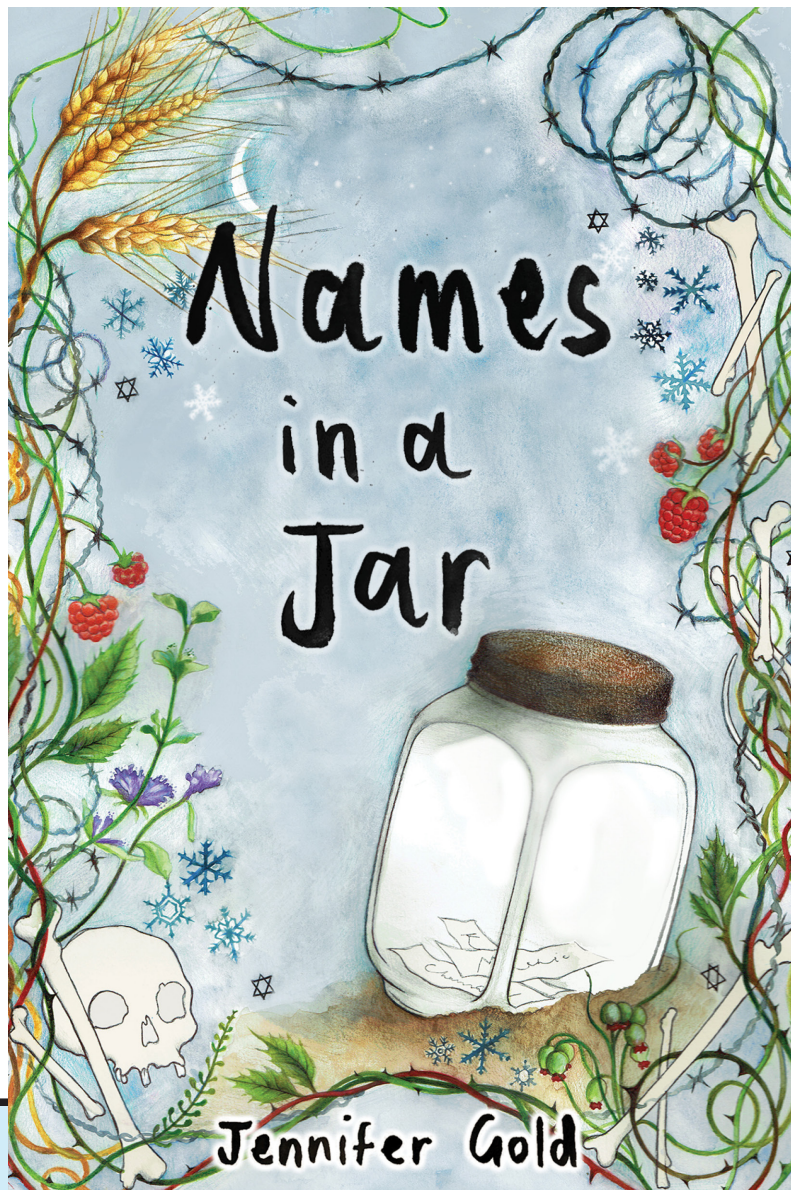
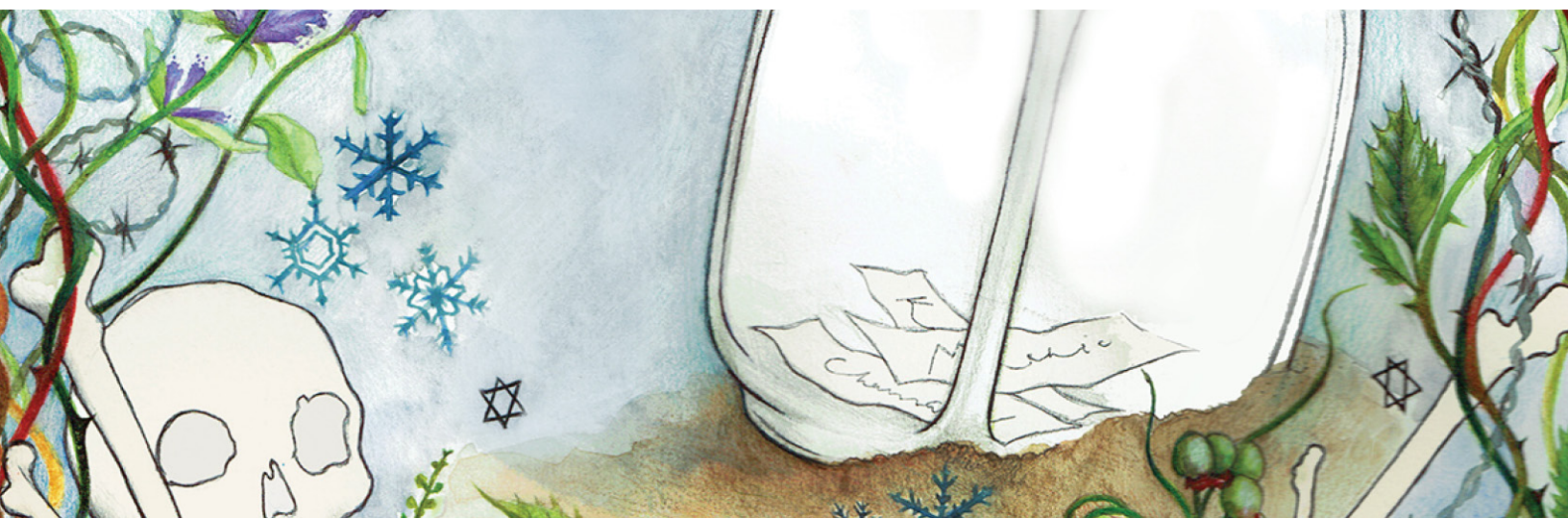


TEACHER'S GUIDE
Names in a Jar



GUIDE BY
Helen Wolfe

TEACHER'S GUIDE
Names in a Jar



Ages 13–18 / Grades 8–12

ISBN: 9781772602074



Table of Contents

Before Reading

Part A: Story Summary

Part B: Pre-Reading

Activity 1: Research on the Holocaust

Activity 2: What Would You Do?

