

**GRADE 6****ELA CCGPS UNIT PLAN: 3rd 9 WEEKS**

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Informational

THEME: Seeing the Good in People

EXTENDED TEXT: Anne Frank: The Diary of a Young Girl. Bantam 1993 ed. New York: Bantam Books, 1967.

SHORT TEXTS (mixture literary and informational):

1. "Song of the Trees," a novella by Mildred D. Taylor
2. "Marigolds," Eugenia Collier
3. Anne Frank's Tales from the Secret Annex, translated by Ralph Manheim and Michael Mok. Garden City, NJ: Doubleday, 1959.
4. Anne Frank Beyond the Diary: A Photographic Remembrance. Ruud Van Rol and Rian Verhoven
5. "Declaration of War on Japan," Franklin D. Roosevelt (<http://docs.fdrlibrary.marist.edu/tmirhdee.html>)
6. "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940," Winston Churchill (<http://www.historyplace.com/speeches/churchill.htm>)
7. "Hope," by Emily Dickinson

SUPPLEMENTAL MATERIALS:

1. Map of Europe in 1939 (http://adrianchapman.com/maps/europe_1939aug_800x720.php)
2. Map of Europe in 1944 under German occupation (http://germanhistorydocs.ghi-dc-org/map.cfm?map_id=2888)
3. Only known film footage of Anne Frank (http://www.ushmm.org/museum/exhibit/online/af/htmlsite/artifact_12_0.html)
4. Last known photo of Anne Frank (http://www.ushmm.org/museum/exhibit/online/af/htmlsite/artifact_7_0.html)
5. Anne Frank House website: offers online tours and more (<http://www.annefrank.org/en/>)

6. The Hidden Children Foundation website: provides a resource to locate guest speakers (www.adl.org/hidden)
7. Anne Frank Remembered. (Sony Pictures Classics, 117 minutes).
10. Forget Me Not: The Anne Frank Story (Fictionalized account of Anne Frank's life in hiding)
11. Actual footage of the Pearl Harbor devastation <http://www.eyewitnesstohistory.com/himpearlharbor2.htm>
12. Full text article, "U.S. Declares War, Pacific Battle Widens" <http://www.nytimes.com/learning/general/onthisday/big/1208.html#article>

WRITING FOCUS: Informative/Explanatory

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. INFORMATION/EXPLANATORY: In the Diary of a Young Girl, Anne struggles with becoming who she really wants to be because of the frustrations she feels with her mother and her sister, Margot. Describe how living in a secret hiding place and in such close proximity to her family and others is a struggle for Anne. Is she able to become who she really wants to be? Explain what changes she experiences and what they teach her about life. Provide details on the personal problems and encounters that Anne Frank endured in the hiding place that helped her become the young girl that she was.
2. INFORMATION/EXPLANATORY: In Anne Frank's, Diary of a Young Girl, one of the common subjects that Anne writes about in her diary entries is the conflict and differences between her parents and herself. In addition, Anne writes extensively about how young people are viewed and treated by the older generations. Think about the ideas that Anne Frank presented in her diary entry on July 15, 1944, and other important diary entries as well. Describe how Anne Frank's experiences as a young person shaped her beliefs and views about youth and the younger generation. Examine the similarities and differences between Anne Frank's views on the younger generation and yours, and explain when an adolescent becomes an adult and an "independent thinker." Support your answer using evidence from the text.
3. INFORMATION/EXPLANATORY: "Declaration of War on Japan" and "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940" are famous speeches given during World War II. They were designed to elicit an audience response from listeners. Compare and contrast these two speakers' messages and their uses of language. Analyze the speeches' subject, mood, tone, and use of sensory imagery. Support your analysis with examples and details from the speeches.
4. ARGUMENT: In several of the texts that we have read in this unit, the main characters have shown us how mature and immature that they can behave and portray themselves. In choosing one of the following texts, Diary of a Young Girl, "Songs of the Trees," or "Marigolds," in what ways is the main character more like an adult than a child? What can the main character's actions and behaviors tell us about young adults growing up in society? Do you believe that external events and conflicts force a child to act more like an adult? Support your answer using evidence from the text.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. Describe a prolonged, difficult situation in which you or someone close to you made the best of the situation. How did you feel? How did they feel?
2. What Anne Frank experienced was an extreme version of the kinds of intolerance, bullying, and bigotry that people still experience every day. Write a personal narrative describing a time you were a victim of this type of behavior, or a time when you treated someone else unfairly. Let your own unique voice come through in your writing, using verb tense, voice, imagery, and all the other literary tools at your disposal to engage your audience.
3. Choose a character from one of the texts that we have read that resembles you, and a conflict that you have experienced. Retell the conflict from a different point of view from one of the other characters involved. You might consider taking Peter's point of view with his relationship with Anne. What are his thoughts about Anne and the rest of the Frank family? What experiences does he go through as a young man living in hiding? Or students might want to think about Cassie's older brother, Stacey, and his point of view. Using dialogue to sharpen your narrative, convey experiences from the actual text that may have shaped or happened for this type of character.

RESEARCH CONNECTION(S)

- Jewish Traditions
- Holocaust
- Nazis
- World War II
- Hanukkah
- Gestapo
- Propaganda

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Create personal diary
- Compare written and film versions of the extended text
- Express opinions in a letter to one of Anne's family members
- Short reflections/responses
- Journal responses
- Make predictions

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

PROMPT:

INFORMATION/EXPLANATORY: In the *Diary of a Young Girl*, Anne struggles with becoming who she really wants to be because of the frustrations she feels with her mother and her sister, Margot. Describe how living in a secret hiding place and in such close proximity to her family and others is a struggle for Anne. Is she able to become who she really wants to be? Explain what changes she experiences and what they teach her about life. Provide details on the personal problems and encounters that Anne Frank endured in the hiding place that helped her become the young girl that she was.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does the context and background knowledge of the time period improve my understanding of the text?

TASK: Pre-reading; exploring new vocabulary

Standards:

ELACC6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Instruction:

- Introduce the unit theme, "Seeing the Good in People: What the Holocaust and People's Personal Journeys Can Teach Us About Ourselves"
- Provide students background information of the beginning of World War II. It should only be a summary of the beginnings of the war happenings and the political/social climate, covering the major points.
- Include key vocabulary terms, such as:
 - Holocaust
 - World War II
 - Adolf Hitler
 - The Nationalist Socialist (Nazi)
 - concentration camps
 - deportation
 - rearmament
 - Jews
- Distribute copies of the books to students. Have students turn to the "Afterword" on page 269, and instruct the students to read "Part 1" of the "Afterword." Tell the students that they will be reading this section to learn more about the political and social events in this time period. Give the students twenty minutes to read this section of the "Afterword" and have them discuss the important political and social events in this section. Then have the students' teams share one or two things that they felt was important during this time period with the class.
- Provide students with a map of Germany in 1939, and examine the map of Germany as a class. Point out the major cities and capitals with the students and have the students label the major places on the map.
- Provide students with a blank timeline. Explain to the students that they will complete the timeline of the world's major events during this historical time period of the diary. (This is going to be an ongoing project that will be completed as they read the diary.)
 - "Today students we will fill in the first few events of the World War II historical period. One of the first major events of this historical period would be when Germany invaded Poland in 1939, so let's write this event on our timeline." **Model this throughout the unit when discussing these war events in the diary.**

ESSENTIAL QUESTION: How does understanding the purpose for a diary impact the meaning of the text?

TASK: Predicting; activating prior knowledge; introducing extended text

Standards:

ELACC6RI6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent

understanding of a topic or issue.

ELACC6RI10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Instruction:

- Have students brainstorm different reasons and uses for a diary and write on board.
- Have teams create a Circle Map (Thinking Maps) or KWL chart over what they already know (or can define) about a diary. The students' answers should come mostly from the group discussion over uses and reasons for a diary. Have these student teams share with the class their Circle Maps or KWL charts
- Provide students with a copy of the diary, and have them examine the picture of Anne on the cover. Read the title of the book. Ask the students to read the first page of the diary. Have students predict what they are going to be reading about
- The teacher should read aloud, page two through diary entry of Saturday, 20 June, 1942. Discuss with the students Anne Frank's purpose for writing in her diary. On a chart paper or on the white board, have the students identify the uses or reasons that Anne is going to be keeping a diary on one side of the chart paper or board. On the other side of the chart paper or board, write down some of the uses/reasons that the students had discussed at the beginning of the tasks and add to the other side of what was written. Have students point out any similarities or differences between the groups' answers and the reasons/uses that Anne gives for keeping a diary.

ESSENTIAL QUESTION: How does the author's use of word choice affect tone in the diary?

