Objective and State Standards

Objective:
The students will use prior knowledge about Anne Frank in hiding, along with details read by the teacher, to generate ideas of what the "Secret Annex" might have looked like. They will share these ideas orally in class. They will add to or build on their own ideas. They will then use these ideas to illustrate, in detail, their interpretation of what the Annex looked like. Finally, they will use their ideas, notes, and illustrations to write a descriptive (expository) essay describing the Secret Annex in detail. They will be expected to use proper spelling, punctuation, capitalization and grammar appropriate to standards. In addition, they will be told that they will be scored according to the 6-point writing rubric and reminded that their essays be fully developed accordingly.

State Standards
• W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions

PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement

PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions

PO 3. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject

• W-E 1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)

PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)

PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

Anticipatory Set
With a partner, quickly answer the following questions (allow about 5 min.). Who were the members that lived in the Annex? What were some of the rules they had to obey? What were some of the dangers they faced?

Discuss all generated answers and list on the board. This will focus them for the lesson and serve as a word wall for a writing assignment that they will do later.

**Procedures (Teacher input, Modeling the behavior, Comprehension checks, and Guided & Independent Practice)**

Now, re-read the description given in the book that describes the Secret Annex. Ask students to imagine, in their own minds, what that might "look" like. Re-read it again as they keep their eyes closed and visualize the content.

Bring them back together and ask for volunteers to "share" what they saw. Prompt students by asking them specific details about color, size, direction, and placement of objects. List these adjectives/phrases on the board.

You have now created two word lists and ideas for them to use, as they will later be asked to write.

Give each student a plain sheet of white ditto paper and explain that they are going to be asked to illustrate a layout of what they think Anne Frank's Secret Annex might have looked like. They must include tote stairs, door/bookcase, all three level, each room and the items described.

The teacher will illustrate this quickly as she sketches what she "saw." This will serve as a guide and will demonstrate how to illustrate the various levels. This does not need to be finished. It is merely a guide to generate desired student work.

The teacher should check for comprehension. She will ask questions to make sure that they know what is expected and what they are to do.

* Who can tell me what you are going to illustrate?
* What kind of details should be included?
* Which rooms need to be included in the illustrations?

After the teacher checks for understanding, students may begin working on their illustrations. Allow ample time for them to create. It should be done in pencil first and then students may use colored pencils and rulers if desired.

After students complete the drawing assignment, explain that now they are going to bring their pictures to "life" with words. They will use their picture as a guide to write out a detailed description of the secret Annex. Ask students to pretend they are a "tour guide" and this is a museum. Use phrases such as . . .”as you walk down the narrow stair case you pass a table.” Also include details that provide insight as to what they might have seen the families doing had they lived during those times. Ask students to use their prior knowledge to provide interesting facts that go along with their picture.

Before you actually have them write, brainstorm some ideas together, share as a class and listen to possible beginnings. Use these ideas to model a good example of what is expected.

The teacher should use her picture as an example and orally describe what a tour guide might say, adding details and examples.
As guided practice, have students generate a good beginning paragraph together as a class as you write it out using an overhead for all to follow along. Again, the teacher provides an example of what is expected.

Review the Writing Rubric and what is expected in all writing assignments. Explain that this assignment will be scored for organization and mechanics. Review the characteristics of each of those. Put these on the sideboard so that expectations are clear and posted.

Once again, the teacher should check for comprehension, making sure that the students know what is expected and how they are to be evaluated. Answer any final questions and clarify any misconceptions.

*What are you going to write?*
*Who are you going to pretend to be as you write?*
*What details are you going to include in your essay?*
*How will your essay be scored?*

Allow time for independent practice where the students will begin writing their descriptive essays.

Ask volunteers to read their essay while their illustrations are taped to the board for all to observe.

Students are to provide feedback. Take at least three comments from different students in the following categories; what they liked about the essay, what they felt was done well, what stood out, what was creative, or one good thing about the illustration.

Closure
Quickly brainstorm with students reasons "why we write." Ask them how a descriptive essay fits in and differs from other types of writings. Use the following questions to help them make connections.

