# The Righteous Gentile: The Story of Irena Sendler and the Holocaust

Students learn how one person can make a difference in a major world event.

<table>
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<tr>
<th>Author</th>
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<tr>
<td>Grade Level</td>
<td>High School</td>
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<tr>
<td>Duration</td>
<td>2 class periods (60 minutes)</td>
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## National Geography Standards

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

## Arizona Geography Strand

**Concept 1 The World in Spatial Terms**

PO 2 Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).

**Concept 4 Human Systems**

PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.

**Concept 6 Geographic Applications**

PO 3 Analyze how geography influences historical events and movements.

## Other Arizona Standards

**Strand 2 World History**

**Concept 1 Research Skills for History**

PO 1 Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.

PO 5 Evaluate primary and secondary sources.

**Concept 8 World at War**

PO 5 Analyze aspects of World War II: treatment of civilian populations, Holocaust.

## ELA Common Core Standards

**Reading Standards for Literacy in History/Social Studies**

**Key Ideas and Details**

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

**Text Types and Purposes**

9-10.WHST.1 Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link
Overview

The Holocaust and the people in it had a major impact on World War II and life after the war. It is the quiet, often forgotten people, which had the biggest and most lasting impact. It is through these stories that our students can be influenced to enrich their own personal lives.

Purpose

In this lesson students will gain a better understanding of the people behind the Holocaust, more specifically Irena Sendler through the use of maps and primary sources.

Materials

- World War II Political map of Europe (from a textbook or historical atlas)
- Physical Map of Europe (from a textbook or historical atlas)
- Photo Analysis Worksheet
- Note Taking Worksheet
- Irena Sendler PowerPoint
- Jar with Jellybeans (500)
- Teacher’s Notes for PowerPoint
- Map Worksheet
- Writing Prompt
- Muslim Atrocity Story

Objectives

The student will be able to:

1. Identify key features of a map that would help or hinder movement.
2. Analyze a primary source for meaning.
3. Analyze the cultural impacts of taking in a child of a different religion.

Procedures

Prerequisite Skills: Students should have a general knowledge of WWII, the Holocaust, and how primary and secondary sources differ.

Prior to the Lesson: Download the map of the Warsaw Ghetto.

SESSION ONE

1. Anticipatory Set: As students walk in, have a jar of jellybeans on a table for students to see. Have students guess how many jellybeans might be in the jar. After a few guesses, tell students to imagine that each jelly bean represents a child that one person physically helped to save. Tell students we will discuss this further as we get into the lesson.

2. Distribute the Map Worksheet as well as a World War II Political Map of Europe from a textbook or atlas. Tell students that they are now going to plot their escape from Poland. Students can be paired up or work individually to complete the first section of the worksheet.

3. After students have completed Section One, have the students find a Physical map of Europe and complete Section Two of the worksheet.

4. As students finish that part, distribute the Warsaw Ghetto Map and have students complete Section Three.
5. Once students are done with the Map Worksheet, review the differences between primary and secondary sources. Then distribute the note taking worksheet and Photo Analysis worksheet. Start the Irena Sendler PowerPoint and have students complete the note taking worksheet and the photo analysis worksheet on at least one image in the PowerPoint. See Teacher’s Notes for taking points during the PowerPoint.

4. Closure: Show the Jellybean Jar to the students and tell them that there are 500 Jelly beans, one for every 5 children that Irena Sendler saved.

SESSION TWO
5. Anticipatory Set: Put the Deportation of Jews image up where students can see it. Have students quickly jot down whether this is a primary or secondary source and why. Quickly review this with students from yesterday.

6. Read the Muslim atrocity story out loud to students and then distribute the writing prompt worksheet to students. (Note: Teachers may come up with a different religion to use in the writing prompt.)

7. Students can use the remaining time to work on their writing assignment in class.

Assessment
1. The Map Worksheet, Note Taking Worksheet, and Photo Analysis Worksheet can be graded for accuracy and completeness.

2. The writing assignment can be evaluated using the Six Traits writing rubric focusing on Ideas & Content and Organization. A score of 4 on each trait will be considered mastery.

Extensions
1. Have students research and create a presentation on another Righteous Gentile of World War II.

2. Have students compare and contrast the relocation of Jews in the Holocaust to the relocation of Cherokee, Apaches, or Navajos in the United States.

3. Watch the video “I’m Still Here” By MTV and have students compare these stories to what they’ve already learned.

Sources
1. United States Holocaust Memorial Museum (www.ushmm.org)

2. Irena Sendler: An Unsung Heroine (http://www.auschwitz.dk/Sendler.htm)

3. Life in a Jar: The Irena Sendler Project (www.irenasendler.org)

4. Yad Vashem: The Holocaust Martyrs’ and Heroines’ (www.yadvashem.org)


6. Jewish History in Poland 1939-1945 (http://members.core.com/~mikerose/waryears.htm)