TASK: Examining the use of word choice to create tone; exploring and searching the text for word choice and tone in Anne's diary; narrative writing

Standards:

ELACC6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Instruction:

- Provide mini-lesson on tone and word choice that authors use to create tone
- Discuss with students the tone of her writing in the diary entry of Saturday, 20 June, 1942, and from what they have read so far. Have students pull out specific words, phrases, or sentences that support the tone that she uses in her writing. For example, Anne on page 1 uses the phrase "we're going to be great pals!" Then again, she says on page 2, "I haven't written for a few days, because I wanted first of all to think about my diary."
- Have students complete the narrative writing prompt listed below:
 - Describe a prolonged, difficult situation in which you or someone close to you made the best of the situation. How did you feel? How did they feel?

ESSENTIAL QUESTION: How does comparing and contrasting similar incidents in history help the reader to more clearly understand the author's meaning in the text?

TASK: Reading; search text; exploring similarities and differences found between Jews/African Americans

Standards:

ELACC6RI9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
ELACC6W7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELACC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Instruction:

- In the diary entry of Saturday, 20 June, 1942, Anne provides in detail Hitler's anti-Jewish programs. Some of the Anti-Jewish rules that Anne includes are:
 - No going outside after 8 p.m.
 - No riding in vehicles, buses, or driving
 - Segregated businesses
 - Shopping only between 3 and 5 p.m.
- Have students research or find other anti-Jewish rules that Anne may not have mentioned in this diary entry. Have students write a reflection on how Anne truly feels about these events. Allow students time to research on the computer different historical websites about anti-Jewish programs.
- Provide students background information about the Civil Rights Movement.
- Have students complete a comparison and contrast paragraph over how this segregation of Jews from the Nazis is similar or different from segregation in the United States during the Civil Rights Movement. Students may have to research and pull evidence from different historical and secondary sources. Students can do this activity in groups or alone.

ESSENTIAL QUESTION: How do readers effectively analyze and annotate texts for evidence?

TASK: Explaining how to analyze/annotate texts; modeling how to analyze and annotate

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instruction:

- Provide students with explicit instruction on how to effectively analyze and annotate texts for a specific analysis. Please see the following website for help in explaining and teaching this to your students: <http://guides.hcl.harvard.edu/sixreadinghabits>
- Point out how to pull conclusions and inferences from text(s) to show support. For example, "Yesterday, we read about Anne and her reasons for writing in her diary. We can draw from those conclusions that Anne was a lonely and very introverted young girl. Did the text say she was lonely? Did the text say she was introverted? No, we inferred and drew conclusions based on what we analyzed and annotated in the text."

ESSENTIAL QUESTION: How does reading about the Secret Annex help in understanding the setting?

TASK: Reading; predicting; measuring the hiding place

Standards:

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
ELACC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
ELACC6RI10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELACC6SL5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instruction:

- Teacher should conduct group read-aloud beginning at the second diary entry of Saturday, 20 June, 1942, through Friday, 21 August, 1942.
- Have students examine the blue print of the Secret Annex on page 17. Discuss with the students why Anne would go into such great detail with describing the Secret Annex. Students must show support for their reasons by pulling from the text.
- Have students complete a journal entry about living in such a small hiding place. How do they think they might feel? How do they think Anne might have felt?
- From this examination, divide students into groups of eight. Instruct the students to measure out the specific measurements of the hiding place and mark with masking tape. (If you would rather go ahead and rearrange the classroom before students come to the class that day, it might provide more time for reflection on today's reading.) Anne Frank and Fritz Pfeffer's Room's Measurements – 16 feet 8 inches long x 6 feet 9 inches wide
- Conduct a class discussion about living a life in hiding, and how Anne as a teenager possibly feels about it. How would they feel if they had to go into hiding? What might it be like to live in such a small space?
- For homework, have students read diary entries Wednesday, 2 September, 1942, through Tuesday, 29 September, 1942. Students will begin to see more and more of Anne's personality.
- Students must begin writing and keeping their own personal diary. For homework, they should write diary entry #1.

ESSENTIAL QUESTION: How does an author's use of sentence structure impact the meaning of the text?**TASK: Examining types of sentence structure; predicting life in hiding; Mini-writing assignment over sentence structure**

Standards:

ELACC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Vary sentence patterns for meaning, reader/listener interest, and style.
b. Maintain consistency in style and tone.
ELACC6W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Instruction:

- Point out different types of sentence structure that Anne Frank uses consistently in the text. She consistently uses compound, complex, and

compound-complex sentences. Model identifying these types of sentence patterns. (In diary entry Tuesday, 30 June, 1942, Anne writes, “I’m by no means a fanatic, but I have a leaning that way and find it interesting” (10).)

- In looking at this sentence that Anne wrote, ask the class what sentence pattern is noticeable. Point out how many independent and dependent clauses are identifiable. This sentence would be identified as a compound sentence. More importantly, point out why Anne Frank uses a variety of sentence patterns in her diaries.
- Have students imagine that they have had to immediately go into hiding. Have them write a letter to their parents and family, providing a detailed message as to what has gone wrong and what has happened to them. After students have written their message, have students think about how they could combine ideas in the letter. Then students should color code the sentences by type (simple, compound, complex, and compound-complex). Then have the students make a comparison between their letters and their classmates’ letters. Have them look at the variety of colors that they should have in their letter. Discuss with the students why it is important to use a variety of different sentence types.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #2.

ESSENTIAL QUESTION: How does understanding an individual’s traits and emotions impact the meaning of the text?

TASK: Exploring character traits and emotions; predicting; analyzing and annotating text; analyzing character traits and emotions

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

ELACC6W1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Instruction:

- Have students create a character analysis or a bubble map (Thinking Maps), listing traits of Anne Frank. Have students support their answers with examples from the text. Allow students to work in collaborative pairs to complete this assignment.
- Have collaborative pairs discuss Anne’s personality, comparing and contrasting it with their own. How does their personality as a young teenager compare or contrast with Anne’s. They should specifically look at how Anne has been interacting with her parents, specifically her mother, with the Van Daans, and her sister Margot.
- Conduct group read-aloud of diary entries Thursday, 1 October, 1942, through Monday, 7 December, 1942.
- Based on the diary entries read in today’s reading (Tuesday, 17 November, 1942, and Friday, 20 November, 1942), have student groups analyze the “Prospectus and Guide to the ‘Secret Annexe’” Students should point out specific things that they could live with and not live with while in the Secret Annex.
- Ask the students to add any rules or procedures that they would add to the list already in the diary entry.
- Have students provide reasons for every rule or procedure they add to the guide.
- Discuss Anne’s maturity and emotional side as an individual. What difficulties does she say affects her and her family? What does she suggest is the best thing to do about it?
- For homework, have students read diary entries Thursday, 10 December, 1942, through Saturday, 27 February, 1943.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #3.

ESSENTIAL QUESTION: How do I recognize and use pronouns correctly?

TASK: Exploring pronouns in the proper case; using pronouns correctly; recognizing and correcting pronoun errors

Standards:

ELACC6L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Instruction:

- Provide students with a mini-lesson over pronoun cases. Explicit instruction should be provided over subjective, objective, and possessive case pronouns. The following websites may provide help when planning for instruction:
 - (<http://grammar.ccc.commnet.edu/grammar/cases.htm>)
 - (<http://owl.english.purdue.edu/owl/resource/595/02/>)
- Have students re-read Anne's diary entry of Friday, 9 October, 1942. The diary entry begins with these sentences, "I've only got dismal and depressing news for you today. Our many Jewish friends are being taken away by the dozen."
- Write the first two sentences on the board or chart paper. Then circle the words "I've," "you," and "Our." Then have the students classify these pronouns according to the proper case. Students can even be provided with a chart, such as the one provided below. For example, students would classify the pronoun "I" as subjective, the pronoun "you" as objective since it is following a preposition, and the pronoun "our" as possessive since it is showing ownership over friends.
- Have students do this with more than one diary entry and continue to work on ensuring that pronouns are in the correct case as students continue to read the diary.

Anne Frank – Pronoun Cases Classification Chart		
Subjective	Objective	Possessive
I	you	Our

- Have students compare their classification charts with peers to ensure that they have the correct answers. Discuss with students the correct answers.

ESSENTIAL QUESTION: How does the author's use of figurative language affect the meaning of the text?**TASK: Examining figurative language; note-taking; annotating the text**

Standards:

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.

