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# Ideas with **IMPACT**



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## Anne Frank and Me

# *Anne Frank and Me*

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## Outline/Overview

### Description:

Anne Frank's legacy withstands time and remains relevant to the generations of today's youth because it provides the human factor enabling students to forge meaningful connections. Her story illustrates what happens when hate and intolerance prevail. Anne's message that "human greatness does not lie in wealth or power, but in character and goodness. People are just people, and all people have faults and shortcomings, but all of us are born with a basic goodness" resonates with today's youth who are also aspiring to be valued and respected independent thinkers. After closely reading "The Diary of Anne Frank" students will draw connections to their own lives and make comparisons to the issues of discrimination, intolerance, and violence still affecting our society today. Students will use writing as a tool in order to address their own hardships and the difficulties they see within their own schools and communities. The project culminates with students utilizing 21<sup>st</sup> century skills to create brief blog entries that reflect on themselves and the world they live in.

### Purpose:

The purpose of this project is to encourage students to share their ideas to confront intolerance and discrimination in today's society. Using blogging as a means to publish student writing promotes collaboration and interaction between peers.

### Rationale:

This project provides an authentic learning task in which students can forge meaningful connections between Anne Frank and themselves and spark ideas to confront intolerance and discrimination. Blogging provides students an authentic task, audience and purpose to write and allows them to tackle a relevant issue. Students are empowered by the use of technology and the captive audience in which their voices can be heard, and they can affect meaningful change. This project harnesses the power of blogging and empowers students to share their voice to affect positive change in their community.

# Goals and Objectives

## Language Arts Florida Standards

### Strand: Reading Standards for Literature

LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Strand: Reading Standards for Informational Text

LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.8.RI.1.2 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.

LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LAFS.8.RI.2.4 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.

### Strand: Writing Standards

LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Strand: Standards for Speaking and Listening

LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### Strand: Language Standards

LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Florida's Holocaust Mandate

In 1994, the Florida Legislature passed the Holocaust Education Bill (SB 660) which amends Section 233.061 of the Florida Statutes (Chapter 94-14, Laws of Florida), relating to required instruction. The law requires all school districts to incorporate lessons on the Holocaust as part of public school instruction. The statute reads as follows:

### Florida Statute 1003.42(f)

The history of the Holocaust (1933-1945), the systematic planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

## Lesson Plans

### Unit Plan for The Diary of Anne Frank

#### Lesson 1- Introducing Anne Frank/ Building Background



<b>Description:</b>	Introductory lesson to provide background on Anne Frank and the time period.
<b>Subject</b>	ELA
<b>Duration:</b>	1 class period
<b>Time Frame:</b>	90 minutes
<b>Standards:</b>	<p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>LAFS.8.RI.1.2 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>LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Goals:</b>	<p>The student will learn</p> <ul style="list-style-type: none"> <li>• To use historical sources and place them in chronological order.</li> <li>• The characteristic aspects of the following periods in history; World War 2 and the Holocaust.</li> <li>• Who the important people and events were in this particular period in Anne Frank's life and relate them to other relevant examples in world history.</li> </ul>
<b>Objectives:</b>	After investigating the story using the Secret Annex Online the student will be able to write an explanatory essay about what happened to Anne Frank, her family and friends in wartime occupied Amsterdam. The explanatory essay will identify the main characters, demonstrate the reasons the Frank family went into hiding and address the outcome.
<b>Learner Profile:</b>	8 <sup>th</sup> grade
<b>Learning Materials:</b>	<a href="#">Mind Map and Timeline student handout</a> , <a href="#">Digital Blackboard Mind Map and Timeline</a> , <a href="#">Secret Annex Online Investigate the Story Handout</a>
<b>Instructional Activities:</b>	<b>Opening Routine:</b> On the digital blackboard there are two mind maps. The theme of the first one is World War 2, the second one is about Anne Frank. What comes

	<p>to mind when the students think about World War 2? Ask them to write down six words on the mind map on the left. Follow the same procedures with the Anne Frank mind map. Students will then compare the mind maps. Do the same words appear on both mind maps? These can then be underlined or circled to make this more visual. Students will fill in the mind maps on printed worksheet.</p> <p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• Preview the Timeline Assignment by showing the five images shown on the digital blackboard. By clicking on an image it becomes larger and a caption appears. Look at the images together with your pupils.</li> <li>• In the film clip about Anne Frank pupils will see events which contain the images. Duration of the film is 2:45. Pupils should watch the film carefully because the assignment requires them to put the images in the correct order.</li> <li>• Now put all the events from the film in the correct order. If pupils are using the worksheet they can draw a line from the image to the correct number. If the pupils are having difficulties with this assignment click on the images again to reveal the captions. When everyone has finished ask one pupil to drag the images on the digital blackboard to the correct number.</li> </ul> <p><b>Collaborative Practice:</b></p> <ul style="list-style-type: none"> <li>• Introduce students to the website <a href="https://web.annefrank.org/en/Subsites/Home/">https://web.annefrank.org/en/Subsites/Home/</a> where they can take a virtual tour of Anne Frank’s House and the Secret Annex.</li> <li>• Navigate the Secret Annex Online to become acquainted with the characters, the layout of the building, and the Anne Frank's story.</li> </ul> <p><b>Independent Practice:</b></p> <p>Assignment 1- Investigate the story: Imagine you are a journalist reporting about the story of Anne Frank, her family, friends, and helpers.</p> <ul style="list-style-type: none"> <li>• After investigating the story using the Secret Annex Online the student will be able to write an explanatory essay about what happened to Anne Frank, her family and friends in wartime occupied Amsterdam. The explanatory essay will identify the main characters, demonstrate the reasons the Frank family went into hiding and address the outcome.</li> </ul>
<b>Pre-Post Assessments:</b>	<ol style="list-style-type: none"> <li>1. Mind Maps- Prior Knowledge</li> <li>2. Timeline</li> <li>3. Investigate the story: Explanatory Essay</li> </ol>
<b>Home Learning:</b>	Finish Investigate the Story: Explanatory essay if necessary.
<b>Resources:</b>	<a href="http://edu.annefrank.org/annefrankintroductorylesson/index.html">http://edu.annefrank.org/annefrankintroductorylesson/index.html</a> Teachers’ Manual <a href="#">Anne Frank Introductory Lesson</a> <a href="https://web.annefrank.org/en/Subsites/Home/">https://web.annefrank.org/en/Subsites/Home/</a> <a href="#">The Secret Annex Online Guide with Assignments PPT</a>

Lesson 2- Anne Frank’s Legacy

<b>Description:</b>	In order to build background and gain perspective students will learn about the point of view of Miep Gies on of Anne’s helpers. Throughout the lesson,
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	students have an opportunity to consider the price of apathy and indifference in the face of injustice.
<b>Subject:</b>	ELA
<b>Duration:</b>	1 class period
<b>Time Frame:</b>	90 minutes
<b>Standards:</b>	<p>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.8.RI.1.2 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>LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>LAFS.8.RI.2.4 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>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Goals:</b>	<p>After completing this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Name the various forms of assistance provided to Jews by non-Jews during the Holocaust.</li> <li>• Analyze the motivations of non-Jewish rescuers in their efforts to help Jews survive during the Holocaust.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluate the moral and ethical choices individuals and groups made when deciding whether or not to help Jews.</li> <li>• Examine the price of apathy and indifference in the face of injustice.</li> </ul>
<b>Objectives:</b>	Students will be able to obtain the central idea and speaker’s point of view from the speech “Anne Frank’s Legacy” as evidenced by answering text-dependent questions with at least 75% accuracy.
<b>Learner Profile:</b>	8 <sup>th</sup> grade
<b>Learning Materials:</b>	<a href="#">Anne Frank’s Legacy Speech by Miep Gies</a> , <a href="#">Comprehension Questions Anne Frank’s Legacy</a>
<b>Instructional Activities:</b>	<p><b><u>Opening Routine:</u></b> What is a legacy? Show Stream to Start video from Collections Textbook Series link on pg. 278</p> <p><b><u>Teacher Directed Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Legacy is about life and living. It's about learning from the past, living in the present, and building for the future.</li> <li>• Legacy is fundamental to what it is to be human. Research shows that without a sense of working to create a legacy, adults lose meaning in their life. Exploring the idea of legacy offers a glimpse not only into human relationships and building strong communities, but also the human spirit.</li> </ul> <p>The idea of legacy may remind us of death, but it's not about death. Being reminded of death is actually a good thing, because death informs life. It gives you a perspective on what's important. But legacy is really about life and living. It helps us decide the kind of life we want to live and the kind of world we want to live in.</p> <p><b><u>Guided Practice:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss Anne Frank's quote from the Collection Opener.</li> <li>• Distribute Anne Frank's Legacy and read together as a class.</li> <li>• Scaffold Discussion Write the word "altruism" on the board. Have students brainstorm the meaning of the term and record their responses. Help students consider the following key elements of altruism if they are not offered during the brainstorming session: <ul style="list-style-type: none"> <li>- directed toward helping another or others</li> <li>- involves a high degree of risk or sacrifice to the helper</li> <li>- no external reward</li> <li>- voluntary action</li> </ul> </li> </ul> <p><b><u>Collaborative Practice:</u></b></p> <p>Think, Pair, Share: Think about Miep Gies who described herself as an "ordinary" person and yet she did extraordinary things. How might this be explained? Why do you think some people became rescuers during the Holocaust while most remained bystanders? What moral choices were made by rescuers during the Holocaust and what were the ongoing challenges they faced?</p> <p><b><u>Independent Practice:</u></b></p>

