

Surviving the Angel of Death Appendix

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Task 1-3.1

Comprehension of Prologue

QUESTIONS	STUDENT RESPONSE		TEXTUAL EVIDENCE
Partner A: What do you know about the narrator, the setting, the characters, the events? (5.RL.KID.1)	Partner B: I know that the narrator... I know that the setting... I know that the characters... I know that the event(s)...	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...]
Partner A: Who is telling this story? (5.RL.CS.6)	Partner B: I believe that _____ is telling this story because...	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...]

Task 1-3.1

Comprehension of Chapter 1

QUESTIONS	STUDENT RESPONSE		TEXTUAL EVIDENCE
Partner A: How are Papa's and Mama's personalities different? (5.RL.KID.3)	<p>Partner B:</p> <p>I know that Papa's personality is _____ because...</p> <p>I know that Mama's personality is _____ because...</p>	<p>Partner A:</p> <p>How do you know?</p>	<p>Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...]</p>
Partner A: 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)	<p>Partner B:</p> <p>-Papa thinks...</p> <p>because...</p> <p>-Mama thinks...</p> <p>because...</p> <p>-I think...</p> <p>because...</p>	<p>Partner A:</p> <p>How do you know?</p>	<p>Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...]</p>

Partner A: How does the event of 'Papa wanting to follow Uncle Aaron's family to Palestine' affect the story? (5.RL.CS.5)	Partner B: The event of 'Papa wanting to follow Uncle Aaron's family to Palestine' affects the story because...	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ___, it mentions...]
Partner A: Are there any themes the author is developing through lessons the parents try to teach their children? (5.RL.KID.2)	Partner B: One possible theme/life lesson the parents are trying to teach their children is...	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ___, it mentions...]
Partner A: 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?	<p>Partner B: Eva's opinion was...</p> <p>Eva's parents' opinion was...</p> <p>I agree with _____ because...</p>	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ___, it mentions...]
Partner A: How does the event of <i>Hungary becoming allies with Germany in the war</i> affect the family's point of view about their situation? (5.RL.CS.5/6)	Partner B: The event of <i>Hungary becoming allies with Germany in the war</i> affected the family's point of view about their situation by...	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ___, it mentions...]

1) Partner A: How does the event of 'Papa wanting to follow Uncle Aaron's family to Palestine' affect the story? (5.RL.CS.5)	Partner B: The event of 'Papa wanting to follow Uncle Aaron's family to Palestine' affects the story because... a) conditions are worse in Palestine b) this decision can affect their future	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...] p.6:
2) Partner A: Are there any themes the author is developing through lessons the parents try to teach their children? (5.RL.KID.2)	Partner B: One possible theme/life lesson the parents are trying to teach their children is... __ put others first __ think positive __ don't worry __ deal with things	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...] p.4, 9, 12, 13
3) Partner A: 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?	Partner B: Eva's opinion was... a) She felt worried b) She felt furious c) She felt lost Eva's parents' opinion was... a) They were worried too b) They were angry c) They wanted the girls to relax I agree with _____ because...	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...] -p.11, 12: -p.11,12,13:
Partner A: How does the event of <i>Hungary becoming allies with Germany in the war</i> affect the family's point of view about their situation? (5.RL.CS.5/6)	Partner B: The event of <i>Hungary becoming allies with Germany in the war</i> affected the family's point of view about their situation by... a) Causing them to flee to Palestine b) Causing them to attempt to flee to the new Romanian border c) Causing them to feel less concerned about their situation d) Causing them to reach out for help	Partner A: How do you know?	Partner B: I know because [According to the text...In the text, it says...On page ____, it mentions...] p.13,14,15:

Task 1-3.2 Analysis

<p><u>PROLOGUE</u>: What was the purpose of the prologue?</p> <p>The purpose of the prologue was to...</p>	<p><u>Ch.1</u>: What are the 3 key events in Ch.1?</p> <p>The 3 key events in Ch.1 are...</p> <ol style="list-style-type: none"> 1) 2) 3)
<p><u>Ch.2</u>: What evidence in Ch.2 indicates things have changed for the Mozes family?</p> <p>Some evidence in Ch.2 that indicates things have changed for the Mozes family is...</p>	<p><u>Ch.2/3 P.24-28</u>: How does the mood shift from the Prologue through p.28?</p> <p>The mood shifts from the prologue through p.28 by...</p>

Task 1-3.2 Analysis

<p><u>PROLOGUE:</u></p> <p>-What was the overall feeling of the prologue? <i>When I read the prologue, I felt the overall feeling was _____ because...</i></p> <p>What was the purpose for the author to try and make you feel that way? <i>I think the author tried to make me feel that way so that...</i></p> <p>What was the purpose of the prologue?</p> <p><i>The purpose of the prologue was to...</i></p>	<p><u>Ch.1:</u> What are the 3 key events in Ch.1?</p> <p>The 3 key events in Ch.1 are...</p> <ol style="list-style-type: none"> 1) One key event from p.6 seems to be when the family is trying to decide... 2) Another key event from p.11-12 is when the narrator is experiencing... 3) The final key event from p.15-16 is when the family...
<p><u>Ch.2:</u> What evidence in Ch.2 indicates things have changed for the Mozes family?</p> <p>Some evidence in Ch.2 that indicates things have changed for the Mozes family is...</p> <p>p. ____: “ _____ ”</p> <p>p. ____: “ _____ ”</p> <p>p. ____: “ _____ ”</p>	<p><u>Ch.2/3 P.24-28:</u> How does the mood shift from the Prologue through p.28?</p> <p>The mood shifts from the prologue through p.28 by starting out _____, then _____, then _____, then _____, and finally _____.</p>

QUICKWRITE: Why do you think the author chose to begin the book the way she did?

