



## Novel Guide for Gifted and Advanced Readers



This guide is appropriate for use with gifted and advanced readers. It addresses their affective and cognitive needs through questions that can be used for discussion. Depending on the length of the book, students should read the entire book before conducting the bibliotherapy lesson, the **Group Discussion** using the higher order questions and the **After Discussion** activities. Students should be given the **Before Discussion** activities to complete during their time while reading the book. If the book is exceptionally long, you may need to modify this lesson plan. See **Novel Guide: Notes for Implementing** for additional procedures and recommendations.

**Book Title:** *Anne Frank: The Diary of a Young Girl*

**Author:** Anne Frank (autobiography)

**Interest Level:** 6th-8<sup>th</sup> grade

**Lexile:** 1080

**Length:** 268 pages

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**Summary** This is a story about a young 13-year-old Jewish girl named Anne Frank who is forced to go into hiding in Amsterdam during WWII to avoid capture and persecution by the Nazis. Anne's diary tells the account of the two years she spent in the Secret Annexe, which is the concealed part of a warehouse. She and seven others (including her own family) survive in meager conditions until they are discovered by the Gestapo.

### **Conceptual Connections**

**Conceptual Lens:** survival

**Other Key Concepts:** change; prejudice; persecution

### **Essential Understandings:**

Survival is dependent upon change.

Prejudice may lead to persecution.

### **Essential Questions:**

How can the need to survive cause change in a person's life physically?

How can the need to survive cause a change in a person's life emotionally or mentally?

How might prejudice lead to persecution?

## **Affective Focus (Bibliotherapy)**

### **Introductory Activity/Hook**

Survival can cause changes in a person's life. Survival can also be looked at on different levels. There is physical survival (basic needs) and emotional survival. Sometimes survival is a result of prejudice and/or persecution (ex-bullying). Sometimes it is just a matter of change in physical environment.

Write in your journal about a time that you have witnessed or experienced survival of some kind. How did the experience made you feel?

### **Menu of Bibliotherapy Questions**

**Identification:** What kind of life does Anne Frank have before entering the Secret Annexe? What are her main interests? What kind of changes in the way they live take place after Anne and her family move into the Secret Annexe? Who helps the people in the Secret Annexe? As time in the Secret Annex goes by, what are examples of survival that Anne and the others face? How do the people in the Secret Annexe treat one another? How does the need to survive create changes in the Secret Annexe?

**Catharsis:** How does Anne feel about life before she is forced to go into hiding? How does she feel about others in the Secret Annex in the beginning? How does Anne feel about others in the Secret Annex over time? What causes Anne to change her feelings about Peter Van Daan? What causes Anne to change her feelings about others in the Secret Annexe? How does she feel toward those who persecute the Jewish people? When does Anne feel fear during her time of survival in the Secret Annexe? How does she deal with these feelings?

**Insight:** How do you think you would feel in a survival situation? Even though it may not have been as severe as Anne's situation, has there been a time when you felt you were in a survival mode whether it is physical or emotional? How did this situation make you feel? Did you feel that it changed you in some way? Why or Why not?

### **Universalization/Follow up Activity**

With a partner or individually, design a "survival guide" depending on the type of survival situation. One example could be designing a pamphlet on bullying and what should be done in that situation. Another suggestion could be to write an information booklet about how to survive a fire. Students or teachers may select different survival situations. Finished products can be presented to the class.

## Reading Comprehension: Independent Work and Group Discussion

To foster strong reading comprehension, literacy skills, and love of literature, students need to read critically, respond to what they read with text-based evidence, develop a robust vocabulary, and engage in high level discussion with peers. The following activities address these components.

**Before Group Discussion** (Activities for students to complete independently)

**A. Knowledge and Comprehension Questions** related to the novel. Students use sticky notes to locate answers in the text as they read. Teacher may use student's answers for a grade.

### Knowledge Questions

- Who were the main characters?
- When did Anne receive her diary?
- What did Anne name her diary?
- Where was the Secret Annexe?
- How many others lived in the Secret Annexe with the Franks?
- Who helped the Franks and others while they were in hiding?

### Comprehension Questions

- Why were Jewish people being persecuted?
- Why did others help those in hiding?
- Why did Anne and her family have to go into hiding earlier than they had planned?
- What did Anne and the others do to occupy their time in the Secret Annexe?
- Why did Anne edit and rewrite parts of her diary?
- What were some of the hardships that were faced in the Secret Annexe?
- What were the fears that the inhabitants of the Secret Annexe faced?
- How do Anne's entries change in April 1944?

**B. Vocabulary Study:** Students will complete the following activities with vocabulary from the novel. The activities may be used for a grade, but should also be included in the discussion.

- Students look up the word in the dictionary or online, noting the definition that best fits how the word is used in the passage. Also, determine possible synonyms and evaluate the author's use of the word in the passage.
- Students will complete a graphic organizer provided by the teacher.

**Vocabulary Words**

- Pogroms (p.3)
- Capitulation (p.4)
- Superfluous (p.12)
- Scullery (p.18)
- Annex(e) (p.18)
- Piqued (p.25)
- Surreptitiously (p.30)
- Clandestine (p.83)
- Pedantic (p.99)
- Chanukah (p.115)
- Twaddle (p.145)
- Impertinent (p.170)
- Nonchalance (p.172)
- Sabotage (p.193)
- Unbosoming (p.209)
- Pseudonym (p.215)
- Boisterous (p.225)
- Anti-Semitism (p.238)

**Group Discussion:** Teacher-facilitated small group discussion. Teacher may choose to provide students with a set of the questions prior to the discussion. Students should also be encouraged to create their own questions.

