

# 英文 科教學活動教案設計

<b>Topic</b>	<b>Irena Sendler: A Holocaust Hero</b>	<b>Class</b>	505	<b>Students</b>	51
<b>Teaching Material</b>	LTB4U5: Iceland's Road to Gender Equality	<b>Teacher</b>	Lily Wang	<b>Time</b>	1 Period
<b>Teaching Aids</b>	1. Projector 2. Computer 3. Video clip 5. Homework sheet				
<b>Teaching Objectives</b>	<b>I. Cognitive Objectives:</b> 1. To learn English vocabulary about. 2. To learn how opening sentence dominates the paragraph <b>II. Psychomotor Objectives:</b> 1. To read and comprehend the content of the textbook. 2. To be able to read the new vocabulary aloud and know their meanings. 3. To be able to grasp how the opening sentence, the controlling idea, makes a paragraph <b>III. Affective Objectives:</b> 1. To participate in class activities and group discussion actively. 2. To enjoy the Q&A activity and learn to shoulder the civic responsibilities				
<b>Time</b>	<b>Students' Activities</b>		<b>Students' Activities</b>	<b>Teaching Aids</b>	
5	<b>I. Warm-up</b> 1. Video clip for the lesson		Studying the handout	Computer and the projector	
35	<b>II. Presentation</b> 1. Studying the handout: <ul style="list-style-type: none"> <li>➤ What are the notes to learn about the vocabulary and phrases</li> <li>➤ What is the opening sentence, i.e. topic sentence</li> <li>➤ How are the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> etc. sentences developed to make the paragraph?</li> </ul> 2. Q&A from teacher to direct students to figure out how the opening sentences leads supportive sentences to make a paragraph?		Group discussion	Worksheet	
10	<b>III. Wrap up</b> To review, repeat, and conclude the teaching today		Share answers with their classmates.  Read the textbook and finish worksheet	Worksheet	

50		Listen to the teacher and take notes	Chalk and blackboard
5		Listen to the teacher and underline important points	Chalk and blackboard
5		Write the exercise part in the textbook	Textbook
5		Listen to the teacher and take notes	Chalk and blackboard
5		Write the exercise part in the textbook	textbook
5		Do the translation practice	
5		Check if their answers are correct.	

3	<b>III. Practice</b> <ol style="list-style-type: none"> <li>1. Put students into groups of four and distribute 1) a set of paper slips and 2) Worksheet 2 (please see Appendix B) for each group.</li> </ol>	Get into groups as the teacher assigned.	Worksheet 2 A set of paper slips
10	<ol style="list-style-type: none"> <li>2. Ask the students to read through each slip of the piece of paper, in which each paragraph of the reading part of the text book was printed on a single slip of the piece of the paper. Ask the students to discuss the correct order of the paragraphs.</li> </ol>	Read each slip of paper with their group members carefully and discuss the possible answers.	
2	<ol style="list-style-type: none"> <li>3. Give students about 2 minutes to open the textbook and check if they have got the paragraphs in correct order. If they do, they should glue the piece of paper on Worksheet 2.</li> </ol>	Open the textbook and read the article to check their answers.	textbook
35	<ol style="list-style-type: none"> <li>4. Ask the students to discuss the summary of the article. They have to achieve this by writing the second part of the Worksheet 2 in which they need to write one sentence to summarize each paragraph.</li> </ol>	Discuss and write down the summary for each paragraph.	
45	<b>IV. Wrap up</b> <ol style="list-style-type: none"> <li>1. Go through the reading part of the textbook and explain some phrases or usages that might hinder students understanding of the textbook.</li> </ol>		
5	<ol style="list-style-type: none"> <li>2. Distribute the Homework sheet (please see Appendix C), which requires the students to come up with some ideas of how they repair the relationship with their parent after a fight.</li> </ol>	<p>Listen to the teacher and take notes if necessary.</p> <p>Listen to the teacher carefully and make sure they get the homework.</p>	Homework sheet

**TASK 1 Becoming an Active Reader**

Below are six **comprehension strategies** (閱讀理解策略) that help you monitor your understanding. Read the article on your own and jot down your ideas and responses to the text so you can reflect again later. Remember that being an active reader is also being an active questioner, so ask good questions after reading the article.

