

THE DIARY OF ANNE FRANK

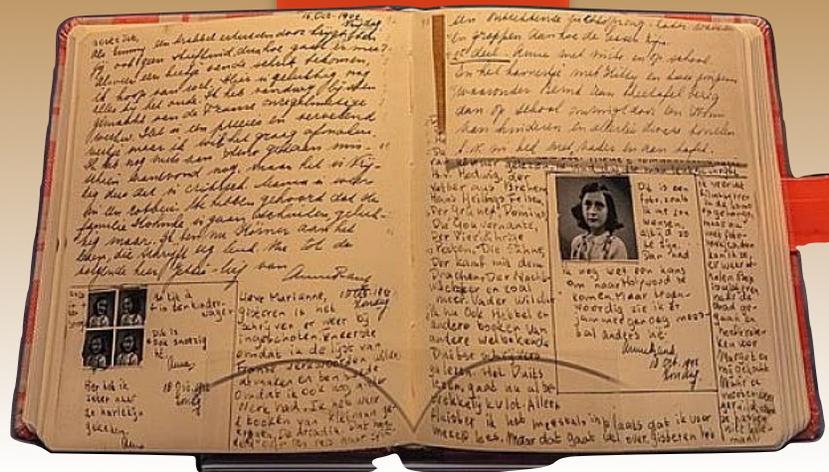
An Analytical Review and STEAM Project

4 WEEK LESSON PLAN

GRADE 8

Bilingual Language and Literature

Designed by: **Amore Kingsley**



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THE DIARY OF ANNE FRANK

An Analytical Review and STEAM Project

4 WEEK LESSON PLAN

GRADE 8

Bilingual Language and Literature

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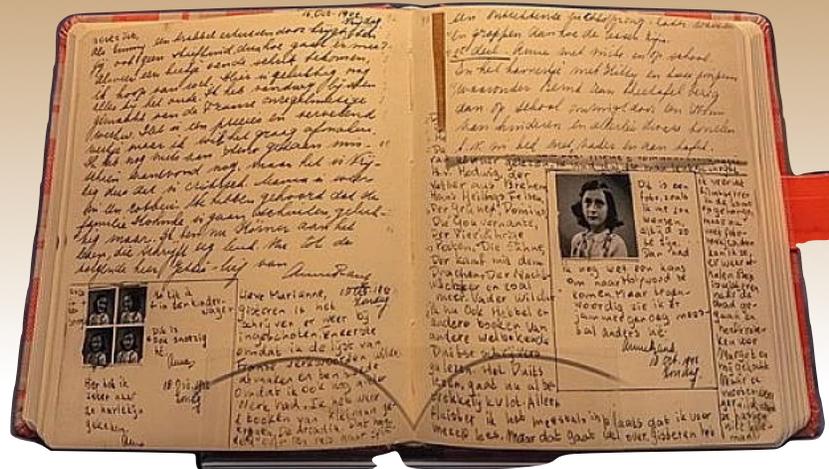
4 WEEK LESSON PLAN

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Bilingual Language and Literature

Section 1

4-WK PLANNING CALENDAR



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THE DIARY OF ANNE FRANK

4-Week Planning Calendar (Reading + STEAM Project)

Grade 8 – Literature with STEAM Integration



WEEK 1 - Introduction & Historical Context

Focus: WWII background, Anne Frank's early life, beginning of diary

Day	Reading / Lesson Focus	In-Class Activities	Homework / Deadlines
Day 1	Unit introduction	Overview, expectations, discussion	None
Day 2	WWII & Holocaust context	Video + image analysis	Short reflection paragraph
Day 3	Jewish persecution	Discussion & worksheet	Vocabulary worksheet
Day 4	Anne Frank biography	Timeline activity	Read diary introduction
Day 5	First diary entries	Character impressions	Read next diary entry

WEEK 2 - Life in the Secret Annex

Focus: Characters, daily struggles, relationships

Day	Reading / Lesson Focus	In-Class Activities	Homework / Deadlines
Day 6	The Secret Annex	Diagram & comparison	Read assigned pages
Day 7	Characters in hiding	Character chart	Complete character worksheet
Day 8	Daily life in hiding	Discussion & reflection	Read assigned pages
Day 9	Relationships & conflict	Evidence-based discussion	Short response
Day 10	Quiz	Quiz + reflection	Begin STEAM research



