

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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u> ✓
2	Make Prediction	Based on the title, I think the article is about <u>Nazis</u> 7
3	Read Aloud	I read the article out loud on <u>4 / 24</u> (month/day).
4	Identify the Main Idea	<u>Although who did save children in War II</u> 7
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	<p>Q1. (within the text) <u>why did she save the children in War II?</u></p> <p>Q2. (beyond the text) <u>who inspired people in War II at Europe?</u> 7</p>

📖 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 Polish woman, woman, and she.
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) courageous woman who save lots of lives. Life lives



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 (1.....) 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)
- ☐ professional experience
- ☐ educational background
- ☐ occupation/area of expertise
- ☐ location of residence
- ☐ 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:

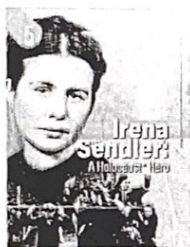
- ☐ childhood and family
- ☐ interesting facts or anecdotes
- ☐ difficulties and challenges
- ☐ quotes or beliefs of the person
- ☐ memorable actions or significant events
- ☐ death and legacy



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.



Paragraph 2 location of residence, memorable actions, difficulties

Paragraph 3 ~~their~~ ^{their} plan and who join it.

Paragraph 4 Irena has a list ^{containing} ~~continued~~ ^{child's} ~~every children's~~ information.

Paragraph 5 she got arrested and been brutally tortured.

Paragraph 6 Irena Sendler was remember ^{to} with many people.



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 Polish Catholic woman who saved Jewish children. They created a project called "the Irena Sendler Project" for National History Day, which has since been shared in over 375 presentations. The project has gained worldwide media attention, with a website created to share information about Irena Sendlerowa's heroic actions, a motion picture, and an award-winning book, making Irena Sendlerowa a well-known figure today.



LTB4L5

Class 509 No. 49

Name 蔡金鈞薇

passive

Irena Sendler: A Holocaust Hero

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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u> ✓
2	Make Prediction	Based on the title, I think the article is about <u>a brave woman to save people</u> ✓ good!
3	Read Aloud	I read the article out loud on <u>April / 18</u> (month/day). good!
4	Identify the Main Idea	<u>It talks about the condition during the war and Irena's brave behavior</u>
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	Q1. (within the text) <u>Why was she willing to save those children?</u> good! Q2. (beyond the text) <u>When this matter finished, what did she do?</u> <u>operation</u>

📖 **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 compassionate social worker, young lady, and Jew.
What effect does this have on the reader? 好

➔ **Lasting impression** 難忘的印象

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) true hero who risked her life to save others. Nice!



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:

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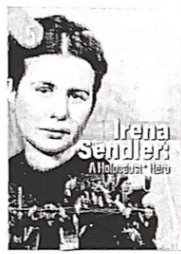
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Supporting details

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.



 Paragraph 2 location of residence, memorable actions, difficulties
 Paragraph 3 risky mission, bigger challenge
 Paragraph 4 various ways to save children
 Paragraph 5 new identities, where to be taken in
 Paragraph 6 appreciate Irena's bravery



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/>)



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1	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u>
2	Make Prediction	Based on the title, I think the article is about <u>a person who did something in Holocaust.</u>
3	Read Aloud	I read the article out loud on ____ / ____ (month/day).
4	Identify the Main Idea	A story about <u>how</u> Irena Sendler <u>how to saved</u> Jewish children and <u>commemorate her deed.</u>
5	Check Comprehension	<input type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117). <u>Nice!</u>
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	Q1. (within the text) <u>How did Irena and her friends sneak Jewish children?</u> Q2. (beyond the text) <u>Why did Irena keep detailed records for children?</u> <u>great!</u> <u>good!</u>

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

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What effect does this have on the reader? great!

➤ 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) true hero who risked her life to save others. great!



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?

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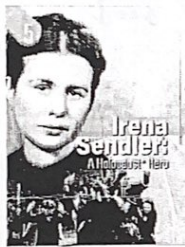
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- ☐ interesting facts or anecdotes
- ☐ difficulties and challenges
- ☐ quotes or beliefs of the person
- ☒ memorable actions or significant events
- ☐ death and legacy



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Supporting details

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	Paragraph 2	location of residence, memorable actions, difficulties
	Paragraph 3	memorable actions, challenges ✓
	Paragraph 4	challenges, death ✓
	Paragraph 5	memorable actions, legacy ✓
	Paragraph 6	achievements, death & legacy ✓

good



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?

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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.