Instruction:

- Provide direct instruction through a mini-lesson on figurative language and sound devices.
- Give notes over the following figures of speech and sound devices:
 - metaphor
 - simile
 - personification
 - hyperbole
 - idioms
 - alliteration
 - assonance
 - consonance
 - onomatopoeia
- Since Anne is in hiding, many of her gifts for her birthday and for her Christmas are poems from her family members. Set the purpose for today's reading to focus on figurative language and sound devices found within her poems. Have students focus on these poems, looking for more character traits, emotions, and motivations from Anne and the other characters in the Annex.
- Conduct group read-aloud of diary entries Wednesday, 10 March, 1943, through Sunday, 11 July, 1943.
- Have students examine her father's poem from a literary standpoint. Provide each student with a printable copy of the poem on this entry. Have students annotate and examine the figurative language and sound devices used in the poem. Discuss with the students the meaning of Otto's poem to his daughter.
- For homework, have students read diary entries Tuesday, 13 July, 1943, through Tuesday, 10 August, 1943.
- Repeat exercise above with Margot's poem, included in diary entry on Wednesday, 4 August, 1943. Students should bring annotations to class the next day.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #4.

ESSENTIAL QUESTION: How do an author's personal experiences affect the meaning and understanding of the text?

TASK: Reading text; exploring and reflecting on personal experiences compared to the author

Standards:

- ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:

- Conduct group read-aloud of diary entries Wednesday, 18 August, 1943, through Wednesday, 17 November, 1943.
- Students will read that the war and the fighting become worse, and they begin to affect the people who are in hiding with Anne. Anne gives a detailed description of her and her family's daily routines in the Annex as well.
- Discuss with the students the impact these daily routines and events have on a young teenager. Have the students reflect on their own lives and how it would affect them personally.
- Have students reflect on Anne as a key individual. Allow the students to see if Anne has changed or is changing as the course of the diary has proceeded.

- For homework, have students read diary entries Saturday, 27 November, 1943, through Thursday, 6 January, 1944.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #5. Students should write a detailed description in their diary entry, describing the daily routines that they have. It should model the one in today's reading. (Diary entries: Friday, 20 August, 1943, through Monday, 23 August, 1943)

ESSENTIAL QUESTION: How do I correctly use nonrestrictive and parenthetical elements?

TASK: Using nonrestrictive and parenthetical elements; identify these elements within the text

Standards:

ELACC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

Instruction:

- Have students brainstorm the uses of commas, parenthesis, and dashes with which they are already familiar. List these uses on the board or on chart paper.
- Then begin the lesson discussing the following vocabulary words:
 - element – What does this word mean? An element is a descriptive word, clause, or phrase.
 - restrictive – What does this word mean? A restrictive element is essential.
 - nonrestrictive – What does this word mean? A nonrestrictive element is nonessential. The prefix “non” means “NO.”
- Have the students practice with these vocabulary terms with a collaborative partner.
- Provide students with a mini-lesson over proper uses of punctuation. Explicit instruction should be given over the proper use of commas, parenthesis, and dashes. The following websites may provide help when planning for instruction:
 - (<http://owl.english.purdue.edu/owl/resource/566/01/>)
 - (<http://owlet.letu.edu/grammarlinks/punctuation/punct4s3.html>)
 - (<http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html>)
- Instruct students that different uses of punctuation are required with restrictive and nonrestrictive elements. For example, students when nonrestrictive elements are used or written, then these elements give extra information to the reader that is not always needed or important. It is added details. These nonrestrictive elements are extra information than what was already given to the reader, so they need extra punctuation (extra commas). On the other hand, restrictive elements provide needed (essential) information to the reader that is not “extra” and does not require extra punctuation.
- Provide students with needed instruction on when it is appropriate to use commas, parenthesis, or dashes.
- Have students re-read Anne's diary entry of Friday, 9 October, 1942. While they are re-reading the diary entry, instruct the students to pull out nonrestrictive and parenthetical elements that they find. Then have students identify the effect of these elements. For example, students may identify the following example in the diary entry: “Prominent citizens – innocent people – are thrown into prison to await their fate.” The students would identify this as a nonrestrictive element, and then they would simply write that the dashes were used to show greater emphasis on the fact that these citizens were innocent. Students would continue doing this as they find other examples of nonrestrictive elements.
- Have the students continue to do this with other diary entries as they continue to read the diary. For example, in other diary entries students may find examples of nonrestrictive elements using parenthesis, and then the teacher would want the students to identify and find these uses of punctuation.

ESSENTIAL QUESTION: How do writers organize and research information to form a well-written piece of writing?

TASK: Writing Assessment

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Using their notes, the text, and referring to the prompt, students will begin the writing process to produce a well-written essay explaining how Anne's struggles with her mother and her sister, Margot, pose to her becoming who she really wants to become.
- Students are expected to complete at least a rough draft of this work within the class period, allowing them an opportunity to request clarification or support from the instructor. The final draft of this essay (recommended length 2 pages, 500 words) will be due at the beginning of the next class period.
- Have students use textual evidence from the diary (informational text).
- Students should complete the following writing prompt:
 - In the Diary of a Young Girl, Anne struggles with becoming who she really wants to be because of the frustrations she feels with her mother and her sister, Margot. Describe how living in a secret hiding place and in such close proximity to her family and others is a struggle for Anne. Is she able to become who she really wants to be? Explain what changes she experiences and what they teach her about life. Provide details on the personal problems and encounters that Anne Frank endured in the hiding place that helped her become the young girl that she was.

PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task*

PROMPT:

INFORMATION/EXPLANATORY: In Anne Frank's, Diary of a Young Girl, one of the common subjects that Anne writes about in her diary entries is the conflict and differences between her parents and herself. In addition, Anne writes extensively about how young people are viewed and treated by the older generations. Think about the ideas that Anne Frank presented in her diary entry on July 15, 1944, and other important diary entries as well. Describe how Anne Frank's experiences as a young person shaped her beliefs and views about youth and the younger generation. Examine the similarities and differences between Anne Frank's views on the younger generation and yours, and explain when an adolescent becomes an adult and an "independent thinker." Support your answer using evidence from the text.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does reading and interpreting maps of the time period help in understanding the text?

TASK: Reading text; examining map; comparing and contrasting maps

Standards:

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent

understanding of a topic or issue.

ELACC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

ELACC6SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Allow students to compare final writing pieces from Assessment 1.
- Have students conduct a peer review over their writing; then have students share enlightening or surprising paragraphs with the class that they found to be interesting.
- Conduct group read-aloud of diary entries Friday, 7 January, 1944, through Friday, 28 January, 1944.
- Provide students with a map of Europe in 1944 under German occupation. Have students examine this map.
- Discuss with the students the similarities and differences between this map of 1944 and the map of 1939 introduced on the first day of the unit. Have students in groups of three or four list and explain the major differences between the map of 1939 and the map of 1944. From these differences, have students explain what caused the changes to occur on the maps.
- For homework, have students read diary entries Thursday, 3 February, 1944, through Monday, 28 February, 1944.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #6.

ESSENTIAL QUESTION: How does an author's experiences and changes in life affect the understanding of the text?

TASK: Reading new text; viewing pictures; comparing and contrasting changes in Anne's life

Standards:

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELACC6SL5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instruction:

- Read aloud to the students from the book titled, Anne Frank Beyond the Diary on pages 54 – 56. Point out to students the pictures. Have an in-depth discussion of life in hiding in the annex. How do the students feel about the pictures?
- Conduct group read-aloud of diary entries Wednesday, 1 March, 1944, through Wednesday, 15 March, 1944.
- Have students brainstorm things that have changed since the beginning of the diary. Instruct students that these changes could be anything that deal with Anne and the diary. For example, students could brainstorm the following changes:
 - Anne's loneliness and feelings of depression
 - Anne's relationship with her mother
 - Anne's relationship with her sister, Margot
 - Anne's relationship with other people in the Secret Annex
 - Anne's romantic feelings toward Peter

- the status of the war
- Have students brainstorm these changes in groups of three or four students.
- Ask students to share their lists with the class. Write on chart paper or the white board, the changes that the groups have found. Allow the students to compare and contrast the similarities and differences that they have found since reading Anne's diary.
- For homework, have students read diary entries Thursday, 16 March, 1944, through Friday, 31 March, 1944.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #7.

ESSENTIAL QUESTION: How does my personal experiences relate to the text?

TASK: Narrative Writing

Standards:

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Instruction:

- Conduct group read-aloud of diary entries Saturday, 1 April, 1944, through Saturday, 15 April, 1944.
- Have students complete the narrative writing prompt listed below:
 - What Anne Frank experienced was an extreme version of the kinds of intolerance, bullying, and bigotry that people still experience every day. Write a personal narrative describing a time you were a victim of this type of behavior, or a time when you treated someone else unfairly. Let your own unique voice come through in your writing, using verb tense, voice, imagery, and all the other literary tools at your disposal to engage your audience.
- After students have completed the narrative writing prompt, allow those students who would like to share the opportunity to do so.
- For homework, have students read diary entries Sunday morning, just before eleven o'clock, 16 April, 1944, through Saturday, 6 May, 1944.
- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #8.