WEEK 3 - Themes, Growth & Writing Style

Focus: Anne's development, themes, voice

Day	Reading / Lesson Focus	In-Class Activities	Homework / Deadlines
Day 11	Anne's growth	Before/After chart	Read assigned pages
Day 12	Themes	Quote matching activity	Theme worksheet
Day 13	Writing style	Diary writing task	Revise diary entry
Day 14	Dreams & hope	STEAM connection discussion	STEAM project outline
Day 15	Quiz 2	Assessment	Work on STEAM project

WEEK 4 - Legacy, Projects & Assessment

Focus: Historical impact, reflection, presentation

Day	Reading / Lesson Focus	In-Class Activities	Homework / Deadlines
Day 16	Arrest & aftermath	Discussion & reflection	Read final section
Day 17	Legacy of Anne Frank	Human rights discussion	Prepare presentation
Day 18	STEAM workday	Teacher check-ins	Finalize project
Day 19	Presentations	Student presentations	Self-evaluation
Day 20	Art & Symbolism	STEAM Focus	Final Project Preparation



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An Analytical Review and STEAM Project

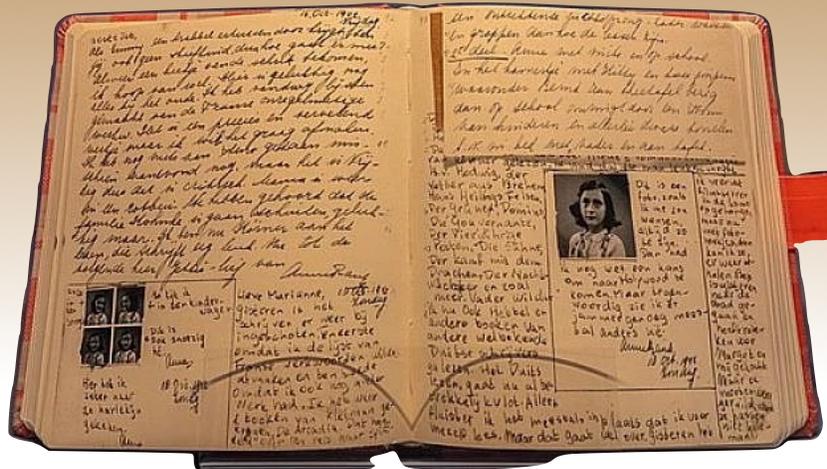
4 WEEK LESSON PLAN

GRADE 8

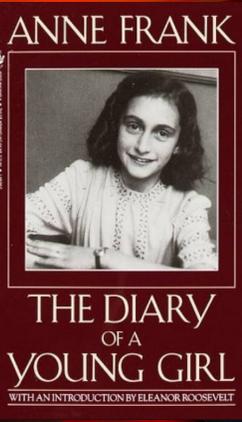
Bilingual Language and Literature

Section 2

CLASS KEYNOTES



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ANNE FRANK

THE DAIRY OF ANNE FRANK

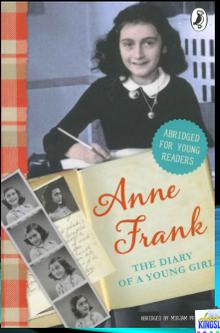
(Grade 8 – Literature)
KEYNOTES




DAY 1 – INTRODUCTION TO THE UNIT

- Unit overview & expectations
- Who was Anne Frank?
- What is a diary?
- Introduction to STEAM project **Activity:** Think–Pair–Share: Why are personal stories important?
- **Exit Ticket:** One thing you know about WWII

Think | Pair | Share
Why do personal stories sometimes change people's opinions more than history textbooks or statistics?




DAY 2 – HISTORICAL BACKGROUND: WWII & HOLOCAUST

- Brief overview of WWII
- Rise of Nazi Germany
- Anti-Jewish laws Resource: Short documentary clip (teacher-selected)
- Activity: Image analysis of real WWII photographs

Think | Pair | Share
When fear spreads in society, why do people sometimes follow harmful leaders instead of questioning them?





