



Close reading plan

Heyman, Eva, "On the Deporting of her friend, Marta, from Hungary," *The Diary of Eva Heyman*,
Yad Vashem

Created by Karen Ciarleglio, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Heyman, Eva, “ On the Deporting of her friend, Marta, from Hungary,” <i>The Diary of Eva Heyman</i> , Yad Vashem	Where to Access Text	The Diary of Eva Heyman, Yad Vashem, Jerusalem,1974,pp.31-33 Accessed: www.yadvashem.org
Text Description			
<p>This text is a non-fiction primary source journal entry that describes a major event in a young girl’s life in which her friend is deported from Hungary to Poland during the time of the Holocaust. After a short forward that describes the narrator and setting, the journal entry portrays the point of view of a young girl as she searches for the answers of her friend’s disappearance. She expresses her inner thoughts and feelings as she questions the motives and reasoning of the world around her. This point of view is particularly of high interest to students as it applies to a young girl very close to their own age. Emotion is evoked as the entry describes the heartache and internal struggle of the young girl. Students will be challenged to use their background knowledge to create inferences that are based on historic events. The journal does not have a definitive conclusion.</p>			
Quantitative			
Lexile and Grade Level	980 L Grade 5	Text Length	3 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Meaning and Central Ideas: Meaning and central ideas of the text (The Holocaust impacted families differently depending upon their point of view, Sacrifices may be made for those we care about, Growing up involves discovery and maturity, Treat others the way you want to be treated, Everyone should be treated the same regardless of race and/or religion) as evidenced through the description and quotes provided in Eva’s journal entry. Several of these themes/central ideas are explicit, however the main central idea that the Holocaust impacted families differently is implied.</p>		<p>No graphics. Text features used: Title which describes the topic of the journal entry. Quotes meant to signal personal meaning of words. Cause and effect situations describing the reasoning events occurred. Journal entry including dates which describes the point of view of a young girl and a time period of the 1940’s. Chronological order of events. Description that slows down to signify important elements. Forward that explains the setting and narrator. Shift in time that flashes back to past events and then jumps forward to present time. Point of view switches between different characters as events occur.</p>	
Prior Knowledge Demands		Language Features	
<p>Background knowledge regarding the Holocaust and lifestyle of the 1940’s. Description of locations mentioned in Poland and Hungary. Content specific vocabulary.</p>		<p>Informal and conversational language. Most of the text is written with familiar words, however there is a large amount of discipline specific words related to the time period and historical event; such as the proper names of towns, streets, countries, etc.</p>	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</p>		<p>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</p>	

- Secular
- Deported
- Fate

- Bourgeoisie
- Auschwitz
- Negro
- Szalldobagy
- Plaster
- Rimanoci Street
- Nursemaid
- minister

- Bukovina
- Monarchy
- Telegram
- Budapest
- Komaron
- Kaposvar
- Fascism
- Kamenetz-Podolsk

Potential Reader/Task Challenges

This lesson requires a great deal of background knowledge regarding the Holocaust. Time must be devoted to discussing the time period in the 1940's and the content vocabulary that applies. The subject matter is very emotional and age appropriate for 5th graders. Following the text structure and making inferences may be challenging.

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 How does Eva describe what happened to the Jews in Hungary during the 1940's?	RL 5.1	#6
TDQ #2 Why does Eva decide to flash back in time to describe Marta's family background?	RL 5.5	#12
TDQ #3 Why does the author include the phrase that Agi "turned white as the plaster on the walls?"	RL 5.4, 5.1	#16
TDQ #4 How can the relationship between Marta and Eva be described?	RL5.3,5.1	#19
TDQ #5 What do the different perspectives of the characters teach the reader about the Holocaust?	RL 5.3, 5.6	#23
Target Standards		
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • <u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 		

- CCSS.ELA-LITERACY.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- CCSS.ELA-LITERACY.RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- CCSS.ELA-LITERACY.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

