**Monica Munguia**

**USC East Asia Summer Institute 2012 - Lesson Plans**

**Lesson plan is for a 2 hour 8th grade Language Arts class of 34 students who range from Proficient to Basic on the CSTs. I anticipate, we will need both hours each day to execute the objective of the day. Therefore, my lesson covers three days, but it is six hours long.**

**Day 1**

**Overall Objective:**

Students will complete a Literary Analysis of Anne Frank and Nakane Mihoko’s personal diaries during World War II to assemble notes for a Response to Literature Essay. They will evaluate the diaries to Draw Conclusions, evaluate the Influence of an Author’s Background, and evaluate a Character’s Motivation.

**Background:**

Students were given sufficient information on world events during WWII. I have read both diaries with students in my class. We will be using only certain sections of the diaries as they pertain to the three Literary Analysis terms.

**Day 1 Objective:**

Students will evaluate sections of both diaries and fill out the Drawing Conclusions worksheet.

**Standards:**

Understand Literary terms (R3.3, R3.4). Analyze characters (R3.3). Represent text information in different ways, such as in a graphic organizer (R3.0). Use questioning to connect to literature (R2.0). Draw conclusions (R2.0). Use correct and varied sentence types (LC1.1). Deliver oral responses to literature (LS2.2). Organize information to achieve particular purposes (LS1.3).

**Materials:**

The Language of Literature textbook by McDougal Littell “from the Diary of Anne Frank” by Francis Goodrich and Albert Hackett based on the book Anne Frank: The Diary of a Young Girl.

“The Diary of an Evacuated Schoolgirl,” by Nakane Mihoko. **The diary will be copied onto blue paper. The color blue helps spike the brain to use more imagination.** Imagine, How Creativity Works by Jonah Lehrer

“Drawing Conclusions” worksheet, Document A. **Students will be given red pens to fill out details on worksheet. The color red stimulates the brain to give more attention to detail.** Imagine, How Creativity Works by Jonah Lehrer

**Day 1, Page 2**

**Procedure**:

I will go over a diary entry for both girls using the Drawing Conclusions worksheet, Document A. Each student will have a copy of the worksheet.

Students will be taught the following Four Step Process.

1. We will write the diary entry on the Details from Diary box on the worksheet.
2. We will analyze the diary entry based on who the audience was. For example, Nakane’s entry would be for her teachers. Anne’s entry was for herself. I will write student brainstorming details on the white board.
3. We will agree on what details we would like to write on the Analyze box of the worksheet. They will write a complete sentence with the details.
4. Then students will need to draw a conclusion in complete sentences based on these details.

**Teaching Strategy Intervention:**

Students tend to have difficulty drawing conclusions at this grade level. They usually want to write a summary. I give my students a formula to assist them. I will write three to four details given by students on the board and add them. As an example on “The Diary of an Evacuated Schoolgirl” Page 280, students could disagree Nakane really does not want to study hard, so she is only writing what the teacher wants to read. Possible details students could come up with, Nakane is dishonest, not true to herself, and a liar.

So the formula would be Dishonest + Not true to herself + Liar = Drawing Conclusion.

After some prompting the formula gets their brains working. If they still cannot draw a conclusion, I allow students to formulate an answer within their team. Then, they present their conclusion to the class. In this sense, they have a variety of notes to apply to their Response to Literature essay.

1. If students are progressing well on the four steps, I have them follow all four steps with their teams, give them a time limit to draw conclusions, and present their conclusions to the class. Team conclusions will be done in their spirals using Cornell Notes.

**These are the diary selections we will be analyzing.**

* **Audience – Drawing Conclusions – Details, Analyze, Conclusion**

Evacuated Girl – Page 280 – Notes from person reading diary.

Evacuated Girl – Page 269 – Nakane states the scenery is beautiful.

Evacuated Girl – Page 271 – Nakane states she is “very happy” to be gaining weight.

Evacuated Girl – Page 271 – Nakane states she is “very happy” to knit.

Evacuated Girl – Page 280 – Teacher responds to diary.

Anne Frank – Act I, Scene 3, Page 468 – Mrs. Frank talks to Anne about her behavior.

Act I, Scene 3, Page 474 – Excerpt directly from Anne’s diary.

Act I, Scene 4, Page 478 – Anne talks to Mr. Frank about her behavior.

