

from Anne Frank: The Diary of a Young Girl

AUDIO SUMMARIES

Audio summaries of “from Anne Frank: The Diary of a Young Girl” are available online in both English and Spanish in the Interactive Teacher’s Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This excerpt from Anne Frank’s diary includes two entries. The first is from June 1942, just before the Franks went into hiding from the Nazis, and the second is from November 1942, after the Franks had been in hiding for several months. In the first entry, Anne provides details about the Nazi occupation of the Netherlands and the many restrictions placed on Jews. She talks about friends and family and her desire for deeper relationships. In the second entry, Anne talks about Dussel, the new person with whom she shares her room in the Secret Annex, and how the Nazis continue daily round-ups of the Jews. She grows increasingly worried about the state of the outside world and feels guilty that she may be safer than many.

Insight

This selection provides a first-person look at the danger and dread of this dark time. It is psychologically nuanced, showing issues like survivor’s guilt and loneliness despite close contact; Anne Frank’s writing is very relatable.

ESSENTIAL QUESTION:

How do we remember the past?

Connection to Essential Question

The excerpts from Anne Frank’s diary provide a clear connection to the Essential Question, “How do we remember the past?” Because Anne wrote down what went on in her life and the lives of the others in the Secret Annex, readers are able to gain a deeper understanding of the horrors of that time.

SMALL-GROUP LEARNING PERFORMANCE TASK

How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?

Connection to Performance Tasks

Small-Group Learning Performance Task In this Performance Task, students will develop a multimedia presentation that addresses the prompt. This selection provides students with insight into the lives of Jews who went into hiding to escape Nazi persecution.

Unit Performance-Based Assessment While the events in these diary entries were in the present for Anne Frank, they are in the past for today’s readers. They provide an opportunity for us to develop a deeper understanding of the horrors of those years and to make sure it never happens again.

UNIT PERFORMANCE-BASED ASSESSMENT

How can literature help us remember and honor the victims of the Holocaust?

