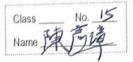


Read the Title LTB4L5

Irena Sendler: A Holocaust Hero



TASK 1 Becoming an Active Reader

from the context without looking up every unfamiliar word.

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

2	Make Prediction	Based on the title, I think the article is about
3	Read Aloud	I read the article out loud on/_ // (month/day).
4	Identify the Main Idea	Although Who did save children in Way I
5	Check Comprehension	have finished the Reading Comprehension of this lesson (pp.115-117).
	Ask Good Questions Good questions	on (within the text) Ny she save the children in War 17?
6	are clear, concise, and purposeful. They stimulate thinking.	12. (beyond the text) Who inspend people in Ward at Europe?
<u>TA</u> A.	SK 2 Creating Read the first and see how the	A Dominant Impression d the last paragraph of Irena Sendler: A Holocaust Hero (pp.112-115) story begins and ends. graph, the author does/doesn't (circle) use the name Irena Sendler. Instead, the ladv is
	referred to in d	ifferent ways as
	□ Lasting impres	ssion V
	In the last paragr	raph, the author concludes the story of Irena Sendler with her achievements and impact. In does the author give of Irena Sendler?
	What impression Irena Sendler	is a(n) Courage who Lave of lifes.
		Work with a partner. First, discuss your answers above. Then, make predictions. hat key details do you think the author will include in the body paragraphs to build pauch a lasting impression of Irena Sendler?

Common Elements in Biographies	The second secon
Start with Basic Facts About the Person: Consi- paragraph will contain just some general, basic fact	
O date/place of birth (and death, if applicable) O educational background O location of residence	O professional experience O occupation/area of expertise O major achievements
Expand to Include In-Depth Information: A bio book, will go into more detail about the person's his O childhood and family O difficulties and challenges O memorable actions or significant events	ography that's several pages long, or even a
Supporting details	
Paragraph 3	coation of residence, memorable actions, difficulties there plan and who join it. Trena: has a list, continued every and repts in
Alfolusiusi Heru	the at arrested and been brutally tortun
elements the author can include	th a partner and discuss. What are some other to create the dominant impression of Irena Holocaust? What else are you curious about?
K 3 Life in A Jar—The Irena Sendler Projou read Irena Sendler: A Holocaust Hero, were became known to the world? Let's find out he students from rural Kansas (in Alabama, United	e you wondering how Irena's now through a school project ed States) set this in motion.
sit the website <i>Life in a Jar—the Irena Sendler P</i> iscovery and complete the following passage. (<u>I</u>	Project. Read the first section of About the Project—The https://irenasendler.org/about-the-project/)
	A State of an own and run markets
They created a project called "	Ivena Goldler Rom Jew ational History Day project,
In 1999, three students from rural Kansa. Polish Catholic woman who They created a project called " the which has since been shared in over 375 media attention, with a website of	saved Jewish Children



Passive Irena Sendler: A Holocaust Hero

Class <u>505</u> No. <u>49</u> Name 蔡金钊微

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 joindown 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 Irena Sendler: A Holocaust Hero	
2	Make Prediction	Based on the title, I think the article is about a brave woman to save people	
3	Read Aloud	read the article out loud on April / 18 (month/day).	
4	Identify the Main Idea	It talks about the condition during the war and Irena's brave behavior	
5	Check Comprehension	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) Why Was she willing to save those children? Q2. (beyond the text) When this matter finished, what did she do? Operation	

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

TACKO	Croating	A Dominant	Impression
IASK	Creating	A Dominant	111101 6331011

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/toesn'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?

Dasting impression 建成分的 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?

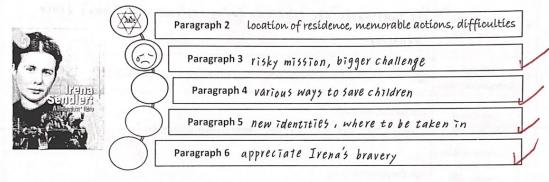
Irena Sendler is a(n) true hero who risked her life to save others who



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: O date/place of birth (and death, if applicable) O professional experience O educational background O occupation/area of expertise O location of residence O 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: O childhood and family O interesting facts or anecdotes Scan the QR code for O difficulties and challenges O quotes or beliefs of the person O memorable actions or significant events O death and legacy

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.