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Task 1-3.3 Interpretation

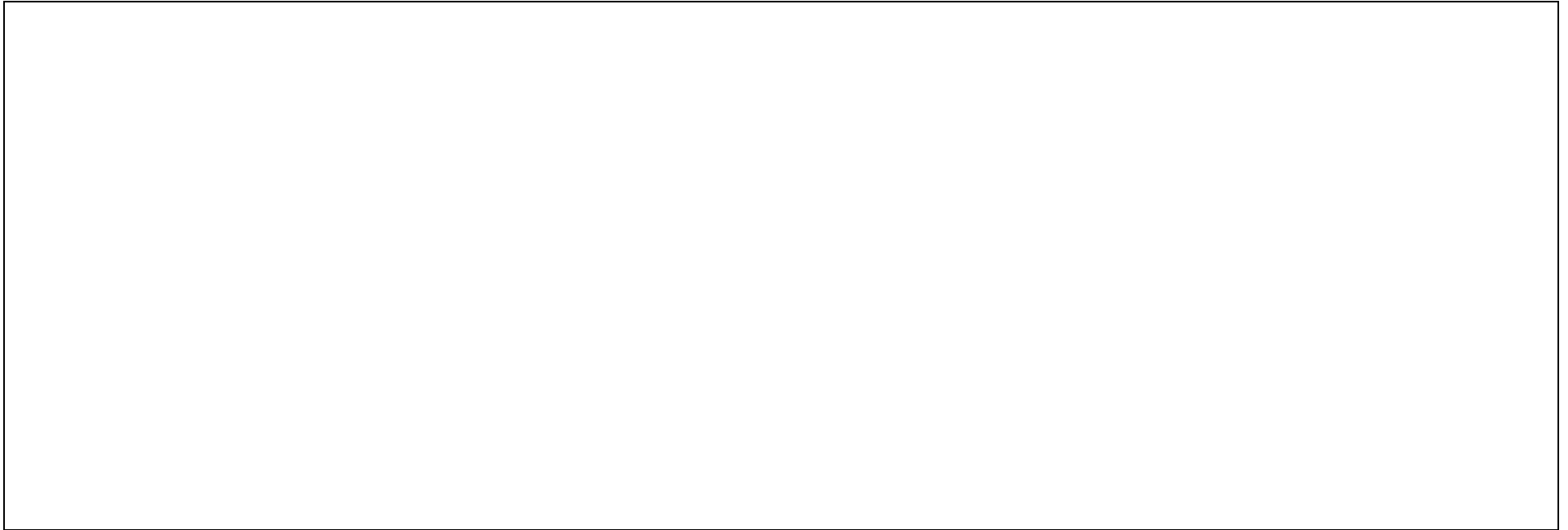
How does Eva treat her father? (p.3-4)		How does Eva react while getting her number tattoo? (p.30-31)	
What does Eva think of her relationship with her father? (p.3-4) (5.RL.CS.6)		What does Eva think of her initial interactions with the Nazi soldiers and how they were treating her? (p.30-31) (5.RL.CS.6)	
Write one common adjective that Eva would use to describe her interactions with her father as well as her interactions with the Nazi soldiers. <p style="text-align: center;">ADJECTIVE: _____</p>			
Quotation or other evidence that supports your adjective	Explain how each quotation or piece of evidence supports your adjective	Quotation or other evidence that supports your adjective	Explain how each quotation or piece of evidence supports your adjective

Task 1-3.3 Interpretation

How does Eva treat her father? (p.3-4)		How does Eva react while getting her number tattoo? (p.30-31)	
What does Eva think of her relationship with her father? (p.3-4) (5.RL.CS.6)		What does Eva think of her initial interactions with the Nazi soldiers and how they were treating her? (p.30-31) (5.RL.CS.6)	
Circle 3 adjectives that Eva would use to describe her interactions with her father as well as her interactions with the Nazi soldiers. ADJECTIVES: obedient rebellious unruly respectful disobedient			
Quotation or other evidence that supports your adjectives	Explain how each quotation or piece of evidence supports your adjectives	Quotation or other evidence that supports your adjectives	Explain how each quotation or piece of evidence supports your adjectives

