RN.1	5.RN.1	5.RN.1	5.RN.1	5.RN.1	5.RN.1
	5.RN.2.3	5.RN.2.1	5.RN.2.1	5.RN.2.1	5.RN.2.1	5.RN.2.1	5.RN.2.1	5.RN.2.3	5.RN.2.3
	5.RN.4.1	5.RN.2.3	5.RN.2.3	5.RN.2.3	5.RN.2.3	5.RN.2.3	5.RN.2.3	5.RN.4.1	5.RN.4.1
	5.RN.4.2	5.RN.4.2	5.RV.3.2	5.RN.4.1	5.RV.3.2	5.RN.4.1	5.RN.4.1	5.RV.3.2	5.RV.3.2
	5.RV.3.2	5.RV.3.2		5.RV.3.2 5.RV.3.1		5.RV.3.2	5.RV.3.2		
Grade 6	6.RN.1	6.RN.1	6.RN.1	6.RN.1	6.RN.1	6.RN.1	6.RN.1	6.RN.1	6.RN.1
	6.RN.2.3	6.RN.2.1	6.RN.2.1	6.RN.2.1	6.RN.2.1	6.RN.2.1	6.RN.2.1	6.RN.2.3	6.RN.2.3
	6.RN.4.2	6.RN.2.3	6.RN.2.3	6.RN.2.3	6.RN.2.3	6.RN.2.3	6.RN.2.3	6.RN.3.2	6.RN.3.3
	6.RV.3.2	6.RN.3.3 6.RN.4.2 6.RV.3.2	6.RN.3.3 6.RV.3.2	6.RN.3.2 6.RN.3.3 6.RV.3.1 6.RV.3.2	6.RV.3.2	6.RN.3.3 6.RV.3.2	6.RV.3.2	6.RN.3.3 6.RV.3.2	6.RV.3.2
Grade 7	7.RN.1	7.RN.1	7.RN.1	7.RN.1	7.RN.1	7.RN.1	7.RN.1	7.RN.1	7.RN.1
	7.RN.2.2	7.RN.2.1	7.RN.2.1	7.RN.2.1	7.RN.2.1	7.RN.2.1	7.RN.2.1	7.RN.2.2	7.RN.2.2
	7.RN.2.3	7.RN.2.2	7.RN.2.2	7.RN.2.2	7.RN.2.2	7.RN.2.2	7.RN.2.2	7.RN.2.3	7.RN.2.3
	7.RN.4.1	7.RN.2.3	7.RN.2.3	7.RN.2.3	7.RN.2.3	7.RN.2.3	7.RN.2.3	7.RN.3.3	7.RN.3.3
	7.RV.3.2	7.RN.3.3 7.RV.3.2	7.RN.3.3 7.RV.3.2	7.RN.3.3 7.RN.4.1 7.RV.3.1 7.RV.3.2	7.RV.3.2	7.RN.3.3 7.RN.4.1 7.RV.3.2	7.RN.4.1 7.RV.3.2	7.RN.4.1 7.RV.3.2	7.RV.3.2
Grade 8	8.RN.1	8.RN.1	8.RN.1	8.RN.1	8.RN.1	8.RN.1	8.RN.1	8.RN.1	8.RN.1
	8.RN.2.2	8.RN.2.1	8.RN.2.1	8.RN.2.1	8.RN.2.1	8.RN.2.1	8.RN.2.1	8.RN.2.1	8.RN.2.1
	8.RN.2.3	8.RN.2.2	8.RN.2.2	8.RN.2.2	8.RN.2.2	8.RN.2.2	8.RN.2.2	8.RN.2.2	8.RN.2.2
		8.RN.2.3 8.RN.3.3	8.RN.2.3 8.RN.3.3	8.RN.2.3 8.RN.3.3 8.RV.3.2	8.RN.2.3 8.RN.3.3	8.RN.2.3 8.RN.3.3	8.RN.2.3 8.RN.3.3	8.RN.2.3 8.RN.3.3	8.RN.2.3 8.RN.3.3
Grade 9 & 10	9-10.RN.1	9-10.RN.1	9-10.RN.1	9-10.RN.1	9-10.RN.1	9-10.RN.1	9-10.RN.1	9-10.RN.1	9-10.RN.1
	9-10.RN.2.3	9-10.RN.2.1	9-10.RN.2.1	9-10.RN.2.1	9-10.RN.2.1	9-10.RN.2.1	9-10.RN.2.1	9-10.RN.2.3	9-10.RN.2.3
	9-10.RN.4.3	9-10.RN.2.3 9-10.RN.3.3 9-10.RN.4.3	9-10.RN.2.3 9-10.RN.3.3	9-10.RN.2.3 9-10.RN.3.3 9-10.RV.3.2	9-10.RN.2.3	9-10.RN.2.3 9-10.RN.3.3	9-10.RN.2.3	9-10.RN.3.3	9-10.RN.3.3
Grade 11 & 12	11-12.RN.1	11-12.RN.1	11-12.RN.1	11-12.RN.1	11-12.RN.1	11-12.RN.1	11-12.RN.1	11-12.RN.1	11-12.RN.1
	11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.1 11-12.RN.2.2	11-12.RN.2.2