Question 1

Question 1	
Question #1	How does Eva describe what happened to the Jews in Hungary during the 1940's?
Standard(s) covered:	RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Example response that meets standard	
<ul style="list-style-type: none"> <i>Eva describes what happened to the Jews in Hungary during the 1940's as being terrible and horrifying. In the text, Eva explains of a time when she overheard Agi tell Grandma that "the government was preparing to do something terrible, and Jews who weren't born in Hungary would be taken to Poland where a horrible fate was in store for them." According to the journalists, the Jewish people, including Marta's family, were transported by train to Poland. The conditions in Poland were described as being miserable and cold. Grandma said that the people were not allowed to bring any luggage or food and that the German soldiers did not let them write either. Eva tells of how Agi continuously cried because of how horrifying this was. Eva describes the overall conditions that the Jews were exposed to as being miserable and sad.</i> 	Look-fors
<ul style="list-style-type: none"> Accurately identifies key words and phrases that describe what happened to the Jews. Accurately quotes from the text to support the response. May include introductory and/or concluding statement Accurately explains what happens to the Jews from different characters' points of view. 	
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	"In this lesson you will learn how to describe a historic event by gathering details to create a picture of the event."
Prior knowledge to review	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences (4.1) Describe setting drawing on specific details from the text (4.3)
Steps to achieve objective	Think aloud for direct instruction

1) Reread the text, recording key words and phrases that describe the event.

- As I look at the question being asked, I notice that I should be looking for evidence that describes the event which is describing what happened to the Jews in Hungary in the 1940's.
- I am going to concentrate on descriptive words and phrases that help me to picture what was happening to the Jewish people.
- At the top of the second page I see that Agi and Grandma were having a conversation. In this conversation, "Agi told Grandma that at the Journalist's Club the night before they had said that the government was preparing to do something terrible, and Jews who weren't born in Hungary would be taken to Poland where a horrible fate was in store for them."
- I notice the descriptive words in this quote are terrible and horrible. I am going to write these words on a post it.
- I also thought about Agi's emotions. Agi was crying which demonstrates how miserable the experience must have been. I will jot down the word miserable on a post it.
- Next, it says Marta and her parents can't write, because the Germans don't allow it.
- Why would the German's not allow her to write, this demonstrates that the Jews no longer have their freedom.
- I am going to jot down the phrase no freedom.
- The last page says that the soldiers bring them their clothing so they shouldn't suffer from the cold.
- I am going to jot down the word cold. When I think of the cold weather, it makes me feel uncomfortable. I am going to jot down the words cold and uncomfortable because this is how the Jewish people must feel.

2) Ask yourself, "What do these key words and phrases make me envision?"

- As I look at these words and phrases, I need to describe what I picture happening to the Jews in Hungary.
- I jotted down the words terrible and horrible. I am going to re-read the phrase that I pulled these words from. "The government was preparing to do something terrible, and Jews who weren't born in Hungary would be taken to Poland where a horrible fate was in store for them."
- The government is going to do something terrible to Jews, this makes me think that the Jews will not be safe.
- A horrible fate was in store for them. This means that whatever harm is coming their way, they will not be in control of it.
- I can just envision it now, I see the Jewish people being held captive, possibly stuck in rooms together and having to do things that they do not want. I can see their faces frowning and their arms crossed as they are refusing to take orders.
- I wrote the phrase no freedom.
- As I continue to look at the text, it says that tens of thousands of people were taken away by train without luggage and without food.
- I am picturing in my mind how terrible this must be. I can see large groups of people "tens of thousands" all being pulled away from their homes on their way to these captive places empty handed and hungry.
- The text also says that mother could not write. I can picture mother begging on her knees with tears in her eyes, shaking, because she wants to contact her friends and family back home.
- Not only can I envision the conditions of the Jewish people, but also that of their families who were also miserable.
- Uncomfortable and cold are words that I jotted that describes the physical feeling. It was not a pleasant environment. I can picture the family shivering and huddling together to keep warm.
- I can picture Agi, waiting by the phone and checking her mail. She is trembling and pacing with tears in her eyes.

3) Construct a response about the event using direct quotes and evidence from the text to support your answer.