➡ **Complete the chart in 15-20 minutes.** It's okay that you don't fully understand the text. Make guesses from the context without looking up every unfamiliar word.

1	<b>Read the Title</b>	The title is _____
2	<b>Make Prediction</b>	Based on the title, I think the article is about _____ _____
3	<b>Read Aloud</b>	I read the article out loud on _____ / _____ (month/day).
4	<b>Identify the Main Idea</b>	_____ _____ _____
5	<b>Check Comprehension</b>	<input type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	<b>Ask Good Questions</b>  Good questions are clear, concise, and purposeful. They stimulate thinking.	Q1. (within the text) _____ _____ _____ Q2. (beyond the text) _____ _____ _____

**ESSENTIAL QUESTION | What makes a person worth getting to know?****TASK 2 Creating A Dominant Impression**

A. Read the first and the last paragraph of *Irena Sendler: A Holocaust Hero* (pp.112-115) and see how the story begins and ends.

**➡ Opening**

In the first paragraph, the author does/doesn't (circle) use the name Irena Sendler. Instead, the lady is referred to in different ways as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**What effect does this have on the reader?**

**➡ Lasting impression**

In the last paragraph, the author concludes the story of Irena Sendler with her achievements and impact.

**What impression does the author give of Irena Sendler?**

Irena Sendler is a(n) \_\_\_\_\_ who \_\_\_\_\_.



**PAIR** Work with a partner. First, discuss your answers above. Then, make predictions.  
**What key details do you think the author will include in the body paragraphs to build up such a lasting impression of Irena Sendler?**

B. Read the body paragraphs (¶\_\_\_\_ - \_\_\_\_ ) and see what elements are used to present Irena Sendler as a true hero during the Holocaust.

### Common Elements in Biographies

**Start with Basic Facts About the Person:** Consider the length of the biography. A simple paragraph will contain just some general, basic facts such as:

- ☐ date/place of birth (and death, if applicable)
- ☐ educational background
- ☐ location of residence
- ☐ professional experience
- ☐ occupation/area of expertise
- ☐ major achievements

**Expand to Include In-Depth Information:** A biography that's several pages long, or even a book, will go into more detail about the person's history, such as:

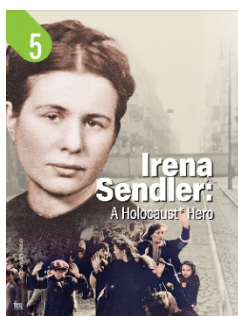
- ☐ childhood and family
- ☐ difficulties and challenges
- ☐ memorable actions or significant events
- ☐ interesting facts or anecdotes
- ☐ quotes or beliefs of the person
- ☐ death and legacy








Scan the QR code for more information.

### Supporting details

Analyze the information in each paragraph and fill in the chart (See information above for reference). Also draw simple pictures in the circles to show your understanding or emotion.



	<b>Paragraph 2</b> location of residence, memorable actions, difficulties
	Paragraph 3
	Paragraph 4
	Paragraph 5
	Paragraph 6



**PAIR** Compare your answers with a partner and discuss. **What are some other elements the author can include to create the dominant impression of Irena Sendler—a true hero during the Holocaust?** What else are you curious about?

### **TASK 3** Life in A Jar—The Irena Sendler Project

As you read *Irena Sendler: A Holocaust Hero*, were you wondering how Irena's story became known to the world? Let's find out how through a school project some students from rural Kansas (in Alabama, United States) set this in motion.