	Complete Anne Frank's Legacy Comprehension Questions
<b>Pre-Post Assessments:</b>	Anne Frank's Legacy Comprehension Questions
<b>Home Learning:</b>	Finish Anne Frank's Legacy Comprehension Questions
<b>Resources:</b>	<a href="#">Anne Frank's Legacy Speech by Miep Gies</a> , <a href="#">Comprehension Questions Anne Frank's Legacy</a> , Collections Textbook Series Stream to Start- Collection 5 Anne Frank's Legacy, Collection Opener Quote by Anne Frank " I don't want to have lived in vain like most people... I want to go on living even after my death!", Echoes and Reflections Rescuers Lesson 7

### Lesson 3- The Diary of Anne Frank Act I

<b>Description:</b>	The Holocaust was a defining event of the 20th century, and to many, Anne Frank has become its face. Her story of courage and hope is brought to life through the dialogue in this play, helping students understand in some small degree the ways this tragedy touched the lives of ordinary families not unlike their own.
<b>Subject:</b>	ELA
<b>Duration:</b>	10 days traditional, 5 days block
<b>Time Frame:</b>	90-minute blocks
<b>Standards:</b>	<p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Goals:</b>	After completing this lesson, students will be able to: <ul style="list-style-type: none"> <li>- List and describe the characters in the play and their relationships to on another.</li> <li>- Understand the structure of a drama (that a script is often divided into acts and scenes).</li> <li>- Understand the role stage directions provide when reading a drama.</li> </ul>
<b>Objectives:</b>	The student will be able to analyze the key elements of a drama, including its structure, characters dialogue, and events.
<b>Learner Profile:</b>	8 <sup>th</sup> grade
<b>Learning Materials:</b>	Grade 8 HMH Collection textbook pg. 277-324, <a href="#">Act I Response Guide purchased from Teachers Pay Teachers</a> , <a href="#">Selection Test Act I</a>
<b>Instructional Activities:</b>	<p><b>Guided Practice:</b> Close Read “The Diary of Anne Frank Act One” aloud as a class. Assign students to read for the cast of characters. Assign a narrator to read stage directions. Students will complete their Response Guide for each scene in Act I.</p> <p><b>The Diary of Anne Frank Act One, Scene 1 (TE 280- TE 283)</b> <u>Close Read:</u></p> <ul style="list-style-type: none"> <li>• Analyze Drama: <ul style="list-style-type: none"> <li>○ Headings, lines 1-25 (TE 281)</li> <li>○ lines 91-103 (TE 282)</li> </ul> </li> <li>• Analyze Characters <ul style="list-style-type: none"> <li>○ lines 26-37 (TE 282)</li> </ul> </li> <li>• Analyze Language <ul style="list-style-type: none"> <li>○ lines 124-138 (TE 283)</li> </ul> </li> </ul> <p><b>The Diary of Anne Frank Act One, Scene 2 (TE 283- TE 292)</b> <u>Close Read:</u></p> <ul style="list-style-type: none"> <li>• Analyze Drama <ul style="list-style-type: none"> <li>○ lines 171-173 (TE 283)</li> <li>○ lines 196-207 (TE 284)</li> <li>○ lines 498-516 (TE 288)</li> <li>○ lines 748-759 (TE 291)</li> </ul> </li> <li>• Analyze Characters <ul style="list-style-type: none"> <li>○ lines 180-193 (TE 284)</li> <li>○ lines 334-337 (TE 286)</li> <li>○ lines 631-656 (TE 290)</li> </ul> </li> <li>• Analyze Language <ul style="list-style-type: none"> <li>○ lines 291-306 (TE 285)</li> <li>○ lines 453-456 (TE 287)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ lines 530-540 (TE 288)</li> <li>○ lines 570-586 (TE 289)</li> </ul> <p><b>The Diary of Anne Frank Act One, Scene 3 (TE 292- TE 309)</b>  <u>Close Read:</u></p> <ul style="list-style-type: none"> <li>• Analyze Language <ul style="list-style-type: none"> <li>○ lines 907-917 ( TE 294)</li> <li>○ lines 1110-1111 ( TE 297)</li> <li>○ lines 1268-1273 ( TE 299)</li> <li>○ lines 1414-1432 ( TE 301)</li> <li>○ lines 1752-1773 ( TE 306)</li> </ul> </li> <li>• Analyze Characters <ul style="list-style-type: none"> <li>○ lines 976-993 (TE 295)</li> <li>○ lines 1379-1370 ( TE 300)</li> <li>○ lines 1875-1954 ( TE 308)</li> </ul> </li> <li>• Analyze Drama: <ul style="list-style-type: none"> <li>○ lines 1145-1147 ( TE 297)</li> <li>○ lines 1203-1237 ( TE 298)</li> <li>○ lines 1509-1514 (TE 302)</li> </ul> </li> </ul> <p><b>The Diary of Anne Frank Act One, Scene 4 (TE 309- TE 314)</b>  <u>Close Read:</u></p> <ul style="list-style-type: none"> <li>• Analyze Drama: <ul style="list-style-type: none"> <li>○ lines 2000-2004 (TE 309)</li> <li>○ lines 2040-2066 (TE 310)</li> <li>○ lines 2151-2168 ( TE 312)</li> </ul> </li> <li>• Analyze Characters <ul style="list-style-type: none"> <li>○ lines 2233-2274 (TE 313)</li> </ul> </li> </ul> <p><b>The Diary of Anne Frank Act One, Scene 5 (TE 314- TE 323)</b>  <u>Close Read:</u></p> <ul style="list-style-type: none"> <li>• Analyze Drama: <ul style="list-style-type: none"> <li>○ lines 2320-2328 ( TE 314)</li> <li>○ lines 2532-2551 ( TE 317)</li> </ul> </li> <li>• Analyze Language <ul style="list-style-type: none"> <li>○ (lines 2359-2378) pg. TE 315</li> <li>○ (lines 2451-2459) pg. TE 316</li> <li>○ lines 2720-2736 (TE 320)</li> <li>○ lines 2923-2952 (TE 323)</li> </ul> </li> <li>• Analyze Characters <ul style="list-style-type: none"> <li>○ (lines 2668-2699) pg. TE 320</li> <li>○ (lines 2906-2922) pg. TE 323</li> </ul> </li> </ul>
<b>Vocabulary</b>	drama, playwright, script, cast of characters, stage directions, dialogue, structure, act, scenes
<b>Pre-Post Assessments:</b>	The Diary of Anne Frank Act One Response Guide, The Diary of Anne Frank Act One Selection Test

<b>Home Learning:</b>	Follow-up with response guide to ensure it is completed before the next scene is read in class.
<b>Resources:</b>	<a href="#">Act I Response Guide purchased from Teachers Pay Teachers</a> , <a href="#">Selection Test Act I</a>

#### Lesson 4- The Diary of Anne Frank Act II

<b>Description:</b>	The Holocaust was a defining event of the 20th century, and to many, Anne Frank has become its face. Her story of courage and hope is brought to life through the dialogue in this play, helping students understand in some small degree the ways this tragedy touched the lives of ordinary families not unlike their own.
<b>Subject:</b>	ELA
<b>Duration:</b>	90-minute blocks
<b>Time Frame:</b>	10 days traditional, 5 days block
<b>Standards:</b>	<p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<b>Goals:</b>	After completing this lesson, students will be able to: <ul style="list-style-type: none"> <li>- List and describe the characters in the play and their relationships to one another.</li> <li>- Understand the structure of a drama (that a script is often divided into acts and scenes).</li> <li>- Understand the role stage directions provide when reading a drama.</li> <li>- Anne Frank’s experience during the Holocaust.</li> </ul>
<b>Objectives:</b>	The student will be able to analyze the key elements of a drama, including its structure, characters dialogue, and events.
<b>Learner Profile:</b>	8 <sup>th</sup> grade
<b>Learning Materials:</b>	Grade 8 HMH Collection textbook pg. 277-324, <a href="#">Act 2 Response Guide purchased from Teachers Pay Teachers</a> , <a href="#">Selection Test Act 2</a>
<b>Instructional Activities:</b>	Close Read “The Diary of Anne Frank Act One” aloud as a class. Assign students to read for the cast of characters. Assign a narrator to read stage directions. Students will complete their Response Guide for each scene in Act I. Guided Practice: <ul style="list-style-type: none"> <li>• Close read Act II Scene 1 pg. 325-334</li> <li>• Close Read Act II scene 2 pg, 334-341</li> <li>• Close Read Act II Scene 3 pg. 341-347</li> <li>• Close Read Act II Scene 4 pg. 347-351</li> <li>• Close Read Act II Scene 5 pg. 351-352</li> </ul>
<b>Pre-Post Assessments:</b>	The Diary of Anne Frank Act Two Response Guide, The Diary of Anne Frank Act Two Selection Test
<b>Home Learning:</b>	Follow-up with response guide to ensure it is completed before the next scene is read in class.
<b>Resources:</b>	Grade 8 HMH Collection textbook pg. 277-324, <a href="#">Act 2 Response Guide purchased from Teachers Pay Teachers</a> , <a href="#">Selection Test Act 2</a>

## Culminating Activity- Blog

### Lesson 1- Introducing Blogging

<b>Description:</b>	<p>Reading and writing texts online are basic skills that students need to be literate citizens in the 21st century. Teaching with blogs provides the opportunity to engage students in both of these literacy activities, and the strategy has the additional benefit of enabling students to publish their writing easily and to share their writing with an authentic audience.</p> <p>When students write entries and comment on the entries of their peers, blogs become an integral part of a lively literacy community. Once a student posts an entry, others in the class can respond, provide supportive feedback, and</p>
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	offer additional suggestions or perspectives. By writing and commenting on blogs, students write for real readers (not just for their teachers). As a result, students focus on clear communication and get immediate feedback on whether they communicate effectively.
<b>Subject:</b>	ELA
<b>Duration:</b>	3 days traditional, 2 days block
<b>Time Frame:</b>	90-minute blocks
<b>Standards:</b>	<p>LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<b>Goals:</b>	<p>To provide a hands-on, interactive explanation of blogging, and the way that blogs can be used in education as powerful learning tools.</p> <p>Provide students an overview of the blogging features on the blogging platform Kidblog.org.</p>