- Now we are ready to follow our final step which tells us to explain our answer using evidence and direct quotes from the text.
- We can put all of our evidence together in our own words.
- We should always start with an introductory sentence which restates our question and gives a response.
- I am going to restate my question: Eva describes what happened to the Jews in Hungary during the 1940's as being...
- I am going to choose my two descriptive words as terrible and horrifying. I will write this down.
- As I look across my list of words and phrases, which quotes best support this idea that the conditions were terrible and horrifying? Hmm... The government said they were going to do something terrible and that there was a "horrible fate" in store for the Jews. This supports my idea that the conditions were terrible and horrifying.
- I will then follow this up with other information.
- I know that Grandma said they couldn't bring food or luggage or write. This is important to include to describe how they had no freedom.
- It was also cold and miserable, I must include this to describe the environment.
- After we support using text evidence and direct quotes, we want to tie the ends together by providing a conclusion sentence that relates to the question.
- A general statement that I could include to summarize Eva's point of view of the event would be, "Eva describes the overall conditions that the Jews were exposed to as being miserable and sad."

Extension and practice

- If students have a difficult time quoting evidence from a text:

Read a piece of text aloud to the students as they follow along on their own copy. As you are reading have students jot down anything that they think is important on a sticky note. Create the columns *direct quote*, *paraphrase*, and *in my head*. Have students sort their notes in the categories that they belong. Discuss what each column means and have students determine if the information is in the correct column. Then ask students to write a reflection about which column is most effective in responding to the questions being asked and why.

- If students have a difficult time determining relevant information from the text.

Provide students with a graphic organizer that asks them to go back into the text and pull information (clues) from the text that the author explicitly tells you; such as words the character says, feelings or thoughts of the character, actions that the character does, or how other characters react. Using this information students can determine which of these pieces of evidence best connect to the question being asked.

- For ELL students or students who have a difficult time with the language:

Spend time reviewing and providing background knowledge of the terms fascism, deport, and other words that may cause confusion. Use videos, pictures, and/or symbols that depict what each term means.

- If students grasp this concept easily:

Have students respond to the following prompt:

How may the event be described differently if it were told from a different character's point of view?

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps Primary document: Journal Entry/ RL 5.1.

See more examples of how to teach Primary document: Journal Entry/ RL 5.1.

Objective: In this lesson you will learn how to answer a question about a historic event by gathering evidence and direct quotes from the text

1. Reread the text, recording key words and phrases that describe the event.
2. Ask yourself, "What do these key words and phrases make me envision?"
3. Construct a response about the event using direct quotes and evidence from the text to support your answer.

<http://learnzillion.com/lessons/758-ask-and-answer-questions-about-the-text-while-reading#>

<http://learnzillion.com/lessons/4243-use-quotes-from-a-text-to-answer-questions#>

Question 2

Question 2	
Question #2	TDQ #2 Why does Eva decide to flash back in time to describe Marta's family background?
Standard(s) covered:	RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Example response that meets standard	
<p><i>Eva decides to flash back in time to describe Marta's family background because she is trying to make sense of why Marta and her family had been taken away. In the text, it says that Agi told Grandma that "Jews who weren't born in Hungary would be taken to Poland..." If Marta had been born in Hungary then that would explain why she was taken away. Eva was very confused and writes in her journal "I didn't understand this right away." Eva continues to explain how Marta and her mother were born in Hungary and how the family has been in Hungary for a very long time. Eva searches for answers to explain what has happened but cannot seem to make sense of the situation.</i></p>	
Look-fors	
<ul style="list-style-type: none"> • An inference based on text evidence that explains a possible reason for the flashback. An example of an inference may be that Eva was searching for an explanation as to why Marta was taken away. • At least one piece of evidence from the text that connects to the inference made in response to the question. An example may be that Eva said, "I didn't understand this right away." 	
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	"In this lesson you will learn how to determine the author's purpose for including a flashback in the text by using evidence to explain how it affected the overall story."
Prior knowledge to review	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL 4.1) Describe the overall structure of events, ideas, concepts, or information in a text or text part (RI4.5)
Steps to achieve objective	Think aloud for direct instruction