DAY 3 – JEWISH PERSECUTION & LIFE UNDER NAZI RULE

- Restrictions on Jewish people
- Yellow Star
- Loss of rights Discussion: How would these rules affect daily life? Exit Ticket: One rule you found most unfair

Think | Pair | Share
If a law is legal but unfair, should people still obey it? Why or why not?




DAY 4 – AUTHOR STUDY: ANNE FRANK

- Family background
 - Life before hiding
 - Why she wrote the diary
- Activity: Timeline creation (early life)



Think | Pair | Share

How might your life story be different if someone else were allowed to tell it instead of you?



DAY 5 – BEGINNING THE DIARY

- Diary as a letter to "Kitty"
 - Anne's personality
- Reading: First diary entries
Worksheet: Character first impressions



Think | Pair | Share

Why do people talk more honestly in diaries or social media posts than in real life conversations?



DAY 6 – THE SECRET ANNEX

- Description of the Secret Annex
 - People in hiding Visual: Diagram/photo of annex
- Activity: Compare your room to the annex



Think | Pair | Share

How does having less space or privacy affect people's behavior and relationships?



DAY 7 – PEOPLE ANNE LIVED WITH

- Frank family
- Van Daan family
- Mr. Dussel Activity: Character chart



Think | Pair | Share

Why do conflicts increase when people are forced to live together under stress?



DAY 12 – THEMES IN THE DAIRY

- Hope
- Fear
- Freedom
- Identity Activity: Theme quotes matching

Think | Pair | Share
Why is hope important even when it does not change the situation immediately?

Themes

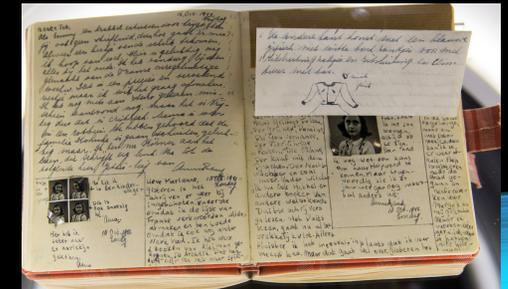
The central theme of The Diary of Anne Frank revolves around the resilience of the human spirit in the face of extreme adversity. Anne's diary captures her life hiding from the Nazis during World War II, and through it, several key themes emerge:

- **Hope and Optimism:** Despite the fear, danger, and confinement, Anne maintains hope for a better future and dreams of becoming a writer.
- **The Horrors of War and Persecution:** The diary highlights the suffering, fear, and discrimination faced by Jews during the Holocaust.
- **Coming of Age:** It's also about Anne's personal growth—her struggles with identity, relationships, and understanding human nature.

DAY 13 – WRITING STYLE & VOICE

- Tone
- Humor & Honesty
- Audience Awareness Activity: Write a diary entry

Think | Pair | Share
How does the way someone tells a story affect how much we trust or believe them?



DAY 14 – ANNE'S DREAMS & GOALS

- Anne's desire to be a writer
- Power of hope STEAM Link: How creativity helps survival

Think | Pair | Share
Why do dreams and creativity matter most during hard times?

*"I want to be a champion skater, and a writer. I want my picture in all the magazines. Maybe I'll be a movie star. I want to be different from all the other girls. I want to be a modern woman, I want to travel. I want to study languages - languages and history. I want to do everything."
—Anne Frank*

DAY 15 – QUIZ ON LIFE IN THE ANNEX

- Reading Comprehension
- Short Answers

Think | Pair | Share
How can small acts of kindness or cruelty change someone's mental health?



DAY 16 – THE ARREST & AFTERMATH

- Arrest in 1944
- Concentration camps
- Anne's death Discussion: Why her diary matters

Think | Pair | Share

Why is it important to remember tragic events instead of trying to forget them?



DAY 17 – THE DIARY'S IMPACT (LEGACY OF ANNE FRANK)

- Publication of the diary
- Global impact
- Human rights lessons

Think | Pair | Share

How can one person's voice create change even after they are gone?