A. Visit the website *Life in a Jar—the Irena Sendler Project*. Read the first section of About the Project—The Discovery and complete the following passage. (<https://irenasendler.org/about-the-project/>)

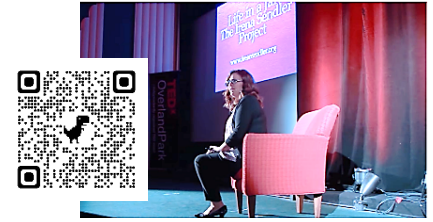


#### **THE DISCOVERY**

IN 1999, THREE STUDENTS FROM RURAL KANSAS DISCOVERED THE INCREDIBLE STORY OF IRENA SENDLEROWA, A \_\_\_\_\_ WOMAN WHO \_\_\_\_\_. THEY CREATED A PROJECT CALLED "\_\_\_\_\_" FOR A NATIONAL HISTORY DAY PROJECT, WHICH HAS SINCE BEEN SHARED IN OVER 375 \_\_\_\_\_. THE PROJECT HAS GAINED WORLDWIDE MEDIA ATTENTION, WITH A \_\_\_\_\_ CREATED TO SHARE INFORMATION ABOUT IRENA SENDLEROWA'S HEROIC ACTIONS, A

\_\_\_\_\_, AND AN AWARD-WINNING \_\_\_\_\_, MAKING IRENA SENDLEROWA A WELL-KNOWN FIGURE TODAY.

- B. Watch the TED Talk “The Irena Sendler Project”, given by Megan Felt, one of the three students who started the project “Life in a Jar” in 1999. Irena Sendler remained unknown until their performance began sharing her story around the world. (<https://youtu.be/TRFcrvVRb3o>)



Before watching: Find the meanings

- UNSUNG HERO (\_\_\_\_\_)
- THE ARYAN RACE (\_\_\_\_\_)
- FALSE DOCUMENT (\_\_\_\_\_)
- TREBLINKA CAMP (\_\_\_\_\_)
- (KIDS) BE SEDATED (\_\_\_\_\_)

While watching: Look for the answers

- **WHAT IS THE SPEAKER'S QUESTION FOR THE AUDIENCE?**
- **WHY IS THE PROJECT CALLED "LIFE IN A JAR"?**
- **WHO SAID "IF YOU SEE SOMEONE**

#### GROUP

Work in groups of 4. Discuss your answers above and then take turns to **give a 1-min talk about a story of one unsung hero in your life.**



### TASK 4 Celebrating Unsung Heroes

The discovery of the beautiful story of Irena Sendler started with a high school history project in 1999 (as mentioned in the TED Talk in Task 3B) and the ripple effect has since spread. Let's borrow the idea, do some primary research and celebrate unsung heroes in our lives.

**Required** Present your heroes through writing. (See part A & B

below.)



**Optional** Go beyond and create a podcast, a video, a play or a website based on your research and writing.

- A. In your writing, use **vivid words** that produce powerful feelings or clear images in the reader's mind. The key word is “clear.” Strive for clarity with your words. Let's start with verbs.

#### ➡ Find vivid verbs in paragraph 1.

Compare the following passage with paragraph 1 of *Irena Sendler: A Holocaust Hero* (p.112). Replace dull verbs with vivid ones and see how the feelings change. The first one has been done for you.

It was the early morning of October 20, 1943, and eleven German Gestapo agents had just ~~came~~ <sup>bur</sup> through the front door of a Polish woman's apartment. They looked around her home from top to bottom, opening every pillow and mattress. If they had come just seconds earlier, they would have found the precious list before the woman gave it to her friend. After three hours of searching, they gave up and arrested the woman. <sup>st</sup> Knowing the list was safe, she gave a sigh of relief.

➡ **Find vivid expressions in paragraphs 2 to 7.**

Read paragraph 2 to 7 and underline the expressions that produce powerful feelings or clear images in your mind.

➡ **Read pages 99-107 of 《超核心大考英文寫作》.**

Find more examples of vivid verbs and adjectives and see how they are used.



B. Follow the following four steps and **write an essay about an unsung hero in your life (approx. 250 words)**. Since you can't cover a person's entire life, try to focus on the biggest accomplishments, and build the story around that. Remember that you want to create a dominant impression that brings unity to the description of the person.



- ❶ **Discover** an unsung hero and do **primary research**: surveys, interviews, observations, etc.
- ❷ Decide the **dominant impression** you want to create for this person.
- ❸ Write a **first draft** of your essay using the chart below.
- ❹ Be ready to write your second draft and complete the peer review and revision processes when we work in the computer lab.

