

Here's what we did on

# February 3<sup>rd</sup>, 2020

Actually, I wasn't here today!  
Here are the instructions I left  
for my classes:

Read Act I, Scene IV  
together. Then, write two new  
entries in your Character Study  
Sheet.

That's it, beautiful children!  
I'll (hopefully) see you  
tomorrow!

# February 4<sup>th</sup>, 2020

1. Warm Up - We began today by reflecting on our New Year's Resolutions (which we made back on 1/7/20). Flip back to the new year's resolutions you made back at the beginning of January. Read over them. Then, for today's warm-up, **reflect on your progress**. What action steps have been successful? Which have not? What action steps would you like to change? Would you like to change either resolution entirely?

2. After our Brain Smart Start, my students took down some definitions. **Get these into your Vocabulary Notebook:**



Please write in your VN:

Irony - a contrast between appearance and reality

- Verbal Irony - contrast between what is said and what's really meant

- Situational Irony - contrast between what's expected and what really happens

- Dramatic Irony - contrast between what the characters in a story know and what the audience/reader knows

Continued on next page/back.

3. Next, we reread Act I, Scene IV of *The Diary of Anne Frank*, answering Wrap Questions as we did so. **If you were absent, complete these questions on your own or with partners/teammates from your class.**

1. Stop after line 2030. There is another example of dramatic irony here. Explain what it is.

2. Stop after line 2066. Contrast the way Mr. Dussel speaks to Anne with the way Mrs. Frank does. What does this reveal about those two characters?

3. Stop after line 2168. Most of this play is written in English, but Mrs. and Mr. Frank switch to German here. Why might the playwrights have done that?

4. Stop after line 2274. What do Anne's thoughts about herself tell us about who she is?

These may be answered on an index card or in your CB.

Here's what we did on

# February 5<sup>th</sup>, 2020

1. Instead of a typical warm up today, students used the first five minutes of class to finish question 4 from yesterday's Wrap Questions. Students also took this time to get yesterday's "Here's What We Did" document, as so many were out on the foreign language field trip.

2. After our "Brain Smart Start," students worked with their teams on the first half of a "Prove It" Quiz. I presented the class with statements about a character, and (with their teams), they found evidence to either prove or disprove the statement. **If you were absent today only, you may join in with your team to finish this quiz tomorrow. If you are absent both the 5<sup>th</sup> and 6<sup>th</sup>, see Mrs. Day for a set of questions to do on your own.**

3. Lastly, we read the first half of Act I, Scene V together as a class. If you were absent, read up to line 2551 to catch up with the class.

# February 6<sup>th</sup>, 2020

1. For our Warm Up today, we finished the “Prove It” Quiz we started yesterday. **If you were absent both yesterday AND today, you’ll need to complete that quiz on your own. You can find a copy of the quiz on the next page/back of this page. If you were only absent for only one of those days, you will get credit for your team’s quiz.**

2. After our “Brain Smart Start,” we finished reading *The Diary of Anne Frank*, Act I, Scene V. If you were absent, finish Act I to catch up with the class.

\* Today was a really odd day. There was a big storm, so a lot of people were absent or left early AND 6<sup>th</sup> period was cancelled. So, both 5<sup>th</sup> and 6<sup>th</sup> periods will finish Act I and the “Prove It” Quiz tomorrow.

## "Prove It" Quiz - For Makeup/Work Zone

You will either prove or disprove each statement given, using evidence from the text.

**Your answer must have: line numbers, a quotation, and your own explanation of why those lines prove (or disprove) my statement.**

**Example:**

**Statement:** Mr. Van Daan never thinks of himself, or his own wishes.

**Answer:** I can disprove that with lines 2692-2694 when he says, "I'm sick of seeing that cat eating all our food." He's thinking about what he wants/needs, not his son's feelings.