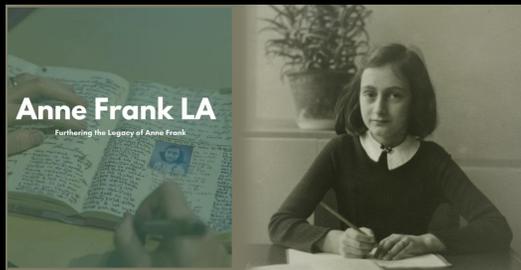


DAY 18 – STEAM PROJECT WORK DAY

- Research
- Design
- Teacher Check-In

Think | Pair | Share

How can science, technology, art, or math help preserve history and human rights?



DAY 19 – STEAM PROJECT PRESENTATION

- Student presentations
- Peer Feedback

Think | Pair | Share

What responsibility do audiences have when listening to someone else's story?



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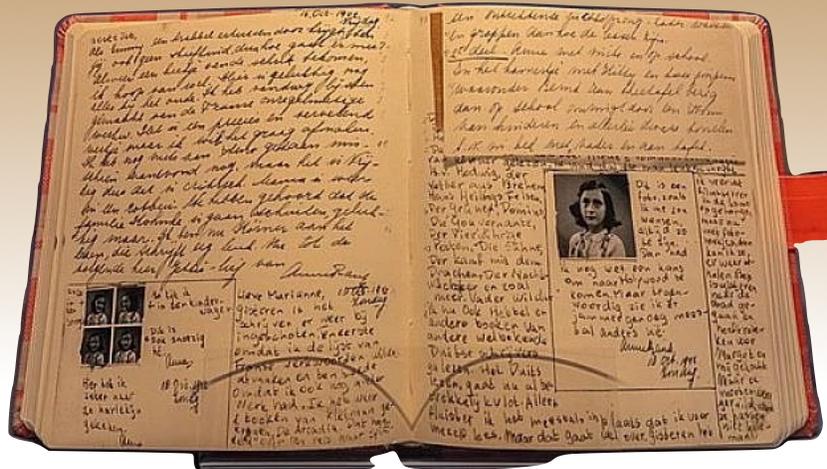
4 WEEK LESSON PLAN

GRADE 8

Bilingual Language and Literature

Section 3

INQUIRY SHEETS



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THE DIARY OF ANNE FRANK



Google CLASSROOM (Grade 8 – Literature)

INQUIRY 1: HISTORICAL CONTEXT – WWII & HOLOCAUST

Name: _____ Date: _____

1. What was World War II?

2. Who were the Nazis and what did they believe?

3. List three restrictions placed on Jewish people during WWII.

- _____
- _____
- _____

4. How do these restrictions affect daily life?



INQUIRY 2: VOCABULARY IN CONTEXT

Name: _____ Date: _____

Match the word with its meaning:

1. Persecution
 2. Annex
 3. Ration
 4. Betrayal
 5. Liberation
-
- A. Limited supply of food or goods
 - B. Freedom from control or imprisonment
 - C. Cruel treatment of a group
 - D. An added part of a building
 - E. To give someone up unfairly



INQUIRY 3: CHARACTER ANALYSIS – ANNE FRANK

Name: _____ Date: _____

1. Describe Anne's personality at the beginning of the diary.

2. How does Anne change over time?

3. Provide one quote that shows Anne's growth.

4. Do you relate to Anne? Why or why not?



INQUIRY 4: LIFE IN THE SECRET ANNEX

Name: _____ Date: _____

1. Who lived in the Secret Annex?

2. Describe three challenges of living in hiding.

- _____
- _____
- _____

3. How did fear affect relationships?



INQUIRY 5: THEMES IN THE DIARY

Name: _____ Date: _____

Identify the theme shown in each situation:

1. Anne writing despite fear: _____
2. Conflicts between families: _____
3. Anne dreaming of freedom: _____

Explain one theme in your own words:



INQUIRY 7: REFLECTION – WHY ANNE FRANK MATTERS

Name: _____ Date: _____

1. Why is Anne Frank's diary still important today?

2. What lessons can we learn about human rights?

3. How can young people make a difference today?

4.



