



UNIT PLAN: *The Diary of a Young Girl* by Anne Frank

Literature and Writing Unit Project

Hannah Stewart

ENGLISH 380

Moreau

11/19/12

## 1. OVERVIEW

Unit: The Diary of a Young Girl by Anne Frank

Theme: Identity through Writing

Grade Level: 9<sup>th</sup>- 10<sup>th</sup> grade

Content Area: English- World Literature Class

## 2. CONCEPTS

The major concepts covered in this unit are: The Holocaust, Identity, Writing to Survive, Discrimination, Point of View, Historical Non-fiction

## 3. HANDOUTS

Four Handouts Attached

## 4. EQUIPMENT and TECHNOLOGY

- Computers will be used to complete interactive web quests where students learn background information on Anne Frank.
- Projector, Computer, and Internet will be used by the teacher to display visual aids such as maps, photos, and video clips
- DVD player, projector, and screen: The film *The Diary of Anne Frank* will be watched in class
- Speakers & Computer/ CD Player: An audio version of *The Diary of a Young Girl* will be played in class a couple times throughout the unit.

## 5. BIBLIOGRAPHY

1. Frank, Anne, Otto Frank, Mirjam Pressler, and Susan Massotty. *The Diary of a Young Girl: The Definitive Edition*. New York: Doubleday, 1995. Print.
2. Kopf, Hedda Rosner. *Understanding Anne Frank's The Diary of a Young Girl: A Student Casebook to Issues, Sources, and Historical Documents*. Westport, CT: Greenwood, 1997. Print.
3. Web Quest: <http://foxtara.weebly.com/anne-frank-webquest.html>
4. Introduction to the Holocaust animated map:  
[http://www.ushmm.org/wlc/en/media\\_nm.php?ModuleId=10005143&MediaId=7827](http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=7827)
5. Virtual Tour of the Anne Frank Annex:  
<http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/#/house/20/>
6. Poems:  
    "Holocaust" by Barbara Sonek  
    <<http://www.auschwitz.dk/id6.htm>>.  
    "Eva's Diary" by Peter Austin  
    <http://www.thehypertexts.com/Peter%20Austin%20Poet%20Poetry%20Picture%20Bio.htm>
7. Film: *The Diary of Anne Frank* (1959)

## **6. ADVANCED PREPARATION**

- All prepared handouts need to be printed
- Poems need to be printed
- Make sure all online videos, maps, sources etc. work on the equipment of the classroom
- Create a classroom environment conducive to intimate discussions
- Create all quizzes, tests, prompts, and rubrics and print

## **7. LONG TERM UNIT GOALS**

- To understand the atrocities of discrimination towards the Jews during WWII
- To learn extensively about Anne Frank and her legacy
- To critically think about identity
- To empathize and relate to Anne Frank
- To understand the importance of writing in people's lives
- To write a clear and concise research paper

## **8. SHORT TERM LESSON OBJECTIVES**

- TLW read the entire book *The Diary of a Young Girl* by Anne Frank and respond to it orally and in writing
- TLW make personal connections with Anne Frank's writing by completing four diary entries throughout the unit
- TLW read selected excerpts from *Understanding Anne Frank's The Diary of a Young Girl* and discuss in class with peers and teacher
- TLW read two poems, "Holocaust" by Barbara Sonek and "Eva's Diary" by Peter Austin, and respond by creating their own poem
- TLW complete three reading comprehension quizzes based off of sections of the book
- TLW write a final paper with the choice of a research paper or a creative paper/project; this will be broken down into steps to complete in the writing process
- TLW complete a final written summative assessment at the end of the unit
- TLW complete an online Web Quest throughout the unit
- TLW participate in class by reading some of Anne Frank's book aloud
- TLW create a clear and concise timeline of WWII throughout the unit

## **9. PROFESSIONAL CONTENT STANDARDS**

### **Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

**RL, 9-10, 6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RI, 9-10, 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W, 9-10, 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W, 9-10, 7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**SL, 9-10, 1.** Initiate and participate effectively in a range of collaboration discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **10. ANTICIPATORY ACTIVITY**

The opening of the unit will be the teacher reading their own diary entry from their youth. The teacher will then lead a discussion on what a diary is and will ask students if they keep or have kept a diary. When did they seem to write in them? Was there a pattern? Would they want other people to read their diary? Why or why not?

Then students will do a quick write on their thoughts on diaries after this discussion.

(This will not be graded, just turned in for credit)

Students will then receive a handout on background information of Anne Frank's *The Diary of a Young Girl*.

I think that this is a good anticipatory activity to get students thinking about writing, specifically in a diary. Having a discussion about diaries is a good leeway into reading Anne Frank's own diary.