**Assessment**:

Students will present their team conclusions to the class. If they are way off on their conclusions, the class will assist in modifying their answers. Once we have corrected their conclusions in their spirals, they may transfer them on their worksheet.

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**Day 2**

**Overall Objective:**

Students will complete a Literary Analysis of Anne Frank and Nakane Mihoko’s personal diaries during World War II to assemble notes for a Response to Literature Essay. They will evaluate the diaries to Draw Conclusions, evaluate the Influence of an Author’s Background, and evaluate a Character’s Motivation.

**Day 2 Objective:**

Students will evaluate sections of both diaries and fill out the Influence of an Author’s Background worksheet.

**Standards:**

Understand Literary terms (R3.3, R3.4). Analyze characters (R3.3). Represent text information in different ways, such as in a graphic organizer (R3.0). Use questioning to connect to literature (R2.0).Analyze a work of literature showing how it reflects the attitude, beliefs, heritage, and traditions of its author (R3.7). Use correct and varied sentence types (LC1.1). Deliver oral responses to literature (LS2.2). Organize information to achieve particular purposes (LS1.3).

**Materials:**

The Language of Literature textbook by McDougal Littell “from the Diary of Anne Frank” by Francis Goodrich and Albert Hackett based on the book Anne Frank: The Diary of a Young Girl.

“The Diary of an Evacuated Schoolgirl,” by Nakane Mihoko. **The diary will be copied onto blue paper. The color blue helps spike the brain to use more imagination.** Imagine, How Creativity Works by Jonah Lehrer

“Influence of Author’s Background” worksheet, Document B. **Students will be given red pens to fill out details on worksheet. The color red stimulates the brain to give more attention to detail.** Imagine, How Creativity Works by Jonah Lehrer

**Anticipatory Set/Assessment:**

Students stand up next to their desk when they first arrive in class. They must answer a question from Day 1’s lesson correctly to sit down. Questions are simple recall information and incorrect answers stimulate their brains to search for correct answers. They may not use their notes.

**Day 2, Page 2**

**Procedure**:

I will go over a diary entry for both girls using the Influence of an Author’s Background worksheet, Document B. Each student will have a copy of the worksheet.

Students will be taught the following four step process.

1. We will write the diary entry on the Passage box from the worksheet.
2. We will analyze the diary entry based on the author’s attitude, beliefs, heritage, or tradition.
3. I will write details on the white board as to what is being revealed about the author in this passage in regards to the influence. As an example, Anne is talking to Peter about religion, so this could be categorized to her beliefs.
4. Then students will write a response using complete sentences on the What it reveals about the author box.
5. If students are progressing well, I have them follow all four steps with their teams, give them a time limit to answer what it reveals, and present their answers to the class. Team answers will be written in their spirals using Cornell Notes.

**These are the diary sections we will be analyzing.**

* **Attitude, Beliefs, Heritage or Tradition**

Evacuated Girl – Page 272 – Nakane’s attitude toward Americans.

Anne Frank – Act II, Scene 4, Page 508 through 510 – Anne is talking to Peter but how she feels about world and its cruel people.

* **Self-image – Reading Strategy Connect – Author’s Attitude, Beliefs, Heritage, Traditions**

Evacuated Girl – Page 271 – Nakane states she is “very happy” to be gaining weight.

Evacuated Girl – Page 274 – Nakane states her haircut made her look “really beautiful.”

Evacuated Girl – Page 283 – Nakane goes for her next hair cut.

Anne Frank – Act II, Scene 2, Pages 498 through 501 – Anne is getting ready for a date

with Peter in the attic.

**Assessment**:

Students will present their “What it reveals about the author” answers to the class. I will discuss each answer with the class, and assist in making any corrects. Once we have corrected their answers in their spirals, they may transfer it onto their worksheet.

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**USC East Asia Summer Institute 2012 – Lesson Plans**

**Day 3**

**Overall Objective:**

Students will complete a Literary Analysis of Anne Frank and Nakane Mihoko’s personal diaries during World War II to assemble notes for a Response to Literature Essay. They will evaluate the diaries to Draw Conclusions, evaluate the Influence of an Author’s Background, and evaluate a Character’s Motivation.

**Day 3 Objective**:

Students will evaluate sections of both diaries and fill out the Character’s Motivation worksheet.

