

Heroes: *Diary of Anne Frank*

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1. What is a hero? <i>Anticipation activity</i>	C-1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking	Journal topic: What about Nightjohn do you admire? Is he a hero? Why or why not?	<ul style="list-style-type: none"> • Debrief activating strategy • Written conversation <ul style="list-style-type: none"> ◦ Write about "hero, using NJ and others as models. What is it? What does a hero do? Who can be a hero? What sets a hero apart from "normal" people? What are some characteristics of a hero? ◦ Rotate and respond ◦ Repeat ◦ Debrief in groups: brainstorm "hero" and make word splash • Share word splash with class 	<ul style="list-style-type: none"> • Journal topic: What is a hero?
2. How can empathy help us understand a character or author? <i>Anticipation activity</i>	L-6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	Journal topic ¹ : What is something that both connects you to others and sets you apart from a larger group? It can be race, religion, personal preferences, political views, etc.:	<ul style="list-style-type: none"> • Work camp/ghetto role-play (students try to figure out how to avoid getting "shot" by teacher) • Presentation and discussion on the development and realities of the Holocaust (includes journal writing that requires students imagine themselves in the positions of Jews) • KWL fill out (WL) during presentation for coming research 	<ul style="list-style-type: none"> • Informal teacher observation • Journal writing • KWL
3. How do effective readers interact with the text? <i>Introducing the play through the original diary (optional)</i>	RI-10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.	What are some of the things you do as you read to make sure you understand what you're reading?	<ul style="list-style-type: none"> • Introduce Think-Aloud <ul style="list-style-type: none"> ◦ Go over "Effective Readers' Skills" ◦ Think-Aloud (Teacher): Sunday 14 June 1942 (1) ◦ Think-Aloud (Class): Wednesday 8 July 1942 (13) ◦ Think-Aloud (Pairs): Thursday 9 July 1942 (16) • Homework: Think Aloud self-assessment 	<ul style="list-style-type: none"> • Informal observation during class think-aloud • Informal observation during pair think-aloud • Think-Aloud self-assessment
4. What are the textual elements that are specific to drama? <i>Introduction to the textual elements of a drama and an overview of how to read drama.</i> <i>(3 days)</i>	RL-12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.	What do you know about drama and plays? What are some things we find in drama that we don't find in other forms of writing?	<p>Days one and two</p> <ul style="list-style-type: none"> • Introduce drama elements <ul style="list-style-type: none"> ◦ dialog ◦ stage directions ◦ Italics ◦ blocking • The play <ul style="list-style-type: none"> ◦ Begin reading play (through scene 1) ◦ Read through first scene for practice with what narrator is to read and how "actors" are to move ◦ Point out the minor and major directions in stage directions ◦ Discuss cause/effect (book resource, pg 774) 	<ul style="list-style-type: none"> • Informal teacher observation • Cause and effect work

1 All starters/bell-ringers in this unit are journal writing exercises.

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Day three <ul style="list-style-type: none"> • Comparison contrast: diary entry (July 8, 1942) with entry on page 780 (using text with graphic organizer) • Go over vocabulary for unit 				
5. What is reading fluency? <i>Arrival of all those hiding (1.2)</i>	RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters. RL-12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.	How do you feel about reading aloud? Is it something you like, dislike, enjoy, fear? Why?	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ◦ Act 1 Scene 2 ◦ Informational text/marking text: Differences between the play and the diary (1942-07-08.odt) • Continue reading with different groups of students as actors • Discuss <ul style="list-style-type: none"> ◦ Staging and stage directions ◦ Cause/effect annotations • Introduction to strategy: Double-Entry journal <ul style="list-style-type: none"> ◦ Explain/introduce/remind (as applicable) ◦ Practice with sections from day's reading • Homework: Read 1.2 	<ul style="list-style-type: none"> • Informal teacher observation • Marked text
6. What are the steps to making an effective presentation of a play? <i>Preparing for the play project 5 days (partial days)</i>	RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters. C-1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.	What is the most difficult aspect of presenting in front of people? How have you dealt with this before?	<ul style="list-style-type: none"> • Introduce steps of the project <ul style="list-style-type: none"> ◦ Read the passage individually. As you're reading, use the same skills you used in the Think Alouds we did last week in the Two Sided Journal (model provided). (You'll do this for homework.) ◦ After reading individually, decide who's going to take which role. Remember: some people might have to take more than one part. If this happens, make sure this person takes two small parts. ◦ While reading, feel free to interrupt and use the skills from the Think Alouds we did earlier in the unit. ◦ While reading and practicing, discuss and fill out the Project Performance Planning graphic organizer. ◦ Make sure you bring your props and materials in for the second day of preparation so that you can rehearse with them. • Readings <ul style="list-style-type: none"> ◦ First reading: Have students read using "Effective Readers' Skills" to fill out the Double Sided journal ◦ Three skills ◦ Five entries • Second reading: Provide sticky notes and have students note three places where they notice some kind of prop or sound effect they will have to devise. 	<ul style="list-style-type: none"> • Informal teacher observation • Effective Readers Skills double-sided journals • Project Performance planning guide graphic organizer