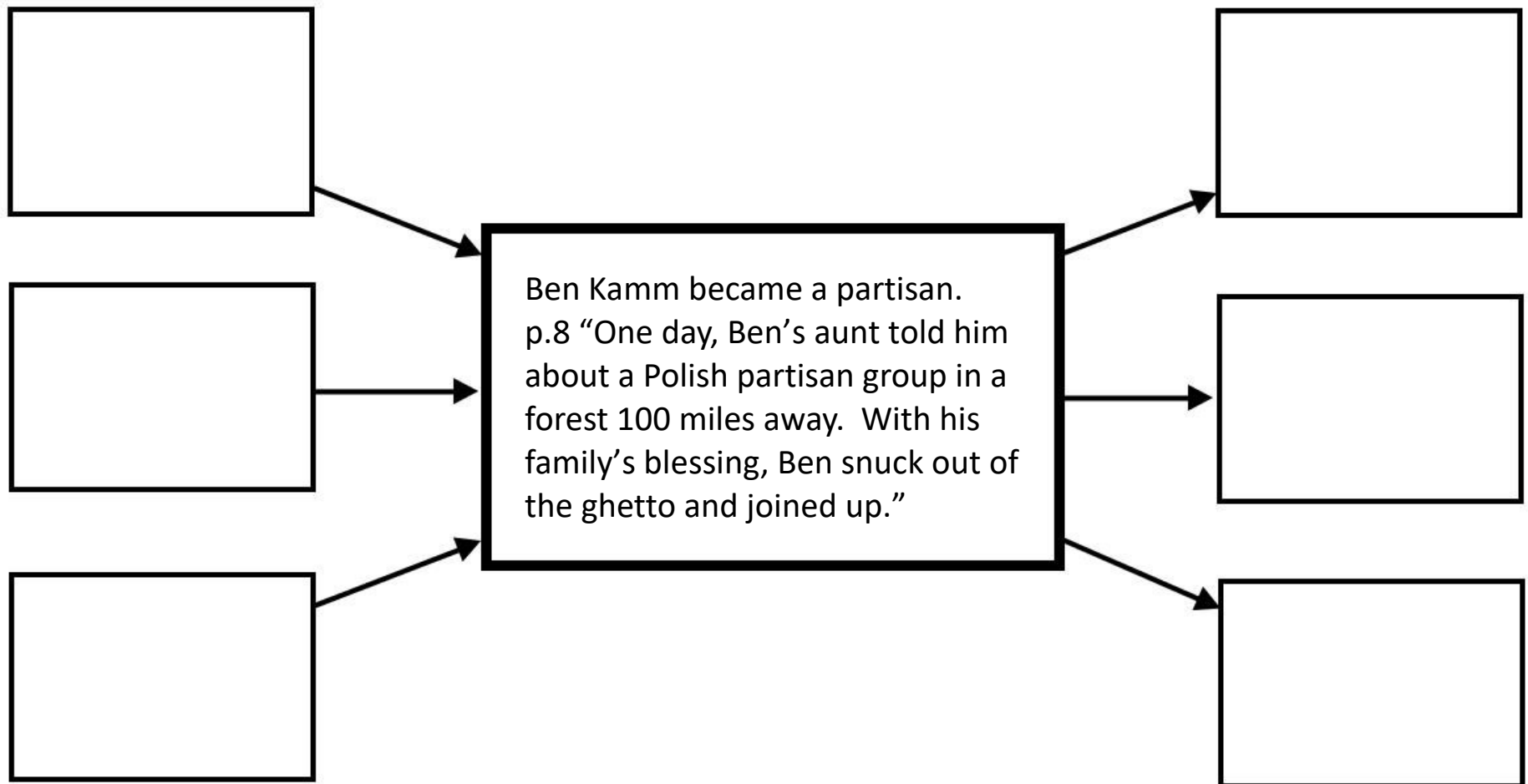
TASK 1-3.3 Interpretation

QUICKWRITE: How did Eva's relationship with her father affect her after her arrival at Auschwitz?



Draw 2 pictures to show Eva's point of view on these two situations.

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Task 1 “Fighting Hitler” Supplemental Text #1

TASK 2 “FIGHTING HITLER” ACADEMIC CONVERSATION

	Student A:	Student B:	Student A:	Student B:	Student A:
3x	What is one Event that Happened Before Ben Kamm became A partisan?	One event That happened Before Ben Kamm Became a partisan Was...	How do you Know, detective?	I know because According to the text,... On page ____, it says,... In the text, it mentions...	So, to clarify what you are Saying, you said that _____ happened Before Ben Kamm became A partisan? I agree/disagree With you because...
3x	What is one Event that Happened after Ben Kamm Became a Partisan?	One event That happened After Ben Kamm Became a partisan Was...	How do you Know, detective?	I know because According to the text,... On page ____, it says,... In the text, it mentions...	So, to clarify what you are Saying, you said that _____ happened After Ben Kamm became A partisan? I agree/disagree With you because...

TASK 3 “FIGHTING HITLER” T-CHART

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

POSITIVE EFFECTS	NEGATIVE EFFECTS

TASK 3 “FIGHTING HITLER” QUICKWRITE

- Did Ben Kamm make the right choice by becoming a partisan? Why or why not? Defend your opinion with multiple pieces of evidence.

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TASK 4-6.I ACADEMIC CONVERSATION

- Question: How does Eva feel about making friends in the barracks?
- Answer: *Eva feels...about making friends in the barracks.*
- Question: How do you know?
- Evidence: According to the text, “_____.”