Indiana Standards by Chapter

	Ch 9	Ch 10	Ch 11	Ch 12	Ch 13	Ch 14	Epilogue			
Grade 5	5.RN.1 5.RN.2.3 5.RV.3.2 5.RV.3.1	5.RN.1 5.RN.2.1 5.RN.3.1 5.RN.4.2 5.RV.3.2	5.RN.1 5.RN.2.1 5.RN.2.3 5.RN.4.1 5.RV.3.2	5.RN.1 5.RN.2.3 5.RN.3.1 5.RN.4.2 5.RV.3.2	5.RN.1 5.RN.2.1 5.RN.2.3 5.RV.3.2 5.RV.3.1	5.RN.1 5.RN.2.3 5.RN.3.1 5.RN.4.2 5.RV.3.2	5.RN.1 5.RN.2.3 5.RN.4.1 5.RV.3.2 5.RV.3.1			
	Grade 6	6.RN.1 6.RN.2.3 6.RN.3.2 6.RV.3.1 6.RV.3.2	6.RN.1 6.RN.2.1 6.RN.3.3 6.RN.4.2 6.RV.3.2	6.RN.1 6.RN.2.1 6.RN.2.3 6.RN.3.3 6.RV.3.2	6.RN.1 6.RN.2.3 6.RN.3.3 6.RN.4.2 6.RV.3.2	6.RN.1 6.RN.2.1 6.RN.2.3 6.RN.3.2 6.RV.3.1 6.RV.3.2	6.RN.1 6.RN.2.3 6.RN.3.3 6.RN.4.2 6.RV.3.2	6.RN.1 6.RN.2.3 6.RN.3.2 6.RN.3.3 6.RV.3.1 6.RV.3.2		
		Grade 7	7.RN.1 7.RN.2.2 7.RN.2.3 7.RV.3.1 7.RV.3.2	7.RN.1 7.RN.2.1 7.RN.2.2 7.RN.3.3 7.RV.3.2	7.RN.1 7.RN.2.1 7.RN.2.2 7.RN.2.3 7.RN.3.3 7.RN.4.1 7.RV.3.2	7.RN.1 7.RN.2.2 7.RN.2.3 7.RN.3.3 7.RV.3.2	7.RN.1 7.RN.2.1 7.RN.2.2 7.RV.3.1 7.RV.3.2	7.RN.1 7.RN.2.2 7.RN.2.3 7.RN.3.3 7.RV.3.2	7.RN.1 7.RN.2.2 7.RN.2.3 7.RN.3.3 7.RN.4.1 7.RV.3.1 7.RV.3.2	
			Grade 8	8.RN.1 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RV.3.2	8.RN.1 8.RN.2.2 8.RN.3.3	8.RN.1 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RN.3.3	8.RN.1 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RN.3.3	8.RN.1 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RV.3.2	8.RN.1 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RN.3.3	8.RN.1 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RN.3.3 8.RV.3.2
Grade 9 & 10				9-10.RN.1 9-10.RN.2.3 9-10.RV.3.2	9-10.RN.1 9-10.RN.2.1 9-10.RN.2.3 9-10.RN.3.3 9-10.RN.4.3	9-10.RN.1 9-10.RN.2.3 9-10.RN.3.3	9-10.RN.1 9-10.RN.2.3 9-10.RN.3.3 9-10.RN.4.3	9-10.RN.1 9-10.RN.2.1 9-10.RN.2.3 9-10.RV.3.2	9-10.RN.1 9-10.RN.2.3 9-10.RN.3.3 9-10.RN.4.3	9-10.RN.1 9-10.RN.2.3 9-10.RN.3.3 9-10.RV.3.2
	Grade 11 & 12			11-12.RN.1 11-12.RN.2.2	11-12.RN.1 11-12.RN.2.1 11-12.RN.2.2	11-12.RN.1 11-12.RN.2.1 11-12.RN.2.2	11-12.RN.1 11-12.RN.2.2	11-12.RN.1 11-12.RN.2.1 11-12.RN.2.2	11-12.RN.1 11-12.RN.2.2	11-12.RN.1 11-12.RN.2.2