Activity 3: Review of Elements of Storytelling

Activity 4: What's in a Name

Part C: Reading

Activity 5: Chapter Questions

Part D: Writing

Activity 6: Journaling

Activity 7: Essay Writing Assignment

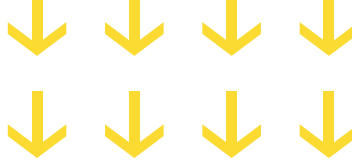
Part E: Extension Activities

Activity 8: Speaker on the Holocaust

Activity 9: Visit a Jewish Museum or Holocaust Education Centre

Activity 10: Creating A Visual or Graphic Text Response

Activity 11: Writing a Chapter 24



Before Reading

It is important to have a discussion with students before reading the book, to talk about the Holocaust and touch on the fact that horrible things happened. It would be helpful for the teacher to know if any material contained in this book could remind students of similar traumatic events in their own lives, or events they've heard of in their family history. Inform students that parts of this story contain antisemitism and traumatic events. Remind students that if they get overwhelmed and need to take a break, they can do so. As a teacher, do your own research to be as well-informed as you can. For example, the Montreal Holocaust Museum has resources for teaching about the Holocaust: <https://museeholocauste.ca/en/resources-training/teaching-holocaust-middle-high-school/>.

Engage with the students in a discussion about what they know about the Holocaust, why Adolf Hitler introduced laws to limit the freedom of Jewish people and other marginalized groups, and what stories, real or fictional, they have read or seen about Jewish people during the Holocaust.



Part A: Story Summary

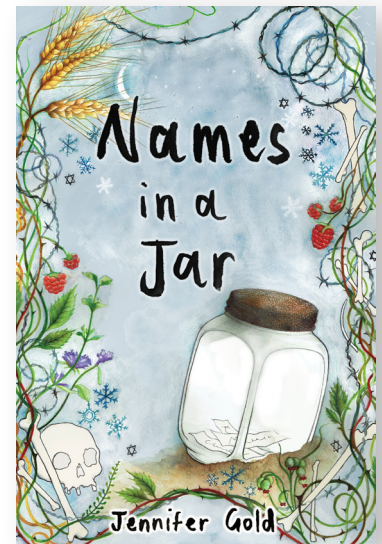
Names in a Jar is a historical novel set during the Holocaust that chronicles the lives of two sisters experiencing the devastation and constant strife of that era. The story begins in 1939, when Lina Krawitz and her younger sister, Anna, live in Warsaw, Poland with their widowed father. Since their mother died giving birth to Anna ten years earlier, Lina has taken on the responsibility of homemaker and surrogate mother to Anna, a role that sometimes causes conflict between the two sisters. In the fall of that year, the Nazis invaded the city and established the Warsaw ghetto, where they policed tens of thousands of Jews.

For the first year of the occupation, Lina, Anna, and their father share their living space with a succession of roommates. They suffer hardships with their friends and neighbours, including loss of personal freedom, starvation, illness, and death. Inhabitants of the ghetto who try to escape risk being shot or captured and being sent to labour or concentration camps. An epidemic of typhoid fever also grips the ghetto, resulting in many tragic deaths.

Anna, who is younger yet more of a risk-taker than her sister, smuggles documents used by the Resistance to help Jews escape from the Nazis. One of Anna's duties is to forge documents for young orphans or children whose parents want them out of the ghetto. The Resistance arranges for these children to escape with those documents, along with new Christian names and identities, to live with Polish families in the countryside. One of their neighbours is a newborn whose parents tragically died, and Anna offers to smuggle him and other Jewish orphans out of the ghetto. What she doesn't know until the very last minute, is that her father and older sister, Lina, have arranged to smuggle her out as well to live with a Polish family.

The alternating chapters are written in the first-person narrative style and told from the point of view of either Anna or Lina. They chronicle the struggles of both girls, who lead separate lives for four years. One lives under a new assumed identity on a farm as Maria, the "niece" of a caring Polish couple who become her surrogate parents. The other sister remains in the Warsaw ghetto until her father dies and she is shipped off with thousands of other Jews to Treblinka concentration camp to begin a harrowing daily life.

Written by Jennifer Gold, *Names in a Jar* is a work of fiction based on the historical realities of life during the Holocaust. The reading level is appropriate for young adults thirteen years



old and up. It should be noted that the book contains graphic scenes of violence, rape, and adult themes of survival, sexual awakening, and homosexuality. However, the underlying messages are of hope, identity, loyalty, sisterhood, and survival in horrific circumstances. Most of all, it is the story of two sisters who, although separated during their most formative years, survive to discover and reaffirm the strengths of their own identities.

This teacher's guide includes activities that can be used for students from Grades 8 through 12 and English as a Second Language learners in credit ESL EO or noncredit advanced ESL level classes.