<p>1) Re-read the text, looking for words or phrases that signal that the author is shifting back in time.</p>	<ul style="list-style-type: none"> • I am going to re-read the text. • I am looking for words and phrases that signal a flashback. • I know that a flashback is when the author goes back in time and interrupts the sequence of events. • I will scan the text for words and phrases that show a change in time. • On the second page, the second paragraph there is a phrase that says “an awfully long time ago.” • I am going to underline this phrase. • As I continue reading, I see the phrase “At that time,” I will underline this. • I will also underline the phrase at the end of this sentence which reads “a long time ago.”
<p>2) Ask yourself, “What new information have I learned from this part of the text?”</p>	<ul style="list-style-type: none"> • Now I know where the flashback starts. It begins on page two, the second paragraph. • I’m now looking beyond those words and phrases for key details that the author reveals in this flashback. • First, Eva reports that Marta’s mother and grandfather owned a newspaper in Nagyvarad before Marta was born. • I also learned that Uncle Munzer was born in Bukovina which was a monarchy. • Lastly, I learned that Uncle Munzer and Marta’s mother fell in love and have been living in Varad ever since. • As I look over these new pieces of information that I learned, I can infer that Marta’s family has lived in Hungary for a very long time and that Marta was born in Hungary.

3.) How does the flashback impact the overall story?

- I now need to explain how this flashback affected the story.
- First, I must figure out why this flashback was included.
- Eva begins the flashback by saying “I didn’t understand this right away.”
- This makes me believe that Eva is trying to figure something out.
- I am going to look back into the text to the paragraph before the flashback to determine what Eva is trying to figure out.
- The last sentence of the paragraph prior to the flashback says that, “Jews that were not born in Hungary would be taken to Poland where a horrible fate was in store for them.”
- If I look back to my notes about what I have learned, I can see that Marta was born in Hungary.
- I am asking myself, “Why does the author want us to know that Marta was born in Hungary?”
- Based on this information, I can infer that Eva wrote this flashback to try to figure out why Marta was taken when she was born in Hungary.
- My notes also tell me that Marta’s mother and grandfather owned a newspaper in Nagyvarad before Marta was born.
- This tells me that Marta’s family was well established in Hungary.
- This leads me to infer that Eva is trying to figure out why Marta’s family is being taken away.
- This part of the text allows the reader to have a better understanding of the thoughts and feelings of Eva in addition to teaching the reader about how people were affected by the Holocaust.

Extension and practice

- If students struggle with identifying text structures:
 - Begin by providing explicit instruction on different text structures and words/phrases that serve as indicators.
 - Follow this up with various short passages and text structure graphic organizers. Have students take turns choosing and reading a short passage, students are then to identify what graphic organizer it best fits.
- As a way to reinforce the concept of a flashback:
 - Re-read the text with students, as you are reading have students fill out a timeline of events. Have them explain if all of the events occurred in a chronological order and explain what they noticed.
 - Read a similar text that contains a flashback such as the picture book “The Wreck of Zephyr.” As you are reading, have students fill out a graphic organizer following the sequence of events. Discuss whether or not the order that the events occurred in the book is listed in chronological order.
 - Have students act out a flashback in a script using Readers Theater.
 - Students can also view a flashback in a video clip, and explain its effect on the overall story.
 - Students can also look at older pictures from the past, and compare them to more recent pictures of the same event. Students can write their own stories about the present event while creating their own flashback based on the older pictures.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to Primary document: Journal Entry/RL 5.5.

See more examples of how to teach Primary document: Journal Entry/RL 5.5.

Objective: “In this lesson you will learn how to determine the author’s purpose for including a flashback in the text and use evidence to explain how it affected the overall story.”

1. Re-read the text, looking for words or phrases that signals that the author is shifting back in time.
2. Ask yourself, “What new information have I learned from this part of the text?”
3. How does the flashback impact the overall story?

<http://learnzillion.com/lessons/755-use-text-structure-to-understand-authors-purpose#>