	Provide explicit instruction of safe online blogging practices.
<b>Objectives:</b>	<p>The student will be able to identify the key features of a blog.</p> <p>The student will participate in the Paper Blog activity creating their own blog post and commenting to at least 4 peer's posts.</p> <p>The student will be able to demonstrate mastery of safe online blogging practices by passing the Common Blogging Features and Online Commenting Guidelines quiz with 90% pass rate.</p>
<b>Learner Profile:</b>	8 <sup>th</sup> grade
<b>Learning Materials:</b>	Cardstock paper, assorted color pens, post it notes, <a href="#">Common Blog Features</a> , <a href="#">Online Commenting Guidelines</a> , Common Blogging Features and Online Commenting Guidelines Quiz, Blogging Permission Slip Quiz/ Parent Consent Form, Getting Started with Kidblog Instructions
<b>Instructional Activities:</b>	<p><b>Paper Blog Activity</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- <b>Cardstock Paper</b>- one per participant, and preferably in many colors</li> <li>- <b>Writing implements</b> – lots of colors of ballpoint pens</li> <li>- <b>Post-It Notes</b></li> </ul> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Place the Materials (listed above) in the middle of the activity space. Explain that this represents a Blogging Site: a place that provides you with all of the tools you need to set up and publish a blog.</li> <li>2. Invite participants to choose a sheet of Paper for themselves in any color, as well as a pad of Post-It Notes and some Writing Implements. Explain that this represents how blogging sites allow users to customize the appearance of their own blogs and personalize them.</li> <li>3. Tell the participants that they are about to write their very first blog post. (I like to get participants to blog about “Food and Drink” for this activity, because everyone has their own favorites, and it makes this exercise more fun; but you might have your own topic in mind). Ask them to write a paragraph or so about their favorite food or drink, and to draw a picture of it.</li> <li>4. Ask participants to also “tag” their post, by adding some summary information at the bottom: for example, whether this item is served hot or cold; whether it is a food or a drink; or whether it is served as an entree, main course, or dessert.</li> <li>5. Now everyone puts their posts back in the middle, and you invite participants to each take someone else's post. Ask them to comment on the content, by writing their comments on Post-It Notes and</li> </ol>

sticking them onto the original post: for example, do they agree or disagree with the original poster's favorite food? Do they like the picture that the original poster drew? Tell them that blogs allow this kind of commenting" by readers, which can help learners to consider new ideas and reflect on their own in new ways.

6. Get participants to keep putting their commented posts back into the Blogging Site for others to read and comment. They are allowed to review their own blogs at any stage and remove comments they don't think are useful, or comment on each others' comments, too. When this has gone on for a little while, and all of the blogs have at least a couple of comments on them, get everyone to put all the blogs back in the middle and to find their own. The multicolored paper helps to make this much simpler.
7. Explain that this is what social software, such as blogs, is all about: sharing and exchanging ideas to build new ideas and new knowledge.
8. Get everyone on their feet and ask anyone whose food or drink is (or could be) served hot to stand on your left, and everyone else to stand on your right. Explain that this demonstrates how "tags" or "categories" are used to organize information in blogs, which are usually also searchable, to make it easy to discover new information in other people's blogs.

#### **Transitioning to the Real Blogging Platform**

- Review Common Blog Features and some example blogs with students. Discuss the features that are available in the blogging site that you have chosen for the class. If students are familiar with blogging, you can invite class members to share what they know about the different features.
- Share the Online Commenting Guidelines and discuss these general rules. Add details on your district's acceptable use policy as appropriate.
- Give students a quiz on the Common Blogging Features and Online Commenting Guidelines to ensure that they understand how to engage in safe online blogging practices. Students that pass must sign the Blogging Permission Slip acknowledging the rules, responsibilities and consequences of breaking the rules. Parents must sign the permission form to provide consent for student to engage in blogging.
- Demonstrate the blog hosting site that you have chosen for the class. I used Kidblog because it provides K-12 teachers with tools to safely publish student writing. Teachers can monitor all activity within a community of authors. Posts can even be public, but nothing goes live until a teacher approves it. Students should know how to accomplish basic tasks such as making text bold and italics and adding a hyperlink. When the students first create their account, I make their first assignment to introduce themselves and get to know the program. They follow a rubric to ensure that they know

	<p>how to use all the tools on the program (making text bold and italics and adding a hyperlink, inserting a picture, commenting on a peer’s post, responding to someone else’s comment and replying to someone who posted a comment on their thread).</p> <ul style="list-style-type: none"> <li>• Choose a purpose. For their first few blog entries, provide several writing prompts that students can respond to. Choose writing activities that fit your goal for the blogs. For instance, if you want to use the blog entries to discuss literature, provide some discussion questions based on recent readings.</li> <li>• Remind students to preview their text before posting their entries, to make sure that the entry is ready for others to read it. Once a post is published, show students how to revise a post if necessary.</li> <li>• After students have posted entries, talk about the purpose of blog comments. Look at the comments on a popular blog or posted on a local newspaper in response to articles. Emphasize the importance of providing useful suggestions and supportive feedback.</li> <li>• Begin the commenting process by asking students to respond to a certain number of blogs each week or to respond to everyone in their writing group each week.</li> </ul>
<b>Pre-Post Assessments:</b>	Quiz on Common Blogging Features and Online Commenting Guidelines, Paper Blog, Introduction Blog on KidBlog
<b>Home Learning:</b>	Study common blogging features and online commenting guidelines for quiz and have parent or guardians sign the blogging consent form.
<b>Resources:</b>	<a href="#">Read Write Think Strategy Guide Teaching With Blogs</a> , <a href="https://Kidblog.org">https://Kidblog.org</a> , <a href="#">Mobile Learning Blog about Paper Blogging Strategy</a>

### Lesson 2- Anne Frank and Me Blogging Sessions: Confronting Intolerance and Discrimination

<b>Description:</b>	Students will use writing as a tool in order to address their own hardships and the difficulties they see within their own schools and communities. Students will engage their 21 <sup>st</sup> century skills to create brief blog entries that reflect on themselves and the world they live in. People sometimes look the other way when they see an act of discrimination because they do not know how to stop it. Students will be encouraged to share their ideas to confront intolerance and discrimination in today’s society. Using blogging to publish student writing promotes collaboration and interaction between peers. Blogging provides students an authentic task, audience and purpose to write and allows them to tackle a relevant issue. This activity harnesses the power of blogging and empowers students to share their voice to affect positive change in their community.
<b>Subject:</b>	ELA
<b>Duration:</b>	4 weeks
<b>Time Frame:</b>	90-minute blocks

**Standards:**

LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Goals:</b>	<p>After completing this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>- identify acts of discrimination</li> <li>- explore ways to stand up against discrimination</li> <li>- encourage others to take action against discrimination</li> <li>- recognize the similarities and differences among people</li> <li>- acknowledging the uniqueness of each individual</li> <li>- understand and appreciate diversity</li> <li>- considering the harmful effects of prejudice, stereotyping, name-calling, misinformation, and rumors</li> <li>- understanding each person’s role in creating fair and respectful communities.</li> </ul>
<b>Objectives:</b>	<p>The student will be able to write a series of well-developed blog entries expressing their opinion about discrimination and intolerance within their own community while providing solutions that acknowledge individuality, appreciate diversity and work to create a fair and respectful community.</p> <p>The students will offer feedback on the blogs of classmates and practice appropriate commenting.</p> <p>The student will be able to develop an Action plan with clear steps to minimize discrimination and intolerance in their community.</p>
<b>Learner Profile:</b>	8 <sup>th</sup> grade
<b>Learning Materials:</b>	Class set of Computers/ tablets, subscription to kidblog.org, <a href="#">glossary of terms</a> , <a href="#">“One Person/Many Roles” worksheet</a> , <a href="#">Pyramid of Hate</a> , <a href="#">“Self-Reflection”</a>
<b>Instructional Activities:</b>	<p>The students will participate in a blog series of 9 blog posts. Each blog entry will revolve around a different theme. Each theme will include a prompt/ activity to help guide students thinking/reflection. After completing the activity students will reflect on their thinking. Initially guiding questions may be provided to help stimulate students’ feedback on their peers’ blog posts to scaffold students’ learning.</p> <p><b>1. Who Am I? Introduction to Diversity</b></p> <p>Create an identity charts, consider categories we each consider when thinking about the question, “Who am I?”—categories such as our role in a family (e.g., daughter, sister, mother), our hobbies and interests (e.g., guitar player, football fan), our background (e.g., religion, race, nationality, hometown, place of birth), and our physical</p>

characteristics. It is often helpful to show students a completed identity chart before they create one of their own (see example section below).

Guiding Questions for Commenting on Peers:

- a. Are you surprised at the number of similarities that exist among the people in this class? Why or why not?
- b. How is recognizing these similarities important to how we work together?
- c. Could any of these similarities cause problems? Explain your thinking.
- d. What kinds of differences exist among the people in this class?
- e. How is recognizing these differences important to how we work together?
- f. Could any of these differences cause problems? Explain your thinking.
- g. Why is it important to recognize both the similarities and differences that exist among people?

## 2. Diversity of Beliefs and Values

Prompt:

Think about the meaning of the word diversity. Prepare a web using the word “diversity” include both your own general understanding of the word and as many examples as possible (e.g., different races, religions, languages).

Develop a working definition of diversity that takes into account all of your thinking.

## 3. Stereotypes

Prompt: Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance. Soon, they begin to form attachments to their own group and develop negative attitudes about other racial or ethnic groups, or the "out-group". Early in life, most children acquire a full set of biases that can be observed in verbal slurs, ethnic jokes and acts of discrimination. Once learned, stereotypes and prejudices resist change, even when evidence fails to support them or points to the contrary.

