FEATURED SELECTION:

- A diary discovered in the attic where she spent the last years of her life. Anne Frank wrote this journal while she hid from the Nazis that were in search of Jewish families. Anne and her family fled their home in Amsterdam and went into hiding in her father’s business’s attic. As her family and another family hid and was cut off from the world, they experience hunger, boredom, cruelties of living in confined quarters, and the threat of discovery and death. As Anne wrote in her diary, she told vivid impressions of her experiences during this time period and how much courage she had as a young woman.

RELATED MATERIALS:

This is another book that deals with a Jewish girl in hiding to not be caught by the Nazis. This book would be placed on a bookshelf for students to read if they would like to compare *Anne Frank* to it.

This is a book that is about a girl and her family getting arrested and placed in a concentration camp and she is the only one who survives out of her family. This is another book that will be placed on the bookshelf to make different connections through.
The Diary of Anne Frank: Movie by George Stevens. 1959 motion film. This film is based off of the book and shows graphics that could never be pictured in the mind. This book is being used as a pre-reading activity to engage the students and give them a preview of the book.

We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust: by Jacob Boas. Scholastic Paperbacks, 1996
Teenagers share their stories of what it was like to be under the rule of Hitler. This will be on the shelf and highly recommended for the students to have them see what it was like for children that was the same age as them or close to it.

About a young girl at the age of six who had to wear a yellow star to distinguish her from others and was sent to a concentration camp for children. This will be on the shelf to read.

GOALS:
- Students will gain a better understanding of the life of those who were affected by the Holocaust.
- Students will examine where the Holocaust took place and how it affected the country of Germany.
- Students will gain a better knowledge of what songs were sang in concentration camps.
- Students will learn more about poetry and create their own from someone else's point of view.

ACADEMIC STANDARDS:

Reading:
6.1.1 Read aloud grade-level-appropriate poems and literary and Informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.
6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.
6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.

Social Studies:
6.1.20 Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
6.1.21 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. (Individuals, Society and Culture)
6.1.22 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
UNIT PLAN:

Pre-reading:
  Activity: Exclusion Brainstorming
   • The teacher will create a list of words that are related to a book and include a few words that do not fit in with the topic. Each student has their own individual copy of the lists. Then the students will read the list together as a whole class and decide which ones are related to the book and they will circle the words they think are not related. Later on the students will finish this activity by reading the book and noting when the words are used. Once they are finished reading they will check their list and make corrections based on their new knowledge.
     o Monitoring: I will monitor this by starting the conversation and saying what the book is about. Then I will watch the students talk as a whole group to decide what is and what is not related.
     o Assessment: Every student will be involved in the discussion. I will also check for completion of work.
     o Grouping: Whole class
  Activity: Movie
   • Students will watch the move *Anne Frank: The Diary of a Young Girl.*
     o Monitoring: I will monitor by making sure the students are paying attention and not doing other things.
     o Assessment: I will have a worksheet for the students to fill out during the movie and turn in once it is completely finished.
     o Grouping: Whole class and individual

Reading:
  Activity: Different types of reading (student reading, teacher read-alouds)
   • Students will be assigned reading, which will be done in several different ways. When finished reading, students check their list and make corrections based on their new knowledge. They will then cross out unrelated words even if they circled them earlier.
     o Monitoring: I will monitor this by observing and writing quick notes about what each student is doing.
     o Assessment: Students will write a summary after each assigned reading. Each summary will have a little different topic and twist to it about the reading that was done.
     o Grouping: Independent, buddy, small group, large group
Responding:

Activity: Journal Writing (Written Language)
- Students will keep a journal, such as Anne Frank did, to write their thoughts of what they have read.
  - Monitoring: I will be walking around the room making sure that they are doing what is asked of them. I will check off each journal that they do (done for completion).
  - Assessment: When the unit is finished, students will turn in their journals with a minimum of one page for each entry. The students will be graded on if they wrote the journal and met the one page requirement.
  - Grouping: Individual

Exclusion Brainstorming
- Students will read the book and refer back to the list of words that was given to them in the pre-reading activity. When they come across the words on the list, they will jot down notes about them.
  - Monitoring: I will walk around the room and check what notes that they have taken.
  - Assessment: The students will turn these in at the end of the unit and they will be checked to see if they have made connections with the words and book.
  - Grouping: Individual

Exploring:

Activity: Singing songs sang in concentration camps (Music)
- Students will sing songs that were sang in concentration camps during this time.
  - Monitoring: I will monitor the students by making sure everyone is participating.
  - Assessment: A simple checkmark for participation.
  - Grouping: Whole group

Activity: Poems (Written Language)
- Students will think about and refer back to the book if needed of how Anne Frank had to live. They will write a poem of what it was like to be scared of being caught or what it was like living in a small confined area. This is to be done from the point of view of Anne Frank.
  - Monitoring: I will monitor this by walking around the room helping and answering any questions the students might have.
  - Assessment: Students will be assessed by a rubric.
  - Grouping: Individual
Applying:
Activity: Star of David (Art)
  • Students will create their own Star of David. It was a symbol referring the Jews and it was mostly worn as a necklace.
    o Monitoring: I will monitor the students by making sure everyone stays on tasks and doest their own work.
    o Assessment: Students will be assessed by completion of assignment.
    o Grouping: Individual

Activity: Play or reenactment of the Holocaust time period (Culminating Activity)
  • Students will take a field trip to attend a play or reenactment of a time period of the Holocaust.
    o Monitoring: I will monitor the students by putting them in groups. I will also have parent volunteers help and have each parent have a group of children.
    o Assessment: After seeing the play or reenactment, the students will write a two page paper on what they saw and how it connects to the book that they read.
    o Grouping: Whole group, small group, individual
# TIME SCHEDULE:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>Exclusion Brainstorming Movie-Worksheet Read pps. 1-30 individually at home</td>
<td>Movie-Worksheet pps. 30-60 individually at home</td>
<td>In class read pps. 60-90 with small group</td>
<td>Introduce poems Pps. 90-120 Individually at home</td>
<td>In class discussion Pps. 120-150</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce paper to be written Trip to see play or reenactment</td>
<td>In class work day</td>
<td>Everything turned in but paper</td>
<td>In class work day</td>
<td>Paper due</td>
</tr>
</tbody>
</table>

## ASSIGNMENT CHECKLIST

- ____ Summaries
- ____ Journal Entries
- ____ Worksheet for Movie
- ____ Rubric for poem
- ____ 2 Checklists for Exclusion Brainstorming and worksheet
- ____ Checklist for Star of David

## IDEAS TAKEN FROM:
- Original