Part B: Pre-Reading

Activity 1: Research on the Holocaust

Your students will benefit from doing some research to learn about the Holocaust and its historical context in the novel. Depending on the timelines you have available, have them do research and/or view an appropriate documentary for their grade level.

For the following activity, students can work individually, in pairs, or in small groups. It can also be completed as an evaluated activity.

For a collaborative approach, ask students to choose one of the questions and find peers who also chose the same question. They can discuss the question, conduct research, and make rough notes together. Ensure that students have access to reliable sources (for example, “Facing History and Ourselves” [<https://www.facinghistory.org/>] is a great online resource).

Students can decide as a group how they want to share their new learning with the rest of the class. For example, they could print out their findings and share it, conduct a presentation, or perform a newscast using a green screen.

DIRECTIONS

- a.** Work together with another classmate to find information and answer each question below.
- b.** Discuss the questions and make rough notes together.
- c.** Write your own answers using complete sentences in your own writing style. The number of sentences you should use are indicated in each question.
Please do not plagiarize or copy complete sentences from a source.
- d.** Proofread your answers to ensure that they have clear and correct vocabulary, spelling, and punctuation.

QUESTIONS

1. Who was Adolf Hitler? When and how did he start the Nazi party? (2–3 sentences)
2. When and how did World War II start? What was the first country to be invaded by the Nazis? What was Hitler's goal in invading European countries? (3 sentences)
3. What were the Nuremberg laws? What were some of the restrictions against Jews created by these laws? Why did Hitler and the Nazis pass these laws? (3 sentences)
4. What was a ghetto in the Holocaust? Where was the Warsaw ghetto? How many Jews were kept there? Explain how some Jews in the Warsaw ghetto rebelled against their imprisonment. (4 sentences)
5. What were the three kinds of camps that the Nazis built during the Holocaust? What happened to prisoners in each of these camps? (4 sentences)
6. Other than Jews, what other four groups of people were persecuted during the Holocaust? (1 sentence)
7. Explain how and why children were hidden during the Holocaust. What did the children and the people who hid them need to do to keep them safe? (4–5 sentences)
8. What is a Gentile? (1 sentence)
9. Who were Righteous Gentiles? What are two significant contributions that they made? (3 sentences)
10. What does it mean to be a "Holocaust Survivor"? (1 sentence)

Activity 2: What Would You Do?

This is a small group activity where students can discuss what they would do in each of the situations presented. Students will work on problem solving and values clarification where they can share their feelings and opinions. The situations presented are not the same as those in the novel but they present some risk or danger.

DIRECTIONS

1. In groups of four, read each situation and discuss as a group what you would do to deal with the situation.
2. Make some notes and be prepared to summarize your group discussion with the class.
3. Groups will have 30 minutes to discuss these problems and then we will take it up as a class.

SITUATION 1

Your parents are on a trip for a week and have left you in charge of your younger brother and sister. Your sister catches a fever and chills, so you think she has the flu. You have a home Covid test that you give her and you find out that she does not have Covid. You keep her at home for a few days, but she doesn't feel better. Her regular doctor is out of town. What would you do?

SITUATION 2

You are driving home in the middle of a snowstorm, but the conditions have become much worse, and you can't see where you are going. You're on a main street where many cars are stuck on the road. You can see that some drivers are still in their cars trying to figure out what to do, while others have abandoned them and are trying to get home by foot or public transportation. What would you do?

SITUATION 3

You're at home by yourself during a heavy rain and lightning storm. Suddenly, all the lights have gone out and all the appliances in your kitchen, including your refrigerator, stove, and microwave, don't work. Your parents will be home in a few hours, but you are alone until they arrive. What would you do?

SITUATION 4

You've gone on a hike in the woods with two other friends your age, when one of them has a bad fall and is hurt. He seems to have broken his leg and can't walk. Your cell phone reception probably doesn't work in that location. You have water and other drinks, but not much food. It's beginning to get dark. What would you do?

SITUATION 5

You have a friend in your classroom at school who immigrated from another country two years ago. That friend has two major problems. First, you know that she is being bullied by other people in the school because of her accent and religion. Your teacher and school principal know about the problem and have disciplined the bullies, but the harassment is still going on. Your friend has also confessed that her family has immigration problems and could possibly be sent back to their first country. She doesn't respond to your texts or phone calls. You go by her house and knock on the door, but there's no answer. What would you do?

SITUATION 6

Your best friend Alicia has disclosed to you that she is a lesbian. She's spoken to a guidance counsellor at school but hasn't told her parents yet. In the last few months, other students at school have been bullying her in person and online. One day, as you are both walking home from school, a car full of other kids from school drives by and they yell swear words and drop a bucket of dirty water on you both. You go to your home first so that Alicia can borrow some clothes from you, so her parents won't know what happened. You can identify the kids who did this and you want to tell your school principal who can then call the police, but Alicia doesn't want to tell anyone because she's afraid that others will find out she's lesbian before she's ready to "come out." What would you do?

Activity 3: Review of Elements of Storytelling

If necessary, review the elements of storytelling including plot, character, protagonist, antagonist, characterization, character development, theme, setting, conflict, and climax. There are many worksheets available online at all grade levels to help students review this important terminology.

Activity 4: What's in a Name

This activity would work well as an unevaluated group activity, five-minute individual oral presentation, or a sharing circle. Before assigning it, explain that one of the main characters changes her name and identity. Tell students that they can also ask their parents for help in answering the following questions.

