

# 6th Grade Reading Unit 3: Drama/Historical Fiction

## Anne Frank (6)

Content Area: **Reading**  
Course(s): **Great Books 6, Jr. Great Books 6**  
Time Period: **Marking Period 2**  
Length: **30**  
Status: **Published**

### Established Goals/Standards

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#### Focus Standards

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or 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.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.7	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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.6.1	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.
LA.SL.6.1.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.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How do the elements of drama and film effectively create a central feeling that relates to the theme?
- How do writers effectively portray historical events in fiction?
- How does the point of view of a writer or character shape our understanding of a historical event?
- Why is it important to study journals and diaries in literature and history?
- Why is it important to study the Holocaust?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Journals and diaries provide an authentic historical perspective during times when the speech and freedom of many was restricted.
- Playwrights and filmmakers use elements of film and drama in the same way that writers use the elements of fiction to create an engaging narrative and develop a central theme.
- Studying the Holocaust preserves the culture and memory of the dead, and through knowledge and education, ensures that this devastating event will not happen again.
- The point of view of a writer or a character can drastically shape our understanding of a historical event because they provide a singular lens of understanding of a historical event. Studying multiple points of view of writers and characters can help the reader develop a more authentic understanding of the historical event.
- Writers effectively portray historical events in fiction by maintaining a feeling of authenticity, even when events differ slightly in the fictional retelling.

## Content

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- authenticity
- characters
- dramatic irony
- exposition
- Film Techniques: lighting, camera angles, sound, acting, set design
- Historical vocabulary: Hitler, Kristallnacht, ghetto, Anti-Semitism, concentration camp, World War II, Nuremburg Laws, Star of David
- memoir
- metaphor through poetry
- point of view
- scenes
- setting
- stage directions

- suspense and tension
- The Holocaust
- theme
- tolerance

## Resources

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Please add your Resources by clicking on the Lists tab above.

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- Anne Frank Diary Excerpts
- Anne Frank House Website
- Anne Frank the Film
- Anne Frank the Play
- Holocaust Poetry by Hilda Schiff