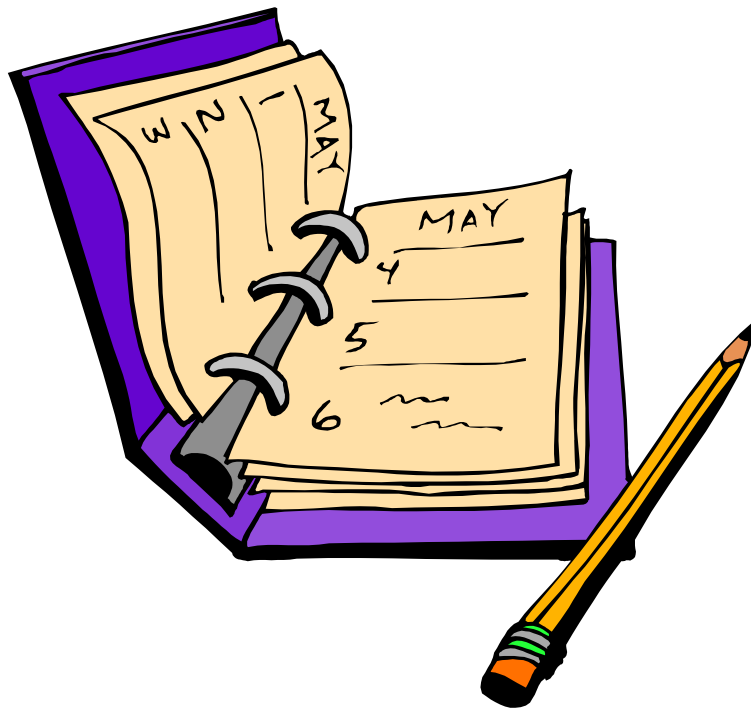


The Diary of Anne Frank

Creating Instructional Unit Resource Guides

Based on the Principals of Universal Design and Differentiated Instruction



A Middle School Language Arts Lesson Plan

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Message to the Reader / Teacher

This lesson plan was developed during the spring semester of 2006. Each year, the 8th grade students at Lake Ridge Middle School study an entire thematic unit on the Holocaust, and the Language Arts teachers incorporate this novel.

As teachers who either teach 8th grade Language Arts or Special Education, we wanted to develop a UDL lesson on this topic so that all students could have access to this novel and the lessons that it teaches. This is the final semester of our UDL grant, and we feel that this lesson plan will be the most used in our building for years to come. Our students appreciated the integration of technology into this lesson. This resulted in more students participating in discussions, more students understanding the key concepts and more students actively engaging in the activities that were presented in class.



Standards and Benchmarks

What standards will be met by teaching this unit?

6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

6.5.4 Write responses to literature that:

- develop an interpretation that shows careful reading, understanding, and insight.
- organize the interpretation around several clear ideas.
- develop and justify the interpretation through the use of examples and evidence from the text.

Help!

Resources for locating state standards:

Developing Educational Standards

<http://www.edStandards.org/Standards.html>

MCREL

<http://www.mcrel.org/standards/>

Indiana Learning Standards

<http://www.doe.state.in.us/standards/>

ISTE – National Educational Technology Standards

<http://www.cnets.ist>

Planning Pyramid

What should students know?

△ Some students will know

- **How to interpret information from text to make basic inferences.**
- **Will formulate an opinion and give clear examples from the text to justify the opinion.**

△ Most students will know

- **How to summarize a chapter.**
- **How to develop graphic organizers to organize information from text.**
- **The relationships between characters.**

△ All students will know

- **Main characters in the story**
- **Basic plot**
- **20 key vocabulary words**

Teacher Library

What materials and resources will be useful for teachers?

The following on-line resources will be helpful as you plan your Anne Frank Unit:

For an e-reader of the Diary of Anne Frank, chapter by chapter, with a variety of text sizes, text color overlays and backgrounds, go to :

www.classicbookshelf.com

For on-line graphic organizers designed to help students organize plot, characters and story line and also to develop ideas for writing, go to:

www.teachervision.com

For related information on Germany, the Jewish faith, etc:

www.enchantedlearning.com/



Other Possible resources for locating instructional materials:

Google: <http://www.google.com>

Children's Literature Web Guide: <http://www.ucalgary.ca/~dkbrown/index.html>

TrackStar: <http://trackstar.4teachers.org/trackstar/>

WebQuest Project at San Diego State University: <http://webquest.sdsu.edu/>

Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

For support with the writing process, go to:

www.brainpop.com

To print out a variety of graphic organizers to organize your thoughts and your writing, go to:

www.teachervison.com

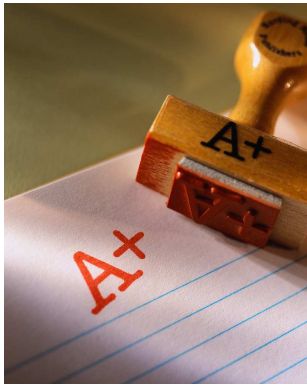
To develop rubrics for writing and alternative assessments, go to:

RubiStar: <http://rubistar.4teachers.org>



go to:

quizcenter/quizcenter.html



Assessment

What materials and resources will be useful for assessing student knowledge and skills?

*Have students create their own graphic organizers to show relationships between characters, plot, or cause and effect.

Go to www.graphicorganizers.com.

*Have students orally respond to questions on key elements of the story.

*Students can create a diorama in a group to show progression of story line.

Go to www.abcteach.com/babysit

*Students can write a report using templates to support their writing.

Go to www.donjohnston.com/catalog/writecover/writecoverfrm.htm

*Students may create a PowerPoint Presentation on the story.

*Students may create a Time Line of story elements.

Go to: www.eduplace.com Click on Graphic Organizers.

*Students can create an original composition (song, poem) about the story or a character.

*Students can create a newspaper front page summarizing at least three events that took place in the novel.

Modifications: Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB RESOURCES
Student cannot read at grade level.	Utilize digital and audio formats of text Incorporate technology to remove barriers.	www.readplease.com www.sparknotes.com www.cast.org www.trace.wisc.edu/work/computeraccess/mac/macshare.html
Student has difficulty comprehending the material.	Present concepts in a visual and auditory manner.	www.brainpop.com www.eduplace.com www.teach-nology.com
Student has difficulty mastering the vocabulary of the unit.	Provide additional activities to reinforce vocabulary development.	www.wordcentral.com www.puzzlemaker.com
Student has difficulty with handwriting (speed or accuracy).	Use alternative assessments, allow assignments to be word processed.	www.inspiration.com www.eduplace.com
Additional general accommodations that all students can benefit from	Can be found at the following sites:	www.glc.k12.ga.us www.ldonline.org www.education.umn.edu/NCEO