

**Magoffin County Schools  
English Language Arts  
Kentucky Core Academic Standards Planning Guide**

**Teacher:** Unit 3      **Date:** November 1 – December 16, 2011

**Title: Determination in Life and in Literature**

This third, eight-week unit of seventh grade continues building on character analysis, focusing on determined and courageous people in both informational texts and literature.

**Unit: 3**

**5.5 weeks**

**Grade Level:** 7

**Overview --** Students read Anne Frank: The Diary of A Young Girl as a class, and compare how the diary is similar to and different from the play version by Francis Goodrich and Albert Hackett. In addition, students choose a story with a similar theme, such as The Journal of Scott Pendleton Collins or Z for Zachariah to provide additional support for how characters' determination is portrayed in literature. Students compare and contrast these stories with informational texts written from a variety of perspectives on World War II. Students focus their reading on in-depth analysis of interactions among individuals, events, and ideas in a variety of texts, comparing the ways in which different authors shape similar stories. This unit ends with an open-ended reflective essay response to the essential question.

**Essential Question --** How does real-world determination inform the depiction of determined literary characters?

**Focus Standards**

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>•RL.7.5: <b>Analyze</b> how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li> <li>•RL.7.7: <b>Compare and contrast</b> a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting,</li> </ul>	<ul style="list-style-type: none"> <li>•RI.7.3: <b>Analyze</b> the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>•W.7.2: <b>Write</b> informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>	<ul style="list-style-type: none"> <li>•SL.7.2: <b>Analyze</b> the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>•L.7.6: <b>Acquire and use</b> accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather</b> vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>

<p>sound, color, or camera focus and angles in a film).</p>	<p>how the delivery of a speech affects the impact of the words).</p> <p>•RI.7.9: <b>Analyze</b> how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>			
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<b>Student Objectives :</b>	Knowledge/Understanding	Reasoning	Performance Skill	Product
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<p>I can...</p> <ul style="list-style-type: none"> <li>•Define “determination.”</li> <li>•Read and discuss fiction and nonfiction texts about people, real and fictional, that face conflict.</li> <li>•Compare and contrast characters from the various novels read.</li> <li>•Discuss how authors’ use of language, diction, or style of presentation affects the meaning of their stories and makes their styles unique.</li> <li>•Write a variety of responses to literature and informational text.</li> <li>•Explain how knowing the historical context impacts understanding of a story.</li> <li>•Analyze two accounts of the same event and describe important similarities and differences in the details they provide.</li> <li>•Compare and contrast Anne Frank: The Diary of a Young Girl in written form to the play and film versions.</li> <li>•Participate in group discussions.</li> </ul>
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**Resources**

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Plays**

- The Diary of Anne Frank: A Play (Frances Goodrich and Albert Hackett) (E)
- 101 Monologues for Middle School Actors: Including Duologues and Triologues (Rebecca Young)

## **Memoir**

- A Friend Called Anne: One Girl's Story of War, Peace and a Unique Friendship with Anne Frank (Jacqueline van Maarsen)

## **Stories**

### **General**

- I Am David (Anne Holm)

### **Comparisons to The Diary of Anne Frank**

- Z for Zachariah (Robert C. O'Brien)
- Milkweed (Jerry Spinelli)
- The Devil's Arithmetic (Jane Yolen)

### **Poems**

- War and the Pity of War (Neil Philip)

## **Informational Texts**

### **Biographies** (includes other possible comparisons to The Diary of Anne Frank)

- Anne Frank: The Diary of a Young Girl (Anne Frank)
- Anne Frank: Beyond the Diary: A Photographic Remembrance (Ruud van der Rol and Rian Verhoeven)
- The Journal of Scott Pendleton Collins: A World War II Soldier, Normandy, France, 1944 (Walter Dean Myers)
- Night (Elie Wiesel)
- Zlata's Diary: A Child's Life in Wartime Sarajevo (Zlata Filipovic)
- I Have Lived a Thousand Years: Growing Up in the Holocaust (Livia Bitton-Jackson)

