

IRENA SENDLER & THE CHILDREN OF THE WARSAW GHETTO

Grade level	Duration	Subject Area
5-8, adjustable by level	50 minutes	English Language Arts/Visual Art

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	<i>Irena Sendler and the Children of the Warsaw Ghetto</i> book	Hero: (n) a person who is admired for courage.
Analysis of art	PowerPoint Presentation	Rescue: (v) to save someone from a dangerous situation.
Writing poetry	Worksheets	

Learning Objective (address anchor standards):

(LAFS.5.RI.1.2) I can determine the main ideas of a text and support them with the details in the text.

(LAFS.5.RL.1.2) I can determine the theme of a story and talk about how characters respond to challenges in the story.

(VA.5.C.3.3) I can critique works of art to understand its content and make connections with other content areas.

Higher-Order Thinking Questions:

1. What is the Holocaust?
2. What is a hero?
3. How can interpreting artwork help us understand the author's perspective of Irena Sendler's story?
4. How did Irena Sendler help children escape from the Warsaw Ghetto?
5. What kind of risk did she take by helping those children?
6. How can you relate to Irena Sendler?
7. How can your poem show readers that you identify with her?

Differentiation Strategies:

Higher-order thinking questions can be written on the board in English and the native language, if necessary.

Struggling students may give verbal answers rather than written responses.
Teachers may help struggling students in writing the first parts of the poem.

Introduction to Lesson:

Teacher will introduce him/herself and give a brief description of the Museum.
Lead a brief discussion on the Holocaust and correctly define it as a class.
Teacher will ask students the higher-order thinking question and initiate a brief discussion on the definition of a hero.

Higher-Order Thinking Question:

1. What is the Holocaust?
2. What is a hero?

Differentiation Strategies:

If necessary, for ESOL students, higher-order thinking questions can be written on the board in English and the native language, if necessary.

Instruction:

1. Teacher will give each student a worksheet and ask them to fill in the first 3 questions individually. These questions ask the students to analyze an image from the story.
2. Teacher will use the PowerPoint Presentation to tell the story of Irena Sendler.

Higher-Order Thinking Question:

1. How can interpreting artwork help us understand the author's perspective of Irena Sendler's story?
2. How did Irena Sendler help children escape from the Warsaw Ghetto?
3. What kind of risk did she take by helping those children?

Differentiation Strategies: Struggling students may give verbal answers rather than written responses.

Guided-Practice:

1. When the PowerPoint presentation is completed, the students will finish the first part of their worksheets individually.

2. Time permitting; the teacher will give a brief instruction on Haiku poems. Students will break up into groups of 3-4 (students must have the same worksheets) and complete the bottom half of the worksheet by writing poems. If there is not enough time for this portion of the activity, the worksheets may be left with the classroom teacher to use as a post-visit activity.

Higher-Order Thinking Question:

1. How can you relate to Irena Sendler?
2. How can your poem show readers that you identify with her?

Differentiation Strategies: Teachers may help struggling students in writing the first parts of the poem.

Closure/Review: As a class, briefly discuss the poems. Discuss how artwork may help us identify with different areas in history.

Florida Standards (ELA): LAFS.K12.R.1.1, LAFS.K12.R.1.2, LAFS.K12.R.1.3, LAFS.K12.SL.1.1, LAFS.K12.W.1.3, LAFS.K12.W.3.9, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.SL.1.1, LAFS.5.SL.1.3, LAFS.5.W.1.3

Anchor Standards (ELA):LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Florida Standards (VA): VA.5.C.3.2, VA.5.C.3.3, VA.5.O.2.1, VA.5.O.3.1

Anchor Standards (VA): VA.5.C.3.3: Critique works of art to understand the content and make connections with other content areas.