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 "<u>Lîfe în A Jar</u>" for a National History Day project, which has since been shared in over 375 <u>presentations</u>. The project has gained worldwide media attention, with a <u>web5îte</u> created to share information about Irena Sendlerowa's heroic actions, a <u>motion</u> <u>picture</u>, and an award-winning <u>bool</u>, making Irena. Sendlerowa a well-known figure today.



Irena Sendler: A Holocaust Hero

Clase No.

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.

		word.	
1	Read the Title	The title is Irena Sendler: A Holocause Hero	
2	Make Prediction	Based on the title, I think the article is about a farson who	
3	Read Aloud	read the article out loud on / (month/day).	
4	Identify the Main Idea	A story about Irena Sendler how to saved Jewish children and commemorate her deed.	
5	Check Comprehension	☐ 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) How did I yeha and hey friends sneak Jewish Children? Q2. (beyond the text) Why I yena Left detailed yeuras for Children?	

SESSENTIAL QUESTION What makes a person worth getting to know?
TASK 2 Creating A Dominant Impression A. Read the first and the last paragraph of <i>Irena Sendler:</i> A <i>Holocaust Hero</i> (pp.112-115) and see how the story begins and ends.
Opening In the first paragraph, the author does/doesn't kirde) use the name Irena Sendler. Instead, the lady is referred to in different ways as Toltsh Woman, the woman, and she what effect does this have on the reader?
□ <u>Lasting impression</u> 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 Visked 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?

1

Common Elements in Biographies	
Start with Basic Facts About the Pers	son: Consider the length of the biography. A simple
paragraph will contain just some general	
O date/place of birth (and death, if appl O educational background	icable) O professional experience O occupation/area of expertise
location of residence	major achievements
Expand to Include In-Depth Information	tion: A biography that's several pages long, or even a
book, will go into more detail about the O childhood and family	O interesting facts or appendites Scan the QR code
O difficulties and challenges	O quotes or beliefs of the person
memorable actions or significant eve	nts O death and legacy
Supporting details	
analyze the information in each paragra	aph and fill in the chart (See information above for reference). Also d
imple pictures in the circles to show yo	
in the proton of in the shells to show yo	
Paragra	ph 2 location of residence, memorable actions, difficulties
	Carrier Control of the Control of th
Para	graph 3 hemorale actions, challenges
Par	agraph 4 Challengos, death
Allglosos, Hen	11 6
Para	
Paragra	aph 6 achievements, death legacy
	GOOD CONTRACTOR OF LAND OF LAND
PAIR Compare your an	swers with a partner and discuss. What are some other
elements the author ca	n include to create the dominant impression of Irena
elements the author ca Sendler –a true hero du	n include to create the dominant impression of Irena ring the Holocaust? What else are you curious about?
Sendler –a true hero du	ring the Holocaust? What else are you curious about?
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sen	ring the Holocaust? What else are you curious about?
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H	dler Project Vero, were you wondering how Irena's
Sendler –a true hero du	dler Project lero, were you wondering how Irena's find out how through a school project
Sendler –a true hero du	dler Project ero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion.
Sendler –a true hero du	dler Project dero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion. Sendler Project. Read the first section of About the Project—T
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H y became known to the world? Let's the students from rural Kansas (in Alaba isit the website Life in a Jar—the Irena	dler Project lero, were you wondering how Irena's find out how through a school project
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H y became known to the world? Let's to the students from rural Kansas (in Alaba isit the website Life in a Jar—the Irena Discovery and complete the following particles.	dler Project dero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion. Sendler Project. Read the first section of About the Project—Toassage. (https://irenasendler.org/about-the-project/)
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H y became known to the world? Let's the students from rural Kansas (in Alaba isit the website Life in a Jar—the Irena discovery and complete the following processing the students from the Irena THE DISCOVERY In 1999, three students from the Irena THE DISCOVERY	dler Project dero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion. Sendler Project. Read the first section of About the Project—Toassage. (https://irenasendler.org/about-the-project/) Tural Kansas discovered the incredible story of Irena Sendlerowa, a
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H y became known to the world? Let's re students from rural Kansas (in Alaba isit the website Life in a Jar—the Irena Discovery and complete the following particles of the property of the Irena In 1999, three students from the Irena In 1999, three students from the Irena In Inc. In Inc. In Inc. In Inc. In Inc. Inc.	dler Project dero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion. Sendler Project. Read the first section of About the Project—Toassage. (https://irenasendler.org/about-the-project/) The section of Irena Sendlerowa, a man who care a pair
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H y became known to the world? Let's de students from rural Kansas (in Alaba isit the website Life in a Jar—the Irena Discovery and complete the following processory In 1999, three students from the Irena Tolk (atholic won They created a project called	dler Project dero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion. Sendler Project. Read the first section of About the Project—To passage. (https://irenasendler.org/about-the-project/) The Transaction of About the Project—To passage. (https://irenasendler.org/about-the-project/) The Transaction of Irena Sendlerowa, a man who wave work of Irena Sendlerowa. The Transaction of Irena Sendlerowa. The Transaction of Irena Sendlerowa.
Sendler –a true hero du SK 3 Life in A Jar—The Irena Sendrou read Irena Sendler: A Holocaust H y became known to the world? Let's the students from rural Kansas (in Alaba isist the website Life in a Jar—the Irena Discovery and complete the following property and complete the following property in 1999, three students from the Irena Catholic won They created a project called which has since been shared in	dler Project dero, were you wondering how Irena's find out how through a school project ama, United States) set this in motion. Sendler Project. Read the first section of About the Project—Toassage. (https://irenasendler.org/about-the-project/) The section of Irena Sendlerowa, a man who care a pair