<b>Title of Your Essay</b>	.....
<b>A. Start with a Strong Hook</b>  <input type="checkbox"/> Make a surprising statement to arouse curiosity. <input type="checkbox"/> Describe a difficult or moving situation to create empathy. <input type="checkbox"/> Present an action-packed event to get readers excited.	..... ..... ..... ..... .....
<b>B. Provide Key Details about the Person</b>  <input type="checkbox"/> date/place of birth <input type="checkbox"/> educational background <input type="checkbox"/> location of residence <input type="checkbox"/> professional experience <input type="checkbox"/> occupation/area of expertise <input type="checkbox"/> major achievements <input type="checkbox"/> childhood and family <input type="checkbox"/> difficulties and challenges <input type="checkbox"/> memorable actions or significant events <input type="checkbox"/> interesting facts or anecdotes <input type="checkbox"/> quotes or beliefs of the person <input type="checkbox"/> death and legacy	..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....



### C. Conclude with Meaning

- ☐ Provide a lesson that readers can learn.
- ☐ Quote the person or people who knew the person.
- ☐ Remind readers of the person's importance.

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(龍騰版 B4L5 課文) Irena Sendler: A Holocaust Hero

<p>1 It was the early morning of October 20, 1943, and eleven German <b>Gestapo agents</b> had just <b>burst</b> through the front door of a <b>Polish</b> woman's apartment. They searched her home <b>from top to bottom</b>, tearing open every pillow and <b>mattress</b>. If they had entered just seconds earlier, they would have found the precious list before the woman <b>slipped</b> it to her</p> <p>6 friend. After three hours of searching, they gave up and <b>arrested</b> the woman. Knowing the list was safe, she <b>breathed a sigh of relief</b>.</p> <p>The young lady was Irena Sendler, a <b>compassionate</b> social worker who lived in <b>Warsaw</b>, Poland. During World War II, the <b>Nazis seized</b></p> <p>11 <b>Ghetto</b>. Over 400, 000 <b>Jews</b> were herded into this area, and thousands of them were dying from <b>starvation</b> and disease every month. Horrified by these shocking conditions, Irena decided to join an underground resistance group and began helping to bring in food and medicine to the</p> <p>16 Jews secretly. However, she soon realized this would not be enough, as the ghetto was <b>sealed</b> and the Nazis had already started sending Jews to death camps.</p> <p>Determined to help, Irena <b>recruited</b> her friends and <b>colleagues</b> for a risky mission: <b>sneaking</b> Jewish children out of the ghetto. To enter the isolated area, they managed to <b>obtain</b> official passes. Once inside, they</p> <p>21 faced an even bigger challenge: <b>convincing</b> Jewish parents to hand their children over to strangers. In the end, many parents made the <b>heart-wrenching</b> decision in hopes that their children could survive even if they themselves couldn't.</p> <p>Hidden in everything from <b>suitcases</b> to flour <b>sacks</b>, the children were</p> <p>26 <b>smuggled</b> out in various ways. One <b>ambulance</b> driver even hid babies under <b>stretchers</b> and trained his dog to bark in order to <b>drown out</b> their cries. Irena and the other <b>courageous</b> people were risking their own lives. Once caught, these compassionate smugglers and their families would certainly face <b>execution</b>.</p> <p>31 After successfully escaping, the children were given new identities, complete with <b>fake</b> birth <b>documents</b> and family records. Some were <b>taken in</b> by kind and brave Polish families, while others were sent to <b>orphanages</b> or <b>convents</b>. Irena hoped that after the war the children could be reunited with their parents, so she <b>kept detailed records</b>. Her list</p> <p>36 included each child's real name, his or her new identity, location, and parents' names.</p> <p>Unfortunately, at the height of this rescue operation, Irena was arrested for her underground work. Despite being brutally tortured, she refused to reveal any information. She chose to sacrifice her own life</p> <p>41 instead of putting the lives of others at risk. Eventually, Irena was rescued by her friends and continued to work to save Jewish children while living in hiding. If Irena and her friends had not helped, over 2,000 children would have ended up in the death camps.</p> <p>45 <b>To this day</b>, Irena Sendler is still remembered for her selfless acts during the Holocaust. While she never <b>admitted</b> it, she was a true hero who risked her life to save others, and her story of <b>bravery</b> and compassion continues to inspire people all over the world.</p> <p style="text-align: right;">—Written by Kelsi Wright</p>	<p>(本課單字、片語的中文)</p> <p>1. 蓋世太保特務</p> <p>2. v. 猛衝 3. n. 波蘭(人)的</p> <p>4. 徹底的</p> <p>5. n. 床墊</p> <p>6. v. 悄悄塞</p> <p>7. v. 逮捕</p> <p>8. (如釋重負)鬆了一口氣</p> <p>9. a. 有同情心的</p> <p>10. 華沙 11. 納粹黨</p> <p>12. v. 奪取 13. 猶太人居住區</p> <p>14. 猶太人</p> <p>15. n. 飢餓</p> <p>16. v. 封鎖</p> <p>17. v. 動員 18. n. 同事</p> <p>19. v. 偷帶; 偷拿</p> <p>20. v. 獲得</p> <p>21. v. 說服; 勸說</p> <p>22. a. 心如刀割的</p> <p>23. n. 行李箱 24. n. 麻布袋</p> <p>25. v. 偷運 26. n. 救護車</p> <p>27. n. 擔架 28. 壓過...聲音</p> <p>29. a. 勇敢的</p> <p>30. n. 處決; 處死</p> <p>31. a. 偽造的 32. n. 證件</p> <p>33. 收留 34. n. 孤兒院</p> <p>35. n. 女修道院</p> <p>36. 做詳細的紀錄</p> <p>37. 直到如今</p> <p>38. v. 承認</p> <p>39. n. 勇敢</p>
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# 彰化縣私立精誠高級中學公開觀議課紀錄表

