

Text Perspective Comparison/Contrast Lesson

Summary of Lesson:

This lesson helps students understand perspective and point of view as well as reinforce the use of primary and secondary sources. Through the stories of Eva Kor and Rosalia Csengeri, students will learn how a person's perspective and point of view can shape his or her writing. Both Eva and Rosalia suffered during the Holocaust; however, Eva recounts her journey through the eyes of a ten-year-old fighting for survival, while Rosalia tells her story from the viewpoint of an adult trying to keep her children alive. The unique part of this story is that Eva and Rosalia fought for survival together at Auschwitz. Their stories are truly intermingled and easily provide students with a glimpse of the horrors of World War II and the Holocaust from two unique perspectives.

Additionally, students will understand through this lesson how primary and secondary sources can work together to increase and strengthen analysis and research. By the end of this lesson, students will have a more concrete understanding of necessity of primary and secondary sources in research.

Potential Lesson Objectives:

- Develop a basic understanding of narrative perspective
- Understand the value of including different voices in a narrative
- Practice research skills using primary and secondary sources
- Practice writing factual information from a specific point of view
- Describe how a narrator's or speaker's point of view influences how events are described

Documents and Links

Video links - Holocaust Timeline *Echoes and Reflections* Website

[Timeline Project](#)

[Rosalia Csengeri](#)

[Buzzfeed Video](#)

Links to secondary sources/primary source documents

[Csengeri family photo album](#)

[Gallery of photos from ramp to selection](#)

[Josef Mengele](#)

[Auschwitz](#)

[The Museum of the Holocaust in Northern Transylvania](#)

Indiana Standards:

Grades 6-12

Reading Nonfiction

RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently

RN.2: KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills

RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message

RN.4: SYNTHESIS AND CONNECTION OF IDEAS Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas

Reading Vocabulary

RV.1: LEARNING OUTCOME FOR READING VOCABULARY Acquire, refine, and apply vocabulary using various strategies and sources

Writing

W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences

W.3: WRITING GENRES: Develop and refine writing skills by writing for different purposes and to specific audiences or people

Summarizing vs paraphrasing, compare and contrast, formal writing, reflection

W.4: THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

W.5: THE RESEARCH PROCESS Build knowledge about the research process and the topic under study by conducting research

Literacy in History/Social Studies

LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences

LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING) Extract and construct meaning from history/social studies texts using a variety of comprehension skills

LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of history/social studies texts, using knowledge of structural organization and author's purpose and message

LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims

LH.5: WRITING GENRES (WRITING) Write for different purposes and to specific audiences or people

LH.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

LH.7: THE RESEARCH PROCESS (WRITING) Build knowledge about the research process and the topic under study by conducting short or more sustained research

Common Core State Standards

Grades 9-10

Reading

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-Literacy.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-Literacy.RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Knowledge of Language

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.3.a

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Writing

CCSS.ELA-Literacy.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Introduction of the Holocaust

There are many ways to introduce the Holocaust to students. There are several sources attached that can be used depending on how much time is allotted.

- The Holocaust PowerPoint – a timeline that gives an overview of the Holocaust starting in 1933 and ending after liberation in 1945
- Under potential lesson objectives is a link to a Holocaust timeline created by *Echoes and Reflections*

Day One - Introductory Activity - learning perspective

1. Give students a writing prompt that relates to perspective - how a person sees a situation

- Teacher's choice: does not have to be Holocaust related.

Below is an example prompt:

Photo – see box at right – **photo three in Resource Folder**

Ask students the following questions:

- What do you see in the photo?
- What is the context for the picture?

