

Lesson Plan

Comparing Sources

Book: *Children in the Holocaust*

Series: Children in History

Level: Voyager

Objective

To help students identify similarities and differences between a primary source and a secondary source and analyze the reasons for and effects of those differences.

Supplies

- *Children in the Holocaust*
- *The Diary of a Young Girl* by Anne Frank
- Comparing Sources Guided Reading Assignment (attached)
- Paper and pencils

Before the Activity

Have students read *Children in the Holocaust* before class. Print enough copies of the Comparing Sources GRA so that each student can have a set of questions. Cut the copies so each set of questions is on a separate slip of paper.

Activity

One of the children mentioned in *Children in the Holocaust* is Anne Frank, a young girl from Germany whose family hid from the Nazis. Anne's life is briefly described in the "In Their Own Words" feature on pages 40 and 41. This feature includes a few quotations from Anne's diary, but most of it was written by the book's author (Samantha S. Bell). The feature is a secondary source, or a source that includes information that was originally written elsewhere. Anne's diary is a primary source. A primary source is a firsthand account of the events it describes that was written at the time when those events were happening.

Have students read *The Diary of Anne Frank* over the course of several days. As they read, students should take notes, making a list of events in Anne's diary that are also mentioned in *Children in the Holocaust*. Students should choose one event that is described in both books. They should write three short paragraphs about this event. Each paragraph should answer one of the three questions on the Comparing Sources GRA. Remind students to support their statements with specific evidence. Students should quote phrases or sentences from both texts. They should explain how or why these phrases or sentences support their statements.

Evaluation

Give students up to 15 points for their GRAs:

- 3 points for identifying similarities and differences between the two texts
- 3 points for identifying reasons for these differences
- 3 points for identifying the effects these differences might have on readers
- 3 points for supporting their claims with specific quotes from both texts
- 3 points for explaining how these quotes support their claims

Standards

This lesson may be used to address the Common Core State Standards' reading standards for informational texts, grade 8 (RI 8.9) and writing standards, grade 8 (W 8.2).

Comparing Sources GRA

Choose one event that is described in both books. Write one short paragraph to answer each of the questions below, for three paragraphs total:

1. In what ways are the two descriptions similar or different?
2. What are some reasons why Anne would describe the event differently than the book's author?
3. What are some ways these two descriptions might affect readers differently?

Comparing Sources GRA

Choose one event that is described in both books. Write one short paragraph to answer each of the questions below, for three paragraphs total:

1. In what ways are the two descriptions similar or different?
2. What are some reasons why Anne would describe the event differently than the book's author?
3. What are some ways these two descriptions might affect readers differently?

Comparing Sources GRA

Choose one event that is described in both books. Write one short paragraph to answer each of the questions below, for three paragraphs total:

1. In what ways are the two descriptions similar or different?
2. What are some reasons why Anne would describe the event differently than the book's author?
3. What are some ways these two descriptions might affect readers differently?

Comparing Sources GRA

Choose one event that is described in both books. Write one short paragraph to answer each of the questions below, for three paragraphs total:

1. In what ways are the two descriptions similar or different?
2. What are some reasons why Anne would describe the event differently than the book's author?
3. What are some ways these two descriptions might affect readers differently?