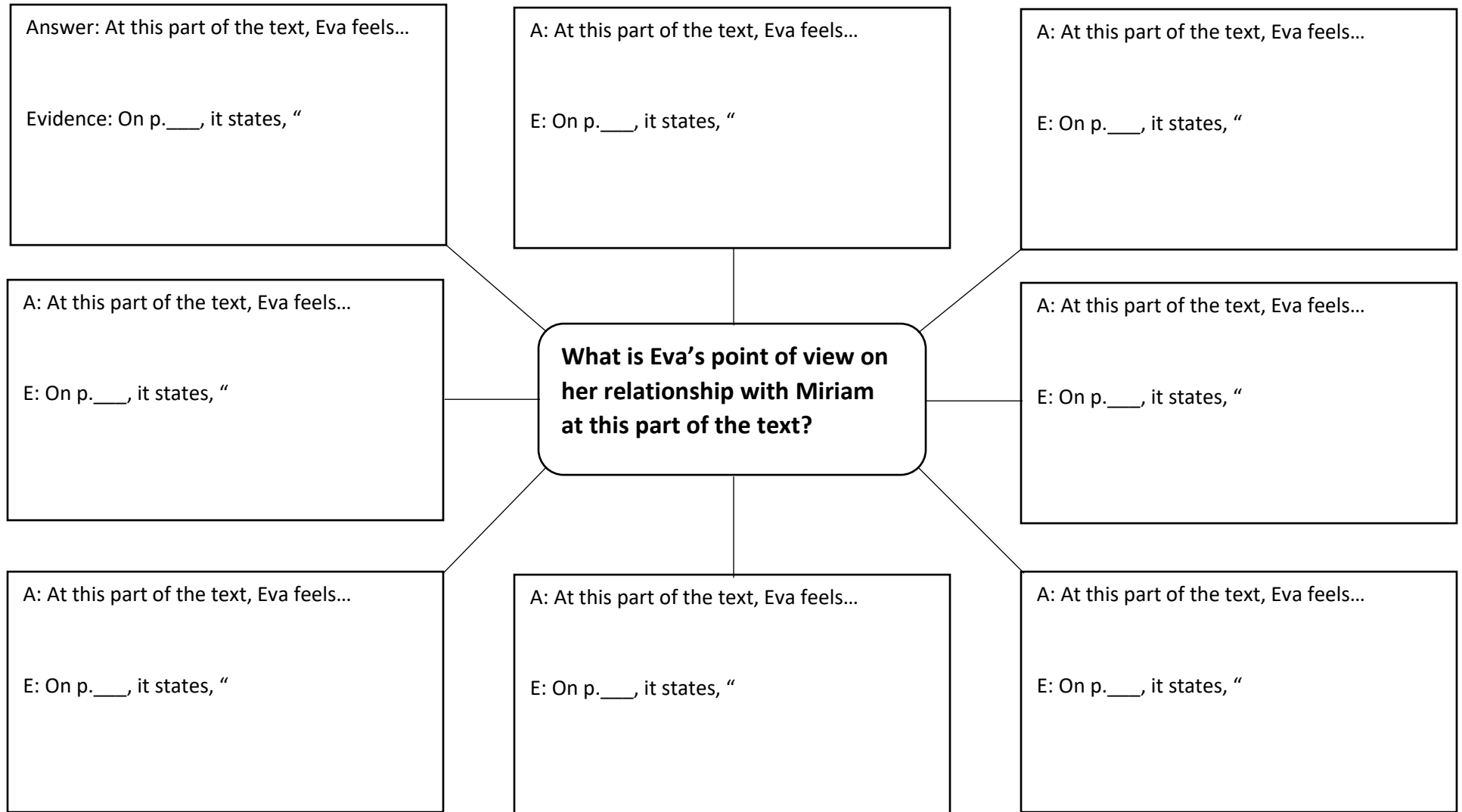
TASK 4-6.I ACADEMIC CONVERSATION

- Question: From Miriam's point of view, for what reason does she believe the Nazis are closely watching her and Eva?
- Answer: *From Miriam's point of view, she believes the Nazis are closely Watching her and Eva because...*
- Question: How do you know?
- Evidence: According to the text, “_____.”

TASK 4-6.2 Information Web

Overarching Question: How does Eva's relationship with Miriam develop her point of view in the story?

INSTRUCTIONS: As you read Ch.5-6, find different instances in which Eva shares her point of view on her relationship with Miriam.



TASK 4-6.2 ACADEMIC CONVERSATION USING YOUR INFORMATION WEB

- Question: What theme do you see developing?
- Answer: One theme I see developing is _____.
- Question: How many pieces of evidence do you have to support that theme?
- Evidence: My first piece of evidence states, "..."
- My second piece of evidence states, "..."

TASK 4-6.2 ACADEMIC CONVERSATION USING INFORMATION WEB

- Question: How does Eva's relationship with Miriam develop her point of view in the story? Provide evidence.
- Answer: Eva's relationship with Miriam develops (changes over time) her point of view in the story because as the story progresses, Eva feels _____, _____, and _____.
- Question: Do you have multiple pieces of evidence that show this development of Eva's point of view?
- Evidence: Of course I do...
 - According to the text on p.____, it says, "_____."
 - Then, on p.____, it states, "_____."
 - Lastly, on p.____, it mentions, "_____."

TASK 4-6.3 OPINION CONTINUUM

- Question: Would Eva agree with Ben Kamm's decision to leave his family and become a partisan?

AGREE

DISAGREE

- Answer: *Eva would (agree/disagree) with Ben Kamm's decision to leave his family and become a partisan.*
- Question: How do you know?
- Evidence: *I know because Eva would _____. According to p. ____, it says, "_____. " Not only that, but there is more evidence on p. ____ that says, "_____."*

TASK 4-6.3 QUICKWRITE/SOCRATIC SEMINAR

- Question: In the context of the story, what was most important to Eva and Miriam's survival?
- Answer: *In the context of the story, what was most important to Eva and Miriam's survival was...*
- Question: Can you prove that with more than one piece of evidence?
- Evidence: *You better believe I can...*
 - According to the text on p.____, it says, "_____."
 - Then, on p.____, it states, "_____."
 - Lastly, on p.____, it mentions, "_____."

TASK 4-6.3 QUICKWRITE/SOCRATIC SEMINAR

- Question: How would the narrative change if it was written from Miriam's point of view?
- Answer: *The way the narrative would change if it was written from Miriam's point of view would be _____, _____, and _____.*
- Question: Can you prove that with more than one piece of evidence?
- Evidence: *You better believe I can...*
 - According to the text on p.____, it says, "_____."
 - Then, on p.____, it states, "_____."
 - Lastly, on p.____, it mentions, "_____."

“The Girl Who Lived Forever” Task 1 Comprehension

QUESTION	ANSWER	Q:	EVIDENCE (According to the text...)	POP:
1. Who is Anne Frank? What do we learn about the Frank family?	Anne Frank is... We learn that the Frank family...	HOW DO YOU KNOW?	-p.6-7:	So, to Paraphrase What you Just said, You were Saying that...
2. Why was the Frank family going into hiding?	The Frank family was going into hiding because...		-p.6-7: -p.7:	
3. What was the importance of the annex?	The importance of the annex was to...		-p.7: -p.7:	
4. What was life like living in the annex? How does the author describe “living in fear”?	The author describes life in the annex and ‘living in fear’ by telling us about how...		-p.8: -p.8:	
5. How does Anne cope with the stress of her family’s situation?	Anne copes with the stress of her family’s situation by...		-p.(8/9/10): -p.(8/9/10):	
6. What does the diary symbolize?	The diary is a symbol for...		-p.(8/9/10):	
7. Why did Otto Frank decide to publish Anne’s diary?	Otto Frank published Anne’s diary because...		-p.10:	

TASK 2 “THE GIRL WHO LIVED FOREVER” EXPLAIN/ELABORATE WRITTEN RESPONSE

Question: Anne wrote “I can shake off everything if I write.” What does Anne mean?

Answer: When Anne says, “I can shake off everything if I write,” she means...

Question: How do you know?

Evidence: According to the text, “...”

Explain: (Choose 1 of the following) This means.../To explain further.../Essentially...

Elaborate: (Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...

TASK 2 “THE GIRL WHO LIVED FOREVER” EXPLAIN/ELABORATE WRITTEN RESPONSE

Question: 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.

Answer: When Lewis writes that Anne’s diary has “given voice to those silenced by the Holocaust,” he means...

Question: How do you know?

Evidence: According to the text, “...”

Explain: (Choose 1 of the following) This means.../To explain further.../Essentially...