1. Statement: Mr. Frank looks on the bright side, and helps others to do the same.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Mrs. Frank is not a peaceful person; she's often causing drama.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Anne resents her sister, Margot.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Mr. Dussel has a calm, tranquil personality.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Mrs. Van Daan doesn't care much about material things or possessions.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

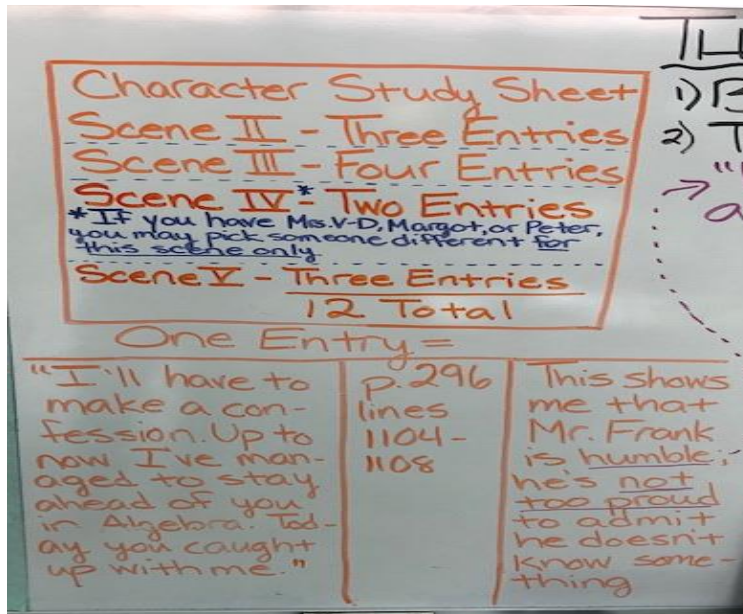
6. Anne is thoughtful.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here's what we did on

# February 7<sup>th</sup>, 2020

1. We began today with some explanation/clarification about the Character Study Sheet. If you were absent, work to finish that assignment; here are the notes I had on the board:



2. Next, I explained the expectations and grading rubric for the Character Study Assessment. Here are those instructions:

**Character Study Assessment**

You're going to prove that you've mastered standard 8.RL.1.3 today, which is what we were working on with the "Character Study Sheet." Look through Act I of *The Diary of Anne Frank*, and your "CSs," and select two pieces of text that you think perfectly reveal who that character is.

Explain, in a well-formed paragraph, who your character is. Use descriptive words, and text evidence, to tell me about that character.

Continued on next page/back of this page

Here is the grading rubric for the Character Study Assessment:



Grading Rubric:

You have described the character thoroughly and accurately, using your own well-chosen adjectives. - 4 points

You have selected two pieces of **precise, relevant** evidence to back up your description of the character. - 4 points

Your paragraph is well organized, with correct spelling and grammar. - 2 points

And here is Mrs. Day's Model Paragraph (not about a character from this play, but following the same instructions/rubric):

Character Study Assessment

My Character: Hermione Granger

Hermione Granger is a very smart and studious character, and she is also a fiercely loyal friend. A quotation that shows her intelligence is when Professor Lupin says that she is, "the cleverest witch of your age I've ever met, Hermione," (*The Prisoner of Azkaban*, p. 375). Hermione's teachers recognize her brilliance and hard work. However, she's not *only* smart, she is also very protective of, and loyal to, her friends. When Draco Malfoy is laughing at Hagrid, Hermione, "slapped Malfoy across the face with all the strength she could muster," (p. 293). That action might have seemed out of character, but it showed how much she cares about her friends. She is loyal and protective, in addition to being very clever.



Here's what we did on

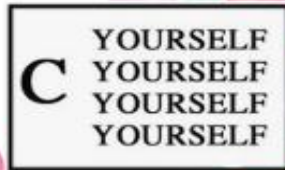
# February 10<sup>th</sup>, 2020

1. We had a little fun with words for our warm up today. You don't have to make it up, but what would you have made of these puzzles?

