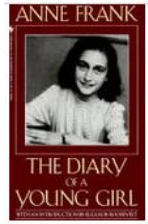









Book Title: The Diary of Anne Frank

Author: Anne Frank, edited by Otto H. Frank Grade Level: 6-12

Brief Plot Synopsis: Anne Frank, a young Jewish girl, began writing in her diary in 1942, capturing her time in hiding from the Nazi's. Her diary follows her life up until the time she was captured by the Nazis and what it was like living during that time.



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
Pen/Pencil	Any time Anne Frank writes in her diary or does her schoolwork	<u>Motor/Academic:</u> Have student reach for/feel the pen or appropriate writing tool. Student could imitate writing or write words. Teacher could use this as an opportunity to practice vocabulary words from the book OR have the student draw to depict vocabulary words and/or main concepts. Student can also write the dates of Anne's journal entries.
Jewish tactile star 	To represent the Jewish religion and the star worn by all Jews.	<u>Motor/Visual:</u> Student can reach for/feel and view the star on a contrasting background. <u>Academic:</u> Student can identify how the star differs from the typical yellow star with five points and discuss what Judaism is.
Project core symbol for "not" or tactile sad face 	To represent the Nazis/bad people To represent Anne's sadness for not being able to go outside. When Anne is sad that her father is sick	<u>Motor/Visual:</u> Student can reach for/feel and view the tactile symbol on a contrasting background.
Doorknob, hinge or make a small door that closes out of cardboard. 	When Anne and her family go into hiding and hide from the Nazis.	<u>Motor:</u> Student can close the door or turn the doorknob/hinge to represent the door closing and Anne and her family hiding. <u>Auditory:</u> Student can listen to the sound of the door closing/doorknob turning.
Empty bowl or snack box/bag 	When Anne there is no food and Anne is scared.	<u>Motor/Communication/Auditory:</u> Student can feel the bowl or snack box and that it is empty. Student can then signify it is empty by either signing or saying "all done". Student can shake the empty snack bag and listen to the crinkling.
Band-Aid 	When Jewish people are getting hurt.	<u>Motor/visual/Communication:</u> Student can reach for/feel the Band-Aid and view it on a contrasting background. Student can communicate what Band-Aids mean and what you do with them by placing it appropriately on their hand/arm. Student could even say "ouch".

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
Project core symbol for "like" or tactile happy face 	When Anne is happy to talk to Peter. When Anne and Peter are happy to be friends and Peter kisses Anne.	<u>Motor/visual/communication:</u> Student can feel/reach for or view the tactile symbol on a contrasting background. Student can also smile or make happy noises to express happiness after exploring with tactile symbols.
Project core symbol for "finished" OR all done picture/sign language 	When Anne's family is done hiding and Anne writes in her diary for the last time.	<u>Motor/visual/communication:</u> Student can feel or view the tactile symbol/picture. Student can communicate by signing or saying all done.