Students can ask each other the following questions in small groups or use the questions to prepare an oral presentation. If necessary, you could do a model oral presentation for the students by using the details about your own name.

1. Do you know how your parents named you? Is there a special story on how you got your name that you can share with the class?
2. Does your name have a specific meaning either in English or another language? If so, what is it?
3. Do parents in your country, religion, or culture name their children after people who are alive? Share with the class who you are named after and why they chose that name for you, if this is applicable.
4. Are you named after a family member or friend of your parents who has died? If that's true, share with the class who you are named after and why they chose that name for you.
5. Do you have one or more nicknames, either in English or another language, which your parents or other people call you? If you do, share those nicknames. Do you feel differently when someone calls you by your nickname? If you do, explain how you feel differently.
6. Have you always liked your name? Share how your name suits your personality.
7. Have you ever thought that you might want to change your name? If the answer is yes, what would you change it to and why?



Part C: Reading

Activity 5: Chapter Questions

These questions can be used for several purposes. If you are reading some parts of the book aloud as a class, you can use them to check your students' comprehension of the story's plot, setting, characters, and themes. They can also be included in tests or exams.

Please note that the questions do not focus on plot details. Instead, they require students to provide and support opinions, explain situations, predict outcomes, and analyze characters.

PROLOGUE: ANNA: 1986 (PAGE 3)

1. Why do you think that the author included this particular prologue at the beginning of the book?
2. How does the reader know that Anna is still troubled by the Holocaust?
3. How have Anna's memories of the Holocaust affected her?

CHAPTER 1: ANNA: 1939 (PAGES 5–13)

1. What is the narrative style of each chapter of this book?
2. Explain why Anna has had different names.
3. Why is the number 9 important to Anna's identity?
4. Why do the circumstances of her mother's death disturb Anna?
5. Why does Anna love her father's bookshop?
6. Describe Tateh's personality.
7. How does Anna demonstrate her early interest in medicine?
8. In your opinion, is Tateh making the right decision not to talk about war with his daughters? Why or why not?

CHAPTER 2: LINA: SUMMER, 1939 (PAGES 14–22)

1. For Lina, how was Mama's death foreshadowed?
2. Why is Mama worried about Lina's future?
3. When and how does Mama die?
4. Why is Lina so protective of Anna?
5. Contrast Anna's and Lina's interests and aptitudes.
6. Read the last paragraph on page 20 and the first paragraph on page 21. Summarize the indications that war is soon approaching.
7. How do we know that Anna is becoming more mature and responsible?

CHAPTER 3: ANNA: FALL, 1939 (PAGES 23–36)

1. How must the family protect itself against Nazi raids?
2. For Lina, what are the most important items that need to be saved? What do her choices indicate about her personality?
3. What rumours do Anna's friends tell about the Nazis?
4. Why do you think Tateh prays during the air raid?
5. What happens to their neighbour, Mendel? Why does it happen?
6. How do you think you would have behaved in this situation? Give reasons for your opinion.

CHAPTER 4: LINA: WINTER, 1940 (PAGES 37–46)

1. What is the mood created at the beginning of the chapter?
2. Why would the Nazis impose laws and restrictions against Jews?
3. Why would the Nazis force Jews to live in a ghetto?
4. Describe the conditions of their living space in the Jewish quarter. How might living this way affect people's personalities and relationships?
5. How did the people living together demonstrate their generosity to Rivka and Anna?
6. What dangerous activity is Anna going to do? What do you think would happen if the Nazis caught her?

CHAPTER 5: ANNA: WINTER, 1940 (PAGES 47–61)

1. What risks does Anna face because of her activities?
2. How does Sam benefit from the terrible conditions faced by Jews in the ghetto?
3. What personal qualities does Anna demonstrate to Sam?
4. How does Lina show her generosity to Rivka?
5. What kind of skills is Anna learning as a smuggler?
6. What does Anna ask the boy she meets? Do you think that was the right thing to do? Why or why not?
7. What is the black market?
8. Why does Anna feel nauseated from the meat that Pavel gives her?
9. What personal quality does Pavel show when Anna offers him payment for the meat?

CHAPTER 6: LINA: SPRING, 1940 (PAGES 62–74)

1. What makes typhoid so deadly? If you're not sure, do some research on the illness.
2. Why does Tateh need to sit shiva?
3. Are the rituals around death and mourning in your religion and culture similar or different from those in Judaism?
4. What are two ways that the family changed their previous practices and rituals as Jews? Why did they make these changes?
5. What kind of work is Tateh doing? Why is he doing this?
6. Why is Masha's decision to deliver Rivka's baby early so tragic?
7. What is a midwife? If you're not sure, do some research to learn about that profession.
8. Why does Masha's connection to the Judenrat make Tateh suspicious of her?
9. What does Tateh mean when he says, "There is no right thing anymore" (page 67)? Considering their situation, do you agree with him? Why or why not?
10. Predict how Chana, the midwife, may use the witch's brew to help with the birth of Rivka's baby.

11. Why does Lina wonder if Masha is “evil or mad or both” (page 72). Do you agree with her? Why or why not?
12. Why does Masha name the baby “Dov”?
13. Predict who could possibly take care of baby Dov.

CHAPTER 7: ANNA: SPRING, 1940 (PAGES 75–86)

1. What happens to the woman who would have fed baby Dov?
2. Where will Anna get milk for the baby?
3. What was the work of the Polish resistance? If you’re not sure, do some research about it.
4. Why can’t Jerzy help Anna?
5. Why doesn’t Anna want Jerzy to know where she lives? Give a few possible reasons.
6. Anna and Lina are two young girls about your age. Do you think that you could survive if you had the same responsibilities and lived in the same environment as they did? Why or why not?
7. Do you think that Anna would consider Jerzy’s suggestion? Why or why not?

