



**COMMON CORE GEORGIA PERFORMANCE STANDARDS
ENGLISH LANGUAGE ARTS INTEGRATED LESSON PLANNING TEMPLATE**

**NINE WEEK UNIT: INFORMATIONAL
EXTENDED TEXT - ANNE FRANK, THE DIARY OF A YOUNG GIRL
THEMATIC/RESEARCH CONNECTIONS - HUMAN RIGHTS, TOLERANCE, HOLOCAUST**

TEXTS	TASKS	STRATEGIES/SKILLS
<p><i>Anne Frank: The Diary of a Young Girl</i> Anne Frank Informational: Non-Fiction Memoir</p> <p><i>Anne Frank: The Whole Story</i> (TV Mini-Series) Informational: Literary Non-Fiction/visual http://www.youtube.com/watch?v=XH2HxdnUdWE</p> <p>EXTENDED TEXT</p>	<p>Reading:</p> <p>Traditional Text <i>Anne Frank: The Diary of a Young Girl</i> Short Texts (various)</p> <p>Visual Text Film clips/extended film Photography exhibits</p>	<p><small>*See individual lesson plans for relevant standards</small></p> <p>Close Reading Read Aloud Paired Reading Independent Reading Readers Theater Dramatic Production/skit Active Listening: Audio Active Viewing: Film Clips Summarize/Paraphrase</p> <p>Cite evidence Annotate text Take reliable and cogent notes (Cornell, etc.) Make inferences Recognize introduction of and elaboration on ideas/events Identify key details and extraneous information Identify figurative and connotative language Identify structural, literary, rhetorical elements Identify purpose and point of view Use text to enhance conventions, vocabulary, and grammatical learning Integrate information from written, visual, and digital text Trace and evaluate arguments and claims Compare and evaluate multiple perspectives on an event Comprehend text of grade-level appropriate complexity</p>
<p>“The Thaw,” Primo Levi Excerpted from <u>The Reawakening</u> From The Holocaust Teacher</p>	<p>Analysis Essay #1: Anne Frank is often described as an optimistic person. What evidence from the text supports this belief? In a 2 page paper (typed, MLA style, 500 word minimum),</p>	<p>Graphic Organizer/Traditional Outline Brainstorming Peer Review/Editing Pre-writing/Drafting/Editing/Revising/Publishing</p>

<p>Resource Center Informational: Non-Fiction Memoir http://www.holocaust-trc.org/thethaw.htm</p> <p>SHORT TEXT</p> <p>Literary discussion: "The Thaw" Structure, imagery, context, purpose, point of view http://www.holocaust-trc.org/thethawdiscussion.htm Informational: Academic</p> <p>SHORT TEXT</p>	<p>discuss Anne's word choice, syntax, imagery and any other pertinent rhetorical elements that help create her voice and tone in the diary.</p> <p>Analysis Essay #2: Anne Frank's famous quote, "In spite of everything, I still believe that people are really good at heart," is borne out by some of the people portrayed in the diary and disproved by others. Choose one individual from the diary and use evidence from the text to show how they prove or disprove Anne's maxim (2 pages typed, MLA style, 500 word minimum).</p>	<p>Writer's Workshop Co-Construction Rubric Study (e.g., diction, organization, fluency) Student Models Support claims with clear and relevant textual evidence Evaluate sources for credibility Use effective transitions and provide a concluding statement Convey ideas/concepts/information through selection, organization, and analysis of relevant content Adequately develop topic Employ effective literary and rhetorical techniques Engage and orient reader Employ all steps of writing process Use technology effectively Use information from a variety of sources Use writing assignment to enhance conventions, vocabulary, and grammatical learning</p>
<p><i>Anne Frank: Beyond the Diary - A Photographic Remembrance</i> Ruud van der Rol and Rian Verhoeven Informational: Visual Text (photographs)</p> <p>SHORT TEXT (VISUAL)</p> <p>Shamash: Holocaust Photography Exhibit http://www.shamash.org/holocaust/photos/ Informational: Visual Text</p> <p>SHORT TEXT (VISUAL)</p> <p>"The Scream" Edward Munch Oil on Canvas Literary: Visual Text</p> <p>SHORT TEXT (VISUAL)</p>	<p>Research Paper: Is human character shaped by "nature" (e.g., genes, nutrition, and inherent skill) or by "nurture" (e.g., upbringing, cultural values, good or bad habits). Research the latest scientific findings and philosophical debate on this issue and write a 3 page paper in APA format presenting your research. Use appropriate citations.</p>	<p>Graphic Organizer Traditional Outline Brainstorming Debate Peer Review/Editing Pre-writing/Drafting/Editing/Revising/Publishing Co-Construction Rubric Study (e.g., diction, organization, fluency) Student Models</p> <p>Convey ideas/concepts/information through selection, organization, and analysis of relevant content Employ relevant facts, definitions, details, quotations, and quantitative data including graphical data Use precise language and domain specific vocabulary Employ clear transitions Employ formal style (including specified manuscript style such as APA or MLA when required) Provide conclusion that follows from the information presented Employ all steps of writing process Use technology effectively Use information from a variety of sources Use primary and secondary sources as appropriate</p>

