



Lesson Plan

Anne Frank's Diary: The Graphic Adaptation

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Grade Level: 6th grade

Subject Matter: Anne Frank/Holocaust

Standards:

Social Studies Standard: Global Interdependence- 6.5.CE

Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries. This indicator promotes inquiry into the cause and effect relationship between nationalism and world wars. This indicator promotes inquiry into genocide, including the Holocaust.

Reading: Language, Craft, and Structure Standard 8:

Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

RI 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.

RI 8.2 Identify text features and structures that support an author's ideas or claim.

Reading: Language, Craft, and Structure Standard 10:

Analyze and provide evidence of how the author's choice and perspective shapes content, meaning, and style.

RI 10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.

Objective:

To observe, analyze, and interpret the author's craft

To be introduced to the Holocaust and explain the effects of genocide

Description: In this lesson students will observe photos from the Holocaust and illustrations from the graphic novel *Anne Frank's Diary: The Graphic Adaptation* and be able to infer what is happening within these images. Compare the photos with the graphic images to begin a discussion on the author's craft used in the novel. Students will be able to determine the meaning of the text.

Materials Needed:

- photos from The Library of Congress
- *Anne Frank's Diary: The Graphic Adaptation*
- chart paper
- markers
- Storyboardthat.com

Teacher Preparation:

- Create 2-3 charts with photos from The Library of Congress
- Create 2-3 charts with illustrations from *Anne Frank's Diary: The Graphic Adaptation*
- Create an account with storyboardthat.com

Instructions:

Day 1

Essential Question:

How can analyzing photos and illustrations help me better understand what the author is trying to convey? How can author's craft help you better understand a text?

Teacher Model:

The teacher will display a photo from the Library of Congress on the board and observe with the class. Students will identify what they see and what is happening

in the photo. The teacher will make notes all around the photograph. Then students will infer what is actually happening and the teacher will reveal where the actual photo was taken.

Ask: What do you see? What do you notice? Encourage students to share their observations. Accept answers.

Guided Practice:

The students will break into 4-5 groups where they will rotate around the room to observe 4-6 posters. (These numbers will depend on your number of students.) Some charts will have photos from the Holocaust (Library of Congress) and a few will have illustrations (*Anne Frank's Diary: The Graphic Adaptation*). Students will rotate in groups working together to write all around photos on the posters what they are inferring or observing. Ask questions as they rotate. How are these illustrations and photos different? What colors do you see and how do they make you feel?

Independent Practice:

After much class discussion of the illustrations and photos, students will independently reflect on their findings and what the difference was between the illustrations and photographs to them.

Which do you prefer the illustrations or photographs? Which helps you understand the story better? Why?

****Begin reading and discussing the novel, *Anne Frank's Diary: The Graphic Adaptation*.**

Closure:

By observing and breaking down these illustrations and photos what have we learned about the way a story can be told?

Day 2

Essential Question:

How can identifying text features and analyzing pictures help me better understand the author's craft and tone?

Teacher Model:

The teacher will review from yesterday, *Anne Frank's Diary: The Graphic Adaptation* and photos from The Library of Congress.

Guided Practice:

The teacher will display a bubble map on the board. Students will look through the entire novel pointing out features used in the graphic adaptation filling in bubbles on the map as a class. The teacher will discuss these features: Talking bubbles, bold print, colors, cartoon characters, panels, diary entries, illustrations, etc..... and discuss why the author takes this approach to his writing. The teacher will pick page 24 to display and discuss as a class. (This page introduces the van Daan family.) Talking bubbles and their shape, Dear Kitty entry, the new family and how they are introduced, missiles in the air, the use of humor, etc.

Independent Practice:

The student will have a copy of page 28 from the novel. Students will compare and contrast Anne and her sister Margot by only using the images on this page.

Closure:

Discuss how these two young ladies are portrayed in the novel. Why did the author use these images on this page the way he did?

****Continue reading and discussing the novel, *Anne Frank's Diary: The Graphic Adaptation*.**

Day 3:

Essential Question:

How can identifying text features and analyzing pictures help me better understand the author's craft and tone?

How can identifying similarities and differences within text features help with my understanding of the text?

Teacher Model:

The teacher will review text features and the author's craft observed from yesterday in *Anne Frank's Diary: The Graphic Adaptation*.

****Complete the reading and discussion of the novel, *Anne Frank's Diary: The Graphic Adaptation***

Guided Practice:

The student will compare and contrast the illustration on page 23 in the novel with a real life photo of the annex where Anne was in hiding. What does this tell us about the tone of this novel compared to the tone of the photo? Overall what was the tone of Ari Folman's adaptation? What was he trying to accomplish with this graphic version? Why does the book end with Anne's last entry and then we find out what happens to her and the family in the "Afterword" section? Note that her death is not transformed into graphics.

Independent Practice:

The students will create a graphic version of the events beginning at the end of her diary. This version will be according to how they would like to adapt it. Students will create their version using storyboardthat.com

Closure:

Discussion of story boards.

Storyboards should illustrate the author's craft. Think about how you interpret setting, characterization, tone, and mood in a story. How did you illustrate these author's crafts in your own interpretation?

References

Annefrank.org

Folman, Ari, et al. *Anne Frank's Diary: The Graphic Novel*. Pantheon Books, 2018.

<https://www.loc.gov/resource/dcmsiabooks.holocaustdocumen00wolf/?sp=25>

<https://www.loc.gov/resource/dcmsiabooks.holocaustdocumen00wolf/?sp=23>

<https://www.loc.gov/resource/dcmsiabooks.holocaustdocumen00wolf/?sp=18&r=-0.579,0.015,2.158,1.021,0>

Storyboardthat.com