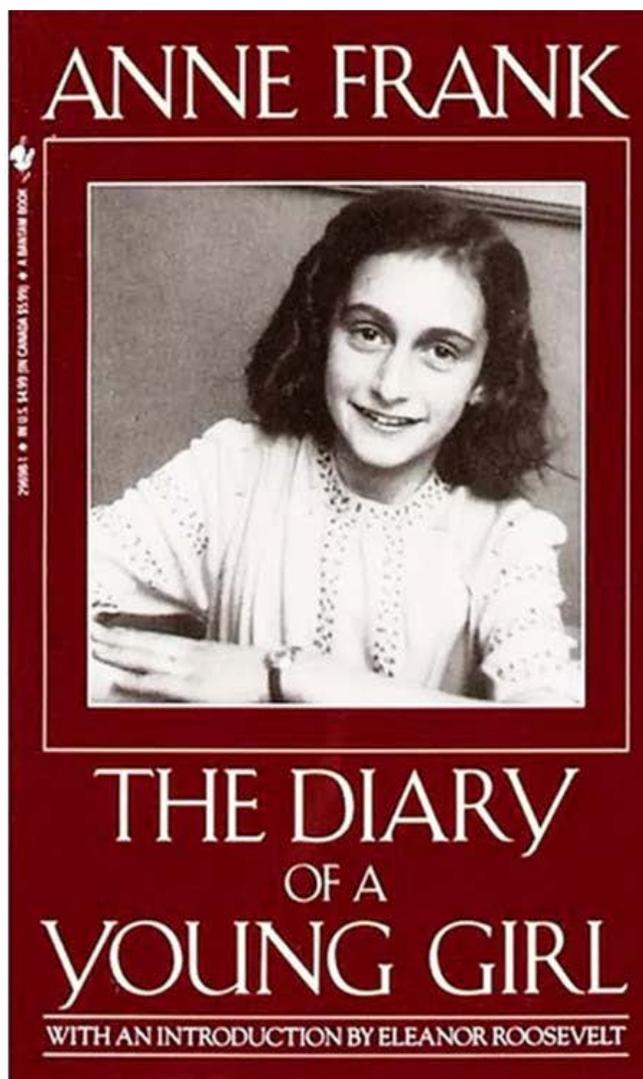


Grade 6

Unit 4: *The Diary of a Young Girl* by Anne Frank

Term 1 Week 19 – Term 2 Week 3
24 periods (21 lessons + 2 FLEX + 1 UT)



Overview

ANNE FRANK



THE DIARY
OF A
YOUNG GIRL
WITH AN INTRODUCTION BY ELEANOR ROOSEVELT

Anne Frank: The Diary of a Young Girl provides a unique and cherished first-hand account of the Holocaust, one of the greatest atrocities in modern history. In 1942, at the beginning of the diary, Anne is a carefree young girl, living a generally normal life, though surrounded by challenging circumstances as a result of the Nazi invasion in the Netherlands. However, all that changes when Anne's father, Otto Frank (whom she refers to as Daddy or Pim), declares that the family will go into hiding in the "annex," or attic in the home of a generous family friend, Mr. Koophuis.

At first, Anne is somewhat excited for the adventure of the new experience. However, she quickly feels trapped, isolated, and lonely, as she confronts challenging relationships and feelings of condemnation from the others in the annex – not to mention the impending and very real reality of being discovered, captured, and killed by the Gestapo, the Nazi political police, who possess unchecked power.

In her diary, we see Anne mature from a young whimsical girl to a young woman who reflects on deep ideas about herself, her companions, the war, and society and human nature, generally. Though she exhibits maturity and deep self-awareness, it is also clear that she sometimes overestimates her own knowledge and perspective, revealing that she is still at least somewhat young and innocent.

Throughout the story, Anne considers her own growth and development, particularly in the context of a boy, Peter Van Daan, with whom she develops a deep companionship and whom she comes to love.

In this unit, scholars will encounter themes of optimism, fear, loss, despair, and guilt, and they will consider how individuals build and maintain relationships with others. Scholars will consider how Anne changes throughout the story and the sorts of things that cause characters to change in general. Finally, they will reflect on the ways in which Anne's first-person narration impacts the way the story is told, including the details that she chooses to include.

Essential Questions and Key Understandings

Thematic/Conceptual

1. What causes feelings of guilt?	1. There are many reasons why a person may experience feelings of guilt. Often, feelings of guilt result from comparing ourselves to others. In her diary, Anne Frank faces many challenges, as she must remain in hiding in the annex. Still, she experiences feelings of guilt when she considers all the Jews who are not so fortunate to have a place to hide from the Nazi invasion. She feels particularly guilty when she thinks of her best childhood friend, Lies, about whom Anne worries.
2. How do people build and maintain relationships?	2. People build relationships through interactions with others. In her diary, Anne Frank frequently describes and reflects on her relationships with the others with whom she lives in the annex. Many of the people bother her greatly, such as Mrs. Van Daan and Mr. Dussel. Anne has a contentious relationship with Mummy, wanting to please her, but feeling that her mother acts coldly

	and doesn't understand her. Finally, Anne spends significant time getting to know Peter Van Daan, a boy whom she at first dislikes, but with whom she ends up falling in love. Through repeated interactions and self-reflection, Anne's relationships with the others in the annex evolve throughout the story.
Reading Skills	
3. What causes characters to change?	3. Protagonists are characters who are central to the stories we read and who change and evolve throughout those stories. Furthermore, characters do not exist in a vacuum in which their changes occur randomly and without context. Characters change as a result of their thoughts and experiences. Throughout her diary, Anne matures from a carefree young girl to a young woman, as she considers deep ideas about herself, her companions, the war, and society and human nature generally.
4. How does a narrator's point of view affect the way a story is told?	4. A story's narrator dictates the information that is included and the way in which that information is communicated. Anne, as a first-person narrator, provides the reader with her unique and individual perspective, allowing the reader to gain deep insight into her experience, but also limiting the reader's ability to have an objective understanding of the things described. For example, in her interactions with others, the reader only learns about Anne's opinion. Additionally, the reader's understanding of the war is limited to what Anne learns through the radio in the annex.

Performance Task

1718 T2W02 Humanities GR06 English Anne Frank Unit Test v02

Standards

Standard and description	Applicable lessons
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	5
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1, 4, 6, 10, 13, 19
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	7, 8, 9
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	2, 4, 12, 15, 20, 22
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	3, 11, 14, 21, 23, 24

Desired Outcomes	
Skills	Knowledge
<ul style="list-style-type: none"> • Describe Anne’s character and the way she changes throughout the diary. • Examine Anne’s relationships with her family members and the others in the annex, including the ways they develop throughout the diary. • Analyze the ways in which Anne’s first-person narration impacts the way the story is told. • Consider why Anne includes, or doesn’t include, certain information in her diary, based on her experience in the annex. • Analyze how themes, such as hope and guilt, are conveyed in the diary. • Examine the ways in which Anne’s belief system contributes to her thoughts and actions. • Build background knowledge from nonfiction informational texts to better understand the events described in the diary. 	<ul style="list-style-type: none"> • Anne Frank, a real girl who lived in the Netherlands during the Holocaust, is the author of her own diary. • Anne lives in hiding, in an “annex” with seven other people, including her family members. • Anne’s first-person narration allows the reader to understand the perspective of a real person who lived during the Holocaust. • Anne’s diary is contextualized in time and space by her commentary on the war, of which she has limited knowledge. • Anne’s reflections throughout the diary reveal her increasing maturity over the two-year period during which she lived in hiding.