[Hidden Bias Tests](#) measure unconscious, or automatic, biases. Your willingness to examine your own possible biases is an important step in understanding the roots of stereotypes and prejudice in our society. Follow the link and take some of the Hidden Bias Test and then reflect.

Guiding Questions:

- Do any of your responses appear to be a result of unconscious stereotypes that you have formed about particular groups?
- How do people learn stereotypes?
- What were some examples of stereotypes that people responded to after the terrorist attacks on 9/11?
- What are some ways that people can verify whether or not an assumption that they have about a group of people is accurate? What would be the value of doing so?

**4. Prejudice**

Prompt: Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes. Given the following definition of prejudice, consider how prejudicial thinking is frequently based on stereotypes. Reflect on the following questions.

- Do you think that prejudice is often a result of judging a person or group on the basis of things over which they have no control? (e.g., skin color, size, gender) Provide examples.
- Is it fair to judge people by such characteristics? If not, why do you think it happens so often?
- What are some ways that people learn prejudices? What are some reasons why prejudice is so difficult to “unlearn?”
- Have you ever felt excluded? Explain the situation and how you felt. Do you think that the exclusion was based on prejudice or something else? How did you decide whether or not prejudice was the reason for the exclusion?
- What is the difference between prejudice and a legitimate reason for not liking someone? Give an example of each that illustrates how they differ.
- Do you think that there are people or groups of people in this school or community who feel excluded? Explain your answer.
- How is everyone ultimately hurt when some people are made to feel excluded?

**5. Name-Calling**

Use some or all of the following questions as a guide to write your reflection. Then complete the One Person/ Many Roles Worksheet and add to your self-reflection.

- What is the impact of name-calling? Are the results primarily constructive or destructive?
- Which of the names that were read are based, at least in part, on stereotypes? Explain the stereotypes behind some of the names.
- Do you think that name-calling is common? If so, why do you think it is common?
- What are some possible long-term effects if someone is repeatedly called hateful names? (e.g., low self-esteem, depression, anger)
- Is there a lot of name-calling in this school? If so, do the adults in the building interrupt the name-calling when they hear it? Do you think they should?
- If the adults don't interrupt name-calling when they hear it, why do you think that might be?
- What effect might persistent name-calling have on a school's overall atmosphere?
- What are some possible ways to respond when you are called a hurtful name without retaliating using more hateful and hurtful words? (e.g., ignoring the person, suggesting that the person get to know you before making assumptions, asking an adult for help if the name-calling continues)
- What are some non-confrontational ways to respond if you hear your friends calling others hurtful names? What are the benefits and challenges of saying something to your friends in such a situation?
- Would you ever intervene if you heard someone that you didn't know calling someone a hurtful name? Why or why not?

One Person/Many Roles Worksheet:

Complete the "One Person/Many Roles" worksheet. Reflect on the various roles that you have played in the past. Write some notes for yourself in each of the four squares. Try your best to write something in all of the squares. After you have completed this graphic organizer complete the self-reflection.

Guiding questions for self-reflection:

- a. Which role, if any, was hardest for you to acknowledge and discuss? Why do you think that might be?
- b. Which role, if any, was easiest to discuss and why?
- c. What, if anything, might prevent you from being an ally or confronter?
- d. What do you want from others when you are being targeted?
- e. How can bystanders learn to become allies?

## 6. Misinformation and Rumors

- What are some possible reasons why a story changes as it is repeated? (e.g., people tend to remember sharp details and forget those that were less clear; people fill in gaps to make a story more believable or closer to what they think it should be; people exaggerate to make a story funnier or more interesting than it really is.)
- What influences how we hear and interpret information? (e.g., our experiences, interests, perspectives)
- Do you think that there are times when people hear many different interpretations of the same story and begin to question which interpretation is accurate? Explain your thinking.
- If everyone sees and hears something a little differently, how do we know when a story is accurate? How can we sort out the truth from the changes that can occur when a story is retold? What can we do to check the accuracy of a story? (e.g. look for first hand sources; try to get multiple perspectives)
- What is the danger of not knowing the truth?
- What is a rumor?
- Do you think that some rumors get started innocently? Explain your thinking.
- Do you think there are times when rumors are started intentionally to hurt someone or to start trouble? Give examples.
- What harm can come from believing a rumor? What harm can come from repeating a rumor?
- What situations might cause rumors to be spread?

## 7. The Escalation of Hate

Analyze the [Pyramid of Hate](#), with stereotyping and prejudice signaling the formation of hate and genocide being the most extreme example of hate. Think about how this pyramid can be used to illustrate how hate escalates. Come up with examples for each of the different sections in the pyramid. Use the guiding questions below to write your reflection.

Guiding questions:

- What are some factors that make it more likely that hate will escalate? (e.g., hate behaviors are tolerated, the media reinforce stereotypes, friends and family agree with and reinforce each other's prejudices)
- Once someone's actions start moving up on the pyramid of hate do you think it's difficult to stop? Why or why not?
- What are some things that might help stop the escalation of hate? (e.g., education, new laws, enforcement of existing laws, school policies)

- What can individuals do to stop the escalation of hate? What can communities do?
- What is the cost to the individual who does not act to challenge hate? What is the cost to the targets of hate? What is the result for society?

### **8. Personal Responsibility**

Read the statement “You’re either part of the solution or you’re part of the problem”. Have you ever heard this expression before? What do you think the statement means? Think specifically about what this statement means in terms of name-calling, prejudice and exclusion. Recall the “Pyramid of Hate” and think about where your own actions and beliefs fall on the pyramid (e.g., do they sometimes believe stereotypes about groups of people?). Think about your own attitudes and behaviors and consider how they may be “part of the problem,” but also how they are, or can be, “part of the solution.”

#### Self-Reflection Handout:

- Complete the [“Self-Reflection”](#) handout. Although this is a personal self-reflection, and no one will be asked to share individual responses try your best to be as honest as possible. After completing the handout, you will write a reflection, but no one will be asked to reveal specific answers, and the “Self-Reflection” handout will not be turned in to the teacher.

#### Guiding Questions:

- How did you feel completing this handout?
- Were you surprised by any of your answers? If so, why do you think you were surprised?
- Do you think it was a good exercise for thinking about these topics? Why or why not?
- Do you think that you will try to change any of your attitudes or behaviors based on your self-reflection? Explain your thinking.
- If you were satisfied with some (or all) of your answers, what kinds of things will you do to continue being “part of the solution?”
- Do you think each person has a responsibility to stop the escalation of hate? Explain your thinking.

### **9. Remembering Those Hurt by Hate**

Recount events that have happened in your lifetime that were motivated by hate. Consider why it often takes such hateful acts to remind us how

	<p>vulnerable our communities are to hate and violence. Develop an action plan to minimize discrimination and intolerance.</p> <p><u>Steps to complete an Action Plan</u></p> <ol style="list-style-type: none"> <li>1. Choose an appropriate goal and clearly define your objective.</li> <li>2. Use a team to create your action plan.</li> <li>3. Choose action steps that are concrete, measurable and attainable. These steps should be clearly defined, not vague ideas.</li> <li>4. Identify who is responsible for each action step and who will be supporting them.</li> <li>5. Develop a clear schedule for completing action steps. Your final goal may be a short-term project or take years to complete. Create a timeline breaking down each step along the way. List the resources necessary for accomplishing action steps.</li> <li>6. Review and update your action plan as it is implemented. As you track the progress of your plan, make any changes needed as they arise.</li> <li>7. Communicate with key people about the plan’s progress and effects as it is carried out.</li> </ol>
<b>Vocabulary:</b>	stereotype, prejudice, assumption, generalization, diversity, beliefs, values, ethnicity, race, sexual orientation, multiculturalism, terrorist, bullying, unfairness, exclusion, rumor, perspective, intentional, scapegoating, discrimination, violence, genocide, hate crime
<b>Pre-Post Assessments:</b>	Blog entries (all activities completed) and peer feedback (response to other students’ blog entries), completion of an Action Plan to minimize discrimination and intolerance.
<b>Home Learning:</b>	Work on the blog entries will be completed at school and at home.
<b>Resources:</b>	<a href="#">Building Community and Combating Hate: Lessons for the Middle School Classroom</a> , <a href="#">Hidden Bias Tests</a>

## Resource List

### Websites

#### **Anne Frank Online**

This definitive site focuses on Anne Frank and her world-famous diary. It contains excerpts from her diary, a photo scrapbook of her life, and information about a traveling museum exhibit about her.

<http://www.annefrank.com>

#### **Anne Frank Introductory Lesson**

Digital lesson to introduce Anne Frank and build background on World War II and the Holocaust. Link to digital blackboard resources for introductory lesson and corresponding teachers manual.

<http://edu.annefrank.org/annefrankintroductorylesson/index.html>

#### **The Secret Annex Online**

<https://web.annefrank.org/en/Subsites/Home/>

Wherever you are in the world, the Secret Annex Online takes you back in time to the hiding place as it was then. See where Anne Frank wrote her diary and listen to the stories of everyone who lived in the hiding place.

#### **Read Write Think Strategy Guide- Teaching with Blogs**

This Strategy Guide describes the processes involved in composing blogs in the classroom, the process of writing regular posts, or entries, that are published online.

<http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-blogs-30108.html#research-basis>

#### **Mobile Learning: An Online Reflective Journal on Mobile Learning Practice**

Blog post sharing the workshop activity, Paper Blogs which can be used to introduce and scaffold blogging in the classroom.

<http://mlearning.edublogs.org/2007/03/16/workshop-activity-paper-blogs/#comment-7206>

#### **Hidden Bias Tests**

Psychologists at Harvard, the University of Virginia and the University of Washington created "Project Implicit" to develop Hidden Bias Tests—called Implicit Association Tests, or IATs, in the academic world—to measure unconscious bias.