2. Have students write a quick outline of how they would answer the prompt

3. Put students in groups and have them complete a Group Write

- Have each student take a turn crafting part of the answer to the prompt

4. Have student groups share their writing with the class

5. After completing the writing activity, introduce the concept of perspective. Explain that perspective is point of view: how someone sees a situation, their feelings about a situation, their opinions of a situation, and the like. Make connections and provide examples, such as the following:

- Connect to an activity, where each student formed a different idea of the original story idea because each was seeing it from a different perspective.
- Point out that there are always at least two sides to every story, which is why people go to court and why teachers ask each student involved in a disagreement to tell his or her side of a story
- Ask students if they have any other examples of perspective that relate to their own life.

To be shared with students after they have completed writing assignment

Eva and Luci, her childhood friend, talk about the day Eva and her family were deported. They are in Portz, Romania, where Eva and Luci lived as children.

Day Two - Rosalia Csengeri

1. Introduce [Rosalia Csengeri](#) with the video

2. Discuss and then assign the story (Csengeri)

3. Read and annotate Csengeri story

Document needed

Csengeri story

Day Three - Work day

Continue to read the story.

- Annotate
- Summarize every three-four paragraphs
- Highlight/underline unfamiliar words
- Note any connections to real life or prior reading
- Note any questions about text

- Due beginning of class next day

Day Four - Eva Kor

1. Watch the Buzzfeed of Eva's life

- Questions
- [Buzzfeed Video](#)

2. Discuss and then assign sections of *Surviving the Angel of Death*

Introduce those parts of Eva's story that coincide with Csengeri's story

- See footnotes in Csengeri story

Document needed

Surviving the Angel of Death Excerpts

Day Five - Work day

Continue to read the story.

- Annotate
- Summarize every three-four paragraphs
- Highlight/underline unfamiliar words
- Note any connections to real life or prior reading
- Note any questions about text
- Due beginning of class next day

Day Six - Comparison and Reflection

1. Use **Text Comparison Worksheet** that compares/contrasts the following:

- Cehei ghetto
- Auschwitz and Selection Platform
- Life in the camps
- Trip home
- Different focus points

2. Using the prompt on the **Reflection Worksheet**, answer the prompt about the perspective of each writer

Documents Needed

Text Comparison Worksheet

Reflection Writing Worksheet

Create the comparison worksheet using both passages. The idea is to see the differences in the point of views between Mrs. Csengeri and Eva, an adult and a child. What can you learn about their personalities?

- Text comparison worksheet

Using what you have learned from the comparison worksheet, write a reflection about the perspective of each writer and what each one focused on as they made this journey together.

- Reflection Writing Worksheet

Day Seven

Overview of Auschwitz, Cehei, and train

Brief slideshow of ghetto, Auschwitz, and travel to camp

Information from

- Facing History
- Gallery of photos from ramp to selection
- <https://www.facinghistory.org/resource-library/gallery/auschwitz-album-visual-essay>
- United States Holocaust Memorial Museum
- <https://encyclopedia.ushmm.org/content/en/article/auschwitz>
- <https://encyclopedia.ushmm.org/content/en/article/josef-mengele>
- *The Museum of the Holocaust in Northern Transylvania*,
- <http://holocausttransilvania.ro/en/exhibits/show/ghetouri-si-lagare/ghetou-simleu>

Students will complete a reflective writing assignment discussing how both stories help create a much stronger “picture” that will include

- Topic sentence
- Support and elaboration – 6-7 sentences
- Closing – clincher sentence

Students will have both primary sources and secondary sources from the *Auschwitz Memorial Museum*, *The Museum of the Holocaust in Northern Transylvania*, and *Echoes and Reflections*

Rationale

Both primary and secondary sources are introduced, giving students not only a history of the ghetto and Auschwitz – where Eva and Mrs. Csengeri went– but also an opportunity to understand how primary and secondary sources work together.

Days 8-9

Using both primary and secondary sources, students will write a compare/contrast paragraph about Eva and Mrs. Csengeri, choosing one element from the writings to either compare or contrast.

- Students will discuss the difference between primary and secondary sources and the importance of both in research

Documents needed:

Compare and Contrast Chart Graphic organizer

Compare/Contrast Rubric and directions