These are called Rhexus puzzles. They're pictures and words that, somehow, make a common phrase - kind of like visual puns. See how many you and your team can figure out in five minutes.



1. green with envy



2. see for yourself



3. safety in numbers



4. your time is up



5. first lady



6. travel overseas



7. go up in smoke



8. H<sub>2</sub>O

2. After our Brain Smart Start, we used the rest of the period to finish our Character Study Sheets and Character Study Assessments. Here are those instructions again:

## Today - CSS + CSA

### Character Study Sheet

Finish your CSS first. Use the orange notes on the board to know how many entries you need per scene. I've already marked several CSSs. A ✓ indicates a correct response, while a \* indicates that the entry explained how the character was feeling/what they were doing *in the moment*, rather than what it tells us about *who they are*.

### Character Study Assessment

Prompt:

Explain, in a well-formed paragraph, who your character is. Use descriptive words, and text evidence, to tell me about that character.

Grading Rubric:

You have described the character thoroughly and accurately, using your own well-chosen adjectives. - 4 points  
You have selected two pieces of precise, relevant evidence to back up your description of the character. - 4 points  
Your paragraph is well organized, with correct spelling and grammar. - 2 points

Here's what we did on

# February 11<sup>th</sup>, 2020

1. For our Warm Up today, we set up our Text-to-Film Charts. Here's how to do that:

The image shows a worksheet titled "Text-to-Film Comparison" dated "2/11/20". The chart is divided into two main columns: "Similarities" on the left and "Differences" on the right. On the far left, there are five rows with labels in boxes: "Setting", "Characters", "Lighting", "Dialogue", and "Other". Each label has a small circle to its left. The chart is on a background of blue horizontal lines.

	Similarities	Differences
Setting		
Characters		
Lighting		
Dialogue		
Other		

2. We watched the film (up to the end of their first day in the annex) and worked on our "Text-to-Film Analysis." I will hold make-up screenings of the film for students who are absent while we watch it, so plan to attend one after school this week! OR, the movie is available on Amazon.

3. We finished with an Exit Ticket, but you do not have to make this up if you were absent; the assignment will be excused.

Here's what we did on

# February 12<sup>th</sup>, 2020

1. I started today by talking a little bit about the “language of film.” Here was my slide:



Basically, my point was that if you “speak” the language of film, there’s a lot you know without being told, like that a switch between shots can signal a time change, or that we’re seeing two people in two different places.

2. To learn more, next, we had a short, self-guided study of film techniques. To catch up with the class, go to this website -

<https://www.matrix.edu.au/essential-guide-english-techniques/the-film-techniques-toolkit/> - and poke around a little bit, following your own

interests, to learn about some of the language of film. In class, we did a “jigsaw” activity, but you can learn on your own!

2. Next, we watched some more of *The Diary of Anne Frank* film, working on our Text-to-Film Comparison charts as we watched. I will hold make-up screenings of the film for students who are absent while we watch it, so plan to attend one after school this week! OR, the movie is available on Amazon.

# February 13<sup>th</sup>, 2020

1. Today, we started with some brain teasers! You don't have to make this up, but could you have figured these out?

1) A man stands on one side of a river, his dog on the other. The man calls his dog, who immediately crosses the river without getting wet and without using a bridge or a boat. How did the dog do it?

2) A sundial has the fewest moving parts of any timepiece. Which has the most?

3) In 1990, a person is 15 years old. In 1995, that same person is 10 years old. How can this be?

2. We watched a fairly long chunk of the movie today, and continued to work on our Text-to-Film Comparison Charts.

As my students watched today, I asked them to start thinking about WHY. WHY did an actor deliver a line the way they did? WHY did the director choose a specific angle for that shot? WHY did the costume designer pick that specific outfit?

Those are the ideas we'll explore with tomorrow's Text-to-Film Analysis.

Here's what we did on

# February 14<sup>th</sup>, 2020

1. Our Warm Up for today was a little punctuation game using a special Valentine's Day letter. You don't have to make this up, but I'm sorry you missed it!