CHAPTER 8: LINA: SPRING, 1940 (PAGES 87–97)

1. Did the first line of the chapter surprise you? Why or why not?
2. Summarize the reasons why Anna is worried about smuggling baby Dov out of the ghetto. If you were Anna, what would worry you the most?
3. Why doesn’t Lina want to give the baby to a Gentile couple?
4. Why is it so important to Lina that the baby have a bris?
5. What are Tateh’s reasons for wanting to get Anna out of the ghetto?
6. Why was Dov’s bris “a solemn affair” (page 92)?
7. Do you think that putting the hidden Jewish children’s real and Christian names in a jar is a good idea? Why or why not?
8. Was it the right decision not to tell Anna that she is being sent out of the ghetto? Why or why not?
9. What mixed emotions do Lina and Tateh have about sending Anna away?

CHAPTER 9: ANNA: SUMMER, 1941 (PAGES 101–117)

1. What does Anna mean when she says that after a year with her new name, “the old me began to disappear” (page 101)?
2. Why would her new life be more comfortable than life in the ghetto? List some reasons.
3. Why does Szymon refuse to talk to Anna as he is taking her to her new home?
4. Why would Elsbietta and Marek Nowak agree to take Anna and the baby?
5. What thoughts preoccupy Anna as the Nowaks are welcoming her?
6. How do the Nowaks treat Patryk (Dov) and Anna?
7. How does Elsbietta help Anna as she is maturing?
8. How does Anna help the Nowaks on the farm with her knowledge of science?
9. Why does Anna want to name the lamb that she helped give birth?

CHAPTER 10: LINA: FALL, 1941 (PAGES 118–138)

1. Why doesn't Tateh tell Lina that he has cancer?
2. How has Lina's personality changed since Anna left?
3. What does Tateh beg Lina to do before he dies? What is his hope for his daughters?
4. What does Lina mean when she says that she “gets lost in her own head” (page 119)?
5. How does Lina contrast her personality with Anna's?
6. Who is Lina pretending to be when she picks up the children from the orphanage?
7. Why does Lina decide to take another infant out of the orphanage?
8. How is it clear that the orphans are traumatized?
9. Do you think it is a good idea for Malka to tell the orphans the truth about their new names? Why or why not?
10. Why does Lina promise Adam that she will find the baby's real name?

CHAPTER 11: ANNA: WINTER, 1941 (PAGES 139–155)

1. Why is it so important for Anna to help the Kowalski's cow?
2. What does Anna's treatment of the cow demonstrate about her personality and skills?
3. How does Anna come to a better understanding of Piotr?
4. Why did Mr. Kowalski's words "saving Anna" (page 148) make the real Anna shiver?
5. How does Piotr feel about himself?
6. What information does Anna tell Piotr that she thinks might be dangerous? Why does she think that?
7. What are Piotr's reasons for wanting to leave the farm?
8. Why would Eva's story about the travelling salesman upset Anna?
9. Predict how the relationship between Piotr and Anna may develop.

CHAPTER 12: LINA: SUMMER, 1942 (PAGES 156–167)

1. What is a forger? Have you ever forged anything? If so, what was it and why did you do the forgery?
2. Why is Lina proud of her forgery?
3. Why is it difficult for Lina to live with her new apartment mates?
4. Why would a rumored deportation of Jews from the ghetto be frightening to them?
5. Why does Benjamin beg Lina to get his daughter out of the ghetto?
6. How do we know that Masha probably has connections with the Nazis who control the ghetto?
7. Why does Lina compare Nazi soldiers during the deportation to wasps?
8. How does Lina escape deportation?
9. Why does Jolanta believe that Jews are not being deported to work camps?

CHAPTER 13: ANNA: FALL, 1942 (PAGES 168–179)

1. Piotr says that Hans is “the kind of man who seems like he would pull the legs off spiders, tails off mice” (page 171). What kind of personality does he think Hans has?
2. How do Piotr and Anna feel about each other?
3. What does Anna understand that Piotr realizes when he sees Patryk without his diaper? Why does she panic?
4. Why is Anna having cramps? Why does Elsbietta say that what is happening to her is “a part of life” (page 178)?
5. In Anna’s mind, how do you think her dream predicts or foreshadows the future (page 179)?

CHAPTER 14: LINA: FALL, 1942 (PAGES 180–193)

1. What is happening to Lina and other Jews in the ghetto at the beginning of the chapter?
2. How does Masha try to save herself? Why doesn’t her attempt work?
3. Why do you think Lina is remembering Anna at this time?
4. The young mother with Lina says, “What is the point of living if this is living?” (page 184). What does she mean?
5. Why does the man who knows Masha advise her to “act like she’s strong and healthy” (page 186).
6. What rumours do the Jewish prisoners talk about on the cattle car?
7. When they arrive at Treblinka, why does Lina tell the Nazi soldier that she and Masha speak German?
8. What does the Nazi soldier tell Masha and Lina about the “showers” (page 191)? Do you think he’s telling the truth? Why or why not?

CHAPTER 15: ANNA: FALL, 1942 (PAGES 194–205)

1. Anna says, “It was obviously best to assimilate Patryk” (pages 195). What does it mean “to assimilate?” Do you agree with Anna? Why or why not?
2. What does Piotr reassure Anna about?
3. Why would Anna have difficulty trusting Polish people?

