



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

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Grade Level High School
Duration 2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

AZ Standards

ELA

Reading

Key Ideas and Details

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Text Types and Purposes

9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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 the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

Human-environment interactions are essential aspects of human life in all societies.

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

e. Provide a concluding statement or section that follows from or supports the argument presented.

HS.H2.1 Explain multiple causes of conflict.

HS.H2.3 Evaluate the short- and long-term impacts of conflicts and their resolutions.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.

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)
- Map of the Warsaw Ghetto
<http://www.deathcamps.org/occupation/warsaw%20ghetto.html>
- Physical Map of Europe (from a textbook or historical atlas)
- Image Analysis Worksheet with Geographic Lens
- Note Taking Worksheet
- Irena Sendler PowerPoint

- Jar with Jellybeans (500)
- Teacher's Notes for PowerPoint
- Map Worksheet
- Writing Prompt
- Muslim Atrocity Story
- The Deportation of Jews Image

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. Select one photo from the lesson PowerPoint or use the Deportation of Jews Image to be the focus of the Image Analysis.

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 copies of the note taking worksheet and Image Analysis Worksheet with Geographic Lens. Start the Irena Sendler PowerPoint and have students complete the note taking worksheet on overall impressions of the photos. Select one photo from the PowerPoint (or project The Deportation of Jews Image) for the students to analyze with the Image Analysis Worksheet with Geographic Lens. See Teacher's Notes for taking points during the PowerPoint.
6. 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

1. 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.
2. 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.)
3. Students can use the remaining time to work on their writing assignment in class.

Assessment

1. The Map Worksheet and Image Analysis Worksheet can be graded for accuracy and completeness. Mastery will be considered 80% or higher.
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: Real Diaries of Young People Who Lived During the Holocaust" (2005) 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
5. The Jewish Population of the World <http://www.jewishvirtuallibrary.org/jsource/Judaism/jewpop.html>
6. Jewish History in Poland 1939-1945 [https://en.wikipedia.org/wiki/History_of_the_Jews_in_Poland#World_War_II_and_destruction_of_Polish_Jewry_\(1939%E2%80%931945\)](https://en.wikipedia.org/wiki/History_of_the_Jews_in_Poland#World_War_II_and_destruction_of_Polish_Jewry_(1939%E2%80%931945))
7. Map of Warsaw Ghetto <http://www.deathcamps.org/occupation/warsaw%20ghetto.html>