Unit At-a-Glance			
Lesson #	Reading Selection	Focus Question/Exit Ticket	Homework
1	<i>The Diary of a Young Girl</i> , p. 1 "Sunday, 14 June, 1942" through p. 13 "...far distant yet!" (selected sections)	Describe Anne's character and attitude toward life. (RL.6.3)	<i>The Diary of a Young Girl</i> , p. 13 "Wednesday, 8 July, 1942" through p. 27 "...smoothly once more."
2	<i>The Diary of a Young Girl</i> , p. 13 "Wednesday, 8 July, 1942" through p. 27 "...smoothly once more." (selected sections)	How does Anne's first-person narration impact the way the story is told? (RL.6.6)	<i>The Diary of a Young Girl</i> , p. 27 "Monday, 21 September, 1942" through p. 40 "...enemies in the world."
3	<i>The Diary of a Young Girl</i> , p. 27 "Monday, 21 September, 1942" through p. 40 "...enemies in the world." (selected sections); "Gestapo: Nazi Political Police" (see Supplemental Readings)	Based on <i>The Diary of a Young Girl</i> and "Gestapo: Nazi Political Police," describe the role of the Gestapo in Nazi Europe. (RI.6.9)	<i>The Diary of a Young Girl</i> , p. 40 "Friday, 16 October, 1942" through p. 55 "...all those other miseries!"
4	<i>The Diary of a Young Girl</i> , p. 40 "Friday, 16 October, 1942" through p. 55 "...all those other miseries!" (selected sections)	How is Anne's attitude about life and perspective about the Annex changing? (RL.6.3, RL.6.6)	<i>The Diary of a Young Girl</i> , p. 55 "Saturday, 28 November, 1942" through p. 69, end of page.
5	<i>The Diary of a Young Girl</i> , p. 55 "Saturday, 28 November, 1942" through p. 69, end of page. (selected sections)	How is the theme of guilt developed in this section? (RL.6.2)	<i>The Diary of a Young Girl</i> , p. 70 "Friday, 12 March, 1943" through p. 83 "...than I deserve."
6	<i>The Diary of a Young Girl</i> , p. 70 "Friday, 12 March, 1943" through p. 83 "...than I deserve." (selected sections)	Anne is grateful for her situation. Agree or disagree. (RL.6.3)	<i>The Diary of a Young Girl</i> , p. 83 "Tuesday, 15 June, 1943" through p. 95 "...gymnastics long ago."
7	<i>The Diary of a Young Girl</i> , p. 83 "Tuesday, 15 June, 1943" through p. 95 "...gymnastics long ago." (selected sections)	Read Anne's two entries on page 90. What does this contrast in content and tone reveal about Anne's experience in the annex? (RL.6.5)	<i>The Diary of a Young Girl</i> , p. 95 "Wednesday, 4 August, 1943" through p. 108 "...Breakfast!"
8	<i>The Diary of a Young Girl</i> , p. 95 "Wednesday, 4 August, 1943" through p. 108 "...Breakfast!" (selected sections)	What does it reveal that Anne spends a significant portion of her diary describing daily routines in the annex? (RL.6.5)	<i>The Diary of a Young Girl</i> , p. 108 "Friday, 10 September, 1943" through p. 118, end of page.
9	<i>The Diary of a Young Girl</i> , p. 108 "Friday, 10 September, 1943" through p. 118, end of page. (selected sections)	How does Anne use metaphor to communicate her perspective? (RL.6.5)	<i>The Diary of a Young Girl</i> , p. 119 "Saturday, 27 November, 1943" through p. 128 "...in her heart."
10	<i>The Diary of a Young Girl</i> , p. 119 "Saturday, 27 November, 1943" through p. 128 "...in her heart." (selected sections)	How does Anne balance her feelings of gratitude and despair? (RL.6.3)	<i>The Diary of a Young Girl</i> , p. 136 "Wednesday, 12 January, 1944" through p. 150, end of page.
11	<i>The Diary of a Young Girl</i> , p. 136 "Wednesday, 12 January, 1944"	Based on <i>The Diary of a Young Girl</i> and "Survival in	<i>The Diary of a Young Girl</i> , p. 151 "Saturday, 12

	through p. 150, end of page. (selected sections); "Survival in Hiding" (see Supplemental Readings)	Hiding," describe the role of "helpers" in Nazi Europe. (RI.6.9)	February, 1944" through p. 162 "...in the house?"
12	<i>The Diary of a Young Girl</i> (selected sections throughout book)	How has Anne's perspective of Peter changed throughout the diary? (RL.6.6)	<i>The Diary of a Young Girl</i> , p. 158 "Wednesday, 23 February, 1944" through p. 171 "...perish in misery!"
13	<i>The Diary of a Young Girl</i> , p. 158 "Wednesday, 23 February, 1944" through p. 171 "...perish in misery!" (selected sections)	How do Anne's reflections in this section signify her growing maturity? (RL.6.3)	<i>The Diary of a Young Girl</i> , p. 171 "Sunday, 12 March, 1944" through p. 187 "...we are serious."
14	<i>The Diary of a Young Girl</i> , p. 171 "Sunday, 12 March, 1944" through p. 187 "...we are serious." (selected sections); "Rationing" (see Supplemental Readings)	Based on <i>The Diary of a Young Girl</i> and "Rationing," what were the effects of food rationing during the Holocaust? (RI.6.9)	<i>The Diary of a Young Girl</i> , p. 187 "Monday, 27 March, 1944" through p. 199 "...history above all!"
15	<i>The Diary of a Young Girl</i> , p. 187 "Monday, 27 March, 1944" through p. 199 "...history above all!" (selected sections)	How does Anne's first-person narration impact the reader's understanding of the war? (RL.6.6)	<i>The Diary of a Young Girl</i> , p. 199 "Tuesday, 11 April, 1944" through p. 217 "...today, good-by!"
16	FLEX – Review for Unit Test	N/A	N/A
17	Unit Test	N/A	N/A
18	FLEX	N/A	N/A
19	<i>The Diary of a Young Girl</i> , p. 199 "Tuesday, 11 April, 1944" through p. 217 "...today, good-by!" (selected sections)	What are the effects of the break-in on Anne? (RL.6.3)	<i>The Diary of a Young Girl</i> , p. 217 "Friday, 28 April, 1944" through p. 235 "...the younger generation!"
20	<i>The Diary of a Young Girl</i> , p. 217 "Friday, 28 April, 1944" through p. 235 "...the younger generation!" (selected sections)	Write a diary entry from the perspective of either Peter or Daddy, describing and reflecting on this section. (RL.6.6)	<i>The Diary of a Young Girl</i> , p. 235 "Friday, 19 May, 1944" through p. 251 "...must be unadulterated."
21	<i>The Diary of a Young Girl</i> , p. 235 "Friday, 19 May, 1944" through p. 251 "...must be unadulterated." (selected sections); "The Difference between Knowing and Believing" (see Supplemental Readings)	Based on <i>The Diary of a Young Girl</i> and "The Difference between Knowing and Believing," explain some reasons why many people established an "ostrich policy" toward the horrors of the Holocaust. (RI.6.9)	<i>The Diary of a Young Girl</i> , p. 251 "Friday, 16 June, 1944" through p. 268, end of page.
22	<i>The Diary of a Young Girl</i> , p. 251 "Friday, 16 June, 1944" through p. 268, end of page. (selected sections)	In Anne's opinion, is being in hiding more difficult for the children or for the adults? Why does she believe this? (RL.6.6)	<i>The Diary of a Young Girl</i> , p. 269 "Afterword" through p. 283, end of page.

23	<i>The Diary of a Young Girl</i> , p. 269 "Afterword" through p. 283, end of page. (selected sections)	How does the information in this section support understanding of the diary? (RI.6.9)	N/A
24	"Auschwitz" (see end of unit guide); "The Butterfly" (see Supplemental Readings)	How does the article, "Auschwitz," support understanding of the poem, "The Butterfly"? (RI.6.9)	N/A

Learning Plan

Grade 6 Unit 4: The Diary of a Young Girl Lesson 1	
Reading	
<i>The Diary of a Young Girl</i> , p. 1 "Sunday, 14 June, 1942" through p. 13 "...far distant yet!" (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
Describe Anne's character and attitude toward life.	<p>Must be accurate:</p> <ul style="list-style-type: none"> Describes Anne as carefree, childish, flirtatious Describes Anne as consumed by normal adolescent things <p>Must be valid:</p> <ul style="list-style-type: none"> Supported by two pieces of evidence Evidence is explained and connected to the claim

Launch
Do Now
Read the quote on the page before page 1, " <i>I hope I shall be able to confide in you completely, as I have never been able to do in anyone before and I hope that you will be a great support and comfort to me.</i> " Who is speaking? To whom is she speaking? What does this reveal about Anne? (2 mins.)
Review
<p>Today, we begin reading <i>The Diary of a Young Girl</i> by Anne Frank, a Jewish girl who was born in Germany in 1929 and forced into hiding in Amsterdam, Netherlands during World War II and the Holocaust. Her diary spans about two years from 1942-1944.</p> <ul style="list-style-type: none"> Preview the front, back, and first few pages. What is the genre? What do you think it will be about? (2 mins.)
Lesson Focus and Skill Mini-Lesson
<p>Through her first diary entries, we will learn a lot about Anne and the kind of person she is.</p> <p>We can learn about characters (or people in books, as this is not a work of fiction) by paying attention to what they say, do, and think.</p> <p>As we read today, pay attention to what Anne says, does, and thinks, and consider what these things reveal about her character and attitude toward life.</p>

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 2 "Saturday, 20 June, 1942" through p. 4 "...of a similar kind."
Key Takeaway
<ul style="list-style-type: none"> Anne confides in her diary and explains that, while she has many friends, she does not have anyone who she can truly confide in. Anne describes the realities of Jews living in Amsterdam, which are challenging and degrading. However, Anne seems to have a positive outlook on her life and doesn't worry too much about challenges presented by daily life.
Question Roadmap
<ol style="list-style-type: none"> What reasons does Anne give for wanting to keep a diary? What is her purpose? What does Anne say about being Jewish? How do the things mentioned represent challenges for Anne?

Note: Optional question roadmaps are included through lesson 12. These can be used as models as the teacher creates questions for the later lessons. Prior to asking these questions, teachers may want to begin with a broader question in order to place the intellectual load on scholars and allow them the opportunity to authentically navigate the text before guiding them to the most significant aspects. For example, the teacher might ask one of the following questions:

- *“What is significant about this scene?”*
- *“What are the most important things we learn in this scene?”*
- *“How does this scene build on (or relate to) something we have already read?”*

Then, the teacher can strategically guide the conversation to land on these key takeaways through the question roadmap and/or questions of their own. Remember, the goal for the teacher is to facilitate text-based discussion rather than impart knowledge.

