

History's Mysteries: How People and Events from the Past Influence Us Today

7th Grade Reading

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EDUC 348
Professor Shipman
12 December 2008

History's Mysteries: How People and Events from the Past Have Influenced Us Today

Unit Overview:

This two week unit integrates content from math, social studies, reading, and writing to explore past people, events, and global trends and their effect on us today. The goal of this unit is to help students make connections between past and present events and understand how the resulting global trends and events such as immigration, religion, economic conditions, and war have impacted the students personally. Students will apply bar and line graph predictions to explore world population growth and trends and discover how factors change data when applied to statistics about Asia's population growth. They will also study world religions by drawing comparisons and connections within the five major religions, by finding the probability and percentage of each of the five major religions transcending into today's society, and by examining the religions of present day Asia. In addition to studying the present day religions of Asia, students will study Asia and Africa's geography, will examine the continent's economies by creating a timeline, and will read primary sources. To further their study of religion, and more specifically religious discrimination, students will read *Anne Frank: The Diary of a Young Girl*. They will study and create historical timelines surrounding Anne's life and death, analyze her personality traits, apply the concept of area to compare and contrast Anne's living situation to their own, and analyze the themes presented within Anne's diary using color symbolism from multiple cultures including Asian, African, and European. To connect the past events and people to their personal lives, students will create a family tree, write a biography about a family member, cultivate persuasive writing skills by writing an ethnicity essay, and research the origins of their last name. For a final cultivating activity, students will work on projects focusing on different historical people, events, and trends to be displayed as museum exhibits in the hallway. The exhibits will serve as a way for students to see a visual representation of the events they have studied and connect them to today's society and their personal lives.

Unit Objective:

Students will create "museum exhibits" to study past people, events, and global trends and connect them to their own personal lives.

Team Essential Questions:

- Why is studying past events and people important?
- What lessons can we learn from the experiences of others from past generations?
- What is discrimination and why is it harmful to society?
- Why is studying the historical background and setting of a literary text important?
- How does studying theme and characterization help us understand past characters and events?
- How can bar and line graphs represent different sets of information?
- With the same sets of information, what probabilities can be determined?

- What future predictions can be made based off of trends?
- How can tree diagrams show the different possibilities of arrangements?
- How can we relate our culture to those from the past?
- What similarities and differences can be found in religions of today's society with those from the past?
- What has happened in Africa and Asia's past that has influenced us today?
- How has Africa and Asia's economies changed over time?
- Why is family important?
- What does learning about your own family say about you?
- How are you unique from the rest of the world?

Essential Questions for my Content:

- Why is studying past events and people important?
- What lessons can we learn from the experiences of others from past generations?
- What is discrimination and why is it harmful to society?
- Why is studying the historical background and setting of a literary text important?
- How does studying theme and characterization help us understand past characters and events?

Resources:

Frank, Anne. (1970). Anne Frank: The Diary of a Young Girl. (M. E. Blau, Ed). New York: Noble and Noble, Publishers, Inc.

Grobman, G. (1990). Who Are the Jews? Retrieved December 9, 2008, from <http://remember.org/guide/Facts.root.whoare.html>.

PBS. (n.d.) Timeline of America's Reaction to the Holocaust. Retrieved October 23, 2008, from <http://www.pbs.org/wgbh/amex/holocaust/timeline/index.html>

Kyrin, J. (2008). Color Symbolism Chart by Culture. Retrieved December 1, 2008, from http://webdesign.about.com/od/color/a/bl_colorculture.htm

Moon, J. (2004). Free Coloring Book. Retrieved December 1, 2008, from <http://www.junemoon.com/free.html>

	Lesson Plan 1	Lesson Plan 2	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5
Katie – Social Studies	Introduction to Religion: What it is? How is it viewed in the U.S.?	Students will draw comparisons & find connections amongst the 5 major religions in Asia	Students will look at how religion has spread in Asia. Also observing what Asia's religious make-up is today?	The class will conduct a Socratic discussion over different religious documents.	Culminating Activity: Students will work in groups to research and create posters covering various religions hot spots that have recently or continue to exist today.
Matt – Language Arts	Students will create a family tree.	Students will write a biography about a family member.	Students will look at ethnocentrism and pride.	Student will create a self timeline.	Culminating Activity: Students will work on their poster projects.
Kelly – Math	Students will examine world population growth and trends (bar and line graphs and predictions)	Students will look at how factors change data using Asia's population change over time.	Students will predict and determine probability of the religious make-up in the United States.	Students will create tree diagrams on religion	Culminating Activity: Students will create posters of population growth, Asia's one child law, and their tree diagrams.
Nikki – Social Studies	Introduction to Africa and using maps.	Students will create economic timelines of Africa, Asia, and South Pacific.	Students will read and analyze primary sources.	Students will research gross domestic products and population distributions from certain countries in Africa and Asia	Culminating Activity: Students will put their projects together by creating maps that display what each country produces along with the country's physical characteristics.
Stacey – Reading	Introduction to unit & timeline activity with partners	Students create their own timeline by combining events from a historical timeline and from Anne Franks' diary	Character & personal conflict analysis. Students will discover the area of Anne's bedroom in the Secret Annex, and then compare it to their own bedrooms.	Students will analyze the themes of <i>The Diary of Anne Frank</i> using different colors that symbolism each theme.	Culminating Activity: Students will work in groups to research and create a poster covering a topic about Anne Frank and/or WWII.

Materials Needed for Unit

Students:

- Colored pencils, markers, or crayons (colored pencils preferred)
- Large poster board (one per group)
- Scissors and glue to work the poster at home (Graphics Specialist)

Teacher:

- Colored pencils
- Markers
- Crayons
- Rulers
- Tape measurer
- 42 ft of string
- 11X17 sheets of paper per each student
- Glue
- Scissors
- Overhead
- Copy Machine
- Handouts

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Introduction to “History’s Mysteries: How People and Events from the Past Influence Us Today” and *Anne Frank: A Diary of a Young Girl*

Approx. length: Two 50 Minute Periods

Age or Grade Intended: 7th Grade Reading Class

Academic (IN State) Standards:

Standard 3 Reading: Comprehension and Analysis of Literary Text

7.3.8 Analyze the influence of setting on the problem and its resolution.

Performance Objectives:

Students will reflect in their journals about what it means to discriminate with 100% participation.

After reading the diary’s introduction, students will participate in a discussion about what kind of danger Anne’s family might face with 100% participation.

Students will complete a worksheet in pairs by finding answers on the “Timeline of America’s Reaction to the Holocaust” with at least 13 out of 16 answers correct.

Assessment:

After taking attendance, I will walk around the room to check for completed journal entries in their notebooks. During the discussion, I will keep track of participants by making a mark next to their name in the grade book. After students have completed the timeline activity, I will collect the worksheets to check for correct answers. It will be worth 16 points. I will also walk around the room and be available to answer questions during group work.

Advanced Preparation by Teacher:

Find a timeline and create a corresponding worksheet. Make copies of the timeline and worksheet. Pre-assign pairs if necessary. Create study guides and make copies.

Procedure:

Introduction: Today we are going to begin a unit that will also involve your other classes called “History’s Mysteries: How events and people from the past influence us today.” In this particular class, we will be studying events from the 1930’s and 40’s by learning about a young girl from Germany about your age named Anne Frank who faced extreme hardship and discrimination based on her ethnicity and religion during WWII. We will work together as detectives to investigate how the events leading up to and occurring during WWII affect us

today. To begin, I want you to take out your journals and write about what it means to discriminate or be discriminated against. Give examples from stories you have heard, things you have seen, or examples from your own personal experiences. Write at least a good solid paragraph with at least five sentences.

Step-by-step:

1. Have students write journal entries given the above prompt. (M.I.: Intrapersonal)
2. Briefly (10 minutes) discuss their responses and experiences with discrimination.
 - In your own words, what does it mean to discriminate or be discriminated against? (Bloom: Comprehension) *Treatment (usually in a negative way) or consideration based on class or category rather than individual merit.*
 - What examples have you heard, seen, or experienced? (Bloom: Application)
 - Why do you think people discriminate against one another? (Bloom: Analysis)
3. Explain: In this unit, we are going to read *Anne Frank: The Diary of a Young Girl*. Anne was writing from Holland in the middle of World War II. She and her family were in a very dangerous and life-threatening social situation because they were Jews living in land controlled by Hitler and the Nazis. They faced the ultimate form of discrimination as many Jews were being murdered daily just for being Jewish.
4. What does being Jewish mean? (Bloom: Comprehension) [A: *Judaism is a religion that observes special religious practices. They worship in a synagogue and study the first five books of the Old Testament called the Torah. They observe special holidays like Hanukah and perform rituals such as keeping the seventh day of the week holy by resting and praying. They also have limitations on what they can eat—for example, some Jews cannot eat pork or certain sea foods, and when they do eat meat, it needs to be slaughtered and cleaned in a certain way to make it kosher which means proper. They also may look differently than others because of the way they dress such as wearing a special cap or shawl. Many Jews may speak Hebrew in addition to other languages. Being a Jew also has national and cultural significance in addition to religious significance. Today, although Jews live all over the world, their official country is Israel. So, in the same way that you could say someone is Hispanic or African, they can say that they are Jews.* (Grobman, 1990)]
5. Pass out books.
6. Have students open *Anne Frank: The Diary of a Young Girl* to page 7 of the Introduction.
7. Read the introduction aloud to the students and have them follow along. Ask for volunteer readers half-way through.
8. Lead discussion: (M.I.: Verbal/Linguistic)
 - What really stuck out to you from the diary's introduction? Why? (Bloom: Evaluation)
 - From information you gathered from the introduction, what examples of discrimination did the Jews face under Hitler? (Bloom: Application) *They couldn't work; they weren't allowed to attend the same schools as non-Jewish students or shop at the same stores; they couldn't marry non-Jewish people; they were forced to leave their homes for Ghettos, they were singled out and systematically killed, etc.*

- Look back on page 8 of the introduction. Call on someone to read the last paragraph about some of the discrimination practices of the Nazis. Can you think of an example of similar discrimination that has happened here in the United States? (Bloom: Analysis) *Civil Rights Movement—African Americans couldn't attend the same school, eat at the same restaurants, shop at the same stores, etc.*
- Let's go back to the early 1940's. Imagine you are in Anne's shoes. How do you think you would feel? (Bloom: Evaluation)
- Do you think this could happen today? Why or why not? (Bloom: Analysis)

9. **Closure for the day:** Tomorrow, we will be working on timelines so you can see how the political events that were affecting Anne and her family progressed. For tomorrow, I want you to read pages 17-31 in your books, and answer questions 1-8 on the study guide. Pass out study guide.