		<p>Employ effective text structures (e.g., comparison, causality) Use writing assignment to enhance conventions, vocabulary, and grammatical learning</p>
	<p>Routine Writing:</p> <p>Example One: Keep your own diary daily for two weeks; examining your text, do you find yourself to be an optimistic person or a pessimistic person?</p> <p>Example Two: Look at the newspaper clippings provided to the class this morning. What human rights issues can you identify in our own country or community? Write a letter to the editor expressing your opinion on this issue and/or suggesting a course of action.</p> <p>Example Three: Write a single diary entry for Anne describing an imaginary day that, unfortunately, never actually took place. Describe the successful rescue/liberation of the people in Anne's hiding place. How does the rescue come about? What are the historic and personal circumstances (be accurate). How does everyone feel/react?</p> <p>Shadow Poetry: Write a poem based on the structure of the "They Came For" poem, expressing your own unique viewpoint or experience.</p>	<p>Co-Construction Student Models Shadow/Echo Writing (emulate an example text) Multi-Modal Prompts (response to article, photograph, etc.) Purpose/Genre exploration</p> <p>Engage and orient reader Employ genre appropriate style and format Use routine writing as a forum for free expression and creativity Employ appropriate and effective text structures Establish voice and style Draw evidence from or establish relation to relevant text when appropriate Routine writing should always demonstrate an awareness of texts and themes under discussion within the Unit Use writing assignment to enhance conventions, vocabulary, and grammatical learning</p>
<p><i>The Freedom Writers Diary : How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them (Excerpts)</i> The Freedom Writers Informational: Memoir</p> <p>SHORT TEXT</p>	<p>Narrative Writing:</p> <p>What Anne Frank experienced was an extreme version of the kinds of intolerance, bullying, and bigotry that people still experience every day. Write a personal narrative describing a time you were a victim of this type of behavior, or a time when you treated someone else unfairly. Be sure to let your own unique voice come through in your writing, using tense, voice, imagery, and all the other literary tools at your disposal to engage your audience.</p>	<p>Graphic Organizer Traditional Outline Brainstorming Peer Review/Editing Pre-writing/Drafting/Editing/Revising/Publishing Writer's Workshop Co-Construction Rubric Study (e.g., diction, organization, fluency) Student Models</p> <p>Employ effective literary and rhetorical techniques including diction, syntax, tone, imagery, and figurative language Effectively structure plot and develop characters using strategies such as dialogue and pacing</p>

