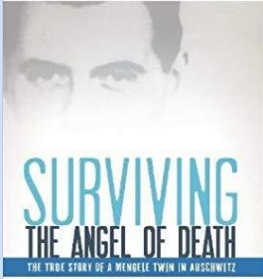


SURVIVING THE ANGEL OF DEATH

Curriculum Guide for Teachers



LEARNING OBJECTIVES

I can analyze the overall structure of the book and how the chapters and scenes fit together.

KEY VOCABULARY

PROLOGUE:
CONCENTRATION CAMP
SELECTION PLATFORM

CH.1:
PERSECUTION
ANTISEMITISM
PROPOGANDA

CH.2:
INTERROGATION
RATIONED
DEPRIVATION

CH.3:
CREMATORIUM
LATRINE
BARRACKS

PROLOGUE – CH.3

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

What do you know about the narrator, the setting, the characters, the events? (5.RL.KID.1)
Who is telling this story? (5.RL.CS.6)
How are Papa's and Mama's personalities different? (5.RL.KID.3)
What does Papa think of moving to Palestine? What does Mama think? Do you understand both sides of the argument? Explain. (5.RL.CS.6)
How does the event of 'Papa wanting to follow Uncle Aaron's family to Palestine' affect the story? (5.RL.CS.5)
Are there any themes the author is developing through lessons the parents try to teach their children? (5.RL.KID.2)
How did Eva's opinion differ from her parents in regards to having the new Hungarian teachers at school? (5.RL.CS.6) Whose opinion do you agree with? Why?
How does the event of *Hungary becoming allies with Germany in the war* affect the family's point of view about their situation? (5.RL.CS.5/6)

TASK 2 QUESTIONS (ANALYSIS OF TEXT STRUCTURE)

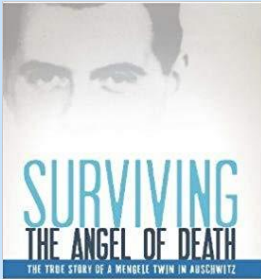
What was the overall tone of the prologue? What was the purpose of the prologue? (5.RL.CS.4)
What are the 3 key events in Ch.1? (5.RL.KID.2)
What evidence in Ch.2 indicates things have changed for the Mozes family? (5.RL.KID.3)
How does the mood shift from the Prologue through p.28? (5.RL.CS.4)

TASK 3 QUESTIONS (INTERPRETATION/COMPARISON OF EVENTS)

What is one common adjective that Eva would use to describe her interactions with her father as well as her interactions with the Nazi soldiers? Defend your thinking with evidence.

QUICKWRITE

Why do you think the author chose to begin the book the way she did? (5.RL.CS.5)
How did Eva's relationship with her father affect her after her arrival at Auschwitz?



LEARNING OBJECTIVES

I can compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

KEY VOCABULARY

SCAPEGOAT
BIGOTRY
GHETTO
PARTISAN



“FIGHTING HITLER”

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TASK 1 QUESTIONS (READ/ANNOTATE/MAP)

Preview: How many parts does this text have? How do you know?
Who is Ben Kamm?
What happened to Ben's family?
What was Ben's response to what happened to his family?
What **are** the causes and effects of Ben becoming a partisan?

TASK 2 QUESTIONS (ACADEMIC CONVERSATIONS)

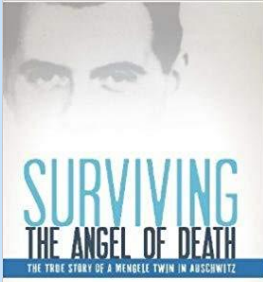
“The man's words are like the cold wind that blows off the nearby Vistula River.” What does this simile tell us about Ben?
Where does Ben's tone change? How does this affect the mood of the text? What words indicate the shift in tone?
Who are partisans? How do they change the tone of the text?
Describe Ben's emotional journey within the passage.
How does the author organize this passage?

TASK 3 QUESTIONS (T-CHART)

Describe the positive and negative effects of Ben becoming a partisan.

QUICKWRITE

Did Ben Kamm make the right choice by becoming a partisan? Why or why not? Defend your opinion with multiple pieces of evidence.
What text structure did this author use, and what purpose did it serve?



LEARNING OBJECTIVES

I can describe how a narrator's or speaker's point of view influences how events are described.

KEY VOCABULARY

CH.4:
GENETIC MUTATION
ENTOURAGE

CH.5:
SEDATIVE
COPED
PERISHED

CH.6:
INFIRMARY
AUTOPSIES
HUMANE

CHAPTERS 4-6

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

What is point of view?

From what point of view is the story written? How do you know?

From whose point of view is the story being told? How do you know?
How does Eva feel about making friends in the barracks? How do you know?

From Miriam's point of view, for what reason does she believe the Nazis are closely watching her and Eva?

Why does Eva say, "We knew we were alive because...of a fortunate accident of nature?" What is the purpose of this statement?