## **Informational Text**

### **World War II**

- A History of US: War, Peace, and All that Jazz (Joy Hakim) (E)
- Ghost Soldiers: The Epic Account of World War II's Greatest Rescue Mission (Hampton Sides) (advanced)
- True Stories of D-Day (True Adventure Stories) (Henry Brook)
- Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference (Joanne Oppenheim)
- Hiroshima (John Hersey)
- Fighting For Honor: Japanese Americans and World War II (Michael L. Cooper)
- Never to Forget: The Jews of the Holocaust (Milton Meltzer)
- Six Million Paper Clips: The Making of a Children's Holocaust Memorial (Peter W. Schroeder and Dagmar Schroeder-Hildebrand)

### **Atomic Structure/Atomic Bomb**

- Atomic Structure and Chemical Reactions: Middle Grades and High School (Nevin Katz)
- The Making of the Atomic Bomb (Richard Rhodes)

### **Speeches**

- "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" (Winston Churchill) (E)
- "Declaration of War on Japan" (Franklin D. Roosevelt)

## **Art, Music, and Media**

## Media

- The Diary of Anne Frank (1959) (Screenplay by Frances Goodrich and Albert Hackett)
- Anne Frank, the Whole Story (2001)
- Paper Clips (HBO documentary) (2004)
- Bataan Rescue: The Most Daring Rescue Mission of World War II (PBS documentary) (2005)

## Additional Resources

[Writing Alternative Plots for Robert C. O'Brien's \*Z for Zachariah\* \(ReadWriteThink\) \(W.7.3\)](#)

**Throughout *Z for Zachariah* (Robert C. O'Brien), the narrator, Ann Burden, is faced with a number of tough decisions as she strives to survive in a post-nuclear holocaust world. As a culminating activity, students apply their knowledge of cause and effect to these tough decisions to create alternative plots.**

[Anne Frank: One of Hundreds of Thousands \(National Endowment of the Humanities\) \(RI.7.9\)](#)

**This lesson invites you to supplement your students' reading of *Anne Frank: The Diary of a Young Girl* by connecting the diary to the study of history and to honor the legacy of Anne Frank, the writer, as she inspires your students to use writing to deepen their insights into their own experiences and the experiences of others.**

[Teacher's Guide to Bataan Rescue: The Most Daring Rescue of World War II \(PBS\)](#)

**History, geography, civics, and economics activities that will advance students' understanding of the Bataan Death March.**

[Elie Wiesel was born on September 30, 1928 \(ReadWriteThink\) \(RI.7.6\)](#)

**Holocaust survivor Elie Wiesel is the author of over forty books, the most famous of which, *Night*, is an autobiographical work based on his experiences during the Holocaust.**

[Walter Dean Myers, author of the Printz Award-winning novel \*Monster\*, was born in 1937 \(ReadWriteThink\) \(RL.7.7\)](#)

**Discuss how film script format affects the story and why the author may have selected this writing style. Have students write a story using a similar format.**

[Investigating the Holocaust: A Collaborative Inquiry Project \(ReadWriteThink\) \(RI.7.9\)](#)

**In this unit, students explore a variety of resources—texts, images, sounds, photos, and other artifacts—to learn more about the Holocaust.**

[Language Arts and Social Studies—It's the Connections that Matter Most! \(Ohio Resource Center for Mathematics, Science, and Reading\)](#)

**This is an article by teachers about ways to best support learning taught across content areas so that students truly learn and retain the content of what we are teaching.**

[Teacher's Guide to the Holocaust \(Florida Holocaust Museum\)](#)

[Great Speeches Collection \(The History Place\)](#)

## Activities -

### Class Discussion

What is meant by the word "determination"? Look up the word in a dictionary (in print or online) and write your ideas down on a Post-It note. Your teacher will give you the opportunity to "Give one, get one" in order to go beyond the dictionary definition. Let's create a class word map of the word "determination."

**Assessments** – selected response and short answer; extended written response; performance; personal communication

### Class Discussion

Compare and contrast characters from the various novels read. Can you generalize about the types of character qualities that lead to determination? (SL.7.1a, b, c, d, RL.7.2, RL.7.5, RL.7.6)

As you find examples of determination in texts read during this unit, write them on Post-It notes and add them to our chart. (SL.7.1a, b, c, d)

#### Literature Response

In *The Diary of A Young Girl*, Anne writes vividly about her experiences. What is it about the language she uses that offers insights into her character, especially her determination? Write a response to this question in your journal: "What makes Anne Frank a person to whom I can relate?" Justify your answer with specific information from the text. (RL.7.5, RL.7.4, RL.7.6)

#### Graphic Organizer

As you read one of the fictional stories to compare it to *The Diary of A Young Girl*, take notes in your journal about how the characters have experiences similar to and different from Anne Frank's. Be sure to note page numbers with relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion.