		<p>Use effective transitions and provide a concluding statement Convey ideas/concepts/information through selection, organization, and analysis of relevant content Use effective transitions to convey sequence and shifts Provide conclusion that follows from narrated experiences Adequately develop topic Engage and orient reader Employ all steps of writing process Use technology effectively Use writing assignment to enhance conventions, vocabulary, and grammatical learning</p>
<p><i>Zlata's Diary: A Child's Life in Sarajevo (Excerpts)</i> Zlata Filipovic Informational: Memoir</p> <p>SHORT TEXT</p>	<p>Pictures of Love Close study of visual images from short texts. Students compose photographs, film, or sculpture on a theme of tolerance and peace. Students will use evidence from the text to support and provide analysis for their graphic.</p>	<p>Field Trip (formal or simply moving about the building) Brainstorm Student Models Shadow/Echo visuals (emulate an example visual) Rubric Study Practice/Training in artistic media/digital media as needed</p> <p>Compare and contrast viewing experiences to text experiences Effective use of digital and artistic media Engage in effective collaborative discussion Demonstrate understanding of multiple perspectives Use assignment to enhance conventions, vocabulary, and grammatical learning Support claims with clear and relevant textual evidence</p>
<p>AnneFrank.Com This definitive site focuses on Anne Frank and her world-famous diary. It contains excerpts from her diary, a photo scrapbook of her life, and information about a traveling museum exhibit about her. http://www.annefrank.com Informational: Digital</p> <p>SHORT TEXTS</p>	<p>Mock Trial of Ann Frank's Informant Students use text-based evidence and additional research to indict and conduct a mock courtroom trial of the person or persons they believe betrayed the families to the Nazi authorities.</p>	<p>Collaborative Discussion Field Trip (courthouse) Guest Speaker Debate Active Viewing: Film (Nuremburg Trials) Internet and Library Research Brainstorming Pair/Share Rubric Study</p> <p>Engage effectively in group collaboration Evaluate a speaker's argument and claims Distinguish claims that are supported by evidence from</p>

		<p>those that are not</p> <ul style="list-style-type: none"> Present claims and findings logically Choose pertinent and relevant facts Recognize and exclude extraneous details Support claims with clear and relevant textual evidence Evaluate sources for credibility Use effective concluding statements where appropriate Convey ideas/concepts/information through selection, organization, and analysis of relevant content Employ effective rhetorical techniques Include multimedia components to strengthen case or testimony where appropriate Recognize variations in dialect and language choices (in this case, based on character background) Use appropriate domain-specific vocabulary (for example courtroom/legal vocabulary) Use assignment to enhance conventions, vocabulary, and grammatical learning
<p>“First They Came...” Martin Niemoller Literary: Poem</p> <p>SHORT TEXT</p> <p>“Tolerance” Egal Bohem http://www.poemhunter.com/poem/tolerance/ Literary: Poem</p> <p>SHORT TEXT</p>	<p>No Hate Zone Campaign Students study human rights issues in their own environment and use various forms of persuasive media (e.g., public service announcement, brochure, print advertisement, billboard, t-shirts) to promote goodwill and tolerance.</p>	<ul style="list-style-type: none"> Guest Speaker (public relations/advertising) Active Viewing: PSAs Interview/Debate Internet and Library Research Collaborative Discussion Brainstorming Practice/Training in artistic media/digital media as needed Rubric Study <ul style="list-style-type: none"> Annotation Citation Website vetting Engage effectively in group collaboration Integrate information from written, visual, and digital text Trace and evaluate arguments and claims Compare and evaluate multiple perspectives on an event Convey ideas/concepts/information through selection, organization, and analysis of relevant content Employ effective rhetorical techniques Present claims and findings logically Use multi-media components Adapt speech to a variety of contexts and tasks Use assignment to enhance conventions, vocabulary, and

		grammatical learning
--	--	----------------------

Calendar		
Week One:		
1	2	3
Lesson One		
<p>Anne Frank: Diary of a Young Girl (1-100*) Anne Frank: The Whole Story (Parts 1-2)</p> <p>RI: Close reading, annotation, active viewing, inference, textual evidence L: Vocabulary from Text - Anne's diction Syntax - Anne's sentence structure parts of speech, phrase/clause, compound, complex, how style creates tone, shows age SL: Collaborative discussion, Socratic Seminar Dramatic reading, skits, pair reading W: Routine Writing Engage and orient reader Employ genre appropriate style and format Use routine writing as a forum for free expression and creativity</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p> <p>*All recommendations for number of pages of assigned reading for a particular lesson are approximate. You may want to spread the reading over several weeks or do it in concentration. Reading more or fewer pages in a given lesson will not impact your ability to navigate through subsequent lessons.</p>		<p>Lesson Two</p> <hr/> <p>Pictures of Love Close study of visual images from short texts. Students compose photographs, film, or sculpture on a theme of tolerance and peace. "Tolerance" Egal Bohem http://www.poemhunter.com/poem/tolerance/ Literary: Poem <i>Anne Frank: Beyond the Diary - A Photographic Remembrance</i> Ruud van der Rol and Rian Verhoeven Informational: Visual Text</p> <p>RI: Identify figurative and connotative language Identify structural, literary, rhetorical elements Identify purpose and point of view L: Figurative language and word relationships SL: Demonstrate understanding of multiple perspectives; presentation W: Mini-argument - rationale for graphic Support claims with clear and relevant textual evidence Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>