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An Analytical Review and STEAM Project

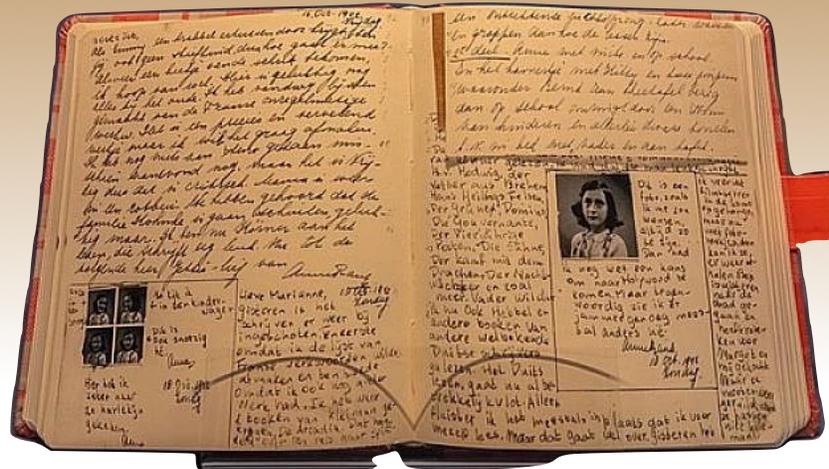
4 WEEK LESSON PLAN

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Bilingual Language and Literature

Section 4

NON LITERARY MATERIALS FLIP-CLASS LEARNING



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THE DIARY OF ANNE FRANK



Articles & Web Resources



👉 Anne Frank - Official Anne Frank House

<https://www.annefrank.org/en/anne-frank/> - Biography, timeline, context about Anne and her diary from the official museum site.

👉 Secret Annex Overview

<https://www.annefrank.org/en/anne-frank/secret-annex/> - Description of life in hiding and the Secret Annex layout.

👉 Main Characters in the Annex

<https://www.annefrank.org/en/anne-frank/main-characters/> - Lists and explains each person who hid with Anne.

👉 Anne Frank - USHMM Holocaust Encyclopedia

<https://encyclopedia.ushmm.org/tags/en/tag/anne-frank> - Includes facts, photos, and educational content about Anne Frank in the Holocaust context.

👉 Wikipedia - The Diary of a Young Girl

https://en.wikipedia.org/wiki/The_Diary_of_a_Young_Girl - Background, publication, and significance of Anne's diary (useful for teacher or advanced student research).





YouTube Videos (FLIP CLASS Learning)

▶ **Who Was Anne Frank? - Twinkl Educational**

<https://www.youtube.com/watch?v=npGAOjE1crg> - Short explainer about Anne's life and wartime experiences.

▶ **Anne Frank: Her World and Her Diary**

<https://www.youtube.com/watch?v=s5g1J6MNQWo> - Overview of Anne's diary and historical context.

▶ **Anne Frank House Virtual Tour**

<https://www.youtube.com/watch?v=K5UXGTSgGFo> - Virtual walkthrough of the Anne Frank House (helpful for visual learners).

▶ **BBC Anne Frank: Life in Hiding**

https://www.youtube.com/watch?v=UhdCR2ovC_g - BBC segment about her time in hiding (check for appropriate age/class level).

▶ **Inside Anne Frank House (4K)**

https://www.youtube.com/watch?v=56vC8zpn_IM - Visual tour of the actual Secret Annex.

▶ **Virtual Secret Annex Tour with Durban Holocaust and Genocide Centre**

https://www.youtube.com/watch?v=bX_ZAdRQ-Hg - Additional virtual tour option.





