



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Anne Frank: The Diary of a Young Girl

based on the dairy by  
Anne Frank

Written by  
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\*Note: Normally we would include biographical information about the author on the next page(s), but since this work is autobiographical, there seems to be little point in including the usual "About the Author" page(s).

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Anne Frank: Diary of a Young Girl* by Anne Frank. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to background information about places, people and events Anne Frank mentions in her diary. It also doubles as the first writing assignment for the unit. Following the introductory activity, students are given a transition to explain how the activity relates to the diary they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the diary. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the diary.

Following the discussion there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** has students working in small groups to discuss the diary as a portrait of war, a philosophy of life, a portrait of adolescence, or a study in the nature of people. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating the diary to one of these topics.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the topics with the entire class; thus, the entire class is exposed to information about each topic, and the entire class can discuss each topic based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students write a composition about one of the background topics assigned in Lesson One. The second assignment is to express personal opinions: students will keep a diary for the duration of the unit. The third assignment is to persuade: students pretend to be Anne, and try to convince Mummy to alter her treatment of Anne to the way Anne would like to be treated.

The **nonfiction reading assignment** is tied in with Writing Assignment 1 and the introductory lesson. Students are required to read a piece of nonfiction related in some way to *Anne Frank: Diary of a Young Girl*. In this case, the topics are assigned in Lesson One. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the diary, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES *Anne Frank: Diary of a Young Girl*

1. Students will study Anne Frank's *Anne Frank: Diary of a Young Girl* as a portrait of war, a portrait of adolescence, a philosophy of life, and a study of the nature of people.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will do background research to make the diary more meaningful.
4. Students will discuss specific passages from the diary to deepen their understanding of the people and ideas presented by Anne Frank.
5. Students will discuss ways one can 'make do' with what one has--to stretch a budget, create nutritious meals from staples, etc.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Anne Frank: Diary of a Young Girl* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the diary through the vocabulary lessons prepared for use in conjunction with the diary.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the diary
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Anne Frank*

Date Assigned	RA#	Sections to be Read	Completion Date
	1	6/14/42 - 9/29/42	
	2	10/1/42 - 2/27/43	
	3	3/10/43 - 8/10/43	
	4	8/18/43 - 1/6/44	
	5	1/7/44 - 2/28/44	
	6	3/1/44 - 3/31/44	
	7	4/1/44 - 8/1/44	

UNIT OUTLINE - *Anne Frank: Diary of a Young Girl*

<b>1</b>  Library Writing Assignment #1	<b>2</b>  Introduction	<b>3</b>  PVR 1	<b>4</b>  PVR 2	<b>5</b>  Study ?s 1&2 PVR 3  Assign VR 4
<b>6</b>  Speaker	<b>7</b>  Group Activity	<b>8</b>  VR 5	<b>9</b>  VR 6	<b>10</b>  "Potato Day"  Assign VR 7
<b>11</b>  Study ?s 3-7 Extra ?s	<b>12</b>  Vocabulary	<b>13</b>  Quotations	<b>14</b>  Group Activity	<b>15</b>  Reports & Discussion  Diaries Due
<b>16</b>  Writing Conference Writing Assignment 3	<b>17</b>  Review	<b>18</b>  Test		

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheet R = Read RA = Reading Assignment



## LESSON ONE

### Objectives

1. To give students background information for *Anne Frank: Diary . . .*
2. To give students the opportunity to fulfill their nonfiction reading assignment that goes along with this unit
3. To give students practice using library resources
4. To prepare students for the introductory activity in Lesson Two

### Activity

Assign one of each of the following topics to each of your students. Distribute Writing Assignment #1. Discuss the directions in detail. Take your students to the library so they may work on the assignment. Students should fill out a "Nonfiction Assignment Sheet" for at least one of the sources they used, and students should submit these sheets with their compositions.

### Topics

1. Write a short biography of Adolf Hitler.
2. What was the significance of yellow stars, and why did Hitler make Jews wear them?
3. What was the SS/Gestapo?
4. What is Whitsun Day?
5. What's the Atlantic Wall?
6. What is Eldorado?
7. What is Zionism?
8. What is Fascism?
9. Who was Goebbels?
10. Who was Rauter?
11. What were concentration camps? What went on there?
12. Tell about three different Greek gods.
13. Tell about three different Roman gods.
14. What was the role of the Netherlands in World War II?
15. What was the role of Germany in World War II?
16. What was the role of the United States in World War II?
17. What were/are Nazis?
18. What are the main beliefs of the Jewish religion?
19. Who was Winston Churchill?
20. Give a biography of Dwight D. Eisenhower.
21. What is a diary?
22. Who were the Allies in World War II?
23. What was "D-Day"?
24. Why were Jewish people persecuted by Hitler's regime?
25. Who was DeGaulle of France?

## WRITING ASSIGNMENT #1 - *Anne Frank: Diary*

### PROMPT

You are going to read about Anne Frank, a 13 year-old Jewish girl who, with her family, went into hiding during World War II. It is a true story in Anne's own words; in fact, it is from her own personal diary. Before you read it, however, you should have some background information about some of the things Anne talks about in her diary.

You have been assigned one topic about which you must find information. You are to read as much as you can about that topic and write a composition in which you relate what you have learned from your reading. Note that this is a *composition*, not just a sentence or two.

### PREWRITING

You will go to the library. When you get there, use the library's resources to find information about your topic. Look for books, encyclopedias, articles in magazines--anything that will give you the information you require. Take a few notes as you read to help you remember important dates, names, places, or other details that will be important in your composition.

After you have gathered information and become well-read on the subject of your report, make a little outline, putting your facts in order.

### DRAFTING

You will need an introductory paragraph in which you introduce your topic.

In the body of your composition, put the "meat" of your research--the facts you found--in paragraph form. Each paragraph should have a topic sentence (a sentence letting the reader know what that paragraph will be about) followed by an explanation, examples or details.

Write a concluding paragraph in which you summarize the information you found and conclude your report.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.