4	5	Notes:
		Content Assessment for Reading - informal
		Prepare Rubric for Pictures of Love
		Presentation for Pictures of Love (gallery?)
Week Two:		
1 Lesson Three	2	3 Lesson Four
<p>Anne Frank: Diary of a Young Girl (101-150) Anne Frank: The Whole Story (Part 3)</p> <p>RI: Close reading, independent/paired reading cite evidence, active viewing Make inferences Recognize introduction of and elaboration on ideas/events</p> <p>L: Commas and parenthetical elements</p> <p>SL: Collaborative discussion drawing on explicit evidence from text; interpret presentation in diverse format (text vs. film)</p> <p>W: Routine Writing Demonstrate an awareness of texts and themes under discussion within the Unit Use writing assignment to enhance conventions, vocabulary, and grammatical learning</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>		<p>Freedom Writers Analysis Essay #1</p> <p>RI: Reader's Theater, active listening audio book Make inferences Recognize introduction of and elaboration on ideas/events Identify key details and extraneous information Identify figurative and connotative language Identify structural, literary, rhetorical elements Identify purpose and point of view</p> <p>L: Vague pronouns/ambiguous antecedents (text) Compound/complex sentence structure, phrase, clause, parenthetical elements (writing)</p> <p>SL: Interpret information presented in diverse media and formats explaining how it contribute to the topic</p> <p>W: Analysis Essay #1 Support claims with clear and relevant textual evidence Evaluate sources for credibility Use effective transitions and provide a concluding statement Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p>

		Assessment (include Rubric if appropriate):
4	5	Notes:
		MLA style, formatting requirements
Week Three:		
1 Lesson Five	2	3
Anne Frank: Diary of a Young Girl (151-250) Anne Frank: The Whole Story (Part 4,5) RI: Independent reading, summary and paraphrase Dramatic interpretation (skit) Compare and evaluate multiple perspectives on an event Annotate text Take reliable and cogent notes (Cornell, etc.) L: Academic vocabulary, text vocabulary	SL: Dramatic interpretation (skit) W: Routine Writing Use routine writing as a forum for free expression and creativity Employ appropriate and effective text structures Establish voice and style Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness Assessment (include Rubric if appropriate):	
4	5	Notes:
Lesson Six		Field Trip/Speaker
“First They Came...” Martin Niemoller Literary: Poem Shamash: Holocaust Photography Exhibit http://www.shamash.org/holocaust/photos/ Informational: Visual Text “The Scream” Oil on Canvas Edward Munch	RI: Identify figurative and connotative language Identify structural, literary, rhetorical elements Identify purpose and point of view Integrate information from written, visual, and digital text L: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

<p>Literary: Visual Text</p> <p>Differentiation:</p> <p><input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process</p> <p><input type="checkbox"/> Readiness</p>	<p>SL: Dramatic interpretation of poem; adapting Speech to context and task</p> <p>W: Echo Poem, Routine Writing Employ genre appropriate style and format Use routine writing as a forum for free expression and creativity Employ appropriate and effective text structures Establish voice and style</p> <p>Assessment (include Rubric if appropriate):</p>	
<p>Week Four:</p>		
<p>1 Lesson Seven</p>	<p>2</p>	<p>3</p>
<p>Anne Frank: Diary of a Young Girl (251-336 end) Anne Frank: The Whole Story (Part 6, end)</p> <p>RI: Independent reading, summary and paraphrase Dramatic interpretation (skit) Compare and evaluate multiple perspectives on an event Annotate text Take reliable and cogent notes (Cornell, etc.)</p> <p>L: Academic vocabulary, text vocabulary</p>	<p>SL: Dramatic interpretation (skit)</p> <p>W: Routine Writing Employ appropriate and effective text structures Establish voice and style Draw evidence from or establish relation to relevant text when appropriate</p> <p>Differentiation:</p> <p><input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process</p> <p><input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>	
<p>4</p>	<p>5</p>	
	<p>Lesson Eight</p> <p>Analysis Essay #2</p> <p>RI: Cite evidence, determine central idea Analyze in detail how key individuals, events and ideas are introduced and elaborated Determine author’s point of view and purpose</p>	<p>Adequately develop topic Employ effective literary and rhetorical techniques Engage and orient reader</p>