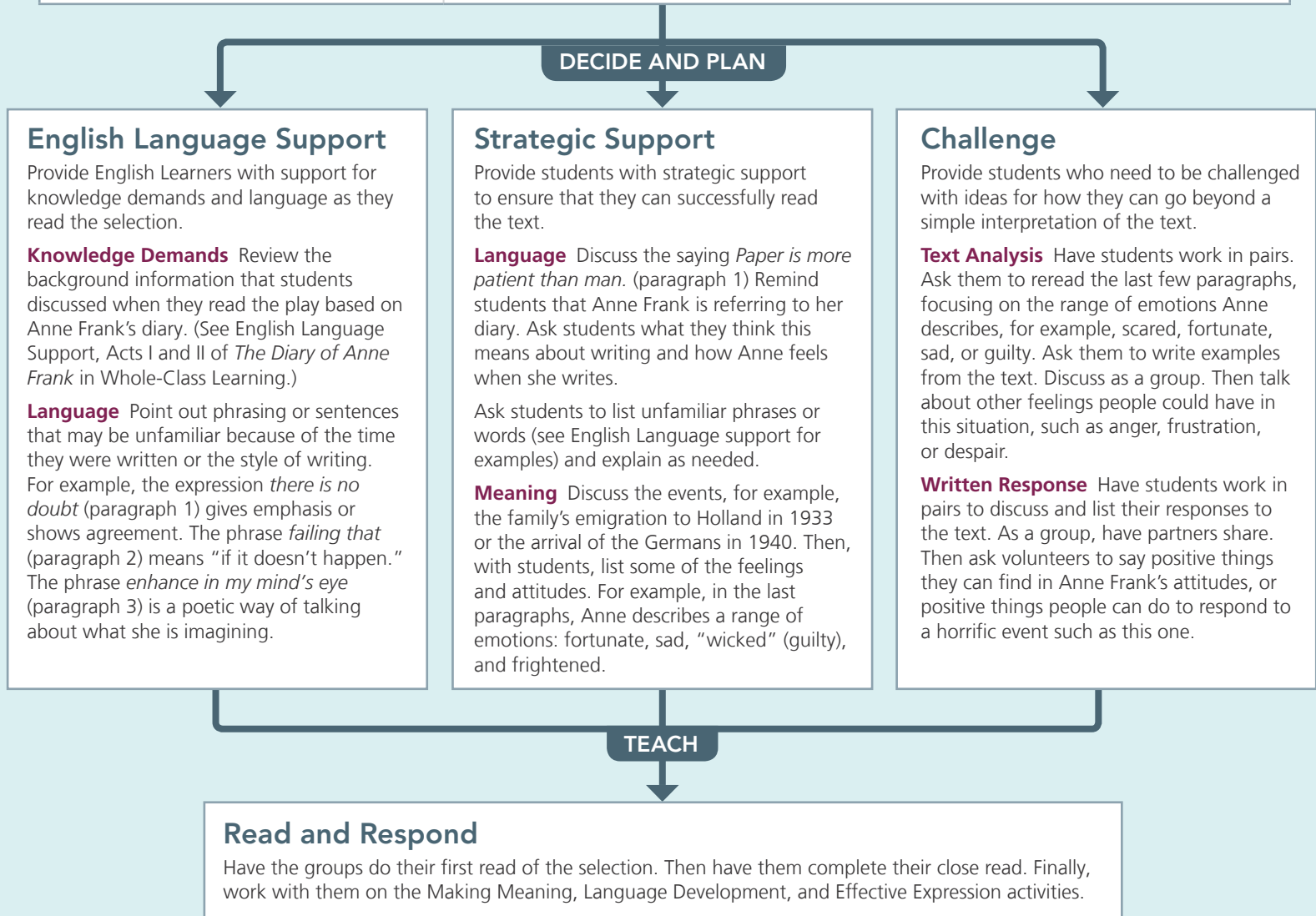


LESSON RESOURCES

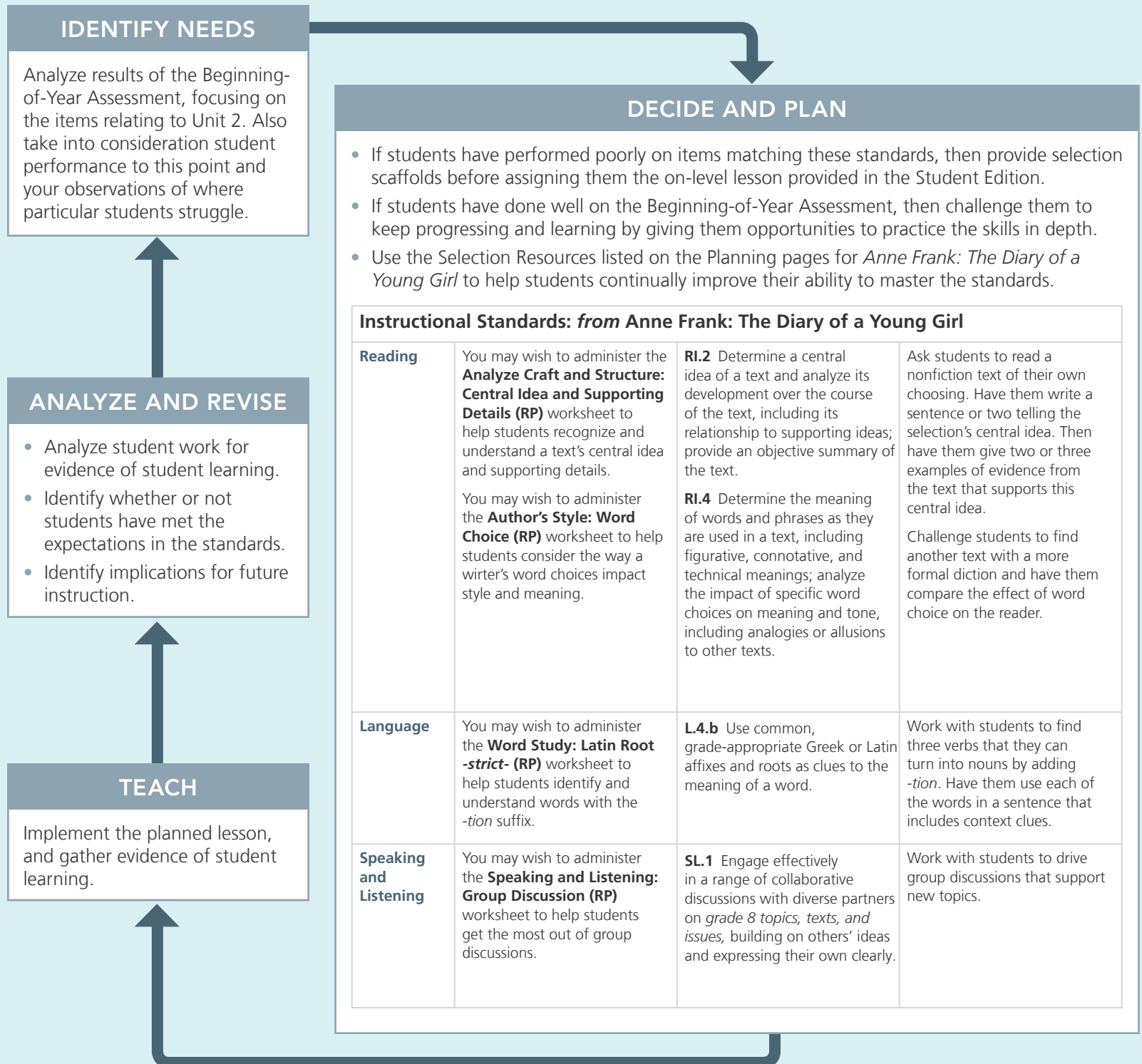
	Making Meaning	Language Development	Effective Expression
Lesson	First Read Close Read Analyze the Text Analyze Craft and Structure	Concept Vocabulary Word Study Author's Style	Speaking and Listening
Instructional Standards	<p>RI.10 By the end of the year, read and comprehend literary nonfiction . . .</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases . . .</p> <p>L.4.a Use context as a clue . . .</p> <p>RI.2 Determine a central idea of a text . . .</p> <p>RI.1 Cite the textual evidence</p> <p>RI.5 Analyze in detail the structure of a specific paragraph in a text . . .</p>	<p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases . . .</p> <p>L.4.b Use common, grade-appropriate Greek or Latin affixes and roots . . .</p> <p>L.4.d Verify the preliminary determination . . .</p> <p>RI.4 Determine the meaning of words and phrases . . .</p>	<p>SL.1 Engage effectively in a range of collaborative discussions . . .</p> <p>SL.1.a Come to discussions prepared . . .</p> <p>SL.1.c Pose questions . . .</p> <p>SL.1.d Acknowledge new information . . .</p>
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Read Guide: Nonfiction Close-Read Guide: Nonfiction	Word Network	Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Annotation Highlights EL Highlights <i>from</i> Anne Frank: The Diary of a Young Girl: Text Questions Analyze Craft and Structure: Central Idea and Supporting Details	Concept Vocabulary and Word Study Author's Style: Word Choice English Language Support Lesson: Word Choices	Speaking and Listening: Group Discussion