ESSENTIAL QUESTION: How do I correctly use intensive pronouns?

TASK: Using intensive pronouns

Standards:

ELACC6L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use intensive pronouns (e.g., *myself*, *ourselves*).

Instruction

- Provide mini-lesson over intensive pronouns. Explicit instruction should be given over intensive pronouns. The following websites may help when planning for instruction:
 - (<http://grammar.ccc.commnet.edu/grammar/pronouns1.htm>)
 - (<http://www.towson.edu/ows/pronouns.htm>)
- Have students read the following diary entries to see if they can find the use of intensive pronouns in Anne's diary entries:
 - Sunday, 27 September 1942 ("Margot doesn't need it, she is such a goody-goody, **perfection itself**, but I seem to have enough mischief in me for the two of us put together.")
 - Saturday, 7 November, 1942 ("It is only that I long for Daddy's real love: not only as his child, but for me – **Anne, myself.**")
 - Wednesday, 29 September, 1943 ("If you just think that she still has to finish her office work downstairs, that Koophuis is ill, Miep at home with a cold, and that **she herself** has a sprained ankle, love worries, and a grumbling father, then it's no wonder she's at her wit's end.")
- Have students pick a diary entry that has already been read. Once they have picked a diary entry that has previously been read, then have them rewrite several sentences in the diary entry. As they rewrite these sentences, students need to add intensive pronouns where they would be needed for added emphasis.
 - For example, the diary entry of Saturday 15 April, 1944, includes the following sentence: "Peter forgot to unbolt the front door (which is bolted on the inside at night) and the lock of the other door doesn't work."
 - Students would then choose that sentence from the diary entry and add an intensive pronoun for emphasis. The sentence would then be written as the following: Peter **himself** forgot to unbolt the front door (which is bolted on the inside at night) and the lock of the door **itself** doesn't work.
 - Instruct students to only use intensive pronouns where it would be appropriate for added emphasis to the noun or pronoun being modified.
- Have students share which diary entries they chose with the class. As the students share, have them read the original sentence that did not use an intensive pronoun, and then have them read the sentence that they added, which included an intensive pronoun.

ESSENTIAL QUESTION: How does knowledge of historical information increase my understanding of the text?

TASK: Annotating text; comparing and contrasting texts and historical information

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6R5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Instruction:

- Initiate class discussion about Anne's view about religion. Point out specifically her philosophical views about Jews and the Jewish religion in the diary entry on Tuesday, 11 April, 1944.
- Have students re-read the diary entry on Tuesday, 11 April, 1944, and have students pull textual evidence to show how Anne views Jews and the Jewish religion.
- Then have students research and pull evidence about the main beliefs of Judaism and the Jewish religion. Have students compare and contrast Anne's philosophical beliefs found in this diary entry to the evidence that they research and learn.
- Have students write a response explaining the similarities and differences between the diary and the main beliefs learned. Have students predict what Anne Frank's philosophical views would be if she were still alive today? Would they be the same? Would they be different?
- Have students share their different takes on Anne's views with the class.

ESSENTIAL QUESTION: How does an author's personal experience show through in his or her writing?

TASK: Exploring racial and religious prejudices; reading text; annotating text

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Instruction:

- Conduct group read-aloud of diary entries Sunday morning, 7 May, 1944, through Friday, 26 May, 1944.
- Initiate class discussion about racial and religious prejudices in the world today. Have students brainstorm ideas and sayings that help explain and define what prejudice is.
- Have students brainstorm a lists of reasons or races/religions that they feel are being prejudiced against in today's society. Students may list some of the following things:
 - human gender
 - physical handicap
- Have students re-read the diary entry of "Monday, 22 May, 1944." Have students pull textual evidence from her diary entry that help define how Anne Frank would explain a prejudice. (For example, students may pull the following sentence: ". . . what one Christian does is his own responsibility, what one Jew does is thrown back at all Jews." Through this example, Anne defines through the better treatment of Christians over Jews that a prejudice is a dislike or poor treatment of someone or something.)
- Have students compare and contrast their definitions and reasons of prejudice with Anne's. Do they think that Anne would still feel the same way today as she did back in 1944?
- Have students re-read diary entry of "Friday, 26 May, 1944." Instruct the students that a lot has happened to cause Anne to get to this pitiful point in her diary. Have students pull textual evidence that causes her to become so miserable at this point in her diary.
- Have students write a response explaining why Anne Frank has almost given up hope in hiding. Instruct the students to include some of the following points:
 - reasons Anne Frank has become miserable
 - explanations for these reasons
 - agree or disagree with Anne's decision to not have gone into hiding
 - agree or disagree with Anne's decision to "let the end come"
- For homework, have students read diary entries Wednesday, 31 May, 1944, through Tuesday, 27 June, 1944.

- Students should continue writing and keeping their own personal diary. For homework, they should write diary entry #9.

ESSENTIAL QUESTION: How does an older generation's viewpoint influence a young person?

TASK: Exploring views of young people; citing textual evidence

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Instruction:

- Conduct group read-aloud of diary entries Friday, 30 June, 1944, through Tuesday, 1 August, 1944.
- Initiate class discussion about views of youth in today's world. Have students in collaborative pairs or in groups of three or four to brainstorm ideas that today's older generation feels about young people in the world today.
- Have students report back to the class the ideas that they brainstormed. Write these ideas on the white board or chart paper as students report aloud.
- Have students re-read the diary entry found in today's reading titled, "Saturday, 15 July, 1944." Instruct students that as they re-read this diary entry that they need to find textual evidence that supports their argument about how they feel the older generation views young people. Students need to write a short explanatory paragraph, describing how Anne's views are similar or different from the students' views.
- For homework, have students finish writing in their personal diary. For homework, they should write diary entry #10. After finishing the last diary entry, have students reflect back on the process in keeping a diary. Have students title a page "Reflection," and have them write down their thoughts after having kept a diary for this long. Have the students explain to you the best thing and worst thing about having kept a diary. Also, have the students write and explain in their reflection anything that they have learned from having kept a diary.

ESSENTIAL QUESTION: How do I effectively analyze a visual text?

TASK: Viewing visual text; analyzing visual text

Standards:

ELACC6RL7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

ELACC6SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Have students view the film version of Anne Frank's, Diary of a Young Girl.
- As the students view the film version, have students keep in mind the following questions:
 - What key similarities are made between the text version and the film version?
 - What key differences are made between the text version and the film version?

- How do you feel about the storyline in the film version compared to the text version?
- How do you feel about the overall representations of characters in the film versus Anne's diary? Did the film version portray the characters accurately? Why or why not?
- How did the film version present the facts, characters, people, and events of the actual diary?
- Why did the producers of the film choose to leave out certain important and relevant events and include others? What ways did the producers draw attention to these events and facts that they did include?
- After students finish viewing the film version of the Diary of a Young Girl, have students provide a detailed response listing the similarities and differences between the film version and text version. The student's response should be between 250 and 500 words. They must include the following responses in their response:
 - Provide similarities and differences between the film version and text version
 - Provide ways and devices that the producers used in the production of this film
 - Provide opinions and feelings about the film version and text version
 - Provide justification and explanation of personal opinions and feelings
- Have students share these personal responses with the class. Discuss the student's responses and see how they all felt about the film version.

ESSENTIAL QUESTION: How do I support my argument with sufficient evidence?

TASK: Brainstorming ideas; reading text; annotating text; mock trial instructions

Standards:

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 ELACC6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 ELACC6SL3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Instruction:

- Discuss with the students the great deal of speculation over the years as to how it has never been discovered who turned in the Frank family to the Nazi authorities.
- Have students revisit the text for a close analysis of character (in this case actual individuals), narrative, and setting. Instruct students to look for characters who Anne mentions in her diaries who come into play with their daily lives while they are in hiding.
- Explain to students that they are going to begin the research process and consider evidence from the extended text and will conduct research from other reliable sources in order to form a supportable accusation (indictment). Students should be looking closely at individuals in the extended text who could possibly be someone they could accuse.
- Allow students ample time to brainstorm ideas, perform close reading of the text, and make annotations on key suspected individuals.
- Provide direct instruction on conducting a mock trial. The following websites provide great resources and handouts for conducting a mock trial in the classroom:
 - (<http://www2.maxwell.syr.edu/plegal/crit3/a3.html>)
 - (<http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/20101004mocktrial.pdf>)
 - (<http://civicallyspeaking.org/mock3.pdf>)

ESSENTIAL QUESTION: How do I conduct research for a specific purpose?