<https://implicit.harvard.edu/implicit/>

#### **Kidblog.org**

Blogging platform used for student blogs. Kidblog provides K-12 teachers with tools to safely publish student writing. Teachers can monitor all activity within a community of authors. Posts can even be public, but nothing goes live until a teacher approves it. Kidblog empowers students to write with a meaningful purpose for a real audience. Connect with other classes down the hallway, across your district, or around the world. Students practice digital citizenship within a secure environment. Kidblog enables schools to document student learning over time. With no manual curation required, students' portfolios are built automatically across classes,

demonstrating growth year-over-year. Parents can celebrate their children's achievements throughout their academic journey.

<http://kidblog.org>

### **Getting Started Tutorials Kidblog**

How to create and manage Kidblog classes.

<https://kidblog.zendesk.com/hc/en-us/sections/202958378-Getting-Started-Tutorials>

## Books

### **Collections: Student Edition Grade 8 2017 by Houghton Mifflin Harcourt**

Includes a thematic collection on Anne Frank's Legacy (Collection 5). Includes the drama "The Diary of Anne Frank" by Frances Goodrich and Albert Hackett pg. 279- 354. Supplemental resources: Stream to Start video, link to HMH FYI digital resources, and Channel One News video. Guiding Questions, Analyzing the Text Questions, and Selection Test additionally provided as part of textbook series.

### **Building Community and Combating Hate: Lessons for the Middle School Classroom**

Building Community and Combating Hate: Lessons for the Middle School Classroom includes a set of ten lessons for middle school educators or youth service professionals to use within their existing curriculum. The lessons explore the following four themes that encourage individual and collective reflection, research, and action: interpersonal communication/conflict resolution, the escalation of hate and violence, the consequences of scapegoating and bias in history, and the rights, challenges and responsibilities of living in a democracy.

[http://www.partnersagainsthate.org/educators/middle\\_school\\_lesson\\_plans.pdf](http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf)

## Handouts

- [Mind Map and Timeline student handout](#)
- [Secret Annex Online Investigate the Story Handout](#)
- [Anne Frank's Legacy Speech by Miep Gies](#)
- [Comprehension Questions Anne Frank's Legacy](#)
- [Act I Response Guide purchased from Teachers Pay Teachers](#)
- [Selection Test Act I](#)
- [Act 2 Response Guide purchased from Teachers Pay Teachers](#)
- [Selection Test Act 2](#)
- [Common Blog Features](#)
- [Online Commenting Guidelines](#)
- [Common Blogging Features and Online Commenting Guidelines Quiz](#)
- [Blogging Permission Slip/ Parent Consent Form](#)
- [Glossary of Terms](#)
- ["One Person/Many Roles" worksheet](#)
- [Pyramid of Hate](#)
- ["Self-Reflection"](#)

## Supplies and Supplemental Material

### **Set-up:**

Students need access to computers on a regular basis in order to access Kidblog.org to compose their blogs. The school Media Center, computer lab or mobile lab would be necessary to complete this project.

### **Materials:**

Materials for this project include class set of “The Diary of Anne Frank” by Frances Goodrich and Albert Hackett, the use of tablets, laptops and/or desktop computers, subscription to Kidblog or another classroom blogging platform. I have prepared a lesson plan to teach the drama “The Diary of Anne Frank” as it is imperative to build students’ schema and background prior to implementing this project. Websites include The Secret Annex Online, the Anne Frank House assignments and teacher guide and a speech by Miep Gies. The teacher will also need to print handouts for students.

### **Use of School Facilities:**

Resources include the school media center for books on the Holocaust and Anne Frank to build background, as well as technology (computer lab, Computer on Wheels, Tablets), SMART/Promethean Board, internet.

### **Adaptation:**

It can be adapted for students in grades 5-9 and used to supplemental to any Holocaust instruction. This project can be used with large or small groups as it facilitates dialogue among students about the injustices that still exist as well as ways to confront intolerance and discrimination.

### **Field Trip:**

Additional resources such as a field trip to the Holocaust museum, or guest speaker of Holocaust survivor would supplement this project but are not necessary for implementation.

### **Estimated Cost:**

The estimated cost of this project is between 200 dollars to 400 dollars.

## Activity sheet with Anne Frank Introductory Lesson

### mind map

#### assignment

Think of 6 words that have to do with World War 2.



#### assignment

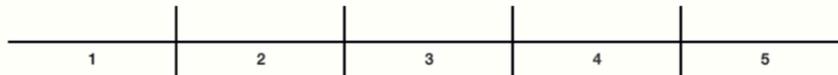
Think of 6 words that have to do with Anne Frank.



### film clip

#### assignment

In a minute you will put these events in the correct order.

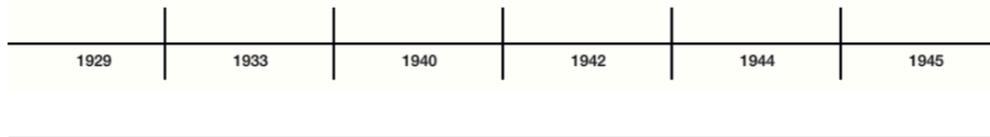


## Activity sheet with Anne Frank Introductory Lesson

### time line

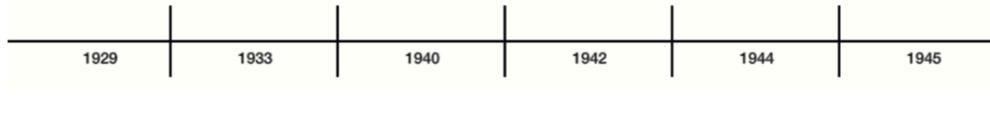
#### assignment

Put the events in the correct order.



#### assignment

Put the events in the correct order.



1

ASSIGNMENT



• Tell the story

## Investigate the story

“

Imagine you are a journalist reporting about the story of Anne Frank, her family, friends and helpers.

”

1

ASSIGNMENT



“ Follow these steps to help you build up your story: ”

- ▶ Watch the introduction to the Secret Annex Online. Describe what really happened.
- ▶ Use information from the sections: **Who is who**, **About the house** and **The outcome** from the menu to help you find answers to the following:

**Who?** Where? **When?** *Why?* **What?**

- ▶ Go into the Secret Annex hiding place and describe to readers what it was really like.
- ▶ What is the evidence – how do we know ?

“ Think of a suitable headline. Be concise in your article no more than 250 words including the headline!! ”

anne frank house

2/2





## ANNE FRANK'S LEGACY

Miep Gies

*Miep Gies helped hide Anne Frank and her family for more than two years (1942–1944) during World War II. It was she who found and saved Anne's diary after the Franks were captured by the Nazis. On March 8, 1972, Yad Vashem recognized Jan Augustus Gies and his wife, Hermine (Miep) Gies-Santrouschitz, as "Righteous Among the Nations." This article is adapted from a speech Miep Gies delivered in June, 1996 in Washington, DC after receiving a lifetime achievement award from the Anti-Defamation League. Miep Gies died in January 2010 at the age of 100.*

Ladies and gentlemen, I feel deeply moved and honored by the award you gave me, but I sincerely wonder whether I should be the one to receive it. I like to think that I stand here for Anne and all other victims of the Holocaust. In their name, I thank you very much. People often ask where I found the courage to help the Frank family. Yes, it certainly takes some courage, some discipline and also some sacrifice to do your human duty. But that is true for so many things in life! Therefore, this question surprises me, because I simply cannot think of doing anything else.

So why do people ask this question? Step by step I started to understand that many people wonder why they should assist other people, because when we are young most of us are told that if we behave all right, life will work out fine for us. So, if people have a problem, they must have made a big mistake. Why should we then help them? I, however, helped because I don't believe that people in trouble did something wrong. I knew that from my own life.

I was born in Vienna and grew up during the First World War; a war that was lost by Austria. My mother told me that I had always been a good girl, at home and at school. However, I remember that at the age of nine I did not get enough to eat; I still feel the pain of being hungry. I also remember the shock that I had to leave my home in Vienna and go to Holland in order to recover from tuberculosis. Did I deserve to be that sick? No, I had not done anything wrong. Therefore, although very young, I knew



### About Photos

Left: Anne Frank, Amsterdam, Holland. Yad Vashem Photo Archive (b1592/65)

Right: Miep Gies, 1987. Courtesy of Rob Bogaerts/Nationaal Archief

that you can be in trouble, without this being your own fault. From this I learned that I should help victims and not blame them! I felt the same to be true for the Frank family. So, whatever others would think or say, I *had* to help!

I had also another reason to do so. Many children are told to mind their own business only. When those children become adults, they might look the other way if people ask for help. However, I myself lived in Holland with very social-minded foster parents. They had already five children themselves and had to live on a small salary, but still took me—a very sick child—into their home. Whatever they had, they would always share that with others. It made a deep impression on me. It made me feel, I should do the same in my life. Many children will live and express themselves the same way

their parents and teachers do. For instance, if children hear their parents and teachers speak about *the Asians, the Blacks, the whites, the Jews, the Arabs*, whatever, they most likely will begin to believe that *all Asians, or all Blacks, or all whites, or all Jews or all Arabs* act the same. It makes them blame the *whole* group, if one of its members commits a crime. Imagine if this would happen to us, because in our own group of people are criminals too!

Once, in Germany, most children were never told that they should always look at somebody else as an individual. Instead, many Germans used to talk about *the Jews*. Hitler knew that many believe that those who come from another country or have another color of skin cause all problems. Therefore Hitler promised that he would make Germany a country for “Aryans” only and that was exactly what many Germans wanted to hear.

Hitler also did other things that pleased Germans. At the time Anne Frank was born, Germany was in deep trouble and very poor. Hitler knew that people in trouble often like to blame others, even if it is their own mistake. So, Hitler offered *the Jew* as scapegoat, which millions of Germans gladly accepted. And that was the way Hitler got the help he needed to kill six million innocent Jews.