Photographs





THE DIARY OF ANNE FRANK

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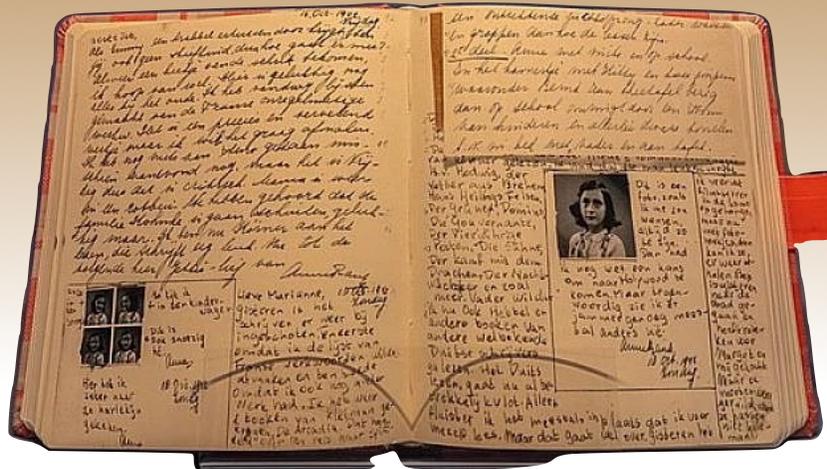
4 WEEK LESSON PLAN

GRADE 8

Bilingual Language and Literature

Section 5

POP-QUIZ SELF-ASSESSMENT



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THE DIARY OF ANNE FRANK

Google CLASSROOM



POP QUIZ - Grade 8 Literature

QUIZ 1: HISTORICAL CONTEXT & EARLY DIARY

Name: _____ Date: _____

Part A: Multiple Choice

1. World War II began in:
 - A. 1914
 - B. 1939
 - C. 1945
 - D. 1929
2. Why did Anne Frank's family go into hiding?
 - A. To travel
 - B. To avoid school
 - C. To escape Nazi persecution
 - D. To move houses
3. What symbol were Jewish people forced to wear?
 - A. Red circle
 - B. White band
 - C. Yellow Star
 - D. Black triangle

Part B: Short Answer

4. Who was Anne writing her diary to?

5. Name one restriction placed on Jewish people.



QUIZ 2: LIFE IN THE SECRET ANNEX

Name: _____ Date: _____

Part A: Multiple Choice

1. Where was the Secret Annex located?
 - A. A school
 - B. Behind Anne's house
 - C. Above Otto Frank's office
 - D. In a forest
2. Why did the families have to stay quiet during the day?
 - A. They were tired
 - B. Workers were below
 - C. It was a rule
 - D. They were sleeping
3. Who did Anne form a close relationship with?
 - A. Margot
 - B. Peter
 - C. Mrs. Van Daan
 - D. Mr. Dussel

Part B: Short Answer

4. Describe one challenge of living in hiding.

5. How did fear affect relationships in the Annex?



QUIZ 3: THEMES, GROWTH & REFLECTION

Name: _____ Date: _____

Part A: Multiple Choice

1. Which theme is shown when Anne continues to hope?
 - A. Hatred
 - B. Freedom
 - C. Hope
 - D. Anger
2. Anne's diary shows she becomes more:
 - A. Childish
 - B. Thoughtful
 - C. Angry
 - D. Careless

Part B: Short Answer

3. How does Anne change from the beginning to the end of the diary?

4. Why is Anne Frank's diary important today?



ANSWER KEY (FOR TEACHER)

Quiz 1:

1. B
2. C
3. C
4. Kitty
5. Any valid restriction

Quiz 2:

1. C
2. B
3. B

Quiz 3:

1. C
2. B



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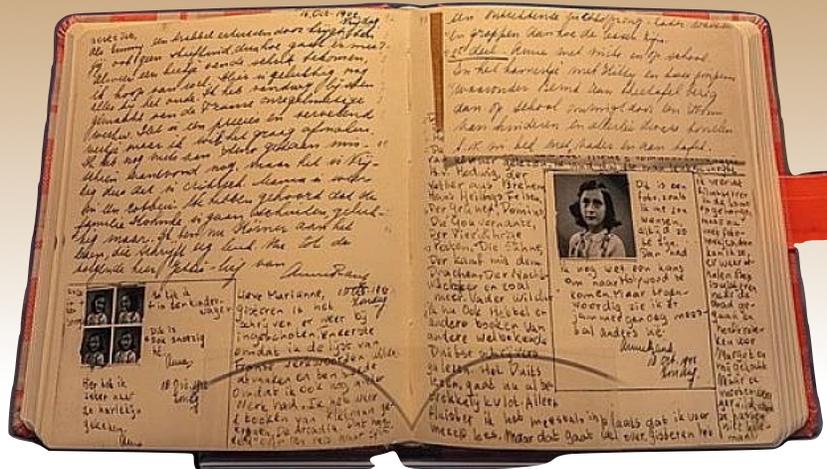
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Bilingual Language and Literature

Section 6

GROUP STEAM PROJECT & CHECKLIST



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THE DIARY OF ANNE FRANK

LITERATURE STEAM PROJECT



Google CLASSROOM Grade 8 – Literature

STEAM Project Overview

Explores The Diary of Anne Frank through critical analysis, creative expression, and connections to contemporary global issues.