10. **Introduction for the next day:** Have students write at least one paragraph in their journals about the following prompt: If you and your family had to go into hiding tomorrow, where do you think you would go? (M.I.: Intrapersonal)

Yesterday, we began looking at some of the events that were occurring in the early to mid 1900s and how they began affecting Anne and her family. Today, we are going to work with partners to answer questions from a timeline of "America's Reaction to the Holocaust" to see how the events were progressing and affecting people around the world and here in the United States. But first, we are going to review your study guides.

11. Have students take out their study guides and ask for student volunteers to review the answers. Provide corrections and additional information as necessary.
12. Handout timelines and worksheets. (M.I. Visual/Spatial).
13. Explain: You will be assigned a partner, and together you will complete the questions on the worksheet by finding the corresponding answers from the timeline (Bloom: Knowledge). Ask if there are any questions. Remind students to use their 12 inch voices and only work with their assigned partner. Tell students whatever they do not complete will be homework. Please answer in complete sentences.
14. Assign pairs to work together. (M.I.: Interpersonal)
15. Allow them to find a comfortable, quiet place in the room to work for the rest of the period. Give five-minute and one-minute warnings before I want them to put their materials away.
16. Ask students to return to their seats five minutes before the bell rings and find a safe place for their timelines and answer sheets because I will be collecting them tomorrow.
17. Begin a brief discussion. (M.I.: Verbal/Linguistic)
18. Ask: What surprised you on the timeline? (Bloom: Evaluation)
19. Was there anything that shocked you? (Bloom: Evaluation)
20. Do you have any questions about any of the words or events you saw on the timeline? (Bloom: Comprehension)

Closure: So far, we've looked at the events leading up to Anne's diary—WWII, Hitler's rise to power, and the discrimination and murder of the European Jews. Remember, in this unit we are trying to investigate how events and people from the past have influenced us today. One last note, for your final project and assessment over this unit, you will be asked to create a poster and do an oral presentation in a group over a topic concerning Anne Frank, the Holocaust, or WWII. Start thinking about what topics interest you. A good place to start would be to look over your timeline to see if there is anything on there that you would like to know more about through research. For tomorrow, I want you to read pages 32 to 42 and complete the rest of the study guide. Come prepared to talk about what you read tomorrow in class!

Adaptations/Enrichment:

Students with ADHD want to know what is going on in class before it happens. One modification for them is to simply write out the daily schedule on the board so they know what to expect ahead of time: 1) journal entry 2) timeline activity 3) read introduction 4) discussion 5) assign homework

Using pairs to complete this assignment is a good modification for students with ADHD and with learning disabilities. It will help the student learn from and interact with a peer. It may also help keep the student focused and on task because the peer can help guide him/her through the timeline and worksheet.

Having multiple activities (journaling, working in pairs on the timeline, reading, group discussion) is a good way to help students with ADHD stay focused because they do not have to stay focused on one subject for a long period of time. They often become tired of a task easily, so mixing the class up a little will help keep them engaged.

To help students with learning disabilities participate in the discussion, I can have them answer questions that they have had time to process and formulate an answer to such as their journal response. I can also have them answer questions that require lower-level thinking skills and use their answers to build upon and further the discussion.

Self Reflection:

Did the students understand how the events of the timeline were related to Anne Frank?

Was the information on the timeline clear and developmentally appropriate?

Did the students work well in their pairs?

Was enough time allotted for each activity?

Were students engaged?

Anne Frank: The Diary of a Young Girl Answer Key
Study guide pgs. 17-42

1. What does Anne get for her birthday? (Bloom: Knowledge)
A: She gets the diary she is writing in.

2. Why does Anne write in her diary? (Bloom: Knowledge)
A: She has no real friends to talk to. Pg. 18

3. What does she name her diary? (Bloom: Knowledge)
A: She names her diary "Kitty." Pg 19

4. When does Anne say the sufferings of the Jews really began? (Pg. 19) (Bloom: Knowledge)
A: It began in 1940 when the Germans arrived in Holland.

5. List at least 5 laws Anne writes about that the Jews had to follow. (Bloom: Knowledge)
A: Wear a yellow star.
 - Don't ride trains or drive.
 - Shop between 3-5PM in Jewish shops.
 - Be indoors by 8PM.
 - Don't go to any places of entertainment or sporting events.
 - Don't visit Christians.
 - Attend Jewish schools.

6. Why did Anne's dad decide it was time to move into hiding? (Bloom: Comprehension)
A: Margot was summoned by the S.S. pg. 24

7. Why wouldn't any Jew dare walk outside with a suitcase? (Bloom: Analysis)
A: It would look suspicious. They don't want anyone, especially the Nazis, to know that they are going into hiding.

8. On page 27, Anne refers to the Secret Annex as being beautiful. Why do you think she chose to describe it that way? (Bloom: Analysis)
A: It means safety; it's new and exciting; her family gets to stay together there, etc.

9. What is the mood like in the Annex? What conflicts are occurring inside the Annex and what may be the cause? (Bloom: Comprehension and Analysis)
A: The mood is tense. Mr. and Mrs. Van Daan are fighting and Mrs. Van Daan isn't sharing her belongings with the others. Anne also feels like the Van Daans are constantly picking on and scolding her. She also isn't getting along well with her mother or sister. Pg 32-34 The conflicts may be occurring because they are scared and hiding in a very small space. There is not a lot of room to move or to have your personal space.

10. On the bottom of page 35 and the top of page 36, how does Anne describe the Germans? What changed her opinion of them? (Bloom: Analysis)

A: She describes them as being nice people, but Hitler has taken away their nationality causing the Jews and Germans to be “the greatest enemies in the world.”

11. Who joins the Van Daans and Franks in their living quarters?

Mr. Dussel, a dentist.

12. Would you say that Anne is hopeful so far in her diary or has she lost hope? Give specific reasons and examples from the diary to explain why you think this. (Bloom: Analysis)

A: Hears news about the Jews being sent to concentration camps and loses faith in the German people Pgs. 35-36, but hears good news about the British invasion. Hears terrible and gruesome news about her friends, but decides to try to stay cheerful. Pg 42

Anne Frank: The Diary of a Young Girl
Study guide pgs. 17-42

1. What does Anne get for her birthday?
2. Why does Anne write in her diary?
3. What does she name her diary?
4. When does Anne say the sufferings of the Jews really began? (Pg. 19)
5. List at least 5 laws Anne writes about that the Jews had to follow.
6. Why did Anne's dad decide it was time to move into hiding?
7. Why wouldn't any Jew dare walk outside with a suitcase?
8. On page 27, Anne refers to the Secret Annex as being beautiful. Why do you think she chose to describe it that way?
9. What is the mood like in the Annex? What conflicts are occurring inside the Annex and what may be the cause?

10. On the bottom of page 35 and the top of page 36, how does Anne describe the Germans? What changed her opinion of them?

11. Who joins the Van Daans and Franks in their living quarters?

12. So far, would you say that Anne is hopeful in her diary or has she lost hope? Give specific reasons and examples from the diary to explain why you think this.

America's Reaction to the Holocaust

1933



January 30 -- Adolf Hitler becomes Chancellor of Germany.

March 20 -- The Nazis establish their first concentration camp: Dachau.

March 23 -- Germany passes the Enabling Act, giving Hitler dictatorial powers.

April 7 -- Nazis' first anti-Semitic decree removes all Jews from the civil service.

1935

September -- Nazis enact the Nuremberg Laws. Among other things they deprive German Jews of the right to vote and hold public office, and they outlaw marriages between Jews and non-Jews.

1938

April 26 -- German Jews required to register their property.

July -- Convened by President Roosevelt, 32 countries meet at the Evian Conference in France to discuss refugee problem. Little is accomplished; most Western countries unwilling to accept Jewish refugees.

November 9-10 -- "Kristallnacht," The Night of Broken Glass. Throughout Germany and Austria, the Nazis destroy Jewish property and deport some 30,000 Jews to concentration camps.



November 12 -- All Jewish retail establishments in Germany ordered to close business by end of year.

1939

February - June -- Wagner-Rogers Bill proposes admitting 20,000 German refugee children to the U.S. The bill dies in committee.



May - June -- The S.S. St. Louis, carrying 930 Jewish refugees, is turned away by Cuba. The U.S. refuses to admit the refugees, who are forced to return to Europe.

September 1 -- Germany invades Poland.

September 3 -- Britain and France declare war on Germany.

1940

May 10 -- Germany launches attacks against Holland, Luxembourg, Belgium and France.



June -- Germans establish the Auschwitz concentration camp.

June 22 -- France surrenders to Germany. Marshall Pétain signs armistice with Germany

September 7 -- German begins massive bombing campaign on London.



November -- Warsaw Ghetto created (a holding place for the Jews to live to separate them from other people).

1941

June -- New rules in the U.S. cut refugee immigration to about 25% of the relevant quotas.

June 22 -- Germany attacks U.S.S.R.

July 31 -- Reich Marshal Hermann Göring instructs Reinhardt Heydrich to organize a "complete solution of the Jewish question."

December 7 -- The Japanese attack the U.S. fleet at Pearl Harbor.

1942

January 20 -- Nazis hold the Wannsee Conference, during which they outline a plan to kill eleven million Jews in Europe.

May 4 -- Gassing of more than one million Jews begins at Auschwitz.



June 29 -- At a press conference in London, the World Jewish Congress estimates that the Nazis have already killed over a million Jews.