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	Analyze Craft and Structure: Central Idea and Supporting Details (RP)	Word Study: Latin Root <i>-strict-</i> (RP) Author's Style: Word Choice (RP)	Speaking and Listening: Group Discussion (RP)
Assessment Available online in Assessments	Selection Test		
My Resources	A Unit 2 Answer Key is available online and in the Interactive Teacher's Edition.		

Reading Support

Text Complexity Rubric: <i>from Anne Frank: The Diary of a Young Girl</i>	
Quantitative Measures	
Lexile: 1010 Text Length: 1,317 words	
Qualitative Measures	
Knowledge Demands ① — ② — ③ — ④ — ⑤	Content about the Nazi occupation, Hitler, concentration camps, and anti-Jewish sentiments and laws may not be familiar to readers, though these topics are clearly explained.
Structure ① — ② — ③ — ④ — ⑤	Letter-writing structure in diary breaks up text; labels of dates for each letter in the diary help reader identify the time frame of the excerpts.
Language Conventionality and Clarity ① — ② — ③ — ④ — ⑤	The writing is conversational. But the diary was translated from the Dutch in the 1940s, so it has an older, formal style. There is some difficult vocabulary and figurative language.
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	Some concepts are sophisticated, but concepts and situations are clearly explained, as are Anne's feelings, attitudes, and opinions about the larger significance of the conditions.



Standards Support Through Teaching and Learning Cycle



IDENTIFY NEEDS

Analyze results of the Beginning-of-Year Assessment, focusing on the items relating to Unit 2. Also take into consideration student performance to this point and your observations of where particular students struggle.