Choose one of the STEAM projects outlined in this guide and follow the steps to complete your project.

Project Choice (Circle one)

1. Multimedia Presentation on Resilience
2. Interactive Art Installation
3. Digital Public Service Announcement (PSA)
4. Character Development through Coding
5. OTHER Explain: _____



Guidelines for Your Project

1. Multimedia Presentation on Resilience

- Research: Identify and select key excerpts from The Diary of Anne Frank that highlight resilience.
- Contemporary Connection: Find at least one modern story or theme related to resilience.
- Presentation Preparation: Create slides using Google Slides or Prezi. Include:
 - Title Slide
 - Key Quotes from the Diary
 - Modern Connections
 - Visuals (images, videos)
 - Q&A section
- Practice: Rehearse your presentation with a peer.

2. Interactive Art Installation

- Theme Selection: Identify which themes from the diary you want to represent (e.g., identity, resilience).
- Design: Sketch a plan for your installation. Consider using recycled materials.
- Creation: Build your installation. Incorporate visuals and meaningful symbols.
- Interactivity: Create QR codes linking to audio excerpts from the diary.
- Exhibition: Prepare to present your installation and explain its significance.



3. Digital Public Service Announcement (PSA)

- **Research:** Choose a contemporary human rights issue related to the diary.
- **Scriptwriting:** Write a script for your PSA, focusing on clear messaging.
- **Storyboarding:** Create a storyboard for your video, outlining key scenes.
- **Production:** Use video editing software to produce your PSA. Include visuals, music, and narration.
- **Screening:** Prepare to present your video in class.

4. Character Development through Coding

- **Character Selection:** Choose a character from The Diary of Anne Frank to focus on.
- **Narrative Planning:** Outline the character's journey and key decisions.
- **Coding:** Use a platform like Scratch or Twine to create your interactive story or game.
- **Testing:** Playtest your project with classmates to ensure usability.
- **Presentation:** Share your interactive story with the class and discuss the character's experiences



THE DIARY OF ANNE FRANK



Group Project Checklist

1. Group Information

- Group Members:
 - _____
 - _____
 - _____
 - _____

2. Project Details

- Project Title: _____
 - Project Description: [Brief overview of the project focus and objectives]
-
-

3. Meet-Up Schedule

- Kickoff Meeting: [Date & Time] _____
- Regular Check-Ins:
 - [Date & Time] _____
 - Date & Time] _____

4. Roles and Responsibilities

- Research Lead: [Name] _____
- Design Lead: [Name] _____
- Presentation Lead: [Name] _____
- Documentation and Reporting: [Name] _____

5. Task List

- Conduct initial research
- Develop project design plan
- Create prototype (if applicable)
- Prepare project presentation
- Compile documentation



Group Project Checklist (pg 2)

6. Resources Needed

- Materials: [List materials needed for the project]
- Digital Tools: [Software or platforms required]

7. Communication

- Main Communication Platform: [e.g., Google Classroom, Slack, etc.]
- Group Chat Link: [Insert link or details]

8. Deadlines

- Research Completion Date: _____
- Prototype Completion Date: _____
- Final Presentation Date: _____