**Standards**:

Understand Literary terms (R3.3, R3.4). Analyze characters (R3.3). Represent text information in different ways, such as in a graphic organizer (R3.0). Use questioning to connect to literature Compare and contrast character’s motivations and reactions of characters (R3.3). Use correct and varied sentence types (LC1.1). Deliver oral responses to literature (LS2.2). Organize information to achieve particular purposes (LS1.3).

**Materials**:

The Language of Literature textbook by McDougal Littell “from the Diary of Anne Frank” by Francis Goodrich and Albert Hackett based on the book Anne Frank: The Diary of a Young Girl.

“The Diary of an Evacuated Schoolgirl,” by Nakane Mihoko. **The diary will be copied onto blue paper. The color blue helps spike the brain to use more imagination.** Imagine, How Creativity Works by Jonah Lehrer

“Character’s Motivation” worksheet, Document C. **Students will be given red pens to fill out details on worksheet. The color red stimulates the brain to give more attention to detail.** Imagine, How Creativity Works by Jonah Lehrer

**Anticipatory Set/Assessment:**

Students stand up next to their desk when they first arrive in class. They must answer a question from Day 2’s lesson correctly to sit down. Questions are simple recall information and incorrect answers stimulate their brains to search for correct answers. They may not use their notes.

**Day 3, Page 2**

**Procedure**:

I will go over a diary entry for both girls using the Motivation worksheet, Document C. Each student will have a copy of the worksheet. Here we are analyzing two different areas, so students can use their Connect to a Character Reading Strategy they were taught earlier in the year. We will be discussing both Anne and Nakane’s self-image and their fears.

Students will be taught the following four step process.

1. We will write the girl’s name in the Who? box of the worksheet.
2. We will write the diary entry in the Action box of the worksheet.
3. We will discuss the action. For example “The Diary of an Evacuated Schoolgirl,” Page 271, we could discuss why Nakane is very happy to be gaining weight. For example, she is happy because she is receiving sufficient food and not starving.
4. Then students will write her Motivation in the box of the worksheet.

**Teaching Strategy Intervention:**

The only problem I foresee with this section is the boys having difficulty connecting to Anne and Nakane. I will have to assist the boys in relating the girls’ concern for their looks to their own grooming rituals. I could also have the boys connect to Peter in the romantic relationship between Anne and Peter.

1. If students are progressing well, I have them follow all four steps with their teams, give them a time limit to create an answer, and present their answers to the class. Team answers will be written in their spirals using Cornell Notes.

**These are the diary sections we will be analyzing.**

* **Self-image – Reading Strategy Connect**

Evacuated Girl – Page 271 – Nakane states she is “very happy” to be gaining weight.

Evacuated Girl – Page 274 – Nakane states her haircut made her look “really beautiful.”

Evacuated Girl – Page 283 – Nakane goes for her next hair cut.

Anne Frank – Act II, Scene 2, Pages 498 through 501 – Anne is getting ready for a date

**(Copies of pages are in Day 2 packet.)** with Peter in the attic.

* **Fear – Motivation – the reason why he/she Acts, Feels, and Thinks**

Evacuated Girl – Page 279 – Nakane practices for an air-raid drill.

Evacuated Girl – Page 283 – Nakane tells of Hori-sensei’s house burning.

Evalcuated Girl – Page 283-284 – Nakane tells of nighttime drills.

Anne Frank – Act I, Scene 4, Pages 476 and 477 – Anne is having nightmares in the attic.

Anne Frank – Act II, Scene 1, Page 494 – Anne’s speech given to the adults about

optimism.

**Assessment**:

Students will work in teams, follow my model, and present their answers to the class. We will discuss if answers are not correct and steer the team to a correct answer. Once team answers have been approved, they will transfer them onto their worksheet.

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**Day 4 and 5**

**Overall Objective:** Students will complete a Literary Analysis of Anne Frank and Nakane Mihoko’s personal diaries during World War II to assemble notes for a Response to Literature Essay. They will evaluate the diaries to Draw Conclusions, evaluate the Influence of an Author’s Background, and evaluate a Character’s Motivation.

**Day 4 and 5 Objective:** Students will apply their notes from the three worksheets to complete their five paragraph Response to Literature Essay. The notes from each worksheet will be incorporated into a body paragraph. Hence they have their three ideas for their Thesis Sentence in the Introduction.

**Standard:** Write responses to literature (W2.2)