

Week Fourteen: Anne Frank and Pronouns

Weekly Focus: Response with Evidence
Weekly Skill: Character

Lesson Summary: This week students will read a passage from Anne Frank's diary. Students will consider "character" as a literary term and attempt to explain Anne's "character" and support this explanation with evidence from the passage. Students will also review pronoun identification and agreement and then be introduced to the concept of vague pronouns.

Materials Needed: Computer and Projector, Video 1, Video 2, Ann Frank Reading Excerpt, Activity #1, Activity #2, Ann Frank Grammar Excerpt, Paragraph Handouts, Pronoun Handout, Pronoun Agreement Handout, Faulty/Vague Pronoun Handout

Objectives: Students will be able to...

- Define and identify "character" in a literary passage
- Identify quotes within a work that will support their responses
- Write a complete paragraph with a topic sentence, supporting details, and a conclusion
- Identify and correct vague pronouns

Common Core Standards Addressed: RL.11-12.1, RL.11-12.10, W.11-12.1, W.11-12.3, L.3.1f, L.6.1d

Notes: Remind students that this week we will be focusing on the Response with Evidence steps of the CARE model. This means that as students form their responses about Anne's character, they are asked to look for evidence in the passage they are reading to support their positions.

Week Fourteen: Anne Frank and Pronouns

Activities:

Warm-Up/Review: Creative Writing

Time: 20 minutes

Describe a time when you or someone you knew acted with strength in the face of adversity.

Reading and Writing Activity: Anne Frank

Time: 80 minutes

- 1) **Character:** Discuss the word "character" and then talk about what it means in fiction and memoir. What are some ways in which a person's character may be revealed in writing? Have students take notes on this.
- 2) **Anne Frank Intro:** Ask students what they know about Anne Frank and then show the short video introduction. You may choose to show Video 1 (biography done on Frank's life) or Video 2 (actual snippets of diary read as overview of her life).
- 3) **Excerpt:** Before you begin reading the excerpt, first explain to students that they will be asked later to describe what kind of a character Anne is. Therefore, as they read through the excerpt, they should underline, highlight, take notes, etc.
- 4) **Small Group:** Have students work together to complete the small group tasks. Be sure to assign each member of the group a role (or better yet, let them choose), as described in the small group questions section for the second small group activity. Students may choose to use the Paragraph Handout to help organize their thoughts.
- 5) **Share:** Have groups share their work with the class.
- 6) **As a wrap-up, ask students what is one thing from today's reading that they will take away as important for their own lives.**

Break: 10 minutes

Grammar Activity: Vague Pronouns

Time: 70 minutes

Review: 1) Come up with 5-7 sentences in which a pronoun does not agree in number with its antecedent. Write these out on strips of paper, number them from 1-7, and place each sentence in the middle of a table. 2) Have each student number a blank piece of paper from 1-7. In groups of two or three, have students go to each table and attempt to rewrite the sentence correctly. 3) After groups have gone to each "station," go over the answers as a class.

Introduction: What is a vague pronoun? Hand-out Faulty/Vague pronoun worksheet and go over with students. Complete the first few questions on each exercise as a class and have students finish in small groups. Go over together.

Sandboxing: If time, have students edit the Anne Frank Grammar excerpt. If there is not time to do this in class, you may give this as homework or to Advanced students who finish other exercises early.

Extra Work/Homework:

Vague Pronoun Worksheet

Differentiated Instruction/ELL Accommodation Suggestions	Activity
Have Advanced students also write a paragraph answering the question "What do you believe Anne Frank's writing can teach people still living today?"	Writing

Online Resources:

- 1) [Purdue OWL: Using Pronouns Clearly](#)

Suggested Teacher Readings: TBA



Excerpts from Ann Frank's Diary

(The diary of Anne Frank was published in the Netherlands on 25 June 1947, after her death)

I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support.

Who else but me is ever going to read these letters? Who else but me can I turn to for comfort? I'm frequently in need of consolation, I often feel weak, and more often than not, I fail to meet expectations. I know this, and every day I resolve to do better.

In the evenings when it's dark, I often see long lines of good, innocent people, accompanied by crying children, walking on and on, ordered about by a handful of men who bully and beat them until they nearly drop. No one is spared. The sick, the elderly, children, babies and pregnant women — all are marched to their death.

The children in this neighborhood run around in thin shirts and wooden shoes. They have no coats, no caps, no stockings and no one to help them. Gnawing on a carrot to still their hunger pangs, they walk from their cold houses through cold streets to an even colder classroom. Things have gotten so bad in Holland that hordes of children stop passersby in the streets to beg for a piece of bread. I could spend hours telling you about the suffering the war has brought, but I'd only make myself more miserable. All we can do is wait, as calmly as possible, for it to end. Jews and Christians alike are waiting, the whole world is waiting, and many are waiting for death.

