



Author(s): Elizabeth Pierce			Lesson Title: Anne Frank-Diaries and Secrets			
Grade Span			ICLE Application Model			
K-4	5-8 X	9-12	A	B	C	D X

Instructional Focus:

Reading Students read a variety of grade level materials, applying strategies appropriate to various situations

Writing Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

Performance Task

The student reads *The Diary of Anne Frank*. The student understands that Anne Frank kept a diary to put her secrets in and did not intend the diary to turn into an international historical bestseller that millions of people would read. The student keeps and intermittently writes in a diary for one month. Knowing that someone will find the diary, the student writes entries that are personal only encoded in a secret code that only the student knows the “key” to. The student may write the message backward in a mirror, use hieroglyphics or use any other special code he or she sees fit. The student provides a “legend” to the code so that the teacher can read the secret journal entries.

The student then imagines him or her self in a business setting. The student suspects that there is wrong-doing being done by one of his or her employers. The student writes an email to someone to inquire about this situation and if, in fact, there is wrong-doing being done. The employer must not know that this correspondence has occurred or else the “employee” (student) could lose his or her job! The student sends the email to the teacher. The message must be understood by the teacher but word usage must be discreet should someone be looking over the teacher’s shoulder when he or she is reading the message on the computer screen. The email message must also be sent without the teacher being able to trace the path of the email.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling.	1
Develop processes for understanding and remembering information.	8
Present information in well-organized fashion that will be clear to the target audience.	11
Assess the validity and accuracy of an informational selection.	18
Use dictionary, grammar books, and thesaurus to aid in editing and understanding words.	21
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.	30
Use writing as a way of expressing personal creativity.	31
Understand the importance of accuracy in final drafts.	33
Edit and revise written text so that it is 100% accurate.	45
Understand the needs of a specific audience and write and speak in ways that address these needs.	62

Scoring Guide:

Coded Diary

4 Points = The student uses brainstorming to develop several possible designs for the encoded diary. He/she prioritizes his/her strategies in solving the encoding. As he/she works on the diary, he/she makes necessary modifications to the design. The student demonstrates an understanding of the encoding process. He/she is able to write a diary that meets the requirements of the assignment. The student demonstrates an understanding of the principles involved in writing the diary.

3 Points = The student uses brainstorming to develop possible designs and selects an appropriate design for the encoded diary. He/she makes some modifications on the design as he/she works through the encoding. The final diary meets the requirements of the assignment. The student demonstrates an understanding of the encoding process. The student demonstrates an understanding of most of the principles required in writing the diary.

2 Points = The student has difficulty brainstorming and develops only a few strategies to write in the diary. He/she does not make any modifications as he/she works through the design. The student demonstrates only limited understanding of the encoding process and has a limited understanding of the principles necessary to write in the diary. The diary is poorly written.

1 Point = The student needs an explanation of the assignment before he/she can determine an encoding design. This conversation is not productive and he/she does not use any encoding design for the diary. The final diary is very poorly written and does not meet the stated conditions. The student has little, if any, understanding of the principles involved to write the diary. There is little evidence of effort on the task.

Email Message

4 Points = The format and language are clear and concise. The writing covers all the concerns of the “employee” and eloquently defines the situation. There are no mechanical errors. The email cannot be traced.

3 Points = The format and language are clear and concise. The writing covers the most important concerns of the “employee” and indicates what the situation is. There are few mechanical errors. The email cannot be traced.

2 Points = The format and/or language lack clarity or conciseness. The writing is missing a major concern of the “employee” and his/her concerns about the situation are not clear. There are some mechanical errors. Part of the email's history can be traced.

1 Points = The writing is confusing. There is no indication of levels of the “employee's” concerns and there are many mechanical errors. It is very clear who sent the email.

Keywords

English Language Arts	Mathematics	Science
Reading Enhance Writing Fluency In Context Word Structure	Algebra	Earth Science
Writing Creative Writing Dictionary Draft E-mail Editing Elements of Writing Grammar Journals Technology Integration Usage Vocabulary Word Processing	Geometry	Life Science

Communications	Statistics	Chemistry
Literature Diaries Electronic Literature Fiction Non-Fiction Point-of-View Primary Sources Technology Integration World Literature	Calculus	Physics
Other Holocaust Literature Computer Science Ethics in Business	Trigonometry	Other
	Other	