We should explain to children that caring about our own business only can be very wrong. When in Germany, step by step, Jewish life was destroyed, most people, all over the world, looked the other way, because they thought that it was safer to stay out. However, during the Holocaust, not only did six million Jews die, *but ten times that number of non-Jews as well*. Not only Jews lost what they had, but others lost billions and billions too. This proves that if injustice happens to your neighbor, there is no guarantee that it will not come to your home, that it will stop at your doorstep! Therefore, we should *never* be bystanders, because, as we have seen 50 years ago, that can be very dangerous for ourselves as well!

I feel very strongly that we cannot wait for others to make this world a better place. *No, we*

*ourselves* should make this happen now in our own homes and schools by carefully evaluating the manner in which we speak and by closely examining the ways we form and express our opinions about other people, particularly in the presence of children. We should never forget the victims of the Holocaust. I myself think of the family Frank, the family van Daan and the dentist Dussel. Van Daan and Dussel were the names Anne gave them; their true names were van Pels and Pfeiffer. Also, the helpers got other names from Anne, except for me! Why did she decide to use my own name? The answer I will never receive, but it touches me very much. She probably felt too close to me to alter my name.

Together with Jan, my husband, we were a total of five helpers. We all had our own tasks. In the morning I had to enter the hiding place to pick up the shopping list. When I came in, nobody would speak, just stand in line and wait for me to begin. This was always an awful moment for me, because it showed that these fine people felt so dependent on us, the helpers. They would silently look up to me, except for Anne, who, in a cheerful tone, used to say, “Hello Miep, what is the news?” Her mother disliked this very strongly and I knew that the other people in hiding would afterward blame Otto for what they would call, “proof of a too liberal upbringing!” What struck me most about Anne was her curiosity. She always asked me about everything that went on outside and not only that! She knew that I had just married and therefore she hoped that I would tell her more about being so close with another person. Well, I did not yield to that and that must have disappointed her. However, usually I shared all my information with her.

Anne felt very strongly about her privacy, which I discovered when I once entered the room where she was writing her diary. From her eyes I saw that she was angry; maybe she thought I was spying on her, which was not true, of course. At that moment her mother came in and said, when she noticed this tense situation: “Oh, Miep you should know that our daughter keeps a diary.” As if I did not know that: I was the one who always gave her the paper. Anne closed her diary with a bang, lifted up her head, looked at

me, and said, “Yes, and about you I am writing, too.” Then she left, slamming the door behind her. I hurried back to my office, quite upset.

However, usually Anne was a friendly and a very charming girl. I say *girl*, but talking to her gave me the surprising feeling of speaking to a much older person. No wonder, since the situation made Anne grow very quickly from child to young adult. I did not pay much attention to this, because there were all the other things, like my daily care for 11 people: my husband and I, eight in the attic and also a non-Jewish student, wanted by the Germans, who we were hiding in our home. Otto Frank did not know about this student. He would have forbidden it. “You take too much risk, Miep,” he would have said.

The children-in-hiding had a hard time. They missed so much. They could not play outdoors and could not meet with friends. They could hardly move. We did all that was possible to help them, but freedom we could not give them. This was one of the most painful things for me.

Every year on the fourth of August, I close the curtains of my home and do not answer the doorbell and the telephone. It is the day that my Jewish friends were taken away. I have never overcome that shock. I loved and admired them so much. During two years eight people had to live together in a very small place. They had little food and were not allowed to go out. They could not speak to their friends and family. On top of that came the fear, every hour of the day. I have no words to describe these people who were still always friendly and grateful. Yes, I do have a word: *They were heroes, true heroes!*

People sometimes call me a hero. I don't like it, because people should never think that you have to be a very special person to help those

who need you! I myself am just a very common person. I simply had no choice, because I could foresee many, many sleepless nights and a life filled with regret, if I refused to help the Franks. And this was not the kind of life I was looking forward to. Yes, I have wept countless times when I have thought of my dear friends, but I am happy that these were not tears of remorse for refusing to help. *Remorse can be worse than losing your life.*

I could not save Anne's life, but I could help her live another two years. In those two years she wrote her diary, in which millions of people find hope and inspiration. I am also grateful that I could save this wonderful diary. When I found it, lying all over the floor in the hiding place, I decided to stow it away, in order to give it back to Anne when she would return. I wanted to see her smile and her say, “Oh, Miep, my diary!” But after a terrible time of waiting and hoping, word came that Anne had died. At that moment I went to Otto Frank, Anne's father, the only one of the family who had survived, and gave him Anne's diary. “This is what Anne has left,” I said to him. “These are her words.” Can you see how this man looked at me? He had lost his wife and two children, but he *had* Anne's diary. It was a very, very moving moment.

Again, I *could not* save Anne's life. However, I *did* save her diary, and by that I could help her most important dream come true. In her diary she tells us that she wants to live on after her death. Now, her diary makes her *really* live on, in a most powerful way! And that helps me in those many hours of deep grief. It also shows us that even if helping may fail to achieve everything, it is better to try than to do nothing.

This article first appeared in *Dimensions: A Journal of Holocaust Studies* 11(1). © 1997 Anti-Defamation League. All rights reserved.

Name:

Date:

Period:

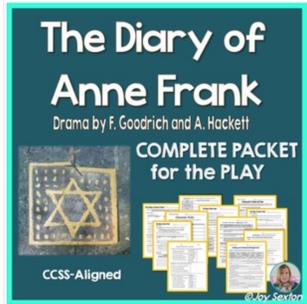
Anne Frank's Legacy Questions

1. How did you feel reading Miep Gies's speech?
2. What reasons did Miep give for helping to hide the Frank family?
3. Would you characterize Miep as an altruistic person? Why or why not?
4. What does the word "empathy" mean? How is "empathy" different from "sympathy"?
5. What life experiences prior to meeting the Frank family prepared Miep to empathize with the Frank family's situation?
6. How many people were involved in hiding the Frank family?
7. Miep does not see herself as a hero; she says that those in hiding were the heroes. Do you agree with this? Explain your thinking.

8. In paragraph three, Miep talks about "blaming the victim" for his or her own troubles. What does it mean to "blame the victim"? What are some present-day examples of blaming the victim? (e.g., a woman out alone is "asking" to be raped, tourists on vacation "throwing a lot of money around" are "asking" to have their wallets or purses stolen)
  
9. In the description given to us by Miep of the morning ritual, she describes the Jews standing silent. What does victimizing a person do to his or her self image? Why was Miep upset?
  
10. Discuss Miep's statement, "Many children are told to mind their own business only. When those children become adults, they might look the other way if people ask for help." Do you think that parents and other significant adults (e.g., teachers, religious leaders) have a responsibility to teach children to act when they see injustice? What are some ways that adults might model this behavior?
  
11. How does the Holocaust continue to serve as an example of the price of apathy and indifference to individuals and society?
  
12. In addition to apathy, what else might have influenced the behavior and decisions of bystanders during the Holocaust?

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### Diary of Anne Frank Play - Student-Ready Complete Packet



**Subject**  
Reading, Drama, Literature

**Grade Levels**  
7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>

**Resource Type**  
Lesson Plans (Individual), Study Guides, Printables

**Product Rating**  
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#### Product Description

Diary of Anne Frank Student-Ready Packet is an attractively-designed ready-to-hand-out resource based on the play by Frances Goodrich and Albert Hackett. It is aligned with the Common Core Standards, most specifically RL.8.1, 8.2, 8.3, 8.4, and W.8.1, 8.2, 8.3:  
 \*analysis through citing textual evidence; drawing inferences

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ID: A

## The Diary of Anne Frank, Act One

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

#### Comprehension

Read each of the following questions. Then choose the letter of the best answer.

- \_\_\_\_\_ 1. The events in Act One, Scene 1 when Miep gives Anne's diary to Mr. Frank, occur
- A in the early days of the war.
  - B during the war.
  - C just before the war begins.
  - D after the war has ended.
- \_\_\_\_\_ 2. In Act One, Mr. Frank feels he needs to repay the Van Daan family because Mr. Van Daan
- A brought a large supply of food to the hiding place.
  - B aided the Frank family when they came to Holland.
  - C helped Anne and Margot with their school lessons.
  - D warned the Frank family to hide from the Nazis.
- \_\_\_\_\_ 3. What job do Miep and Mr. Kraler do for the Frank family?
- A They bring food, supplies, and news.
  - B They try to help them escape Holland.
  - C They buy Mr. Frank's spice business.
  - D They give ration books to the poor.
- \_\_\_\_\_ 4. Why must the people living in the Annex remain quiet during the day?
- A There is concern that Nazi soldiers might hear them.
  - B Anne, Margot, and Peter need quiet in order to study.
  - C Any noise might reveal that they are in the building.
  - D Mr. Frank wants them to be able to listen for intruders.
- \_\_\_\_\_ 5. Why is Peter glad to remove the yellow star from his clothing when he arrives at the Annex?
- A He wishes that he were no longer Jewish.
  - B He believes that the Nazis branded him with it.
  - C He dislikes the outdoors and is glad to stay inside.
  - D He wants to forget friends who had similar stars.
- \_\_\_\_\_ 6. A problem that results from Mr. Dussel's arrival is
- A he forces the Van Daan's to leave.
  - B Peter becomes jealous of him.
  - C Anne has to share her room with him.
  - D Mr. Frank can no longer be in charge.
- \_\_\_\_\_ 7. The news that Dussel shares about the outside world upsets the residents of the Annex because
- A Dussel makes the situation sound worse than it really is.
  - B Mr. Kraler had not told them that Jews were being rounded up.
  - C Dussel confirms that people think the Franks are in Switzerland.
  - D Everyone had hoped for a visit from Anne's best friend Jopie.