TASK: Adopting roles; researching for case; preparing for trial

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6W7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Instruction:

- Have students propose possible suspects and hold a group discussion.
- Have each group contribute the name or description of the individual or individuals they believe most likely to have turned the families in to the authorities, along with a brief outline of how they arrived at their conclusion.
- Have students vote by secret ballot on the person to be tried for this “crime.”
- Divide the class into two teams, the prosecution and the defense. Explain to the students that they must adopt roles within these teams. Students must adopt the following roles: prosecuting and defending attorney(s), jurors, judge, witnesses, accused, and court reporter.
- Have students adopt roles and begin to prepare for the trial. Have students define their own roles in the trial. Roles may include:
 - judge
 - jurors
 - witnesses
 - accused
 - attorneys
 - court reporter
 - other roles students may identify

ESSENTIAL QUESTION: How do I conduct preliminary research for an argument?

TASK: Adopting roles; preparing research

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6W1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

ELACC6SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students conduct preliminary research and begin putting together their case for or against the accused suspect.
- Have students who are role playing as the judge or the juror to conduct research on the following things:
 - logical fallacies
 - supportable claims
 - reliable evidence (what constitutes as such)
 - extraneous details
 - facts from the text and from history
- Have the other students who are actually involved in the case to make sure that they are conducting preliminary research that will actually help support their case in the trial.
- Students identified as witnesses will be assigned specific identities by the attorneys as they prepare their witness lists.
- Have student groups research and prepare for the mock trial of the accused suspect.

ESSENTIAL QUESTION: How do I present an argument to convince my listeners?

TASK: Mock Trial

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6RI9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELACC6W1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:

- Have student groups conduct mock trial of the accused.
- Have student groups reflect on the mock trial process. Students should write a reflection including the following things:

- Describe their role in the trial
- Explain what happened in the trial
- Explain why this trial was relevant to Anne Frank's diary
- Describe any other events or happenings that could relate to this trial
- Describe the overall feelings for this activity – what went well? What didn't? Why?
- Explain the learning that has been gained in doing this activity
- Allow student to share some of their reflections with the class if they would like to do so.

ESSENTIAL QUESTION: How can I effectively show what I have learned in this text study?

TASK: Writing Assessment

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Have students complete the following writing assessment:
 - INFORMATION/EXPLANATORY: In Anne Frank's, Diary of a Young Girl, one of the common subjects that Anne writes about in her diary entries is the conflict and differences between her parents and herself. In addition, Anne writes extensively about how young people are viewed and treated by the older generations. Think about the ideas that Anne Frank presented in her diary entry on July 15, 1944, and other important diary entries as well. Describe how Anne Frank's experiences as a young person shaped her beliefs and views about youth and the younger generation. Examine the similarities and differences between Anne Frank's views on the younger generation and yours, and explain when an adolescent becomes an adult and an "independent thinker." Support your answer using evidence from the text.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

PROMPT: INFORMATION/EXPLANATORY: "Declaration of War on Japan" and "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940" are famous speeches given during World War II. They were designed to elicit an audience response from listeners. Compare and contrast these two speakers' messages and their uses of language. Analyze the speeches' subject, mood, tone, and use of sensory imagery. Support your analysis with examples and details from the speeches.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does the context and background knowledge of the time period improve my understanding of the text?

TASK: Pre-reading; previewing background knowledge of time period; viewing clip; making predictions

Standards:

ELACC6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6W4. 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.)

Instruction:

- Have students in groups of three or four read a summary of Winston Churchill's life (http://www.bbc.co.uk/history/people/winston_churchill#p009cmy1).
- Have them add the important historical dates to the timeline that was used in Module 1.
- Students should also highlight or star important facts or surprising statements that they find interesting. Students then share one or two facts with the class as we review Churchill's life.
- Have students read about Churchill's appointment to prime minister. Provide students with a hard copy (http://www.bbc.co.uk/history/events/churchill_becomes_prime_minister#p009cmkj).
- Let the students preview the movie clip titled, "The Reaction to Churchill's Appointment." This will allow students to see the initial reaction of many of the people who were not happy with his appointment.
- Students will then evaluate how they would have felt had they been leaders in these trying times.
- Have them predict how Churchill would have reacted to these comments from naysayers against him being prime minister.
- Have each group write a statement that they believe Churchill would have made to these naysayers. These statements should be written in the format of a news statement or news speech. Groups will share their statements with the class.
- Remind students that World War II officially began on September 1, 1939. By 1940, it was evident that Germany's next target was Britain.
- Provide a mini-lesson (direct instruction) over different types of persuasive techniques (logical, emotional, and rhetorical devices).
 - (<http://owl.english.purdue.edu/owl/resource/588/04/>)

ESSENTIAL QUESTION: How does knowledge of vocabulary help deepen my understanding of the text?**TASK: Reading new text; illustrating vocabulary; analyzing and annotating text; explaining the purpose of the text**

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6RI10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC6L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELACC6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Instruction:

- Provide each student with a hard copy of Winston Churchill's speech titled, "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940."
- Have the students read the speech independently for the first time. Have the students highlight or underline words or phrases that are confusing to the reader. Have the students look up these confusing or unfamiliar vocabulary words and define them within the speech (in the margins).
- Instruct the students that they are now going to read the speech together as a group. Have different students read the paragraphs of the speech orally.
- After each paragraph, have the students within the groups write down what is being said in that paragraph.
- After the students have read the entire speech, have them write a final paragraph explaining the purpose of Churchill's speech. Students should use textual evidence from the speech to support their group's reasoning.
- Have students share their group's explanations to the class. While the groups share, write small phrases or clauses that summarize the groups' explanations on the board. After all groups have shared, review these explanations with the class. Be sure to include historical documentation and evidence from Module 1 and from Task 1 of Module 2.

ESSENTIAL QUESTION: How does an author use words to persuade and appeal to his or her audience?

TASK: Reading text; annotating text for persuasive appeals

Standards:

- ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC6L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELACC6L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrumpy, economical, unwasteful, thrifty).

Instruction:

- Begin this task by having student groups refer back to their explanations.
- Instruct students that they are going to read Churchill's speech again, but for a different purpose.
- Point out to students that Churchill gives this speech on May 13th after having just been appointed as prime minister on May 10th.
- Have the student groups pull out vocabulary that Churchill uses and have them identify what words signify strong persuasive appeals to his audience. Churchill uses emotional words, such as "ordeal" and "tyranny." In pulling this evidence out, have student groups divide which persuasive appeals did Churchill make that were logical appeals or emotional appeals. The students should divide these in a T-chart or some sort of classification chart. An example of a classification chart has been provided below. Students should find many more examples than what has been listed though.

Persuasive Techniques – Classification Chart		
Persuasive Technique	How It Is Used	Intended Effect
Emotional Appeal	Uses words such as “ordeal” and “tyranny;” words that affect the reader’s emotions; these words create an emotional response from the listener	Churchill intends to appeal to his audience by using emotional words that will affect his audience’s emotions.
Logical Appeal	Uses sentences such as “At the end of the proceedings today, the Adjournment of the House will be proposed until Tuesday, 21 st May, with, of course, provision for earlier meeting if need be.”	Churchill intends to provide facts and reasons that supports his credibility to the listeners. In providing this fact, the readers can determine that Churchill demonstrates credibility and reliability.
Repetition	Uses the phrase “We have before us” twice in the last paragraph. He also uses the phrase “wage war” twice in the last paragraph. Stresses and repeats the word “victory” several times in the last paragraph.	Churchill uses repetition to emphasize key words and ideas and to show readers the importance of victory and survival.

- Have the students then read the speech again as a group, analyzing and evaluating how Churchill uses alliteration and parallel structure in the speech. Each group must cite textual evidence that shows how he uses alliteration and parallel structure within the speech and why Churchill used this in his speech. Make sure students evaluate why Churchill uses these devices in the speech in the first place, and the students should answer what effect these devices had on the audience.

ESSENTIAL QUESTION: How does an author’s delivery of the text help appeal to his or listeners?

TASK: Reading text; comparison of speech delivery; analyzing speech delivery; annotating repeated words or phrases

Standards:

ELACC6L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELACC6SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Instruction:

- Begin this task by choosing three students to be participants. Allow these three students to practice reading the speech in the desired format detailed below.
- Instruct students to look at Churchill’s speech at the paragraph that begins, “We have before us an ordeal . . .”
- Have the three students each read this section of the speech from the sentence “We have before us an ordeal . . .” and ends with the following clause, “for without victory there is no survival.” Instruct the three students that the first student needs to simply read the passage, but the second and third student needs to increase the delivery of the speech so that it is more forceful.
- Have the students analyze how this part of the speech inspires and appeals to its audience. Let students compare the delivery of the three students.
- Have students also point out repeated words or phrases that Churchill uses during this part of the speech.
- Have students write down words and phrases that they heard that give off an emotional appeal.