Skill Stamp

We just learned a lot about Anne by paying attention to what she says, does, and thinks. This is something you can do to learn deeply about characters in other stories as well.

Learning Activity 2

Portion of Text

The Diary of a Young Girl, p. 5 “Saturday, 20 June, 1942” through p. 6 “...till tomorrow!”

Key Takeaway

- Anne describes her interactions with classmates, including flirtations with boys.
- From this detailed description, it is clear that Anne is consumed by normal adolescent concerns, very much focused on her social life. She seems carefree and somewhat childish in her interactions.

Question Roadmap

1. How does Anne describe her life?
2. What sorts of things does Anne seem to be focused on?
3. Based on Anne’s description, how would you describe her attitude toward life?

Skill Stamp

We just learned a lot about Anne by paying attention to what she says, does, and thinks. This is something you can do to learn deeply about characters in other stories as well.

Learning Activity 3

Portion of Text

The Diary of a Young Girl, p. 12 “Sunday morning, 5 July, 1942” through p. 13 “...far distant yet!”

Key Takeaway

- Anne recounts her father telling her that they will soon need to go into hiding.
- It is clear that Anne’s life is about to change, likely for the worse. She hopes that the time for hiding is still far off.

Question Roadmap

1. What is the main purpose of this section?
2. How does this moment indicate a change for Anne?
3. How does Anne feel about the changes to come?

Skill Stamp

We just learned a lot about Anne by paying attention to what she says, does, and thinks. This is something you can do to learn deeply about characters in other stories as well.

Homework

The Diary of a Young Girl, p. 13 “Wednesday, 8 July, 1942” through p. 27 “...smoothly once more.” Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 2	
Reading	
<i>The Diary of a Young Girl</i> , p. 13 "Wednesday, 8 July, 1942" through p. 27 "...smoothly once more." (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How does Anne's first-person narration impact the way the story is told?	<p>Must be accurate: Identifies that Anne's first-person point of view determines the way events are described and the details that are included</p> <p>Must be valid: Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch
<p>Reading Quiz</p> <ol style="list-style-type: none"> Who does Anne move with? (Mummy, Daddy, and Margot) What does Anne call the place she moves to? (Secret Annex)
<p>Review</p> <p>Last time, we paid attention to what Anne says, does, and thinks, and considered what these things reveal about her character and attitude toward life. We found that Anne is a generally carefree and positive person.</p>
<p>Lesson Focus and Skill Mini-Lesson</p> <p>Narrator's point of view is the manner in which a story is narrated or depicted and who it is that tells the story. The point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place.</p> <p>First-person point of view: The story is told by a narrator, who is also a character, from his or her standpoint</p> <p>Third-person point of view: The story is told by a narrator, who is not a character, from outside the story</p> <p>As we read today, consider how Anne's first-person narration impacts the way the story is told, including the details and descriptions that are provided.</p>

Learning Activity 1
<p>Portion of Text</p> <p><i>The Diary of a Young Girl</i>, p. 13 "Wednesday, 8 July, 1942" through p. 15, end of page.</p>
<p>Key Takeaway</p> <ul style="list-style-type: none"> Anne finds out that her sister, Margot, has been "called up" by the Nazis, indicating that she will likely be sent to a concentration camp if they do not go into hiding. The family goes into hiding, wearing everything they need to bring with them on their backs, rather than carrying suitcases, so that no one will suspect that they are up to anything. Through her first-person narration, Anne describes her sorrow for her sister and her fear for her family's future.
<p>Question Roadmap</p> <ol style="list-style-type: none"> What does Anne describe in this section? Based on her description, how does Anne feel about this situation? How does Anne's first-person narration allow us to better understand her perspective? How might Anne's first-person narration limit the information the reader receives?

Skill Stamp

Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.

Learning Activity 2**Portion of Text**

The Diary of a Young Girl, p. 20 "Saturday, 11 July, 1942" through p. 21, end of page.

Key Takeaway

- Anne describes the annex as "comfortable" and seems to see this experience as somewhat of an adventure, at least at first.
- Through her first-person narration, Anne continues to describe the fear she and the others experience. They fear that they cannot make any noise or they will be found.

Question Roadmap

1. How does Anne describe the annex?
2. Based on her description, how does Anne feel about the annex?
3. How might this section be different if it were told from the perspective of Daddy, Mummy, or Margot? From the perspective of Mr. Koophuis?

Skill Stamp

Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.

Learning Activity 3**Portion of Text**

The Diary of a Young Girl, p. 23 "Friday, 21 August, 1942" through p. 24 "...through an open window."

Key Takeaway

- Through her first-person narration, Anne describes her interactions with the others in the annex. Some of her interactions are positive, such as those with Daddy. However, many of her interactions are negative, as those in the annex are in cramped conditions and under the stress and fear of being found by the Nazis.

Question Roadmap

1. How does Anne describe the others in the annex?
2. Based on her description, how does Anne feel about the others in the annex?
3. How does Anne's first-person narration allow us to better understand her perspective?
4. How might Anne's first-person narration limit the information the reader receives?

Skill Stamp

Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.

Homework

The Diary of a Young Girl, p. 27 "Monday, 21 September, 1942" through p. 40 "...enemies in the world." Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 3	
Reading	
<i>The Diary of a Young Girl</i> , p. 27 "Monday, 21 September, 1942" through p. 40 "...enemies in the world." (selected sections); "Gestapo: Nazi Political Police" (see Supplemental Readings)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
Based on <i>The Diary of a Young Girl</i> and "Gestapo: Nazi Political Police," describe the role of the Gestapo in Nazi Europe.	<p>Must be accurate:</p> <p>Identifies that the Gestapo was the Nazi police Describes that the Gestapo took Jewish people from their homes, for no defensible reason, and sent them to concentration camps</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence, at least one from each text Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
1. Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.
Review
Last time, we considered how Anne's first-person narration impacts the way the story is told, including the details and descriptions that are provided.
Anne also described the annex where she lived during these years in hiding (p. 16-18). Virtual tour of the secret annex: http://www.annefrank.org/en/Subsites/Home/
Lesson Focus and Skill Mini-Lesson
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.
Today, we will read an excerpt from <i>The Diary of a Young Girl</i> and then we will read a related article, which details the "Gestapo," or Nazi police.
As we read today, consider how the two accounts are similar and different and what we can learn from each.

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 38 "Friday, 9 October, 1942" through p. 40 "...enemies in the world."
Key Takeaway
<ul style="list-style-type: none"> Anne describes the atrocities of the Gestapo, as they take Jews from their lives and take them to concentration camps. She notes that, "Germans and Jews are the greatest enemies in the world."
Question Roadmap
<ol style="list-style-type: none"> What does Anne say about the Gestapo? How do they impact her and the people around her? How does Anne's first-person narration limit what she knows and, therefore, limit what the reader can learn about the Gestapo from her perspective?
Skill Stamp
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Learning Activity 2
Portion of Text
Article: "Gestapo: Nazi Political Police" (see Supplemental Readings)
Key Takeaway
<ul style="list-style-type: none"> • The Gestapo operate without civil restraint, meaning that they essentially function outside the law. They made "preventative arrests," which meant that they could arrest people even if they had never committed a crime. • The Gestapo organized the deportation of millions of Jews to the extermination camps in Poland.
Question Roadmap
<ol style="list-style-type: none"> 1. Why were they called "political police"? How were they similar to police? Different? 2. What is the significance of the fact that the Gestapo "operate without civil restraint?" 3. How is this account of the Gestapo similar to Anne's? Different? 4. How does genre (narrative diary vs. informational) affect the way information is presented about the Gestapo? What do these differences reveal about each author's purpose?
Skill Stamp
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.
Homework
<i>The Diary of a Young Girl</i> , p. 40 "Friday, 16 October, 1942" through p. 55 "...all those other miseries!" Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 4	
Reading	
<i>The Diary of a Young Girl</i> , p. 40 "Friday, 16 October, 1942" through p. 55 "...all those other miseries!" (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How is Anne's attitude about life and perspective about the annex changing?	<p>Must be accurate:</p> <p>Explains that, before, Anne was more optimistic and carefree</p> <p>Explains that, now, Anne feels more fearful, irritable, lonely, and guilty</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence</p> <p>Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.
1.
Review
Last time, we considered how two accounts of the Gestapo, <i>The Diary of a Young Girl</i> and the article, "Gestapo: Nazi Political Police," were similar and different and what we could learn from each.
Lesson Focus and Skill Mini-Lesson
Characters experience varying amounts of change over the course of a story.
Static characters: Characters that do not experience basic character changes during the course of the story
Dynamic characters: Characters that experience changes throughout the plot of the story
As we read today, consider how Anne, as a dynamic character, has changed throughout the course of the story so far. Additionally, consider what has caused these changes to occur.

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 41 "Tuesday, 20 October, 1942" through p. 42 "...ever walked the earth."
Key Takeaway
<ul style="list-style-type: none"> Anne describes the fear they felt when the carpenter was in the house doing repairs. This experience highlights the fear that Anne and the others constantly live with.
Question Roadmap
<ol style="list-style-type: none"> What details does Anne include that reveal her fear? How does this fear indicate a change in Anne's perspective about the annex?
Skill Stamp
As our protagonist, Anne is a dynamic character who has changed a lot since the beginning of the story and will likely continue to do so throughout the rest. You can pay attention to how and why characters change throughout other stories you read as well.

