



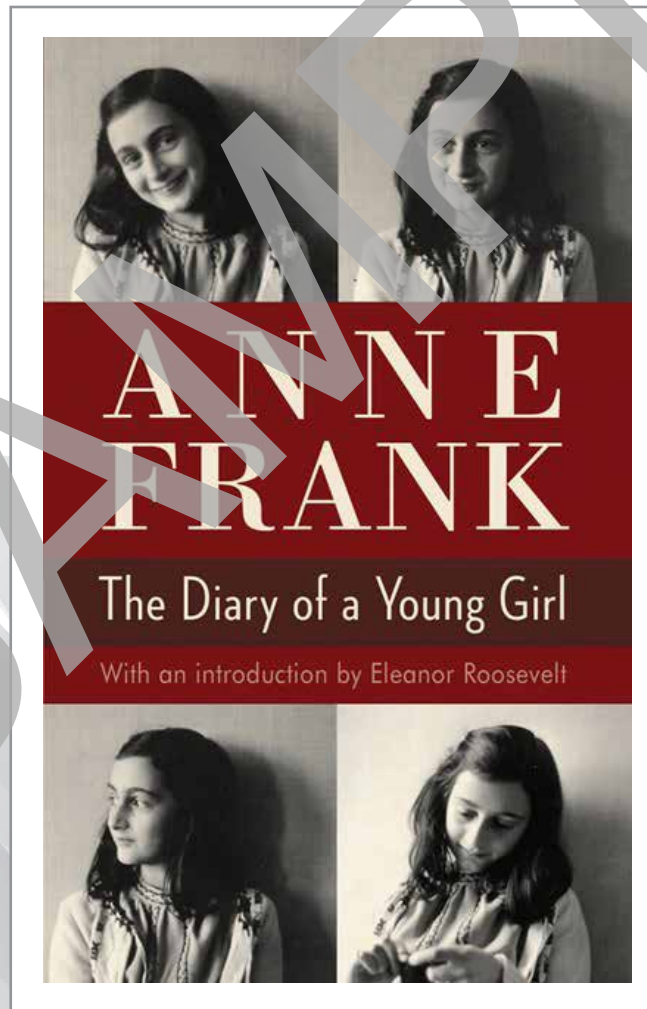
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

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

TEACHER GUIDE

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 978-1-50203-580-6

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary.....	3
Initiating Activities.....	3
Vocabulary Activities.....	4
Eight Sections	8
Chapters contain: Vocabulary Words, Discussion Questions and Activities, Supplementary Activities, Predictions	
Summarizing Activities	21
Vocabulary Words.....	22
Teacher Information	26
Selected Bibliography of Related Literature	29
Assessment for <i>Anne Frank</i>	32

Skills and Strategies

Thinking

Brainstorming, classifying and categorizing, analyzing, making generalizations, drawing conclusions

Literary Elements

Character, setting, plot development

Writing

Journal, narrative, poetry

Vocabulary

Context clues, prefixes, suffixes and roots, key words

Comprehension

Predicting, sequencing, cause/effect, inference

Listening/Speaking

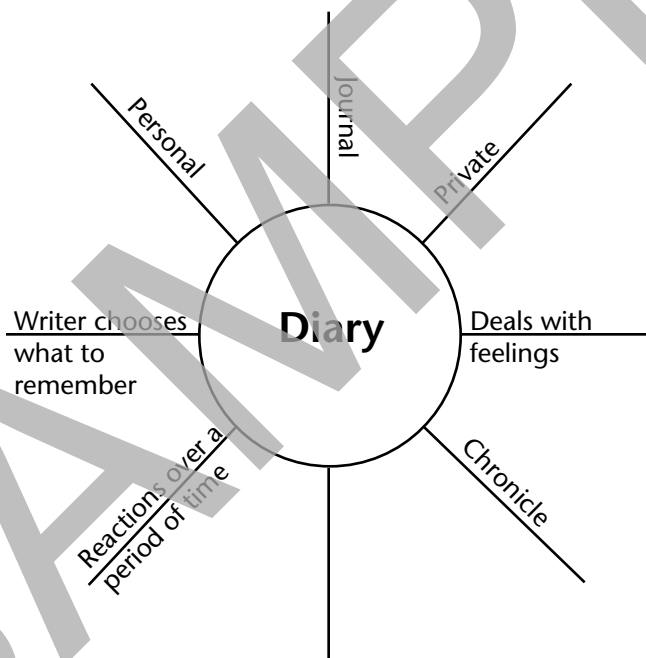
Participation in discussion groups

Summary of Anne Frank: The Diary of a Young Girl:

Anne Frank was a thirteen-year-old Jewish girl who lived in Holland during World War II. Because of the Nazi persecution of Jews during the German occupation of Holland, the Franks went into hiding. The book is Anne’s diary written while living in the “Secret Annexe.” The diary provides not only a historical account, but a warm poignant glimpse of Anne growing up, including her first adolescent love.