Name: \_\_\_\_\_

ID: A

- \_\_\_\_\_ 8. In Scene 4, Anne screams at night because she
- A is frustrated that she cannot go to the movies.
  - B does not like having Dussel in her room.
  - C hears an intruder in the building below.
  - D dreams the Nazis have come to arrest her.
- \_\_\_\_\_ 9. Anne surprises everyone during the Hanukkah celebration by
- A giving everyone a gift.
  - B knowing all of the prayers.
  - C acting kindly to Peter.
  - D lighting the candles.
- \_\_\_\_\_ 10. Why does the thief who breaks into the office downstairs create a problem for the people hiding in the Annex?
- A The thief took money that they needed to buy food.
  - B The thief ruined their Hanukkah celebration.
  - C The thief heard noise and knows someone is there.
  - D The thief left a door open and cold air is getting in.

**Short Answer**

**Written Response**

Answer the following questions based on your knowledge of the play.

11. What are two things that Mr. Frank tells the others that they must do during the day to be sure they will be safe?
12. What are two examples that show rising tensions among the residents of the Annex? Cite evidence from the play to support your answer.

## The Diary of Anne Frank, Act One Answer Section

### MULTIPLE CHOICE

- |            |        |
|------------|--------|
| 1. ANS: D  | PTS: 8 |
| 2. ANS: B  | PTS: 8 |
| 3. ANS: A  | PTS: 8 |
| 4. ANS: C  | PTS: 8 |
| 5. ANS: B  | PTS: 8 |
| 6. ANS: C  | PTS: 8 |
| 7. ANS: B  | PTS: 8 |
| 8. ANS: D  | PTS: 8 |
| 9. ANS: A  | PTS: 8 |
| 10. ANS: C | PTS: 8 |

### SHORT ANSWER

11. ANS:  
Students may note any two of the following:  
a. "have complete quiet" (lines 373–374)  
b. "move only when it is necessary" (lines 381–382)  
c. move "in stockinged feet" (lines 383)  
d. "not speak above a whisper" (lines 383–384)  
e. "cannot use the sink, or even, forgive me, the w.c." (lines 385–387)
- PTS: 10
12. ANS:  
Students may cite any of the following examples:  
a. Anne and Peter argue when he calls her "Mrs. Quack Quack" (lines 990–1020)  
b. Anne argues with her mother over her attitude toward the Van Daan's (lines 1395–1448)  
c. Anne has nightmares about the Nazis finding them (lines 2038–2092)  
d. They accuse one another of being at fault when they fear an intruder knows they are in the Annex (lines 2720–2900)
- PTS: 10

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

ID: A

## The Diary of Anne Frank, Act Two

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

#### Comprehension

Read each of the following questions. Then choose the letter of the best answer.

- \_\_\_\_\_ 1. Why do people in the Annex fight when Miep brings them a cake?
- A Peter thinks his cat should get a piece of cake.
  - B Mr. Dussel says people unfairly divide food.
  - C People disagree about eating or saving the cake.
  - D Mrs. Van Daan thinks Miep should bring cake more often.
- \_\_\_\_\_ 2. In Scene 1, what does Peter say he admires about Anne?
- A her way of talking to adults
  - B her pride in being Jewish
  - C her skill at entertaining others
  - D her concern for Miep and Kraler
- \_\_\_\_\_ 3. In what way has Anne and Peter's relationship changed in Act Two?
- A They disagree more and often find fault with each other.
  - B They ignore each other, but secretly want to be friends.
  - C They seldom speak, but send messages through Margot.
  - D They have become friends and can talk to each other.
- \_\_\_\_\_ 4. The only time in the play when Mrs. Frank loses her temper is when
- A Miep forgets to bring them books.
  - B Mr. Dussel criticizes Anne's clothes.
  - C she sees Mr. Van Daan stealing food.
  - D she catches Peter and Anne kissing.
- \_\_\_\_\_ 5. What character trait is revealed by Peter's decision to stay with his parents if they are forced out of the annex?
- A He is honest.
  - B He is responsible.
  - C He is loyal.
  - D He is kind.
- \_\_\_\_\_ 6. What news does Miep bring during the argument about the lack of food?
- A The invasion has begun on the coast of Normandy.
  - B New ration books will allow her to bring more food.
  - C Mr. Kraler has been hospitalized with an ulcer.
  - D She has found a new place for the Van Daans to live.
- \_\_\_\_\_ 7. The residents of the Annex fear that the Gestapo will be able to
- A stop the invasion and prevent their rescue.
  - B trace the stolen radio to the thief and then to them.
  - C make it even more difficult for them to buy food.
  - D close down the business run by Miep and Mr. Kraler.

Name: \_\_\_\_\_

ID: A

- \_\_\_\_\_ 8. The residents' time of hiding in the Annex comes to an end when
- A Miep is no longer able to bring food.
  - B the Nazis are defeated and the war is over.
  - C there is another break-in at the warehouse.
  - D Nazi soldiers come to arrest everyone.
- \_\_\_\_\_ 9. The final scene in Act Two takes place
- A just after the Franks are arrested.
  - B after the war has ended.
  - C before the war has begun
  - D in modern times.
- \_\_\_\_\_ 10. At the end of Act Two, Anne's statement that "in spite of everything, I still believe that people are really good at heart" shows that she
- A was positive and hopeful.
  - B had survived the war.
  - C enjoyed being outdoors.
  - D felt proud of her writing.

**Short Answer**

**Written Response**

Answer the following questions based on your knowledge of the play.

11. In what way is Mr. Frank different in the last scene of the play than he is in the first scene? Cite evidence from the play to support your response.
12. After they learn about the invasion, what makes Mrs. Frank's and Mr. Van Daan's reactions different from that of the other residents of the Annex? Cite evidence from the play to support your answer.

## The Diary of Anne Frank, Act Two Answer Section

### MULTIPLE CHOICE

- |            |        |
|------------|--------|
| 1. ANS: B  | PTS: 8 |
| 2. ANS: A  | PTS: 8 |
| 3. ANS: D  | PTS: 8 |
| 4. ANS: C  | PTS: 8 |
| 5. ANS: C  | PTS: 8 |
| 6. ANS: A  | PTS: 8 |
| 7. ANS: B  | PTS: 8 |
| 8. ANS: D  | PTS: 8 |
| 9. ANS: B  | PTS: 8 |
| 10. ANS: A | PTS: 8 |

### SHORT ANSWER

11. ANS:  
In Act One, Scene 1, Mr. Frank tells Miep that he must leave Amsterdam because it is full of things that remind him of the people he has lost. He explains that he is a bitter old man (lines 49–103). In Act Two, Scene 5, Mr. Frank's bitterness is gone and though he is sad, he seems at peace (lines 1863–1936).
- PTS: 10
12. ANS:  
While everyone else is jubilant, both Mrs. Frank and Mr. Van Daan are filled with remorse. Mr. Van Daan is ashamed that he stole "bread from children" (lines 1490–1491), saying "I am so ashamed" (lines 1475–1476) and "No one is as bad as me!" (lines 1502–1503). Mrs. Frank is sorry for her reaction to the theft. She is "stricken with remorse" (line 1515) and says "When I think of the terrible things I said..." (lines 1518–1519)
- PTS: 10

# Common Blog Features

Blogs (shortened from the term *web log*) can use any layout and can cover many different topics, but they all have basic characteristics in common.

- Blog entries are posted in reverse-chronological order. The order is similar to a backwards diary, running from the most recent at the top of a page to the least recent at the bottom.
- Blog entries usually include the date and specific time that they were posted (a timestamp).
- The blogger's name is usually listed with the timestamp. By default, blogs usually end "Posted by [blogger's name]."
- Older blog entries are usually found in an archive. Often the archive is sorted by months and years. The archive links are usually in a sidebar on the page.
- Readers and the blogger can usually comment on (or reply to) a blog entry. The comments can turn into a dialogue, with the readers and blogger talking together.

Depending upon the blog site, you may also find other kinds of information with each blog entry.

- Blog entries usually have a title that describes or relates to the content of the entry. Titles are usually set off in a layout with a bold font.
- Blog entries can list categories, assigned by the blogger. When a blog includes categories, you will usually find a list of the categories in a sidebar on the site.
- Bloggers may choose an icon to represent their current mood. You might see something like

Current mood:  happy

- Bloggers can include information about the song they were listening to when they wrote a blog entry. You may see something like



Currently listening:  
**Move Along**  
By The All-American Rejects  
Release date: By 12 July, 2005

## Online Commenting Guidelines

In addition to the guidelines we establish in class for blog comments, please follow these general rules:

- **Follow district rules.** Remember that everything you do online has to follow the acceptable use policy.
- **Stay on topic.** Remember that your blog comments should be about writing advice and the class. Don't add spam, chain messages, or hoaxes in the comments.
- **Respect one another.** If you disagree with something a classmate is trying, offer some concrete suggestions. Don't attack the other person! Remember to be polite and courteous.
- **Watch your language.** Don't say anything online that you couldn't say in the classroom!
- **Do not type in all caps.** It's hard to read, and it's considered screaming and rude.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Common Blogging Features and Online Commenting Guidelines Quiz

#### Blogging Features

1. What is blog is the shortened term for?
2. Blog entries are posted in \_\_\_\_\_.  
The order is similar to a backwards diary, running from the most recent at the top of a page to the least recent at the bottom.
3. Readers and the blogger can usually comment on (or reply to) a blog entry. The comments can turn into a \_\_\_\_\_, with the readers and blogger talking together.
4. True or False

Blog entries don't usually include a timestamp (the date and specific time that they were posted).

5. True or False

Older blog entries are usually found in an archive. Often the archive is sorted by day and month. The archive links are usually in a sidebar on the page.