Learning Activity 2
Portion of Text

The Diary of a Young Girl, p. 43 "Saturday, 7 November, 1942" through p. 46 "...reach the bursting point."

Key Takeaway

- Anne describes how her interactions with her family members, especially with Mummy, are often tenuous. She gets along better with Daddy, but even he can sometimes side with others, even when, Anne feels he doesn't have the entire story.
- Anne describes her loneliness and, therefore, her desire to confide in her diary. She is determined to be independent and successful, but still she wishes that she had someone she could turn to for support and encouragement
- This reveals the stress they are living under. For Anne, hiding in the annex is no longer an exciting experience, but rather a stressful and lonely one.

Question Roadmap

1. Describe Anne's relationships with her family members. In what ways have her relationships remained the same? Changed?
2. What are some effects of Anne's relationship with her mother? Provide examples.
3. What do these relationships reveal about life in the annex?

Skill Stamp

As our protagonist, Anne is a dynamic character who has changed a lot since the beginning of the story and will likely continue to do so throughout the rest. You can pay attention to how and why characters change throughout other stories you read as well.

Learning Activity 3

Portion of Text

The Diary of a Young Girl, p. 53 "Apart from that..." through p. 54 "...they are Jews!"

Key Takeaway

- Anne recounts the stories Mr. Dussel, the new member of the annex, tells about the atrocities of Jewish families being snatched from their homes and sent to concentrations camps. Anne reflects on the guilt she feels for having a somewhat safe place to stay during this time, while other Jews don't have that luxury.
- This reveals that Anne is beginning to grapple with the realities of her situation. She is no longer able to be a carefree child.

Question Roadmap

1. What does Mr. Dussel teach Anne? How does this information impact her?
2. How does Anne's situation, hiding in the annex, limit her from knowing about other Jews? How does this limit what the reader can know?
3. Consider Anne's experience before entering the annex. How does her reflection in this section indicate a change for her?

Skill Stamp

As our protagonist, Anne is a dynamic character who has changed a lot since the beginning of the story and will likely continue to do so throughout the rest. You can pay attention to how and why characters change throughout other stories you read as well.

Homework

The Diary of a Young Girl, p. 55 "Saturday, 28 November, 1942" through p. 69, end of page. Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 | Unit 4: The Diary of a Young Girl | Lesson 5

Reading

The Diary of a Young Girl, p. 55 "Saturday, 28 November, 1942" through p. 69, end of page. (selected sections)

Focus Question/Exit Ticket

Criteria for Success (CFS)

How is the theme of guilt developed in this section?

Must be **accurate**:

Explains that, though Anne is frequently irritated by her situation, she feels guilty that she is safe while she knows other Jews are not

Must be **valid**:

Supported by two pieces of evidence

Evidence is explained and connected to the claim

Launch

Reading Quiz

Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.

1.

Review

Last time, we considered how Anne, as a dynamic character, has changed throughout the course of the story so far. Additionally, we considered what has caused these changes to occur.

Lesson Focus and Skill Mini-Lesson

A **theme** is a big idea, lesson, message, or moral that we can learn about through a story. Though a theme comes directly from an understanding of a text, it is something that we can apply to other texts and to our own lives.

As we read today, consider how Anne develops the theme of guilt in her diary.

Learning Activity 1

Portion of Text

The Diary of a Young Girl, p. 60 "Sunday, 13 December, 1942" through p. 61 "...their husbands' dispositions."

Key Takeaway

- Anne explains that she feels like she has betrayed other Jews who do not have a safe place to hide during this time
- This reveals that Anne feels guilty. Even as she continues to focus much of her attention on the negative aspects of her immediate situation, she knows that her situation is not as bad as it could be.

Question Roadmap

1. What do Anne's reflections in this section reveal about her perspective on her situation?
2. How does this moment relate to the moment with Mr. Dussel from the previous lesson?
3. What theme is beginning to develop from these accounts?

Skill Stamp

We just learned about Anne's feelings of guilt, which she has communicated numerous times throughout the story so far. A theme is a big idea, lesson, message, or moral that we can learn about through a story.

Learning Activity 2

Portion of Text

The Diary of a Young Girl, p. 63 "Wednesday, 13 January, 1943" through p. 64 "...who wait for death."

Key Takeaway

- Anne feels bad for all the people who have less than she does, even though her situation isn't close to ideal. Anne feels helpless and wishes there is something she could do to help these people, even though she realizes it is too risky and dangerous to try and help.

Question Roadmap

1. What tension does Anne feel about her situation?
2. How does this moment relate to the previous section and the moment with Mr. Dussel from the previous lesson?
3. What theme is beginning to develop from these accounts?

Skill Stamp

We just learned about Anne's feelings of guilt, which she has communicated numerous times throughout the story so far. A theme is a big idea, lesson, message, or moral that we can learn about through a story.

Homework

The Diary of a Young Girl, p. 70 "Friday, 12 March, 1943" through p. 83 "...than I deserve." Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 6	
Reading	
<i>The Diary of a Young Girl</i> , p. 70 "Friday, 12 March, 1943" through p. 83 "...than I deserve." (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
Anne is grateful for her situation. Agree or disagree.	<p>Must be accurate:</p> <p>Explains that Anne is grateful, as she describes how her situation is so much better than that of many others; OR, Explains that Anne is ungrateful, as she continually quarrels with Mummy and complains about the others with whom she lives in the Annex</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch
<p>Reading Quiz</p> <p><i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i></p> <p>1.</p>
<p>Review</p> <p>Last time, we considered how Anne, as a dynamic character, confides her feelings of guilt in her diary, which has contributed to our developing understanding of one of the text's themes.</p>
<p>Lesson Focus and Skill Mini-Lesson</p> <p>Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative characteristics.</p> <p>As we read today, consider how Anne, as a dynamic character, reacts to her situation in this section.</p>

Learning Activity 1
<p>Portion of Text</p> <p><i>The Diary of a Young Girl</i>, p. 77 "Friday, 2 April, 1943" through p. 78 "...they do hear it."</p>
<p>Key Takeaway</p> <ul style="list-style-type: none"> When Mummy offers to say Anne's prayers with her, Anne treats her coldly. After doing, so Anne feels guilty because she sees that she has hurt Mummy. Still, she feels justified in her actions, as she has felt this way for a long time. This reveals that she is somewhat ungrateful for what her parents have provided her.
<p>Question Roadmap</p> <ol style="list-style-type: none"> What does Anne's reaction to Mummy's offer reveal about their relationship? About Anne's character? What does this interaction reveal about Anne's perspective on her situation?
<p>Skill Stamp</p> <p>Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative characteristics.</p>

Learning Activity 2**Portion of Text**

The Diary of a Young Girl, p. 79 "Saturday, 1 May, 1943" through p. 80 "...naughty little children!"

Key Takeaway

- Anne, as she has done a number of times before, explains her guilt and sorrow for Jews who do not have a safe place to hide.
- This reveals that she is grateful for her situation as compared to the situations of many others in her community.

Question Roadmap

1. How does this moment relate to sections in the previous two lessons?
2. What do these reflections reveal about Anne's perspective on her situation?

Skill Stamp

Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative characteristics.

Homework

The Diary of a Young Girl, p. 83 "Tuesday, 15 June, 1943" through p. 95 "...gymnastics long ago." Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 7	
Reading	
<i>The Diary of a Young Girl</i> , p. 83 "Tuesday, 15 June, 1943" through p. 95 "...gymnastics long ago." (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
Read Anne's two entries on page 90. What does this contrast in content and tone reveal about Anne's experience in the annex?	<p>Must be accurate:</p> <p>Explains that the first entry is violent and terrifying, while the second is light-hearted and optimistic</p> <p>Explains that Anne lives a dual life, needing to preoccupy her mind with light-hearted things so she isn't consumed by the reality of the war</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence</p> <p>Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
<i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i>
1.
Review
Last time, we considered how Anne, as a dynamic character, reacts to her situation, sometimes positively and sometimes negatively, as would any real person.
Lesson Focus and Skill Mini-Lesson
Many of Anne's diary entries focus on her daily life in the annex – her thoughts, noticings, interests, and interactions with others. Yet, we know that Anne's reality is very harsh, as she must live in constant fear of being found and captured by the Nazis.
As we read today, consider the difference in content and tone between her various diary entries, as she jumps from reflections about the war, to her noticings and frustrations living in the annex.

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 90 "Monday, 19 July, 1943" through p. 93 "...perhaps even this year."
Key Takeaway
<ul style="list-style-type: none"> Of these three entries, Anne's first and third focus on the violent reality of the war. They are somber and frightening, and present a clear picture of the fear that Anne and the others living in the Annex face every day. The second entry is light-hearted and optimistic, anticipating life after the war, and describing all the things they are looking forward to when they are able to come out of hiding. The contrast between the content and tone in these entries serves as a reminder of the dual reality of Anne's experience. On the one hand, she is very much focused on her day-to-day experience, yet, on the other hand, we know that Anne is living in constant fear of being found and captured by the Nazis.
Question Roadmap
1. Describe the content and tone of these three entries. What do they reveal about Anne and her experience?