2. Next, we went over the explanation, rubric, and example of the Text-to-Film Analysis:

Text-to-Film Analysis 2/14/20  
Select one difference, large or small, that you noticed between the play and the film. Assuming that all changes were made for a purpose, why do you think the filmmakers (producers, directors, actors, costumers, etc.) made that decision? Your answer should demonstrate your knowledge of film as a medium (method of communication). Finally, evaluate whether or not you think the decision was a good one – was it effective or not?

Explanation

Text-to-Film Analysis 2/14/20

1. Correct difference between play and film ✓ Two Points
2. Reasonable explanation/reason for the change ✓ Two Points
3. Evaluation of whether it was a good change or not ✓ Two Points

Rubric

Text-to-Film Analysis 2/14/20  
One of the differences I noticed was Mr. Dussel tripping and very loudly knocking over a bunch of stuff shortly after his arrival to the annex, which never happened in the play. I think the filmmakers added that scene to add some more humor to the movie, and to relieve some of the tension of the previous scene (when Dussel tells everyone how bad things have gotten outside of the annex). I do think that was a good choice because somehow laughing with/at the character makes the audience care about him (and everyone else) a little bit more.

Mrs. Day's Model

We ended the day by finishing Act I of the movie and working on that assignment. REMEMBER, your Character Study Chart, Character Study Assessment, AND the Text-to-Film Analysis (final) are all due on TUESDAY!



# February 18<sup>th</sup>, 2020

1. We began today with a warm up designed to be a prewriting exercise for the Best and Brightest Essay Contest. You don't have to make up this warm up, but DO consider writing an essay! The poster is up in Mrs. Day's room, and she (I) can answer any questions you have!
2. After our Brain Smart Start, we started reading *The Diary of Anne Frank*, Act II, Scene I. Read up to line 432 to catch up with the class, if you were absent.
3. Exit Ticket –



## Denotation –

the dictionary definition of a word

## Connotation –

the thoughts and feelings associated with a word

## Exit Ticket:

What is the denotation of the word "discussion?" What is its connotation, as it's used in Act II?

Here's what we did on

# February 19<sup>th</sup>, 2020

Today I had to deal with the fact that, suddenly, a large percentage of my students have Ds and Fs because they didn't turn in one or more of our recent assignments. So, today was a work day for 2<sup>nd</sup>-6<sup>th</sup> periods (I didn't see 1<sup>st</sup> because of the Black History Month Assembly).

Here were the instructions:

Here's the A in TBA - It's A Work Day!

Things Due Yesterday:

Character Study Sheet

Character Study Assessment

Text-to-Film Comparison (Chart)

Text-to-Film Analysis (Assessment)

If you need any help remembering what these things are, check the "Here's What We Did" binder, and ask your friends!

# February 20<sup>th</sup>, 2020

**Warm Up** 2/20/20

Consider the following two sentences:

- 1) The teenagers swarmed around the victim, snapping pictures with their phones.
- 2) The students gathered around the injured child, documenting the incident.

Explain the difference between these two sentences.

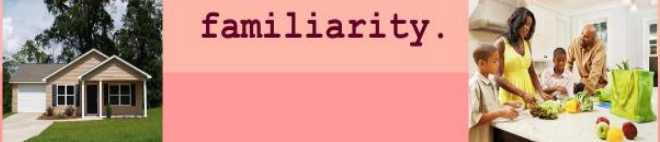
**Hint: Connotation**

2. After our Brain Smart Start, I talked a bit about denotation and connotation. Read these slides, and get the definitions into your Vocabulary Notebook.