Question 3

Question 3	
Question #3	Why does the author include the phrase that Agi “turned white as the plaster on the walls?”
Standard(s) covered:	<p><u>CCSS.ELA-LITERACY.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Example response that meets standard	
<p><i>Agi turns “white as plaster on the walls.” This simile means that Agi was scared or shocked. It is describing Agi’s skin as being white. People turn a pale color when they are scared. Agi turns white when Martika, Marta’s nursemaid, told Marta to come home because the police were there. The police showing up must have shocked Agi. Agi appeared to be very nervous. She “paced up and down the room in such a strange manner.” Agi knew something major was wrong. Eva overheard her say that the government “was going to do something terrible.” Agi was probably scared that the government had sent the police to do something terrible to Marta. The author uses this phrase to help the reader visualize Agi’s fear.</i></p>	Look-fors
<ul style="list-style-type: none"> • An explanation as to what it means to be “white” such as being scared, nervous, and uneasy, etc. • At least two pieces of evidence from the text that support this explanation of fear, nervous, uneasiness etc. • One piece of evidence that supports why Agi feels this way, such as the police came to the door or the government was doing something terrible. 	
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson, you will determine the meaning of a simile and explain its effect on the text by using evidence to support your response.
Prior knowledge to review	<p>Determine the meaning of words and phrases as they are used in a text (RL 4.4)</p> <p>Distinguish between literal and nonliteral language (RL 3.4)</p> <p>Refer to details and examples when drawing inferences from a text (RL 4.1)</p>

Steps to achieve objective	Think aloud for direct instruction
1) Highlight the phrase in the text, identifying what two things are being compared.	<ul style="list-style-type: none"> • I will scan the text to search for the phrase • The phrase reads “Agi turned white as plaster on the walls.” • I found this phrase towards the bottom of the first page • I am going to highlight this phrase in the text • I notice the word “as” in this phrase • I know that a simile compares two unlike things using the words “like” or “as” • If this is a simile, the author would be comparing Agi and plaster. • I agree that these two things are not similar • Agi is a person and plaster is a building material used to coat walls • The author says that Agi turns “white as plaster” • Now I know that both Agi and plaster are both the color white.
2) Ask, “What is happening in this text before and after the simile?”	<ul style="list-style-type: none"> • I am going to refer to the highlighted phrase in the text, and read the text found before and after this phrase to look for clues. • Before this phrase it says, “Martika, come home. The police are there, and you have to go with Papa and Mama.” • Following this phrase it says, “Agi paced up and down the room in a strange manner.” • When people pace, it means they are walking back and forth. • The text also reads that Agi kept calling Marta’s grandmother on the phone but she was not answering. • Agi also told Grandma that the government was preparing to do something terrible and she cried and cried.
3) Ask, “How does it connect to the simile?”	<ul style="list-style-type: none"> • So this question wants me to find out how these pieces of information connect to the simile. • When I have heard PEOPLE talk about turning white, what were they talking about? It is when people lose all of the color in their face because they have seen or heard something really scary or shocking. • Maybe Agi is feeling scared or shocked and that is what is making her turn white. • Agi may have been shocked that the police were at Marta’s, usually police show up when there is a problem. • When people walk back and forth, it usually means they are nervous or uneasy, Agi was pacing. • This shows that Agi is anxious to get ahold of Marta’s grandmother. • Agi is crying: people cry when they are sad, upset, or scared.

<p>4) Finally ask, “How does this phrase make me feel?”</p>	<ul style="list-style-type: none"> • Next I need to think about how this phrase makes me feel. • As I am reading the text from where Agi is asking Marta to dance in the middle of page one, and Agi turning “white as plaster on the walls,” towards the bottom of page 1, I notice the word suddenly following the description of what they had for afternoon snack. • When I hear the word suddenly, it makes me think that something happened quick or unexpectedly. • This event must be the cause for Agi’s unexpected change in emotion. • At first, Agi seemed to be enjoying herself and then she quickly became scared. • I am going to carefully read this again. • Marta’s nursemaid arrived and said the police were at Marta’s and she had to leave. • I think I can connect the police arriving to Agi’s nervousness. • Agi may have been nervous that there was a problem. • This nervousness was shown by her pacing and her face turning white. • Agi said that the government is going to do something terrible. • I am wondering if there is a connection between the government doing something terrible and Marta’s family. • Agi’s point of view is that something terrible is going to happen to Marta and her family based on the police arriving at Marta’s house. • As a reader, this phrase has helped me to visualize and feel the shock and fear that Agi felt.
---	--

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to Primary document: Journal Entry RL 5.4.

Objective: In this lesson, you will determine the meaning of a simile and explain its effect on the text by using evidence to support your response.

1. Highlight the phrase in the text, identifying what two things are being compared.
2. What is happening in this text before and after the simile?
3. How does it connect to the simile?
4. How does this phrase make me feel?