Elaborate: (Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...

TASK 3 “THE GIRL WHO LIVED FOREVER” EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question:
 - 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?
- Answer: _____
- Question: How do you know?
- Evidence: *The text states, “...”*
- Explain: *(Choose 1 of the following) This means.../To explain further.../Essentially...*
- Elaborate: *(Choose 1 of the following) For example.../One time,.../If..., then... because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

“THE GIRL WHO LIVED FOREVER” QUICKWRITE

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

TASK 7-9.I ACADEMIC CONVERSATIONS

- p.70-75 (Ch.7)
- p.77-78 (Ch.8)
- p.79 (Ch.8)
- p.80-81 (Ch.8)
- p.83 (Ch.8)
- p.85-86 (Ch.8)
- p.87-88 (Ch.9)
- p.88-89 (Ch.9)
- p.90 (Ch.9)

Question: What is the main event on pg(s)._____?

Answer: The main event on pg(s)._____ is...

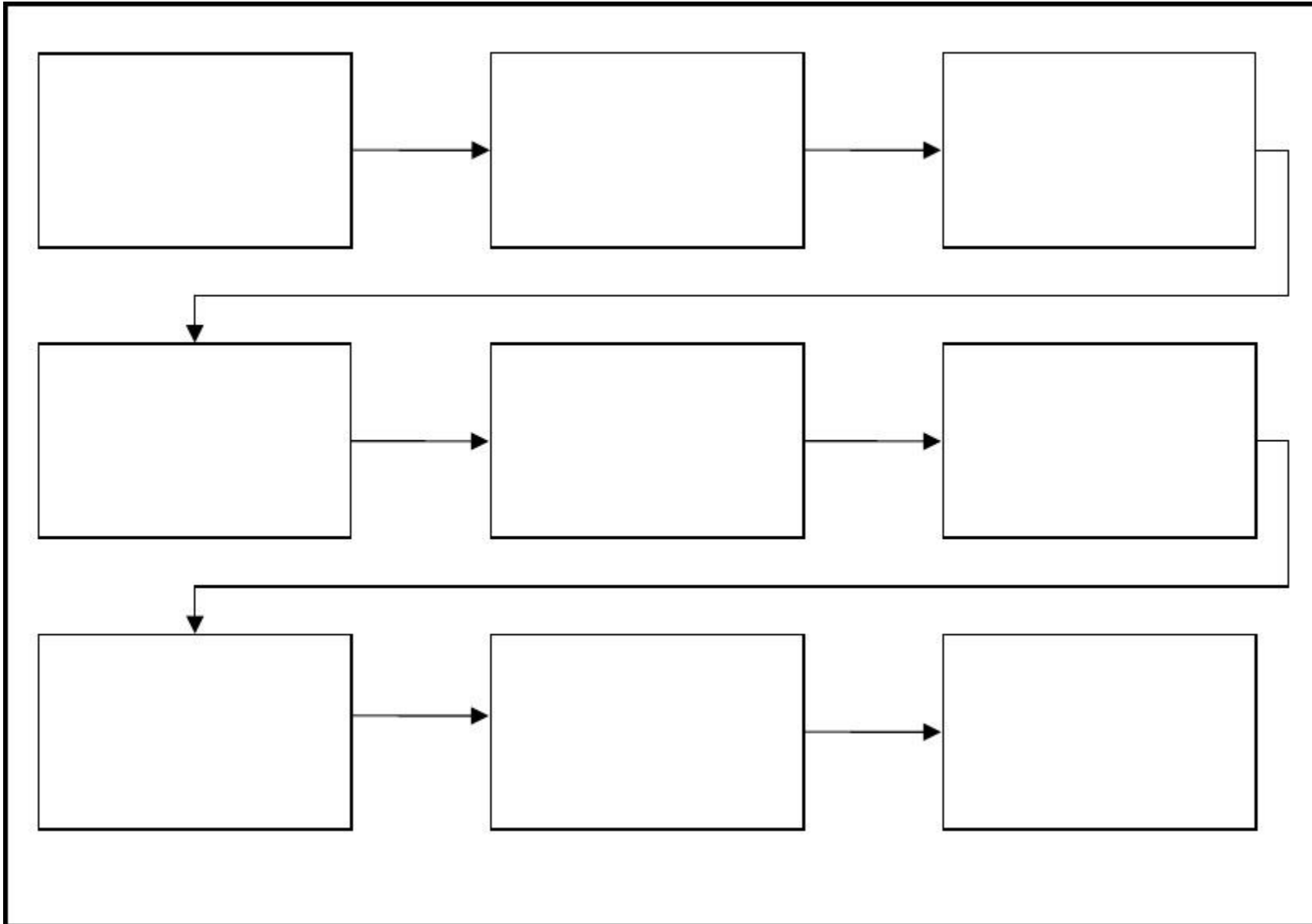
Question: How do you know? (or...Wait a minute. How is that a main event?!)

Evidence: According to the text, "_____."

Paraphrase: So to paraphrase what you just said, you were saying that _____ was the main event because _____.

TASK 7-9.2 SEQUENCE OF EVENTS/FLOW MAP

DIRECTIONS: Sequence the events that lead up to the end of the war.



TASK 7-9.3 EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: What impact does Eva have on her and Miriam's survival?
- Answer: *Eva had a _____ impact on her and Miriam's survival. OR Eva's impact was _____ on her and Miriam's survival.*
- Question: How do you know? (or...How does that describe what type of impact Eva had?)
- Evidence: According to the text, "_____."
- "_____."
- "_____."
- Explain: *This means...To further explain...Essentially...*
- Elaborate: *For example...One time...If ____, then ____ because...In comparison...In contrast...Likewise...
Imagine if...What if...Suppose...This relates to...This is just like...*
- Paraphrase: So to paraphrase what you just said, you were saying that Eva had a _____ impact on her and Miriam's survival because...

CH.7-9 QUICKWRITE - WHAT ARE THE IMPLICATIONS OF FREEDOM ON EVA AND MIRIAM'S RELATIONSHIP MOVING FORWARD?

