

## LESSON TITLE Chapter 4 From the Diary of Anne Frank

**TIME** 70 minutes

**OVERVIEW** The students will use the Google Earth Voyager Stories and see 'A Better World With Jane Goodall's Roots and Shoots' and other sources to learn about developing compassion for the world around you.

**SUBJECT/TOPIC** English/ Sustainability

**AGE LEVEL** 12 to 16 years



### Learning Objectives [

1. Identify specific textual references that reflect Anne Frank's experience in the annex.
2. Students read, discuss, and write about Anne's diary.
3. Students will gain an understanding of the fact that people often like or dislike other people because of membership in or exclusion from a particular (social) group. Students understand that specific ideas had an impact on history.
4. Students will understand the importance of hearing from people who are marginalized in society, and how the words of those who are weakened by prejudice can be a powerful weapon against repeating mistakes of the past.





### Materials Needed


1. Access to Google Earth
2. Student Internet access
3. Computers will be used to complete interactive web quests where students learn background information on Anne Frank.
4. Projector, Computer, and Internet will be used by the teacher to display visual aids such as maps, photos, and video clips
5. DVD player, projector, and screen: The film The Diary of Anne Frank will be watched in class.



### Lesson Summary

- Engage: The students will educate themselves regarding the historic events that occurred on Amsterdam during the years 1933-1944 as well as the life of Anne Frank (1929-1945)
- Explore: The students will gather information and construct a text-dependent persuasive essay by creating a thesis and using evidence from the novel to support the thesis.
- Explain: This is an autobiography of a young girl Anne Frank, who expresses her thought in a diary. She is a Jewish girl who is hiding during World War II, in order to avoid the Nazis. How Education is one of humanity's most effective social institutions for redirecting Peace and Security?
- Apply: A young student needs to talk and feel joyous in order to stay mentally fit. What are the basics for a child's good mental health?

 <b>Sustainable Development</b>	 <b>Culminating Task/Assessment</b> Separate students into small groups of three or four and assign them a section of the novel. Ask them to search for evidence in the text which supports the themes Like 1. People in the world are inherently good 2. Stay positive even in the face of evil and despair. Make sure they share their findings with the class using Google Forms.

 <b>Textbook Chapter -NCERT, ch 4 From the Diary of Anne Frank Class 10 English, CBSE</b>
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<b>Engage (10 minutes)</b>
<ul style="list-style-type: none"> <li>• Activate prior knowledge and prepare students for new concepts, skills or processes.</li> </ul>
<b>Explore (10 minutes)</b>
<ul style="list-style-type: none"> <li>• Use a Earth project ‘ Anne Frank’s Timeline’ to engage students in a real world topic.</li> </ul>
<b>Explain (20 minutes)</b>
<ul style="list-style-type: none"> <li>• Discuss with the students some terms we use to describe a written record of personal experience such as journal , diary, log, memoir etc. . Explain the importance of the diary written by Anne Frank. Show the pictures of the quotations from her diary. Read and explain the lesson to the students</li> </ul>
<b>Apply (30 minutes)</b>
<ol style="list-style-type: none"> <li>1. Ask students to keep a diary for a week recording the events that occur. They may share their diary with the class.</li> </ol>

2. Class discussion with students; Have students review the events that took place leading upto World War II. Work in small groups then piece together in class.
3. Ask students to write the character sketch of Anne Frank.
4. Imagery : Create a comic strip using 1-5 panels and choose an important scene from the diary to develop
5. The students will conduct a survey in the school to know the mental health of the students.

#### Evaluate: Exemplar Response and/or Rubric

- Students will be asked to answer these questions  
Q1. What is the main message of the diary of Anne Frank?  
Q2. Why does Anne want to keep a diary?  
Q3. How does Anne feel about her father?

#### Additional Resources

##### [Diary of a Young Girl](#)

A variety of reading strategies, including graphic organizers, KWLH charts, a list of vocabulary words, and more. Adobe Reader required for access.

##### [Remembering The Diary of Anne Frank](#)

An interview with people who made the 1959 film version.

##### [The Secret Annex Online](#)

At this site students can take a virtual tour of the Secret Annex.

##### [Vocabulary from Diary of a Young Girl](#)

A list of 173 words presented in context. Click on the word for definition and synonyms.

#### Credits

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