

Unit 7

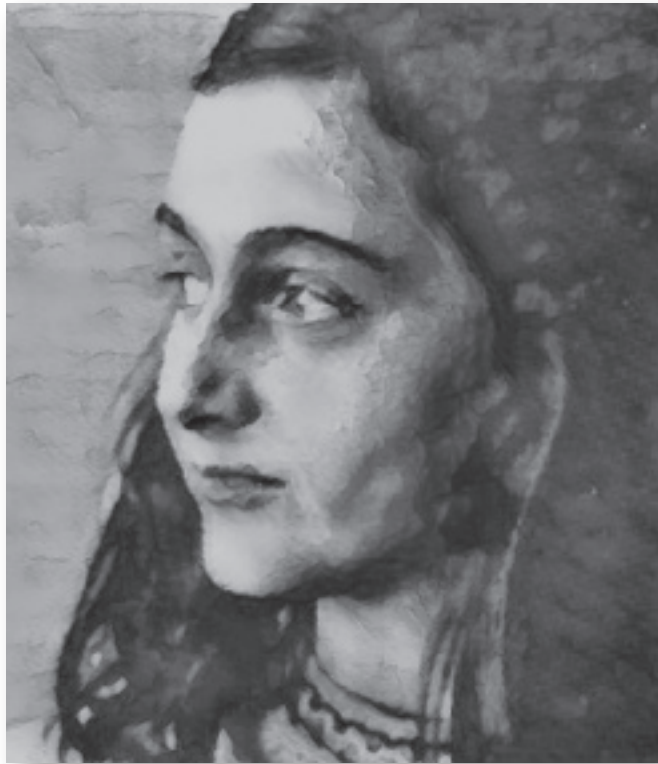
Anne Frank's Tales from the Secret Annex

Activity Book



GRADE 7 Core Knowledge Language Arts®

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Unit 7

Anne Frank's Tales from the Secret Annex

Activity Book

GRADE 7

Core Knowledge Language Arts®



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ISBN: 978-1-68380-874-9

Unit 7

Anne Frank's

Tales from the Secret Annex

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 7 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

Letter to Family

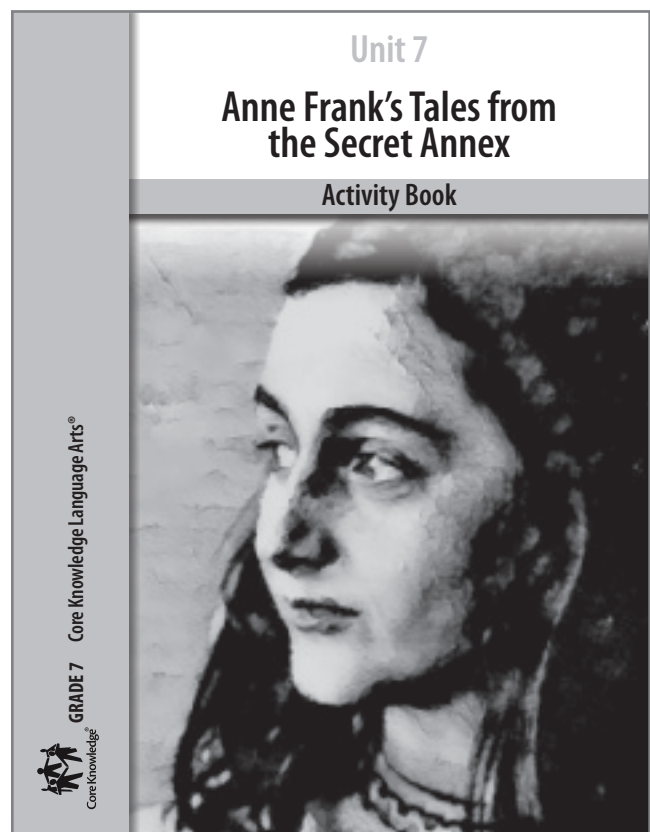
Unit 7

Our class will begin a unit in language arts during which students will read a variety of selections from *Anne Frank's Tales from the Secret Annex*. The selections are taken from Anne's famous diary and include a short story she wrote while in hiding. To develop literary skills, students will have several assignments in which they focus on human relationships and interactions, characterization, figurative language, point of view, and perspective.