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

(*Have students utilize the *Explain/Elaborate* strategy)

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“The Boys Who Fought”

TASK 1: Comprehension

QUESTION	ANSWER	Question:	EVIDENCE (According to the text...)	Paraphrase:
1. What event takes place in the section titled “Total Control” that could be considered a turning point?	The event that takes place in the section titled “Total Control” that could be considered a turning point is...	HOW DO YOU KNOW?		So, to Paraphrase What you Just said, You were Saying that...
2. How do Karl and his friends decide to fight back?	Karl and his friends decide to fight back by...			
3. What do you learn about Karl’s past?	What we learn about Karl’s past is...			
4. Describe Karl’s friendship with Helmuth and Rudi.	The way I would describe Karl’s friendship with Helmuth and Rudi is...			
5. What was the result of Helmuth’s loyalty?	The result of Helmuth’s loyalty was...			

“The Boys Who Fought”/”Fighting Hitler”

TASK 1: Comprehension

QUESTION	ANSWER	Question:	EVIDENCE (According to the text...)	Paraphrase:
1. What was the turning point for Ben Kamm in “Fighting Hitler?”	The turning point for Ben Kamm in “Fighting Hitler” was...	HOW DO YOU KNOW?		So, to Paraphrase What you Just said, You were Saying that...
2. How did Ben Kamm decide to fight back?	Ben Kamm decided to fight back by...			
3. What do you learn about Ben Kamm’s past?	What we learned about Ben Kamm’s past was...			
4. Describe Ben Kamm’s relationship with his family.	The way I would describe Ben Kamm’s relationship with his family is by...			
5. What was the result of Ben Kamm’s loyalty?	The result of Ben Kamm’s loyalty was...			

TASK 2 “THE BOYS WHO FOUGHT THE NAZIS” EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: What is the significance of the author including the section titled “Swept Up?”
- Answer: *The significance of the author including the section titled “Swept Up” is...*
- Question: How do you know?
- Evidence: *According to the text, “...”*
- Explain: (Choose 1 of the following) *This means.../To explain further.../Essentially...*
- Elaborate: (Choose 1 of the following) *For example.../One time,.../If..., then... because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

TASK 2 “THE BOYS WHO FOUGHT THE NAZIS” EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: What is the significance of the word “resisters” in the article? What does it mean in the context of the story?
- Answer: *The significance of the word “resisters” in the article is... and what it means in the context of the story is...*
- Question: How do you know?
- Evidence: *According to the text, “...”*
- Explain: (Choose 1 of the following) *This means.../To explain further.../Essentially...*
- Elaborate: (Choose 1 of the following) *For example.../One time,.../If..., then... because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

TASK 3 “THE BOYS WHO FOUGHT THE NAZIS” EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: 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.
- Answer: *Some examples of their loyalty are...*
- Question: How do you know?
- Evidence: *According to the text, “...”*
- Explain: *(Choose 1 of the following) This means.../To explain further.../Essentially...*
- Elaborate: *(Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

“THE BOYS WHO FOUGHT THE NAZIS” 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.

(*Have students utilize the *Explain/Elaborate* strategy)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TASK 10-12.1 ACADEMIC CONVERSATIONS

- Question:
 - After the initial excitement, how does being free affect Eva? (p.94-95)
 - How does life in the monastery contrast to Eva's idea of home? (p.98 and p.104)
 - How does moving in with the Csengeri's affect Eva? (p.106-107)
 - Describe Ms. Csengeri's role along the journey home. (p.106, p.110)
 - Describe the places where they stop along the way home. How do they contrast to Eva's idea of home? (p.110-111)
 - Describe what Eva hopes to find at home. (p.112)
 - How does Eva react after arriving home? (p.112-114)
- Answer: _____
- Question: How do you know?
- Evidence: The text mentions, "..."

TASK 10-12.2 EXPLAIN/ELABORATE WRITTEN RESPONSE

- **Question:**
 - "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?
- **Answer:** _____
- **Question:** How do you know?
- **Evidence:** According to the text, "..."
- **Explain:** (Choose 1 of the following) This means.../To explain further.../Essentially...
- **Elaborate:** (Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...

TASK 10-12.3 EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question:
 - How does Eva talk about home?
 - 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?
- Answer: _____
- Question: How do you know?
- Evidence: According to the text, "..."
- Explain: (Choose 1 of the following) This means.../To explain further.../Essentially...
- Elaborate: (Choose 1 of the following) For example.../One time,.../If..., then... because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...

CH.10-12 QUICKWRITE

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

(***Review Ch.10-12, using post it notes to stop and annotate any events or any character actions that help develop Eva's definition of home. If you mark something, say how it is important to Eva's definition of home.***)