4. Why do you think Anna decides to tell Piotr her real name?
5. Why doesn't Piotr want to stay in Poland after the war is over?
6. Anna says about the cuckoo birds, "They leave their eggs to hatch in other birds' nests.... Like me and Patryk" (page 202). What does Anna mean by making this comparison?
7. Why would Anna say, "For me, there is no home anymore" (page 202).
8. How does Anna feel after she and Piotr encounter Hans in the woods?

CHAPTER 16: LINA: WINTER, 1943 (PAGES 209–227)

1. What words describe Lina's view of life in Treblinka? Why is she justified?
2. Explain how Halina and Anna imagine that they can escape from Treblinka. What is your opinion of the plan they formulate?
3. How does Lina feel when her hair is cut? Explain why she feels this way.
4. Contrast Lina's and Masha's views of life. Why do you think their views are so different?
5. Who does Lina meet who is connected to her sister?
6. What does Halina mean when she says that Hannelore is a "pink triangle?" (page 216). Which concentration camp prisoners were forced to wear pink triangles? If you don't know, do some research. Why would this fact about Hannelore's character worry Lina?
7. According to rumours about her, what does Hannelore do for the women that she forces to have sex with her?
8. Explain how Masha proves that she's "always the survivor" (page 219)?
9. In your opinion, why is Hannelore so cruel? Do you think that some people naturally cruel or are there specific circumstances that make them that way?
10. How does Jerzy realize his connection to Lina?
11. What hopes does Jerzy give Lina?
12. Why does Lina see herself as "the weak one" (page 223)?

13. What is Masha's secret that is also shared by Zofia? Almost eighty years ago, why would revealing that secret be so hard on them? Do you think that there are countries and situations in the world today where Masha and Zofia would suffer so much because of their sexual orientation? If you know about them, explain what would happen to them in those countries.
14. Why is Lina grateful to Masha?
15. How is Masha trying to help Lina escape Treblinka?
16. Summarize the ways that Masha has demonstrated her courage throughout the story.

CHAPTER 17: ANNA: SUMMER, 1943 (PAGES 228–240)

1. What is Anna experiencing for the first time? Why and how does that experience affect her attitude and personality?
2. Anna says, "It was easier to believe all Germans were bad, that they were all ruthless killers" (page 228). Explain why she sees this as a contradiction. What evidence do we have from the story which proves that this is not always true?
3. Why does Anna panic as she is walking in the woods by herself?
4. Describe the frightening scene that Anna sees in the forest.
5. What horrible crime does Hans commit on Anna?
6. Why does Anna compare herself to being "inanimate" (page 233)? What does she mean?
7. Anna says to herself, "You're a fool. [...] You deserve this" (page 234). Why is she wrong to say this?
8. What feeling against Hans is Anna holding on to? Predict how Anna might act on this feeling.
9. Why doesn't Anna want Piotr to know what happened? Do you think that people should hide these crimes against them or talk about them openly? Give reasons for your opinion.
10. How does Piotr realize that Anna was raped?

CHAPTER 18: LINA: SUMMER, 1943 (PAGES 241–252)

1. How and why does Lina decide to work for the resistance?
2. Why doesn't anyone suspect her of doing this work?
3. What kind of relationship is developing between Lina and Jerzy?
4. What happened to the Jewish survivors of the Warsaw Ghetto Uprising?
5. What hope of a future career does Jerzy give Lina?
6. Why doesn't Lina care that Jerzy isn't Jewish?
7. Read the paragraph at the bottom of page 248, when Lina dreams of a wedding. Why would she dream of this kind of wedding?
8. How does Lina take advantage of the confusion caused by the bomb?

CHAPTER 19: ANNA: SUMMER, 1943 (PAGES 253–263)

1. What dangers do the Kowalskis face because Piotr runs away to join the partisans?
2. How is Piotr going to avenge Anna's rape?
3. How are they going to explain Piotr's disappearance to the Nazis? What morbid acts will they commit to support the lie?
4. How does Piotr's fake death and funeral affect Anna?
5. How does the older German show his humanity to the Kowalskis?
6. When Anna goes past the burial ground on her way to look for Piotr, she says, "I will avenge us all" (page 261). Predict how she will do this.
7. What does Elsbietta suspect about Anna's condition?
8. What future plan with Piotr does Anna now give up on?
9. Explain the plan that Elsbietta makes to help Anna. What personal qualities does Elsbietta demonstrate as she forms the plan?

CHAPTER 20: LINA: SUMMER, 1943 (PAGES 264–274)

1. Read Lina's dream of Anna on pages 264 and 265. Explain its meaning and significance. Why does she have that particular dream?
2. What does Jerzy mean when he says to Lina, "It's today" (page 265)?

3. Why are the prisoners able to run from the laundry when another bomb goes off?
4. What does Lina do with the green card that Jerzy stole?
5. Explain why Jerzy tells Lina not to talk and pretend that she's afraid of him.
6. How does Jerzy demonstrate that he has good survival skills?
7. According to Jerzy, how are they going to find Anna?
8. How do Jerzy and Lina express their feelings for each other when they are finally free?

CHAPTER 21: ANNA: FALL, 1943 (PAGES 275–285)

1. What meaning does Anna find in the cracks in the ceiling?
2. What is the main reason why Elsbietta agrees to keep Anna's baby?
3. Why is Anna afraid of what Hans would do if he found out about the baby?
4. What book does Anna become interested in reading? What idea does that book give her?
5. Summarize the worries and questions Anna has about Patryk. How is she imagining Patryk's future?
6. What is the price that Anna pays for her abortion?
7. In your opinion, how would Marek and Elsbietta feel if they knew that Anna aborted the baby? Give reasons for your opinion.