This unit will also give students the opportunity to explore the thoughts and feelings of a young person caught up in a global war. A two-word phrase has been repeated through the decades following World War II: "Never again." This phrase is most often used to refer to the specific horrors endured by the Holocaust victims.

The discrimination that began based on the religion, the ethnicity, and even the supposed "uncleanliness" of the Jewish people devolved in less than a decade into a hatred that ended with Hitler's so-called final solution. Ordinary German citizens were brainwashed and then weaponized. Propaganda made strong appeals to fear and anger, mostly directed at Jewish people, with slogans such as "Jews Are Lice: They Cause Typhus."

Persecution based on ethnicity and religion is not new in human history, which is why freedom of religion and freedom of speech are encoded in the Constitution of the United States. But human nature continues to include both logic and emotion. Anne's writing showcases the natural concerns of a person her age: interest in the opposite sex, conflicts between people and families in such close quarters, and concerns about herself, her future, and how she should get along with others. Anne's diary is a microcosm, in many ways, of



life in a larger neighborhood or community, mirroring everyday struggles, as well as the specifics of her own situation.

Anne Frank's Tales from the Secret Annex includes potentially sensitive topics, such as war, discrimination, death, and the Holocaust. Teacher guidance on how to address these topics with middle school students is included in the Teacher's Guide, which you can view online at the Core Knowledge Foundation's website: <https://www.coreknowledge.org/free-resource/ckla-unit-7-anne-franks-tales-from-the-secret-annex/>. These topics are often emotionally charged and may be challenging to teach to middle school students. Throughout this unit, students will be given opportunities and support to reflect on these challenging issues. If you wish, you are encouraged to ask your student to read with you and share what they learned in each day's class discussion.

If you have any questions or concerns, please do not hesitate to contact me.

NAME: _____

DATE: _____

World War II Notes

Fill in the blanks to take notes on the details of World War II.

World War II took place between the years _____.

On one side were the Axis Powers, consisting of the countries _____

_____.

Opposing the Axis Powers were the Allied Powers, consisting of the countries

_____.

Germany was led by a dictator named _____.

He was leader of the ruling _____ Party.

The war began when Germany invaded _____.

The Nazi Party did not just conquer countries. It murdered groups of people it considered enemies of Germany. These groups included _____

_____.

Over _____ million Jews were murdered by the Nazis. The event is called _____.

In 1941, the United States entered the war after _____
attacked the naval base at _____.

In 1944, troops from Britain, America, and _____
began to liberate western Europe. Troops from _____
drove the Nazis out of _____ Europe.

The Nazis were defeated in the year _____

Japan was defeated by the United States in 1945 after the United States dropped two _____ on Japanese cities.

Winston Churchill became _____ of Great Britain in May 1940.

Churchill's leadership rallied the British people. His strong _____ gave them confidence that they could defeat Hitler and the Nazis.

When World War II began, Franklin D. Roosevelt pledged to keep the _____ out of the war. Nevertheless, he agreed to supply weapons to Great Britain and France to fight against Nazi Germany.

Roosevelt worked closely with _____ as well as other Allied leaders to find ways to defeat Germany and Japan.

Roosevelt also helped plan the _____, an international organization intended to maintain world peace.

NAME: _____

DATE: _____

Vocabulary for “Was There a Break-in?”

1. **fiddle**, *v.* to touch or fidget with something nervously (**fiddling**) (1)
2. **relate**, *v.* to tell (1)
3. **bound**, *v.* to walk or run with leaping strides (**bounded**) (1)
4. **codeine**, *n.* a medicine used to relieve coughing and/or pain (2)
5. **subside**, *v.* to become less intense; to die down (**subsided**) (2)
6. **force**, *v.* to make a way through or into by physical strength (**forced**) (2)
7. **repercussions**, *n.* unintended consequences (2)
8. **stench**, *n.* an extremely unpleasant smell (2)
9. **excrement**, *n.* human waste; feces (3)

Vocabulary for “Do You Remember?” and “The Best Little Table”

“Do You Remember?”