Irena Sendler: A Holocaust Hero

Class 5 No. 5

TASK 1 Becoming an Active Reader	检视检图
TASK 1 Becoming an Active Reader Below are six comprehension strategies (閱讀理解策略) that help article on your own and jot down your ideas and responses	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 que	estioner, 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.

tro	m the context wi	thout looking up every untamiliar word.	
1	Read the Title	The title is Irena Sendler: A Holocaust Hero	
2	Make Prediction	Based on the title, I think the article is about a here who saved the Jew from the 1-00 caust	
3	Read Aloud	11- 19	
4	Identify the Main Idea	Irena Sendler saved many Jewish children during the	
5	Check Comprehension	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 Footext) Why Irena Sendlar wanted to save Jews eventhaugh that wanted risked her life? Q2. (beyond the text) If you were Irena Sendlar, would you do the same thing? Grant!	

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

		The state of the s		
TACIA	Cuanting	A Dami	nant	Impression
IASKI	Creating	ADDIII	IIIalii	111101 6331011

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 workers apartment precious list, and the warm. 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) (ture hero who risked her life to save others

Common Elements in Biographies		
tart with Basic Facts About the Person: Cons aragraph will contain just some general, basic fac	ider the length of the biography. A simpets such as:	ile
O date/place of birth (and death, if applicable) O educational background O location of residence	O professional experience O occupation/area of expertise O major achievements	
expand to Include In-Depth Information: A bicook, will go into more detail about the person's h	ography that's several pages long, or ever istory, such as:	■ (%.5%)25-42-407-4
childhood and family	: O interesting facts or anecdotes	Scan the QR code for more information.
O difficulties and challenges O memorable actions or significant events	O quotes or beliefs of the person O death and legacy	100
upporting details lyze the information in each paragraph and fi ple pictures in the circles to show your under	estanding or emotion.	ns, difficulties
lyze the information in each paragraph and fiple pictures in the circles to show your under	estanding or emotion.	ns, difficulties
lyze the information in each paragraph and fiple pictures in the circles to show your under Paragraph 2 Lo Paragraph 3	standing or emotion.	ns, difficulties their children ave
Paragraph 3 Paragraph 4 Paragraph 4	convicing Jewish parents to hand the children were smuggled out in	ns, difficulties their children ava
Paragraph 3 Paragraph 4 Paragraph 4	coation of residence, memorable action convicing. Jewish parents to hand the children were smuggled act in	ns, difficulties their children ava

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 Catholicwoman who save o Jewish Children.