TASK 2 QUESTIONS (INFORMATION WEB)

What is Eva's point of view on her relationship with Miriam at this part of the text?

How does Eva's relationship with Miriam develop her point of view in the story? Provide evidence.

What theme do you see developing?

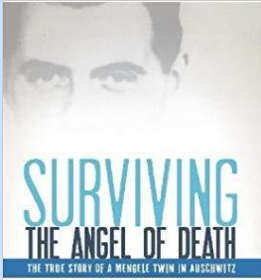
TASK 3 QUESTIONS (OPINION CONTINUUM)

Would Eva agree with Ben Kamm's decision to leave his family and join the partisans? Defend your thinking with evidence.

QUICKWRITE

In the context of the story, what was most important to Eva and Miriam's survival?

How would the narrative change if it was written from Miriam's point of view?

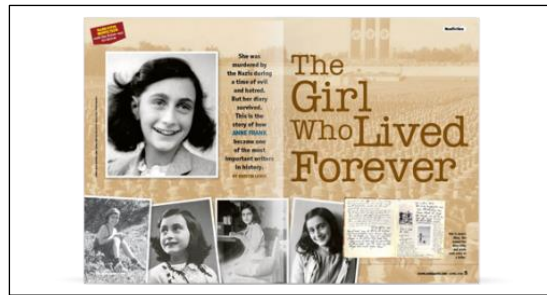


LEARNING OBJECTIVES

I can explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

KEY VOCABULARY

REGIME
ANNEX
EMACIATED
LIBERATED



"THE GIRL WHO LIVED FOREVER"

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

- Who is Anne Frank? What do we learn about the Frank family?
- Why was the Frank family going into hiding?
- What was the importance of the annex?
- What was life like living in the annex? How does the author describe "living in fear"?
- How does Anne cope with the stress of her family's situation?
- What does the diary symbolize?
- Why did Otto Frank decide to publish Anne's diary?

TASK 2 QUESTIONS (EXPLAIN/ELABORATE/WRITTEN RESPONSE)

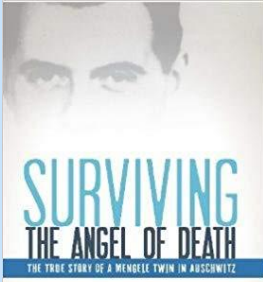
- Anne wrote "I can shake off everything if I write." What does Anne mean?
- Near the end of the article, Lewis writes that Anne's diary has "given voice to those silenced by the Holocaust". What does Lewis mean? Use text evidence to justify your answer.

TASK 3 QUESTIONS (EXPLAIN/ELABORATE/WRITTEN RESPONSE)

- What are Anne's emotions while living in the annex?
- Miep keeps Anne's diary. What does this tell us about her relationship with Anne?
- What is the relationship between Anne and her diary?
- Explain what was happening in August 1944 that would motivate someone to betray the Frank family.
- How did the events inside and outside of the annex affect Anne's writing?

QUICKWRITE

- Was Miep better off leaving Anne's diary strewn across the floor or keeping it locked away in her desk?
- Anne Frank is called "The Girl Who Lived Forever". Is she? Find evidence to support your opinion.



LEARNING OBJECTIVE

I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.

KEY VOCABULARY

CH.7:
TONGUE-LASHING
CACHE
GALLOWS

CH.8:
RUMMAGED
SAVORED
JOSTLED

CH.9:
BLOATED
LIBERATION
SCROUNGING

CHAPTERS 7-9

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

- What are the main events that happen in each chapter?

ADDITIONAL COMPREHENSION QUESTIONS AS NEEDED:

- What do Eva and the other twins believe will cure their dysentery?
- What does "organizing" mean? Why do you think the prisoners used this term?
- 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?
- Eva sees a girl on the river bank. What does she symbolize?
- What does Eva mean by the phrase "faded away" on page 80?

TASK 2 QUESTIONS (SEQUENCE OF EVENTS/FLOW MAP)

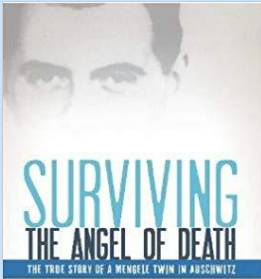
- What are the events that led up to the end of the war?

TASK 3 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

- What impact does Eva have on her and Miriam's survival?

QUICKWRITE

What are the implications of freedom on Eva and Miriam's relationship moving forward?



LEARNING OBJECTIVE

I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

KEY VOCABULARY

RESISTERS
LEAFLETS
PACT
VERDICT



“THE BOYS WHO FOUGHT THE NAZIS”

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

- What event takes place in the section titled “Total Control” that could be considered a turning point? (What was the turning point for Ben Kamm in “Fighting Hitler?”)
- How do Karl and his friends decide to fight back? (How did Ben Kamm decide to fight back?)
- What do you learn about Karl's past? (How does this relate to Ben Kamm's past?)
- Describe Karl's friendship with Helmuth and Rudi. (Describe Ben Kamm's relationship with his family)
- What was the result of Helmuth's loyalty? (What was the result of Ben Kamm's loyalty?)