## **11. PROCEDURES, ACTIVITIES, QUESTIONS, EXTENSIONS**

Students will be engaging with the text through a variety of means:

Visually- they will be watching a film, looking at photographs, virtual tour of the Annex, and an animated map

Emotionally- Students will be writing their own diary entries throughout the unit and on certain days the teacher will take away certain "privileges" from students (like wearing shoes) to help them get into the mindset of being out of their comfort zone

Orally- Students will be reading parts of the text out loud and students will be engaged in discussions almost every day

Writing: Students will have several quick writes, diary entry assignments, and a larger final paper

Aurally: Students will listen to parts of the audio book during class

## **12. FORMATIVE ASSESSMENT**

1. Students will be filling out a web quest throughout the unit
2. Students will partake in full class discussions
3. Students will complete four diary entry assignments
4. Students will complete three comprehension quizzes
5. Students will keep their own timeline of WWII throughout the unit

6. Students will have many mini writing assignments such as quick writes, diary assignments, and reflection/response essays

### **13. SUMMATIVE ASSESSMENT**

1. Students' web quests will be graded
2. Students will be writing their own poem
3. Students will be completing an end of unit test
4. Students will be writing a large research paper/ creative project

### **14. RUBRICS**

Rubric for Summative assessment attached

### **15. MODIFICATIONS**

Extra time will be given for completing all assignments for English Language Learners and any student with a learning or physical disability. The teacher will also make sure to give clear and concise directions repeatedly for any assignment or task. Oral and written instruction will always be given for assignments.

Adequate space will be made in the classroom for wheel chairs.

Students with hearing or visual impairments will be seated near the front of the classroom and will be allowed to use cleared aids/technology.

**\*In order for students to better empathize with Anne Frank, some days the teacher will take away a certain "privilege"/ give restrictions:**

**cannot wear shoes, no jewelry allowed, only blue-eyed people can sit at desks, not allowed to look at each other, brown-eyed people can only ask/answer questions, blue-eyed people have to wear large blue circles on their shirts and are called by a number, can only use a small pencil provided by the teacher to write with...**

**\*An ongoing timeline of WWII will be made throughout the unit. Each class period we will add to the timeline depending on what dates we have read from Anne's diary. Teacher will write the upfront for all to see, whether on whiteboard, black board, smart board...**

**Reading Schedule for *The Diary of a Young Girl* by Anne Frank**

Day 1: Forward- Page 25 (Forward-July 10)

Day 2: pgs 25- 41 (July 10- September 27)

Day 3: pgs 41- 58 (September 27- October 20)

Day 4: pgs 59-77 (October 29- September 7)

Day 5: pgs 77-94 (December 10- March 25, 1943)

Day 6: pgs 94- 103 (March 25- May 2)

Day 7: pgs 103- 121 (May 2- August 4)

Day 8: pgs 121- 136 (August 4- September 10)

Day 9: pgs 136- 151 (September 10- December 22)

Day 10: pgs 152-170 (December 22- January 19, 1944)

Day 11: pgs 170- 188 (January 19- February 16)

Day 12: pgs 188- 203 (February 16- March 3)

Day 13: pgs 203- 223 (March 3- March 19)

Day 14: pgs 223- 262 (March 19-April 14)

Day 15: pgs 262- 281 (April 14- May 5)

Day 16: pgs 281-296 (May 5- May 13)

Day 17: Test Day- No Reading

Day 18: pgs 296- End (May 13- Afterward)

Day 19: No reading scheduled

Day 20: No reading scheduled

Class Period:

Date:

Name:

### **ANNE FRANK UNIT DAY 1**

Handout for day one: Introduction to *The Diary of a Young Girl* by Anne Frank

The following excerpt is from a book titled *Understanding Anne Frank's The Diary of a Young Girl: A Student Casebook to Issues, Sources, and Historical Documents* by Hedda Rosner Kopf. Please read on your own and highlight or underline any parts that you think are important. Use this for in class discussion.

**WEBSITES USED:**

**INTRODUCTION TO THE HOLOCAUST — ANIMATED MAP**

---

[http://www.ushmm.org/wlc/en/media\\_nm.php?ModuleId=10005143&MediaId=7827](http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=7827) (6:34)

**ANNE FRANK — MAP**

---

[http://www.ushmm.org/wlc/en/media\\_nm.php?ModuleId=10005210&MediaId=302](http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005210&MediaId=302)

Anne Frank Web Quest:

<http://foxtara.weebly.com/anne-frank-webquest.html>

Virtual Tour of Secret Annex:

<http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/#/house/20/>

Vocabulary list: <http://www.vocabulary.com/lists/24704#view=notes>



Poems to Use:

***Holocaust***

*by Barbara Sonek*

We played, we laughed

we were loved.

We were ripped from the arms of our  
parents and thrown into the fire.

We were nothing more than children.

We had a future. We were going to be lawyers, rabbis, wives, teachers,  
mothers. We had dreams, then we had no hope. We were taken away in  
the dead of night like cattle in cars, no air to breathe smothering, crying,  
starving, dying. Separated from the world to be no more. From the ashes,  
hear our plea. This atrocity to mankind cannot happen again. Remember  
us, for we were the children whose dreams and lives were stolen away.

*(<http://www.auschwitz.dk/id6.htm>)*

## **Eva's Diary**

by Peter Austin

One is famous, one forgotten;  
Both, however, had to sup  
Hegemony's sauerbraten  
And to drain its bitter cup

Though the least enlightened layman  
Knows that 'Ann' belongs with 'Frank',  
Should you mention 'Eva Heyman'  
He'll reply you with a blank

If it's framed as an enquiry,  
You can answer that, like Anne,  
She confided in a diary  
When her holocaust began,

Though she didn't find an attic  
In Varad (near Budapest)  
So her life was less dramatic,  
Less surprising her arrest.

