

# Note Taking Worksheet

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Titles	Details	Reflections

## Map Worksheet

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Section One--World War II Political Map

You will now plot your escape from Warsaw, Poland to an unoccupied area using ONLY this map. Answer the following questions in complete sentences.

1. Using cardinal directions and names of countries detail your exact escape route.

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2. Why did you choose this route? You must use this map to explain your answer.

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3. What problems do you foresee with this escape route?

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4. What kind of information would better help you plan your escape from Warsaw, Poland?

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### Section Two--European Physical Map

You will now plot your escape from Warsaw, Poland using this map and the Political map. Answer the following questions in complete sentences.

1. Using cardinal directions, names of rivers, and names of countries detail your exact escape route.

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2. Why did you choose this route? You must use these maps to explain your answer.

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3. What problems do you foresee with this escape route?

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4. What kind of information would better help you plan your escape from Warsaw, Poland?

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### Section Three--Warsaw Ghetto Map

You will now plot your escape from the Synagogue in the Kar block of the Warsaw Ghetto in Poland. Use the information from all 3 maps to better help your plot your escape.

1. Using cardinal directions, names of streets, names of rivers, and names of countries detail your exact escape route.

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2. Why did you choose this route? You must use these maps to explain your answer.

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3. How did your route change when you received more maps and better information to plot your escape?

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4. What geographic information was provided on each subsequent map to better help you plan your escape?

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5. Do you think you could have escaped successfully using JUST the Political map? Why or why not?

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## Writing Prompt

You will complete a two-part writing assignment to better help you understand the work of Irena Sendler. After reading the imaginary story about a Muslim, put yourself in the place of a family taking in a child of a different religion. Keep in mind the threats that were made to people who helped save the children. You must decide whether it's worth risking the lives of you and your family to save the life of another.

### Part I: Pro/Con List

You must complete a 2-column list. One side of the paper, write **pro** and on the other side, write **con**. You MUST list at least 10 items in each column.

### Part II: Paper

Using your pro/con list you must now make a decision. Here are your choices:

A.) Your family agrees to take in a Muslim child and risk the threat of death to protect this child.

B.) You are not willing to risk lives by bringing a child into your home, but you are willing to help that child get to a safe place.

C.) You and your family feel that the threat of death is too real and you are not willing to risk your family's safety to help a child. You and your family have agreed to neither house a child nor help one to safety for fear of being killed.

Once you have made your decision write it on the top of your paper. You will then write a 1-page paper describing why you made the decision that you did. There is no right or wrong response, but you must be able to explain your choice using facts from the story as well as comparing this imaginary event to the very real event of Irena Sendler and the Holocaust.

You MUST staple your pro/con list to your paper before turning it in. Be sure to write your full choice on the top of your paper.

## Teacher's Notes for the PowerPoint

**Slide 1:** Ask students for some ideas on what the image is. Once students have guessed the correct image (manhole (sewer) cover) tell students to keep that in mind for later slides.

**Slide 2:** The idea of just handing your child over to a “stranger” should be explained to the students. Jewish parents were told that if their children stayed in the ghetto they would surely be killed. Handing them over meant the possibility of death if they were caught but it also meant the possibility of life. The life, however, was very different. It meant that their children would be giving up their culture, their religion, their language, and any connection to their parents. Also discuss with students, that in the past, Native American children were sent to schools or white families. Parents of both groups (Jewish and Native American) handed over their children not knowing if they would ever see them again and being well aware that their culture might be lost.

Introduce the idea of the “Righteous Gentile.” This title was granted by Israel to Gentiles (non-Jews) who risked their lives to save the Jewish people from the atrocities of the Holocaust. There are hundreds of known and unknown stories of Gentiles who risked their lives for Jews. This PowerPoint covers the life of only one of the hundreds of Righteous Gentiles.

**Slide 3:** Irena Sendler's code name in the Zegota was Jolanta. Most people she worked with never knew her real name. Besides the Zegota and the Polish Underground Resistance Movement, the Commission of Jews in Poland under the presidency of Adof Berman also worked to save the lives of the Jewish people.

**Slide 4:** This is a handbill posted around the streets of Warsaw, Poland announcing death by the Germans to anyone who helped the Jews.

**Slide 5:** This poster was posted on the walls of the Warsaw Ghetto in 1943 also announcing death to anyone who entered the walls of the Ghetto. All passes that were issued before 1943 to legally enter the ghetto were null and void.

**Slide 6:** Everyone in German occupied territory had to have an identification card showing that they were not Jewish. Every Jew that was rescued by the Polish Underground Resistance movement had to be issued a fake government identification card. To accomplish this, Irena recruited at least one person from each of the ten centers of the Social Welfare Department to produce hundreds of false documents with forged signatures. The support system of the underground resistance movement was very widespread, but it also required a lot of work to make sure that information didn't fall into the wrong hands ruining the whole operation.