July 15 -- Nazis begin deportation of Jews from Amsterdam.

July 16 -- Nazis begin deportation of Jews from France.

July 22 -- Nazis begin deporting Jews from the Warsaw ghetto.

August 8 -- Gerhart Riegner informs U.S. consulate in Geneva about a Nazi plan to murder the Jews of Europe.

August 21 -- President Roosevelt warns Axis powers that the perpetrators of war crimes would be tried after their defeat and face "fearful retribution."

September -- Representative Emanuel Celler introduces bill into the House calling for the opening of U.S. doors to refugees in France who can prove they are facing persecution. The bill dies in committee.

December 17 -- The Allies issue a statement condemning "in the strongest possible terms this bestial policy of cold-blooded extermination."

December 19 -- The United Nations Information Office in New York releases a report that authenticates the accounts of the Holocaust.

1945

January -- Death marches into the interior of Germany begin, taking 250,000 Jewish lives.

January 27 -- Soviet forces capture Auschwitz.

February 1 -- State Department announces that perpetrators of all crimes against Jews and other minorities will be published.

April 30 -- U.S. troops occupy Munich. Hitler commits suicide.



May 7 -- Germany surrenders unconditionally to the Allies.



November 20 -- Nuremberg War Crimes Tribunal commences.

Source:

PBS. (n.d.) *Timeline of America's Reaction to the Holocaust*. Retrieved October 23, 2008, from <http://www.pbs.org/wgbh/amex/holocaust/timeline/index.html>

Timeline of America's Reaction to the Holocaust Worksheet

Use the **timeline** to answer the following questions in **complete sentences**.

1. What occurred on **March 23, 1933** that gave Hitler extreme and unquestionable leadership power?
2. What were some examples of the **Nuremburg Laws** that were passed in September of 1935?
3. In July of 1938, why wasn't much accomplished at the **Evian Conference**?
4. What major historical event happened on **November 9-10 in 1938**? What were the effects of this event on the Jews?
5. When do **Britain and France declare war** on Germany?
6. **Auschwitz** was the largest Nazi concentration camp. When was it established?
7. The **Warsaw Ghetto** was a place that the Nazis forced thousands of Jews to live in cramped and terrible living conditions. Many Jews died there because of overcrowding, hard labor, disease, and lack of food and proper sanitation. When was the Warsaw Ghetto created?
8. What decision did the United States make in **June of 1941**?
9. The United States entered World War II in December of 1941. What major event occurred that led to **President Roosevelt's decision to declare war**?

10. What event occurred on **January 20, 1942**?

11. What message did **President Roosevelt** give to the Axis Powers (Italy, Japan, and Germany) on August 21, 1942?

12. When the Nazis began fearing defeat, they started moving the Jews into the middle of Germany. When did these **death marches**, which took 250,000 Jewish lives, begin?

13. What event happened on **January 27, 1945** that signaled the end of the war may be near?

14. When did the **U.S. troops occupy Munich**?

15. What event on **May 7, 1945** signaled the clear end of the war with Germany and the Holocaust?

16. The **Nuremberg War Crimes Tribunal** tried war criminals for crimes against humanity. When did they begin?

Timeline of America's Reaction to the Holocaust Worksheet

Use the timeline to answer the following questions in complete sentences.

1. What occurred on March 23, 1933 that gave Hitler extreme and unquestionable leadership power?
A: Germany passed the Enabling Act.
2. What were some examples of the Nuremberg Laws that were passed in September of 1935?
A: They said that Jews couldn't hold public office, and they could not marry a non-Jew.
3. In July of 1938, why wasn't much accomplished at the Evian Conference?
A: Most Western countries were unwilling to accept Jewish Refugees.
4. What major historical event happened on November 9-10 in 1938? What were the effects of this event on the Jews?
A: That was when Kristallnacht occurred. Nazis destroyed Jewish property and deported 30,000 Jews to concentration camps.
5. When do Britain and France declare war on Germany?
A: They declared war on September 3, 1939.
6. Auschwitz was the largest Nazi concentration camp. When was it established?
A: It was established in June of 1940.
7. The Warsaw Ghetto was a place that the Nazis forced thousands of Jews to live in cramped and terrible living conditions. Many Jews died there because of overcrowding, hard labor, disease, and lack of food and proper sanitation. When was the Warsaw Ghetto created?
A: It was established in November of 1940.
8. What decision did the United States make in June of 1941?
A: We reduced the number of refugees allowed into the country to only 25% of the relevant quotas.
9. The United States entered World War II in December of 1941. What major event occurred that led to President Roosevelt's decision to declare war?
A: We were bombed by the Japanese at Pearl Harbor.
10. What event occurred on January 20, 1942?
A: The Nazis met at the Wannsee Conference and devised a plan to kill eleven million European Jews.

11. What message did President Roosevelt give to the Axis Powers (Italy, Japan, and Germany) on August 21, 1942?
A: People who committed war crimes would be tried after their defeat and would face “fearful retribution.”
12. When the Nazis began fearing defeat, they started moving the Jews into the middle of Germany. When did these death marches, which took 250,000 Jewish lives, begin?
A: They began in January of 1945.
13. What event happened on January 27, 1945 that signaled the end of the war may be near?
A: Soviet forces captured Auschwitz from the Nazis.
14. When did the U.S. troops occupy Munich?
A: April 30, 1945.
15. What event on May 7, 1945 signaled the clear end of the war with Germany and the Holocaust?
A: Germany surrendered unconditionally to the Allies (The United States, Britain, and The Soviet Union)
16. The Nuremberg War Crimes Tribunal tried war criminals for crimes against humanity. When did they begin?
A: They began on November 20, 1945.

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Anne Frank in History **Approx. length:** 50 minutes
Age or Grade Intended: 7th grade reading class

Academic (IN State) Standards:

Standard 3 Reading: Comprehension and Analysis of Literary Text

7.3.9 Analyze the relevance of setting to mood, tone, and meaning of text.

Performance Objectives:

Students will plot major events from the PBS timeline, “Timeline of America’s Reaction to the Holocaust,” and events from Anne’s diary to see how they correspond, scoring at least 13 out of 16 points according to the rubric.

Assessment:

The timeline will be an on-going project, and the final timeline will be scored using a rubric. I will also walk around the room while students are working to monitor and observe their work today, and assign checkpoint days throughout the unit to observe their progress.

Advanced Preparation by Teacher:

Gather long white paper (11 x 17) for the timelines. Have extra worksheets for the students who lost theirs or were absent. Gather enough colored pencils for each student to have three colors. Make sure there are enough rulers so every student in the class can use one.

Procedure:

Introduction: How are you and your family affected by events in the news? (Bloom: Evaluation) Is anyone willing to give some examples?

Yesterday we looked at events that forced Anne’s family along with the Van Daans to go into hiding in their Secret Annex. Today, we are going to look at how the events from Anne’s diary line up with events happening in Europe and in the US. Remember, we are trying to discover how those events have affected us here today. The events in Anne’s diary and from the timeline you worked with yesterday are the first clues to this mystery. We need to see how they relate to each other before we can discover how they relate to us.

Step-by-step:

1. Have students take out their study guides.
2. Ask students to briefly recap and explain what has happened thus far. (Bloom: Comprehension) (M.I. Verbal/Linguistic)

3. Ask student opinion of the diary at this point. (Bloom: Evaluation) (M.I. Intrapersonal)
 - How did they feel as they read it? Why?
 - What surprised them about Anne and her family? Why?
 - What stood out to them? Why?
4. Go over the study guide and ask if there are any questions.
5. Pass out the activity handout, rulers, paper, and rubric.
6. Talk through the handout. (See handout for a complete list of timeline tasks.)
7. Have students take out their “America’s Reaction to the Holocaust timelines and worksheets.
8. Draw a line using a ruler on the overhead.
9. Ask students how they might break the line evenly into 13 equal segments. (Bloom: Application) A: Measure the number of inches and then divide it by 13.
10. Ask students to measure their paper horizontally, and then divide the number of inches by 13. (Bloom: Application) (It will equal about 1.3 inches.) Talk about how to measure 1.3 inches on their rulers.
11. Divide the line on the overhead into 13 sections, and give students time to divide their papers into sections as well. (M.I. Visual/Spatial)
12. Next, ask students what an appropriate title will be for the timeline. Write their suggestions on the top of the overhead. Ask students what else is needed on the top of the timeline (A: My name). Have them write both components on the top of their timeline.
13. Ask a student to label the segments on the overhead with the given dates starting with 1933 (see handout). Have students at their seats do the same.
14. Ask students what the first event from yesterday’s “America’s Reaction to the Holocaust” worksheet is. (Bloom: Knowledge) (A: 3-23-1933 Germany passed the Enabling Act which gave Hitler unquestionable power.)
15. Have a student come up and demonstrate how to plot it.
16. Go over the description requirements from the handout. (Date, description of event, and who was involved). Explain that they will be responsible for plotting all 16 events from yesterday’s worksheet.
17. Ask students what important events happened in Anne’s diary from last night’s assigned section. (Bloom: Evaluation) (Examples: July 8, 1942 Margot was called by the Nazi police force to go to a concentration camp; July 9, 1942 The Franks move into hiding at the Secret Annex; October 9, 1942 Anne reports that many of her Jewish friends are being taken to concentration camps which leads Anne to say that the Jews and the Germans are now enemies, etc.) Explain that they are each responsible for plotting three events total from the past two reading assignments and three events from each reading assignment hereafter.
18. Ask a student to plot an event of their choice on the overhead. Talk about why it is an important event to Anne.
19. Talk about color-coding their events. (Step 8 on handout) (M.I. Visual/Spatial)
20. Draw student attention to Step 9. Have a student come draw an example of a key on the overhead.
21. Ask students if they have any questions.

22. Pass around a box of colored pencils. Remind students to choose three.
23. Let them work on their timelines the rest of the period.

Closure: Five minutes before the bell, assign students to collect rulers and colored pencils. Tell students to finish plotting events at home. It is due the day after we've completed reading Anne's diary. If they do not have colored pencils at home, they may get a pass to work on it at lunch or come in before school, but they should keep working on it in regular pencil and fill in the colors later.

