

Fulbright TGC UbD Unit Plan

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School/Location: Derby Middle School, Derby CT

Subject: Writing

Grade: 8

Unit Title: Understanding “The Diary of Anne Frank” Through a Global Lens

Time Needed: 6 weeks

Unit Summary:

This unit focuses on “The Diary of Anne Frank” as a means to explore themes of resilience, identity, hope, and human rights during the Holocaust. Students will engage in discussions and activities that align with the 3 domains of global competency: Investigate the World, Recognize Perspectives, and Communicate Idea, while also connecting to the UN Sustainable Development Goal #16 - Peace, Justice, and Strong Institutions. Students will listen to podcasts from “Echoes and Reflections” to engage with history while fostering a greater understanding of human rights. Students will create presentations informing of the historical context of Anne Frank. They will analyze themes within the play and write an informational essay relating the themes and Anne’s perspective to contemporary human rights issues. Finally, students will create a presentation to advocate for the SDG Goal #16.

STAGE 1: Desired Results

ESTABLISHED GOALS: - CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. - CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) - CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships	Transfer	
	Students will be able to independently use their learning to: - Understand the historical context of WWII and the Holocaust - Develop global competency skills through literature analysis - Connect modern and historical issues - Explore themes of identity, resilience, and human rights while connecting to the UN SDGs 16 - Peace, Justice, and Strong Institutions - Engage in group discussions - Write informative essays	
	Meaning	
	UNDERSTANDINGS Students will understand that: 1. Literature and journal writing offer insights into personal and collective experiences during historical events. 2. Diverse perspectives enhance our understanding of global issues	ESSENTIAL QUESTIONS: 1. How does Anne Frank's diary portray the experiences of those affected by the Holocaust? 2. What can we learn from Anne's perspective about resilience and hope in difficult circumstances? 3. How do our personal stories relate to broader global issues such as SDG 16 - peace, justice, and strong institutions?

between information and ideas efficiently as well as to interact and collaborate with others. - CCSS.ELA-Literacy.W.8.7 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. - CCSS.ELA-Literacy.W.8.8 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. - CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. - CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course	3. Effective communication is essential for advocating for human rights	
	Acquisition	
	Students will know (content): 1. The historical context surrounding Anne Frank's life and the Holocaust. 2. Key themes and literary devices used in "The Diary of Anne Frank" 3. The relevance of the UN SDGs to present day issues.	Students will be able to (skills): 1. Investigate the historical context and significance of the diary. 2. Analyze various perspectives within the text and their overall implications on others' understandings. 3. Communicate insights effectively through discussions, presentations, journal writing and projects.

of the text, including its relationship to supporting ideas; provide an objective summary of the text.

- CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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GLOBAL COMPETENCY:

- Investigate the World
- Recognize Perspectives
- Communicate Ideas

TECHNOLOGY USED: Smartboard Chromebooks Google Classroom RESOURCES: “The Diary of Anne Frank” The Declaration of Human Rights https://uhri.ohchr.org/en (Universal Human Rights Index) https://ourworldindata.org/grapher/human-rights-index-vdem - Our World in Data The UNs Sustainable Development Goals Historical resources on World War II and the Holocaust (articles, videos, , taped interviews) https://thebutterflyprojectnow.org/		
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<https://echoesandreflections.org/>

Library of Congress - Personal Narratives

<https://www.loc.gov/search/?fa=original-format:personal+narrative&q=world+war+ii>

Unicef [Poems for Peace](#)

[Habits for a Healthy Democracy](#)

[K-W-L Chart](#)

[Parts, Perspectives, and Me](#)

Stage 2 - Evidence

Formative Assessments

- Text analysis (weeks 1-5)
- Written reflections (Weeks 1-6_
- Participation in whole class and small group discussions (weeks 1-6)
- Writer's Workshop conferences (weeks 1-6)
- Visible Thinking Routines
- K-W-L/Same-Different-Connect/ Parts, Perspectives, and Me/Main-Side-Hidden/Stories/Stop-Look-Listen/ Surprising-Interesting-Troubling
- 3-2-1 exit slips

Evaluation Criteria (Learning target or Student Will Be Able To)

1. Students will be able to identify historical facts and events that took place during this time period.
2. Students will be able to analyze themes
3. Students will be able to conduct research
4. Students will be able to reflect on their readings and respond in their journals
5. Students will be able to collaborate with peers by actively listening and responding to one another's perspectives