Initiating Activities:

1. Use the book as part of an integrated unit dealing with World War II. Specify the historical events from June 14, 1942, to August 1, 1944. As the diary is read, refer back to the historical events list. (See pages 26–28 of this guide.)
2. Brainstorm ideas about diaries.



3. For a week before starting the book, have students keep a diary/journal. Discuss feelings about journaling and what is expected of a journal style book.
4. Record what students know of the Holocaust and anti-Semitism in a list. After reading the book, revise the list to reflect what has been learned.

Introductory Notes, Preface, Introduction

Vocabulary:

poignantly ix

Discussion Questions and Activities:

1. When was the book first published? (1947)
2. What was the original title of the book? (*Het Achterhuis, the house behind*)
3. What does George Stevens include in the Preface and Introduction to the book? (He emphasizes Anne's will for survival and explains how the diary survived. The Green Police who discovered the hiding place discarded the papers in Mr. Frank's brief case, loaded up the silverware and Hanukkah candlestick and led the group away.)
4. What does Eleanor Roosevelt feel of the book? (She considers it a remarkable book and a testimony to the spirit of Anne Frank.) Who was Eleanor Roosevelt? (Franklin Delano Roosevelt's wife and U.S. first lady from 1933–1945.)
5. What is the significance of Anne Frank's note at the start of the diary? (Candor expected in the entries; Anne felt alone as she wrote.)

Sunday, 14 June, 1942 to Tuesday, 22 December, 1942

Vocabulary:

unbosomings

pogroms

speculation

superfluous

obstinate

surreptitiously

seclusion

quicksilver

Gestapo

rendezvous

lorries

camomile

Discussion Questions and Activities:

1. What is significant about June 14, 1942, the book's first entry? (Anne's birthday)
2. Who is Kitty? (Anne's name for her diary; Anne addresses all her diary entries to Kitty.)
3. What was Anne's life like before entering the "Secret Annexe"? (She had many friends, attended Jewish Secondary School, and was a high-spirited adolescent. Her family appears well-to-do, but there are anti-Jewish laws being enacted.)
4. Who are Zionists? (Jewish people who support re-establishing a Jewish state in Palestine.)
5. What has turned Anne's whole world upside down in her July 8, 1942 report? (A call-up notice has been sent for Margot, Anne's sister, and the family decided to go into hiding.)
6. How were Jews treated in 1942 Holland? (There were anti-Jewish laws, and they had to wear yellow Stars of David.)

7. Who lives in the “Secret Annexe”? (*the Franks, the Van Daans, and Mr. Dussel*) How do these people get along with each other? (*varied reactions, including normal human disagreements and bickering*)
8. What are some of the adaptations the “Secret Annexe” residents have to make in hiding? (*quiet all the time, washing only on Sundays*)
9. How does Anne spend her time in the “Secret Annexe”? (*reading, learning shorthand, doing lessons with father, eating, listening to radio, talking*)
10. How does Anne resemble most thirteen-year-olds you know? (*Answers vary. She has middle school adolescent ways—ups and downs. She tries to make sense of the adult world. She is beginning to notice boys and to note male-female relationships.*)

Supplementary Activities:

1. Writing: If you were going into hiding, what would you take with you? Why?
2. Thinking and Writing: The Franks decide to go into hiding in Holland rather than try to escape to another country. Why do you think they made that choice? What would be your choice?
3. Bulletin Board: Prepare a charting of the rooms in the “Secret Annexe” to help visualize what Anne is writing about. (See page 16 of the book.)
4. Writing: While reading the book, keep a journal. Write daily about whatever is happening in your life.

Wednesday, 13 January, 1943 to Tuesday, 13 July, 1943

Vocabulary:

venom	discord	procured	haricot beans
eucalyptus	duodenal ulcer	clandestine	barrage
het	pedantic		

Discussion Questions and Activities:

1. Why does Anne think she is fortunate compared to others? (*She is safe and quiet. Others have to beg for a piece of bread.*)
2. Why do you think Anne writes so often about arguments? (*It is hard to live as the Franks are living—very close to other people. Not being able to go elsewhere probably causes Anne and her family to dwell on family squabbles.*)