Ask students what connections they have made between the events going on around the world and Anne's diary at the time. What did you think was the mood of Anne's diary? (Hopeful, sad, angry, etc)(Bloom: Analysis) How did the events you plotted affect the mood and tone of Anne's diary? (Bloom: Analysis) (M.I. Verbal/Linguistic) Pass out study guide for the next reading section. Assign pages 43-73.

Adaptations/Enrichment:

The written directions and checklist will help students with ADHD self-monitor their work. It will also help keep them on task.

Students with learning disabilities can be paired with another student to help them complete the task.

Students with learning disabilities can also be accommodated by having them plot every other event from the PBS timeline. This would be especially beneficial for students who process information slower than others.

Gifted and talented students can make a theme timeline where they pick a theme found in *Anne Frank: The Diary of a Young Girl* and plot events that support their chosen theme. (Example: Plot events that demonstrate bravery, hope, conflict, discrimination, etc.)

Self Reflection:

- Were the directions clear?
- Did the students have enough time?
- Did the students seem engaged or bored?
- Were they able to make connections?

Anne Frank and WWII Timeline
Mrs. Morgan 7th Grade Reading Class

For this assignment, we are going to create a timeline to plot events from the PBS timeline and events from Anne's diary to see how they correspond to each other. When you have completed each step, place a checkmark in the blank provided.

1. In pencil, draw a horizontal line down the center of a horizontal piece of 11 x 17" paper. _____
2. With a ruler, break that line into **13 equal segments** by drawing vertical lines. (You should have 14 vertical lines with one at the very beginning of the horizontal line and one at the end.) _____
3. Write your name and a title at the top of the timeline. _____
4. Label the very first line **1933**, and continue labeling all of the lines until you reach **1946**.

5. Plot each of the **16 events** from the PBS timeline worksheet. Each event should include the date, a brief description of the event, and who was involved. _____
6. **Pick 3** events to plot from Anne's diary from each assigned section to plot. (For today, you should only plot three. Tonight, you will plot three more from tonight's reading assignment, and then three more from the next assigned section.) You should carefully consider your choices. Each event should be significant to Anne and her family. As you continue to read the other sections, I recommend writing down events and dates that you think are important, and then choosing the three most important events in each section from your list to plot. You will end up with **12 total events** from Anne's diary. _____
7. Choose three different colors of colored pencils. _____
8. Choose a different color to represent events from Anne's life, events involving the United States, and then events that occurred in Europe. _____
9. Create a key that explains what each color represents. _____
10. Draw or paste at least **five different pictures** to illustrate at least five different events.

Anne Frank and WWII Timeline Rubric
Mrs. Morgan 7th Grade Reading

Name _____ Period _____ Date _____

Criteria	1 Point (Poor)	2 Points (Fair)	3 Points (Good)	4 Points (Excellent)	Total Points
Format	The timeline was not made according to directions.	The timeline is missing two or more formatting errors.	The timeline was drawn according to specifications, but is missing a title, a key, or color-coded events.	The timeline has a title, color-coded events, a key, and was neatly drawn according to specifications.	
Events from “Timeline of America’s Reaction to the Holocaust”	Five or more events are not plotted or the events are not described correctly.	The events are plotted, but are consistently missing some of the descriptive information.	Most of the events are plotted and described correctly, with 1-2 errors.	All sixteen events are correctly plotted and include the date, description of the event, and the people involved.	
Events from <i>Anne Frank: Diary of a Young Girl</i>	The choices do not show careful consideration, some events are missing, and there are consistent plotting and description errors.	Some of the choices show careful consideration, and some contain plotting or description errors.	Choices show careful consideration, but there are 1-2 plotting or description Errors.	12 events are correctly plotted and described, and the choices show careful consideration.	
Pictures	The timeline contains 3 or fewer pictures.	The timeline contains 3 pictures that describe different events.	The timeline contains 5 pictures that describe 4 different events.	The timeline contains at least 5 pictures that describe five different events.	

Teacher Comments:

Total Points _____

Anne Frank: The Diary of a Young Girl Answer Key

Study guide Pgs. 43-73

13. According to Anne, how do the grownups treat her? How does this make her feel? (Bloom: Analysis)

A: They compare her to her sister Margot, treat her like she behaves badly, and they are constantly scolding her about her manners. This makes her feel like laughing or crying depending on what mood she's in. Pg. 43

14. Why does Anne feel selfish in her entry on January 13, 1943? What does she want to do to help others? (Bloom: Analysis)

A: She feels selfish for talking about after the war and being able to have new clothes and shoes because she knows that many people have lost everything and still many others have died. She thinks they should try to save every penny to help others.

15. Why doesn't Anne want to be like Margot? (Bloom: Knowledge)

A: She thinks Margot is soft, and Anne wants to have a stronger character than that. She doesn't want to let people walk all over her. Pg. 47

16. Describe Anne's relationship with her mother. (Bloom: Comprehension)

A: They don't get along because Anne thinks her mother is always making her feel bad by cutting remarks and bad jokes. When she didn't want her mother to say her prayers with her, her mother remarked that love cannot be forced. They are both unkind to each other. Pg. 51

17. Why are books and the radio so important to the families hiding in the Secret Annex? (Bloom: Comprehension)

A: They are their link to the outside world, help raise their spirits, and provide entertainment. Pg. 55

18. What events does Anne describe in her entry on Monday, 26 July, 1943? (Bloom: Comprehension)

A: She describes two air raids and the fall of Mussolini.

19. What good news happens on September 8, 1943? (Bloom: Knowledge)

A: Italy surrenders to the Allies.

20. What kind of atmosphere is Anne describing on November 8th? What effect does it have on her? (Bloom: Analysis)

A: She thinks something bad will happen soon, so she is very nervous and tense. She is beginning to think that the world will never be normal again.

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Anne Frank Character Analysis with Personal Connections

Approx. length: 45 minutes with a 10 minute discussion the following class period.

Age or Grade Intended: 7th Grade Reading Class

Academic (IN State) Standards:

Standard 3 Reading:

7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Standard 5 Measurement:

7.5.3 Read and create drawings made to scale, construct scale models, and solve problems related to scale.

7.5.4 Use formulas for finding the perimeter and area of basic two-dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms*, trapezoids*, triangles, circles, right prisms*, and cylinders.

Performance Objectives:

Reading a scale, students will find the approximate perimeter of Anne's bedroom with 100% participation.

Using the perimeter, students will find the area of Anne's bedroom with 100% participation.

Students will complete description wheels about Anne Frank with at least eight descriptions/personality traits supported by examples from her diary.

Students will participate in a discussion that compares and contrasts Anne and her situation to themselves with 100% participation.

Assessment:

I will have students write down their answer on a piece of paper when they figure out the perimeter using a scale drawing of the Secret Annex. When I judge that most students are done, I will ask students to raise their hand when they know the answer. Then, I will call on someone to say their answer and ask if everyone agrees. I will do the same for area. For the description wheels, I will ask to collect those and assess them by determining if they have at least ten characteristics supported with textual references. I will assess the discussion by noting who

speaks in class, but also by collecting their brainstorming ideas for a five point participation grade.

Advanced Preparation by Teacher:

Make copies of the Secret Annex handout. Bring at least one tape measure to class and enough string to cover at least a perimeter of 42 feet. Create a description wheel and make copies. Using a projector hooked up to my computer, show the live feed of the Secret Annex from a webcam across the street in Amsterdam, Holland from <http://www.annefrank.org/content.asp?PID=546&LID=2>.

Procedure:

Introduction: Our last two lessons have looked at the events that were occurring during the last few years of Anne's life. Today, we are going to look directly at Anne as part of our quest to discover if past events and people have influenced us today. We are going to use that information about Anne's life to see if teenagers today are really that different from teenagers then. First of all, we are going to look at Anne's living situation. How many of you share a room? Does this ever create any conflict? How important is it for you to have your own personal space? Where do you go to find it? (M.I. Intrapersonal) How important was it to Anne to have her personal space? Give students time to answer each question.

Before we continue, let's refresh our memory and make sure we understand what we read last night.

Step-by-step:

1. Have students take out study guides. Talk through them and ask if there are any questions.
2. Show students the webcam on the projector. Explain that it is a live feed of the building Anne and her family were hiding in Amsterdam, Holland.
3. Pass out Secret Annex Handout.
4. Point out Anne's bedroom and the scale at the bottom of the page. (M.I. Visual/Spatial)
5. Ask students how they might go about finding the perimeter of Anne's bedroom that she shares with Mr. Dussel. (A: Use the scale in feet to compare it to the length of the walls. Add the four lengths together to find the perimeter.) (M.I. Mathematical/Logical)
6. Have students find the perimeter of Anne's room using the scale drawing. Ask them to write it down on the handout when they are finished (Bloom: Application) (A: About 42 feet—7x14)
7. Ask students to raise their hand if they have an answer. Call on someone to give their answer. Ask if everyone agrees. If not, ask students to measure it again and try to come up with a consensus.
8. Ask student how to find the area of the room. (A: Multiply the length times width.) Have students find the area. (Bloom: Application) (M.I. Mathematical/Logical) (A: 98 sq. ft)
9. Ask for four volunteers.

