

Holocaust Memorial Day

E1 Reading task and activities

Name _____ Date _____

Messages of hope - Martha's story



This is a book of messages brought to England from Austria.

When she was 8 Martha got an autograph book for her birthday. She asked the people she knew to write messages in the new book.

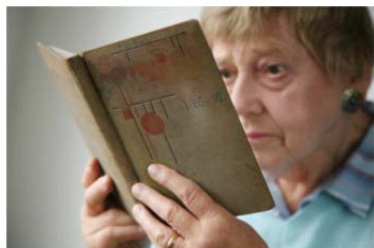
A few months later the Nazis came.
Martha's family sent her England.

She never saw her father again.
Martha stayed in England and built a new life.

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Messages of hope - Martha's story

a) Fill in the gaps.

This is a _____ of messages

brought to England _____ Austria.

When she _____ 8

Martha got an autograph book for _____ birthday.

She asked _____ people she knew to write messages _____
the new book.

A few months _____ the Nazis came.

Martha's family _____ her to England.

She never _____ her father again.

Martha stayed _____ England and built a new _____.

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b) Put the sentence parts in the correct order.

You might want to cut them out.

This is a book of messages ...

When she was 8 ...

She asked the people she knew...

A few months later...

Martha's family ...

She never saw ...

Martha stayed in England ...

...to write messages in the new book.

...brought to England from Austria.

...Martha got an autograph book for her birthday.

...the Nazis came.

...sent her to England.

...and built a new life.

...her father again.

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c) Read the text and put in the missing full stops. (6)

This is a book of messages brought to England from Austria when she was 8 Martha got an autograph book for her birthday she asked the people she knew to write messages in the new book a few months later the Nazis came Martha's family sent her to England she never saw her father again Martha stayed in England and built a new life.

d) Now add any missing capital letters. (4)

e) Make new words by changing the initial consonant(s).

___ ook

___ ay

___ ent

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E2 Reading task and activities

Name _____ Date _____

Messages of hope - Martha's story



In this picture we can see Martha with one of her most valuable possessions.

It's a tiny book. Martha says it is a book of messages brought to England from Austria. The messages are all written in

German, some of them are funny and some are quite serious.

In January 1938 Martha's cousin gave her an autograph book for her birthday. Martha asked the people she knew to write messages in the new book.

Martha was very pleased with all the messages. They were a record of a happy time.

A few months later, the Nazis came and her life changed forever. Martha had to escape from Austria. Her family sent her on the *Kindertransport* to safety in England. She carried her best doll and the book.

Martha was never to see her father again. He was killed by the Nazis in 1939.

Martha stayed in England and built a new life.

To this day Martha does not know what happened to many of the friends who filled the pages of her book. As she holds it in her hand it links her to the world she had to leave behind.

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E2 Reading task and activities

Name _____ Date _____



E2 activities Messages of hope - Martha's story

A) Look at the statements below. Are they true or false?

Write your answer in a full sentence.

- 1) Martha has lived in England all her life.

- 2) The book was a Christmas present when she was eight.

- 3) Martha was a Jew.

- 4) Mather's mother died in the holocaust.

- 5) Martha met her friends again later in life.

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E2 Reading task and activities

Name _____ Date _____



B) Answer the questions below.

1) How do you think Martha would have felt when she had to leave Austria?

2) Why do you think she took the book with her?

C) Look up the words in a dictionary and give their meaning.

message

safety

holocaust

memorial

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D) Read the paragraph below.

Fill in the blanks.

Nine _____ before the Second World _____, the

UK opened its borders to about 10,000 children.

Most of the _____ were Jewish, like Martha, and their

families _____ them to England to escape from the

_____ of the Nazi regime.

The children had to _____ without their parents.

The Kindertransport saved the children's _____ but

separated them from those they _____ best.

By the end of the war _____ were orphans.

Source: http://hmd.org.uk/assets/downloads/Martha_Blend_survivor_story.pdf

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E1 Writing task

Name _____ Date _____



Messages of hope - Martha's story

Write at least 5 sentences.

- 1) What was life like for Martha when she first arrived in the UK.
or
- 2) What you would have written in Martha's book.

Think about:

- full stops
- capital letters
- complete sentences
- spelling

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E2 Writing task

Name _____ Date _____

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Write paragraph of at least 6 sentences about:

1) What you would write in Martha's book if you had known what was to happen.

or

2) Would you have hidden Iby? What are the pros and cons?

Think about:

- full stops
- capital letters
- complete sentences
- conjunctions, e.g. but, and, as, or.
- spelling



Simplified texts and DARTS activities with follow up writing tasks at E1 and E2.

These activities are based on material from the Holocaust Memorial Day Trust website <http://hmd.org.uk/> .

Prior to completing the reading and writing tasks the class listened to a podcast of a survivor talking about their experiences.

The material from both the listening activity (<http://hmd.org.uk/resources/podcasts/i-was-there>) and the simplified reading (original text at <http://hmd.org.uk/resources/survivor-stories/hidden-histories-martha-blend>) was then used in the writing task.

Can be extended for higher level groups.

Functional skills mapping on page 12.

*This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> elements.*

Entry Level 1-2 Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ Indicates the main coverage and range skills that are (or can be) covered in this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

Entry 1 Skill standard

Speaking, listening and communication

Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

Reading

Read and understand short, simple texts that explain or recount information

Writing

Write short, simple sentences

Entry 1 Coverage and range Ofqual (2009), p9.

- Understand the main points of short explanations ✓
- Understand and follow instructions
- Respond appropriately to comments and requests ✓
- Make contributions to be understood ✓
- Ask simple questions to obtain specific information ✓
- Read and understand simple regular words and sentences ✓
- Understand short texts on familiar topics and experiences ✓
- Use written words and phrases to present information ✓
- Construct simple sentences using full stops ✓
- Spell correctly some personal or very familiar words ✓

Entry 2 Skill standard

Speaking, listening and communication

Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

Reading

Read and understand straightforward texts that explain, inform or recount information

Writing

Write short texts with some awareness of the intended audience

Entry 2 Coverage and range Ofqual (2009), p7.

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood ✓
- Express simply feelings or opinions and understand those expressed by others ✓
- Communicate information so that the meaning is clear ✓
- Ask and respond to straightforward questions ✓
- Follow the gist of discussions ✓
- Understand the main events in chronological texts ✓
- Read and understand simple instructions and directions ✓
- Read / understand high frequency words & words with common spelling patterns ✓
- Use knowledge of alphabetical order to locate information ✓
- Use written words and phrases to record and present information ✓
- Construct compound sentences using common conjunctions ✓
- Punctuate correctly, using upper and lower case, full stops and question marks ✓
- Spell correctly all high frequency words and words with common spelling patterns ✓



Skillsworkshop tips and extension ideas.

If you have further ideas please share them by leaving a comment on the download page for this resource at www.skillsworkshop.org

Listen to podcast (p11). Paired discussion. Use writing task topics on pp9-10, the E2 reading task question B (p7), or other related questions to suit your learner group.

Encourage learners to highlight any unfamiliar words. Discuss sentence structures and boundaries (full stops). Use the text on page 1 to discuss full stops and capital letters before E1 learners attempt the writing task.

As E1, but with a discussion group of 3-4 people. Encourage turn taking and appropriate methods of interruption. Learners to plan the questions they are going to ask each other in advance. How does the story make them feel?

Extend by reading the full text from the hmd.org web site (p11). Check learners understand the question instructions. Extend the dictionary question C (p7).

Use a dictionary to check spellings. Swap texts and proof read each other's work. Discuss use of conjunctions in the full text and podcast.