2. How do the content and tone of these three entries differ from each other? What does this contrast reveal about Anne's experience in the annex?

Skill Stamp

N/A

Homework

The Diary of a Young Girl, p. 95 "Wednesday, 4 August, 1943" through p. 108 "...Breakfast!" Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 | Unit 4: The Diary of a Young Girl | Lesson 8

Reading

The Diary of a Young Girl, p. 95 "Wednesday, 4 August, 1943" through p. 108 "...Breakfast!" (selected sections)

Focus Question/Exit Ticket	Criteria for Success (CFS)
What does it reveal that Anne spends a significant portion of her diary describing daily routines in the annex?	<p>Must be accurate:</p> <p>Explains that she must distract herself from the terrifying realities of war; OR, Explains that she must keep herself preoccupied, as there is very little to do in the annex</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch

Reading Quiz

Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.

1.

Review

Last time, we considered the difference in content and tone between two of Anne's diary entries, as she jumped from reflections about the war, to her noticings and frustrations living in the annex. We considered how her dual reality of the war and her day-to-day experience is likely challenging for her.

Lesson Focus and Skill Mini-Lesson

Structure is a literary element that refers to the way a text is laid out (or structured). A diary, for example, is structured in chronological order, with the narrator writing directly to the diary itself and, therefore, to the reader.

Anne's diary, though narrative, is nonfiction, which has implications for the information it includes and the way it is written. Notice that there are sometimes long gaps—many days or weeks—between her entries. As this is nonfiction, the reader knows that this is not a thematic choice by the author, but rather a characteristic of a real person's diary.

By paying attention to the things an author chooses to emphasize or focus on in their writing, we can make inferences about the chosen focus and can better understand what is important to that author.

As we read today, pay attention to what Anne tends to focus on most and make inferences about why she focuses in these areas.

Learning Activity 1

Portion of Text

The Diary of a Young Girl, p. 95 "Wednesday, 4 August, 1943" through p. 102 "...are her characteristics."

Key Takeaway

- Anne describes, in specific detail, the daily routines of everyone in the annex as well as their mealtime experiences.

- It can be inferred that Anne dedicates so much of her diary to this either because it is how she distracts herself from the terrifying realities of the war or that this is how she preoccupies herself, since there is not much to do in the annex and life is very boring.

Question Roadmap

1. What is the focus of this section?
2. What is your reaction to Anne's descriptions?
3. Why do you think Anne spends such a significant portion of her diary describing daily routines? What does this indicate about her experience in the annex?

Skill Stamp

By paying attention to the things an author chooses to emphasize or focus on in their writing, we can make inferences about the chosen focus and can better understand what is important to that author.

Homework

The Diary of a Young Girl, p. 108 "Friday, 10 September, 1943" through p. 118, end of page. Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 9	
Reading	
<i>The Diary of a Young Girl</i> , p. 108 "Friday, 10 September, 1943" through p. 118, end of page. (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How does Anne use metaphor to communicate her perspective?	<p>Must be accurate: Identifies Anne's songbird and/or heaven/cloud metaphor as representations of her fear and feeling of isolation in the annex</p> <p>Must be valid: Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
<i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i>
1.
Review
Last time, we paid attention to Anne's detailed descriptions of their daily routines in the annex. We recognized that the inclusion of these descriptions indicates her need to distract herself from the realities of the war as well as her way of preoccupying herself during the long, dull days spent in the annex.
Lesson Focus and Skill Mini-Lesson
A metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated but that share some common characteristics.
The purpose of using a metaphor is to take a concept that we understand clearly and use it to better understand a lesser known concept that the author is trying to describe.
As we read today, consider how Anne uses metaphor to convey her deepening feelings of fear and isolation in the annex.

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 112 "Friday, 29 October, 1943" through p. 113 "...way of killing them."
Key Takeaway
<ul style="list-style-type: none"> Anne refers to herself as "a songbird whose wings have been clipped and who is hurling himself in utter darkness against the bars of his cage." This metaphor highlights Anne's desperation to come out of hiding. She yearns to live a normal life, yet she is trapped in "stillness" and "terrible fear," which she claims there is no way of overcoming.
Question Roadmap
<ol style="list-style-type: none"> How does Anne describe her situation? Identify the metaphor Anne uses to describe her situation. What does it literally mean? What does it figuratively mean, in context of Anne's situation? Why does Anne use this metaphor instead of a more direct description? What is she trying to communicate? Why is it effective in allowing her to communicate her feelings and perspective?

Skill Stamp

We just learned about Anne's feelings of fear and isolation by considering her use of metaphor to illustrate her point. Paying attention to authors' use of metaphor will allow you to understand other stories at their deepest level of meaning as well.

Learning Activity 2**Portion of Text**

The Diary of a Young Girl, p. 114 "Monday evening, 8 November, 1943" through p. 115 "...way for us!"

Key Takeaway

- Anne refers to the Annex as "a little piece of blue heaven, surrounded by heavy black rain clouds." Her fear is growing stronger and, while she still feels safe in the annex, this feeling of being surrounded by terror is deeply affecting her.
- This metaphor of heaven surrounded by dark clouds provides an image of the impending doom that Anne feels as she waits in the annex for the war to end.

Question Roadmap

1. How does Anne describe her situation?
2. Identify the metaphor Anne uses to describe her situation. What does it literally mean? What does it figuratively mean, in context of Anne's situation?
3. Why does Anne use this metaphor instead of a more direct description? What is she trying to communicate? Why is it effective in allowing her to communicate her feelings and perspective?

Skill Stamp

We just learned about Anne's feelings of fear and isolation by considering her use of metaphor to illustrate her point. Paying attention to authors' use of metaphor will allow you to understand other stories at their deepest level of meaning as well.

Homework

The Diary of a Young Girl, p. 119 "Saturday, 27 November, 1943" through p. 128 "...in her heart." Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 10	
Reading	
<i>The Diary of a Young Girl</i> , p. 19 "Saturday, 27 November, 1943" through p. 128 "...in her heart." (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How does Anne balance her feelings of gratitude and despair?	<p>Must be accurate:</p> <p>Explains that Anne feels gratitude for having a safe space to hide in the annex</p> <p>Explains that Anne feels despair for those who aren't so lucky and also for the fact that she is unable to lead a normal life</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence</p> <p>Evidence is explained and connected to the claim</p>

Launch
<p>Reading Quiz</p> <p><i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i></p> <p>1.</p>
<p>Review</p> <p>Last time, we considered how Anne uses metaphor to convey her deepening feelings of fear and isolation in the annex.</p>
<p>Lesson Focus and Skill Mini-Lesson</p> <p>Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative characteristics.</p> <p>As we read today, consider how Anne, as a dynamic character, reacts to her situation in this section.</p>

Learning Activity 1
<p>Portion of Text</p> <p><i>The Diary of a Young Girl</i>, p. 119 "Saturday, 27 November, 1943" through p. 120 "...always pray for her."</p>
<p>Key Takeaway</p> <ul style="list-style-type: none"> Anne's best childhood friend, Lies, visits her in a dream. Anne reflects on her worry that something terrible has happened to Lies, as she hasn't seen her since she went into hiding. She, again, feels guilty that she has a safe place to hide, while Lies does not. She wonders what she did to deserve this luxury. Through Anne's dream and her reflection, it is clear that she is grateful to have a safe space to hide.
<p>Question Roadmap</p> <ol style="list-style-type: none"> Describe Anne's dream. What deeper message does Anne take from the dream? How do you know? How does this scene reveal Anne's perspective about her situation and the situations of others, such as her friend, Lies? How does it contribute to the theme of guilt?
<p>Skill Stamp</p> <p>Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative feelings and characteristics.</p>

Learning Activity 2
Portion of Text
<i>The Diary of a Young Girl</i> , p. 123 "Friday, 24 December, 1943" through p. 124 "...go off a bit."
Key Takeaway
<ul style="list-style-type: none"> Anne reflects on both her gratitude ("on top of the world") and her despair ("in the depths of despair"). She realizes that she is lucky compared to some other Jewish children who have been sent to concentration camps, yet she can't help but feel a longing for a normal childhood when she hears Mrs. Koophuis describe all the fun and exciting things her daughter does. She sees herself as "simply a young girl in need of some rollicking fun." Through this reflection, it is clear that Anne feels gratitude for having a safe space to hide, yet she can't help but feel despair, as she is cramped in the annex, while some other children get to experience a normal childhood.
Question Roadmap
<ol style="list-style-type: none"> How does this scene reveal Anne's perspective about her situation and the situations of others? Anne has mixed feelings with regard to her situation. Describe how she feels. Provide examples.
Skill Stamp
Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative feelings and characteristics.

Learning Activity 3
Portion of Text
<i>The Diary of a Young Girl</i> , p. 126 "Wednesday, 29 December, 1943" through p. 127 "...doing that enough!"
Key Takeaway
<ul style="list-style-type: none"> Anne thinks of Lies and Granny. She reflects on Granny's love and strength, and sees her as an inspiration. Through this reflection, it is clear that Anne, again, feels gratitude for her situation and guilt and sorrow for what she imagines Lies and her companions might be experiencing. Additionally, this highlights Anne's limited experiences and, therefore, the limitations of her first-person narration, as both Anne and the reader are confined to the reality of the annex.
Question Roadmap
<ol style="list-style-type: none"> How does Anne feel when she thinks about Granny? What does this reveal about her perspective on her situation and the situations of others? How does this moment reveal the limitations of Anne's first-person narration through her diary?
Skill Stamp
Remember that dynamic characters are ones who experience changes throughout the plot of the story. Dynamic characters are also multidimensional, like real people, with both positive and negative feelings and characteristics.