Rauter, some German bigwig, recently gave a speech. "All Jews must be out of the German-occupied territories before July 1. The province of Utrecht will be cleansed of Jews [as if they were cockroaches] between April 1 and May 1, and the provinces of North and South Holland between May 1 and June 1." These poor people are being shipped off to filthy slaughterhouses like a herd of sick and neglected cattle. But I'll say no more on the subject. My own thoughts give me nightmares!

Morale among the Dutch can't be good. Everyone's hungry; except for the ersatz coffee, a week's food ration doesn't last two days. The invasion's long in coming, the men are being shipped off to Germany, the children are sick or undernourished, everyone's wearing worn-out clothes and run-down shoes. A new sole costs 7.50 guilders on the black market. Besides, few shoemakers will do repairs, or if they do, you have to wait four months for your shoes, which might very well have disappeared in the meantime.

Week Fourteen: Anne Frank and Pronouns

One good thing has come out of this: as the food gets worse and the decrees more severe, the acts of sabotage against the authorities are increasing. The ration board, the police, the officials—they're all either helping their fellow citizens or denouncing them and sending them off to prison.

Fortunately, only a small percentage of Dutch people are on the wrong side.

We've been strongly reminded of the fact that we're Jews in chains, chained to one spot, without any rights, but with a thousand obligations. We must put our feelings aside; we must be brave and strong, bear discomfort without complaint, do whatever is in our power and trust in God. One day this terrible war will be over. The time will come when we'll be people again and not just Jews!

Who has inflicted this on us? Who has set us apart from all the rest? Who has put us through such suffering? It's God who has made us the way we are, but it's also God who will lift us up again. In the eyes of the world, we're doomed, but if, after all this suffering, there are still Jews left, the Jewish people will be held up as an example. Who knows, maybe our religion will teach the world and all the people in it about goodness, and that's the reason, the only reason, we have to suffer. We can never be just Dutch, or just English, or whatever, we will always be Jews as well. And we'll have to keep on being Jews, but then, we'll want to be.

The world's been turned upside down. The most decent people are being sent to concentration camps, prisons and lonely cells, while the lowest of the low rule over young and old, rich and poor. One gets caught for black marketeering, another for hiding Jews or other unfortunate souls. Unless you're a Nazi, you don't know what's going to happen to you from one day to the next.

It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them!

Activity #1: Identifying Parts of a Paragraph

Directions: Read through the sample question and response below about the Anne Frank excerpt. In your groups, **circle** the topic sentence, **underline** the concluding sentence, and **put a number** beside the start of each supporting detail.

Question: Based on the excerpt you read about Anne Frank, what kind of character was she? Use examples from the passage to support your response. (Note: there is not one right answer.)

Sample Response:

Anne Frank possessed a strong character. First of all, she doesn't know that she is strong, and some believe that the strongest people are those who are humble and don't give themselves enough credit for their own strength. In the beginning of this passage, Anne says, "I often feel weak...I fail to meet expectations." However, it is amazing that a young teenage girl can see the tragedy that she has seen, the sick and elderly and children "marched to their deaths," and still continue to have hope and write in her diary. At the end of this passage, Anne writes that she "still believes that everything will change for the better." The fact that Anne still believes in good after all the terrible things that she has seen makes her a strong character.

Activity #2: Short Answer Question

Directions: As a group, write a ONE PARAGRAPH response to the question below. Be sure to include a topic sentence, supporting details, and a concluding sentence. You may want to use the Paragraph Graphic Organizer to help you organize your thoughts.

Question: Based on the excerpt you read about Anne Frank, what kind of character was she? Use examples from the passage to support your response. (Note: there is not one right answer.)

Each group member will have a leadership role and should perform the duties of this role to ensure that the group finishes in a timely manner. However, all group members are working together on all parts.

Leadership Roles:

Timekeeper: This person must keep the group on task, giving them warnings at every five minutes until the full twenty minutes are up. If the group becomes too slow, the timekeeper should work to move them forward.

Writer/Editor: This person is responsible for writing the paragraph down and making sure that it is presented in a professional manner that can be shared with the class.

Supporting Details Developers: These people are responsible for finding details from the passage that support the group's topic sentence.

Topic and Concluding Sentences Developer: This person is responsible for developing a rough draft of both the topic and concluding sentences. He or she will then give these sentences to the "Writer/Editor" to write as a final draft.