They created a project called "the Irena Sender lights 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.

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.

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.

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 Make a surprising statement to arouse curiosity. Describe a difficult or moving situation to create empathy. Present an action-packed event to get readers excited.	It was the beginning of her terrible memories 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 her profits.
B. Provide Key Details about the Person date/place of birth educational background location of residence professional experience occupation/area of expertise major achievements childhood and family difficulties and challenges memorable actions or significan events interesting facts or anecdotes quotes or beliefs of the person 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.	Chen Shuju was born in 1950 in Yualin. Her family was too poor to study, so she only graduated. from elementary school. She is so kind that she adopted three children in the arphanage Also, the benevolent woman donates 36000. dollars every year, Now, she had some ocassions 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. Whily When her behavior was discovered by mediay, lots of people start to learn from her and more people participate in the charity. The dium of media Great for the charity. The dium of media Great for the charity. The dium of media Great for the charity.

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.



- Discover an unsung hero and do primary research: surveys, interviews, observations, etc.
- ② Decide the dominant impression you want to create for this person.
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- 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	7
A. Start with a Strong Hook Make a surprising statement to arouse curiosity. Describe a difficult or moving situation to create empathy. Present an action-packed event to get readers excited.	In the maring of October 20, 1943 or Polish waman's apartment had searched by eleven. German Gestore agents After this, the woman breathed a sigh of relief because she know that the list is safe.
B. Provide Key Details about the Person ☐ date/place of birth	Irena Secoller 15 a Polish social worker Puring Irena Secoller 15 a Polish social worker Puring Invold War II., over 400,000 Jews were headed into The Warsam Gibetto, Because of this, Irena decided
 □ educational background □ location of residence □ professional experience □ occupation/area of expertise 	to bring food and medicine to the Jews secretly but this is not enough, Irena recruited her friends and colleagues for a risky
 □ major achievements □ childhood and family □ difficulties and challenges □ memorable actions or significant events 	misson: sneaking Jewish children out of ghetto. By oloing this, Ixena saved ever Z,UDD Jews children although she had to sacrifice her
☐ interesting facts or anecdotes ☐ quotes or beliefs of the person ☐ death and legacy	swn life. She oilso kept detailed records of these Tent children, she thought that these kids could find their parents again after the way gre
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.	Irena Sendler is a true here that put herself in desirrous She is so brave and strong to saved the kids during Warld war II. The things she did inspire people all over the world.



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Class 505 No. 41

Irena Sendler: A Holocaust Hero

TASK 1 Becoming an Active Reader

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 over unfamiliar word

tror	m the context wit	hout looking up every unfamiliar word.
1	Read the Title	The title is <u>Irena Sendler</u> : A Holocaust Hero
2	Make Prediction	Based on the title, I think the article is about a hero (Irena Sendler) who saved the Tew from the Holocausts.
3	Read Aloud	I read the article out loud on $\frac{4}{19}$ (month/day).
4	Identify the Main Idea	Irena Sendler saved many Jewish children during the Helecaust.
5	Check Comprehension	☐ 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.	Q3 (within the text) Why Irena Sendlar Fanted To save Jew eventhough that would risked her life? Q2. (beyond the text) If you were Irena Sendler would you do the same thing?

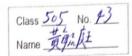
	thinking.		
B	ESSENTIAL QUES	TION What makes a person worth getting to know?	
		王	F3
TA	SK 2 Creating	A Dominant Impression command 指揮, manipulate 操弄	紀念上
Α.	Read the first an	d the last paragraph of Irena Sendler: A Holocaust Hero (pp.112-115)	
	and see how the	story begins and ends.	
	Opening	on the first feet and park properly red old terms between the colors	
	In the first parag	graph, the author does/doesn't (circle) use the name Irena Sendler. Instead	ad, the lady is
(referred to in di	ifferent ways as Blish woman's apartment previous list an	id the woman
	What effect does	this have on the reader?	
	Lasting impres	sion	
	In the last paragra	aph, the author concludes the story of Irena Sendler with her achievemen	its and impact
,	What impression	does the author give of Irena Sendler?	
		is a(n) ture hero who risked her life to save others	



