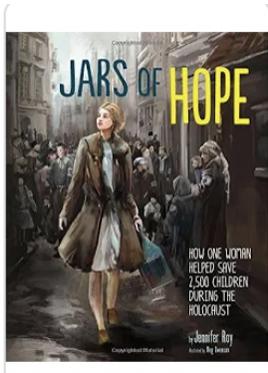


JARS OF HOPE

By Jennifer Roy

LESSON PLAN

[Jars of Hope read aloud](#)



Grade Level:

This lesson was developed for grades 4-5. We are following the [Age Appropriate](#) Guidelines from the USHMM. Can be adapted to Middle and High School.

Subject:

History; English/Language Arts; Multi-disciplinary

Rationale:

Irena Sendler and numerous other volunteers became **Upstanders** in Poland during World War II.

Key Question(s):

What did Irena Sendler want to do as she grew up?

Irena wanted to be a good person.

What was her belief about people?

Irena's father told her, "There are two kinds of people in this world, good and bad. It doesn't matter if they are rich or poor, what religion or race. What matters is if they are good or bad."

Why did Irena take action?

Irena's father told her, "When someone is drowning," he said, "give him your hand."

Educational Outcome(s):

- Apply the concept of **Upstanding** to the Holocaust.
- Hear and understand one story of how **Upstanding** was accomplished during the Holocaust.
- Apply the ideas of **Upstanding** to one's own life.

Teacher preparation:

We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#).

Pre read and listen to the reading of the Picture book **JARS OF HOPE** by Jennifer Roy. Look for stop points and discussion areas.

Pre-Lesson Work:

- Review the picture book.
- Read and practice pronouncing the vocabulary words for **JARS OF HOPE**.
- Decide what activities you have time for and make copies if necessary.

Lesson details:

- Review content
- Make necessary copies

Materials:

- **JARS OF HOPE** by Jennifer Roy
- Drawing paper
- Colored pencils

Common Core Standards

CCSS RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Vocabulary:

Cargo

Convent

Courageous

Creative

Foster home

Gestapo

Ghetto

Holocaust

Jewish

Nazi

Orphanage

Pawiak Prison (Pav-ee-ack0

Rescue

Uprising

Upstander

Vaccine

World War II

Yiddish

Zegota (Za-gotta)

Steps to the lesson:

Teachers may want to have students sit on the floor in a reading circle. Set the stage for a 'coosey story telling time'.

1. **KWL Chart** of the Holocaust: Complete the KW portion, use the L for notes on what students learn.
2. **Book Discovery**: Complete questions 1 - 4. After hearing the book, complete question 5.
3. **Before you Read**: *Students can work in groups* as they discuss the questions and prepare to listen to **JARS OF HOPE** by Jennifer Roy. Complete questions 1 - 5.
4. Reading: **Teaching the Holocaust**
5. Reading: **World War II**.
6. Reading: **About Poland**.
7. Irena's Jar
8. Comic strip / Story Board visual: documenting Irena's creative ways to rescue children, the Jar, and how Irena hid the Jar.

Map of Europe:

<https://www.vox.com/2014/11/13/7148855/40-maps-that-explain-world-war-ii>

Note: By reviewing the border of Poland before WWII and after, students will see that the borders have been redrawn. Parts of Poland have been incorporated into Ukraine. This will allow for a natural segway into current events.

Some activities may be completed in *groups*

9. Review **Marking The Text Information Sheet**: Ask students to listen for the ideas outlined on the **Marking The Text Information Sheet**. They can write down names, dates, numbers, definitions, evidence, facts, and descriptions.

Suggest to students that they write down questions they might have during the reading.

10. **Irena's Behavior:** Ask students to discuss the traits listed on this handout. You may want to add them to your **Vocabulary List** or create a Word Wall after reading **JARS OF HOPE** by Jennifer Roy. Once students feel comfortable, with the words and definitions and examples, students can complete the handout and move on to the next handout. This handout is blank (**Irena's Behavior 2.0**). Students may want to brainstorm other words for the actions and behaviors of Irena and the people who helped her. Share examples of each trait with the class.
11. **Framer Model Diagram:** This handout is useful to help students understand the traits that Irena exhibited. You may want to use this handout in concert with the **Irena's Behavior** handouts.
12. **Debrief, Discuss, and Review:** At this time, you may want to have the class discuss the traits of Irena and the Zegota who aided in the rescue of 2,500 children from the Warsaw Ghetto.
13. **I Am:** This handout gives students time to synthesize the reading and their class discussion. Teachers may want to create handouts for other words and allow students to choose the trait they wish to write about.
14. **Thinking of the Future:** Irena hid the names of the children she rescued in a jar. Write some of the ways that Irena remembered the names of children. Then, draw Irena writing the names of children on slips of paper and putting them in a jar.
15. **Irena Sendler:** If you have time, students may look at their notes or previous handouts to complete the answers to these questions.
16. **Design questions that you think students should be able to answer:** Have students review their **Marking The Text Information Sheet**, the **Comic Strip**, and **Vocabulary Words**. Ask students to complete the **Questions** and then review the Answers with students.
 - a. These questions could be handed out at the time of the reading. Ask students to fill in the blanks as the reading progresses.
 - b. This will encourage active listening and focus.
17. **Final Discussion:** Discuss the traits of Irena and her fellow helpers. How do their actions fit into the concept of being an **Upstander**? How can students act as **Upstanders** in their everyday lives?

[HANDOUTS](#) This document will ask you to make a copy. This will allow you to make changes and 'own' the Handouts for your class. The order and number of activities you choose to do will be at your discretion.

EXTENSION ACTIVITIES

Socratic Seminar:

Opening questions could be about Upstanders, creative ways to help, why do people help others, what are the risks of helping or taking a stand, or how will your life and/or others be changed by stand up for others.

Analysis from different perspectives:

Students could take a scene from the book and write the dialogue from each character's perspective. This could be a script, a play or a video. Take the dialogue to its natural conclusion.

Resources:

Irena 'Sendlerowa' Sendler

[Irena Sendler and the Girls from Kansas](#)

[Irena Sendler \(1910-2008\)](#)

[Irena Sendler, The Jewish Foundation for the Righteous](#)

[Irena Sendler's Biography](#)

[Irena Sendler Jewish Virtual Library](#)

[The Irena Sendler Story](#) Yad Veshem

[Irena Sendler: The Woman who Saved 2500 Jewish Children](#)

[Irena Sendler in Poland](#)