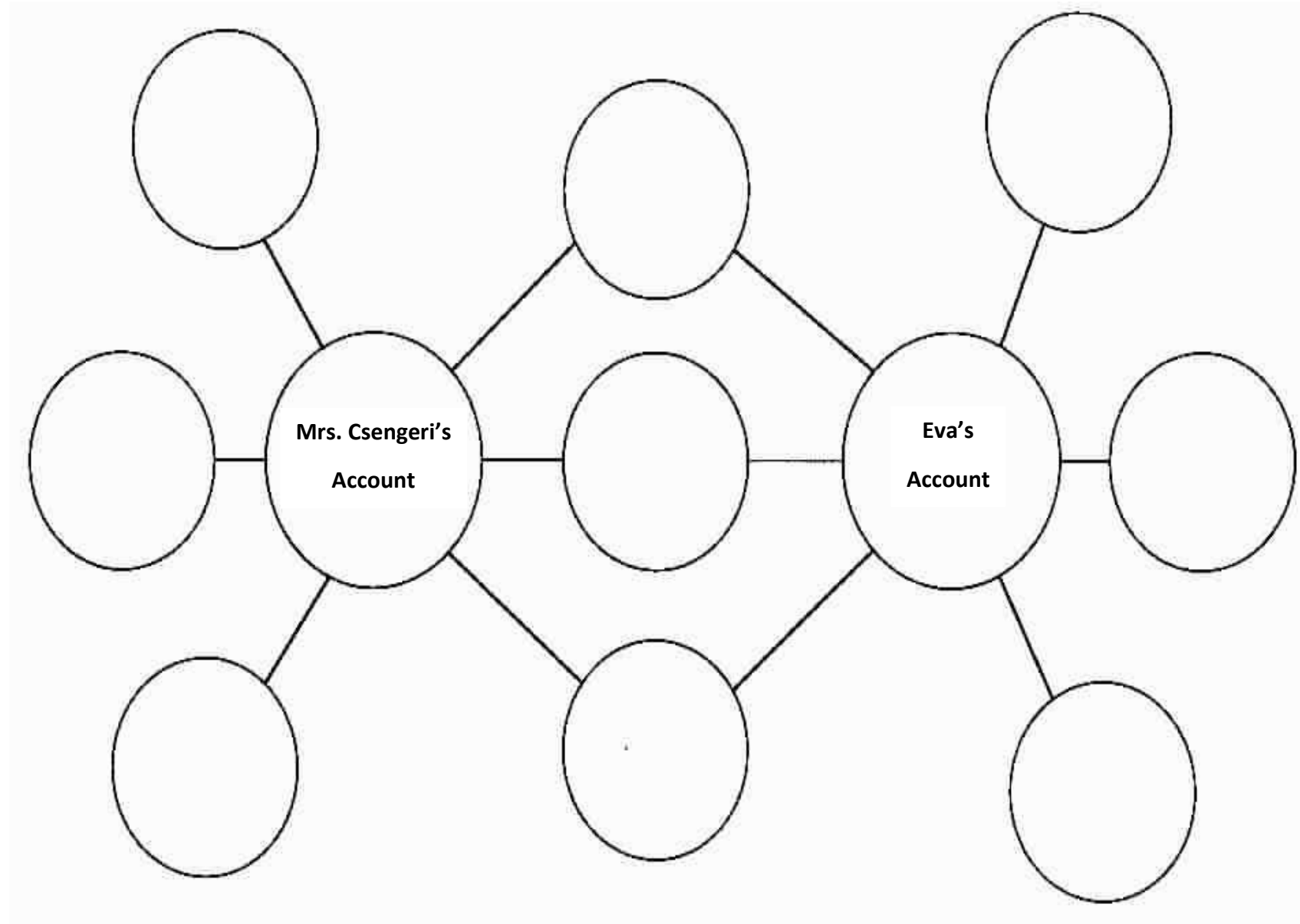
(*Have students utilize the Explain/Elaborate strategy)

"In Mengele's Hell" by Rosalia Csengeri

NAME:

DATE:

Task 1: Using the double bubble map, write the differences and similarities between Mrs. Csengeri's account of surviving Auschwitz as compared to Eva's.



TASK 2 “IN MENGELE’S HELL” EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: 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?
- Answer: *When Mrs. Csengeri uses the word “infirmary” as compared to Eva, she is talking about...*
- Question: How do you know?
- Evidence: *According to the text, “...”*
- Explain: *(Choose 1 of the following) This means.../To explain further.../Essentially...*
- Elaborate: *(Choose 1 of the following) For example.../One time,.../If..., then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

TASK 3 “IN MENGELE’S HELL” EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: Using the texts, can you find some important similarities or differences in their accounts of the events or topics?
- Answer: *Some similarities and differences among the two accounts are that...*
- Question: How do you know?
- Evidence: *According to the text, “...”*
- Explain: *(Choose 1 of the following) This means.../To explain further.../Essentially...*
- Elaborate: *(Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

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TASK 13-EPILOGUE.1 ACADEMIC CONVERSATIONS

- Question:
 - Ch.13-14:
 - -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?
- Answer: _____
- Question: How do you know?
- Evidence: *In the text, it says, "..."*

TASK 13-EPILOGUE.2 EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question: What does the “affidavit” represent in the Epilogue?
- Answer: *In the Epilogue, the word “affidavit” represents...*
- Question: How do you know?
- Evidence: *According to the text, “...”*
- Explain: *(Choose 1 of the following) This means.../To explain further.../Essentially...*
- Elaborate: *(Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

TASK 13-EPILOGUE.3 EXPLAIN/ELABORATE WRITTEN RESPONSE

- Question:
 - What are some themes taught through Eva's book? Use evidence to support your responses.
 - Research Eva's life in other texts/medium and examine her motivation for sharing her story.
- Answer: _____
- Question: How do you know?
- Evidence: *According to the text, "..."*
- Explain: *(Choose 1 of the following) This means.../To explain further.../Essentially...*
- Elaborate: *(Choose 1 of the following) For example.../One time,.../If...,then...because.../In comparison,.../In contrast,.../Likewise,.../Imagine.../What if.../Suppose.../This relates to.../This is just like...*

CH. 13-EPILOGUE 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 of these messages is the most important one to spread in today’s world? (Or is there a different message that you learned from her book that you think is more important?)

(*Have students utilize the Explain/Elaborate strategy)

Eva's Kornerstone Project

“What can you do today to make this world a better place?”

A cornerstone is the most important piece to something. It is the foundation, the backbone, the heart upon which everything else depends.

