



**Literacy & Art Support Program**  
**Lesson / Activity Plan**

# Being Frank With Anne

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## **Lesson Plan Two**

### **Being Frank With Anne – Notes**

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#### **Concept**

Comparing prose and poetry.

#### **General Goal**

To interpret the poetry and compare it to the diary entry.

#### **Specific Objectives**

WH 11c

#### **Required Material**

Anne Frank, the Diary of a Young Girl; Being Frank With Anne, 5 x 8 note cards, pencils.

#### **Step-By-Step Procedures**

Guide students to select certain entries in diary or cross reference to the poetry book. Have them jot down sentences that are important in the diary and write down poetry lines that correlate.

#### **Adaptations For Students With Learning Disabilities**

Jot down poetry verses and draw pictures that interpret the verses.

#### **Extensions for gifted students**

Compare and contrast her memories of life before confinement.

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## **Lesson Plan Three**

### Envisioning Confinement

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#### **Concept**

Learning about WWII.

#### **General Goal**

To compare and contrast their life with Anne's.

#### **Specific Objectives**

WH II 11-c

#### **Required Material**

Paper, pen, Being Frank with Anne.

#### **Step-By-Step Procedures**

Listen to audio CD. Draw a picture of what they envision the annexe to look like. Write a paper on their impression of her life in confinement.

#### **Adaptations For Students With Learning Disabilities**

Glue magazine photos in a show box to represent the Secret Annexe.

#### **Extensions For Gifted Students**

Imagine that she would have survived the concentration camp. What could she have done had she been freed with no family available to her? Write about it.

#### **Possible Connections To Other Subjects**

English, art.

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## **Lesson Plan Four**

### Creating A Timeline

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#### **Concept**

Learning about the order of events in World War II.

#### **Standards Addressed**

WH 11c

#### **General Goal**

To help students understand how the course of events shaped what took place to the Jews.

#### **Specific Objectives**

Understanding the order of events.

#### **Required Materials**

Paper, pen, supplemental history book, Being Frank with Anne.

#### **Step-By-Step Procedures**

Trace steps taken by the Nazi government, what happened to the Jews when they went into hiding, and how they were shipped off to concentration camps to make a timeline.

#### **Adaptations For Students Of Learning Disabilities**

Give them a numbered sheet of sequential events for charting on a timeline.

#### **Extensions For Gifted Students**

Take an increment of time on the timeline and write an essay about it.

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## **Lesson Plan Five**

### Picturing World Peace

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#### **General Goal**

To have students consider the possibility of peace.

#### **Required Materials**

Paper, markers.

#### **Step-By-Step Procedures**

Have students sketch pictures of how they envision world peace.

#### **Adaptations For Students With Learning Disabilities**

Use die cut punches of paper shapes for them to trace and color.

#### **Extensions For Gifted Students**

Write story boards with captioning for their designs.

#### **Possible Connections To Other Subjects**

English, art, history.

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# Lesson Plan Six

## Word Search

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### Word Search Puzzle

A I N F Q S P A U Q U K A H Y  
U R N I B J X F J I F I K I T  
O K A P L T S U A C O L O H A  
Q P Z W A R S A W I M G E T T  
O H I R P A E O E Z I E C V F  
Z I Y O R R C B D P A R I V M  
R T C T E C C C I U U M T I O  
I L H A J K N A C V S A S C W  
E E P T U V C P O M C N U T A  
Q R R C D U G O N J H Y J I W  
S B I I I J V L E S W W N M Q  
W B S D C F S A G Q I S I S U  
E F O E E M L N E O T T W Y D  
J N N N T W K D L I Z A C B F  
X Q Q T M X W C O S R R G E C

Auschwitz	Jews	Berlin	Nazi	dictator	Poland
genocide	prejudice	Germany	prison	Hitler	star
	Holocaust	victims	injustice	Warsaw	

# Lesson Plan Six

## Word Search Key

### Word Search Puzzle

A	I	N	F	Q	S	P	A	U	Q	U	K	A	H	Y
U	R	N	I	B	J	X	F	J	I	F	I	K	I	T
O	K	A	P	L	T	S	U	A	C	O	L	O	H	A
Q	P	Z	W	A	R	S	A	W	I	M	G	E	T	T
O	H	I	R	P	A	E	O	E	Z	I	E	C	V	F
Z	I	Y	O	R	R	C	B	D	P	A	R	I	V	M
R	T	C	T	E	C	C	C	I	U	U	M	T	I	O
I	L	H	A	J	K	N	A	C	V	S	A	S	C	W
E	E	P	T	U	V	C	P	O	M	C	N	U	T	A
Q	R	R	C	D	U	G	O	N	J	H	Y	J	I	W
S	B	I	I	I	J	V	L	E	S	W	W	N	M	Q
W	B	S	D	C	F	S	A	G	Q	I	S	I	S	U
E	F	O	E	E	M	L	N	E	O	T	T	W	Y	D
J	N	N	N	T	W	K	D	L	I	Z	A	C	B	F
X	Q	Q	T	M	X	W	C	O	S	R	R	G	E	C

Auschwitz	Jews	Berlin	Nazi	dictator	Poland
genocide	prejudice	Germany	prison	Hitler	star
	Holocaust	victims	injustice	Warsaw	

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## **Lesson Plan Seven**

### **Map It**

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#### **Concept**

Studying Anne's world and the world around the student.

#### **General Goal**

To compare the city Anne lived in to the contemporary life and physical environment surrounding the student in day to day life.

#### **Required Materials**

Copy of a map of Anne's home in Amsterdam and a map of the area showing the student's home district. Construction paper for attaching the two maps or for drawing the two maps on it.

#### **Step-By-Step Procedures**

Give students maps of both Anne's home area and the student's or have them draw maps themselves after some study. Trace the normal every day pattern of travel on the map in the student's life and point out the fact that Anne could travel nowhere.

#### **Adaptations For Students With Learning Disabilities**

Let them draw pictures of what they think Anne's home looked like.

#### **Extensions For Gifted Students**

Look beyond the hometown and see how many miles the prisoners traveled in cattle cars to reach the concentration camps.