	on Elements in Biograp	nies	and the state of t		
Start with		Person: Consider	the length of the biograp	hy. A simple	е
	ce of birth (and death, if		O professional experience	e	
	nal background		O occupation/area of exp	ertise	DEPOSIT NAMED
O location	of residence		O major achievements		里多种新里
	Include In-Depth Info		phy that's several pages lo	ng, or even a	a Property
	od and family		O interesting facts or and	ecdotes	Scan the QR code formore information.
O difficult	ies and challenges		O quotes or beliefs of the		more miornation.
O memora	ble actions or significant	events	O death and legacy		
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The			ting Jewish parents to		
			children were smuggled		1 17 19 19 19 19 19 19 19 19 19 19 19 19 19
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ou read <i>Ire</i> became k	elements the author Sendler –a true hero A Jar—The Irena Sendler: A Holocau nown to the world? Le	r can include to during the Hold endler Project st Hero, were yo et's find out how	partner and discuss. W create the dominant is caust? What else are you t bu wondering how Irena through a school proje States) set this in motion	mpression ou curious a a's ect	of Irena
	site <i>Life in a Jar—the li</i> id complete the follow	ena Sendler Proj ng passage. (<u>http</u>	ect. Read the first sections://irenasendler.org/about-	on of About the-project/)	the Project—T
sit the web		tr.E.a.k	esquered the incredible sto	ory of Irena S	Sendlerowa, a
scovery ar	n 1999, three students fr	om rural Kansas di	1 Toute he haldwar	1 13 18 18 18	
scovery ar	n 1999, three students fr	woman who <u>save</u>	d Jewish children		1000
scovery ar	n 1999, three students fr	woman who <u>save</u> lled " <u>the Irena</u>	d Jewish children Sendler Projett' for a Natio	onal History	Day project,
scovery ar	n 1999, three students fr Polith Catholic They created a project ca which has since been shar	woman who <u>save</u> . lled " <u>the Irena</u> ed in over 375 <u>pre</u>	d Jewish children Sendler Projet' for a Natic Sentations The pro	onal History ject has gaine	Day project, ed worldwide
iscovery ar	n 1999, three students from Catholic They created a project can be a project can be a since been share a control of the contr	woman who <u>save</u> , lled " <u>the Irena</u> ed in over 375 <u>pre</u> w <u>ebstte</u> crea	d Jewish children <u>Sendler Project</u> ! for a Natio <u>Sentations</u> . The pro ted to share information	onal History ject has gaine about Irena	Day project, ed worldwide Sendlerowa's
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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. Read The title is Irena Sendler: A Holocaust 1 the Title Based on the title, I think the article is about a gir who was Make 2 Prediction I read the article out loud on 3 Read Aloud Identify the Main Idea Check I have finished the Reading Comprehension of this lesson (pp.115-117). Comprehension Q1. (within the text) Ask Good Questions Good questions are clear, Q2. (beyond the text) concise, and purposeful. They stimulate thinking. ESSENTIAL QUESTION | What makes a person worth getting to know?

TASK 2 Creating A Dominant Impression	A CONTRACTOR OF THE CONTRACTOR
	ndler: A Holocaust Hero (pp.112-115)
and see how the story begins and ends.	The program of the policy of t
-2 Opening .	/ne
In the first paragraph, the author does/doesn't (c	circle) use the name Irena Sendler. Instead, the lady is
referred to in different ways as a Compassion	Mate social polish woman, and young lad
- Inspire our curio	ous.
⇒ Lasting impression	
In the last paragraph, the author concludes the sto	ory of Irena Sendler with her achievements and impact.
What impression does the author give of Irena Se	endler?75he is a selfless hero.

Irena Sendler is a(n) True hero who risked her life to Save others.