10. Have them stand in front of the room with a tape measurer and string to mark the perimeter of the actual size of Anne's room. (Bloom: Application) (M.I. Visual/Spatial and Bodily/Kinesthetic)
11. Discuss the size of the room (M.I. Verbal/Linguistic):
 - How does this compare to the size of their bedrooms? (Bloom: Analysis)
 - How would they feel if they were Anne and had to share the tiny room with Mr. Dussel? (Bloom: Evaluation)
 - Would you have enough personal space? (Bloom: Evaluation)
 - How do you think the size of the room affect Anne's relationship with Mr. Dussel? Give examples. (Bloom: Analysis) (A: They got on each other's nerves a lot and had no where to go for privacy. They also have conflict about who can be in there to use the desk at what times.)
 - How well do you think Anne handled sharing such a small room? (Bloom: Evaluation)
 - How did Anne decorate it to make it feel like her own space? (Bloom: Knowledge) (A: She put up posters of actors.)
 - What do you do to make your room feel like your own? (Bloom: Knowledge)
12. Have students return to their seats.
13. Pass out description wheel.(M.I. Visual/Spatial)
14. We've touched a little upon Anne's personality, but now we are going to go more in depth. For this assignment, you are to fill in the description wheel with things that describe Anne's personality traits and characteristics. You need to fill in at least eight bubbles, but feel free to add more if you desire. Each bubble should have a word or short phrase that describes Anne followed by a complete sentence that describes the word or phrase and how it applies to Anne. Each description needs to be supported by a page number and an event or phrase from her diary. Your descriptions can include her personality traits such as brave, hopeful, determined, opinionated, etc. and her hopes, general fears, opinions, relationships with others, etc. Try to stay away from physical characteristics, but remember that every description needs to be supported by a page number and example from her diary.
15. Let's do one example together: turn to page 43. How does Anne describe herself in the second-to-last paragraph? (Bloom: Knowledge) (A: As the "most badly behaved") Why does she feel like this? (Bloom: Analysis) (A: The adults in the Secret Annex are always telling her what she does wrong.) Why do you think Anne is the one who gets in the most trouble? (Bloom: Analysis) (A: Answers will vary—she's the youngest, she has the most energy, she's very opinionated, she annoys them, etc.) Do you think she deserves how the adult's treat her? (Bloom: Evaluation) How might you phrase this on your description wheel? (Bloom: Synthesis) (A: Most Badly Behaved: Anne is always getting in trouble and yelled at by the adults because she is the youngest, and they misinterpret her behavior as childish and annoying (pages 43 and 38).)
16. Ask if there are any questions. If the class seems confused, complete another example together.
17. Let them work on the wheel for the rest of class. If anyone finishes early they can start reading tomorrow's assignment.

Closure: Three minutes before the bell, have students stop working. Remind them that the wheel is due tomorrow. Ask, what is your opinion of Anne thus far? (Bloom: Evaluation) Tomorrow we are going to discuss how we can relate to Anne as teenagers living in 2008. As you continue reading pages 74-95, complete the study guide, and finish your description wheels, start thinking about the similarities and differences between you and Anne. Remember to also continue to work on your timelines. Please bring them to class tomorrow, so I can check on your progress.

Tomorrow's Discussion Guide:

1. Give students a minute to write down how they are similar to or how they can relate to Anne. (Bloom: Analysis) Ask for examples. (Fight with parents, compared to older siblings, get into trouble, miss friends who moved away, like to write, etc.)
2. Give students a minute to write down how they are different. (Bloom: Analysis)
3. Ask for examples and discuss differences.
4. If Anne lived today instead of during the 1930s and 40s, how different do you think she would be from other teenagers? (Bloom: Analysis)
5. What does that tell us about discrimination? (Bloom: Evaluation)
6. Collect description wheels.

Adaptations/Enrichment:

- Students with ADHD would benefit from being picked to be one of the students who measure out the perimeter of Anne's room in front of the class because it will allow them to get up out of their seats and use some energy.
- The graphic organizer (description wheel) is beneficial to students with ADHD and learning disabilities because it will help them organize their thoughts and use visual/spatial intelligence.
- Students with learning disabilities may benefit from working with a partner as a scaffold for today's analysis and computation skills.
- Students with learning disabilities may also be required to find 6 instead of 8 descriptions to help compensate for slower processing rates.

Self Reflection:

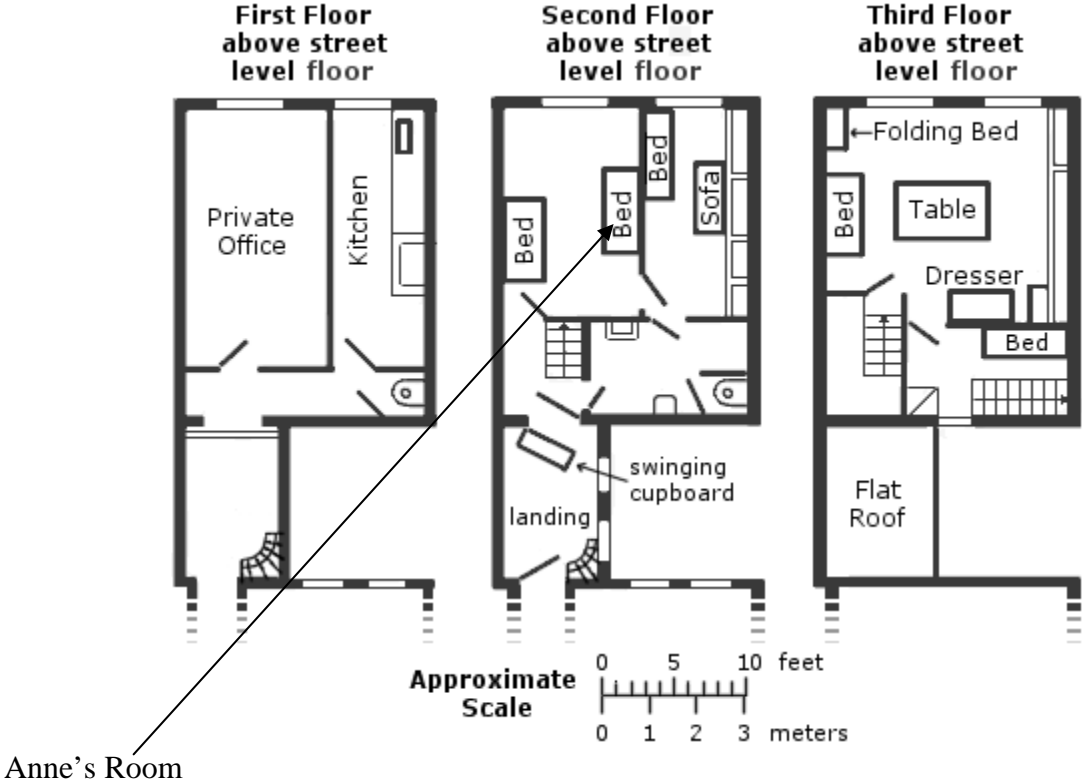
Were the students able to make personal connections with Anne by comparing her living situation to theirs?

Were they able to really analyze Anne's personality through the description wheels?

Did the students seem engaged and interested in the lesson and discussions?

What went well, and what didn't?