Summative Assessments - Group projects (week 6) - Creative Advocacy Project (week 6)	Evaluation Criteria (Learning target or Student Will Be Able To) 1. Students will be able to research the historical context of World War II and how it impacted Anne Frank and others' lives as well as connecting it to present day events focusing on SDG 16 2. Students will be able to research using credible, unbiased information. 3. Students will be able to write an informational essay, analyzing themes of identity and resilience in Anne's diary, while also informing the audience of how her perspective offers insight into present day human rights issues related to SDG 16. 4. Students will be able to create a presentation (Google Slides, Google Sites, etc.) that advocates for the human rights issue of SDG 16 5. Students will be able to communicate with the local community.
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Stage 3 - Learning Plan

Summary of Key Learning Events and Instruction

Week 1 - Introduction to Anne Frank and the Historical Period (Background information)

- Day 1 - Complete a [K-W-L Chart](#)
- about World War II, Anne Frank, Human Rights, and SDGs. Use sticky notes and display in the room to introduce Anne Frank's life and the historical background of World War II and the Holocaust. Discuss
- Day 2 - Students will view the [The Secret Annex](#) virtual tour of the Anne Frank House.
- Day 3 - Create a timeline of key events related to the Holocaust and Anne Frank's life.
- Formative Check - [Same-Different-Connect](#) activity - connecting themselves to Anne Frank
- Day 4 - Read and learn about the Declaration of Human Rights and the UNs SDGs
 - Complete [Parts, Perspectives, and Me](#)
- Research conditions during the Nazi regime, emphasizing human rights and SDG 16.
- Day 5 - Group presentations informing about the historical context and how it connects to SDG 16.

Week 2 - Reading and Analyzing Anne Frank

- Day 1 - Begin reading excerpts from "The Diary of Anne Frank" focusing on key entries that represent her personal experiences and reflections on them.
- Complete [Main-Side-Hidden Activity](#)
- Day 2 - Continue reading excerpts of "The Diary of Anne Frank". Discuss figurative language and themes
- Day 3 - Journal writing - reflect on Anne's perspective and how it is shaped by her circumstances utilizing evidence from the play.
- Exit slips - 3-2-1 (3 things learned, 2 questions you have, 1 issue you would like to further discuss)
- Days 4-5 - View [Poems for Peace](#). Students will create their own poem focusing on SDG 16 - peace

Week 3 - Exploring Identity and Resilience

- Day 1-2 Identify passages that highlight Anne's hope, fear, and resilience using the [Big Paper Strategy](#)
- Day 3 -Journal writing on how we in the present day can personally connect to and learn from Anne
- Day 4 -Share personal reflections in [Turn and Talk](#) strategy then have a class discussion utilizing the [Socratic Seminar](#) strategy
- Day 5 - Use Jamboard to post thoughts and questions

Week 4 - Historical Impact

- Day 1 -Watch testimonials on *Echoes and Reflections* and read personal narratives from [Library of Congress](#)
 - Complete [Stories](#) activity
- (Plan for a descendant of a Holocaust survivor to virtual or in person talk with the students)
- Day 2 - Research the impact the Holocaust had on people from different countries
 - Review the [The Source Credibility Guide](#) for evaluating source credibility
 - Complete [Stop-Look-Listen](#)
- Day 3 - Compare and contrast -using a Venn Diagram - connecting Anne's story to others from history and connect to the importance of ensuring our human rights are being addressed
- Day 4-5 Watch *Not the Last Butterfly* from "The Butterfly Project" and students will decorate their ceramic butterflies to be added to mural

Week 5 - Habits for a Healthy Democracy

- Day 1 -Utilize the lesson from Global Oneness Project [Habits for a Healthy Democracy](#)
- Day 2-4 Read "[Five Habits to Heal the Heart of Democracy](#)" from Global Oneness Project. Students will understand that a healthy democracy requires civil participation, open discourse, and the valuing of differences.

- Students will work in small groups and be assigned one of the 5 habits of the heart described in the essay. Students will write down thoughts and observations and discuss. (using discussion questions from website)
- Students will continue through the week following the lesson in watching videos and reflecting on perspectives about governments to uncover principles, habits and behaviors that are important to support a healthy democracy.
- Day 5 - Students will look back at the K-W-L chart from Day 1 of the unit and discuss what they have learned the past 6 weeks. Utilize a Socratic Seminar for the discussion.
- Students will write a reflective journal about how they can advocate for a healthy democracy.

Week 6 - Presentations and Reflections

- Days 1-3 Create presentations (Google Slides, Google Sites, posters etc.) that inform about the importance of human rights and SDG 16.
 - Presentation includes:
 - quotes from Anne's Diary
 - Illustrations or symbols that represent peace or justice
 - A brief description of a current issue related to SDG 16 that resonates with a theme reflected in Anne's diary
- Days 4-5 Present through a Gallery Walk
 - Give feedback by completing [Surprising-Interesting-Troubling](#) . Students ask additional questions using sticky notes
 - Write a reflection journal on what you learned and the significance of being informed, productive members of society