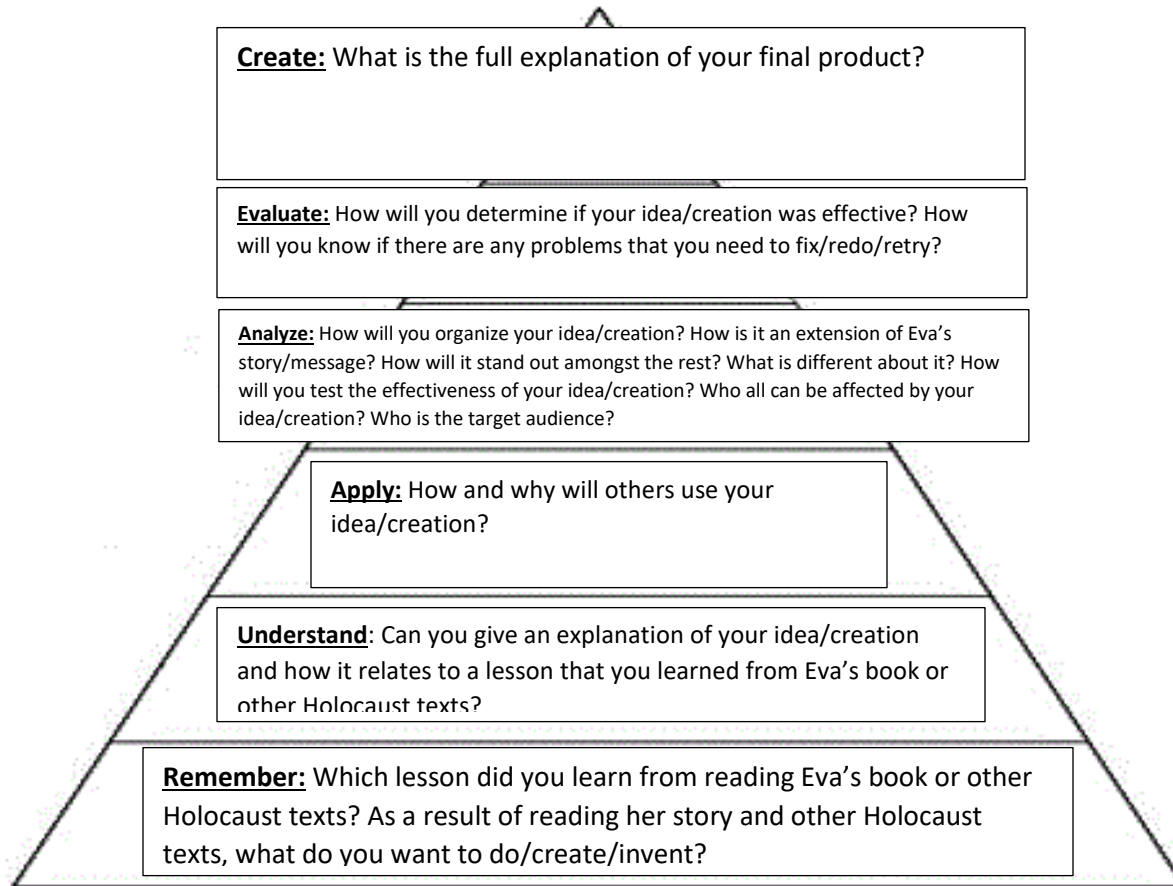
INSTRUCTIONS: Now that you have read Eva's story and other texts about the Holocaust, what is the most important piece for you, and what has it inspired you to do? What can you invent/create to not only affect you, but to also affect others and potentially make this world a better place?

Eva Kor's life lessons:

- Never give up on your dreams
- Judge people by their actions and the content of their character
- Forgive those who have hurt you
- (Create a different lesson you learned)

Possible creations, but not limited to:

Artwork (2D/3D)
 Video
 Invention
 Program
 System
 Movement
 Play/Skit
 Song
 Poetry
 Business Model
 School Improvement Plan
 Presentation
 Activity



Level 1: **Remember**: Which lesson stood out to you after reading Eva's book or other Holocaust texts? As a result of reading her story and other Holocaust texts, what do you want to do/create/invent?

Level 2: **Understand**: Can you give an explanation of your idea/creation and how it relates to a lesson that you learned from Eva's book or other Holocaust texts?

Level 3: **Apply**: How and why will others use your idea/creation? How will you present your idea/creation?

Level 4: **Analyze**: How will you organize your idea/creation? How is it an extension of Eva's story/message? How will it stand out amongst the rest? What is different about it? How will you test the effectiveness of your idea/creation? Who all can be affected by your idea/creation? Who is the target audience? What are some potential problems that could occur with your idea/creation?

Level 5: **Evaluate**: How will you determine if your idea/creation was effective? How will you know if there are any problems that you need to fix/redo/retry?

Level 6: **Create**: What is the full explanation of your final product?

Level 1: **Remember**: Which lesson stood out to you after reading Eva's book or other Holocaust texts? As a result of reading her story and other Holocaust texts, what do you want to do/create/invent?

The lesson that stood out to me after reading Eva's book/other Holocaust texts was...

As a result of reading Eva's story/other Holocaust texts, I want to...

Level 2: **Understand**: Can you give an explanation of your idea/creation and how it relates to a lesson that you learned from (Eva's book/other Holocaust texts)?

The explanation of my idea/creation is basically...

My idea/creation relates to a lesson that I learned from (Eva's book/other Holocaust texts) because...

Level 3: **Apply:** How and why will others use your idea/creation? How will you present your idea/creation?

The way people will use my idea/creation is by...

The way in which I will present my idea/creation is by...

Level 4: **Analyze:** How will you organize your idea/creation? How will it stand out amongst the rest? What is different about it? How will you test the effectiveness of your idea/creation? Who all can be affected by your idea/creation? Who is the target audience? What are some potential problems that could occur with your idea/creation?

- The way I will organize my idea/creation is by...
- My idea/creation will stand out amongst the rest by...
- The thing that is different about my idea/creation is...
- The way in which I will test the effectiveness of my idea/creation is by...
- The amount of people that can be affected by my idea/creation is...

- The target audience for my idea/creation is...
- Some possible problems that could occur with my idea/creation are...

Supplemental Text Links:

“Fighting Hitler” from Scholastic Scope: <https://www.nrcs.net/Downloads/Scholastic%20Scope%20-%20Fighting%20Hitler.pdf>

“The Girl Who Lived Forever” from Scholastic Scope: https://drive.google.com/file/d/1mgKImu6-Oz3za2Jo7hNCoUxS_B_YUCd6/view

“The Boys Who Fought The Nazis” from Scholastic Scope: <https://www.sps186.org/downloads/basic/335013/SCOPE-040813-Nonfiction.pdf>