#### 5 Rules for Blog Comments

1. \_\_\_\_\_ Remember that everything you do online has to follow the acceptable use policy.
2. \_\_\_\_\_ Remember that your blog comments should be about writing advice and the class. Don't add spam, chain messages, or hoaxes in the comments.
3. \_\_\_\_\_ If you disagree with something a classmate is trying, offer some concrete suggestions. Don't attack the other person! Remember to be polite and courteous.
4. \_\_\_\_\_ Don't say anything online that you couldn't say in the classroom!
5. \_\_\_\_\_ It's hard to read, and it's considered screaming and rude.

Dear Parents/ Guardians,

One of the writing tools your child will be using this year is a blog. Each student will get their own blog on <http://Kidblog.org>. Kidblog provides a safe space to publish student writing. Teachers can monitor all activity within a community of authors. Kidblog empowers students to write with a meaningful purpose for a real audience. Providing students with a real audience for their writing can positively impact their literacy skills and encourage them to read and write beyond the school day.

Equally important, our classroom blog is a powerful tool for me to teach your child how to use the Internet safely, effectively, and ethically – essential skills for 21st century learning! Kidblog allows students to practice digital citizenship within a secure environment. Before your child may start participating in the blogging project, I ask that you read through this letter and then discuss and sign the form below.

Please contact me if you have questions.

Sincerely,

Ms. Ray  
8<sup>th</sup> grade English Language Arts teacher  
jray@dadeschools.net

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***Blogging Terms and Conditions***

Students using blogs are expected to treat blog sites as classroom spaces. Inappropriate language or content will not be posted.

Students who do not follow these terms and conditions may lose their privilege to participate in blog discussions.

I have read and understood the blogging terms and conditions. I agree to uphold them.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_ Date: \_\_\_\_\_

*Note:* Students who do NOT have permission to post the blog, will be provided with a notebook and equal access (paper/pencil) to all online projects.

# GLOSSARY OF TERMS

The following are general terms often associated with diversity awareness, anti-bias programs and resources.

**Ally**

Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

**Anti-bias**

Anti-bias is an active commitment to challenging prejudice, stereotyping, and all forms of discrimination.

**Bias**

Bias is an inclination or preference either for or against an individual or group that interferes with impartial judgment.

**Bigotry**

Bigotry is an unreasonable or irrational attachment to negative stereotypes and prejudices.

**Bystander**

Someone who sees something happening and does not say or do anything.

**Discrimination**

Discrimination is the denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudicial thinking.

**Diversity**

Diversity means different or varied. The population of the United States is made up of people from diverse races, cultures, and places.

**Multicultural**

Multicultural means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

**Perpetrator**

Someone who says or does something against another person.

**Prejudice**

Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

**Scapegoating**

Scapegoating is blaming an individual or group for something based on that person or group's identity when, in reality, the person or group is not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating.

**Stereotype**

A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

**Target**

Someone who is the focus of mistreatment.

Lessons for the Middle School Classroom

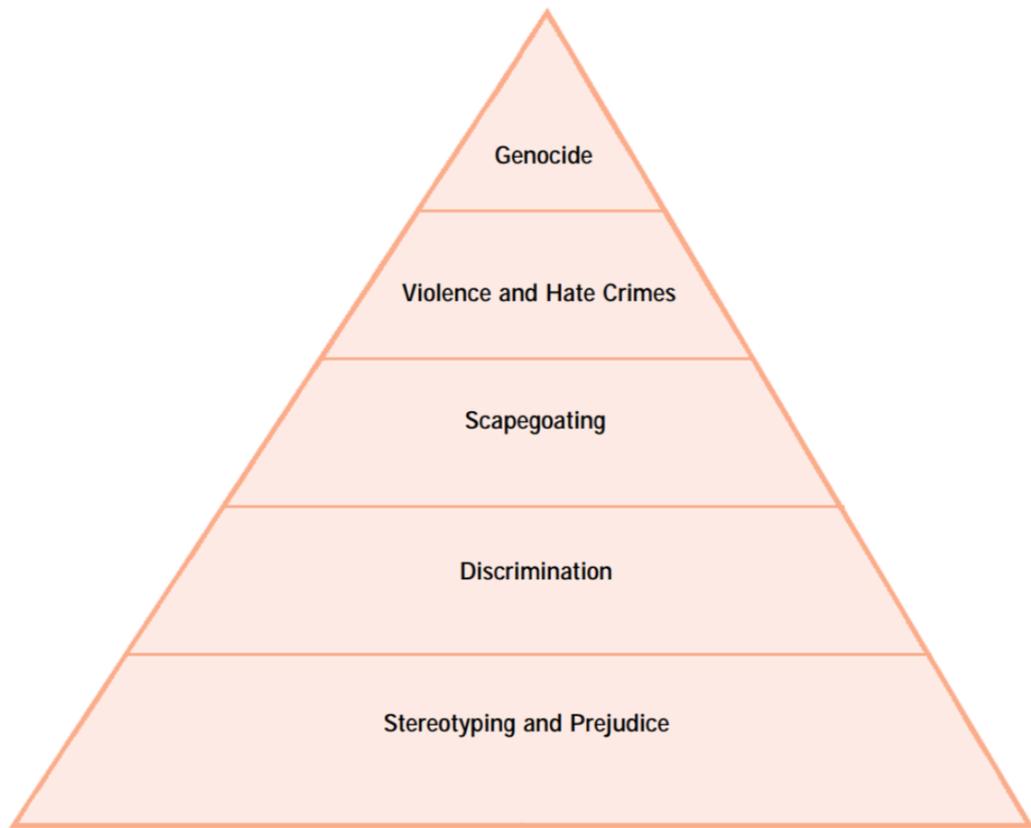
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## One Person/Many Roles *Worksheet*

<p>"TARGET"</p> <p>a) Describe a time when someone's words or actions hurt you.</p>	<p>"PERPETRATOR"</p> <p>b) Describe a time when your words or actions hurt someone.</p>
<p>"CONFRONTER"</p> <p>c) Describe a time when you interrupted an act of prejudice.</p>	<p>"CONFRONTER"</p> <p>d) Describe a time when you saw an act of prejudice taking place and you did not intervene.</p>



**PYRAMID OF HATE**



## Self-Reflection Handout

Directions: Think about your own thoughts and actions with respect to prejudice and unfairness. Rate yourself using the scale below and then answer the questions that follow each item.

1 = I almost never do this    2 = I sometimes do this    3 = I often do this    4 = I always do this

\_\_\_\_\_ **I try to learn about my own cultural group(s).**

Why do I think I do (or don't so) this? \_\_\_\_\_

\_\_\_\_\_

What else could I do to learn about my own background and heritage? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **I try to learn about other cultural groups.**

Why do I think I do (or don't do) this? \_\_\_\_\_

\_\_\_\_\_

What else could I do to learn about other cultural groups? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **I listen to other people's opinions and points of view on various topics, even when they differ from my own.**

Why do I think I do (or don't do) this? \_\_\_\_\_

\_\_\_\_\_

What are some ways that I could do this better? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **I engage in name-calling.**

What are some reasons why I do (or don't do) this? \_\_\_\_\_

\_\_\_\_\_

What would be the value of my not engaging in name-calling at all? \_\_\_\_\_

\_\_\_\_\_



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\_\_\_\_\_ **I make assumptions about people based on the groups to which they belong.**

Why do I think I do (or don't do) this? \_\_\_\_\_

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What are some ways I can practice not making assumptions and not believing stereotypes?

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\_\_\_\_\_ **I tell jokes that make fun of people because of things like their gender, race, religion, sexual orientation, clothes, body size or shape, physical or mental ability.**

Why do I think I do (or don't do) this? \_\_\_\_\_

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What is the value of not telling jokes about people? \_\_\_\_\_

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\_\_\_\_\_ **I spread rumors.**

Why do I think I do (or don't do) this? \_\_\_\_\_

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What are the possible consequences when/if I do spread rumors? \_\_\_\_\_

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\_\_\_\_\_ **I am prejudiced against certain groups of people.**

Why do I think I do (or don't I) hold prejudices? \_\_\_\_\_

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Which prejudices that I hold do I personally think I need to rid myself of and why?

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\_\_\_\_\_ **I think about the negative messages that I am getting about people from things like advertising, television, movies, music, and video games.**

Why do I think I do (or don't do) this? \_\_\_\_\_

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What would be the value of paying closer attention to hidden messages in the media?

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\_\_\_\_\_ **I speak up for others when I see them being treated unfairly.**

Why do I think I do (or don't) speak up? \_\_\_\_\_

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What can I do to become more outspoken on issues of unfairness and inequity?

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How would I benefit from speaking out for others? \_\_\_\_\_

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How would others benefit if I spoke out? \_\_\_\_\_

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# Contributors with **IMPACT**

## Platinum Star

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FORD MOTOR COMPANY FUND



School District  
Education Foundation  
Matching Grant Program



## Gold Star

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## Silver Star

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PEREZ TRADING COMPANY

**MBF** Miami  
Bayside  
Foundation

Rod and Lucy  
Petrey

## Bronze Star

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Raj Rawal and  
Anne Marie Miller

Robert Russell  
Memorial Foundation

Jack Chester  
Foundation



# Apply for an Ideas with **IMPACT** Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors, or assistant principals may request funds to implement any project idea, teaching strategy, or project from the 2018 Idea EXPO workshops and/or curriculum ideas profiled annually in the **Ideas with IMPACT** catalogs from 1990 to the current year, 2018-19. Most catalogs can be viewed on The Education Fund's website at [educationfund.org](http://educationfund.org) under "Ideas with IMPACT Catalog Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the Disseminator, communicating via email or telephone, by visiting the Disseminator in their classroom, or by having the Disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Monday, June 3, 2019.

**APPLICATION DEADLINE:**  
**December 13, 2018**  
Apply online at [educationfund.org](http://educationfund.org)

**For more information, contact:**  
Audrey Onyeike, Program Director  
305.558.4544, ext. 113  
[audrey@educationfund.org](mailto:audrey@educationfund.org)