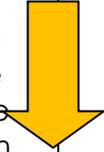
Ann Frank Grammar Excerpt

Directions: In the passage below, an ambiguous pronoun has been underlined. Rewrite the sentence so that its meaning is clear.

It sometimes seems that I should abandon all my ideals, they seem so absurd and impractical. Despite everything and the bad people I see, I cling to them because I still believe, in spite of everything, that people are truly good at heart.

HOW TO WRITE A PARAGRAPH

The Topic Sentence should tell your reader what your paragraph will be about. The topic sentence states the main idea of the paragraph.

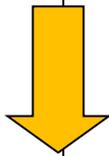


TOPIC SENTENCE:

Supporting Details help explain your main idea to your reader. You may do this through:

- Stories from your own life
- Facts, quotes, or examples from an article you've read or research you've done

You should include 3-4 supporting details.



SUPPORTING DETAILS:

SD 1:

SD 2:

SD 3:

SD 4:

Your last sentence restates your topic sentence using different words. It should sum up what you just told your reader.

CONCLUSION:

PRONOUNS

Pronouns: Pronouns are words that take the place of proper or common nouns in a sentence.

Personal	Possessive	Relative	Reflexive
<p>Personal pronouns are used in place of a common or proper noun.</p> <p>Example: <i>She</i> is going to school at the library.</p> <p>I me he she it him her you we they them</p>	<p>Possessives show ownership.</p> <p>Example: This is <i>her</i> notebook.</p> <p>his hers its yours ours theirs</p>	<p>A relative pronoun links two pronouns into one complete thought or statement.</p> <p>Example: <i>Travonda</i> is a student <i>who</i> passed her Writing test.</p> <p>who whose that which whoever whichever whatever whom what</p>	<p>Reflexives are used when the object of the sentence is the same as its subject. Each personal pronoun has its own reflexive pronoun.</p> <p>Example: <i>I</i> did not want to hurt <i>myself</i>.</p> <p>myself yourself himself herself ourselves themselves</p>

Pronoun-Antecedent Agreement (Introduction)

WHAT IS A PRONOUN?

A pronoun takes the place of a noun and sometimes refers to a noun.

Example #1

He is riding a bike through the park.

Reasoning: The word "he" is a pronoun because it takes the place of a person (e.g., John, David, Stephen).

Example #2

The weather is great today; let's make the most of it by going to the beach.

Reasoning: The word "it" is a pronoun because it refers to the weather.

WHAT IS AN ANTECEDENT?

An antecedent is a noun to which the pronoun refers. It usually goes before the pronoun ("ante" means before).

Example #1

Even though the party was fun, it was crowded.

Reasoning: "It" is the pronoun because it refers to the noun "party." And "party" is the antecedent because "party" is the noun to which "it," the pronoun, refers.

Example #2

People often like parties because they get to see old friends.

Reasoning: "They" refers to "people" and is, therefore, the pronoun. "People" is the antecedent because "people" is the noun to which "they" refers.

HOT GRAMMAR TIP

When you check your own sentences to determine if the pronouns agree with their antecedents in both number and person, look first for what the antecedent is. Then match the antecedent with a pronoun that is consistent in number (if the pronoun is singular, the antecedent should also be singular. Then identify the person of the antecedent (first, second, or third person) and then match the pronoun in person.

WHAT IS PRONOUN-ANTECEDENT AGREEMENT?

Pronoun antecedent agreement is when the pronoun agrees in number (referring to singular or plural) and person (referring to first, second, or third person) with its antecedent.

Example #1 (Pronoun-Antecedent Disagreement - Number)

When an employee does not agree with their boss's decision, the employee should not support that decision.

Reasoning: This sentence contains an antecedent and a pronoun. Since the antecedent (employee) is singular and the pronoun (their) is plural, the pronoun disagrees with the antecedent, thus containing a pronoun-antecedent agreement error. You can correct this in one of two ways: either make both the pronoun and antecedent singular, or make both the pronoun and antecedent plural.

Example #1 (Corrected)

When an employee does not agree with his boss's decision, the employee should not support that decision.

Example #2 (Pronoun-Antecedent Disagreement - Person)

Everyone should make their own decision.

Reasoning: This sentence contains an antecedent (everyone) and a pronoun (their). Since the antecedent is third person and singular (everyone), the pronoun (they) should also be third person and singular; instead, "they" is third person and plural.

Example #2 (Corrected)

Everyone should make his or her own decision.

Taken from the OWL at Purdue: depts.dyc.edu/learningcenter/owl/