- Where did the character live?
- What was that character's context? What was happening in the world?
- What was a typical day like for this person?
- How is the character's experience similar to Anne Frank's?
- How is the character's experience different from Anne Frank's?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.2, RL.7.6)

#### Speech Analysis

Compare the speeches by Winston Churchill and Franklin D. Roosevelt. How are their messages, diction, and writing techniques similar and different? How do these characteristics contribute to the speeches' meaning? Write your ideas in your journal, possibly in a T-chart or Venn diagram, and share with a partner prior to class discussion. (SL.7.3, RI.7.9, RI.7.6, RI.7.7)

#### Class Discussion

We have read about Anne Frank and her life within the confines of an attic during World War II. How does knowing the historical context of the diary add to your appreciation of Anne's writing? Why? Write your ideas in your journal and share with a classmate prior to class discussion. After the class discussion, write a speech where you explain your position and present it to the class. (RI.7.3, RL.7.2, RL.7.6, W.4.4, SL.6.6)

#### Dramatization/Fluency (Option 1)

Write a dramatic interpretation of Anne Frank's (or someone else's) experience with conflict during the Holocaust; you may focus on interpersonal conflict, intrapersonal conflict, conflict between self and society, or another type of conflict. Your interpretation should incorporate the dramatic elements studied during the drama unit and accurately reflect the information learned in history class. (W.7.3a, b, c, d, e, RI.7.3, W.7.4, L.7.1a, b, c, L.7.2a, b, L.7.3a)

#### Dramatization/Fluency (Option 2)

Choose a poem from *War and the Pity of War* or a diary entry from one of the books read to present as a dramatic reading. How does the passage you chose reflect the determination of characters during the horrors of war? (SL.7.6, RL.7.2)

#### Reflective Essay

Write a written response to the essential question, based on the novels read and discussed in class: "How does real-world determination inform the depiction of characters in literature?" Cite specific details from texts read, not only from English class, but also from history class. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to summarize your thoughts on two Power Point slides that include visuals. All slides will be combined into a single presentation for posting on the class webpage. (W.7.2a, b, c, d, e, f, W.7.4, W.7.9a, b, L.7.1a, b, c, L.7.2a, b, L.7.3a)

#### Informational Essay

Analyze various accounts of World War II events from a variety of print and digital resources. In your journal, identify and distinguish among the facts, opinions, and reasoned judgments presented by different people. Include an analysis of the interactions among individuals, events, and ideas, drawing on various accounts from different authors. Include new vocabulary words learned during this unit. (W.7.2a, b, c, d, e, f, RI.7.6, RI.7.9, RI.7.3, L.7.6, W.7.4, L.7.1a, b, c, L.7.2a, b, L.7.3a)

**Media Appreciation**

Discuss the similarities and differences among the book, play, and film versions of Anne Frank’s story. What parts were true to the original? What parts were changed? Why do you think the elements that changed were changed? Does it add to the dramatic effect? Why or why not? Write your ideas in your journal and share with a classmate prior to class discussion. (RL.7.5, RL.7.7)

**Media Appreciation**

Watch the HBO documentary Paper Clips, which is about a project started by middle school students to remember the people affected by the Holocaust. How does the format contribute to the meaning/impact? As a class, discuss why it is important to learn from history and pass that learning from generation to generation. (RL.7.5, RL.7.7, SL.7.2)

**Word Study**

[Continuing activity from the first two units] Just as we can trace the path of our ancestors—some back to World War II—we can trace the path of words. Choose some words learned this year in content classes, and trace back from modern-day uses of the words to their historical origins (i.e., tyranny, assimilation, displacement, genocide, Gestapo, propaganda, internment, smuggle, etc.). Add these to your personal dictionary. (L.7.4a, b, c, d, RI.7.4, L.7.6)

**Terminology/Vocabulary**

- dialogue
- diction
- documentary
- point of view in narration
- screenplay

**Notes:**



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