Common Core State Standards – Applicable to all Chapter Questions

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
RI.5.1	RI.6.1	RI.7.1	RI.8.1	RI.9-10.1	RI.11-12.1
RI.5.2	RI.6.2	RI.7.2	RI.8.2	RI.9-10.2	RI.11-12.2
RI.5.3	RI.6.3	RI.7.3	RI.8.3	RI.9-10.3	RI.11-12.3
RI.5.4	RI.6.4	RI.7.4	RI.8.4	RI.9-10.4	RI.11-12.4
RI.5.7	RI.6.6	RI.7.6	RI.8.6	RI.9-10.6	RI.11-12.6
RI.5.8	RI.6.7	RI.7.8		RI.9-10.9	

Social Studies Content Area Standards - Extensions

A note about standards: Listed standards are those that are touched on by answering the discussion questions, either in writing or verbally. They are not intended to suggest standard mastery, but rather to be used as a tool to reinforce that standard. Social Studies extension standards are those that could easily be incorporated while using the book.

CC ELA Social Studies 6-8	CC ELA Social Studies 9-10	CC ELA Social Studies 11-12	IN- US. History	IN – World History
RH.6-8.1	RH.9-10.1	RH.11-12.1	USH.5.1	WH.6.3
RH.6-8.2	RH.9-10.2	RH.11-12.2	USH.5.2	WH.6.4
RH.6-8.4	RH.9-10.3	RH.11-12.4	USH.5.3	WH.6.5
RH.6-8.5	RH.9-10.4		USH.5.4	WH.6.11
RH.6-8.6	RH.9-10.8		USH.5.5	WH.7.1
RH.6-8.7			USH.5.6	WH.7.2
RH.6-8.8			USH.5.7	WH.7.4
			USH.5.8	
			USH.5.9	

Other Culminating Activities

The following projects can be incorporated in many different lesson plans, as opposed to utilizing our full lesson plans above, and incorporate Dr. Howard Gardner's theory of multiple intelligences. Consider having students choose a culminating project that best matches their learning styles.

Hava Nagila

(Bodily-Kinesthetic, Musical)

When Eva and Miriam arrive in Israel, they are invited to dance the *hora* with their new friends. Although this dance originated in Eva's and Miriam's home country of Romania, the girls did not know how to dance the steps with their new Israeli friends. Find out why here: <http://www.eliznik.org.uk/RomaniaDance/hora.htm>

Research and compare different versions of the *hora* beginning with the following websites:

http://www.horaband.com/Hora_Dance.html

http://www.ehow.com/how_4287_hora.html

<http://www.yiddishdance.com/hora.html>

Read about the history of the *hora* dance here:

<http://www.yiddishdance.com/hora.html> and here: <http://www.jewish.ro/hora/index.html>

Perform the different versions with classmates. Which one did you like best? Which one does your audience prefer? Why?