ESSENTIAL QUESTION: How might listening to a text help in understanding the tone?

TASK: Reading and listening to text; Evaluating delivery and tone of speech; Annotating speech; Evaluating claims and arguments

Standards:

ELACC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

ELACC6RI6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest, and style.

b. Maintain consistency in style and tone.

ELACC6SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Have students pull out their hard copy of Winston Churchill's speech titled, "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940."
- Instruct students that today they are going to listen to Churchill's six minute speech on audio.
- Remind the students that this speech was first heard by the people on the radio. As they listen to the speech, have the students evaluate it based on its affect on them as a listener. Have students listen carefully to the whole speech, paying close attention to the following things:
 - Churchill's accent and pronunciation
 - Churchill's choice of words
 - Churchill's use of formal speech
 - Churchill's pace and delivery
 - Churchill's ability to inspire and inform
 - Churchill's tone
- As students listen, have them mark which sections or paragraphs or phrases/clauses inspire or appeal to them as a listener.
- After students have marked and annotated the speech as a listener, have students break down Churchill's speech by giving a detailed listing of how he goes about making his argument. For example, Churchill begins his speech by detailing the steps he took to form a new government. The students should continue this outline throughout his entire speech.
- After students have completed the outline, have them evaluate the specific claims and arguments that Churchill has made. Students should examine each claim individually and see if Churchill supports the claim with facts, reasons, and/or evidence.

ESSENTIAL QUESTION: How can the context of a text improve my understanding of the text?

TASK: Pre-reading; activating background knowledge; reading and listening to new text; analyzing speech

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6W1. Write arguments to support claims with clear reasons and relevant evidence.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Instruction:

- Begin by providing a detailed summary of the events of Pearl Harbor. Allow the students to read this summary in collaborative pairs or as a group (http://www.wtj.com/articles/pearl_harbor/index.htm).
- Students will need to read the summary and underline lines that provide important facts or information. The students can also star sections that offer insightful or surprising information to the reader about Pearl Harbor.
- Divide the group of students into blocks of time that occurred on the day of Pearl Harbor. For example, this group needs to report about important things that happened from 8:00 a.m. to 8:30 a.m., and you would need to continue to divide the blocks of time evenly to other groups. Let each group share what they found to be interesting or insightful during their assigned block of time.
- After discussing the detailed summary of the Pearl Harbor events, provide students with a hard copy of Franklin Delano Roosevelt's speech titled, "Declaration of War on Japan."
- Have the students listen to the speech and watch it on YouTube (www.youtube.com/watch?v=3VqQAf74fsE). While students are watching the speech, have them think about Roosevelt's point of view and purpose in delivering this speech.
- Allow students to work in collaborative pairs or in small groups of three or four. Instruct students to discuss and analyze President Roosevelt's speech for the following things:
 - Roosevelt's message to his audience
 - Roosevelt's description of the Japanese attack
 - Roosevelt's purpose/goal in giving the speech
- Point out to students that they should have textual evidence from the speech/recording that supports their discussion/analysis for the above mentioned things. How does Roosevelt respond to Japan and the conflict that has occurred? Moreover, in these group discussions, students should find the purpose of Roosevelt's speech and write why he was giving it to Congress. In addition, have these groups give specific reasons as to why Roosevelt felt that the United States should go to war with Japan.
- Have students in collaborative pairs or in small groups of three or four annotate Roosevelt's speech looking for evidence that supports his argument for declaring war on Japan.

ESSENTIAL QUESTION: How does word choice and language influence my understanding of the text?

TASK: Analyzing speech; annotating speech; reading new text; evaluating claims

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the

ideas.

ELACC6RI6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6RI9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Instruction:

- Instruct students to look at Roosevelt's use of repetition, word choice, and sound reasoning. For example, the word "deliberately" is repeated throughout the speech. Have students determine why Roosevelt uses this word and others and repeats them throughout his speech.
- Have students determine to whom Roosevelt addresses his speech, and what effect that has on his audience. Students need to refer back to when they listened and watched the speech being delivered.
- Students will give specifics about what tone Roosevelt used in giving the speech and why or why not this was important. For example, students should find phrases and sentences that show how he is both calm and powerful.
- As a group, students should compile their analysis of the text and then should share their group's findings with the rest of the class. Students should present their group's findings in some type of visual aid for the class, such as chart paper, Prezi, or PowerPoint.
- After student groups have shared their findings, distribute to the class the newspaper article from the The New York Times titled, "U.S. Declares War, Pacific Battle Widens." (<http://www.nytimes.com/learning/general/onthisday/big/1208.html#article>)
- Have the students read this newspaper article as a group, looking for key arguments or claims that may or may not support the president's speech.
- Have the students determine how the president's speech affected the author of this news article, and how did the journalist portray the evidence found within the speech to the people in his news article.
- In addition, students should list surprising evidence or claims that this article presents to the reader. Students should support how this article probably affected its readers when it was published.

ESSENTIAL QUESTION: How do different draft versions to a text affect its meaning?

TASK: Examining and evaluating draft versions; annotating text; citing evidence; predicting

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

ELACC6RI9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Instruction:

- Have students examine and evaluate the different draft versions of Roosevelt's speech. Have students compare and contrast the different draft versions.

- Draft Version #1 (http://media.nara.gov/rediscovery/02697_2005.pdf) or (<http://research.archives.gov/description/593345>)
- Draft Version #2 (http://www.archives.gov/exhibits/american_originals/fdr.html)
- Have students determine why Roosevelt chose to change different words or add different phrases. Make sure students cite specific textual evidence and provide reasoning as to what effect this had on the speech. Were these changes for the better or the worse? Why or why not?
- After having listened to both Churchill's speech and Roosevelt's speech, have students think about the experiences of listening to the speeches versus reading them.
- Have students evaluate the effect that listening to these speeches had on the audience as opposed to them reading the speeches beforehand.
- Have students pull out specific reasons to support their evaluations; for example, as the audience listened to the speech, the listener could hear the tone of the speaker, and it affected the overall mood of the listeners, especially when Churchill uses words and phrases, such as "victory" and "survival."
- Have students think about people who were alive during the 1940s and could have possibly heard either Roosevelt or Churchill's speeches.
- Have the students interview this person and to write down a summary about this person's experience hearing the speeches, and what it was like living during this time in history. Make sure students ask them some personal questions as well. Students can use the following questions as starters:
 - What were they doing when they heard the speech?
 - How old were they at the time of the speech?
 - What was a first reaction upon hearing either of these two speeches?
 - What were your initial reactions or feelings about the news of Pearl Harbor?
 - What did President Roosevelt's speech cause you to do? Were you inspired? Were you encouraged?
 - What did Winston Churchill's speech cause you to do? Were you inspired? Were you encouraged?
 - How did the speaker make you feel as he was giving his speech?
 - Have you heard the speech since your first time hearing it?

ESSENTIAL QUESTION: How does background knowledge help in comprehending the text?

TASK: Predicting; examining and evaluating word choice and meaning in the text

Standards:

- ELACC6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- ELACC6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ELACC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ELACC6L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrumpy, economical, unwasteful, thrifty).

Instruction:

- Have students predict the effects of this speech on Congress. Have students think about the many different reactions that were held by people after the hearing of Roosevelt's speech. Have students in collaborative pairs or in small groups make a list of the reactions and the effects that this speech had on the Congress.
- After students have predicted the effects or the reactions of the Congress towards Roosevelt's speech, have students read about the effects of this speech on the Congress and on the United States. Point out to students some of the following informative facts:
 - Declaration of war passed unanimously in the Senate

- Only one dissenting vote in the House of Representatives – Jeannette Rankin (first woman elected to Congress)
- Roosevelt signed Declaration of War against Japan on December 8, 1941, at 4 p.m.
- United States enters into World War II
- United States later decided to drop atomic bomb on Japan
- Have students examine and evaluate the word choice and meaning of Roosevelt’s speech. Students should pull out specific words that add to the persuasiveness of his speech. For example, students should see the repetitiveness in the phrase, “Last night Japanese forces attacked . . .,” and should identify this as a persuasive technique being used in his speech. Students should write the technique used beside the words or the phrases that they find on the hard copy of their speech. Students should also identify words that create a tone in Roosevelt’s speech, identifying words such as “hostilities exist” to show the reader the seriousness and importance of the speech.