Homework
<i>The Diary of a Young Girl</i> , p. 136 "Wednesday, 12 January, 1944" through p. 150, end of page. Scholars should jot for genre-based thinking jobs and central idea.

Note to teachers: This unit guide skips p. 129-135 due to sexual content described in this section. While her feelings and experiences are completely normal, we understand that many families are uncomfortable with such content in the middle grades. This content is not essential to the themes of the unit, and thus, can be

skipped. However, should you want to provide the thoughtful space to have such a discussion, you may choose to teach this section. If so, we recommend speaking with your DOI and SD.

Grade 6 | Unit 4: The Diary of a Young Girl | Lesson 11

Reading

The Diary of a Young Girl, p. 136 "Wednesday, 12 January, 1944" through p. 150, end of page. (selected sections); "Survival in Hiding" (see Supplemental Readings)

Focus Question/Exit Ticket	Criteria for Success (CFS)
Based on <i>The Diary of a Young Girl</i> and "Survival in Hiding," describe the role of "helpers" in Nazi Europe.	<p>Must be accurate:</p> <ul style="list-style-type: none"> Identifies that these "helpers" were relied on to protect and support those in hiding Explains that these people were courageous and risked their lives to do what they felt was morally right <p>Must be valid:</p> <ul style="list-style-type: none"> Supported by two pieces of evidence, at least one from each text Evidence is explained and connected to the claim

Launch

Reading Quiz

Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.

1.

Review

Last time, we considered how Anne, as a dynamic character, reacts to her situation, exhibiting feelings of both gratitude and despair.

Lesson Focus and Skill Mini-Lesson

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Today, we will read an excerpt from *The Diary of a Young Girl* and then we will read a related article and first-hand account, "Survival in Hiding".

As we read today, consider how the two accounts are similar and different and what we can learn from each.

Learning Activity 1

Portion of Text

The Diary of a Young Girl, p.144 "Friday, 28 January, 1944" through p. 146, end of page.

Key Takeaway

- Anne describes Koophuis and Henk and their courageous efforts to keep Anne and the others safe and protected in the annex.
- It is clear that Koophuis and Henk, as well as others who risked their lives to help Jews and others, played an instrumental role in keeping people safe during the war.

Question Roadmap

1. What does Anne say about Koophuis and Henk? How do they, and people like them, impact Anne and the people around her?
2. How does Anne's first-person narration limit what she knows and, therefore, limit what the reader can learn about people, like Koophuis and Henk, who would help those in hiding during the Holocaust?

Skill Stamp

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Learning Activity 2**Portion of Text**

"Survival in Hiding" (see Supplemental Readings)

Key Takeaway

- This article and first-hand account provides another example of "helpers" who supported those who had to go into hiding during the war.
- The article notes that "Nearly all Jews who went into hiding relied on others to help them, and they often felt that they were totally dependent on their helpers—for food and water, for news from the outside world, and especially for a willingness to continue to keep their secret."

Question Roadmap

1. Why does this author include a first-hand account, in the form of diary entries? Why is this effective?
2. How is this account of "helpers" similar to Anne's? Different?
3. How does genre (both accounts in the form of dairy entries, but "Survival in Hiding" written more with an informational purpose) affect the way information is presented about "helpers"? What do these differences reveal about each author's purpose?

Skill Stamp

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Homework

The Diary of a Young Girl, p. 151 "Saturday, 12 February, 1944" through p. 162 "...in the house?" Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 12	
Reading	
<i>The Diary of a Young Girl</i> (selected sections throughout book)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How has Anne's perspective of Peter changed throughout the diary?	<p>Must be accurate:</p> <p>Explains that Anne's perspective of Peter was generally negative at the beginning</p> <p>Explains that Anne's perspective of Peter has become very positive</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence</p> <p>Evidence is explained and connected to the claim</p>

Launch
<p>Reading Quiz</p> <p><i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i></p> <p>1.</p>
<p>Review</p> <p>Last time, we considered how two accounts, from the diary and from "Survival in Hiding" were similar and different and what we could learn from each text about the role of "helpers" during the Holocaust.</p>
<p>Lesson Focus and Skill Mini-Lesson</p> <p>When we think about change, whether it is character change, change in a character's perspective, or any other sort of change that occurs across a book or story, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.</p> <p>Character point of view, or perspective, as opposed to narrator's point of view (i.e., first- vs. third-person), refers to a character's opinion – the way that a character sees and thinks about things.</p> <p>Remember, Anne, our protagonist, author, and narrator, is a dynamic character, so, naturally, she will exhibit numerous changes throughout the diary.</p> <p>Dynamic characters: Characters that experience changes throughout the plot of the story</p> <p>As we read from various sections across the book today, consider how Anne's perspective of Peter has changed.</p>

Learning Activity 1
<p>Portion of Text</p> <p><i>The Diary of a Young Girl</i>, p. 24 "Wednesday, 2 September, 1942" through p. 25 "...her good example."</p>
<p>Key Takeaway</p> <ul style="list-style-type: none"> Anne describes Peter in a negative light, using adjectives like "touchy" and "lazy" and calling him "a real hypochondriac." She doesn't feel disdain for Peter, but she doesn't particularly like him either. This reveals that, when she first entered the annex, she had a generally negative perspective of Peter.
<p>Question Roadmap</p> <p>1. What does Anne say about Peter? What does this reveal about her perspective of him?</p>

Skill Stamp

When we think about change, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.

Learning Activity 2**Portion of Text**

The Diary of a Young Girl, p. 131 "Thursday, 6 January, 1944" through p. 132 "...friends with her too."

Key Takeaway

- Anne longs to spend time with Peter, yet she worries that he may find her "a bore". Although Anne has developed an affection for Peter, she explains that she is really just looking for companionship in general, and, had the Van Daan's had a daughter instead of a son, she would have befriended her as well.
- This reveals that Anne is beginning to really like Peter, but she is still apprehensive to spend too much time with him. Her perspective on Peter is beginning to change.

Question Roadmap

1. What does Anne say about Peter? What does this reveal about her perspective of him?
2. In what ways is this similar or different to her perspective of him at the beginning of the diary?
3. What do you think has contributed to Anne's shift in perspective?

Skill Stamp

When we think about change, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.

Learning Activity 3**Portion of Text**

The Diary of a Young Girl, p. 151 "Sunday, 12 March, 1944" through p. 156, "...think it's horrible."

Key Takeaway

- Anne explains that she has completely changed her previously negative opinion of Peter and now feels a deep companionship with him – a feeling she previously had only felt with her girl friends.
- Anne recognizes that Peter also feels companionship with her. His need for companionship, like Anne's, is clear through his interactions with and affection toward the cats.
- This reveals that Anne's perspective of Peter is very positive and she no longer has reservations about wanting to befriend him. Her perspective on Peter has completely changed.

Question Roadmap

1. What does Anne say about Peter? What does this reveal about her perspective of him?
2. In what ways is this similar or different to her perspective of him at the beginning of the diary?
3. What do you think has contributed to Anne's shift in perspective?
4. How do you think Anne's perspective might continue to shift or not?

Skill Stamp

When we think about change, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.

Homework

The Diary of a Young Girl, p. 158 "Wednesday, 23 February, 1944" through p. 171 "...perish in misery!"
Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 | Unit 4: The Diary of a Young Girl | Lesson 13

Reading

The Diary of a Young Girl, p. 158 "Wednesday, 23 February, 1944" through p. 171 "...perish in misery!" (selected sections)

Focus Question/Exit Ticket	Criteria for Success (CFS)
How do Anne's reflections in this section signify her growing maturity?	<p>Must be accurate: Explains that Anne's deep reflections signify a shift away from a focus on more trivial things, indicating maturity</p> <p>Must be valid: Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch

Reading Quiz

Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.

1.

Review

Last time, we considered how Anne's perspective of Peter has changed throughout the book. We recognized that she has developed a deep sense of companionship with him.

Lesson Focus and Skill Mini-Lesson

When we think about change, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.

Remember, Anne, our protagonist, author, and narrator, is a dynamic character, so, naturally, she will exhibit numerous changes throughout the diary.

Dynamic characters: Characters that experience changes throughout the plot of the story

As we read today, consider how the experiences and ideas Anne is focused on have shifted toward more introspective and mature topics.

Learning Activity 1

Portion of Text

The Diary of a Young Girl, p.158 "Wednesday, 23 February, 1944" through p. 160 "...longing under control."

Key Takeaway

- Anne reflects on God and the healing quality of nature. She explains that, as long as she can be among nature, she can never be unhappy.
- Anne reflects on the similarities between her and Peter. She thinks that both of their challenges stem from their relationships with their mothers.
- These reflections reveal that Anne is maturing, as she shifts her attention from more trivial things to deeper, more philosophical topics.