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<p>7. How can use two or more literary texts on the same topic and compare and contrast how the text structures impact meaning and style?</p> <p><i>(3 days, partial, second half of lessons from lesson 6 above)</i></p>	<p>RL-12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.</p>	<p>Make a list of the differences between the play and the diary that we have just discovered</p>	<ul style="list-style-type: none"> • Allow students two days to prepare. • Compare selected passages from play and diary • Use graphic organizer to chart and to categorize differences • Summarize the differences in writing 	<ul style="list-style-type: none"> • Second quarter "I Can" sheet • Marked text • Planning graphic organizer • Written summaries
<p>8. What happens when people are confined together in a small space?</p> <p><i>First Fights (Act 1, Scene 3, Part 1: Spilling Milk)</i> 3 Days</p>	<p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p> <p>RL-7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</p>	<p>What do you think it would be like to live in such conditions as Anne and the others in the Annex? Describe a scene you can imagine happening within your own family.</p>	<p>Day 1</p> <ul style="list-style-type: none"> • Close reading of selected passages • During presentation <ul style="list-style-type: none"> ◦ Students use Cluster Diagram ◦ Keep track of Mrs. Van Daan's personality, paying attention to <ul style="list-style-type: none"> ▪ actions ▪ words ▪ emotions ◦ From Prentice Hall Graphic Organizer Transparencies <p>Day 2</p> <ul style="list-style-type: none"> • Supplementary reading: 27 September 1942 (30) (everyone on Anne) ² • Homework: <ul style="list-style-type: none"> ◦ Reread today's text ◦ Add 2 entries to double-entry journal <p>Day 3: Reading skill: inferring</p> <ul style="list-style-type: none"> • Reading: Wednesday 2 September 1942 (24) • Reading skill: Inferring <ul style="list-style-type: none"> ◦ Define skill ◦ Authors imply; readers infer (refer to word wall) • Think Aloud on inferring 	<ul style="list-style-type: none"> • Cluster Diagram • Informal teacher observation • Double-sided journal entry
<p>9. How can we use characters' words to infer something about their personality?</p> <p><i>Arrival of Dussel (Act 1, Scene 3, Part 2)</i></p>	<p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>Imagine that you're hiding like Anne and her family and you have the chance to help another Jew. Would you do it? Why or why not?</p>	<ul style="list-style-type: none"> • Close reading of selected passages • Brainstorm: five words that describe Dussel; share with class • Model: find one piece of textual evidence for one item from brainstorm • Compare/contrast: <ul style="list-style-type: none"> ◦ 1942-11-17_dussel_arrival.odt ◦ 1942-11-19_dussel_nice_holocaust_realities.odt ◦ 1942-11-29_dussel_change.odt 	<ul style="list-style-type: none"> • Informal teacher observation • Double-sided journal entries

