

## Teacher's Guide: Character Change: *The Diary of Anne Frank*

Recommended Grade Level: 5-8

(also applicable to grades 9-12 for students requiring significant support in learning)

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

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### Goals

Following are the big ideas that students should take away after completing this lesson:

- People's writing can show a lot about their character.
- People's writing can change as their lives change.

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### Vocabulary

(See definitions on page 6.)

- character
- concentration camp
- dramatization
- entries
- published

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### Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Making inferences (screens 4, 5, 7, and 8; writing assignments 1 and 2)
- Determining important information (screen 11)

Note: In addition to the key literacy strategies listed above, students will also use each of these strategies to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Connecting prior knowledge to new learning
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

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### Overview

*Character Change: The Diary of Anne Frank* is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that students meet all learning goals.

The following is a summary of the lesson screens:

- Screen 1: Students learn that they will be studying Anne Frank, who kept a diary during wartime.
- Screen 2: Students read a brief summary of the story of Anne Frank, and how she and her family were forced to hide from the Nazis during WWII because they were Jewish. They learn that Anne died in a concentration camp, but that her diary lived on, published after her death.
- Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.
- Screen 4: Students read about how at first Anne’s diary entries were carefree, but after she was forced into hiding, they addressed the problems of living in the secret annex. Students then watch a video about Anne’s early experiences in hiding, and write one to two sentences about how Anne’s character is portrayed in the video.
- Screen 5: Students read about the constant fear Anne and the others in the annex lived in; they also read a description of the video they are about to see, which dramatizes an incident where Anne and the others were almost discovered by the Nazis. They then write down one to two sentences describing how they think such terrifying moments shaped Anne’s character.
- Screen 6: Students read about Anne’s writing and how it changed after she decided to become a serious writer and have her diary published after the war. They then watch a video to see why Anne’s purpose for writing her diary changed as her character changed.
- Screen 7: Students read about how Anne’s purpose for writing changed as she became more mindful of the magnitude of the Holocaust. They then write about how Anne came to see her diary as a way to give her life meaning.
- Screen 8: Students answer three multiple-choice questions to show their comprehension of Anne’s situation, the impact of the Holocaust on all Jewish people in Europe at the time, and Anne’s changing character as shown through her writing.
- Screen 9: Students read a PDF text of several diary entries demonstrating how Anne’s writing and purpose in writing changed over time. They then write what new information they have learned about Anne’s character from reading her actual diary entries.
- Screen 10: Students complete an interactive vocabulary activity, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meaning of the words.
- Screen 11: Students use an interactive activity to highlight text that answers two questions about Anne’s character and her writing.
- Final  
Assignment: Students select and complete a writing assignment about the lesson topic.

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## Before the Lesson

- ❑ Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.
- ❑ Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.
- ❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson on screen 3, and on page 6 of this guide).
- ❑ Determine what students already know about Anne Frank, WWII, and the Holocaust. Record their ideas on a chart. This will give you a sense of students' possible misconceptions and the background knowledge they have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.
- ❑ Arrange computers with Internet access so students can work individually or in pairs.
- ❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

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## Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** - Students write their ideas in response to a prompt on screens 4, 5, and 7. If time allows, review their notes before students begin their writing assignment.
- **Multiple-choice questions** - Students complete the three questions on screen 8. Walk around to make sure students answer all three questions before they continue. If students click to go to the next page before they finish, their work will not be saved.
- **Match It!** - Students complete an interactive vocabulary activity on screen 10. They begin by dragging the vocabulary terms into the correct sentences. After they finish and save their work, they will be able to check their answers against an answer key. When they are done, they will be asked to choose two vocabulary words and write a new sentence

for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be “Anne wrote different entries.” An appropriate response would be “Anne wrote entries in her diary to record what life was like while hiding from the Nazis.”

- **Highlight It!** - Students complete the comprehension activity Highlight It! on screen 11. They will read a selection and then highlight specific information that answers two questions about the reading. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

The following are some of the statements students may select to answer each question:

*Question 1: What do these entries tell us about Anne’s change of character from self-centered to focused on others?*

Highlighted information to answer question 1 should include that Anne was at first mostly self-centered, and focused on the problems she endured living in hiding with so many other people. But as she learned more about what was happening to Jewish people who were not in hiding, and who were sent to concentration camps, Anne began to see herself as lucky to be safe, and previously immature. She began to focus on doing her part to tell the world what the Nazis were doing by writing in her diary and hoping to publish it.

*Question 2: How do these entries show Anne developing new goals as a writer?*

Highlighted information to answer question 2 should include that Anne at first wrote in the diary simply for herself. But once she heard the radio broadcast asking people to keep records of their war experiences, Anne decided to rewrite her diary for eventual publication, to serve as a war record and to help expose the atrocities of the Nazi persecution of Jewish people. She wanted to help others with her writing, and re-create herself as a serious, professional writer who spoke out against injustice.

- **Final Assignment** - Students complete one final writing assignment. You can choose to let students make their own selection, or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

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## Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, as follow-up discussions to reinforce learning, and to prepare students for completing their writing assignments.

- **Watching Videos** - Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer. To learn more about best practices for viewing videos in the classroom, check out Effective Video-Based Lessons (<http://www.teachers-domain.org/resource/vtlpd.hints.frfofo/>).

- **Participating in Discussions** - Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters:
  - o How did Anne’s character come through in her writing?
  - o How did Anne change during her time in hiding as revealed in her diary entries?
  - o Why did Anne have to rely on her diary entries to express herself?
  - o How did living in hiding, away from other Jewish people, make Anne start to think about them more than ever?
- **Reading the PDF Text** - Before they read the PDF text on screen 9, ask students to make predictions about how the topics of Anne’s entries would change as she became more serious.
- **Sharing Student Work** - It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other’s essays.

If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (<http://text.teachingmatters.org>).

- **Reflection and Self-Assessment** - After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions, and then convene the class to discuss the chart.
  - o What did you learn?
  - o What was surprising?
  - o What questions do you still have?
  - o What was the easiest for you to understand and do?
  - o What was the most difficult?

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## Vocabulary Definitions

### **character**

A person's way of acting and thinking.

### **concentration camp**

A prison where large groups of people are kept in very bad conditions and either worked to death or executed, usually during a war.

### **dramatization**

A play or movie based on the plot or events in a book. The movie *The Diary of Anne Frank* is a dramatization of the diary Anne wrote.

### **entries**

The writing done in a diary or journal.

### **civilization**

A large society of people who live at a particular time and place and who have developed ways to organize and manage their lives.

### **published**

Writing that is made public. Published writing appears in books, on blogs, in newspapers, and in other public forms of communication.

**Final Assignment Rubric**  
**Character Change: *The Diary of Anne Frank***

1. Explain in your own words why Anne kept a diary of her thoughts and feelings as her family was in hiding. Why did she begin writing in a diary? Why did she rewrite her diary so that it could be published?
2. What did Anne’s diary reveal—tell about—her character and how it changed as she and her family lived in hiding from the Nazis? Why do you think she changed during this time?

4	3	2	1
<p>Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.</p>	<p>Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.</p>	<p>Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.</p>
<p>Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.</p>	<p>Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.</p>	<p>Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.</p>	<p>Does not use any vocabulary words, or uses vocabulary words incorrectly.</p>

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## Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

**Option 1:** This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

**Option 2:** This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).