CHAPTER 22: LINA: FALL/WINTER, 1943–1944 (PAGES 286–302)

1. Explain why some of the resistance fighters do not want Lina to join the group.
2. What arguments does Jerzy use to persuade Lina to go into hiding?
3. What compromise does Jerzy reach to keep Lina involved with the resistance?
4. Why does Lina need to keep hidden on Witold's farm?
5. Why would Jerzy's promise to find Jolanta be important to Lina?
6. What news helps Lina hope that the war will soon be over?
7. Read Lina's poem on pages 294 to 295. What are the themes in the poem?
8. Why wouldn't Witold tell his son Jakub that his mother died?

9. What proof is there that Witold and Lina have become friends?
10. Lina says to Witold, "You're a bit like an angel, too" (page 300). Do you agree with her? Why or why not?
11. Why would Lina's mind begin to "run circles around itself" (page 300)? Why would this reaction be understandable in her situation?
12. Describe everything that Lina is doing to keep herself sane.
13. What extraordinary news does Jerzy have when he returns?

CHAPTER 23: ANNA: SPRING, 1945 (PAGE 303–308)

1. Why would Anna think that the end of the war would be different?
2. Who comes to the farm to see Anna?
3. Why doesn't Anna understand what a concentration camp is?
4. Do you think that the sisters will ever be ready to talk about their lives when they were separated? Why or why not?
5. Why does Lina want them to move to the United States or Palestine instead of staying in Poland?
6. Why might Anna resist the idea of leaving the farm?
7. Why do you think that Anna now wants to call herself Anna-Maria?
8. Anna and Lina didn't see each other and lived separately for four years. Predict any difficulties that they might have while living together again.

EPILOGUE: ANNA-MARIA: 1987, LONDON

1. What is the purpose of an epilogue? Why would it be important for the author to write an epilogue for this book?
2. How old would Anna-Maria be now?
3. Why does Patryk say that Anna-Maria is his real sister?
4. In your opinion, why would the sisters decide to immigrate to Israel?
5. How do we know that Patryk wanted to be just like Anna-Maria?
6. What other sad information does Anna-Maria learn from Patryk?

7. Anna-Maria shows Patryk pictures of her nieces and nephews all named for people who helped her during the war. Whose children are they?
8. Do you think that Patryk wants to learn more about his biological parents? Why or why not?
9. Why is Lina's choice of profession not surprising?
10. Are you surprised at what happened to Lina and Jerzy's relationship? Why or why not?
11. Read Anna-Maria's explanation of why she changed her last name in the middle of page 314. Why would it be understandable that she changed both her first and last names?
12. Explain how Patryk honours his identity with his name.
13. Why might Patryk or any Holocaust survivor want to travel back to Poland?
14. Why would the sisters want to donate Tateh's books to a museum?
15. After everything they had experienced, why would Lina want to keep her father's book of fairy tales? What does that show about her personality?
16. In your opinion, does this difficult story have a happy ending? Give your opinion and reasons to support it.



Part D: Writing

Activity 6: Journaling

Names in a Jar examines moral and ethical issues that don't have simple solutions. These are journaling topics that you can pose to your students as they are reading the book. If the technology is available, create an online class blog where students can input their journal entries and respond to each other's feelings and opinions. You can evaluate the assignment by the number of entries completed, the word count of each entry (100–150 words), vocabulary use, writing style, and/or quality of ideas.

Another alternative would be to give each student the journaling topics as they are beginning to read the book and require them to complete a specific number of journal entries by the time the class has finished studying it. You can create a rubric to evaluate each entry or the assignment as a whole. Students can complete their entries electronically or handwritten in a personal journal.

Encourage students to focus on their own feelings and opinions rather than just repeating what you or their classmates have said in class discussions.

Below are suggestions for journal topics. Some of these topics deal with very sensitive issues where students might reveal personal thoughts and information about themselves, family, or friends in their responses. Omit any topics that might be too difficult for them to write about. Confer with each student individually to decide on any topics they may wish to avoid.

DISCUSSION QUESTIONS

1. Have you or a family member ever had to live in a war-torn situation or been deprived of rights and freedoms? If you are comfortable, briefly describe that situation and explain how you or your family member felt about having to exist in those circumstances.
2. Do you think that being the youngest sibling in your family would have advantages or disadvantages, or both? Write about at least one advantage and one disadvantage of being the youngest person in your family. In your opinion, do the advantages outweigh the disadvantages or vice versa?