Question 4

Question #4	How can the relationship between Marta and Eva be described?	
Standard(s) covered:	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • <u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	
Example response that meets standard		Look-fors
<p><i>I would describe the relationship between Marta and Eva as being best friends. Eva admires Marta. In her journal, she states "I was always very proud that a genius two classes ahead of me was my friend." Eva looked up to Marta. The two girls did everything together just like best friends. They rode their bicycles, ate snacks, and went to school together. Eva knew Marta very well, she even tells us that Marta loved chocolate with whipped cream and strawberries with whipped cream "more than anything else, even more than dancing." Later in the text, Agi cried whenever she saw the two girls' bicycles together. This could be because it reminded her of their relationship, that of "best friends."</i></p>		<ul style="list-style-type: none"> • A word or phrase that accurately describes the relationship. • At least two specific pieces of information from the text that support the relationship. • Accurately quotes using quotation marks or accurately paraphrases information. • Conclusions drawn based on the information from the text.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how to describe the relationship between two individuals by identifying the characters' interactions in the text.	
Prior knowledge to review	Describe a character in depth based off of their words, thoughts, actions, or interactions (RL 4.3) Infer by using what you know about the world and facts from the text to come up with your own conclusion (RL 4.1)	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Reread the text, highlighting the sections of the text that show the interactions between the two characters.</p>	<ul style="list-style-type: none"> • The question is asking us to describe the relationship between Eva and Marta. • I am going to search the article for sections that describe the interaction between the two individuals. • On the first page, Eva explains who Marta is. • I am going to highlight where she says, “I was always very proud that a genius two classes ahead of me was my friend.” • Eva continues to tell of things they did together such as riding bikes and eating snack. Eva explains what Marta’s favorite snack is and what she likes to do. • I am going to highlight from “Marta was over at our house...” to “...even more than dancing.” • I am reading on to see if there are any other sections where their relationship is described. • On the bottom of page 2, I am going to highlight where it says “Agi cried a lot whenever she sees the two bikes together.”
<p>2) Ask yourself, “What is the relationship between these two individuals?”</p>	<ul style="list-style-type: none"> • Now I need to ask, “What is the relationship between these two individuals?” • When we are looking to describe the relationship, we are going to look at the experiences and interactions between the two characters. • I am going to go back to the words and phrases that I highlighted and use these clues and my background knowledge to draw conclusions about the relationship between Eva and Marta. • I highlighted, “I was always very proud that a genius two classes ahead of her was my friend.” • In this quote, Eva refers to Marta as being a genius and being proud. It is clear that she admired and looked up to Marta. • When I look back at the section where Eva tells of what they did together and describing their snack, it is clear to me that she knows Marta very well. When two friends know each other very well and spend a lot of time together, they usually are referred to as best friends. • It says that Agi cries whenever she sees the bikes together. This is probably because the two girls were very close. This may remind her of their relationship.

<p>3) Construct a response to explain the relationship, using specific information in the text.</p>	<ul style="list-style-type: none"> • This step is where I need to construct an organized response to the questions while using specific information to support my answer. • I will first begin my response with an introductory sentence that answers the question. • I will restate my questions and choose the description of “best friends” that I drew conclusions to in step 2. • My introductory sentence will read, “I would describe the relationship between Marta and Eva as being best friends.” • I will then take a piece of information from the text and either quote it or paraphrase it in the response. • If I quote directly from the text I need to be sure to use quotation marks. • I know that when I paraphrase, I am taking the important information and putting it in my own words. • After each piece of information I provide, I will support it with the conclusion I drew about their relationship based on their interactions. • In Eva’s journal, she states “I was always very proud that a genius two classes ahead of me was my friend.” • I will include this in my response using quotation marks. • I then need to determine how Eva felt about Marta, based on this information I will infer that Eva looked up to Marta. • Eva describes in detail what they did together. I am going to paraphrase, or put in my own words, this idea. <i>They rode their bicycles, ate snacks, and went to school together.</i> • <i>Based on this information, I will infer that they spent a lot of time together.</i> • <i>Next I will quote where Eva says, “Marta loved chocolate with whipped cream and strawberries with whipped cream more than anything else, even more than dancing.”</i> • <i>I will follow this quote up by inferring that they knew each other very well.</i> • <i>I need to provide a concluding sentence that really sums up the two girls’ relationship.</i> • I think when it says in the text that Agi cries when she sees the two bicycles together is very powerful because to me that is a symbol of their relationship, I will use this powerful piece of evidence as my concluding statement.
---	--

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to Primary document: Journal Entry RL 5.3.