Question Roadmap

Script your roadmap of transferrable questions here. Questions should be sufficiently scaffolded, leading to the key takeaway(s) for this section, with the goal of putting as much of the heavy-lifting on scholars as possible. See lessons 1-12 for examples.

1.

Skill Stamp

When we think about change, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.

Learning Activity 2

Portion of Text

The Diary of a Young Girl, p. 168 "Tuesday, 7 March, 1944" through p. 171 "...perish in misery!"

Key Takeaway

- Anne thinks back on her past and reflects on how her perspective has changed throughout the past two years.
- Anne explains the difference between the ways she and Mummy approach finding happiness. While Mummy thinks it is best to think of those who suffer more than you to appreciate your own circumstances, Anne thinks that a reflection on nature and all that is beautiful is more soothing. She explains, "And whoever is happy will make others happy too. He who has courage and faith will never perish in misery!"
- These reflections reveal that Anne is maturing, as she considers the nature of happiness and the importance of courage and faith.

Question Roadmap

Script your roadmap of transferrable questions here. Questions should be sufficiently scaffolded, leading to the key takeaway(s) for this section, with the goal of putting as much of the heavy-lifting on scholars as possible. See lessons 1-12 for examples.

1.

Skill Stamp

When we think about change, we want to think about what things were like in previous sections, what things are like in this section, and how those things compare. By doing this, we can clearly analyze what has changed.

Homework

The Diary of a Young Girl, p. 171 "Sunday, 12 March, 1944" through p. 187 "...we are serious." Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 | Unit 4: The Diary of a Young Girl | Lesson 14

Reading

The Diary of a Young Girl, p. 171 "Sunday, 12 March, 1944" through p. 187 "...we are serious." (selected sections); "Rationing" (see Supplemental Readings)

Focus Question/Exit Ticket

Criteria for Success (CFS)

Based on *The Diary of a Young Girl* and "Rationing," what were the effects of food rationing during the Holocaust?

Must be **accurate**:

Describes Anne's experience with rationing

Describes information about rationing provided in the article

Must be **valid**:

Supported by two pieces of evidence, at least one from each text

Evidence is explained and connected to the claim

Launch

Reading Quiz

Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.

1.

Review

Last time, we consider how the experiences and ideas Anne is focused on have shifted toward more introspective and mature topics.

Lesson Focus and Skill Mini-Lesson

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Today, we will read an excerpt from *The Diary of a Young Girl* and then we will read a related article, "Rationing".

As we read today, consider how the two accounts are similar and different and what we can learn from each.

Learning Activity 1

Portion of Text

The Diary of a Young Girl, p.173 "Tuesday, 14 March, 1944" through p. 175 "...I, I, I...!"

Key Takeaway

- Anne describes the effects of rationing on those living in the annex. She explains that there are many foods they cannot have and badly miss.
- This reveals that the effects of rationing are apparent for everyone in a very real and immediate sense.
- Anne's first-person narration allows the reader to understand this effect in an intimate and personal way.

Question Roadmap

Skill Stamp

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Learning Activity 2

Portion of Text

"Rationing" (see Supplemental Readings)

Key Takeaway

- The article describes the causes and effects of rationing. It also details some of the specifics about how the process worked and how much food was rationed for each person.
- The article describes rationing in a more informational and objective manner than Anne's personal description.

Question Roadmap**Skill Stamp**

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Homework

The Diary of a Young Girl, p. 187 "Monday, 27 March, 1944" through p. 199 "...history above all!" Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 15	
Reading	
<i>The Diary of a Young Girl</i> , p. 187 "Monday, 27 March, 1944" through p. 199 "...history above all!" (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How does Anne's first-person narration impact the reader's understanding of the war?	<p>Must be accurate: Identifies that Anne's first-person point of view determines the way events are described and the details that are included, in this case limiting the reader's knowledge of the war</p> <p>Must be valid: Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
<i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i>
1.
Review
Last time, we considered how two descriptions of rationing during the Holocaust, in <i>The Diary of a Young Girl</i> and in the article, "Rationing," were similar and different and what we could learn from each.
Lesson Focus and Skill Mini-Lesson
<p>Narrator's point of view is the manner in which a story is narrated or depicted and who it is that tells the story. The point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place.</p> <p>First-person point of view: The story is told by a narrator, who is also a character, from his or her standpoint</p> <p>Third-person point of view: The story is told by a narrator, who is not a character, from outside the story</p> <p>As we read today, consider how Anne's first-person narration impacts the way the story is told, including the details and descriptions that are provided.</p>

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 187 "Monday, 27 March, 1944" through p. 193 "...the wrong side."
Key Takeaway
<ul style="list-style-type: none"> Anne explains that the adults frequently listen to the radio, as it is their only connection to the outside world and the progress of the war. Anne reflects on her own limited perspective of the war, as she has been in hiding in the annex. Anne's first-person narration limits her understanding, and, therefore, the reader's understanding of the war. It serves as a personal interpretation rather than an informational explanation.
Question Roadmap
Skill Stamp

Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.

Homework

The Diary of a Young Girl, p. 199 "Tuesday, 11 April, 1944" through p. 217 "...today, good-bye!" Scholars should jot for genre-based thinking jobs and central idea.

Lesson 16 – Review for Unit Test

Lesson 17 – Unit Test

Lesson 18 - FLEX

Grade 6 Unit 4: The Diary of a Young Girl Lesson 19	
Reading	
<i>The Diary of a Young Girl</i> , p. 199 "Tuesday, 11 April, 1944" through p. 217 "...today, good-by!" (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
What are the effects of the break-in on Anne?	<p>Must be accurate:</p> <p>Explains that everyone in the annex becomes more careful (surface level)</p> <p>Explains that it inspires Anne to reflect deeply on her own existence, as a human and as a Jew (deeper level)</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence</p> <p>Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
<i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i>
1.
Review
Last time, we considered how Anne's first-person narration impacts the way the story is told, including the details and descriptions that are provided.
Lesson Focus and Skill Mini-Lesson
<p>Cause and effect is a relationship between events or things, in which one is the result of the other. This is a combination of action and reaction.</p> <p>When we can identify cause and effect relationships, we can understand not just what happens, but why these things happen. We can understand the story at its deepest level.</p> <p>Note that we will be picking up after Anne and the others in the annex experience a break-in – the closest they have come to being discovered so far. You have already read about this incident. As we read today, consider the effects of this experience on Anne and the others.</p>

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p.204 "Everything went according..." through p. 208 "...courage and cheerfulness!"
Key Takeaway
<ul style="list-style-type: none"> • After this terrifying experience, everyone is on edge and doing things to be particularly careful so as to not be discovered. • On a deeper level, Anne reflects on the circumstances of Jews and wonders why this has happened to her people and when it will all be over. She yearns to be normal and writes, "Surely the time will come when we are people again, and not just Jews." • Anne is hopeful that, if they make it through the war, Jews can represent an example of courage from which the world can learn.

- The effects of the break-in are two-fold. On a surface level, they are more careful. On a deeper level, Anne reflects on her own existence, as a human and as a Jew. The experience inspires her even more deeply to “work in the world and for mankind!”

Question Roadmap**Skill Stamp**

When we can identify cause and effect relationships, we can understand not just what happens, but why these things happen. We can understand the story at its deepest level.

Homework

The Diary of a Young Girl, p. 217 “Friday, 28 April, 1944” through p. 235 “...the younger generation!”
Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 | Unit 4: The Diary of a Young Girl | Lesson 20

Reading

The Diary of a Young Girl, p. 217 "Friday, 28 April, 1944" through p. 235 "...the younger generation!" (selected sections)

Focus Question/Exit Ticket	Criteria for Success (CFS)
Write a diary entry from the perspective of either Peter or Daddy, describing and reflecting on this section.	<p>Must be accurate:</p> <p>Captures the essence of Peter's perspective, based on evidence from the text; OR, Captures the essence of Daddy's perspective, based on evidence from the text</p> <p>Must be valid:</p> <p>Between 6 and 10 sentences Includes both description and reflection</p>

Launch

Reading Quiz

Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.

1.

Review

Last time, we considered effects of the terrifying break-in experience on Anne and the others, both on a surface level and a deeper level.

Lesson Focus and Skill Mini-Lesson

Character's point of view, or perspective (as distinguished from narrator's point of view, i.e., first- vs. third-person), refers to a character's opinion – the way that a character sees and thinks about things.

First-person point of view: The story is told by a narrator, who is also a character, from his or her standpoint.

Because of Anne's first-person narration, the reader is limited to her character's perspective.

As we read today, consider how the events described might have been described differently if told from the point of view of a different character.

Learning Activity 1

Portion of Text

The Diary of a Young Girl, p. 219 "Tuesday, 2 May, 1944" through p. 221 "...I'm going!"

Key Takeaway

- Anne talks to Daddy about Peter, and Daddy encourages her to be careful with the seriousness of the relationship, since they are all in such close quarters.
- Anne talks to Peter who reassures her that he really cares for her.
- Through her first-person narration, Anne shares her perspective with the reader. We understand things from her point of view and can only make inferences about the perspectives of other characters.

Question Roadmap

Skill Stamp

Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.