TASK 2 QUESTIONS

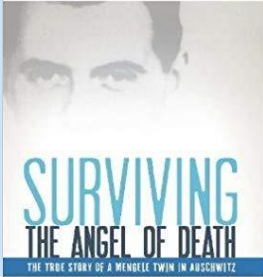
- What is the significance of the author including the section titled “Swept Up?”
- What is the significance of the word “resisters” in the article? What does it mean in the context of the story?

TASK 3 QUESTIONS

- It could be argued that Ben Kamm and Karl Heinz/friends act as a result of loyalty towards different things. Find examples of these things they try to remain loyal towards in the text. Provide evidence for each response.

QUICKWRITE

- “Fighting Hitler” and “The Boys Who Fought” discuss how teenage boys chose to fight back against Hitler. Write an opinion essay to describe how loyalty influenced the actions, feelings, and development of the boys in both texts. Support your response with evidence from each article.



LEARNING OBJECTIVE

I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text

KEY VOCABULARY

CH.10:
REVERIE
FASCISTS

CH.11:
MONASTERY
CONVERT
DISPLACED

CH.12:
DISHEVELED
COMMUNIST RULE
ABANDONED

CHAPTERS 10-12

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

- After the initial excitement, how does being free affect Eva?
- How does life in the monastery contrast to Eva's idea of home?
- How does moving in with the Csengeri's affect Eva?
- Describe Ms. Csengeri's role along the journey home.
- Describe the places where they stop along the way home. How do they contrast to Eva's idea of home?
- Describe what Eva hopes to find at home.
- How does Eva react after arriving home?

TASK 2 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

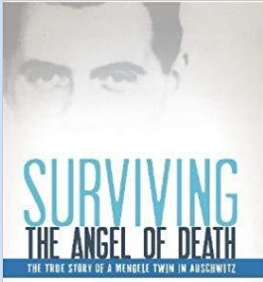
- "The nuns did not know what to do with us. They considered us orphans." What is the significance of Eva referring to herself and Miriam as orphans here?
- Why would Eva feel "envious" of Mrs. Goldenthal's arrival home?
- How would you define the tone of Eva's arrival home? What words create this tone?

TASK 3 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

- What is Eva's goal in getting home?
- What is the significance of the different stops/events along the way home?
- How does Eva feel about staying at the Catholic monastery?
- How does Eva feel about staying with the Csengeri's?

QUICKWRITE

What is Eva's definition of home? Describe her journey home and if you feel she actually made it home or not.



LEARNING OBJECTIVE

I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

KEY VOCABULARY

INFIRMARY

“IN MENGELE’S HELL”

BY ROSALIA CSENGERI

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TASK 1 QUESTIONS (DOUBLE BUBBLE MAP)

- Describe the similarities between Mrs. Csengeri and Eva's account of surviving Auschwitz.
- Describe the differences between Mrs. Csengeri and Eva's account of surviving Auschwitz.

TASK 2 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

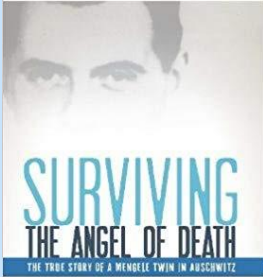
- Mrs. Csengeri uses the word “infirmary” just like Eva does in her book. What is the meaning of “infirmary” in Mrs. Csengeri’s text as compared to Eva’s?

TASK 3 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

- Using the texts, can you find some important similarities or differences in their accounts of the events or topics?

QUICKWRITE

Based on each account of surviving Auschwitz, are Eva and Mrs. Csengeri more similar or different?



LEARNING OBJECTIVE

I can determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.

KEY VOCABULARY

CH.13:
VERANDA
ZIONIST
YEARNED

CH.14:
DORMITORY
HOUSE MOTHER

EPILOGUE:
AFFIDAVIT
ORIFICE
AMNESTY

CH.13- EPILOGUE

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TASK 1 QUESTIONS (ACADEMIC CONVERSATIONS)

- How does Eva feel about living with Aunt Irena?
- How does Eva feel about moving to Palestine?
- What was the purpose of moving to Palestine?
- How was life different in Palestine?

Epilogue:

- What was the purpose of moving to America?
- What conflicts did Eva face after moving to America and how did she resolve them?

TASK 2 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

- What does the "affidavit" represent in the Epilogue?

TASK 3 QUESTIONS (WRITTEN RESPONSE/EXPLAIN/ELABORATE)

- What are some themes taught through Eva's book? Use evidence to support your response.
- Research Eva's life in other texts/medium and examine her motivation for sharing her story.

QUICKWRITE

Eva ends her book by saying, "I hope, in some small way, to send the world a message of forgiveness; a message of peace, a message of hope, a message of healing." Which message is the most important one to spread in today's world?