	<p>L: Commas and parenthetical elements, sentence Structure, pronoun antecedents</p> <p>SL: Collaborative discussion, peer review</p> <p>W: Support claims with clear and relevant textual evidence Evaluate sources for credibility Use effective transitions and provide a concluding statement Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p>	<p>Employ all steps of writing process Use technology effectively Use information from a variety of sources</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p> <p>Notes: Cinema Day, popcorn Library research day</p>
Week Five:		
1 Lesson Eight	2	3
Analysis Essay #2, continued		
<p>RI: Cite evidence, determine central idea Analyze in detail how key individuals, events and ideas are introduced and elaborated Determine author's point of view and purpose</p> <p>L: Commas and parenthetical elements, sentence Structure, pronoun antecedents</p> <p>SL: Collaborative discussion, peer review</p> <p>W: Support claims with clear and relevant textual evidence Evaluate sources for credibility Use effective transitions and provide a concluding statement</p>	<p>Convey ideas/concepts/information through selection, organization, and analysis of relevant content Adequately develop topic Employ effective literary and rhetorical techniques Engage and orient reader Employ all steps of writing process Use technology effectively Use information from a variety of sources</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>	
4 Lesson Nine	5	Notes:

<p>“The Thaw,” Primo Levi Excerpted from <u>The Reawakening</u> http://www.holocaust-trc.org/thethaw.htm Literary discussion: “The Thaw” Structure, imagery, context, purpose, point of view http://www.holocaust-trc.org/thethawdiscussion.htm</p> <p>RI: Close Reading Read Aloud Summarize/paraphrase Inference</p> <p>L: Sentence structure, vocabulary study</p>	<p>SL: Delineate a speaker’s argument and claims Pose and respond to specific questions in discussion Come to discussion prepared</p> <p>W: Routine Writing, Engage and orient reader Employ genre appropriate style and format Use routine writing as a forum for free expression and creativity</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>	<p>Primo Levi story, audio tapes Flip chart for Smartboard</p>
<p>Week Six:</p>		
<p>1 Lesson Nine, continued</p>	<p>2</p>	<p>3 Lesson Ten</p>
<p>“The Thaw,” Primo Levi Excerpted from <u>The Reawakening</u> http://www.holocaust-trc.org/thethaw.htm Literary discussion: “The Thaw” Structure, imagery, context, purpose, point of view http://www.holocaust-trc.org/thethawdiscussion.htm</p> <p>RI: Close Reading Read Aloud Summarize/paraphrase Inference</p> <p>L: Sentence structure, vocabulary study</p> <p>SL: Delineate a speaker’s argument and claims Pose and respond to specific questions in</p>		<p><i>Zlata’s Diary: A Child’s Life in Sarajevo</i> (Excerpts) Zlata Filipovic Children of War/Webquest</p> <p>RI: Identify structural, literary, rhetorical elements Identify purpose and point of view Integrate information from written, visual, and digital text Trace and evaluate arguments and claims Compare and evaluate multiple perspectives on an event</p> <p>L: Vocabulary strategies/thesaurus and dictionary</p> <p>SL: Collaborative discussion with preparation Review key ideas, demonstrate understanding</p> <p>W: Routine Writing</p>