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great



LTB4L5

Irena Sendler: A Holocaust Hero

Class 5 No. 5
Name Joia

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➤ 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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u>
2	Make Prediction	Based on the title, I think the article is about <u>a hero who saved the Jew from the Holocaust</u>
3	Read Aloud	I read the article out loud on <u>4 / 19</u> (month/day).
4	Identify the Main Idea	<u>Irena Sendler saved many Jewish children during the Holocaust</u>
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	<p>Q1. (within the text) <u>Why ^{the} Irena Sendler wanted to save ^{the} Jews even though that would risked her life?</u></p> <p>Q2. (beyond the text) <u>If you were Irena Sendler, would you do the same thing?</u></p> <p><u>Great!</u></p>

🔑 ESSENTIAL QUESTION | What makes a person worth getting to know?

TASK 2 Creating A Dominant Impression

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➤ 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 Polish woman's apartment, precious list, and the woman. 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) true hero who risked her life to save others.



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 (1, 2, 6) and see what elements are used to present Irena Sendler as a true hero during the Holocaust.

Common Elements in Biographies

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- ☐ 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:


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





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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.



    	<p>Paragraph 2 location of residence, memorable actions, difficulties</p> <p>Paragraph 3 convincing Jewish parents to hand their children over to strangers</p> <p>Paragraph 4 the children were smuggled out in various ways</p> <p>Paragraph 5 successfully escaping, fake birth documents</p> <p>Paragraph 6 Irena was arrested, brutally tortured refused to reveal any information</p>
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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?

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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.



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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.



- ① Discover an **unsung hero** and do **primary research**: surveys, interviews, observations, etc.
- ② Decide the **dominant impression** you want to create for this person.
- ③ Write a **first draft** of your essay using the chart below.
- ④ Be ready to write your second draft and complete the peer review and revision processes when we work in the computer lab.

Title of Your Essay	Chen Shuju -
A. Start with a Strong Hook <ul style="list-style-type: none"> <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. 	<p>It was the beginning of her terrible memories in + year in on 1969. Since then two of her brothers died one after another. Due to her bad mood, she started to devote to charity. She still sold vegetables and donated <u>her profits</u>.</p>
B. Provide Key Details about the Person <ul style="list-style-type: none"> <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 	<p>Chen Shuju was born in 1950 in Yunlin. Her family was too poor to study after her to study, so she only graduated from elementary school. She is so kind that she adopted three children in the orphanage. Also, the benevolent woman donates 36000 dollars every year. Now, she had some occasions occasion to face. In 2018, her body was getting unhealthy and her vegetable stall was not managed by anyone. So her life in vegetable market was done.</p> <p>是符合 (不)符合 requirements good-hearted 好的 不好 不清楚</p>
C. Conclude with Meaning <ul style="list-style-type: none"> <input type="checkbox"/> Provide a lesson that readers can learn. <input type="checkbox"/> Quote the person or people who knew the person. <input type="checkbox"/> Remind readers of the person's importance. 	<p>When her behavior was discovered by media, lots of people start to learn from her and more people participate in the charity.</p> <p>medium → media Great medium 媒体 媒体</p>

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Let's discuss face to face.

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.



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<p>B. Provide Key Details about the Person</p> <ul style="list-style-type: none"> <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 	<p>Irena Sendler is ^{was} a Polish social worker. During World War II, over 400,000 Jews were headed ^{hidden} into the Warsaw Ghetto. Because of this, Irena decided to bring food and medicine to the Jews secretly, but this is not enough. Irena recruited her friends and colleagues for a risky mission: sneaking Jewish children out of ghetto. By doing this, Irena saved over 2,000 Jewish children, although she had to sacrifice her own life. She also kept detailed records of these Jewish children, she thought that those kids could find their parents again after the war. great</p>
<p>C. Conclude with Meaning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a lesson that readers can learn. <input type="checkbox"/> Quote the person or people who knew the person. <input type="checkbox"/> Remind readers of the person's importance. 	<p>Irena Sendler is a true hero that put herself in danger ^{danger}. She is so brave and strong to save ^{save} the kids during World War II. The things she did inspire people all over the world.</p>



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LTB4L5

Irena Sendler: A Holocaust Hero

Class 505 No. 41

Name 梁芝芝

(監控)
檢視

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➔ 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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u>
2	Make Prediction	Based on the title, I think the article is about <u>a hero (Irena Sendler) who saved the Jew from the Holocaust.</u>
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4	Identify the Main Idea	<u>Irena Sendler saved many Jewish children during the Holocaust.</u>
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	<p>Q1. (within the text) <u>Why Irena Sendler wanted to save Jew even though that would risked her life?</u> children + 原V1</p> <p>Q2. (beyond the text) <u>If you were Irena Sendler, would you do the same thing? great!</u> 最-級國際</p>

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 Polish woman's apartment, previous list, and the woman.

What effect does this have on the reader?