Learning Activity 2

Portion of Text

The Diary of a Young Girl, p. 224 "Friday, 5 May, 1944" through p. 228 "...I will improve."

Key Takeaway

- Anne recognizes that her choices are angering Daddy. She expresses guilt and reflects on the idea that she might not be as grown up as she sometimes sees herself to be.
- Through her first-person narration, Anne shares her perspective with the reader. We understand things from her point of view and can only infer about the perspectives of other characters.

Question Roadmap

Skill Stamp

Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.

Homework

The Diary of a Young Girl, p. 235 "Friday, 19 May, 1944" through p. 251 "...must be unadulterated."
Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 21	
Reading	
<i>The Diary of a Young Girl</i> , p. 235 "Friday, 19 May, 1944" through p. 251 "...must be unadulterated." (selected sections); "The Difference between Knowing and Believing" (see Supplemental Readings)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
Based on <i>The Diary of a Young Girl</i> and "The Difference between Knowing and Believing," explain some reasons why many people established an "ostrich policy" toward the horrors of the Holocaust.	<p>Must be accurate:</p> <p>Describes what an "ostrich policy" is and how it applies in this context</p> <p>Explains reasons why people would turn their backs on the realities of the Holocaust, based on evidence from both texts</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence, at least one from each text</p> <p>Evidence is explained and connected to the claim</p>

Launch
Reading Quiz
Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.
1.
Review
Last time, we considered how the events described might have been described differently if told from the point of view of a different character, namely, Peter or Daddy.
Lesson Focus and Skill Mini-Lesson
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.
Today, we will read an excerpt from <i>The Diary of a Young Girl</i> and then we will read a related article and first-hand account, "The Difference between Knowing and Believing."
In her diary, Anne refers to an "ostrich policy." An ostrich policy is a metaphorical expression referring to the tendency to ignore obvious dangers or problems and pretend they don't exist. The expression derives from the supposed habit of ostriches to stick their head in the sand rather than face danger.
As we read today, consider how the two accounts are similar and different and what we can learn from each.

Learning Activity 1
Portion of Text
<i>The Diary of a Young Girl</i> , p. 237 "Monday, 22 May, 1944" through p. 239 "...hope it will!"
Key Takeaway
<ul style="list-style-type: none"> Anne reflects on the ways nations and people are standing up (or not) for Jews and those affected by the Holocaust. She believes that nations must move away from an "ostrich policy" if they are to solve the problem.
Question Roadmap
Skill Stamp
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Learning Activity 2
Portion of Text
"The Difference between Knowing and Believing" (see Supplemental Readings)
Key Takeaway
<ul style="list-style-type: none">• This article explains that many people turned away from the realities of the Holocaust, even after hearing first-hand accounts about the horrors.• The article concludes, "people could find no place in their consciousness for such an unimaginable horror and that they did not have the imagination, together with the courage, to face it. It is possible to live in a twilight between knowing and not knowing. It is possible to refuse full realization of facts because one feels unable to face the implications of these facts."
Question Roadmap
Skill Stamp
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.
Homework
<i>The Diary of a Young Girl</i> , p. 251 "Friday, 16 June, 1944" through p. 268, end of page. Scholars should jot for genre-based thinking jobs and central idea.

Grade 6 Unit 4: The Diary of a Young Girl Lesson 22	
Reading	
<i>The Diary of a Young Girl</i> , p. 251 "Friday, 16 June, 1944" through p. 268, end of page. (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
In Anne's opinion, is being in hiding more difficult for the children or for the adults? Why does she believe this?	<p>Must be accurate:</p> <p>Explains that Anne believes it is harder for children in hiding than for adults</p> <p>Explains and interprets Anne's reasons for believing this</p> <p>Must be valid:</p> <p>Supported by two pieces of evidence</p> <p>Evidence is explained and connected to the claim</p>

Launch
<p>Reading Quiz</p> <p><i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i></p> <p>1.</p>
<p>Review</p> <p>Last time, we considered how two reflections on the role of bystanders during the Holocaust, in <i>The Diary of a Young Girl</i> and in the article and first-hand account, "The Difference between Knowing and Believing," were similar and different and what we could learn from each.</p>
<p>Lesson Focus and Skill Mini-Lesson</p> <p>Character point of view, or perspective (as opposed to narrator's point of view, i.e., first- vs. third-person), refers to a character's opinion – the way that character sees and thinks about things.</p> <p>As we read today, consider Anne's perspective on the challenges of being in hiding for both children and adults.</p>

Learning Activity 1
<p>Portion of Text</p> <p><i>The Diary of a Young Girl</i>, p. 259 "Saturday, 15 July, 1944" through p. 264 "...carry them out."</p>
<p>Key Takeaway</p> <ul style="list-style-type: none"> Anne reflects on her own self-awareness and courage. Anne believes that it is more challenging for the children in hiding than it is for the adults, and concludes, "That's the difficulty in these times: ideals, dreams, and cherished hopes rise within us, only to meet the horrible truth and be shattered." Through Anne's first-person narration, we learn about her perspective on this topic.
<p>Question Roadmap</p>
<p>Skill Stamp</p> <p>Anne's point of view determines the angle and perception of the story unfolding, and this influences the tone in which the story takes place. By paying attention to point of view, you can analyze the way events unfold and the details that are included in other stories as well.</p>

Homework
<p><i>The Diary of a Young Girl</i>, p. 269 "Afterword" through p. 283, end of page. Scholars should jot for genre-based thinking jobs and central idea.</p>

Grade 6 Unit 4: The Diary of a Young Girl Lesson 23	
Reading	
<i>The Diary of a Young Girl</i> , p. 269 "Afterword" through p. 283, end of page. (selected sections)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How does the information in this section support understanding of the diary?	<p>Must be accurate: Makes at least one connection between the information provided and a moment described in the diary</p> <p>Must be valid: Supported by two pieces of evidence Evidence is explained and connected to the claim</p>

Launch
<p>Reading Quiz</p> <p><i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i></p> <p>1.</p>
<p>Review</p> <p>Last time, we considered Anne's perspective on the challenges of being in hiding for both children and adults.</p>
<p>Lesson Focus and Skill Mini-Lesson</p> <p>Now that we have completed the story, we will read a portion of the Afterword, which provides some context for Anne's diary.</p> <p>As we read today, consider how the information in the Afterword allows the reader to better understand Anne's descriptions and reflections in the diary itself.</p>

Learning Activity 1
<p>Portion of Text</p> <p><i>The Diary of a Young Girl</i>, p. 275 "II" through p. 280 "...not yet sixteen."</p>
<p>Key Takeaway</p> <ul style="list-style-type: none"> At first, Anne's life didn't change significantly as a result of the Nazi invasion. Otto Frank planned ahead and prepared to go into hiding to avoid getting rounded up and sent to concentration camps. In the end, the annex was raided and each member inevitably met a tragic and horrific fate.
<p>Question Roadmap</p>
<p>Skill Stamp</p> <p>After reading Anne's first-hand account, we can gain a better understanding by reading an informational text that describes some of the events mentioned in the diary. When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.</p>

Homework
N/A

Grade 6 Unit 4: The Diary of a Young Girl Lesson 24	
Reading	
"Auschwitz" (see Supplemental Readings); "The Butterfly" (see Supplemental Readings)	
Focus Question/Exit Ticket	Criteria for Success (CFS)
How does the article, "Auschwitz" support understanding of the poem, "The Butterfly"?	<p>Must be accurate:</p> <p>Must be valid: Supported by two pieces of evidence, at least one from each text Evidence is explained and connected to the claim</p>

Launch	
Reading Quiz	
<i>Provide 1-3 quick, literal, right-there questions to check for reading completion. Avoid "gotcha" questions and questions that require deep analysis or explanation of the text. See lesson 2 for examples. This should take no longer than 1-2 minutes at the beginning of the lesson.</i>	
1.	
Review	
Last time, we considered how the information in the afterword allows the reader to better understand Anne's descriptions and reflections in the diary itself.	
Lesson Focus and Skill Mini-Lesson	
We will finish the unit by reading an informational text describing Auschwitz, the most famous Nazi concentration camp. We will then read a poem written by a Jewish child while in Auschwitz.	
As we read today, consider how the texts, both describing the same place, are similar and different.	

Learning Activity 1	
Portion of Text	
"Auschwitz" (see Supplemental Readings)	
Key Takeaway	
<ul style="list-style-type: none"> The article describes Auschwitz as a prison camp, an extermination camp, and a slave-labor camp. The article describes numerous horrors that occurred at Auschwitz and details the sheer magnitude of the evil that occurred. 	
Question Roadmap	
Skill Stamp	
When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.	

Learning Activity 2	
Portion of Text	
"The Butterfly" (see Supplemental Readings)	
Key Takeaway	
<ul style="list-style-type: none"> This poem was written by a child, Pavel Friedman, during his time in Auschwitz. 	

- The child describes a beautiful and fleeting butterfly who flies by and leaves the camp. The beautiful butterfly is contrasted with the darkness and despair of “the ghetto” when the poet states, “butterflies don’t live in here.”

Question Roadmap**Skill Stamp**

When learning about history, it is important to read multiple accounts and perspectives in order to gain a well-rounded understanding of the events that took place.

Homework

N/A