<p>discussion Come to discussion prepared</p> <p>W: Routine Writing, Engage and orient reader Employ genre appropriate style and format Use routine writing as a forum for free expression and creativity</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>		<p>Draw evidence from or establish relation to relevant text when appropriate Demonstrate an awareness of texts and themes under discussion within the Unit</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>
<p>4</p>	<p>5</p>	<p>Notes: Computer lab Meet with media specialist</p>
<p>Week Seven:</p>		
<p>1 Lesson Eleven</p>	<p>2</p>	<p>3</p>
<p>Mock Trial</p> <p>RI: Cite evidence Annotate text Take reliable and cogent notes (Cornell, etc.) Make inferences Recognize introduction of and elaboration on ideas/events Identify key details and extraneous information Identify figurative and connotative language Identify structural, literary, rhetorical elements Identify purpose and point of view Use text to enhance conventions, vocabulary, and grammatical learning Integrate information from written, visual, and</p>	<p>SL: Collaborative Discussion Debate Engage effectively in group collaboration Evaluate a speaker's argument and claims Distinguish claims that are supported by evidence from those that are not Present claims and findings logically Include multimedia components to strengthen case or testimony where appropriate</p> <p>W: Choose pertinent and relevant facts Recognize and exclude extraneous details Support claims with clear and relevant textual evidence Evaluate sources for credibility</p>	

<p>digital text Trace and evaluate arguments and claims Compare and evaluate multiple perspectives on an event</p> <p>L: Use appropriate domain-specific vocabulary (for example courtroom/legal vocabulary)</p>	<p>Use effective concluding statements where appropriate Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>	
4	5	<p>Notes:</p> <p>AV Equipment Reserve presentation room</p>
Week Eight:		
1 Lesson Eleven, continued	2	3
Mock Trial		
4 Lesson Twelve	5	<p>Notes:</p> <p>Reserve Library/Computer Lab</p>
Research Project: Nature vs. Nurture	<p>Employ all steps of writing process Use technology effectively Use information from a variety of sources Use primary and secondary sources as appropriate Employ effective text structures (e.g.,</p>	
<p>RI: Cite evidence Annotate text Take reliable and cogent notes (Cornell, etc.) Make inferences Identify key details and extraneous information</p>		

<p>L: Commas and parenthetical elements Compound/complex sentence structure, phrase/ clause Recognize and correct vague pronouns Ensure proper case pronouns</p> <p>SL: Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p> <p>W: Employ relevant facts, definitions, details, quotations, and quantitative data including graphical data Use precise language and domain specific vocabulary Employ clear transitions Employ formal style (including specified manuscript style such as APA or MLA when required) Provide conclusion that follows from the information presented</p>	<p>comparison, causality) Use writing assignment to enhance conventions, vocabulary, and grammatical learning</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>	
--	---	--

Week Nine:

<p>1 Lesson Twelve, continued</p>	<p>2</p>	<p>3</p>
<p>Research Project</p>	<p>Lesson Thirteen</p> <p>No Hate Campaign</p> <p>RI: Cite evidence Annotate text Take reliable and cogent notes (Cornell, etc.) Make inferences</p>	<p>Trace and evaluate arguments and claims Compare and evaluate multiple perspectives on an event Employ effective rhetorical techniques Present claims and findings logically Use multi-media components</p>

	<p>Recognize introduction of and elaboration on ideas/events Identify key details and extraneous information</p> <p>L: Demonstrate command of the conventions of standard English</p> <p>SL: Collaborative Discussion Brainstorming Engage effectively in group collaboration Integrate information from written, visual, and digital text</p>	<p>Adapt speech to a variety of contexts and tasks</p> <p>W: Employ effective rhetorical techniques Present claims and findings logically Use multi-media components Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p> <p>Differentiation: <input type="checkbox"/> Content <input type="checkbox"/> Interest <input type="checkbox"/> Process <input type="checkbox"/> Readiness</p> <p>Assessment (include Rubric if appropriate):</p>
4	5	<p>Notes:</p> <p>No Place for Hate Campaign activities School buy-in</p>



**COMMON CORE GEORGIA PERFORMANCE STANDARDS
ENGLISH LANGUAGE ARTS INTEGRATED LESSON PLANNING TEMPLATE**

**NINE WEEK UNIT: INFORMATIONAL
EXTENDED TEXT - ANNE FRANK, THE DIARY OF A YOUNG GIRL
THEMATIC/RESEARCH CONNECTIONS - HUMAN RIGHTS, TOLERANCE, HOLOCAUST**