題目應該沒有誤譯

➔ Lasting impression

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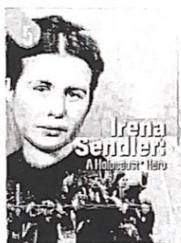
- ☐ childhood and family
- ☐ difficulties and challenges
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    	<p>Paragraph 2 location of residence, memorable actions, difficulties</p> <p>Paragraph 3 convincing Jewish parents to hand their children over to strangers</p> <p>Paragraph 4 the children were smuggled out in various ways</p> <p>Paragraph 5 successfully escaping with fake birth documents</p> <p>Paragraph 6 Irena was arrested, brutally tortured, refused to reveal any information</p>
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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 Polish Catholic woman who saved Jewish children. They created a project called "the Irena Sendler Project" for a National History Day project, which has since been shared in over 375 presentations. The project has gained worldwide media attention, with a website created to share information about Irena Sendlerowa's heroic actions, a motion picture, and an award-winning book, making Irena Sendlerowa a well-known figure today.



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LTB4L5

Irena Sendler: A Holocaust Hero

Class 505 No. 43
Name 黃敏莊

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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u> ✓
2	Make Prediction	Based on the title, I think the article is about <u>a girl who was called a Holocaust hero.</u> <u>lady 好 好 好?</u>
3	Read Aloud	I read the article out loud on <u>4 / 19</u> (month/day).
4	Identify the Main Idea	<u>Irena risked her life to save others during the Holocaust.</u> ✓ <u>great!</u>
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	Q1. (within the text) <u>What problem did Irena and her partners face?</u> Q2. (beyond the text) <u>other</u> <u>Is there any else people (doing the same thing like Irena)?</u> <u>great!</u> <u>good!</u>

📖 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 a compassionate social Polish woman and young lady worker.

What effect does this have on the reader?

→ Inspire our curious.

➡ 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? → She is a selfless hero.

Irena Sendler is a(n) true hero who risked her life to save others.



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:

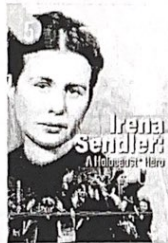
- childhood and family
- difficulties and challenges
- memorable actions or significant events
- interesting facts or anecdotes
- quotes or beliefs of the person
- death and legacy








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.



	Paragraph 2 location of residence, memorable actions, difficulties
	Paragraph 3 convince Jewish parents. <i>stealing Jewish children</i>
	Paragraph 4 Various ways to hide the children. <i>great</i>
	Paragraph 5 The children were taken in or sent to orphanages and convents.
	Paragraph 6 Irena was arrested and was rescued by friends.



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?

with new identities. 是不是就更完整了?

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 Polish Catholic woman who saved Jewish children.

They created a project called "Life in a jar" for a National History Day project, which has since been shared in over 375 presentations. The project has gained worldwide media attention, with a website created to share information about Irena Sendlerowa's heroic actions, a motion picture, and an award-winning book, making Irena Sendlerowa a well-known figure today.

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505 43 #6/2

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.



- ① Discover an unsung hero and do primary research: surveys, interviews, observations, etc.
- ② Decide the dominant impression you want to create for this person.
- ③ Write a first draft of your essay using the chart below. 利用下列表格
- ④ Be ready to write your second draft and complete the peer review and revision processes when we work in the computer lab.

Title of Your Essay	
A. Start with a Strong Hook	<u>An unsung hero in our life.</u>
<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.	<p>There are such unknown heroes in our daily life. And these heroes are like garbage collectors, who helps maintaining the cleanliness of the environment, so They allow us to have a comfortable space more to live.</p>
B. Provide Key Details about the Person <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	<p>In fact, they are found in many places that we would not normally notice such as public places like hospitals, department stores, and streets. even companies and communities. Clean those cleaners up the garbage we created and act like the guardians of the Earth. But their hard work is not paid relatively, and often perceived as inferior work. In 2023, cleaning workers in France went on strike, and in a short time the streets of France were filled with garbage everywhere.</p>
C. Conclude with Meaning	
<input type="checkbox"/> Provide a lesson that readers can learn. <input type="checkbox"/> Quote the person or people who knew the person. <input type="checkbox"/> Remind readers of the person's importance.	<p>It can be seen that they have paid a lot for our living environment and are qualified to be called heroes. Without them, our environment must be a mess!</p>

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Irena Sendler: A Holocaust Hero

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參與

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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u>
2	Make Prediction	Based on the title, I think the article is about <u>Irena Sendler becomes hero after the Holocaust hero</u>
3	Read Aloud	I read the article out loud on <u>4 / 19</u> (month/day).
4	Identify the Main Idea	<u>Irena Sendler saved many Jewish children during the holocaust.</u>
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	<p>Q1. (within the text) <u>Where the holocaust happened happen?</u> <u>Did</u></p> <p>Q2. (beyond the text) <u>If you were Irena Sendler, what would you do?</u> <u>great!</u></p>

ESSENTIAL QUESTION | What makes a person worth getting to know?

dominate 主導 ≈ control, command, manipulate
指揮 操弄

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 Polish woman's apartment, precious list, and the woman.