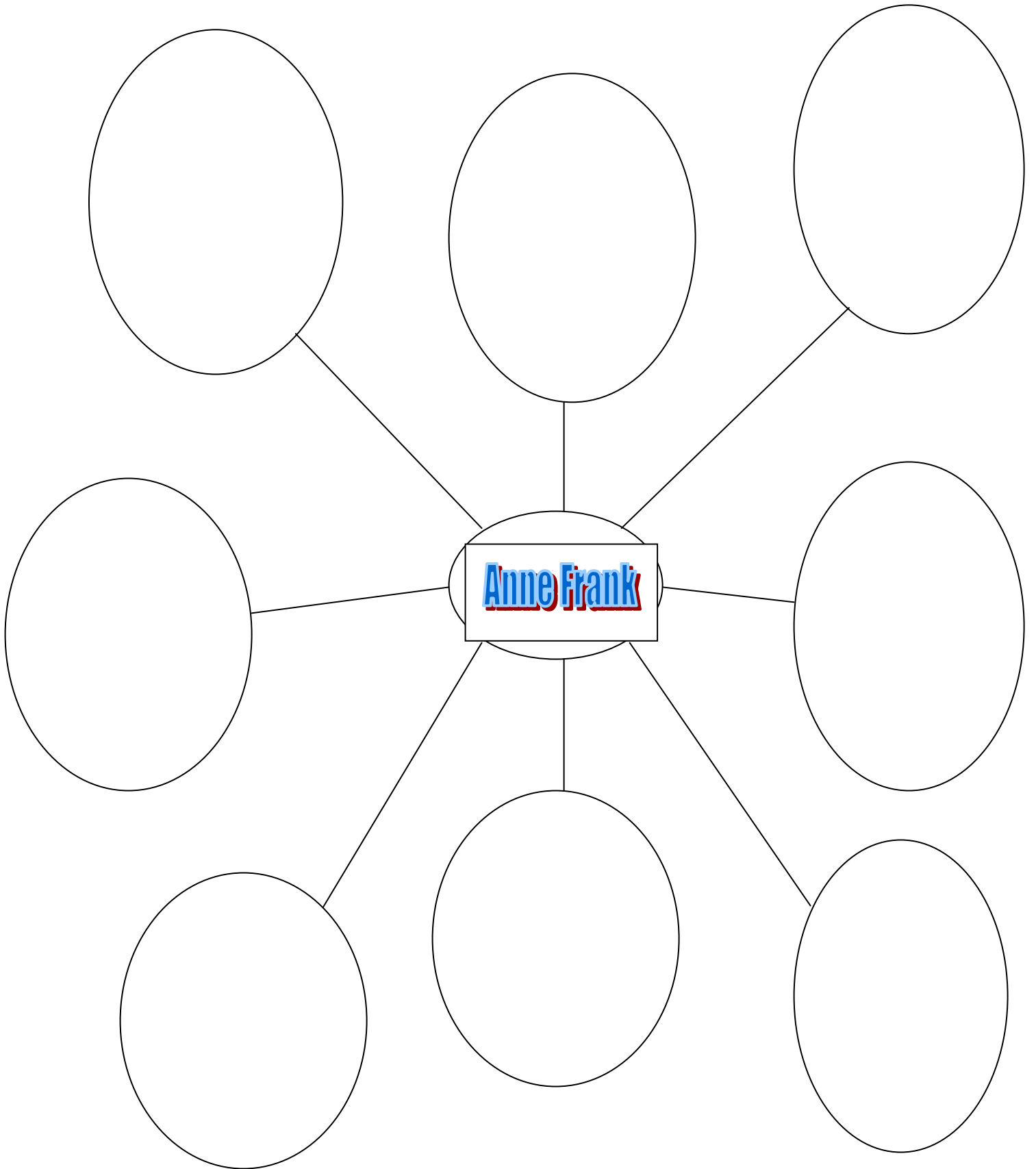
Secret Annex Floor Plans



Perimeter of Anne's Room in Feet _____

Area of Anne's Room in Feet _____





Anne Frank: The Diary of a Young Girl Answer Key
Study Guide pages 74-95

21. Who does Anne say she loves with all her “heart and soul”? (Bloom: Knowledge)
A: She loves Peter Wessel.
22. What is Anne afraid will happen if the British invade Poland? Why would this be bad for Anne and her family? (Bloom: Comprehension)
A: Anne is afraid the city will flood, and Hitler might make everyone evacuate Holland. If this happens they will have no one to supply them with food or news from the outside.
23. What is Anne’s mood at the end of her entry on February 3, 1944? What does she write that makes you think so? What does she say about her life? (Bloom: Analysis and Comprehension)
A: Her mood is indifferent and resigned. Is she hopeful too? She says she doesn’t care about her life, because the world will keep turning without her. She believes that “what is going to happen will happen”(79).
24. What does Anne write will always make her happy? (Bloom: Knowledge)
A: “As long as [she] can see the sunshine and the cloudless skies, [she] can not be unhappy” (81).
25. Do you think you would think the same thing if you were in her place? Why or why not? (Bloom: Evaluation)
A: Answers will vary.
26. How has Peter and Anne’s relationship changed? Give examples from her diary to support your answer. (Bloom: Analysis)
A: She has a crush on him, and she believes he has one on her too. They spend a lot more time together now, and they share hidden looks and winks.
27. What was scary for Anne concerning the latest burglary? (Bloom: Comprehension)
A: Someone broke in using a key which means they could come back at any time and give them away to the Nazis.
28. What does Anne write is happening when the food becomes even more scarce and the German laws against the people become even more strict? Why does this offer Anne hope? (Bloom: Comprehension and Analysis)
A: The resistance movement grows as the hardships grow. This offers hope because it shows that people are still good, and they might help to end the war sooner.
29. What does Anne want to be when the war is over? (Bloom: Knowledge)
A: She wants to be a journalist and a writer.
30. Why might this be important to her? (Bloom: Analysis)
A: She doesn’t want to be forgotten—she wants to go on living after death.

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Themes in *Anne Frank: The Diary of a Young Girl* **Approx. length:** 45 minutes

Age or Grade Intended: 7th Grade Reading

Academic (IN State) Standards:

7.3.4 Identify and analyze themes—such as bravery, loyalty, friendship, and loneliness—which appear in many different works.

Performance Objectives:

In groups, students will fill out a graphic organizer to analyze and support a theme within *Anne Frank: The Diary of a Young Girl* with a least five examples and page numbers of the theme in Anne's diary.

Students will color a *mandala* to represent their assigned theme scoring at least 13 out of 16 points on the rubric.

Assessment:

I will walk around and observe as the groups discuss their theme. Groups will present the examples of their theme to the class, and I will collect their graphic organizers to assess their understanding. I will assess the *mandalas* by using a rubric.

Advanced Preparation by Teacher:

Make and create copies of the *mandala*, the color and theme handout, and the rubric. Assign groups. Gather crayons, colored pencils, and markers for students to use.

Procedure:

Introduction: Bell Work: How are you similar to or how can you relate to Anne? How are you different? Write at least three examples of each.

If you had to pick one color to describe your life what would it be? Why? (M.I.: Intrapersonal) Ask for examples. Today, we are going to use color to analyze the themes in Anne's diary. I know you have been studying religion and Asian and African cultures in some of your other classes, so we are going to examine Anne's diary through the perspective of some of those cultures and their interpretation of color by completing an art project. During our last class together, we began to look at how we are similar and different to Anne Frank. As promised, we are going to begin with a discussion of those similarities and differences, and then we are going

to examine some of the themes in Anne's diary that will help connect us even further to Anne because I think you'll find that the themes in her diary are still relevant today.

Step-by-step:

1. Begin with a brief discussion. (M.I.: Verbal/Linguistic) Students should use their journal entry and yesterday's description wheels as guides.
 - Ask for examples of similarities and differences. (Bloom: Analysis)
 - If Anne lived today instead of the 1030s and 1940s, how different do you think she would be from other teenagers? (Bloom: Analysis)
 - What does this tell us about discrimination? (Bloom: Evaluation)
 - Collect description wheels and study guides that were due today.
2. Pass out color/theme handout.
3. Ask: What is a theme? (Bloom: Comprehension) (A: A dominate idea or topic that connects a work of art)
4. Explain: Today you will be assigned to a group of four that you will work with to analyze one theme of Anne's diary. (M.I.: Interpersonal) You will also be working in this same group for our final unit project as well.
5. For the first fifteen minutes, you will work together to fill out a chart with examples and page numbers of ways you see examples of the theme in Anne's diary. (Bloom: Application) For example, if your groups' assigned theme is love, you may use the example on page 20 of how Anne deals with the boys that "fall head over heels in love with [her]" (20). You would put a description of the event on the left hand side and the page number on the right hand side of the chart. (M.I.: Visual/Spatial)
6. You will then use your groups' analysis and examples to color your own *mandala* to symbolize the theme. (Bloom: Synthesis) (M.I.: Visual/ Spatial)
7. Read through the handout together, and ask if there are any questions.
8. Pass out rubric, *mandala*, and chart.
9. Assign groups and themes and let them find their own area around the room in which to work together. Have one person from each group collect the needed coloring materials when their group is ready.
10. Set timer. Give warnings about where they should be time-wise. Walk around the room to observe progress and ask questions.
11. Have students return materials and straighten the room about eight minutes before the bell rings.
12. Have them get out their timelines so I can check their progress.

Closure: I look forward to seeing all of your completed *mandalas* tomorrow! If you do not have colored pencils or crayons at home, I will be here before and after school today and tomorrow morning. You can also talk to me about checking out materials to take home afterschool today. So far, we have looked at the historical events surrounding Anne's life, Anne's personality traits, and major themes within her diary. Tomorrow, we will discuss examples of some of your groups' themes and ask for some volunteers to show off their *mandalas*. We will also have a discussion about what Anne would want us to learn from her diary and talk about how we can apply some of the lessons we've learned through her writing to

our lives today. You will also be assigned your final project that will be combined with projects from your other classes to create museum exhibits in the hallway. For tomorrow, work on your *mandalas* and finish reading Anne's diary. Pass out study guides. Remember to continue working on your timelines as well! Those are due with your final project.

Adaptations/Enrichment:

Gifted and Talented students could be given the opportunity to create their own *mandalas* to color.

The group work will help students with learning disabilities process information and learn from their peers. Autistic students will also benefit from the group work because it will allow them to work on their social skills; however, they should be given advance notice about the group work and project.

I provided a handout with specific directions and examples to help students with learning disabilities process and know exactly what they are supposed to do. The handout will also benefit students with emotional and behavioral disorders because it will help keep frustration levels down by explaining exactly what they have to do.

Students with ADHD will benefit from the theme chart because it will help keep their thoughts organized. Students with ADHD will also benefit from being assigned the role of materials gatherer to let them move around and break up the amount of time they are required to stay seated.

Students with a physical impairment that makes coloring difficult could color a *mandala* template on a computer program such as paint shop.

Self Reflection:

Did the groups work well together?

Did students like the art project?

Did they understand the directions?

Were they able to analyze the themes by their color choices and examples from the text?

What would I do differently next time?

Color Symbolism and Theme Activity

Mrs. Morgan, 7th Grade Reading

Your task:

You will meet with your groups to discuss an assigned theme from *Anne Frank: The Diary of a Young Girl*. For the first 15 minutes, you will work together to fill out a graphic organizers of at least five examples of the theme within Anne's Diary along with page numbers. Then, you will pick at least three colors to represent your theme. For example, if your assigned theme is *coming of age (growing up)*, one of the colors you might pick is red because in Western cultures that color means excitement—Anne is excited about growing up and the changes she is going through. However, red also means danger in Western cultures which symbolizes that Anne is growing up in dangerous times and situations. After your group has decided and agreed upon which colors to use, each group member will color their own *mandala* to represent the theme using your group's chosen colors. *Mandala* loosely means circle in Sanskrit, a classical Indian language. They represent wholeness and are used in many religions as a way to make personal connections to nature and to their religious beliefs. You'll notice in the center of our *mandala* is the Star of David—a symbol of the Jewish people and their religion. At the bottom of the *mandala* handout is space for you to make a key. In this space you will have to explain what your group's colors symbolize and from which culture the belief originated. On the back, you will need to write a paragraph that explains how your finished *mandala* represents your assigned theme by explaining how the colors represent the examples from her diary you chose in your graphic organizer and why you colored specific areas with certain colors. Be prepared to share examples of your theme and the colors you picked to represent it to the rest of the class.