Lesson 11

Task: Mock Trial
As the unit reaches its last few weeks, students will revisit the original extended text for a close analysis of character (in this case actual individuals), narrative, and setting. Although there has been a great deal of speculation over the years, it has never been discovered who turned in the Frank family to the Nazi authorities. Students will consider evidence from the text and will conduct research from other reliable sources in order to form a supportable accusation (indictment). Students will adopt roles: prosecuting and defending attorney(s), jurors, judge, witnesses, accused, and court reporter. As the mock trial progresses, judge and jurors will use their content knowledge about logical fallacies, supportable claims, what constitutes reliable evidence, what is extraneous detail, and the facts from the text and from history to reach a verdict. All evidence used in the trial must be cited, whether formally or informally.

Essential Question for Lesson 11

How much evidence and what kind of evidence must accrue before we assume a thing to be true?

Task	Skill	Standard
Revisit the text Group discussion	Collaborative discussion Brainstorm Close reading Annotation	ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Break into small groups Conduct <i>preliminary</i> research	Work effectively in student-centered activities Work effectively in collaboration with others Understand multiple perspectives Introduce claims with clearly	ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and

	organized and relevant evidence	<p>conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6T3a. Plan strategies to guide inquiry.</p> <p>6T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>
<p>Each group will contribute the name or description of the individual or individuals they believe most likely to have turned the families in to the authorities, along with a brief outline of how they arrived at their conclusion. Students will vote by secret ballot on the person to be tried for this “crime.”</p>	<p>Present findings Collaborative discussion</p>	<p>ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6T3d. Process data and report results.</p>
<p>Through volunteering or assignment, students will be adopt roles and will begin to prepare for trial. Checklists or guidelines may be prepared if necessary, but students should be able to define their own roles in most cases. Roles may include: judge, jurors, witnesses, accused, attorneys, court reporter, and any other role students identify. Students identified as witnesses will be assigned specific identities by the attorneys as they prepare their witness lists.</p>	<p>Work effectively in student-centered activities Work effectively in collaboration with others Understand multiple perspectives Complete multiple steps in a process Brainstorming</p>	<p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6T4b. Plan and manage activities to develop a solution or complete a project.</p>

<p>Research/Preparation</p>	<p>Internet and Library Research Close Text Study - evidence search Annotation Note-taking Citation/Bibliography list Construct Arguments Evaluate the reliability of evidence/sources Understand logical fallacies Use rhetorical strategies for persuasion Convey ideas/concepts/information through selection, organization, and analysis of relevant content Employ relevant facts, definitions, details, quotations, and quantitative data Use precise language and domain specific vocabulary Use technology effectively Use information from a variety of sources Use primary and secondary sources as appropriate</p>	<p>ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ELACC6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6T1a. Apply existing knowledge to generate new ideas, products, or processes. 6T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. 6T1a2. Students will research real-world topics using online resources.</p>
<p>Conduct Trial</p>	<p>Work effectively in student-centered activities Work effectively in collaboration with others Understand multiple perspectives Introduce claims with clearly organized and relevant evidence Employ close text study - evidence Effectively use annotation and note-taking Present findings Use technology effectively Adapt speech to context Convey ideas/concepts/information through selection, organization, and analysis of relevant content</p>	<p>ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly</p>

	<p>Employ relevant facts, definitions, details, quotations, and quantitative data Use precise language and domain specific vocabulary Use technology effectively Use information from a variety of sources Use primary and secondary sources as appropriate</p>	<p>as well as inferences drawn from the text. ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ELACC6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 6T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>
<p>Grammar Focus: Pronoun usage can become complicated when relating events involving multiple individuals (he said she went to the window but they didn’t see her). Be aware of 1. overuse of pronouns in the courtroom setting 2. use of unclear antecedents 3. vague pronoun use 4. correct number and person</p>	<p>Correct pronoun usage</p>	<p>ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>

Differentiation:

- Content Interest Process
 Readiness

Assessment/Rubric:

Additional Resources:



**COMMON CORE GEORGIA PERFORMANCE STANDARDS
ENGLISH LANGUAGE ARTS INTEGRATED LESSON PLANNING TEMPLATE**

**NINE WEEK UNIT: INFORMATIONAL
EXTENDED TEXT - ANNE FRANK, THE DIARY OF A YOUNG GIRL
THEMATIC/RESEARCH CONNECTIONS - HUMAN RIGHTS, TOLERANCE, HOLOCAUST**