ESSENTIAL QUESTION: How can I effectively show what I have learned in this text study?

TASK: Writing Assessment

Standards:

ELACC6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Have students prepare for the writing assessment. Students should create a Thinking Map, using a Double-Bubble Map or a Venn Diagram Graphic Organizer.
- Have students compare and contrast the two speeches based on what we have discussed in the previous tasks for this module. Students should compare and contrast the following things in the speeches:
 - speakers’ messages
 - subject
 - mood
 - tone
 - figurative language
 - appeals to audience
- Students should use this Thinking Map or Venn Diagram as they complete the writing assessment.
- Have students complete the following information/explanatory writing assessment for Module 2: “Declaration of War on Japan” and “Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940” are famous speeches given during World War II. They were designed to elicit an audience response from listeners. Compare and contrast these two speakers’ messages and their uses of language. Analyze the speeches’ subject, mood, tone, and use of sensory imagery. Support your analysis with examples and details from the speeches.
- Instruct students to make sure that they support their analysis with examples and details from the speeches.

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

PROMPT: ARGUMENT: In several of the texts that we have read in this unit, the main characters have shown us how mature and immature that they can behave and portray themselves. In choosing one of the following texts, Diary of a Young Girl, “Songs of the Trees,” or “Marigolds,” in what ways is the main character more like an adult than a child? What can the main character’s actions and behaviors tell us about young adults growing up in society? Do you believe that external events and conflicts force a child to act more like an adult? Support your answer using evidence from the text.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How might being able to recognize literary elements help in understanding the text?

TASK: Activating background knowledge; researching historical information; annotating texts for literary elements

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC6SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students research the Great Depression, making sure that they find information that pertains to the historical setting of the times. Some of the following questions may be useful for some students who need help getting started:
 - When did it happen?
 - What were the causes of the Great Depression?
 - How did the Great Depression begin?
 - What was the Dust Bowl of the 1930s?
 - What was Franklin Roosevelt’s New Deal?
 - What was the stock market crash of 1929?
 - What were the social and political crises going on during this time?
- Provide a review lesson over characterization and setting in fiction. Make sure students are familiar with the following terms:
 - characterization
 - indirect characterization
 - direct characterization
 - protagonist
 - antagonist
 - static
 - dynamic
 - character’s appearance, behavior, emotions, intellect, and traits
 - setting

- physical environment
- social environment
- time and place
- Instruct students on types of conflict within a fictional piece of literature. Use these websites for additional resources in instructing students on types of conflict: (http://www.mce.k12tn.net/survival/hatchet/story_elements/conflict.htm) (<http://owl.english.purdue.edu/owl/owlprint/754/>)
- Provide each student with a copy of the fictional text, “Song of the Trees,” by Mildred D. Taylor. Have students read pages one through five in read-aloud.
- After reading the first five pages, have student groups or collaborative pairs pull out textual evidence that shows the setting of this story. For example, on page two, it states, “The cotton stalks . . . The ripening corn.” Have students discuss the importance of describing the setting of Mississippi during the Great Depression. Then have students tell how the setting may or may not influence or serve as conflicts in this story.
- Have students read pages five through twelve in their groups. As they read, students should use sticky notes to mark phrases, sentences, or pages that lead to the main problem or conflict in this story. Have the students then pull the textual evidence and compile their results into a conflict classification chart. As students continue to read and finish the novella in later tasks, have them add to this chart. There charts should look similar to the one below:

Conflict – “Song of the Trees”			
Type of Conflict:	Characters Involved:	Evidence from the Story:	Internal or External:
Person vs. Person			
Person vs. Self	Mary (Ma) vs. self	Page 11 states, “But what ‘bout your medicine? You’re all out of it and the doctor told you good to ____.”	Internal
Person vs. Environment (Nature)			
Person vs. Society	The Logan family vs. Society	Page 5 states, “I don’t want any of my babies going hungry, but times are hard, honey. Don’t you know folks all around here in Mississippi are struggling?”	External

- Have students share their conflict classification charts with the class. As students share, write similar conflicts that student groups found on the board.

ESSENTIAL QUESTION: How does a writer effectively characterize his or her characters in a text?

TASK: Annotating text; analyzing for characterization

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6RL5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Instruction:

- Have the students mark phrases and passages that describe Cassie Logan as they read. Students have already read pages one through twelve in groups. Have students describe Cassie Logan from the reading so far. Specifically point out that Cassie believes that the trees speak and sing to her.

Have the students discuss this in their description of Cassie Logan.

- After giving each group time to mark phrases and passages, have the students complete the classification chart over Cassie Logan. Students should have found textual evidence that shows Cassie's appearances, emotions, and traits.

Characterization – Cassie Logan			
Trait:	Textual Evidence:	Student Explanation:	Characterization Method (actions of character, speech, appearance, thoughts/feelings, affects on others):
Kindness	Page 12: “. . . ‘Stacy, is Mama sick?’	Cassie is concerned about her mother's well-being and health. By asking her older brother, Cassie reveals her kindness that she holds for her mother.	Actions of character – Cassie took the time and asked her brother what was wrong with her mother. Her actions show that she is genuinely concerned and has kindness in her heart.

ESSENTIAL QUESTION: How do authors creatively add complications to a text to offer a more suspenseful ending?

TASK: Analyzing a text for conflicts and complications; narrative writing prompt

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

ELACC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Instruction:

- Have students continue reading “Song of the Trees,” pages thirteen through twenty-five.
- After reading these pages aloud, have students discuss the types of conflict in this story. Students should continue to complete the conflict classification chart that they started in the previous task earlier.
- Have the students work in groups or collaborative pairs to find textual evidence that continues to add complications to the conflict of the story (medicine needed for their mother; important things begin to run out; money needed).

- Have the students discuss how these complications add to the plot of the story.
- Have students complete the narrative writing prompt found below:
 - Choose a character from one of the texts that we have read that resembles you, and a conflict that you have experienced. Retell the conflict from a different point of view from one of the other characters involved. You might consider taking Peter's point of view with his relationship with Anne. What are his thoughts about Anne and the rest of the Frank family? What experiences does he go through as a young man living in hiding? Or students might want to think about Cassie's older brother, Stacey, and his point of view. Using dialogue to sharpen your narrative, convey experiences from the actual text that may have shaped or happened for this type of character.

ESSENTIAL QUESTION: How can background information and historical context impact the meaning of the text?

TASK: Activating background knowledge; researching historical information; comparing and contrasting Black Americans/Jews

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

ELACC6W7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Have student groups explain why Cassie's father is working in Louisiana.
- Have students research information about President Roosevelt's "New Deal." Have the students list and describe some of the work programs created from the "New Deal."
- Have each group present to the class two or three of the New Deal programs. Make sure you point out and discuss with the students which New Deal program Cassie's father is probably working with in Louisiana.
- In the reading on pages thirteen through twenty-five, students read about a man named Mr. Anderson. Students see the cruel times of segregation.
- Have students research on the computers the treatment of African Americans during the 1930s. For example, as students research, they should see that many jobs created under the New Deal programs gave them opportunities that they had never had before. However, at the same time, many jobs under the Works Project Administration were restricted for whites only. Have students research some of the following topics:
 - Life for African Americans in the 1930s
 - Jobs for African Americans in the 1930s
 - Works Project Administration
 - Effects of Great Depression on African Americans
 - Segregation of African Americans during the 1930s
- After researching, have students complete a compare and contrast T-chart of Black Americans and the Jews during World War II.
- Have the students pull out similarities and differences between the two, making sure to emphasize that African Americans were segregated because of race and Jews because of religion (even though Hitler believed Jewry was a race and not a religious people).
- Have students compile their research findings and similarities and differences into a three page typed report.
- Have students share their research findings with the class.

ESSENTIAL QUESTION: How can an author's use of dialogue and dialect help convey the tone in a piece of literature?

TASK: Exploring point of view; examining dialogue and dialect; comparing and contrasting characters from different texts

Standards:

ELACC6RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELACC6RL6. Explain how an author develops the point of view of the narrator or speaker in a text.

