

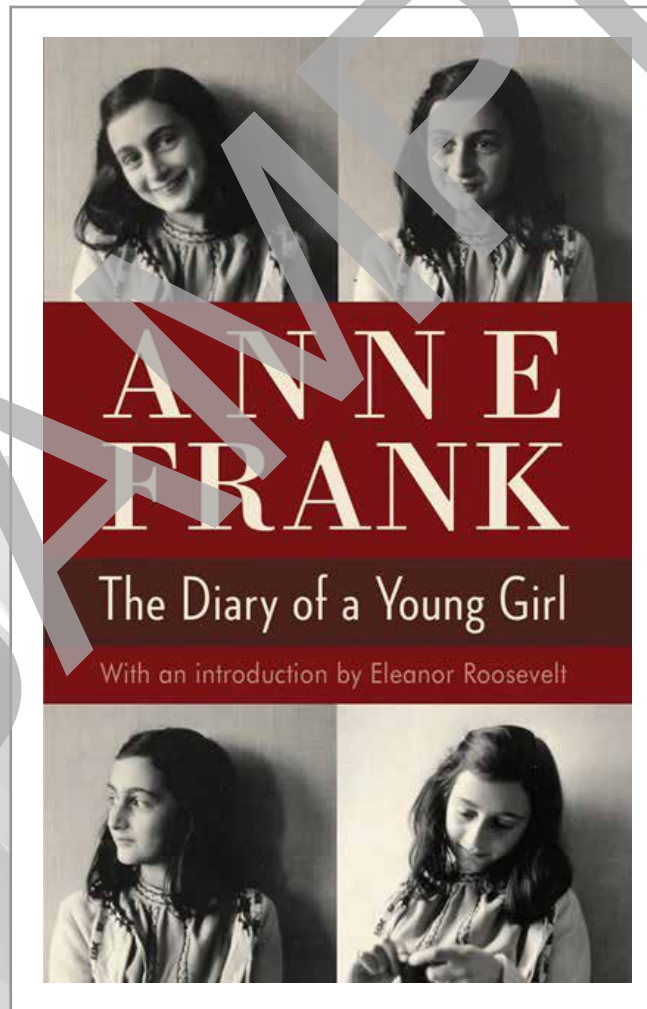


STUDENT PACKET

GRADES 6-8

Anne Frank: The Diary of a Young Girl

Anne Frank



READ, WRITE, THINK, DISCUSS AND CONNECT

Anne Frank: The Diary of a Young Girl

Anne Frank

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-380-1

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

The Situation

You are thirteen and must go into hiding with your family and four other acquaintances. The authorities threaten all of you and a dangerous war is being waged around you outside. What are your questions and problems as you go into hiding? How do you prepare for your survival? With a partner select four problems you expect and put them into a question format. Exchange with another pair who will write answers to speculate on how you or Anne will handle the problems. After reading, answer the problems as Anne does.

| My Problems in Question Form | Predicted Solutions | The Book's Solutions |
|------------------------------|---------------------|----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Study Guide

Directions: These questions are provided to assist the reader to understand the literal details of the book. A few opinion questions are also included. Your teacher will direct you in responding to the questions:

1. Write out short answers.
2. Be prepared to answer orally.
3. Make notes to enable small group discussion.
4. Preview the questions prior to reading a section.

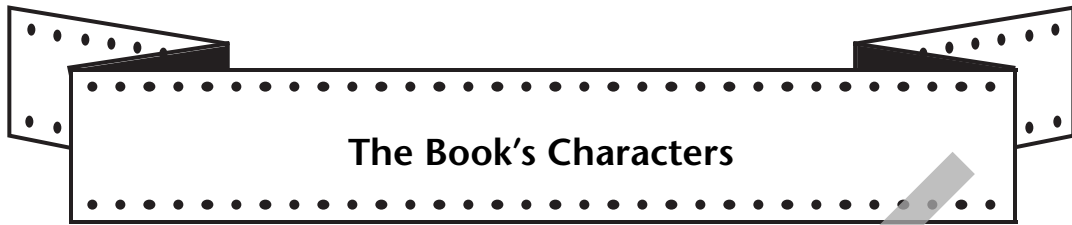
Introductory Pages

1. What is the publishing history of the book?
2. Choose three significant words or phrases from the Preface and Introduction.

Pages 1-56 — Sunday, 14 June, 1942 to Tuesday, 22 December, 1942

1. How is the book arranged?
2. Complete these parts of a story map to explain the story:
 - a) Setting—Where and when does the story take place?
 - b) What is the conflict in the story?
 - c) Who are the characters?

Name _____



The Book's Characters

| Name | Relationship to Anne | Three Words to Describe | Appearance | Do You Know Anyone Similar? |
|------|----------------------|-------------------------|------------|-----------------------------|
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SAMPLE

Name _____

Anne Frank: The Diary of a Young Girl
Activity #13: Writing Response Cards
(Main Idea & Details/Making Connections)

Look back to the first entry of the book. Why does it provide a good beginning?

What connections are there between this book and your own life? Explain.