☐ Common Elements in Biographies Start with Basic Facts About the Person: Consider the lengaragraph will contain just some general, basic facts such as: ○ date/place of birth (and death, if applicable) ○ prof	of the biography. A simple
paragraph will contain just some general, basic facts such as: O date/place of birth (and death, if applicable) O prof	
	giri of the diography. A simple
	fessional experience
	upation/area of expertise or achievements
and wild for all relations of the control of the co	5377.05
Expand to Include In-Depth Information: A biography that book, will go into more detail about the person's history, such	as:
	resting facts or anecdotes Scan the QR code for more information.
_	tes or beliefs of the person th and legacy
Supporting details	
Paragraph 5 The childr	vays to hide the children. great en were taken in or sent to orphanicrested and was rescued by fi
PAIR Compare your answers with a partne elements the author can include to create Sendler –a true hero during the Holocaust?	the dominant impression of Irena
3 Life in A Jar—The Irena Sendler Project u read Irena Sendler: A Holocaust Hero, were you wond became known to the world? Let's find out how throug students from rural Kansas (in Alabama, United States):	gh a school project
the walk it life in a lar the Irang Candler Project Por	ad the first section of About the Project—The
	isengier.org/about-the-project/)
covery and complete the following passage. (https://irena	B + B
covery and complete the following passage. (https://irena	- 見大量
THE DISCOVERY In 1999, three students from rural Kansas discovered	the incredible story of Irena Sendlerowa, a
THE DISCOVERY In 1999, three students from rural Kansas discovered Polith Cotholic woman who Saved J They created a project called "Life in A 10	the incredible story of Irena Sendlerowa, a ewish children. Ar " for a National History Day project,
THE DISCOVERY In 1999, three students from rural Kansas discoveres Polith Cotholic woman who Saved J They created a project called "Life in A Jawhich has since been shared in over 375 Present	the incredible story of Irena Sendlerowa, a ewish children. Ar " for a National History Day project, tations The project has gained worldwide
THE DISCOVERY In 1999, three students from rural Kansas discovered which has since been shared in over 375 present the students attention, with a we prite created to see the students attention, with a we prite created to see the students attention over 375.	the incredible story of Irena Sendlerowa, a ewish children. AY " for a National History Day project, tations The project has gained worldwide share information about Irena Sendlerowa's
THE DISCOVERY In 1999, three students from rural Kansas discoveres Polith Cotholic woman who Saved J They created a project called "Life in A Jawhich has since been shared in over 375 Present	the incredible story of Irena Sendlerowa, a ewish children. AY " for a National History Day project, tations The project has gained worldwide share information about Irena Sendlerowa's

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.



- O Discover an unsung hero and do primary research: surveys, interviews, observations, etc.
- Decide the dominant impression you want to create for this person.
- Write a first draft of your essay using the chart below. In It Is It Is
 - and revision processes when we work in the computer lab.

Title of Your Essay	An unsung hero in our life,	
A. Start with a Strong Hook Make a surprising statement to arouse curiosity. Describe a difficult or moving situation to create empathy.	There are such unknown heroes in our daily life; And these heroes are like garbage collectors, who helps maintain; the cleanliness of the environment, so levelows us to have a comfortable space more to live. In fact, they are found in many places that we would not normally notice such as department stores and streets even companies and communities. Clean up the garbage we creater and act like the guardians of the Earth. But hard work is not paid relatively, and often perceived as inferior work. In xox3, cleaning workers in France went on strike, and in a short time the streets of France were filled with garbages everywhere.	Those cheaners
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.	It can be seen that they have paid a lot for our living environment and are qualified to be called heroes. In it has them, our environment must be a mess!	ut



Irena Sendler: A Holocaust Hero

Class 95 No. 44 Name 宽于慈、

TASK 1	Becoming	an Active	Reader
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Below are six comprehension strategles (問題單級策略) that help you monitor your understanding. Read the article on your own and jot frown 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 isSendler.i. A. Helwanse. Hero.
2	Make Prediction	Based on the title, I think the article is about Imma Send or becomes here after
3	Read Aloud	I read the article out loud on 4 / 1 q (month/day).
4	Identify the Main Idea	Irona Sendlex saved many Jewish children during the holoaust.
5	Check Comprehension	☐ 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) Where the holocaust acks happen? Q2. (beyond the text) If you were Irena Sendler, what would you do? My

8	ESSENTIAL	QUESTION	What makes a person worth getting to know	?
			- 10 · · · · · · · · · · · · · · · · · ·	

TASK 2 Creating A Dominant Impression 指導 採事

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.