Lesson 13

Task: No Hate Zone Campaign

In this end-of-unit project students will self-direct a multi-modal project designed to communicate the positive lessons learned this unit of study to their school or local communities. Students will brainstorm together to conceptualize a public relations campaign to promote the message that their school/community will be a place of tolerance, peace, and safety for all its members. Students can focus on inter-faith cooperation, racism, cyber-bullying awareness, or any other human rights issues in scope of their personal experiences. *The Freedom Writer's Diary*, one of the short text resources for this unit, contains moving stories of struggle against racism, bullying, poverty, and indifference, and may serve as a particularly good resource for this task. Students may be given a menu of suggestions (brochure, public service announcement, t-shirts), or may be charged with inventing their own campaign from scratch. A guest speaker from the public relations or advertising field may help to spur creativity. Special focus in this project should be placed on researching the latest innovations in digital, print, and visual promotions (Prezi, wikis, Twitter, Cloud, various new apps). This project also presents an opportunity for the students to write about their own experiences as they relate to individuals they've read about in the unit (for example they could compose a booklet of personal stories of triumph over personal challenges in "Freedom Writer" style).

Essential Question for Lesson 13

Can individuals or small communities ever truly have an impact on global policies and perceptions? How can your personal actions influence others?

Task	Skill	Standard
Guest Speaker(s) Brainstorming Project Definition Relevant Text Review	Collaborative discussion Brainstorm Close reading Annotation	<p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>6T2d. Contribute to project teams to produce original works or to solve problems.</p>

		6T4b. Plan and manage activities to develop a solution or complete a project.
<p>Research into media options and promotional materials</p> <p>Definition of supplies needed</p>	<p>Work effectively in student-centered activities</p> <p>Work effectively in collaboration with others</p> <p>Complete multiple steps in a process</p> <p>Brainstorming</p> <p>Internet and Library Research</p> <p>drawing evidence from text to support analysis and research</p> <p>Annotation</p> <p>Note-taking</p> <p>Evaluate the reliability of evidence/sources</p>	<p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>6T1d2. Students will use technology to manipulate data to identify trends, forecast results, and identify variables that affect a process.</p>
<p>Team and task assignment</p> <p>Deliverables identified</p> <p>Timeline, goals</p>	<p>Work effectively in student-centered activities</p> <p>Work effectively in collaboration with others</p> <p>Complete multiple steps in a process</p> <p>Brainstorming</p>	<p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>

		<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6T3a. Plan strategies to guide inquiry.</p>
<p>Project production (Create ads, posters, produce films, create website, etc.)</p>	<p>Collaborative discussion Demonstrate command of conventions Use texts to support claims Analyze how events were developed or elaborated in texts Understand multiple perspectives Determine author's point of view Integrate information from different media formats Trace and evaluate arguments Compare and contrast different presentation of events Use technology to produce and publish work Include multi-media components Adapt speech to variety of context and task Use language for effect; demonstrate understanding of figurative and other connotative vocabulary</p>	<p>ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are</p>

		<p>not.</p> <p>ELACC6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6T1b. Create original works as a means of personal or group expression.</p> <p>6T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.</p>
Publish/Present PR campaign	<p>Present findings</p> <p>Work effectively in student-centered activities</p> <p>Work effectively in collaboration with others</p> <p>Complete multiple steps in a process</p> <p>Include multi-media components</p>	<p>ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>ELACC6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>6T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>6T2c2. Students will identify potential solutions or create products that help others understand a global issue/perspective.</p> <p>6T2d. Contribute to project teams to produce original works or to solve problems.</p>
Debrief/Reflection	<p>Work effectively in collaboration with others</p> <p>Write a reflection on your experience or a summary of the project</p> <p>Complete multiple steps in a process</p>	<p>ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELACC6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>6T1b1. Students will create original digital products (e.g., animations, videos, podcasts, web pages, blogs) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.</p>

Differentiation:

- Content
- Interest
- Process
- Readiness

Assessment/Rubric:

Additional Resources: