

Visualizing and Personalizing Anne Frank

Strategy: NYS Learning Experience Outline

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Target Group: Middle School

Grade Level: Eighth

Date Created: Summer 2001

Essential Questions:

If we visualize Anne Frank's life, will we know her better?

Is every young person an important individual in the world?

Can any young person become a hero to others?

Should we ever read the private writing (i.e. diary, journal, letters) of a young person?

What can we learn from photographs and pictures?

Does a house, or a hiding place, become a home, and then tell about a person's life?

Aligned Standards:

The Arts:

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

- Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.

English Language Arts:

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

- Interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Visualizing and Personalizing Anne Frank cont'd.

Aligned Standards (cont'd.):

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Technology (MST):

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

- Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations
- Systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

- Use a computer system to connect to and access needed information from various Internet sites.
- Assume leadership responsibilities within a structured group activity.

Social Studies:

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Learning Context:

The purpose of this learning experience is to support the study of the Holocaust in the social studies curriculum and to support the study of *Diary of A Young Girl* by Anne Frank as well as the study of the play *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett in the English language arts curriculum.

Visualizing and Personalizing Anne Frank cont'd.

Focus:

The focus of these activities will be to help students gain a greater understanding of Anne, as a living, breathing person not unlike themselves, who happened to live during terrible times. Students will be expected to respond personally as they examine Anne's life and place it into a historical context which they will be required to understand. By using visual images and technology, it is hoped that the students will be motivated to engage in active learning about Anne Frank's life and times as well as her needs and dreams.

Goals:

Students will gain an in-depth understanding and better insight into the life of Anne Frank by examining visual images including photos, images, and virtual exhibits.

Students will read and respond to images, and primary source documents such as diary excerpts and other evidence of Anne Frank's life and times.

Students will learn that Anne Frank was an actual, living, young person who grew into adolescence during a terrible and tragic time of history.

Learning Objectives: At the end of these activities, students will be able to:

1. Use a writer's notebook to write thoughtfully and personally about Anne based on responding to questions, picture books, viewing images, and taking a virtual tour.
2. Use Internet resources, to gather, interpret, and understand basic information, draw conclusions, and make inferences. Use library resources and text as well.
3. Use critical analysis to evaluate information, ideas and images.
4. Write an appropriate, information and detail rich friendly letter using e-mail technology.
5. Categorize information in the friendly letter comparing and contrasting to their lives.
6. Create a logical, organized timeline placing appropriate events in historical context.
7. Develop a simple PowerPoint visual presentation to express a specific, personal point of view about Anne Frank's life and times.

Visualizing and Personalizing Anne Frank cont'd.**Procedure:****Session 1:**

Teacher will read picture books about Anne Frank including *The Picture Book of Anne Frank* by David A. Adler and *Anne Frank* by Yona Zelis McDonough. While students are looking at the picture books and listening to the stories, teacher will model reading strategies by asking questions that encourage prediction, visualization, and in-depth personal response to actively engage the students, and to help them start wondering about Anne Frank, her life and times.

Teacher will guide the students while they create a KWL chart together discussing what they think they know about Anne Frank and what they would like to learn about her. This could be done on the chalkboard, over-head projector, chart paper, or with the software, *Inspiration*.

Teacher will provide worksheets for each student offering necessary explanation.
(See Appendix 1 and 2 worksheets)

Session 2:

Teacher will introduce to the students to a quotation from the Diary as a means to establish the theme of personal identity:

“One day this terrible war will be over. The time will come when we’ll be people again and not just Jews” Anne Frank, April 11, 1944

Teacher will ask: “What happens when anybody is ‘just’ a member of a group such as ‘just teenagers?’ Students will discuss what it means to be identified as a member of a group, and what it means to be a person. Individuality will be defined and discussed.

Teacher will introduce the concept of a writer’s notebook as a place of reflection and expression. Students will respond to the quotation in their writer’s notebooks. The writer’s notebook will be used throughout the unit as a place to keep track of ideas, for personal expression, answers to discussion questions, note taking, and planning of final project. Teacher will provide worksheets offering necessary explanation for each student.

(See Appendix 3 worksheet)

Session 3:

Students will take a virtual tour of Anne Frank’s House at <http://www.annefrank.nl> while completing discussion questions in their writer’s notebook about how the visual images presented in the web site describe Anne’s life helping the viewer to imagine her life in hiding. Students and teacher will work in the computer lab or in the classroom mini-lab on a scheduled rotating basis over a few days. Teacher will monitor student progress by conferencing briefly with each student while he or she is at the computer. Students may save images of interest. Teacher will provide worksheets for each student offering necessary explanation.

(See Appendix 4 worksheet)

Visualizing and Personalizing Anne Frank cont'd.**Session 4:**

Students will visit the web site of the Anne Frank Exhibit to view the Photo Gallery Tour at <http://www.annefranknm.com> while answering discussion questions about the historical context of the events. Students and teacher will work in the computer lab or in the classroom mini-lab on a scheduled rotating basis over a few days. Teacher will monitor student progress by conferencing briefly with each student while he or she is at the computer. Students may save images of interest. Teacher will provide worksheets for each student offering necessary explanation. (See Appendix 5 worksheet)

Session 5:

Students will be required to write a friendly letter by e-mail to a friend in another class. The e-mail letter must be copied to the teacher and must include what the house looked like, how it tells about Anne as a person, and other details as appropriate. Students and teacher will work in the computer lab or in the classroom mini-lab on a scheduled rotating basis over a few days. Teacher will provide a mini-lesson and follow-up tutorial about using school e-mail. Teacher will monitor student progress by conferencing briefly with each student while he or she is at the computer. Teacher will approve each letter before it is e-mailed. Teacher will provide worksheets for each student offering necessary explanation. (See Appendix 6 & 7 worksheets)

Session 6:

Students will then be required to create a time line, a graphic organizer, or a representation on *Inspiration* that expressed their knowledge of the history. Student's will gather information from various sources and develop a draft of the timeline in their writer's notebook. Teacher will provide worksheets for each student offering necessary explanation. (See Appendix 8 & 9 worksheets)

Session 7:

Students will create a culminating project that consists of a *PowerPoint* presentation. The project will be designed for a class presentation. Students will choose a theme about Anne Frank's life and draft a storyboard for their slides in their writer's notebook. Students will follow the specific requirements of the directions for the assignment (Appendix 10 worksheet). Students and teacher will work in the computer lab or in the classroom mini-lab on a scheduled rotating basis over a few days. Teacher will monitor student progress by conferencing briefly with each student while he or she is at the computer. Teacher will give basic instruction in the fundamentals of Power Point: creating a new slide, adding objects such as images and text boxes, adding color to text or background, animating slides, and making transitions. Teacher will present a model slide demonstrating how to speak about the ideas and images represented by the slide. Students may use note cards when presenting final slide show to class. Teacher will provide worksheets for each student offering necessary explanation. (See Appendix 10, 11, 12 worksheets)

Visualizing and Personalizing Anne Frank cont'd.**Additional Procedures:**

After the first session, students will be provided with an Anne Frank bibliography and a list of Anne Frank and Holocaust web sites. Students will be encouraged to do additional reading and research at home. For homework, students will be asked to write a reflection in their notebook and continue to develop or complete ideas or questions begun in class. Each day of the early stages of the unit, teacher will post on the board one of the essential questions that the students will copy into their writer's notebook and respond to at home.

(See Appendix 13 & 14 worksheets)

Daily Assessment:

Teacher will do a writer's notebook check and conduct mini-conferences.

Homework:

Students will use the writer's notebook to complete class work and write reflections, complete answers to discussion questions, as well as work on the Power Point planning (i.e. storyboard).

Instructional / Environmental Modifications:

Most instruction will enhance reading by using a visual approach through picture books and the Internet or computer generated presentations. Students who have difficulty reading at grade level will be paired with strong readers and offered strategies such as questioning, predicting, visualizing, monitoring comprehension. The rubrics and checklists are designed to guide the students without confusion. Each student will be presented with visually appropriate graphic organizers or study guides. Students progress will be monitored daily with notebook checks and project progress checks. Extra computer lab time will be provided after school or during lunch.

Time Required:

Session 1: 2 – 4 days (class period = 40 minutes)

Session 2: 1 day

Session 3: 1 – 2 days

Session 4: 1 – 2 days

Session 5: 1 – 2 days

Session 6: 1 – 2 days

Session 7: 8 – 10 days (including class presentations)

Dependent upon prior knowledge and experience, the teacher should anticipate several hours (at least three) of planning, becoming familiar with the material, understanding the purpose and use of the writer's notebook, accessing the software, scheduling the use of the computer lab or the classroom mini-lab, responding to the e-mail copies received.

Visualizing and Personalizing Anne Frank cont'd.

Time Required cont'd:

For assessment, teacher should make use of the various rubrics and checklists included in the appendix for the assignments. These should be given to the students as well. Anticipate using – 10 minutes on some days to check the writer’s notebooks. The friendly letter and the timeline may receive a numerical grade as well. The culminating Power point project will be graded according to the rubric and either assigned a letter or numerical grade. The teacher may wish to offer two grades: one for the Power Point itself and one for the presentation. Anticipate several hours of assessment (at least three).

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Student Resources:

Worksheets included in the appendix, list of web sites, library resources according to bibliography, writer’s notebooks, computers with appropriate software for word processing, graphic organization, and presentation, digital presentation device.

Assessment Plan:

Students will receive a rubric for the writer’s notebook, which is the activity that will bring together the entire experience of this instructional unit. Daily check and an appropriate points system that the students may keep track of themselves will keep them involved in the assessment process. Students need to understand that responses, ideas, and reflections they develop in the writer’s notebook, and how specifically and responsively they answer the web research discussion questions, will assist them with the friendly letter e-mail, the timeline, and the final presentation project. A rubric is provided for each major assignment; checklists are also provided.

The teacher may use the daily writer’s notebook check and the interaction when students work in the computer lab as a brief conference time for informal assessment. All formal assessment tools are included in the appendix.

Appendix 11 includes a scoring guide for the Power Point presentation that is appropriate for self-evaluation and peer evaluation.

A PICTURE BOOK OF ANNE FRANK QUESTION SHEET

Answer the following questions in your writer's notebook. Refer to the rubric journal writing, discussion questions, and reader response.

1. What was happening in Germany that forced the Frank family to leave? What year did they leave and where did they go?
2. How were Jews affected by the German invasion of Holland?
3. Why did the Frank family go into hiding? Where did they hide? Who hid with them?
4. How did life change for the Franks and the others in hiding?
5. Who helped the Frank family hide and why was this so important?
6. What happened to Anne and the others after the Nazis "discovered" them?
7. What is the significance of Anne's diary?

QUESTION SHEET FOR *ANNE FRANK* BY YONA ZELIS McDONOUGH

1. What was happening in Germany that allowed Hitler to rise to power?

2. Why did the Frank family leave Germany for Holland?

3. What was Anne like as a child?

4. When did the Frank family go into hiding?
What was life like in hiding?

5. How did Anne fulfill her dream of wanting to be a writer?

6. Why do you think someone told the police that there were Jews hiding in the secret annex?

7. What happened to Anne's diary and how did it get published?

8. How is Anne's diary an inspiration to people today?

9. Using the author's note explain why she wrote this book about Anne Frank.

Use this rubric to guide your written responses that are not necessarily essay form.

Category	Exemplary 7-8	Accomplished 5-6	Developing 3-4	Beginning 1-2	Score
Information	Information was accurate, complete and included thoughtful opinions and personal responses.	Information was accurate, complete, and sometimes included opinions.	Information was sometimes clear and accurate and all task questions were answered.	Information was accurate.	
Expression	Your ideas are clearly and forcefully presented. Your "discoveries" reveal a higher understanding of this material. You've synthesized specifics into an original response.	Your writing contains references to specific details in the assignment. Your ideas are logically presented. You've "connected" this assignment with other readings, discussions, ideas, etc.	You have met the basic requirements of the assignment; effort is in evidence. You have discussed the main issues in this selection.	Your ideas are presented in a random, difficult-to-follow manner. You see few "connections and make no "discoveries"	
Illustrations	Appropriate, well-placed illustrations, graphics, or images were used to make essential and meaningful points.	Appropriate illustrations, graphics, or images were used to make essential points.	Illustrations, or graphics, or images were used to make points.	Illustrations were used.	

Tour of the Anne Frank House

Site: Anne Frank Foundation

URL: www.annefrank.ch/e

Access the home page for the Anne Frank Foundation. In the upper right hand corner is the link to the Anne Frank House. Click on it.

Click on English to see the text in English.

The home page for the Anne Frank House will appear. On the left is a menu. Read the screen. Then, click on “Anne Frank House.”

Be sure to read again. Click on the “Front part & annex” from the menu on the left, read the screen and click on “Annex”, and “Anne’s room.” Remember to read the accompanying material. Reading is an aid to imagination and will help you understand the visual images.

You can click on certain pictures to see what the rooms would have appeared like when occupied.

After touring the rooms, write a reaction essay in your writer’s notebook, and include answers to the following questions:

1. What do you feel, or what do you think, as you look at the different rooms? Is there anything to which you can compare what you see?
2. What do the rooms tell you about the people living there? How exactly can the photo images encourage visualizing Anne Frank’s life in these small rooms?
3. How do the photos of the warehouse attic rooms compare to what you imagined either from reading the Diary or the play?

If possible, students may use a word processing program such a Microsoft Word that allows copy and paste of images. The image may be saved to be placed on the page of the final essay.

Tour of Photo Galley on Anne Frank

Site: Anne Frank Exhibit

URL: www.annefranknm.com

From the home page, look to the menu on the left. Click on “Gallery,” then on “Images of Anne.”

Nine images/photos of Anne Frank will appear. Select one of these images. You may enlarge it by clicking on the image.

In your writer’s notebook, write a thoughtful reaction to the image/photo, and include answers to the following questions:

1. How does Anne appear in the photo? What do you think she is feeling or thinking?
2. What does the photo tell you about Anne? What conclusions can you draw about her mood, her personality, or what type of person she seems to be?
3. Compare yourself at this age with Anne? Are there any similarities or differences that you can draw? (Look at some photos of yourself at this age to help)

Students may wish to copy an image and save it. Students may then paste the image into a word processing application such as Microsoft Word, and then write about the image.

Writing Your Friendly Letter

You must write a friendly letter to a friend in another class through our school e-mail system. You will be describing what you learned about Anne Frank. All student addresses are the first initial and last name of the student. I will grade them from my e-mail account. You must put your friend's address into the "To:" box and put my last name into the "CC:" box.

In your letter, be sure to include:

- ◆ A detailed description about what the hiding place looked like
- ◆ How it tells about Anne Frank as a person
- ◆ What you found most fascinating about the hiding place
- ◆ What you think the hardest part of living there would be

Parts of a Friendly Letter

Oct. 2, 2001

THE DATE

Dear Sally,
THE GREETING,

The BODY of the letter must include all of the information from above. Do not forget to indent five spaces at the beginning of each new paragraph.

Your friend,
THE CLOSING,

Sandra
THE SIGNATURE

Friendly Letter Checklist

Before you send your friendly letter make sure you:

- Described what the hiding place looked like using descriptive vocabulary (15pts.)
- Told how it tells about Anne Frank as a person (15pts.)
- Explained what you found most fascinating about the hiding place (15pts.)
- Explained what you feel the hardest part of living there would be (15pts.)

- Used complete sentences (10pts.)
- Used Capitals and periods properly (10pts.)
- Checked your spelling (10pts.)
- Included all five parts of a friendly letter (10pts.)

***Don't forget to send a carbon copy to me by putting my last name in the "CC:" box. ***

The Holocaust and Anne Frank Timeline Assignment

Students will be required to create a timeline or a graphic organizer using the software *Inspiration* that organizes the history and experiences of Anne Frank during the Holocaust. The time line or graphic organizer should contain at least 15 events.

Students will use the information already compiled from the different lessons on Anne Frank as well as books, encyclopedias, and the Internet (see bibliography & web site sheets).

Anne Frank Writing Assignment – Grading Sheet

Basic (20 points)

___ 10 points	Spelling and Grammar
___ 5 points	Neatness
___ 5 points	Structure of the assignment

Details/Information (60 points)

_____ 20 points	Accurate information
_____ 15 points	Organization of information/Ease of navigation
_____ 15 points	Explanation and details of information
_____ 5 points	Appropriate and accurate dates
_____ 5 points	Appropriate and accurate locations

Use of Sources

_____ 20 points	Use of a variety of sources
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The Holocaust and Anne Frank Timeline Assignment

Timeline Evaluation Checklist:

0 = NOT FOUND 1 = POOR 2 = OK 3 = GOOD 4 = EXCELLENT

_____ At least six (6) significant events present.

_____ Events are illustrated neatly in colored pencil or crayon, or appropriate use of technology.

_____ Correct dates indicated on timeline.

_____ Events are sequenced in proper order.

_____ Timeline is measured in equal increments.

_____ **Total Score**

Grade Scale

20-19=**A**

18-17=**B**

16-15=**C+**

14-13=**D+**

12 below=**F**

Timeline Rubric	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Content	People, events and inventions on timeline are important. and Timeline is not cluttered. and Spelling and grammar are correct.	People, events and inventions on timeline are important. but Timeline is somewhat cluttered. or Spelling and grammar are incorrect.	Incomplete information on people, events or inventions on timeline. or Timeline is somewhat cluttered. and Spelling and grammar are incorrect.	People, events and inventions on timeline are not important or are missing. and Timeline is cluttered. and Spelling and grammar are incorrect.

Visualizing and Personalizing Anne Frank Power Point Project

PURPOSE: This project is designed to introduce you to Microsoft Power Point, a software package that allows you to create slide presentations with graphics, images, sounds, and animated slide object movements. Your goal will be to create a meaningful visual presentation with Power Point about Anne Frank using the resources in the Learning Experience “Visualizing and Personalizing Anne Frank.”

Think of Power Point as a method of outlining a specific theme or topic about Anne’s life and interests that have come to have personal meaning to you. In an outline, you focus on the key points that you wish to share. You do the same thing with Power Point. The only difference is that sound, animations, images, and graphics can be added so that your presentation is a multimedia presentation. Choose a specific aspect of Anne’s life and interests such as, Anne and writing, or Anne and her relationship with her parents, or Anne’s life in Germany before going into hiding. Refer to your writer’s notebook for ideas and information.

Here are some of the basic requirements:

1. You must create at least 6 slides. Each slide should be part of a theme that looks at some important aspect of Anne’s life. Like a true outline, there can be several sub-points included under every main theme. Please include written key points, captions, main ideas, but avoid several sentences in a row. Power Point is not for essays or reports.
2. You may use a Power Point template for your presentation. If you do not, please make sure that each slide in your presentation is consistent in style and format (HINT: Experiment with the features in the “Format” menu).
3. Some images of Anne and her life must be included. These should support you theme or main idea. Captions are suggested.
4. You must include appropriate graphics and/or sounds to enhance your work.
5. You must use some type of animation to move from slide object to slide object, or slide to slide (HINT: Experiment with the “Slide Show” menu – use “Custom Animation”).
6. You should be able to talk freely about whatever you put in your presentation.
7. Include a link to an important Anne Frank web site.
8. Include an appropriate closing slide that may be a reflection on your learning and/or Anne.

Visualizing and Personalizing Anne Frank Power Point Project

Once students have researched and collected information, they present the information to their peers using the Power Point application with graphics and images. As a model, the teacher may wish to show a sample Power Point slide with graphics and an image that pertains to Anne Frank. The student Power Point project will be assessed through self-evaluation, peer evaluation, and teacher assessment using the scoring guide below.

Power Point Project Scoring Guide

(This form will be used for self-evaluation, peer evaluation and teacher assessment.)

Please complete the following information:

Date (month, day, year): _____

Name of presenter(s): _____

Name of evaluator: _____

Name of topic: _____

Evaluate the characteristics of the Power Point project using a score from 1 to 5 (5 being the best in meeting all of the criteria listed):

<p>Content and Organization of Information</p> <ul style="list-style-type: none"> • Title page • Separate slides for required and added characteristics with heading and bulleted information in words or phrases that are informative • Bibliography 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Application of Power Point Tools and Creativity</p> <ul style="list-style-type: none"> • Background color • Graphics with each slide are creative, interesting fitting the specific theme or topic pertaining to Anne Frank or the Holocaust. • Images are appropriate with correct citation for web site from which image was gathered. 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Mechanics</p> <ul style="list-style-type: none"> • Writing - capitalization of nouns, correct spelling, etc. • Power Point – flows from slide to slide with transitions and slide animation. 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>

Multimedia Project Rubric

Assignment: Communicate complete information on _____ topic with ___ Cards, ___ imported graphics, ___ original graphics, ___ animations, ___ video clips or advanced features.

	Beginner: 1 point	Novice: 2 Points	Intermediate: 3 points	Expert: 4 points	Self Evaluation	Teacher Evaluation
Topic/Content	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.		
Technical Requirements (To be filled in by teacher)	Includes ___ cards or less, few graphics from outside sources, few animations and advanced features.	Includes ___ cards or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D, or sound.	Includes at least ___ cards, at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as video.	Includes at least ___ cards, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.		
Mechanics	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.		
Cooperative Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.		
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
Scale: 18 - 20=Expert 15 - 17=Intermediate 10 - 14=Novice 6 - 9=Beginner				Total Points		

Developed by Caroline McCullen, Instructional Technologist, [SAS inSchool](http://www.SASinSchool.com), Cary, NC <http://www.SASinSchool.com>

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WEB SITES ON ANNE FRANK

www.auschwitz.dk

Site on the Holocaust. Menu on right. Access information on Anne Frank and Miep Gies by clicking on their names.

www.annefranknm.com

Anne Frank exhibit that allows one access to teaching guides and links to sources such as the Anne Frank House and the Anne Frank Center USA.

www.annefrank.ch/e

Anne Frank Foundation

Provides information on Anne Frank with a link to the Anne Frank House in Amsterdam.

www.annefrank.com

Anne Frank Center USA website that provides information on Anne Frank as well as a time line and photos and information on the Anne Frank traveling exhibit.

HOLOCAUST SITES

www.wiesenthal.com

Simon Wiesenthal website that includes information on Simon Wiesenthal, issues the organization is involved in, Holocaust remembrance, defense of human rights, and the Museum of Tolerance. The Museum of Tolerance is a high-tech, interactive exhibit that focuses on the Holocaust, righteous gentiles, teaching guides and materials, and children of the Holocaust.

www.holocaustrescuers.com

Rescuers Portraits of Moral Courage in the Holocaust

This site includes interviews with and portraits of people who rescued Jews during the Holocaust. The Holocaust Museum established in 1953 in Israel that focuses on the history of the Holocaust and educational materials.

www.ushmm.org

Site of the United States Holocaust Memorial Museum. Includes on-line exhibitions on different aspects of the Holocaust and research materials as well as teaching strategies.

www.yad-vashem.org.il

Site of Yad Vashem Holocaust museum in Israel. It has information about Yad Vashem, educational materials, research and photo archives.

www.gfh.org.il

Site for the Ghetto Fighter's House Museum. It provides information on the Holocaust with a photo archive and educational materials.

www.holocaust-nassau.org/

Site of the Holocaust Memorial and Educational Center of Nassau County that includes information about the center, access to its library and research materials, an on-line tour of the facilities, teacher resources, and a students page.