*What does descriptive writing involve?*
*What did you have to pay attention to, why?*
*What did you find easy or hard?*
*What words of advice do you have to share with someone who has to write a descriptive essay?*

Modifications and Accommodations for LEP and learning Disabled Students

I developed this lesson to go along with a Holocaust Unit that I am currently in the process of planning/refining. I had several ideas and lessons that I've done in the past, but I'm putting them all together and designing new ones to be part of the unit.

My unit takes into consideration many genres in which to gain information. In addition, I feel that my students (because they value the topic) want to learn more. By having this desire to gain knowledge, I have created a value for reading. The various genres and projects I use include the following:

Genres:
Biographies - Anne Frank, Anne Frank, Beyond the Diary
Drama - Anne Frank - the play
Novels - Anne Frank, the Diary of a Young Girl, The Devils Arithmetic
Videos - Forget Me Not: The Anne Frank Story, Anne Frank - as told by Miep Geise
Newspaper - clippings from W.W.II
Audio Cassette - The Diary of Anne Frank (listen as we follow along in novel)
Projects:
- Wrist band activity - journal writings (this wrist band identifies them as Jews as they experience loss of privileges)
- Classroom "prison camp" simulations - reactions
- Holocaust "poster board" group project and presentation
- Time lines
- Death camp statistic - graph activities
- Mock trial from Devil's Arithmetic - bringing the commandant to trial, using the characters as witnesses
- Secret Annex - illustration, descriptive writing

I work hard to provide many opportunities for students to "talk" about what they have learned and read. They are put into situations and helped to make connections between their own experiences and what they are learning about. They participate in numerous classroom discussions and are able to reuse their individual understandings of texts in response to the comments of classmates.

There is constant evidence that students' writing is influenced by what they are reading and learning. This is evident through reading their simulation response papers, journal entries from the "wrist band" activity, their descriptive essays, and in their final projects and display boards.

It is obvious that there are opportunities for my students to make good choices for reading. I make sure I also provide time and materials for them to read. For example, I go to the Yuma County Library and check out at least 35 books dealing with the Holocaust, at all levels. This way, when I allow time, hopefully they can find something of interest at an appropriate reading level. Many of the students enjoy seeing the graphic pictures and reading the descriptions that go with them.

In addition, I use the following checklist as a guide in assisting all my students, but specifically those who are second language learners or students with special needs.

**General Guidelines for Accommodating:**
1. Pre-teach vocabulary
2. Preview major concepts
3. State a purpose for reading
4. Provide for repetition of instructions
5. Provide clear directions and examples
6. Make time adjustments
7. Provide feedback
8. Have students keep an assignment notebook
9. Provide an alternate assignment
10. Be sure the assignment is appropriate
11. Read material orally as much as possible
12. Allow manipulatives

**Specific Accommodations used in this lesson**
*List of expectations on the board (LD & ED)
*Generated word lists on the board (LD, ED, & MR)
*Students with orthopedic impairment might be able to use a computer or touch pads in order to complete the writing assignment
*Students may work with a peer buddy to assist in writing (MIMR)
*Students may give oral descriptions rather than written (All)
**Evaluation**

Assessments can be made both informally and formally. Informal assessments can be made through classroom observations (e.g. brainstorming activities, independent work). The essay can be scored using the six traits writing rubric along with the grammar checklist. The illustration and oral presentations can be scored also using a rubric.

**Assessment tools:**
* Classroom observations
* Classroom participation - responses given in discussions and brainstorming
* Illustration - Use of rubric to assess Illustrations
* Essay - Use of the writing rubric to assess essay
* Oral presentation - rubric to assess oral presentations
* Checklist - grammar, punctuation, etc.

**Materials**
* Anne Frank, Beyond the diary: a photographic remembrance, (Verheven and Rian)
* colored pencils and rulers
* white ditto paper
* white lined paper
* 6-trait writing rubric bulletin board
* oral presentation rubric
* illustration rubric
* grammar checklist