9. Mid Feedback Session with the Teacher

- Feedback Session Date: _____

10. Teacher Sign Off

Mrs. Kingsley



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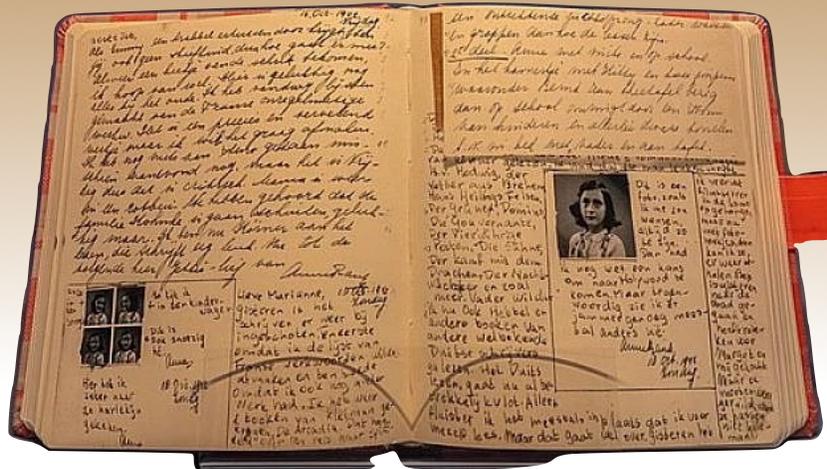
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Section 7

GRADING CRITERIA RUBRIC



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The Diary of Anne Frank Rubric



Student Name: _____

Period: _____

A: Analysis	8-7	6-5	4-3	2-1	0
	Perceptive Thorough Extensive	Competent Sufficient Substantial	Adequate Sometimes Inconsistent	Limited Minimal Rarely	Not Seen
i. Analyze the content, context, language, structure, technique, and style of the text and the relationship among texts.					
• Demonstrates clear understanding of The Diary of Anne Frank and its historical context (WWII/Holocaust).					
• Refers accurately to diary entries, themes, and events.					
ii. Analyze the effects of the author's choices on the reader.					
• Explains how Anne Frank's diary style, tone, and perspective affect the reader's emotions and understanding.					
iii. Justify opinions and ideas with examples and explanations using accurate terminology.					
• Supports ideas with relevant quotes or references from the text.					
iv. Evaluate similarities and differences by connecting features across texts or genres.					
• Makes connections between the diary, historical sources, visuals, or STEAM project research.					
Comments:				Overall Score:	

B: Organization	8-7	6-5	4-3	2-1	0
	Sophisticated Effective Excellent	Competent Coherent Logical	Adequate Sometimes Clear	Minimal Not Suitable	Not Seen
i. Makes use of organizational structures that serve the context and intention.					
• Ideas are clearly structured in writing, presentation, or project format.					
ii. Organizes opinions and ideas in a sustained, logical manner.					
• Information flows logically with a clear introduction, body, and conclusion.					
iii. Makes use of referencing and formatting tools suitable to the context and intention.					
• Uses headings, visuals, citations, or labels appropriately (especially for STEAM projects).					

The Diary of Anne Frank Rubric

Student Name: _____

Period: _____

Comments:	Overall Score:
-----------	----------------

C: Producing Text	8-7	6-5	4-3	2-1	0
	Perceptive Extensive Precise	Considerable Substantial Sufficient	Adequate Sometimes Effective	Limited Minimal Few	Not Seen
i. Produces work demonstrating insight, imagination, and sensitivity.					
• Shows empathy, creativity, and reflection on Anne Frank's experiences.					
ii. Makes stylistic choices using linguistic, literary, visual, or STEAM elements.					
• Demonstrates awareness of audience through visuals, models, writing style, or data.					
iii. Selects relevant details and examples to support ideas.					
• Uses accurate historical facts, examples, or data.					
Comments:					Overall Score:

D: Using Language	8-7	6-5	4-3	2-1	0
	High Degree Effective	Varied Sufficient Considerable	Sometimes Somewhat Adequate	Limited Hindered Inappropriate	Not Seen
i. Uses varied vocabulary and sentence structures.					
• Vocabulary is appropriate to literary and historical discussion.					
ii. Uses a register and style suitable to context and intention.					
• Tone is respectful and appropriate for Holocaust-related content.					
iii. Uses grammar, syntax, and punctuation accurately.					
• Errors do not interfere with meaning.					
iv. Spells, writes, and presents with accuracy.					
• Errors are minimal and do not hinder communication.					
Comments:					Overall Score: