

# The Holocaust (*Diary of a Young Girl*)

By  
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## Featured Selection:

**Title:** *Diary of a Young Girl*

**Author(s):** Anne Frank and B.M. Mooyaart-Doubleday

**Publisher:** Bantam Books

**Publishing Date:** June 1993

**Summary:** This book is composed of real diary entries by a young girl named Anne Frank. She talks about her trials as she hides from the Nazis during World War II. Her family goes into hiding in a secret annex and becomes cut off from the world. They become bored, hungry, and fearful of being discovered and killed. Anne gives a vivid picture of the thoughts of a young Jewish girl hiding from the Nazis.

## Related Materials:

**Title:** *Milkweed*

**Author(s):** Jerry Spinelli and Ron Rifkin

**Publisher:** Listening Library, Inc.

**Publishing Date:** September 2003

**Summary:** This book is about an orphan boy who lives in Warsaw. He lives in the streets and is called names by people on the street. He has always wished to become a Nazi so he could wear the shining coats until the Nazi's came to town and took all the Jews. He changed his mind.

**Relation to book:** This book also gives a look through a kid's eyes during the Holocaust. It gives another point of view from a child. The students can see how some kids looked up to the Nazis but then changed their minds.

**Title:** *Remember Not to Forget: A Memory of the Holocaust*

**Author(s):** Norman H. Finkelstein and Lars Hokanson

**Publisher:** Jewish Publication Society

**Publishing Date:** March 2004

**Summary:** This book is a non-fiction look at the Holocaust. It explains that there were 6 million Jews that were exterminated during World War II.

**Relation to book:** This book is related to *Diary of a Young Girl* because it would give the students a look at the Holocaust through non-fiction. They would be able to read facts that support all the ideas in *Diary of a Young Girl*. It would give them a more specific look at what happened.

**Title:** The Devil's Arithmetic

**Author(s):** Jane Yolen

**Publisher:** Penguin Young Readers Group

**Publishing Date:** October 1990

**Summary:** This book is about a girl named Hannah who resents the traditions of her Jewish heritage. She is transported back in time during World War II. She is placed in a Jewish village in Nazi-occupied Poland.

**Relation to book:** This book related to *Diary of a Young Girl* because it gives another look at a child's thoughts during the Holocaust. Students can see life through a child's eyes in the concentration camps after Hannah is captured by the Nazis.

**Title:** *The Grey Striped Shirt: How Grandma and Grandpa Survived the Holocaust*

**Author(s):** Jacqueline Jules and Mike Cressy

**Publisher:** Alef Design Group

**Publishing Date:** November 1997

**Summary:** This book is about a girl who discovered a grey striped shirt in her grandparent's attic. She begins to ask questions about the shirt. Her grandparents answers lead to them telling stories of their survival of the Holocaust.

**Relation to book:** This book is related to *Diary of a Young Girl* because it recalls memories of the Holocaust. It gives a look at survivor's memories after the Holocaust is over. It talks about what happened to them and how it has affected their life today.

**Title:** *Hana's Suitcase: A True Story*

**Author(s):** Karen Levine

**Publisher:** Albert Whitman

**Publishing Date:** March 2007

**Summary:** This book is a biography about a Czech girl who died in the Holocaust. Hana was exterminated at Auschwitz.

**Relation to book:** This book related to *Diary of a Young Girl* because it gives another real life account of a young girl during the Holocaust. It gives a look at the concentration camps and how people were exterminated.

\*\* Related material will be on the book shelf for students to check out or look at during their spare time.

**Goals:**

- The students will understand the emotion behind the Nazi concentration camps.
- The students will examine different victims of the concentration camps to gain an understanding of what they had to endure.

- The students will gain an understanding of the events of WWII and how they affected human life.

## **Standards:**

### *Social Studies*

- 6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas. (Individuals, Society and Culture)
- 6.1.19 Define and use the terms *decade*, *century*, and *millennium*, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

### *Science*

- 6.4.8 Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.
- 6.4.9 Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer\*/consumer\*, predator\*/prey\*, or parasite\*/host\*.