Themes:

1. Discrimination
2. Coming of Age
3. Young Love
4. Family
5. War

Color Choices and Symbolism

Red

- **China:** Good luck, celebration, summoning
- **Cherokees:** Success, triumph
- **India:** Purity
- **South Africa:** Color of mourning
- **Russia:** Bolsheviks and Communism
- **Eastern:** Worn by brides
- **Western:** Excitement, danger, love, passion, stop, Christmas (with green)

Orange

- **Ireland:** Religious (Protestants)
- **Western:** Halloween (with black), creativity, autumn

Yellow

- **China:** Nourishing
- **Egypt:** Color of mourning
- **Japan:** Courage
- **India:** Merchants
- **Western:** Hope, hazards, coward

Green

- **China:** Green hats indicate a man's wife is cheating on him, exorcism
- **India:** Islam
- **Ireland:** Symbol of the entire country
- **Western:** Spring, new birth, go, Saint Patrick's Day, Christmas (with red)

Blue

- **Cherokees:** Defeat, trouble
- **Iran:** Color of heaven and spirituality
- **Western:** Depression, sadness, conservative, corporate, "something blue" bridal tradition

Purple

- **Thailand:** Color of mourning (widows)
- **Western:** Royalty

White

- **Japan:** White carnation symbolizes death
- **Eastern:** Funerals
- **Western:** Brides, angels, good guys, hospitals, doctors, peace (white dove)

Black

- **China:** Color for young boys
- **Western:** Funerals, death, Halloween (with orange), bad guys, rebellion

Kyrin, J. (2008). *Color Symbolism Chart by Culture*. Retrieved December 1, 2008, from http://webdesign.about.com/od/color/a/bl_colorculture.htm

Moon, J. (2004). *Free Coloring Book*. Retrieved December 1, 2008, from <http://www.junemoon.com/free.html>

Name _____ Date _____ Period _____

Theme Chart for *Anne Frank: The Diary of a Young Girl*
Mrs. Morgan 7th Grade Reading

Your Theme: _____

Examples of the theme from Anne's Diary

Page Numbers

Examples of the theme from Anne's Diary	Page Numbers

Name _____ Date _____ Period _____

Title: _____



Color Key:

Mandala Rubric
Mrs. Morgan 7th Grade Reading

Criteria	1	2	3	4	Points Earned
Colors	The <i>mandala</i> is either not complete or the colors do not represent the theme.	The <i>mandala</i> has one color that represents the theme.	The <i>mandala</i> has two colors that clearly represent the theme.	The <i>mandala</i> has three colors that clearly represent the theme.	
Key	The <i>mandala</i> does not have a key	You <i>mandala</i> has a key that explains where the color symbolism comes from, but does not explain what the color represents on <u>your <i>mandala</i></u> .	Your <i>mandala</i> has a key that explains the colors' symbolism, but the culture from which the meanings came is missing	The <i>mandala</i> has a key that clearly states what each color represents and from which culture the meaning originated.	
Paragraph	Your <i>mandala</i> does not include a paragraph explaining why your <i>mandala</i> represents your theme.	Your paragraph explains why your <i>mandala</i> symbolizes your group's theme, but does not discuss specific examples from the text.	Your paragraph explains why your <i>mandala</i> symbolizes your theme and includes specific examples from the text, but it could benefit from more in-depth analysis.	Your paragraph explains how your <i>mandala</i> symbolizes your group's theme with specific examples from the text. It discusses your color choices and why you put certain colors where.	
Workmanship	Your <i>mandala</i> is messy with no clear pattern among your color and placement choices. Your paragraph and key have many spelling and grammatical errors.	Your <i>mandala</i> is neat. There are many (4+) spelling and grammatical errors in your key and paragraph.	Your <i>mandala</i> is neat. Your paragraph and key contain very few spelling or grammatical errors.	Your <i>mandala</i> is organized and neat, and your paragraph and key have few to no spelling or grammatical errors.	

Anne Frank: The Diary of a Young Girl Answer Key
Study Guide Pages 96-128

31. What did Anne say she was prepared to do on page 98 after the burglars and police had almost caught them? (Bloom: Knowledge)

A: She said that she was prepared to die like a soldier on the battlefield.

32. How does she feel after she has “been spared?” What does she want to do when the war is over? Why? (Bloom: Comprehension)

A: She feels relief and decides that she loves the Dutch. She wants to become a Dutch citizen and work there when she is older. She also wants to work for mankind.

33. What event happened that made Anne “too happy for words?” (Bloom: Knowledge)

A: She was kissed by the very first time by Peter.

34. What advice does Anne’s father give to her about Peter? (Bloom: Knowledge) Do you think it was good advice? (Bloom: Evaluation)

A: He tells Anne that she must hold back and not go to visit Peter as often. He also tells her not to take the relationship too seriously.

35. What does Anne decide to do in spite of her father’s wishes? (Bloom: Knowledge) Why does she do this? (Bloom: Analysis)

A: She decides to visit Peter in the evenings anyway, so Peter will not think that she does not trust him.

36. What has happened between Anne and her father? Why? Give specific examples from the text. (Bloom: Comprehension)

A: She wrote a letter to Pim to tell him that she is independent now and will do as she pleases. He feels as if she has deserted her family. Anne feels remorse from her letter and her father’s reaction to it; she decides to start over and be better in the future.

37. Why does Anne say that Christians now hate the Jews? (Bloom: Comprehension) How does Anne feel about this? Please use specific examples from the diary. (Bloom: Comprehension)

A: She says they think the Jews gave secrets away to the Germans and have suffered many punishments because of the Jews. Anne questions whether Christians would have acted any differently than Jews if put in the same position. She blames the German Gestapo for torturing Jews to tell their secrets. She also believes that the actions of one Christian do not affect the views of other Christians, but the action of one Jew reflects back on all of them.

38. What happened to the vegetable man? (Bloom: Knowledge) How does it affect Anne and the people living in the Secret Annex? (Bloom: Analysis)

A: He was caught hiding two Jews and was punished. He can no longer bring them vegetables, so Anne and her family have to eat less.

39. What happens on June 6, 1944 that fills Anne and her family with hope? (Bloom: Knowledge) Why are they so hopeful? (Bloom: Analysis)

A: The allied invasion has begun, and they are hopeful they will free them from German occupation.

40. What is Anne trying to teach Peter? (Bloom: Comprehension)

A: She is trying to teach him to better himself and stand on his own two feet. She writes, "work gives satisfaction."

41. What good traits does Anne list about herself? (Bloom: Knowledge)

A: She knows herself and she has a lot of courage.

42. What does Anne write that she still believes about people on page 121? (Bloom: Knowledge) Why is this significant? (Bloom: Analysis)

A: She writes that she still believes people are good at heart even as millions are suffering. This is significant because she has still been able to keep her faith even though she has suffered so much.

43. What happened to Anne and her family? (Bloom: Knowledge)

A: Someone told of their hiding spot, and they were caught by the Gestapo. They were shipped to concentration camps where everyone by Mr. Frank was killed.

Anne Frank: The Diary of a Young Girl
Study Guide Pages 96-128

31. What did Anne say she was prepared to do on page 98 after the burglars and police had almost caught them?
32. How does she feel after she has “been spared?” What does she want to do when the war is over? Why?
33. What event happened that made Anne “too happy for words?”
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36. What has happened between Anne and her father? Why? Give specific examples from the text.
37. Why does Anne say that Christians now hate the Jews? How does Anne feel about this? Please use specific examples from the diary.
38. What happened to the vegetable man? How does it affect Anne and the people living in the Secret Annex?

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40. What is Anne trying to teach Peter?

41. What good traits does Anne list about herself?

42. What does Anne write that she still believes about people on page 121? Why is this significant?

43. What happened to Anne and her family?

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Anne Frank Wrap Up

Approx. Length: One 50 minute class period plus two library and computer lab workdays

Age or Grade Intended: 7th Grade Reading Class

Academic (IN State) Standards:

Standard 2 Reading: Comprehension and Analysis of Nonfiction and Informational Text

7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

Standard 5 Writing: Applications (Different Types of Writing and Their Characteristics)

Write or deliver a report that has been developed using a systematic research process and that:

- uses information from a variety of sources and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates distinction between one's own ideas from the ideas of others, and includes a bibliography.

Performance Objectives:

Students will discuss what they think Anne would want them to learn from her diary using evidence from the text with 100% participation.

Students will work in groups to research a topic related to Anne Frank and/or WWII using at least three sources including at least one book.

Students will create a poster using their group's research scoring at least 65 out of 80 points on the group rubric and at least 16 out of 20 points on the individual rubric.

Assessment:

The discussion will be assessed by noting which students participate and as well as by checking their note papers for completion—that way, even if they didn't feel comfortable speaking, I can still assess whether or not they grasped the concepts. The discussion will be worth five points. Their group project will be assessed using a group and individual rubric.

Advance Preparation by the Teacher:

Prepare discussion questions. Create and make copies of the project handout, self-assessment, and rubrics.

Procedure:

Introduction: What is the best lesson you have ever learned? (Bloom: Evaluation) Why is it so beneficial? (Bloom: Analysis) (M.I.: Intrapersonal) So far we have studied the political events leading up to WWII, Anne's personal characteristics, and themes from Anne's diary. Remember, the purpose of this unit was to discover how past people and events have affected us today. Today, we are going to wrap it all up by discussing what Anne would like us to learn or remember from her experiences and applying those lessons to our lives. We're going to start by reviewing our last reading assignment and presenting what each group discovered about the themes in Anne's diary.

Step-by-Step:

1. Have students take out their study guides. Have student volunteers review the answers. Add information as necessary.
2. Ask students to take out their *mandalas* and theme charts. Have each group briefly explain what examples they found in the diary that demonstrated their assigned theme. Then, have them explain why they picked the colors that they did and what each color means and in what culture. Next, have students hold up their completed *mandalas* for the rest of the class to see.
3. Transition: Now, that we understand some of the themes, let's talk about some of the lessons that we have learned.
4. Have students brainstorm lessons that Anne would want us to learn from her diary. (Bloom: Synthesis) Write them on the board. (M.I. Visual/Spatial) (Possible Answers: Always try to improve yourself, believe the best in people, think before you act, uphold your ideals even in the face of hardship, stand on your own two feet, work hard at everything and do good for others, don't discriminate, etc)
5. Go through each of the suggestions and have students raise their hand if they think it is the most important lesson to be learned.
6. Circle the top three.
7. Ask for specific examples from the text to support that these lessons were important to Anne or examples of how she taught them to us. (Bloom: Application) (M.I.: Verbal/Linguistic)
8. Have students take out a piece of paper and write down the three lessons along with a way to apply the lesson to their own lives today. For example, if the class chose "don't discriminate" as an important lesson, possible ways to apply that to their lives is to be nice to everyone, get to know people who are different than you, don't call

- names, don't exclude anyone because they are different, etc. (Bloom: Application)
9. Have students put their pencils/pens down when they are finished.
 10. Ask students to share what they have written down, going through each lesson one at a time.
 11. Ask the following discussion questions: (M.I. Verbal/Linguistic)
 - Why do you think Anne's father decided to publish her diary? (Bloom: Analysis)
 - Do you agree with his decision? (Bloom: Evaluation)
 - Do you think Anne would have wanted her diary published? (Bloom: Analysis)
 - Why do you think it is important for us to have read and studied Anne's diary? (Bloom: Evaluation)
 - What have you learned about discrimination? (Bloom: Evaluation)
 - Overall, how did Anne's diary affect you? (Bloom: Evaluation)
 12. Thank you for your discussion. We are now going to move on to discuss your final project where we will continue our study of Anne and the events of WWII to create a museum exhibit to be displayed in the hallway.
 13. Pass out handout and rubrics.
 14. Read through them and ask if there are any questions.
 15. Have students meet in their groups to briefly discuss who is going to fulfill what role and their top three picks of topics from the provided list. (M.I.: Interpersonal) Once they have that figured out, the leader will present me with a list of their names and who is filling each role. Then, the leader may choose the topic for the group—each topic may only be covered by one group in each class, so the list is first come first serve.