Objective: In this lesson, you will learn how to describe the relationship between two individuals by locating specific information in the text.

1. Reread the text, highlighting the sections of the text that show the interactions between the two characters
2. Ask yourself, “What is the relationship between these two individuals?”
3. Construct a response to explain the relationship using specific information in the text.

Question 5

Question #5

What do the different perspectives of the characters teach the reader about the Holocaust?

Standard(s) covered:

- [CCSS.ELA-LITERACY.RL.5.6](#)

Describe how a narrator's or speaker's point of view influences how events are described.

- [CCSS.ELA-LITERACY.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Example response that meets standard

The Holocaust affected individuals differently based on their point of view of the event. Eva's experiences that she records in her journal conveys this idea. There are various characters in the story who were affected by the Holocaust. They were Agi, Eva, Uncle and Aunt Munzer, and Grandmother. Agi and Grandmother were aware of the severity of the situation. They had heard of the truth and discussed it with each other. Agi "cried and cried." Grandmother "tried everything" to get Marta's family off of the train. She knew that something bad would happen and needed to save them. Eva and Marta were young and did not understand what was really happening. Eva held onto hope and believed that Marta and her family were okay. Uncle and Aunt Munzer knew they were in trouble but loved each other and made sacrifices to keep their family together.

Look-fors

- Multiple examples that portray the different points of view of the Holocaust (Agi, Eva, Marta, Grandma, Aunt and Uncle Munzer)
- Similarities and differences between the characters points of view (children did not understand as well as the adults)
- Text evidence that supports the understanding that the Holocaust was viewed differently by different people or any other theme that has evidence to support it.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective

In this lesson you will learn to compare and contrast characters' points of view of a historic event by drawing inferences based on characters' thoughts, words, and actions.

Prior knowledge to review	Understand the point of view of stories, comparing a firsthand and secondhand account (RL 4.6) Support a theme using evidence from the text (RL 4.2) Create inferences based on information from text (RI 4.1)
Steps to achieve objective	Think aloud for direct instruction
1) Re-read the text, identifying the main characters in the text to focus on.	<ul style="list-style-type: none"> • I am going to begin by re-reading the text. • I am looking to describe the different points of view of the characters in the text. • I am going to pay close attention to who the important characters are. • I notice that this is a journal entry written by Eva Heyman. • A journal entry is written from a first person point of view. • I know that anything the narrator says would be Eva's point of view. • I am going to jot down Eva's name on my graphic organizer. • I know Marta is important because she is the one who had a close relationship with Eva as we learned in lesson 4 and is the reason Eva is writing this journal. I will record Marta's name on the whiteboard. • Agi's point of view is described in great detail as we noticed in lesson 3, I want to make sure to include her. • Grandma and Agi had a significant relationship. In the text, these two confided in each other. I will write down both Agi and Grandma's name on my graphic organizer. • Lastly I want to include Aunt and Uncle Munzer's names. The reason I am including them is because they are Marta's family and had to make some difficult decisions.
2) Using your notes and the text, record the thoughts, words, and actions of each character in the graphic organizer.	<ul style="list-style-type: none"> • I need to organize information about what I know about each of my characters. • I am going to search the text for the thoughts, words, and actions of each character whose name I recorded. • I am going to fill out the thoughts, words and actions section of the graphic organizer for each character. • I will begin re-reading at the beginning of the text and record my notes as I go. • Agi turned "white as the plaster on the walls." I will record this under Agi's actions. • Marta said it must be because she rode her bike to fast on Rimanoci Street, I will record this under Marta's words. • Eva said that this explanation reassured her, I will record this under Eva's words. • Agi paced up and down the room in such a strange manner, I will record this under Agi's actions. • Eva called Marta, but there was no answer, I will record this under Eva's actions. <p>(Model doing this for each main character in the story)</p>