**Slide 7:** Irena Sendler successfully smuggled almost 2,500 Jewish children to safety and gave them temporary new identities. Some of these children were taken out in gunnysacks or body bags. Some were buried inside loads of goods, and a mechanic even took a baby out in his toolbox. Some kids were carried out in potato sacks; others were placed in coffins. Some were smuggled out through manhole covers (bring up the image that was discussed at the beginning of the PowerPoint); and some entered a church in the Ghetto which had two

entrances. One entrance opened into the Ghetto, the other opened into the *Aryan* side of Warsaw. These children entered the church as Jews and exited as Christians. Irena later recalled the distraught parents asking, "*Can you guarantee they will live?*";" but she could only guarantee they would die if they stayed. She accomplished the rescue of these children with the help of the church. "*I sent most of the children to religious establishments,*" she recalled. "*I knew I could count on the Sisters.*" Irena also had a remarkable record of cooperation when placing the youngsters: "*No one ever refused to take a child from me,*" she said. The children were given false identities and placed in homes, orphanages and convents. Convincing Polish families to defy the order of the Nazi's and take in a Jewish child was one of the hardest things Irena had to do. These families knew that if they were caught, they would be killed.

Slide 8: About 10% of the population in Poland in 1939 was Jewish. The Jewish population in Poland in 2006 was 0.0005%. Poland has a current population of 38,200,000 with 20,000 being Jewish. This is to show students that despite Irena's best efforts some of the children she placed did lose their religion and culture and were no longer Jewish by the time the war ended.

Slide 9: Without the help of the Polish Underground Resistance Movement, Irena would have been killed by the Nazis.

Slide 10: Irena Sendler carefully noted, in coded form, the children's original names and their new identities. She kept the only record of their true identities in jars buried beneath an apple tree in a neighbor's back yard, across the street from German barracks, hoping she could someday dig up the jars, locate the children and inform them of their past. In all, the jars contained the names of 2,500 children. After the war Irena began to try and reunite the children with their families which became very difficult since some many of the children's parents were killed in the concentration camps.

Irena's story had all but been forgotten when a group of 4 high school girls at Uniontown High School, in Kansas, won the 2000 Kansas state National History Day competition by writing a play *Life in a Jar* about the heroic actions of Irena Sendler. The girls - Elizabeth Cambers, Megan Stewart, Sabrina Coons and Janice Underwood - have since gained international recognition, along with their teacher, Norman Conard. The presentation, seen in many venues in the United States and popularized by National Public Radio, C-SPAN and CBS, has brought Irena Sandler's story to a wider public. The students continue their prize-winning dramatic presentation *Life in a Jar*.

## Muslim Atrocity Story

(Note: This is an imaginary story that will allow students to make a personal connection to Irena Sendler and the Holocaust)

They said it would never come, but here I am in the middle of World War III. Just as during World War II, the evil government has picked a religion (Islam) that is now considered inferior to others. It has nothing to do with the color of my skin or the way I look, I'm locked up behind a brick wall because of my religion.

To start at the beginning, I'm a 14 year old girl living in the Middle East. I spent the first 12 years of my life living in my home with my parents. My dad worked for the local government, and my mom stayed at home with me and my little brothers. I enjoyed reading and going to school and then coming home and playing with my friends. But overnight everything I loved disappeared. The local police showed up one night and took my dad away. We didn't know where he was going or why they took him. A few days later my mom received a letter saying that we needed to pack all of our stuff up and report to the city park by 10 pm the next night. Mom said that I could only bring the items that fit into my little travel suitcase which meant that I couldn't bring the books that I loved so much. When we got to the park the next night, I realized how drastically my world was going to change.

There was a line of army vehicles that was waiting to take us all someplace, but nobody knew where. Once we were loaded up, the trucks began driving to the outskirts of town. After what seemed like forever, we arrived at the old abandoned prison which now looked alive with activity. My family was ushered to one of the old cells, and we were told this is where we were now living. Conditions in the prison were never good. We were lucky if we got a loaf of bread during the week. Any food we did have, mom made sure that my brothers and I got it all. We were not allowed to leave the prison but some people who weren't Muslim were allowed to come in. They would bring us food and letters from our friends on the outside. There was talk that the government was going to move us all from the prison to a new location, but nobody quite knew where. Mom's friends on the outside say that there are signs all around our town that threaten to kill anybody who helps a Muslim. I don't understand why the government thinks we're so bad. Mom is very worried about my little brother. He is only 2, and he's getting very sick. There is this nice woman that comes and sees mom almost every day. She says that the only way to help my brothers is to get them out of the prison, especially the little one. I know that mom stays up late at night crying. She knows that the best thing for my little brothers is to get them out of the prison, but she's also very afraid of a lot of things. Who will take care of them as well as she does? Who will read them the Qu'ran and teach them all about Muhammad? Can they even get out of the prison safely, since the government threatens death to anyone who helps? Would a non-Muslim family even be willing to take them in? Will she ever see them again?

After a lot of thinking mom decides that it is best to send my little brothers away. I'm too old to be snuck out so I will stay here with mom. One day, the nice woman shows up and tells mom that now is the day. Mom asks where the boys are going, and the lady says that she doesn't know. She will figure out a place to put them once she gets them out of the prison. She tells mom that it's hard to find families willing to defy the government when they are being threatened with death. She assures mom that she will find someplace safe for my brothers; and with that said, she leads my little brothers out of our cell and into a world that is no longer what it used to be.



## The Deportation of Jews Image



[https://en.wikipedia.org/wiki/Children\\_in\\_the\\_Holocaust](https://en.wikipedia.org/wiki/Children_in_the_Holocaust)