Closure: Today, we discussed some valuable lessons that we can learn from Anne and apply to our own lives. One of Anne's many great qualities is that she loved to learn because it was a way to improve herself. Tomorrow, we will continue our learning and quest to become more knowledgeable by studying lessons from the past by going to the library, so you can begin your research. See you tomorrow. And remember, you timeline is due tomorrow as well!

Adaptations/Enrichment:

Students with learning disabilities will benefit from being able to think about the question, write down their answer, and then respond verbally. This allows them time to process the information and formulate a response.

The rubrics and handout will help students with ADHD and learning disabilities focus on the task at hand by outlining exactly what they must complete.

Students with hearing impairments can be given an outline of my lesson plan and the questions that I will be asking. They will also benefit from having the lesson suggestions written on the board.

Students with learning disabilities will benefit from being the graphics specialist in the team project because it requires less processing and researching than the other roles. They are often visual learners, so this role will be a good way for them to contribute to the group. Checkpoints will also be used for the entire class to monitor progress, but they will be especially beneficial to students with learning disabilities.

Self Reflection:

Were the students able to pull out meaningful lessons?

Were they able to apply them to their own lives?

How did the group project go?

Did the groups work well together?

Overall, what went well and what didn't?

What could I do to make the lessons, activities, and overall unit better?

Final Unit Project for *History's Mysteries: How People and Events from the Past have Influenced Us Today*
Mrs. Morgan 7th Grade Reading

Project: Students will work in groups to research and create a poster covering a topic about Anne Frank and/or WWII. Each group will present their poster to the class in a 4 to 6 minute presentation, and then the posters will be displayed in the hallways as museum exhibits along with other projects concerning the historical events you have been studying in your other classes. The goal is to discover how each of the events has interacted to influence our society today.

Poster Requirements:

- Each poster should be made from a large poster board.
- Your poster and presentation must include research from at **least three sources including at least one book**. Some of your sources may be magazines, newspapers, encyclopedias, reliable Internet sites, and interviews.
- You must have at least **one note card per source** with a summary of the information you will use in your presentation, your initials, and the MLA citation on the back.
- You must have a **works cited page in MLA format** written or typed on the back of your poster along with the names of every member in your group.
- Each poster must have graphics that make your poster interesting to look at and help explain and describe your topic in addition to written descriptions and facts.
- Each poster must have the date and the name of your topic displayed so that they are easily seen and read from a distance and general information and facts about the topic.
- Each poster should have a section that connects the past to the present and describes the lessons learned from the event/person. How have they affected us?

Group Member Roles:

- Leader—Makes sure that project requirements are met, keeps track of group materials and makes sure the group is working toward and achieving objectives. Assists the fact finder to help find information. Introduces the topic in the group presentation.
- Graphics Specialist—Finds/creates graphics that supplement your group's topic and presentation. Creates note cards that explain why the graphic enhances your topic along with the citation. This person is in charge of the overall layout of the poster. Explains the graphics and how they relate to the topic in the group presentation.
- Fact Finder—Heads up the research initiative. Decides which sources to investigate and assigns other group members research duties (who looks on the Internet, who looks in a book, etc). Organizes the works cited page. Makes sure everyone is making their note cards for their assigned source. Presents the research during the presentation.
- Connector—Connects the past to the present and answers the question "How does this affect us today?" Presents the present-day connection during the presentation.

Presentation Requirements:

- Each group presentation should last **4-6 minutes**.
- Each member should present their assigned part.
- Each member should present the information on the poster that relates to their task, but should also **offer additional information** that is not on the poster.
- Make eye contact with the audience, and speak in a loud and clear voice.
- You may use note cards, but make sure you make eye contact with the audience, and try not to read your cards word for word.

Topics:

Each group will choose one of the following topics. Discuss with your group your top three choices. Group leaders will see me with their chosen topic. Each group must have a different topic; there can be no repeats.

- Anne Frank
- Miep Gies
- Warsaw Ghetto
- Allied Powers
- Axis Powers
- Nuremburg Laws
- Kristallnacht
- Final Solution
- Bergen-Belsen concentration camp
- Creation of Israel
- United Nations
- Nuremberg War Crime Tribunal
- Germany after the War (Occupation Zones, Disarmament)
- Marshall Plan
- D-Day

- **The group's poster and presentation will be worth 80 points.**
- **Each person will also be evaluated based on their contribution, presentation, and reflection. This will be worth 20 points.**
- **After your group's presentation, you will fill out a worksheet over how you think your group did, what your group's strengths and weaknesses were, and how you specifically contributed to your group.**

History's Mysteries Group Poster and Presentation Rubric
Mrs. Morgan 7th Grade Reading

Group Members _____

Topic _____ Period _____ Date _____

Criteria	1 Poor	2 Fair	3 Good	4 Great	Points Earned
Content (28 Points)	The group lacked in-depth research and either had a weak or missing connection between the past and present.	The topic is not fully explained and the group would benefit from more research. They were still able to make a good connection between the past and the present.	The poster and presentation contained relevant and interesting information but could have been a little more in-depth. The group made a good connection between the past and present.	The poster and presentation covered a lot of relevant and interesting information about the topic. The group made a great connection between the past and present.	<u> </u> X 7 = <u> </u>
Graphics (16 Points)	There are no graphics or the graphics are not relevant to the topic. The poster lacks organization. It is not ready to be a museum exhibit.	The poster could use more graphics, color, and organization. It needs some more work before it will be ready for a museum.	The graphics are interesting and relevant. With a little more color, pictures, or organization, the poster would be ready to be displayed in a museum!	The graphics are interesting, relevant, and add to the topic. The board is organized, colorful, and looks ready to be displayed in a museum.	<u> </u> X 4 = <u> </u>
Components (12 Points)	The group was missing three or more of the specified research and/or poster components.	The group was missing two of the specified research and/or poster components.	The group was missing one of the specified components of the research and poster	The group had at least three sources including a book, note cards, a works cited page, and followed all of the poster specifications.	<u> </u> X 3 = <u> </u>
Presentation (24 Points)	Parts of the presentation were missing, and the presentation was disorganized. It was two minutes or more under the given time limit.	All parts were present. Members read most of their presentations right off of their poster. The presentation was a minute under time.	All parts were present. Transitions were a bit rocky, but the group presented a little more information than was on the poster. It lasted close to the specified time.	It had all of the specified parts. Transitions were smooth and the group presented more information than was written on their poster. It lasted between 4-6 minutes.	<u> </u> X 6 = <u> </u>

Teacher Comments:

Total Group Points _____

History's Mysteries Individual Rubric

Mrs. Morgan 7th Grade Reading

Name _____ Topic _____ Period _____ Date _____

Criteria	1 Poor	2 Fair	3 Good	4 Great	Points Earned
Role Completion/ Teamwork (8 Points)	You did not fulfill your role and let down your team by not meeting deadlines, turning in quality work, or contributing to the project. You did not work as a team player and created tension and conflict. (0-3)	One or more of your tasks were not completed. You really put your team in a bind by not meeting deadlines or contributing as much as you could have. You did not consistently work as a team player or work with your team to solve problems. (4-5)	You completed the major parts of your role, but occasionally had to be asked or reminded to finish your assigned task. Overall, you worked cooperatively with your group members with only a few mishaps. (6-7)	You were reliable and completed your role by turning in and presenting all of the necessary parts on time. You were willing to work with your teammates and to solve conflicts. You were encouraging and helpful, but did not try to take over other member's projects. (8)	
Reflection (4 Points)	Your reflection was not turned in or completed. (0-1)	Your reflection is complete, but most (4 or more) of the answers do not show serious reflection or thought. (2)	Your reflection had some in-depth analysis and regularly demonstrated serious thought. (3)	Your reflection was complete and insightful and demonstrated your contributions to the group. (4)	
Presentation (8 Points)	You did not present or contribute to the group's presentation. (0-3)	You read what was written on the poster word for word and did not offer any additional information. You were hard to understand and did not make any eye contact with the audience. (4-5)	The information you presented enhanced the overall group presentation, but you were hard to understand at times and/or did not make eye contact with the audience(6-7)	The information you presented was clear and greatly enhanced the overall presentation. You added additional information and you made good eye contact with the audience and spoke in a loud and clear voice. (8)	

Teacher Comments:

Total Points Earned _____

History's Mysteries Reflection

Name_____ Topic_____ Period_____

1. What was your role in the project? List your contributions to the group:
2. Using a scale of 1 to 4 how would you rate your cooperation and teamwork skills? Four means you were encouraging, helpful, worked well with others, and worked to solve problems as a team. One means you did not work as a team player and often caused problems or friction within the team. Circle the best answer: (1 2 3 4)
3. What letter grade do you think your team deserves? Circle the best answer:
(A A- B+ B B- C+ C C- D+ D)
4. Why do you think your group deserves that grade?
5. What letter grade would you give yourself? (A A- B+ B B- C+ C C- D+ D)
Why?
6. What problems did your group encounter, if any?
7. Were you able to solve the problems? How?
8. What did your group do well?