<p>3) Looking at notes about each character, ask, “How does this character feel about this event?”</p>	<ul style="list-style-type: none"> • I am now going to refer back to the information about each character. • I will make an inference using this information and my background knowledge about the point of view of each character and record it on the whiteboard under the character’s name. • I will look back at my notes from previous lessons as well as what I wrote in the box for Agi. • In lesson 3, we read that Agi “turned white as plaster.” From this phrase, we learned that Agi was shocked and scared. • Based on this and the information we recorded for Agi, I will infer that Agi was aware of the severity of the situation because she heard stories of what will happen to the Jews. I will record this under our inferences on the graphic organizer. • I will then look back at the information recorded for Eva. In lesson one, we learned that Eva used a flashback to try to figure out what was going on. She even stated as we recorded in our graphic organizer, “at first I did not understand.” • I will infer based on the recorded text, that Eva was young, naïve, and hopeful. • When I look at what is recorded for Marta, I will infer that Marta was also young and did not understand the reality of the event. • Marta thought that the police had arrived because she was “speeding” on her bicycle. • I am inferring from Grandma’s thoughts, words, and actions, that she knew something was wrong and needed to help • In the text, Grandma said that “it is dangerous to discuss such things on the telephone.” • My inference about Aunt and Uncle Munzer is that they knew there was trouble but wanted to keep their family together. If Aunt Munzer had gotten a divorce, she and Marta would have been able to stay, however she chose not to so that Marta would not lose her father.
<p>4) Based on these perspectives, what can I learn about this historic event?</p>	<ul style="list-style-type: none"> • All of the information that Eva (the narrator) provided us comes from her point of view about how the Holocaust impacted her life and individuals that were close to her. • The words and actions she uses to describe the other characters, provides us with her interpretation of each unique perspective. • It is evident that each character saw the event through a different lens. • Therefore, Eva’s journal entry conveys to us the theme that “The Holocaust effected individuals differently based on their point of view.” Each point of view demonstrated how awful and terrible this experience was for all who were involved. Families were torn apart and in many cases people did not know what was going on or why it was happening.

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to Primary document:
Journal Entry RL 5.6.

Objective: In this lesson you will learn to compare and contrast point of views as portrayed by the narrator by drawing inferences based on characters' thoughts, words, and actions.

1. Re-read the text, identifying the main characters in the text to focus on.
2. Record the thoughts, words, and actions of each character in the graphic organizer.
3. Looking at notes about each character, ask, "How does this character feel about this event?"
4. Based on these perspectives, what can I learn about this historic event?

Point of View Graphic Organizer

Character's name	Thoughts (What thoughts does the character express)	Words (what does the character say?)	Actions (what does the character do?)	Inference (What does this tell you about the character?)

Point of View Graphic Organizer

Character's name	Thoughts (What thoughts does the character express)	Words (what does the character say?)	Actions (what does the character do?)	Inference (What does this tell you about the character?)
Eva	Tension was awful Minister sent a telegram to have Marta's family taken off the train, but it never arrived. Doesn't know what fascism is, but it probably means deporting of Jews to Poland.	"That explanation reassured me." "Asked Agi why she always cried?" "Asked Agi why Marta's mother isn't bothered by the cold?"	Called Marta	young, naïve, and hopeful
Marta	Didn't want to stay without her father.	"it must be because I rode my bike so fast"	Taken away to Poland in a train	Also young and did not understand the reality of the event.
Agi		"The government was going to do something terrible, and Jews who weren't born in Hungary would be taken to Poland where a horrible fate was in store for them" "This is a lie and they were only making excuses because nowadays everybody was bad and nobody obeyed orders, not even from a minister." "a lot could still happen, and they could still take us to Poland in a train just because we are Jews"	"turned white as the plaster on the walls" Paced up and down Called Aunt Pastor Cried and cried and kept telephoning. Rushed into town to the journalists. Didn't want to talk...	Aware of the severity of the situation because she heard stories of what will happen to the Jews.

Grandma		<p>“It is too dangerous to discuss such things on the telephone”</p> <p>“Marta and her parents are alive, but they can’t write, because the Germans don’t allow it”</p>		knew something was wrong and needed to help
Aunt and Uncle Munzer	Did not want to get divorced		Taken away to Poland in a train	knew there was trouble but wanted to keep their family together