112 年 5 月 1 日

觀課科目：高中英文

授課教師：王莉莉

觀課班級：H505

授課內容：B4U5

觀課日期：112/05/01

觀課教師：李宛真 老師

觀課參考項目		紀錄內容（請以文字簡要描述）
全班學習氣氛	1. 是否有安心的學習環境？	1. 是 2. 學生們分組討論，並且以積分制，鼓勵回答提問 3. 分組討論使學生投入團隊合作
	2. 是否有熱烈的學習氣氛？	
	3. 學生是否專注於學習的內容？	
學生學習歷程	1. 學生是否互相協助、討論和對話？	是
	2. 學生是否主動回應老師的提問？	是，受到積分激勵
	3. 學生是否主動提問？	可以鼓勵更多提問
	4. 學生是否能專注個人或團體的練習 (如：學習單、分組活動等)？	是，因為分組活動
	5. 是否發現有特殊表現的學生？ (如學習停滯、學習超前和學習具潛 的學生)	
學生學習結果	1. 學生學習是否有成效？	1. 老師四處走動，照顧所有學生  2. 透過分組互動，鼓勵思考與尋找答案  1. 要求筆記製作，深化學習  4. 提升更多討論，激盪思考
	2. 學生是否有學習困難？	
	3. 學生的思考程度是否深化？	
	4. 學生是否樂於學習？	

議課	
優點	建議
分組討論加上幾分競賽，鼓勵大家勇於發言  講義製作段落分明，有助於學生了解段落結構，發展英文寫作技巧，以此提升閱讀能力	結合更多學生生活經驗，提升討論熱絡度
觀課的心得與學習	
將來可利用更多電子媒材，吸引學生注意力，並給學生更多自主表現機會，讓他們呈現能力，引發更高的課程參與。	

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112年5月1日

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觀課班級：H505

授課內容：B4U5    觀課日期：112/05/01

觀課教師：李宛真 老師

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	4. 學生是否樂於學習？	

議課	
優點	建議
<p>分組討論加上幾分競賽，鼓勵大家勇於發言</p> <p>講義製作段落分明，有助於學生了解段落結構，發展英文寫作技巧，以此提升閱讀能力</p>	<p>結合更多學生生活經驗，提升討論熱絡度</p>
觀課後自我省思心得與改進學習	
<p>將來可利用更多線上應用程式媒材，吸引學生注意力，並給學生更多自主表現機會，讓他們呈現能力，引發更高的課程參與。</p>	