DECIDE AND PLAN

- If students have performed poorly on items matching these standards, then provide selection scaffolds before assigning them the on-level lesson provided in the Student Edition.
- If students have done well on the Beginning-of-Year Assessment, then challenge them to keep progressing and learning by giving them opportunities to practice the skills in depth.
- Use the Selection Resources listed on the Planning pages for *Anne Frank: The Diary of a Young Girl* to help students continually improve their ability to master the standards.

ANALYZE AND REVISE

- Analyze student work for evidence of student learning.
- Identify whether or not students have met the expectations in the standards.
- Identify implications for future instruction.

Instructional Standards: *from Anne Frank: The Diary of a Young Girl*

Reading	<p>You may wish to administer the Analyze Craft and Structure: Central Idea and Supporting Details (RP) worksheet to help students recognize and understand a text's central idea and supporting details.</p> <p>You may wish to administer the Author's Style: Word Choice (RP) worksheet to help students consider the way a writer's word choices impact style and meaning.</p>	<p>RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Ask students to read a nonfiction text of their own choosing. Have them write a sentence or two telling the selection's central idea. Then have them give two or three examples of evidence from the text that supports this central idea.</p> <p>Challenge students to find another text with a more formal diction and have them compare the effect of word choice on the reader.</p>
Language	<p>You may wish to administer the Word Study: Latin Root -strict- (RP) worksheet to help students identify and understand words with the <i>-tion</i> suffix.</p>	<p>L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>Work with students to find three verbs that they can turn into nouns by adding <i>-tion</i>. Have them use each of the words in a sentence that includes context clues.</p>
Speaking and Listening	<p>You may wish to administer the Speaking and Listening: Group Discussion (RP) worksheet to help students get the most out of group discussions.</p>	<p>SL.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p>Work with students to drive group discussions that support new topics.</p>

TEACH

Implement the planned lesson, and gather evidence of student learning.



Jump Start

FIRST READ How can someone get used to living in hiding with others? What can people do to stay strong? Engage students in a discussion about ways of coping with extremely dangerous situations that sets the context for reading the excerpt from *Anne Frank: The Diary of a Young Girl*.

About the Author



Anne Frank (1929–1945) was a young girl who lived in Amsterdam with her family during World War II. Fleeing Nazi persecution of Jews, the Franks went into hiding, where Anne began writing her thoughts, experiences, and observations in a diary. She was 15 when the family was found and sent to the concentration camps. Anne and her sister died at Bergen-Belsen, just weeks before the camp was liberated.

Tool Kit
First-Read Guide and Model Annotation

STANDARDS
Reading Informational Text
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Language
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
a. Use context as a clue to the meaning of a word or phrase.

212 UNIT 2 • THE HOLOCAUST

from Anne Frank: The Diary of a Young Girl

Concept Vocabulary

You will encounter the following words as you read the excerpt from *Anne Frank: The Diary of a Young Girl*.

forbidden restrictions sacrifices

Context Clues If these words are unfamiliar to you, try using **context clues**—other words and phrases that appear nearby in the text—to help you determine their meanings. There are various types of context clues that may help you unlock word meanings.

Synonyms: The **bifurcated** tree branch looked remarkably similar to a snake's **forked** tongue.

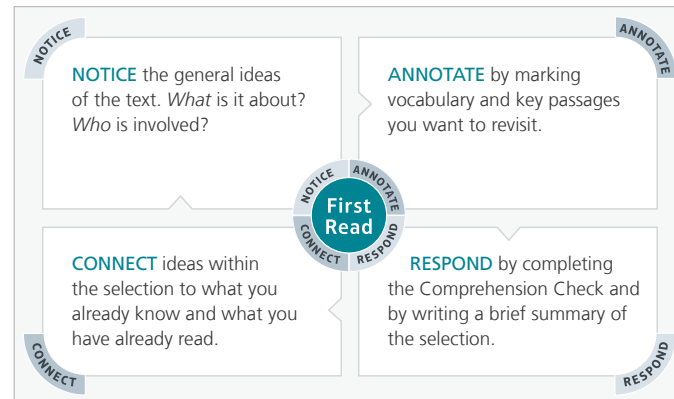
Restatement: A healthful breakfast can **invigorate** you, giving you the energy you need to get through your morning.