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			<ul style="list-style-type: none"> • Homework <ul style="list-style-type: none"> ◦ Reread presented section ◦ Add 2 entries to double-entry journal 	
<p>10. What are literary circles?</p>	<p>RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p> <p>I-1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.</p> <p>RL-13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.</p>	<p>Have you ever done a literary circle? What do you remember about them?</p>	<ul style="list-style-type: none"> • Introduction to lit circles • Scaffold jobs for act 1 scene 4 <ul style="list-style-type: none"> ◦ Vocab Enricher/Word Wizard ◦ Questioner/Discussion Director • Walk through as a group to model for students (first half of the scene) • Implement for second half of scene 	<ul style="list-style-type: none"> • Role sheets • Informal teacher observation
<p>11. Why do authors use foreshadowing? <i>Nightmares and Foreshadowing (Act 1, Scene 4)</i></p>	<p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>Make a list of all the things that could happen that might reveal to the world where Anne and her family are hiding.</p>	<ul style="list-style-type: none"> • Student group presents act • During presentation <ul style="list-style-type: none"> ◦ Students take notes on when characters comfort each other ◦ Share and discuss as class • Comparing: <ul style="list-style-type: none"> ◦ SATURDAY, OCTOBER 3, 1942 ◦ 1943-11-27_nightmare.odt • Homework <ul style="list-style-type: none"> ◦ Reread presented section ◦ Add 2 entries to double-entry journal 	<ul style="list-style-type: none"> • Notes from reading/viewing (comfort each other) • Informal teacher observation
<p>12. What is Hanukkah? <i>Before scene 5</i></p>	<p>RI-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>What do you know about Hanukkah? Use your imagination and background knowledge and describe what you think a typical celebration might look like.</p>	<ul style="list-style-type: none"> • Primary reading strategy: Say Something • Reading: <ul style="list-style-type: none"> ◦ Informational text: Meaning of Hanukkah (Educational Guide, pg 17) ◦ Informational text: recipe for latkes 	<ul style="list-style-type: none"> • Informal teacher observation • Say Something self-assessment • Informal teacher observation
<p>13. How would Hanukkah while in hiding compare to a traditional Hanukkah? <i>Hanukkah (Act 1, Scene 5)</i> <i>Two days</i></p>	<p>RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p> <p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>Imagine you're hiding out like Anne and her family and Christmas (or a similar holiday) rolls around: what would you do for gifts? Why?</p>	<ul style="list-style-type: none"> • Group presentation • Inferring from gifts <ul style="list-style-type: none"> ◦ Use graphic organizer for gifts list ◦ After reading, work in pairs to complete ◦ Discuss with class • Differentiation for struggling readers: Have students keep track throughout act of characters and nicknames on two-column chart. After reading, skim act one for additional nicknames • Time line (optional enrichment) <ul style="list-style-type: none"> ◦ Have students create a time line of major events in the play 	<ul style="list-style-type: none"> • Graphic organizer • Informal teacher observation • Time-line

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			<ul style="list-style-type: none"> ◦ Add information from supplemental reading • Homework <ul style="list-style-type: none"> ◦ Reread presented section ◦ Add 3 entries to double-entry journal 	
14. Why do films so often differ from the book version?	RL-7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.	What movies have you watched after reading the book? Which was better? Why?	<ul style="list-style-type: none"> • Reread the end of act one scene five • Read and mark 1943-03-25_burglar.odt • View <i>Anne Frank</i> versions • Compare and contrast methods <ul style="list-style-type: none"> ◦ Learning-Focus graphic organizer ◦ Venn Diagram 	<ul style="list-style-type: none"> • Graphic organizers • Informal teacher observation
15. What is Holocaust denial? <i>Reading a primary source: Holocaust denial</i>	<p>RI-10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>RI-11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	What would you say if someone declared, "The Holocaust never happened!"?	<ul style="list-style-type: none"> • Reading: Informational text: summary of Holocaust denial (Handout) • Mark text to analyze the evidence given in the article • Analyze how the author's point of view (bias) impacts the reader's understanding. • Homework: The three most convincing pieces of evidence in the piece and the three least-convincing. 	<ul style="list-style-type: none"> • Student questions on Holocaust denial document • Work from rebuttal document • Analysis of
16. How can I compare two texts to determine where the texts disagree on matters of fact or interpretation?	RI-11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Imagine you're Anne Frank and you've just learned about Holocaust denial. Write a brief paragraph as Anne Frank to someone who is denying the Holocaust.	<ul style="list-style-type: none"> • Return to Holocaust denial text • Trace out the argument • Analyze based on "How do I recognize Holocaust denial and distortion?" steps in rebuttal document 	<ul style="list-style-type: none"> • Marked text • Informal teacher observation
How can dialogue signal a change in relationships? <i>Act 2, Scene 1</i> <i>(Two days)</i>	<p>RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p> <p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>Today we began act 2 of Diary of Anne Frank. For your starter, complete a 3-2-1 about act two.</p> <ul style="list-style-type: none"> • 3 hopes you have for the characters • 2 fears you have for the characters • 1 question you have about act 1 	<ul style="list-style-type: none"> • Read independently: Jigsaw reading with "Somebody Wanted But So" scaffolding • Act out select passages • Changing relationships <ul style="list-style-type: none"> ◦ Have students use graph for changes in relationship between Anne and Peter (in handouts) ◦ Concentrate on adjectives; as class, add specific quotes ◦ Discuss as class • Writing: Have students use graph to organize a compare/contrast paragraph discussing the changes in Anne's and Peter's relationship 	<ul style="list-style-type: none"> • Informal teacher observation • Graphic organizer for charting relationship • Writing sample