What effect does this have on the reader?

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➔ 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) true hero who risked her life to save the Jewish babies



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 (¶ 2-6) 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:

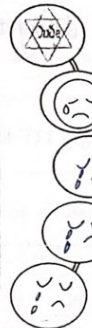
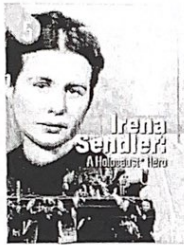
- ☐ childhood and family
- ☐ difficulties and challenges
- ☐ memorable actions or significant events
- ☐ interesting facts or anecdotes
- ☐ quotes or beliefs of the person
- ☐ death and legacy



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.



Paragraph 2 location of residence, memorable actions, difficulties

Paragraph 3 A risky mission: sneaking Jewish children out of the ghetto.

Paragraph 4 Smuggled the children out in a various ways.

Paragraph 5 new identities, complete with fake birth documents, and family records.

Paragraph 6 arrested underground work · save Jewish children.



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 Polish Catholic woman who saved Jewish children. They created a project called "the Irena Sendler Project" for a National History Day project, which has since been shared in over 375 presentations. The project has gained worldwide media attention, with a website created to share information about Irena Sendlerowa's heroic actions, a motion picture, and an award-winning book, making Irena Sendlerowa a well-known figure today.



LTB4L5

Irena Sendler: A Holocaust Hero

Class 505 No. 51
Name 林婷璇**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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u> ✓
2	Make Prediction	Based on the title, I think the article is about <u>a hero who helped many people in the war</u> ✓
3	Read Aloud	I read the article out loud on <u>4 / 19</u> (month/day).
4	Identify the Main Idea	<u>Irena Sendler was a true hero who risked her life to save others.</u> ✓
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	Q1. (within the text) <u>Why did Irena Sendler want to save Jewish children even though she would risk her life?</u> <u>Nice!</u> Q2. (beyond the text) <u>If you were Irena Sendler, would you save the people?</u> <u>great!</u>

📖 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 Polish woman's apartment, previous list, and the woman.
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) true hero who risked her life to save others.



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 (#1-6) 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.



Paragraph 2	location of residence, memorable actions, difficulties
Paragraph 3	convincing Jewish parents to hand their children over to smugglers
Paragraph 4	the children were smuggled out in various ways
Paragraph 5	successfully escaping fake birth documents
Paragraph 6	Irena was arrested, brutally tortured, refused to reveal any information



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 Polish Catholic woman who saved Jewish children. They created a project called "the Irena Sendler proj." for a National History Day project, which has since been shared in over 375 presentations. The project has gained worldwide media attention, with a website created to share information about Irena Sendlerowa's heroic actions, a motion picture, and an award-winning book, making Irena Sendlerowa a well-known figure today.



LTB4L5

Irena Sendler: A Holocaust Hero

Class 505 No. 24
Name Yashir**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	Read the Title	The title is <u>Irena Sendler: A Holocaust Hero</u>
2	Make Prediction	Based on the title, I think the article is about <u>a woman named Irena Sendler</u>
3	Read Aloud	I read the article out loud on ____ / ____ (month/day).
4	Identify the Main Idea	<u>A safe mission involved Jewish children</u>
5	Check Comprehension	<input checked="" type="checkbox"/> I have finished the Reading Comprehension of this lesson (pp.115-117).
6	Ask Good Questions Good questions are clear, concise, and purposeful. They stimulate thinking.	Q1. (within the text) <u>Why not she lasted the list.</u> <u>did save</u> Q2. (beyond the text) <u>where <u>are</u> the other people who attend this operation.</u> <u>are</u>

📖 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 Polish woman, woman, and she.
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) hero who risked her life to save others.

**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?

Pay attention to your!

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

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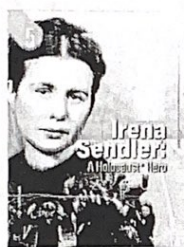
- childhood and family
- difficulties and challenges
- memorable actions or significant events
- interesting facts or anecdotes
- quotes or beliefs of the person
- death and legacy



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.



	Paragraph 2 location of residence, memorable actions, difficulties
	Paragraph 3 their plan and who joined it.
	Paragraph 4 Irena has a list contained every children's information.
	Paragraph 5 she got arrested and was brutally tortured, but eventually was saved.
	Paragraph 6 Everyone knew her bravery ^{(adj) brave} action. was



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.



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