Forgiveness

(Intrapersonal, Interpersonal)

Read through Eva Mozes Kor's thoughts on forgiveness at the CANDLES Holocaust Museum site: <http://www.candleholocaustmuseum.org/index.php?sid=7> and in Eva's epilogue at the end of the book.

Why might Eva's decision to forgive be controversial? Do you agree with her decision? Why or why not?

Come up with your own personal definition of forgiveness. Write your definition on an index card, and place it in a box. Have your classmates do the same. Create a "wordle" here: <http://www.wordle.net/>. First, click on "create," then type in the definitions from all the cards into the same text box. The more often a word is mentioned on the cards, the larger the font will be in the wordle.

Analyze the wordle. What do the definitions have in common? Which words are mentioned only once or twice?

Write your own letter of forgiveness to someone who has had a negative impact on your life. Do not send the letter, however. Eva explains that her brand of forgiveness is about self-healing. Writing this letter is a means to help yourself. Your letter of forgiveness could even be to yourself.

Jot down your answer to the following question on a card:

How did you feel when you finished writing the letter?

Answers may be anonymous. As a class, group the cards and read through the responses. Analyze common themes that emerge.



Remembering

(Naturalistic, Verbal-Linguistic, Visual-Spatial)

Many Holocaust survivors, including Eva Mozes Kor, believe that the key to preventing another Holocaust is in remembering.

Students discuss the importance of remembering in this PBS documentary: <http://www.pbs.org/auschwitz/understanding/remember.html>.

View examples of Holocaust memorials here: <http://fcit.usf.edu/holocaust/arts/artRespo.htm>. Which one makes the biggest impact on you? Why? Use a chart like the one on the following page to record your responses.

After examining different memorials through the above provided secondary sources, use those resources to create and defend your opinion of whether or not memorials are an appropriate way to remember the victims.

Design your own Holocaust memorial. Write a description of the memorial that includes the following:

- ▶ theme(s) you want the memorial to convey
- ▶ materials for building the memorial (with an explanation of why you chose this material, what it symbolizes and how it contributes to the theme)
- ▶ the impression you want viewers to take away from the memorial
- ▶ the site on which the memorial would be constructed, including reasons for choosing this site (how the site's climate and setting—natural, urban, etc.—contribute to a viewer's overall impression of the memorial)

Create a class museum to present the memorials.

Memorial Name:	Location:	Sketch:	Materials Used:	My Impressions:

Six Million Paper Clips

(Logical-Mathematical)

Read about a project called One Clip At A Time, where rural middle school students learn about tolerance and diversity: <http://www.oneclipatatime.org/subpage.php?pagelid=505>.

Students at Whitwell Middle School in Whitwell, Tennessee learned that, during World War II, Norwegians wore paper clips to symbolize their resistance to the Nazis. Whitwell students decided to collect six million paper clips, approximately one for every life cut short in concentration camps across Europe. Their collection has become a memorial for Holocaust victims as well as a symbol of tolerance and diversity.

How heavy would this paper clip collection be? How much space would be needed to house this collection? If your school were to do a similar project, what would you collect? Calculate the logistics to determine the project's feasibility.

For more lesson ideas, visit the following websites:

From Eva Mozes Kor's CANDLES Holocaust Museum:

<http://www.candleholocaustmuseum.org/index.php?sid=5>

From the United Nations:

<http://www.un.org/en/holocaustremembrance/educational%20Footprint.shtml>

From the United States Holocaust Memorial Museum:

<http://www.ushmm.org/education/foreducators/> and <http://www.ushmm.org/outreach/en/>

From Yad Vashem:

<http://www.yadvashem.org/education>

Other Holocaust books for children and young adults:

<http://www.flashlightworthybooks.com/The-Holocaust-in-Fiction-for-Children/603>