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			<ul style="list-style-type: none"> • Homework <ul style="list-style-type: none"> ◦ Read next scene ◦ Add 2 entries to double-entry journal 	
17. What is article of the week? <i>(0.5 days)</i>	RI-9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.	How many articles do you think you read from the newspaper every month? Why or why not?	<ul style="list-style-type: none"> • Introduce article of the week • Model first article • Continue working independently 	<ul style="list-style-type: none"> • Article of the week turned in Friday
18. What are some of the signposts common to all works of fiction? (Part 1: Again and Again) <i>Act 2, Scene 1</i> <i>(2.5 days)</i>	RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary. RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.	Day 1: What are the three most important events of the first act? Day 2: What are some of the things we've been seeing in the play that keep happening? (On Post-It Note)	Day 1 <ul style="list-style-type: none"> • Read independently: Jigsaw reading with "Somebody Wanted But So" scaffolding Day 2 <ul style="list-style-type: none"> • Review starter • Introduce signposts idea • Go through "Again and Again" <ul style="list-style-type: none"> ◦ Notice things about people by seeing them do stuff again and again ◦ Someone at lunch gets quiet and leaves. Won't think anything at first, but when it repeats... ◦ Go through example from "Hatchet" • Examples from play: <ul style="list-style-type: none"> ◦ Mr. and Mrs. Van Daan getting into a fight with someone there ◦ Just as Mr. Van Daan is going to sell the coat, he says "just a little -- discussion" (2.1) as in the first scene a couple of times • Additional examples from groups 	<ul style="list-style-type: none"> • "SWBS" graphic organizers • Informal teacher observation
How do people use inference and implication in conversation? <i>Act 2, Scene 2</i> <i>(Two days)</i>	RL-11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.	Look at this sentence: "Wow, you're really a smart one!" How many different ways could a person mean this?	<ul style="list-style-type: none"> • Go over the starter • Close reading of selected passages <ul style="list-style-type: none"> ◦ Margot and Anne: "Stop fishing" (847) ◦ Mrs. F and Anne: Visiting peter (848) ◦ Mrs VD and Anne: "Look at her!" (850) ◦ Peter and Anne: kissing conversation (853) • Keep track of inferences in "Inference Notes" graphic organizer https://local.greenville.k12.sc.us/curric/6_12e_english/docs/bestpract/during/inferencenotes.pdf 	<ul style="list-style-type: none"> • Assessment: <ul style="list-style-type: none"> ◦ Informal teacher observation ◦ Inference GO • Summarizer: TOD: General view of Anne and Peter among adults
19. What are some of the signposts common to all works of fiction? (Part 2: Contradictions) <i>Act 2, Scene 2</i> <i>(3 days)</i>	RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary. RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.	Day 1: Which characters have changed in the play? Which have not changed?	Day 1 <ul style="list-style-type: none"> • Lit Circle reading: review two established jobs • Read and add discussion questions for tomorrow's discussion Days 2 and 3 <ul style="list-style-type: none"> • Discussion of questions raised by day one (Moodle forum) • Introduce "Contrasts and Contradictions" <ul style="list-style-type: none"> ◦ Harry Potter example: Hermione doesn't do her homework ◦ Looking for ways in which characters 	<ul style="list-style-type: none"> • Lit circle graphic organizers • Online discussion