### *English/Language Arts*

- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
- 6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 6.4.3 Write informational pieces of several paragraphs that:
  - engage the interest of the reader.
  - state a clear purpose.
  - develop the topic with supporting details and precise language.
  - conclude with a detailed summary linked to the purpose of the composition.
- 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

## **Unit Plan:**

### **Pre-reading**

**Activity:** Each student will take a virtual tour of the Museum of World War II at <http://www.museumofworldwarII.com/Tour.htm>. Here they

will explore the different aspects of the war. They can explore as they want, but they will be instructed to visit the holocaust tour. In the holocaust tour, the website explores Anne Frank. This will allow the students to gain a background knowledge of the war, the Holocaust, and Anne Frank.

**Activity:** The students will provide words that they were unfamiliar with and the class will begin a Holocaust word wall.

**Assessment:** This activity will be assessed in the students' reading journals. They have to write five things they learned about the war through the tour and five things they learned about the Holocaust.

**Grouping:** The students may choose to do this alone or in partners.

**Reading:** The teacher will begin the book by reading aloud to the class. He/she will ask questions during reading to ensure understanding. The teacher will examine the key elements of the story before allowing the students to read on their own.

**Assessment:** Assessment will be done through periodic conferencing with each student. They will also be writing responses in their reading journals to each day's reading.

**Grouping:** Reading will be done as a class, individually, or with a partner.

**Responding:** The students will write response letters to the teacher three times a week. In these letters they will discuss what happens to Anne Frank and other characters in the book. The students will describe their feelings about what happens. They will address any questions or concerns in writing notebooks.

**Assessment:** The teacher will chose one response for the week and grade it. It will be graded on the proper grammar and letter format. The teacher will also write a response back to each student answering any questions that she can.

**Grouping:** Individual

**Exploring:**

**Activity:** The students will create a timeline of the different major events of World War II. They will include the month and year of each event.

**Assessment:** teacher created rubric

**Grouping:** Individual

**Activity:** The students will examine the living environments of the concentration camps and research how it affected the human body. They will look at the different competitions among the people in order to survive the camp.

After the research is done, they will write a two page paper on what observations they found and discuss how they would react under those certain circumstances.

**Assessment:** teacher created rubric

**Grouping:** Individual

**Activity:** The students will pick a victim of the Nazi concentration camps to research. They need to find out who they were, where their native home was, camp they were taken to, if they had any family, and their thoughts about the experience and what it did to them physically and emotionally. The students will get their information from reliable internet sources and create a graphic organizer.

They will write their informational paper from their organizer. There will be peer editing and final revisions before the paper is turned in.

**Assessment:** teacher created rubric including writing mechanics

**Grouping:** Individual and Partners

**Applying:** After the book is read and the students research a victim of the camps, they will realize the emotion and feeling behind the Holocaust. The students will identify the main events through the book as a class. They will create a play that will be acted out by the class and presented to their parents.

The students will also take a bed sheet and put their fingerprints in paint representing every child that was killed in the concentration camps. Each students will have to do several prints to gain enough for each child killed.

**Grouping:** Class

**Time Schedule:**

<p><b>Day 1</b> Computer Lab for virtual tour Begin word wall</p>	<p><b>Day 2</b> Teacher read aloud to June 24 Buddy reading to July 10</p>	<p><b>Day 3</b> Discuss events of WWII Individual reading to November 20, 1942 Journal writing</p>	<p><b>Day 4</b> Create timeline Individual reading to November 11, 1943 Journal writing</p>
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<b>Day 5</b> Discuss living conditions of camps Read aloud to January 28, 1944 Journal writing	<b>Day 6</b> Pick victim of concentration camps Buddy reading to March 11, 1944	<b>Day 7</b> Research victim Individual reading to April 11, 1944 Journal writing	<b>Day 8</b> Research victim Read aloud to August 1, 1944 (finish) Journal writing
<b>Day 9</b> Turn in graphic organizer Discuss main events in book	<b>Day 10</b> Begin writing paper about victim Put main events in order to make play	<b>Day 11</b> Write Begin writing play together (roles, set, scenes, etc. )	<b>Day 12</b> Peer edit paper Cast members of play
<b>Day 13</b> Finalize paper and type it up to turn in Practice play	<b>Day 14</b> Turn in final draft of paper Practice play	<b>Day 15</b> Finalize play to present to parents	<b>Day 16</b> Present play at night

**Assignment Checklist:**

- \_\_\_\_\_ 5 Journal entries
- \_\_\_\_\_ Timeline
- \_\_\_\_\_ Victim research paper
- \_\_\_\_\_ Research of living conditions