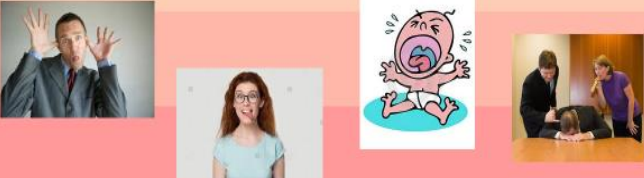
Denotation –  
the literal or primary  
definition of a word

Connotation –  
the thoughts and feelings  
associated with a word


Think of a word like "home." The *denotation* is simply a residence, a place where someone lives. However, the *connotations* of the word could include thoughts and feelings of comfort, safety, and familiarity.



Some words have similar/identical denotations, but very different connotations, like "childish" and "child-like". Both have the denotation of "being like a child," but here's what I got when I Googled "childish."




Some words have similar/identical denotations, but very different connotations, like "childish" and "child-like". Both have the denotation of "being like a child," And here's what I got when I Googled "childlike."





Here's the 8<sup>th</sup> grade standard:



Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stubborn, willful, firm, persistent, determined, resolute).

3. We finished reading *The Diary of Anne Frank*, Act II, Scene I. Finish reading that scene to catch up with the class. We also started working on the Act II Wrap Questions. If you were absent, get a copy of these from the front pocket of the “Here’s What We Did” binder.

4. We finished the day with a shadowbox! Obviously, you can’t make that up, but if you’re curious ask your classmates about the town of Nieuwlande!

# February 21<sup>st</sup>, 2020

1. Our warm up today was a quick team challenge. You do not need to make this up if you were absent, but I'm sorry you missed it!

2. After our Brain Smart Start, we read *The Diary of Anne Frank*, Act II, Scene II (using the textbook's audio) and worked on our Wrap Questions (numbers 1-7). If you were absent, read Scene II and answer those questions.

# February 24<sup>th</sup>, 2020

1. We took a Denotations & Connotations Quiz as our Warm Up today. Since you weren't here to work with your team, you'll have to complete this on your own. Get a copy from the front pocket of the "Here's What We Did" binder, complete it, and turn it in to Mrs. Day. Remember that you have two days (for every day you're absent) to make up missed work.
2. After our Brain Smart Start, we read the first half of *The Diary of Anne Frank*, Act II, Scene III. If you were absent, read up to line 1377 to catch up with the class. Remember to work on your Wrap Questions. We'll finish those in the next couple of days.
3. Finally, I shared a student exemplar of the Character Study Assessment we finished last week. Notice, specifically, the elaboration in this student's answer, and the way the response is well-structured (it has an introduction, body, transitions, and a conclusion).

## Character Study Assessment – Student Exemplar

### My Character: Peter Van Daan

Peter Van Daan is, hands down, my favorite character in The Diary of Anne Frank. Not only is he a lone wolf, he is also very brave as well. We first get to see who he actually is on p. 289, in lines 554-555 where he says, "I didn't have any dates with anyone." This tells us that he didn't have many friends, and that he may be socially awkward which makes for funny conversations later on. Although he may be lonely and shy, this doesn't mean he isn't brave. It states on p. 322, on line 2823 that he says he'll go to find Mr. Frank. This is bold because at that time they thought the Nazis found them and took Mr. Frank. His character development during the play has been pretty drastic. He started as a shy, awkward kid we didn't know, and became a main character who can be courageous at a stressful time.

# February 25<sup>th</sup>, 2020

1. We didn't have a warm up today, but rather a little bit of time to work on our Wrap Questions.
2. After our Brain Smart Start, I took a bit of time to talk about Author's Perspective and Structure. Here are those slides:

**Author's Perspective/**  
**Point-of-View**  
the unique combination of ideas, values, feelings, and beliefs that influences the way a writer looks at a topic

**Author's Perspective/**  
**Point-of-View**

Some spoiled weakling tried to keep me from making my country the great, powerful force it could be in the world.




Some violent lunatic, with NO claim to the throne, tried to kill me and destroy my kingdom.

**Structure -**  
relationship or organization of the component parts of a work of literature

**Structure**

Why did the poet put this stanza before this one? If they were switched, would it make a difference? Is it chronologically structured? Does it build to a climax?



"Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence;  
Two roads diverged in a wood, and I —  
I took the one less traveled by,  
And that has made all the difference."  
- Robert Frost "The Road Not Taken"

3. Next, we finished our reading of *The Diary of Anne Frank* (Act II, Scenes III, IV and V). We took a little bit of time to talk about what happened to the residents of the annex after they were taken. To catch up with the class, finish your first reading of this play.

# February 26<sup>th</sup>, 2020

1. Warm Up - So...what did you think? Did you enjoy *The Diary of Anne Frank*? What about it did you appreciate or dislike? Answer in a sentence or two.
2. After our Brain Smart Start, students watched my mini-lesson video on how to punctuate titles. Please get a half-sheet from the "Here's What We Did" binder (front pocket), and watch this video: <https://www.youtube.com/watch?v=k0qJuuESN0Q>, filling in the blanks as you go.
3. Next, we had time to work on our Wrap Questions. These are designed to help you prepare for the *The Diary of Anne Frank Assessment*, so do them carefully and conscientiously!
4. We took the last part of class to create our study guides for tomorrow's assessment. Here is that slide. Go back and study the assignments listed to prepare for the test! (On Next Page)



## To Review for Tomorrow's

### *The Diary of Anne Frank* Assessment-

- **Standard:** Analyze how particular lines of dialogue reveal who a character is, or move the plot forward.

**Task on the Test:** Be able to select adjectives that define a character AND the quotation that best supports that description.

**Assignments to Review:** Character Study Sheet & Character Study Assessment.

- **Standard:** Understand the connotations and denotations of similar words.

**Task on the Test:** Select the best explanation of a word in the story's connotation.

**Assignments to Review:** Definitions & Exit Ticket (2/18) + Team Quiz (2/24)

- **Standard:** Understand how dramatic irony affects the play.

**Task on the Test:** Find the explanation of how dramatic irony changes the play.

**Assignments to Review:** Definitions and Wrap Questions (Act I and Act II)

- **Standard:** Analyze the choices made by filmmakers, specifically where they made changes from the play or kept things the same from the play

**Task on Test:** Select reasons for changes that specifically relate to the medium of film v. that of a play.

**Assignments to Review:** Text-to-Film Chart & Analysis

- **Standard:** Acquire and use domain-specific (language arts-y) vocabulary

**Task On Test:** Match literary terms to their definitions.

**Assignments to Review:** Vocabulary Notebook, especially Drama Terms Crossword

- **Standard:** Demonstrate understanding of conventions of grammar, punctuation, and spelling.

**Task on Test:** put correct punctuation and capitalization in sentences.

**Assignments to Review:** "Grammar Mini-Lessons" + any "Conventions Jail" marks you've gotten this year.

Here's what they did on

# February 27<sup>th</sup>, 2020

Actually, I was out today. I was doing observations of members of the ELA team! My students took their *The Diary of Anne Frank* assessment. If they finished early, they also worked on their Wrap Questions. If you were absent today, like me, please speak to Mrs. Day as soon as possible to schedule a time to take your test. Remember that you have two days (for each day you're absent) to make up missed work.



Here's what they did on

# February 28<sup>th</sup>, 2020

Today, after we smart-started our brains, my student took a cold-read quiz on the one-act play "Fourteen." What, Mrs. Day? Two assessments in two days? Are you mad? No (I hope). *The Diary of Anne Frank* assessment was supposed to measure things like how well you learned dramatic irony, dialogue, stage directions, author's perspective, etc. However, did you really learn those things, or did you just remember what Mrs. Day said about *The Diary of Anne Frank*? A cold-read quiz like this will, hopefully, tell me if you learned the literary concepts, or if you only know them as they relate to *The Diary of Anne Frank*. If you were absent today, like me, please speak to Mrs. Day as soon as possible to schedule a time to take your test. Remember that you have two days (for each day you're absent) to make up missed work.