15)

⊃ Opening

What effect does this have on the reader? 持續的 late 0+1.0 t以 運到 □ lasting impression latest 最新的

Description (ATESE 疾利 时)
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 niked her life to save the Jewish babies



☐ Common Elements in Biographies		
Start with Basic Facts About the Person: Considerage of the Person of th		е
O date/place of birth (and death, if applicable) O educational background O location of residence	O professional experience O occupation/area of expertise O major achievements	
Expand to Include In-Depth Information: A biopook, will go into more detail about the person's his		a (1)
O childhood and family O difficulties and challenges O memorable actions or significant events	O interesting facts or anecdotes O quotes or beliefs of the person O death and legacy	Scan the QR code for more information.
	A risky mission: sneaking Jewish c	
Paragraph 4 Paragraph 5 Y	A risky mission; sneaking Jewish c Smuggled the children out in a va- lew identities, complete with fake. rested underground work, save	rious ways birth documents, a
Paragraph 6 Paragraph 7 Paragraph 8 Paragraph 9 Parag	Smuggled the children out in a value with fake.	oirth documents, a Jewish children ne other of Irena



THE DISCOVERY
In 1999, three students from rural Kansas discovered the incredible story of Irena Sendlerowa, a Polish <u>Catholic</u> woman who <u>saved</u> Jewish children They created a project called "the Irena Conder Priet" for a National History Day project, heroic actions, a motion picture, and an award-winning book., making trena Sendlerowa a well-known figure today.



Irena Sendler: A Holocaust Hero

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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. The title is Ivena Sendler; A Holocaust Heyo Read the Title Based on the title, I think the article is about a hero who helpesmany people in Make 2 Prediction I read the article out loud on 4/9 (month/day). **Read Aloud** 3 Identify the Main Idea Check ☑ I have finished the Reading Comprehension of this lesson (pp.115-117). Comprehension Q1. (within the text) Ask Good Questions Good questions 6 are clear. Q2. (beyond the text) concise, and If you were Irena Sendler, would you save the people purposeful. They stimulate thinking.

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- and see how the story begins and ends. → Opening	
In the first paragraph, the author does/doesn't (circle) use the name Irena-Sendler referred to in different ways as 13th Woman's a partners William 13th What effect does this have on the reader?	r. Instead, the lady is , and _ the wwਆw
□ <u>Lasting impression</u> In the last paragraph, the author concludes the story of Irena Sendler with her achie What impression does the author give of Irena Sendler?	evements and impact.

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



Common Elements in Biographies		
Start with Basic Facts About the Person: Consi	ider the length of the biography. A simple	e
paragraph will contain just some general, basic fac	ts such as:	
O date/place of birth (and death, if applicable)	O professional experience	
O educational background O location of residence	O occupation/area of expertise O major achievements	S.Cont.
Expand to Include In-Depth Information: A bio book, will go into more detail about the person's hi	ography that's several pages long, or even	2
O childhood and family	O interesting facts or anecdotes	Scan the GR code for more efformation.
O difficulties and challenges	O quotes or beliefs of the person	
O memorable actions or significant events	O death and legacy	
Supporting details		
alyze the information in each paragraph and f		reference). Also draw
nple pictures in the circles to show your under		
The state of the s	> CONVINCE	ALCE - Daler
Paragraph 2	ocation of residence, memorable action	May be produced
Paragraph 3	The state of the s	r children over as
Talographis 1	Convious Jenish parms to bend their	-migras 2427 49 3
Paragraph 4	the children were swaggled must in wa	that ways
Allisator late	et et indit	
Paragraph 5	successfully escaping false birth to	-sgreg =7
Paragraph 6 1re	tha was arrested ibrutally toreared.	refuel to reven
		"afternist"
PAIR Compare your answers wi	ith a partner and discuss. What are so	ome other
elements the author can includ	e to create the dominant impressio	n of Irema
Sendler –a true hero during the	Holocaust? What else are you curiou	s about?
(3 Life in A Jar—The Irena Sendler Pro	piect	· Secretary
ou read Irena Sendler: A Holocaust Hero, wer		500
became known to the world? Let's find out	how through a school project	
students from rural Kansas (in Alabama, Uni	ited States) set this in motion.	191
	Project Bondaha Enterestion of Abo	ut the Dunisch The
sit the website <i>Life in a Jar—the Irena Sendler</i> scovery and complete the following passage.	(https://irenasendler.org/about-the-project	ne mejeci — me
The second secon	THE STATE OF THE S	
THE DISCOVERY		· Curdhanas ·
	sas discovered the incredible story of Iren	in Sentinerowa, a
Polish Catholic woman who		m Du and
They created a project called "the	Ivens Sentler profesor a National History	on rah broker
which has since been shared in over 37	5presenta + (10) . The project has go	WHAT MONTHAGE
media attention, with a website	created to share information about Ire	Seminoway
heroic actions, a me () h	and an award-winning	MANAGE LIGHT
Sendlerowa a well-known figure today.	manufacture and the second	120