1. **prestige**, *n.* widespread respect based on one’s achievements (9)
2. **crush**, *n.* a brief but strong love for someone (9)
3. **indignation**, *n.* anger or annoyance, especially caused by perceived unfair treatment (10)
4. **spring**, *v.* to surprise; to do or say something unexpected (**sprang**) (10)
5. **snitch**, *n.* an informer; a tattletale (10)
6. **earshot**, *n.* the range within which a voice can be heard (11)
7. **flurry**, *n.* an overwhelming number or amount (11)

“The Best Little Table”

8. **gist**, *n.* the basic meaning or main idea (12)
9. **seething**, *adj.* barely contained; constantly agitated (13)
10. **flap**, *n.* an excited state of agitation (13)
11. **cubbyhole**, *n.* a small compartment or room (14)
12. **deluge**, *n.* an overwhelming number or amount (14)
13. **fury**, *n.* a strong feeling of anger (14)

14. **profess**, *v.* to claim one has something, especially when this is not the case (**professed**) (15)
15. **contradict**, *v.* to assert the opposite of a statement made by another (15)
16. **sullen**, *adj.* bad-tempered; gloomy (15)

NAME: _____

DATE: _____

Morphology: Greek/Latin Roots *judex, juro, malus, pan, polis, volvo*

Complete each sentence to show the meaning of the underlined word. If you are unsure of the underlined word's meaning, think about the meaning of its root, and look the word up in a dictionary to check your understanding.

1. It is not always easy to judge whether

2. A jurist is someone who really knows about

3. The dog's malevolent stare made me feel

4. A pandemic is a disease that

5. A necropolis is a part of a city where

6. A revolutionary war is one that results in

7. When you abjure something, you promise

8. When you do something with malice, you do it

9. The purpose of a polity is to

10. I try not to be judgmental about

Writing Model: Personal Narrative

Castaways

When I was a little kid, every summer our family—my parents and me and my little brother—would travel up to the San Juan Islands in our little 17-foot motorboat. It was too small to even give an official name, but we called it the *Happy Days*.

One day, when we were camped on Matia, a small island just inside Canada, a string of days began that were far from happy. An hour before we were going to shove off from the dock, a thick fog set in. We were the only ones on the island, and we had no radio or phone service. Our boat was too small to have instruments that would let us navigate in fog. So we had to stay put on Matia.

The problem was, we only had so much food. And my dad had diabetes. So he had to have insulin. Also, we had been getting our water from a century-old hand pump that went to a well—but on the second day the handle broke!

I was just ten. My little brother, Dickie, was barely eight. We all knew a fog in the Northwest could go on for days and days. It was just our luck to get trapped on an island with no one else on it. And now no water!

But when there's fog there's moisture, and that saved us for the moment. We gathered the water droplets on the tarp we had put up by the campfire. Pulling down one corner easily filled cooking pots. But what about food to put in those pots?

Dad had to sit tight, and Mom had to take care of him. That left me and Dickie to gather food. The good part is, it's something we loved to do. We knew how to dig for clams and oysters and even had a trap for catching crabs. Which was fun at first. We came back to camp with big hauls of shellfish to boil and steam in the water.

But one day, Dickie just stopped.

“You know you can't just sit there, Dickie. We need to eat.”

Dickie wouldn't budge. He was tired. And he was stubborn, like a tired donkey that just sits down. Normally Dad would nudge him into action with a couple stern words, but Dad was on the other end of the island.

I realized: *I have to be the adult. Just figure it out.*

So I told Dickie we'd have an adventure. One thing we hadn't done was harvest mussels. They grew all around the shore of the island, like a belt. And they were delicious. So we waited until low tide exposed the mussels and began circling the island's skinny shore with our buckets. We pried off mussels by the handful. Our buckets began filling up.

By the time we got to the other side of the island, just across from our camp, I saw the danger. My heart jumped in my chest.