Contrast of Ideas: The first crate looked **cumbersome**, so I grabbed the second one, which was small and easy to handle.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



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from Anne Frank: The Diary of a Young Girl

How did people try to survive, even during Hitler's rule? Modeling questions such as this will help students connect to the excerpt from *Anne Frank: The Diary of a Young Girl* and to the Small-Group Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher's Edition.

Concept Vocabulary

Ask groups to look closely at the information about context clues and discuss how these types of clues can help clarify a word's meaning. Have students discuss the examples and encourage groups to use context clues as they come across additional unfamiliar words.

FIRST READ

Have students perform the steps of the first read independently:

NOTICE: You may want to encourage students to notice key events that Anne relates.

ANNOTATE: Remind students to mark passages that include the main ideas and details in the diary.

CONNECT: Have students compare Anne Frank's diary with the play about her life, and with the writings of other young people.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the **First-Read Guide: Nonfiction** for students to use.

AUTHOR'S PERSPECTIVE Jim Cummins, Ph.D.

Importance of Background Knowledge It is important for all students, and especially for English learners, to learn to tap into their background knowledge when they read a text. Teachers can help students access this knowledge and integrate it with new textual information. One way to do this is to encourage groups to share what they know about the topic of the text before they begin reading. For example,

some students may have prior knowledge about the Holocaust, which can help scaffold understanding of *Anne Frank: The Diary of a Young Girl*. On a deeper level, more students may be able to relate to the idea of writing their most personal thoughts in a diary. After students have completed their first read, have them discuss how their background knowledge helped them understand the text.

Name:	Date:
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First-Read Guide

Use this page to record your first-read ideas.

Selection Title: _____

NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND by writing a brief summary of the selection.

STANDARD **Anchor Reading Standard 10** Read and comprehend complex literary and informational texts independently and proficiently.

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TEXT QUESTIONS

from Anne Frank: The Diary of a Young Girl

Anne Frank

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

- 1. (a) **Interpret** What does the saying “paper is more patient than man” mean?
(b) **Draw Conclusions** Why does Anne choose to begin her diary with that observation?

- 2. (a) What were the “Anti-Jewish decrees”? (b) **Analyze** How do those decrees affect Anne’s outlook on life?

- 3. (a) What leads Anne to believe that Dussel isn’t prepared for living in the annex?
(b) **Analyze** In what way is Anne’s observation about Dussel surprising, given that she is so much younger than he?

- 4. (a) What news of the outside world does Mr. Dussel bring?
(b) **Connect** Why does this news make Anne feel guilty about living in the annex? What insight about Anne does her guilt reveal?

Name:	Date:
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from Anne Frank: The Diary of a Young Girl

Anne Frank

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

1. (a) Determine the meaning of figurative language.

In paragraph 1 of the excerpt from *Anne Frank: The Diary of a Young Girl*, Anne quotes the saying “paper is more patient than man.” What does she mean by this saying?

(b) Analyze the impact of analogies and allusions on meaning.

Explain the impact of this saying on Anne’s meaning. First, restate Anne’s main reason for keeping a diary. Then, explain how the comparison in the saying helps emphasize this reason.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

2. (a) Determine a central idea.

In the excerpt from *Anne Frank: The Diary of a Young Girl*, what central idea does Anne develop in paragraphs 5 and 6?

(b) Analyze its relationship to supporting ideas.

What is the main type of supporting detail Anne offers for this central idea? Give an example from the text.

(c) Analyze its development over the course of the text.

In paragraph 6, what related idea does Anne add to this central idea? Why is this related idea important to readers’ understanding?



RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3. (a) Draw an inference from the text.

From the excerpt from *Anne Frank: The Diary of a Young Girl*, what can you infer Anne feels about sharing a room with Mr. Dussel?

(b) Cite evidence to support your inference.

What details in the text most strongly support your inference?

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

4. Analyze how a text makes connections between individuals: comparisons.

Reread paragraphs 14–16 in the excerpt from *Anne Frank: The Diary of a Young Girl*. What connections does Anne make between her own situation in hiding and the situation of Jews in the “outside world”? What distinctions, or contrasts, does she make? In your response, explain how the connections Anne sees make her feel.



EXTENDED-RESPONSE ACTIVITY ▶ Paragraph Structure

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

5. Analyze the structure of paragraph 2 and of paragraph 4 of the selection from *Anne Frank: The Diary of a Young Girl*.

Use these guidelines in your writing or discussion.