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	RL-11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.		<ul style="list-style-type: none"> change <ul style="list-style-type: none"> ◦ Go over example from "Thank You, Ma'am" • Examples from the play <ul style="list-style-type: none"> ◦ Anne giving the gifts (1.5) ◦ Margot saying that she wishes it was over (2.1) • Additional examples from groups 	
How can dialogue illustrate cause-effect relationships? <i>Act 2, Scene 3</i>	RL-11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.	Two surprises and one prediction	<ul style="list-style-type: none"> • Read independently • Act out select passages • Comprehension check with Reading Check and Literary Analysis annotations • Homework <ul style="list-style-type: none"> ◦ Reread presented section ◦ Add 2 entries to double-entry journal 	<ul style="list-style-type: none"> • Informal teacher observation • Graph (from changing relationships)
20. What are some of the signposts common to all works of fiction? (Part 3: Aha Moment) <i>Act 2, Scene 3</i> (3 days) <i>Monday (finishing up)</i>	<p>RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p> <p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p> <p>RL-11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.</p>	Day 1: Which characters have changed in the play? Which have not changed?	<p>Day 1</p> <ul style="list-style-type: none"> • Lit Circle reading: review two established jobs • SWBS reading engagement <p>Day 2 and 3</p> <ul style="list-style-type: none"> • Go through "Aha moment" • Examples from play: • Additional examples from groups 	<ul style="list-style-type: none"> • "SWBS" graphic organizers • Informal teacher observation
21. What are some textual features common in online news sources? (2 days) <i>Tuesday and Wednesday</i>	RI-8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.	Do you think there is still strong antisemitism in Germany today? Why or why not?	<ul style="list-style-type: none"> • Use "Anti-Semitism still haunts Germany" from BBC to practice Think Aloud/Effective Reader Skills (prepared copy) • Discuss <ul style="list-style-type: none"> ◦ captions ◦ pull quotes ◦ headings ◦ picture placement 	<ul style="list-style-type: none"> • Think-Aloud practice from article
22. What are some of the signposts common to all works of fiction? (Part 4: Memory moment) <i>Act 2, Scene 3</i> (1.5 days)	<p>RL-6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p> <p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	What does Anne miss most about the past?	<p>Day 1</p> <ul style="list-style-type: none"> • Intro to memory moment • Introductory short story <p>Day 2</p> <ul style="list-style-type: none"> • Memory moment in scene 3 	<ul style="list-style-type: none"> • Informal teacher observation

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	RL-11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.			
23. How has Anne changed while in hiding? <i>Act 2, Scene 4 and 5</i> (2 days)	RL-11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.	Review the character development graphic organizer for Anne: What is one change you see?	<ul style="list-style-type: none"> • Have students read Scenes 4 • Complete character development GO for Anne together • Have students read the final entry from the diary (handout): circle places she's discussing the early-impression Anne and underline places she's discussing the later-impression Anne • Enrichment: Plan Schaffer model of how Anne has changed in hiding 	<ul style="list-style-type: none"> • Completed graphic organizer • Informal teacher observation • Character analysis planning
24. How do I analyze how a character has changed? (4 days) <i>Tuesday through Friday (Monday field trip)</i>	<p>RL-8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p> <p>C-2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p>	How has Anne changed? Draw two pictures to represent how you think she's changed.	<ul style="list-style-type: none"> • Use GO to determine how Anne has changed (review) • Enrichment: choose another character for analysis • Determine appropriate textual evidence for change • Prepare recorded notes for later use in writing 	<ul style="list-style-type: none"> • GO • Informal teacher observation • Recorded notes
25. How do I keep track of my online research? (Pt 1)	<p>W7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> • Parenthetical citation practice 	<ul style="list-style-type: none"> • Lab • Continued research • Note taking practice 	<ul style="list-style-type: none"> • Student research (online notes) • Informal teacher observation
26. How do I keep track of my online research? (Pt 2) <i>Three days</i>	W7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional	<ul style="list-style-type: none"> • Parenthetical citation practice 	<ul style="list-style-type: none"> • Lab • Continue with lesson 25 	<ul style="list-style-type: none"> • See lesson 25

Essential Question (Objective of lesson)	Standards (Common Core standards addressed. Bold standard is primary standard of the lesson.)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)
	<p>related, focused questions that allow for multiple avenues of exploration.</p> <p>W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			
<p>27. How do I turn my research into a paper? <i>Three days</i></p>	<p>W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> • Parenthetical citation practice 	<ul style="list-style-type: none"> • Use graphic organizer to plan research • Practice organizing research • Write final project paper 	<ul style="list-style-type: none"> • Final project paper
<p>28. What is courage? <i>(Optional)</i></p>	<p>C-1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>SL1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>What is courage? Write a definition.</p>	<ul style="list-style-type: none"> • Defining courage discussions: small groups (each with courage.odt) • Socratic seminar: discussing/debriefing all ten scenarios • Group work: determine characteristics from discussion • Socratic seminar 	<ul style="list-style-type: none"> • Informal teacher observation • Student self-assessment (Socratic seminar)

Differentiation

- Advanced (early finishers)
 - Writing Activities
 - Analysis of material excluded from the play:
 - 1942-12-10_dentist_session_mrsvd.odt
 - 1943-02-27_building_sold.odt
- Extra Help: Copies of all Activities/PowerPoint as well as are available at <http://ourenglishclass.net>