3. On the other hand, if you are the oldest sibling in your family, what is your relationship with your brothers and sisters? Do you sometimes feel that you are responsible for them and need to advise them how to act or what to say? How do you feel about having that responsibility?
4. Have you ever had to deal with the death of someone close to you, such as a relative, friend, or neighbour? If you have and if you feel comfortable, briefly describe that situation, and explain how you were able to cope with that loss. Do you think that person's death has affected you permanently?
5. Are you someone who is a risk-taker, unafraid of danger? If you are, describe in detail at least one situation when you risked your well-being or safety. How did you feel about doing that? Do you think that taking the risk was worthwhile? Why or why not?
6. If you could choose one of the two main characters to be friends with, would it be Lina or Anna? Consider their individual characters and interests when you make your choice. Give your opinion and two to three reasons to support it.
7. What is your definition of the term "identity"? What are four different aspects of our lives that comprise our identities? What are at least two aspects of your own identity that are most important to you? Describe those aspects and explain why they are vital to your identity. What would happen if you had to forget about or give up those aspects just to survive? Would you be able to do that in the way that Anna did? Why or why not?
8. Masha is a character whom Lina believes is her enemy and an antagonist in the story, but Lina then finds out that she has actually been a very good friend. Have you been mistaken about someone who actually did a great deal to help you? If you have, describe your relationship and how you realized that they were trying to help you. How did your relationship with that person change?
9. At the end of the story, Lina and Anna are finally reunited after being separated for four years. Do you think that it was easy or difficult for them to become close again? What other aspects of their relationship might be changed and require them to be patient and flexible with each other? Give your opinion, reasons, and details from the story to support it.
10. Who were the Righteous Gentiles during the Holocaust? Describe three characters in the story who are Righteous Gentiles. What deeds qualify them to be Righteous Gentiles? Do you know any people who have acted the same way the Righteous Gentiles did? If you do, write about specific things that they have done to help Jewish people in the past or present.

- 11.** In the story, there are two characters who make other people's lives miserable. Who are those two characters? Do you know of any people in history that are considered to be evil? In your opinion, do you think that people are born evil and remain that way for their whole lives? Or is it possible that people go through terrible experiences that change their character, so they become evil to others? Do you think it is possible for evil people to change? Give your opinion, and specific details and examples to support it.

Activity 7: Essay Writing Assignment

These essay writing topics can be used as a culminating assignment for the book or as questions for tests and exams. Choose the appropriate questions for your student's grade level and writing abilities. If your students need a review on essay writing organization and style, there are many grade level appropriate worksheets available online. As you are assigning the questions, you may also wish to review the four essay writing styles: narrative, descriptive, persuasive, and comparative, which are required to answer these questions.

1. Have you, a close relative, or friend ever been in a situation when you needed to survive? Write a narrative essay telling that story. Use the first-person narrative if it is your story, or the third person narrative for another person's story. Make sure to include good details in correct chronological order and an introduction paragraph, several body paragraphs, and a conclusion paragraph.
2. Choose a person you admire, whether it be a best friend or a favourite relative. Write a five-paragraph descriptive essay about that person. Choose three of that person's positive qualities or characteristics to write about. Your essay should have a short introduction, three body paragraphs, and a conclusion. Each body paragraph should describe one of these personal qualities and give specific details and examples from that person's life.
3. Write a five-paragraph descriptive essay about either Anna or Lina. Your essay should have a short introduction, three body paragraphs, and a conclusion. Choose three of her personal qualities to write about and describe each of these qualities in its own body paragraph.
4. In your opinion, which character in the story is the clearest antagonist? Write a five-paragraph persuasive essay identifying that character and give three reasons for your opinion. Your essay should have a short introduction stating your thesis and three reasons, three body paragraphs that each have a specific reason for your opinion, supporting details and examples for that reason, and a conclusion restating your thesis and three reasons.
5. Would you recommend that other people your age read *Names in a Jar*? Why or why not? Write a five-paragraph persuasive essay expressing your opinion. Your essay should include a short introduction stating your thesis and three reasons to support it, three body paragraphs where each paragraph explores one reason with supporting details and examples from the story, and a short conclusion restating your thesis and three reasons.

6. Write a five-paragraph essay where you either compare or contrast the two main characters, Lina and Anna. Also, you could write a compare/contrast essay including both similarities and differences between the two sisters. Your essay should include a short introduction stating your intention to compare or contrast the characters (or write a combination of both), three body paragraphs with each stating a clear comparison or contrast with details and examples from the story to support your points, and a conclusion restating your comparisons and/or contrasts.



Part E: Extension Activities

These activities may be used to enhance your students' understanding and appreciation of the story and its historical context. They can be used while you are reading the book or after you have finished.

Activity 8: Speaker on the Holocaust

Contact your local Jewish Community Centre, synagogue, or Holocaust Education Centre to arrange for someone to speak to your students who may be a Holocaust survivor, second or third generation child of a survivor, a Hidden Child, a Warsaw Ghetto Survivor, or a Holocaust educator. Review the vocabulary introduced in Activity 1, so that students have thorough knowledge of the historical context. Have your students prepare questions ahead of time to ask the speaker. As a follow up, your students can also journal about their reactions to and feelings about the speaker or write a thank you letter where they express what additional information they learned about the subject from that person.

Activity 9: Visit a Jewish Museum or Holocaust Education Centre

If there is one in your community, have your students visit a Holocaust Education Centre or Jewish Museum that features exhibits and guided tours specifically on the Warsaw Ghetto and/or Hidden Children. Have your students follow up their visit by journaling on their experience.

Activity 10: Creating A Visual or Graphic Text Response

As an alternative instruction for students who do not have strong writing skills, have them respond to Activities 8 or 9 by creating a captioned graphic text clearly depicting what they saw and what they learned and appreciated from the experience.

Activity 11: Writing a Chapter 24

If you have good creative writers in your classroom, you can ask them to write an additional chapter for the book that would appear chronologically after Chapter 23 and before the Epilogue, which would be called Chapter 24. Tell the students to write about the first few months or year after the sisters are reunited. The chapter could focus on the joys of being together again, the challenges in re-establishing their relationship, and any important decisions that they would need to make for their future. Tell students to make sure that their new chapter connects to Chapter 23 and the Epilogue.