ELACC6RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Instruction:

- Have students finish reading "Song of the Trees," on pages twenty-six through fifty-two.
- Provide direct instruction to the class on point of view. Instruct students on the different types of point of view, especially focusing in on omniscient narrator and first person narrator.
- Have the students complete a comparison of these two points of view, and have the students decide why Mildred Taylor chose to have a first person narrator point of view.
- Instruct the students to write what effect this has/had on a reader, and why would a writer choose a first person narrator over an omniscient narrator. Have students explain and interpret why Mildred Taylor allows the story to be told from Cassie Logan's point of view. Students should pull evidence from the text to support their answers. Have the students discuss and report back to the class with their explanations.
- Provide direct instruction on the effects of dialogue and dialect in a fictional piece of literature.
- Have the students analyze and look at the effect of dialogue and dialect in "Song of the Trees." An example used in this story: "Come on, y'all. It's getting late. We'd better go pick them berries."
- Have students find several different phrases and sentences of dialogue and dialect in the story.
- Have the students analyze the importance of these between the characters and the effect on the whole story. Have students determine its effect on the reader and on them personally. Have the students look at how the dialogue and dialect impact the tone of the piece of literature.
- Have students discuss Cassie Logan and her father's relationship and what they share with each other with Anne Frank and her father. In groups or collaborative pairs, instruct the students to explain the similarities between Cassie's relationship with her father and family and Anne's relationship with her father and family. (For example, pose the following questions to the students: Do you see any similarities or differences between the two girls? Do these families experience some of the same hardships and dealings?)

ESSENTIAL QUESTION: How do authors use specific literary elements to convey a character and a character's traits?

TASK: Examining visuals; reviewing annotation of a text; reading new text; characterizing the main character

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or

issue under study.

Instruction:

- Begin by showing students pictures and photographs of the South, the Great Depression, and impoverished people/communities. Here are some links to photographs and pictures that students can view:
 - (<http://www.english.illinois.edu/maps/depression/photoessay.htm>)
 - (<http://www.youtube.com/watch?v=dDoPCdfApeY>)
- Have students point out similarities between these pictures and what they have read so far about the Great Depression and the Holocaust. Have students predict what the story, “Marigolds,” is going to be about based on these images.
- Review with the students how to annotate a text (For example, highlighting and underlining important information and making notes in the margins.)
- Provide students with a copy of the short story, “Marigolds,” by Eugene Collier. Instruct the students that we are going to be reading this short story, looking at one of the main characters and the conflict that she faces.
- Have read-aloud of the short story “Marigolds.” As the story is read, have students annotate the text for important phrases and passages that center around Lizabeth’s character traits. (For example, point out to students Lizabeth’s traits of taunting Miss Lottie. Also, point out to the students Lizabeth’s destruction of the marigolds and her “crying” as she does it.) Have students focus in on Lizabeth’s actions and behaviors.
- After having read the story and annotated the text, have the students analyze the different changes that Lizabeth undergoes. After students have listed the different changes, have students explain the importance of these changes on Lizabeth’s character and life.
- Have students analyze the conflicts and changes and determine based on specific conflicts and changes/details in the story what the theme of this short story is.

ESSENTIAL QUESTION: How do authors use setting to help impact the meaning of the text?

TASK: Exploring the settings in two different texts; comparing and contrasting settings and characters; exploring symbols

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELACC6RL5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Instruction:

- Have students read the first sentence of the short story, “Marigolds,” again. It starts, “When I think of the home town of my youth, all that I seem to remember is dust . . .” And have them compare this to “Song of the Trees,” when Mildred Taylor wrote, “The earth was draped in a cloak of gray mist as the sun chased the night away . . .”
- Have students analyze the settings of these two stories and look for similarities and differences between the two.
- Provide students with direct instruction over symbolism and symbols in fictional literature.
- Have students look at the main character in “Song of the Trees,” Cassie Logan. Then have students look at Lizabeth in “Marigolds.” Both main characters have a significance with plant life. Have the students find textual evidence of both characters having an important emphasis of these symbols (plant life – marigolds and trees).
- Have the students analyze what these symbols mean to the main character. Do the two symbols mean the same thing for both characters? What is the

difference? What are other possibilities?

ESSENTIAL QUESTION: How do authors incorporate life issues to help convey the importance of characters in a piece of text?

TASK: Exploring similarities and differences between main characters in different texts; writing response

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6RL5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

ELACC6RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Initiate class discussion about the similarities and differences between several of the main characters in the text that have been read. Make sure to point out specifically the similarities and differences between the following main characters:
 - Anne Frank in Diary of a Young Girl
 - Cassie Logan in "Song of the Trees"
 - Lizabeth in "Marigolds"
- Have students examine how these main characters play a large role in understanding important issues of the time period. Point out specifically the issues listed below:
 - economic issues
 - racial issues
 - social issues
- Have students examine the similarities between these three young ladies by creating a comparison and contrast chart.

Comparison – Main Characters (Young Ladies)	
Similarities	Differences

- After students have compared and contrasted the three main characters, have students write a response explaining what life lessons these main characters have learned from their experiences in the texts. Instruct the students to specifically include in their responses the following descriptions and explanations:
 - Main characters' responses or reactions to the external and internal conflicts that existed in the environments around them in the text
 - Main characters' actions that they took when presented with those conflicts
 - Main characters' lessons that they learned from enduring these conflicts

ESSENTIAL QUESTION: How do authors convey the importance of characterization through the individuals in a text?

TASK: Analyzing character traits and feelings; citing textual evidence; exploring character perspectives

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6SL5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instruction:

- Have students analyze Lizabeth's inner thoughts and feelings as the students complete a characterization analysis over her character in the short story, "Marigolds." Have them do a compare and contrast with Anne Frank's inner thoughts and feelings as well.
- The following is an example of an appropriate analysis: In the short story, "Marigolds," the reader sees that Lizabeth changes perspectives or points of view in her telling. She is shown to have a child-like and immature side, and then she is shown to have a woman's side. For example, in the story, it says, "I just stood there peering through the bushes, torn between wanting to join the fun and feeling that it was all a bit silly." Another example in the text says, "The child in me sulked and said it was all in fun, but the woman in me flinched at the thought of the malicious attack that I had led."
- Have students find other textual evidence that shows the different perspectives of Lizabeth, between child and woman. In addition, have students pull previous perspectives of Anne Frank in her diary entries where she portrays the different points of view between child and woman as well.
- After students have analyzed and found textual evidence from both pieces of fictional and informational texts, have them share the similarities and differences between the two with the class.
- While students share the similarities and differences, write on the board the class findings.
- Discuss with the class that while we were reading Anne Frank's Diary of a Young Girl, we saw Anne's emotional side and the anger and fear that she felt on the inner side. We also have seen an emotional side of Lizabeth in "Marigolds." These two girls experience several of the same emotions. In "Marigolds," it says, ". . . the great need for my mother who was never there . . ."
- Divide students into groups of three or four and have them find text examples of choices that Anne makes and choices that Lizabeth makes that affect their emotional state and transform them into the young women they become.
- Students should prepare a visual (PowerPoint, Prezi, poster, etc.) to present to the class with these choices and the effects of them on the character that they choose.

ESSENTIAL QUESTION: How do authors convey different symbolism within a text to help impact the meaning of the text?

TASK: Reviewing symbolism; comparing and contrasting symbols found in different texts; reading new text

Standards:

ELACC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELACC6RL7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

ELACC6RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:

- Review with the students what symbolism is and some common symbols found in literature.
- Discuss with the students how the writer, Eugenia Collier, demonstrates a clear understanding of symbolism. In the text, it says, “They were marigolds. Momma had told me that marigolds meant hope; you can make your dreams come true.”
- Have the students read the poem titled, “Hope,” by Emily Dickinson.
- Have the students compare and contrast what the author of “Marigolds” symbolizes a marigold as “hope,” with what Emily Dickinson says is hope. Have students point out several similarities and differences between what the two authors say about hope. In this comparison and contrast, instruct students to explain if Miss Lottie and Lizabeth both thought the marigolds symbolized hope as well, or did the marigolds symbolize something else for them. Students should provide textual evidence from the short story and the poem to support their comparison and contrasts and explanations.
- Have students listen to the poem, “Hope,” by Emily Dickinson. As they listen, have students respond to the following questions:
 - How does listening to this poem affect the poem’s tone and mood?
 - How does the listener “see” and “hear” the poem?
 - Is it a greater effect upon the listener when hearing the poem rather than reading it?
 - Did the perceptions while reading the poem change after hearing it?

ESSENTIAL QUESTION: How can I effectively show what I have learned in this text study?

TASK: Writing Assessment

Standards:

ELACC6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Have students complete the writing assessment:
 - In several of the texts that we have read in this unit, the main characters have shown us how mature and immature that they can behave and portray themselves. In choosing one of the following texts, Diary of a Young Girl, “Songs of the Trees,” or “Marigolds,” in what ways is the main character more like an adult than a child? What can the main character’s actions and behaviors tell us about young adults growing up in society? Do you believe that external events and conflicts force a child to act more like an adult? Support your answer using evidence from the text.