- State the main idea of each paragraph.
- For each paragraph, explain whether the writer has directly stated the main idea or only implied it.
- Explain how the writer develops the main idea. Consider how the paragraph is organized.
- Choose one sentence in each paragraph, and explain its role in developing the main idea.
- Consider whether and how the writer refines or clarifies the main idea.
- Cite details from the paragraph to support your points.

TIP FOR WRITTEN RESPONSE

Use quotation marks around the direct quotations you take from the text.

TIP FOR DISCUSSION

When responding to a person's comment, show that you have been listening closely by using the person's name and by paraphrasing what he or she has said.

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CENTRAL IDEA AND SUPPORTING DETAILS

from **Anne Frank: The Diary of a Young Girl**

Anne Frank

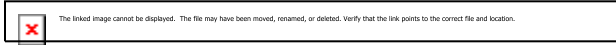
Informational texts are often filled with new ideas and terms. When you read such texts, it is helpful to preview the text to find the **central idea**. Here are some things to do to help you find a text’s central idea and paraphrase its meaning:

- Before reading, preview the text. Look at the heads, topic sentences, and graphics for clues to the central idea.
- Look for facts and examples and other supporting **details** help you understand the central idea.
- After you read, paraphrase the text, putting the central idea into your own words. Identifying important details will help you determine an author’s central idea.

A. DIRECTIONS: To help you identify the central idea and details from “Anne Frank: The Diary of a Young Girl,” read the questions and write your answers in the chart below.

Questions	Notes
What do the titles and subtitles tell me about the topic?	
What information do photographs, and captions provide?	
What subjects are mentioned in the first sentences of paragraphs?	
What kinds of data or facts appear in the text?	

Name:	Date:
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from Anne Frank: The Diary of a Young Girl

Anne Frank

WORD LIST

<i>forbidden</i>	<i>restrictions</i>	<i>sacrifices</i>
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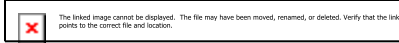
A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. If you are *forbidden* from entering the library, does that mean you are banned from going in? Explain _____
2. There are certain *restrictions* on what students may wear to school. Does that mean students can wear whatever they want? Explain. _____
3. In her diary, Anne Frank writes: “One must be prepared to make some *sacrifices* for a good cause, so I will make my little offering with a good will.” Is a sacrifice an easy thing to give? Explain. _____

B. WORD STUDY: The Latin root *-strict-*, means “to draw tight.” For instance, the suffix *-ion* meaning “to act on” and the prefix *re-* meaning “withdrawal” becomes *restriction* which means “a limiting condition.” Below, choose the correct meaning of the word on the left from the definitions on the right. Then, write its letter on the line provided.

- | | |
|--------------------|---------------------------------------|
| 1. constrict _____ | A. rigidly accurate |
| 2. restrict _____ | B. to bind fast |
| 3. astrict _____ | C. place limits on |
| 4. strict _____ | D. squeeze or press together |
| 5. district _____ | E. an area marked off for a purpose |
| 6. stricture _____ | F. abnormal narrowing of a passageway |

Name:	Date:
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GROUP DISCUSSION

from Anne Frank: The Diary of a Young Girl

Anne Frank

Anne Frank’s diary entries provide you with insights into her life while hiding with her family. Comparing two diary entries will help as you participate in a **collaborative group discussion** about Anne Frank.

A **group discussion** is a discussion among individuals about a particular topic or topics. Group discussions allow members of the group to explore and reflect on ideas with others. An effective group discussion takes place when members talk about meaningful questions, acknowledge other members’ viewpoints, and synthesize ideas at the end of the discussion. All members of a group discussion contribute ideas. Usually a group leader ensures that all viewpoints are addressed, and a person assigned to take notes for the discussion summarizes the discussion points at the discussion’s close.

Sometimes all members of a group complete a discussion log to record the various ideas for the discussion.

DIRECTIONS: Choose a topic for your group discussion about the two diary entries, such as word choice or the central idea. Prior to the group discussion, analyze the entries. Good organization is the key to a successful group discussion. Use the following chart to help you plan for a successful group discussion in which everyone participates. Use initials of group members to record ideas.

The group leader or a designated person should summarize the main points of the discussion at its conclusion.

Discussion Topic:	
Group Leader:	Note Taker:
Group Members:	
Ideas:	
Group summary statement:	