Irena Sendler: A Holocaust Hero

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TASK 1 Becoming an Active Reader

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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.

	MI TO THE RESERVE OF THE PARTY	nout looking up every unfamiliar word.
1	Read the Title	The title is Ire hu sentler: A Hul quaut Heru
2	Make Prediction	Based on the title, I think the article is about <u>U. Wanten named</u> <u> re.pus Scholer</u>
3	Read Aloud	I read the article out loud on/ (month/day).
4	Identify the Main Idea	A late mission involved Jewish children
5	Check Comprehension	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) Why that the less the list. Q2. (beyond the text) ynhere (art) the other people who attend this operation,

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

harden me, an Berning to know?
TASK 2 Creating A Dominant Impression
A. Read the first and the last paragraph of <i>Irena Sendler: A Holocaust Hero</i> (pp.112-115) and see how the story begins and ends. Opening In the first paragraph, the outbox decides the content of th
In the first paragraph, the author does/doesn't (circle) use the name Irena Sendler. Instead, the lady is what effect does this have on the reader?
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?
PAIR Work with a partner. First, discuss your answers above. Then, make predictions
up such a lasting impression of Irena Sendler?

Day attention to your!

Start with Basic Facts About the Person: Consiparagraph will contain just some general, basic factory date/place of birth (and death, if applicable) educational background location of residence Expand to Include In-Depth Information: A bid book, will go into more detail about the person's hid childhood and family difficulties and challenges memorable actions or significant events	ts such as: O professional experience O occupation/area of expertise O major achievements ography that's several pages long, or even a story, such as:
O educational background O location of residence Expand to Include In-Depth Information: A bid book, will go into more detail about the person's hid childhood and family O difficulties and challenges	O occupation/area of expertise O major achievements graphy that's several pages long, or even a story, such as:
book, will go into more detail about the person's hi O childhood and family O difficulties and challenges	story, such as:
Market Real Street Stre	O interesting facts or anecdotes O quotes or beliefs of the person O death and legacy
Supporting details alyze the information in each paragraph and fi	ll in the chart (See information above for reference). Also draw
nple pictures in the circles to show your under	standing or emotion.
Paragraph 2 Lo	cation of residence, memorable actions, difficulties
Paragraph 3	heir plan and who joined it.
Paragraph 4	Irena has a 11st contained every children's informed got arrested and from brutally tortured, but Eve
Alphanast leav	e got arrosted and beam brutally torcared, but Eve
	(A/)
Paragraph 6 EVE	ryone know her bavery uction was
PAIR Compare your answers wit	h a partner and discuss. What are some other
	to create the dominant impression of Irena olocaust? What else are you curious about?
<u>3</u> Life in A Jar—The Irena Sendler Proj I read <i>Irena Sendler: A Holocaust Hero,</i> were	you wondering how Irena's
oecame known to the world? Let's find out h students from rural Kansas (in Alabama, Unite	ow through a school project
t the website <i>Life in a Jar—the Irena Sendler P</i> covery and complete the following passage. (<u>t</u>	roject. Read the first section of About the Project—The https://irenasendler.org/about-the-project/)
THE DISCOVERY	
In 1999, three students from rural Kansa	s discovered the incredible story of Irena Sendlerowa, a
Polish Catholic woman who S	aved Tewish Mildteh. <u>Ing tendler Plujert</u> for a National History Day project,
	White for a reactorial rustory Day project,