**Higher-Level Questions** (using Bloom's categories):

**1. Application**

- What kind of personality does Anne have that helps her to survive in the hiding place?
- What kind of personality traits do you have that would help you survive if you were in the same situation as Anne?
- Anne did various things to keep her occupied while in hiding. What do you think you would do to pass the time if you were in the same situation?

**2. Analysis**

- How do you think Anne is able to adjust to her life of hiding in the Secret Annexe with so many other people in close quarters?
- Considering each person in the Secret Annexe and those who helped them, how did interactions change between them and why?
- In one of Anne's diary entries she states, "In spite of everything, I still believe people are really good at heart." Why do you think she still believes this after everything that has happened to her and other Jewish people?
- How do you think a diary compares to a novel? Why do you think a person would keep a diary especially in dire or desperate times?

### 3. Evaluation

- Why do you think Anne named her diary? Explain the importance of the identity of the diary.
- What does this diary tell us about life for Jewish people in Holland and surrounding countries in 1942-1944?
- It is not definitely known who turned in Anne and the others that were hiding in the Secret Annex. Who do you think turned them in? Why do you think this?
- Why do you think the Franks decided to hide in Holland instead of escaping to another country?
- Why do you think Otto Frank decided to publish his daughter's diary?

### 4. Synthesis

- Assume a different situation happens to Anne and her family. Instead of being discovered and taken away, what if they were able to hide until it was safe to return home? What do you think Anne would write in her diary? Write a diary entry that would reflect this idea.
- If you were making a movie about *Anne Frank: The Diary of a Young Girl*, who would you get (famous or just someone you know) to play each person? What are reasons for your choices?
- Imagine that you were in a situation like Anne's and had to go into hiding. Based on your environment, create your own plan to survive.

**After Group Discussion:** Activities for students to complete with a partner, in a small group, or individually. Activities may be used for a grade.

**A. Connections to the Curriculum:** Students will make connections to a curriculum area using one of the concepts from the story. The product should reflect creativity as well as critical thinking.

- **Language Arts** – There are other books that have been written about the prejudice against Jewish people from the Nazis. Students will read *Number the Stars*. After discussion of the book, the students will create products that show the comparison and contrast between the characters/people and events in the two books (*Anne Frank: The Diary of a Young Girl* and *Number the Stars*). Products could be in the digital (ex.-presentations) or tangible (ex.-posters/dioramas) form. They could also include graphics or art work as part of their products.
- **Social Studies** – Anne Frank's diary was written at a time of the tumultuous WWII. The Holocaust was a major tragic event during that war. Students will research where the occupants of the Secret Annexe went after they were found by the Gestapo. They will use a map of Germany and surrounding countries to mark where concentration camps were and use captions to tell about where the people from the Secret Annexe went after they were discovered.
- **Science/Health** – There were times that food was limited for Anne and the others in hiding. Nutrition was a factor for their well-being. Students will review parts of Anne's diary that refers to what they ate while in the Annexe and then they will research what types of nutrition the food provided. The students will also determine any vitamin deficiencies or other factors that existed and how that may have affected the health of individuals in the group.
- **Math** – Algebra was not one of Anne's favorite subjects. Graphing and statistics may have been more interesting. Students will choose a topic within WWII that deals with statistics or gathering numerical data (ex.-How many people were imprisoned in each of the concentration camps at any given year during the war) and research to find the information. They will then create a graph either graphically or digitally to show the data they have researched.

- **Art** – Anne’s look at the outside world was accomplished by looking out the windows. Students will find a diary entry that describes something that Anne sees out the window. They will sketch or draw (using a choice of pastels, paints, or colored pencils) what Anne sees by her description.
- **Careers** – Anne had heard on the radio that after the war was over, written items such as diaries would be in demand for publishing. This was to provide written accounts of what life was like during the war. Anne was very excited about the possibility of her diary being published and she had expressed in her diary that she would like to become a writer. Students will research careers that involve writing such as a novelist, journalist, or editor. If possible, they could determine what kind of education was needed for this type of career and the salary range for the era that Anne would have become a writer (1950’s). They could compare this to today’s standards and determine how many women were in this career in the 50’s.
- **Language Arts/Creative Drama** – There were many instances in Anne’s diary when people in the Secret Annexe were talking to one another. There are also times Anne has a one-sided “conversation” with Kitty, the diary. Students will divide up in pairs and choose an entry in the diary in which Anne is expressing her ideas or accounts of what happened that day. They will use the entry to write a dialogue between Anne and Kitty. Kitty will be personified as though she could respond to Anne. The script can be shared with the class.

**B. Creative Reading:** Using the following list of creative products, students will complete a project reflecting their personal connection with the novel (students may determine their own creative product with the approval of the teacher):

1. Create a puppet play based on a favorite scene in the story
2. Create a poem based on the novel, a character, or favorite scene
3. Illustrate a favorite scene(s) from the story
4. Create a story board of the plot of the story
5. Write a screen play based on the story
6. Create a new ending for the story
7. Create a map of the location(s) of the story
8. Create a mural representative of the story and characters
9. Extend the story into a sequel
10. Rewrite a portion of the story from another character’s perspective
11. Rewrite the story in another time or culture or event
12. Create an online product: infographic, video, character blog, etc.
13. Write a song that one or more of the characters might sing
14. Create an interpretative dance for the story
15. Student idea for a creative product related to the story