



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

8th Grade

Subject:

English Language Arts (ELA) & Social Studies

Length of Class:

60 minutes



Image Citation:	
Midjourney AI, prompted by Netha Hussain. File:Anne Frank in watercolour.png. Wikimedia Commons, the free media repository. https://commons.wikimedia.org/wiki/File:Anne_Frank_in_watercolour.png.20,January2023 .	
Lesson Title:	<u>Bold Actions: How our actions affect others and shape the world we live in</u>
Overview:	Exploring identity and the world around us through the <i>Anne Frank's Diary: The Graphic Adaptation</i>
Learning Objective:	<ol style="list-style-type: none"> 1. Students will analyze the historical context of the Holocaust and its impact on not only Jewish people, but also other groups of people and society as a whole. 2. Students will develop empathy and understanding, as well as strengthen critical thinking skills in regard to Anne Frank, while simultaneously reflecting on their own responsibilities as global citizens.
Standards:	<p>I2.1 Formulate questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives</p> <p>RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>RI.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</p> <p>RI.8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p> <p>11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p> <p>11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RL.13.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RL.13.2 Read independently for sustained periods of time to build stamina.</p>

	<p>RL.13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p> <p>RI.12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI.12.2 Read independently for sustained periods of time.</p> <p>RI.12.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.</p>
Essential Question:	<ol style="list-style-type: none"> 1. What can we learn from Anne Frank’s story about resilience, hope, and human rights? 2. What is our role in society as a global citizen? 3. How do bias and stereotypes play a role in how we view others?
Supporting Question(s):	<ol style="list-style-type: none"> 1. How do decisions, actions, and consequences of individuals/characters reveal their personalities and true character? 2. How are we shaped by the world around us? 3. Can a person choose to make bold actions to overcome his/her stereotypical labels to achieve his/her own greatness? How so?
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <ul style="list-style-type: none"> • Blog titled, Letters About Literature: Dear Anne Frank <ul style="list-style-type: none"> ○ https://blogs.loc.gov/loc/2014/07/letters-about-literature-dear-anne-frank/ • Anne Frank from Encyclopedia of World Biography Online <ul style="list-style-type: none"> ○ "Anne Frank." Encyclopedia of World Biography Online, Gale, 1998. Gale In Context: Biography, link.gale.com/apps/doc/K1631002299/BIC?u=scschools&sid=bookmark-BIC&xid=d34943e0. Accessed 8 Nov. 2023. • Teaching with Testimony <ul style="list-style-type: none"> ○ https://www.facinghistory.org/resource-library/teaching-testimony • Anne Frank: International Symbol of Holocaust Victimhood <ul style="list-style-type: none"> ○ https://www.nationalww2museum.org/war/articles/anne-frank-international-symbol-holocaust-victimhood • World War II <ul style="list-style-type: none"> ○ https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/great-depression-and-world-war-ii-1929-1945/world-war-ii/
Required Classroom Materials:	<ol style="list-style-type: none"> 1. Copies of anchor text: <i>Anne Frank’s Diary: The Graphic Adaptation</i> (class set) 2. Computers/tablets with internet access 3. SMART Board for multimedia presentations and viewing other

	<p>sources</p> <ol style="list-style-type: none"> 4. Chart paper 5. Sticky notes 6. Highlighters 7. Digital and print primary and secondary sources related to the Holocaust
Classroom Environment:	<p>To facilitate the book study and discussion the classroom will focus on the following:</p> <ol style="list-style-type: none"> 1. Clearly displayed guidelines for collaborative work 2. Clearly displayed classroom rules, guidelines, expectations, and procedures 3. Flexible seating 4. Designated reading areas 5. Technology integration with SMART Board and digital devices 6. Designated classroom library that will emphasize other texts related to Anne Frank and the Holocaust 7. Ability to view both SMART Board and whiteboard
Differentiation and Adaptations:	<ol style="list-style-type: none"> 1. Visual Learners: provide graphic organizers and/or other visual aids to help students organize information. 2. Kinesthetic Learners: Provide opportunities for role play when applicable or incorporate gallery walks as an instructional/engagement strategy. 3. English Language Learners: Provide bilingual resources or translations of key vocabulary and other relevant texts 4. Gifted Learners: Provide opportunities for independent research on topics related to the Holocaust.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5-7 class periods	To complete the reading, discussion, and analysis of the Graphic Novel
10-15 minutes (Introduction to lesson/book study)	<p>I do: (Introduction to lesson/book study)</p> <ol style="list-style-type: none"> 1. Give students sticky notes. 2. Post picture of Anne Frank on SMART Board, ask students to jot down what they know or remember. 3. Use this as a springboard to introduce Anne Frank, the Holocaust, and World War II to the class.

	<p>4. Advise students that they will explore themes of prejudice, discrimination, and the human condition as it is presented within the novel.</p>
	<p>We do:</p> <ol style="list-style-type: none"> 1. Read the novel within their predesignated collaborative reading groups. 2. Students will complete graphic organizers, discussion questions, etc. as a means of organizing their thoughts, promote engagement, and develop understanding of the graphic novel. 3. Work as a group to create a multimedia presentation about Anne Frank, her circumstances, etc. <p>REPEAT until the novel and presentations are complete.</p>
	<p>You do:</p> <ol style="list-style-type: none"> 1. Read the graphic novel independently and complete their dialectical journals, to digest the material, summarize, clarify, make connections, and otherwise track their own thinking. 2. Students will use this graphic organizer in their reading groups to promote understanding. 3. Students will also use this time to work on their individual parts of the presentation.

<p>Assessments:</p>	<p>Assessments include:</p> <ul style="list-style-type: none"> • Checkpoints that emphasize basic comprehension questions <ol style="list-style-type: none"> a. What challenges did Anne Frank and her family face? b. How would you characterize Anne Frank? • Analysis Questions: <ol style="list-style-type: none"> a. How does the graphic novel format enhance or diminish your understanding of Anne Frank and her circumstances. b. Discuss how the panels, color layout, etc. help to convey emotions and themes within the novel. • Critical Thinking Questions: <ol style="list-style-type: none"> a. Reflect on Anne Frank’s diary entries and discuss their impact on readers’ understanding of her experiences during WW II.
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	<p>b. Evaluate how effectively the graphic novel format truly captures the significance of this historical event.</p> <ul style="list-style-type: none"> • Final Project: students will create a presentation and then present to the class. Each group will focus on different aspects of the book, characters, events. The groups will critique themselves. The audience also have a rubric/checklist and grade the presenters. <p>The questions listed above will be disseminated through discussion, exit tickets, etc.</p>
<p>Learning Extensions:</p>	<ol style="list-style-type: none"> 1. Students will visit the Anne Frank Center on University of SC campus 2. Create PSA on the dangers of bias and stereotypes with emphasis on how it is harmful to other people.