Her opinions—so observant  
Of a world so inhumane—  
She'd entrusted to a servant  
From a window on the train;

They'd be thought of as a treasure  
Not forgotten in a drawer,  
If she'd only had the leisure  
To record a hundred more

[Eva Heyman began her diary in February, 1944. Less than four months later, she was departed to Auschwitz and put to death.]

(<http://www.thehypertexts.com/Peter%20Austin%20Poet%20Poetry%20Picture%20Bio.htm>)

Class Period:

Date:

Name:

**ANNE FRANK UNIT:**

“Children of the Holocaust Handout”

Read the attached essay and with a partner choose one person highlighted in the text. Respond by comparing and contrasting this person with Anne Frank.

1. Who is the person you are comparing with Anne?
2. Where are they from?
3. Why is this person they significant?
4. How is this person similar to Anne?
5. How is this person different than Anne?
6. How does it make you feel knowing that there were thousands more people, besides Anne, who experienced similar things?

Class Period:

Date:

Name:

### **Poetry Assignment**

Directions: Write a poem from Anne Frank's point of view. You can choose the topic of your poem, but be sure to make some sort of textual reference (refer to people, places, the time period...something that shows me you have reading and comprehending) and try to mimic Anne's own thoughts that you read in her diary.

## Writing Prompts/Thought Questions:

1. Interview someone who was a teenager during WWII. Ask your subject to describe what he or she knew about the war, about the Jews, about the concentration camps. How did they know about these things? How did you personally react to this interview experience?
2. In Anne Frank's diary we can see her identity being shaped as she questions and describes her life. Write about your identity. What are the major events and influences in your life that have formed it? How do you think you'll grow and change as you grow older?
3. Imagine that Anne Frank was able to leave the annex and go outdoors once again. Write a diary entry describing her feelings. Where does she go? What makes her happiest?
4. Write about the relationship between Anne and her Mother. Do you consider her mother a "good" mother? Why or Why not?
5. Compare three of Anne's entries: one written at the beginning, in the middle, and at the end of her time in the annex. Are there differences in subject? In style? Are there similarities?
6. Research a present-day situation where there is war or turmoil where people are in a similar situation to Anne's. For example, Sudan, Egypt, Afghanistan, Palestine... Write about the situation and then create a fictional diary of a youth who is placed in such an environment. What do they write in their diary? Who are they living with? What are their hopes and dreams?
7. Write a comparison on the film version of the book *The Diary of Anne Frank*. Was it true to Anne's entries? Did the characters act like you imagined? Likes, dislikes?
8. Creative Project- Based off of Anne Frank's Diary create either a: slideshow presentation, Youtube video, visual poem, artwork, photography project, dance, song, play...
9. Research Hitler and the Nazis. How did they gain so much power? Why did people accept them as leaders? Or did they? How does this relate to Anne Frank?
10. Why writing? Why did Anne Frank keep a diary? What was its importance? If Anne wasn't able to write, how do you think she would have coped? Carefully think about writing and its significance. Do you think keeping a diary is beneficial for everyone? Or does writing not matter at all? Should writing be deleted off of the face of the earth? Why or why not?

## Rubric for "Thought Questions" of final writing assignment

Category	3	2	1
Connections to the text	Clear and strong connections are made with the text and textual support is properly cited.	Some connections are made with the text. Textual support is cited, but not completely/correctly.	No connections are made with the text.
Prompt	The writing prompt is completely addressed. The writer's voice and tone of writing is strong.	The prompt was not completely answered. The writer's voice and tone of writing exists.	The prompt was hardly addressed/answered. The writer has no interest or passion in their writing whatsoever.
Content	The content of the writing clearly supports the thesis/topic of paper.	The content of writing somewhat supports the thesis/topic of paper.	The topic/thesis is unclear. The content is confusing or illogical.
Mechanics	Writing is clear and concise. Grammatical and spelling errors are minimal. Capitalization is correctly done. The paper is at least exceeds the 500 minimum word count.	Writing is clear. There are quite a few grammatical and spelling errors. Capitalization is sometimes correct. The paper meets the 500 minimum word count.	Writing is confusing and unorganized. The writing is full of grammatical, spelling, and capitalization errors. The paper does not meet the minimum word count.

Class Period:

Date:

Name:

## **READING CHECK**

### **(Sections 1-5)**

Directions: Answer the following questions to the best of your ability. I am looking for short answers that are at least 2-3 sentences long.

1. Who is Anne Frank and where is she from? When does Anne receive her diary?
2. Is this writing fiction or nonfiction? What era does it take place during?
3. Describe at least three main events that happen in Anne's life at this point.

## **ANNE FRANK UNIT**

### **Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

**RL, 9-10, 6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RI, 9-10, 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W, 9-10, 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W, 9-10, 7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**SL, 9-10, 1.** Initiate and participate effectively in a range of collaboration discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.