The sea welled up in the late afternoon light like the back of a giant tortoise—a menacing one, with a dull lead shell. The tide was coming in. Water was sweeping toward us. And above us was only a steep sandstone cliff. I tried to think how long the cliff had been there, if we could run back in time. The shore stuck out only a few feet from the base of the cliff already. I knew high tide would cover the beach in at least six feet of water.

I had to make a decision. Dickie was starting to cry. How had I forgotten the tide? I was too proud of filling our buckets and being the star. Now I had to rescue both of us. And there was only one option.

I set my bucket down and took Dickie's hand. "Don't let go, okay?"

Dickie nodded. He was terrified. He dropped his bucket, too.

Then we ran. The tide licked at our rubber boots. I had no idea what the shore ahead was like, since we hadn't explored that part of the island. But the cliff started sloping lower! By the time the freezing water was sloshing at our knees, we could just scramble up the steep bank by grabbing tree roots.

Back in camp, the crackling fire never smelled better. We were greeted with the usual smiles—until our parents saw how wet and dirty we were and that we didn't have our buckets.

NAME: _____

DATE: _____

But it *so* didn't matter! They hugged us and kissed us. They put us by the fire while our clothes dried, and my dad said, quietly, in my ear: "I'm so proud of you, Kristin."

The next day an almost ship-sized boat called the *Sea Wolf* tied up at Matia's little dock. They had food and water and even insulin, for my dad. The boat's captain was diabetic, too. Better still, they let us follow them to the next port. Let the happy days roll!

From then on, I always attacked problems like I was the only one available to solve them. I still get help when I need it—but only then. I depend on myself now. And I keep track of the tide.

NAME: _____

DATE: _____

Topic Menu: Personal Narrative

Look at the topic menu options listed below. They are listed as possible titles for a personal narrative. You may use these suggestions to select a topic for your personal narrative, one that relates to an experience you had or a situation that is unique to you. Remember that the ideal topic will be one in which you learned something or experienced a change of some kind—whether big or small. Rank the topics according to your interest. One (1) is the topic you are most interested in pursuing.

_____ The Big Move

_____ How I Learned the Meaning of Friendship

_____ Lost in the Woods!

_____ How My Pet Helped Me Through a Tough Time

_____ When the Rest of Our Family Came to Live with Us

_____ How My Big Sister Taught Me to Be a Leader

_____ What I Learned from Grandma

_____ What Losing the Big Race Taught Me

_____ Other: _____

NAME: _____

DATE: _____

Vocabulary for “Anne in Theory” and “The Battle of the Potatoes”

“Anne in Theory”

1. **tirade**, *n.* a long angry speech of criticism or accusation (16)
2. **astonish**, *v.* to greatly surprise; to amaze (**astonished**) (17)
3. **perpetually**, *adv.* constantly; neverending (17)
4. **vanity**, *n.* excessive pride in one’s own achievements or appearance (17)
5. **despicable**, *adj.* morally bad or wrong (17)
6. **cunning**, *adj.* tricky; deceitful (18)
7. **calculating**, *adj.* acting in a selfish, scheming way (18)

“The Battle of the Potatoes”

8. **quibble**, *n.* a small argument about something unimportant (19)
9. **communal**, *adj.* shared by everyone in a group (19)

NAME: _____

DATE: _____

Guided Questions for “Anne in Theory” and “The Battle of the Potatoes”

Answer the following questions in complete sentences.

“Anne in Theory”

1. What clues does Anne give that suggest she does not think Mr. Dussel is as intelligent and scholarly as he thinks himself to be?

2. What does Anne think of the book *Henry from Across the Street*? How does Mr. Dussel attempt to patronize Anne and/or insult her intelligence? What is ironic about his comments to her?

3. What mistakes do Mrs. van Daan and Mr. Dussel seem to think Anne's parents have made in her upbringing? What sarcastic response does Anne make?

4. How do we know that Anne thinks Mrs. van Daan is a fake?

5. Why do you think Anne tells us what her family thinks of Mrs. van Daan?

Continued on the next page

NAME: _____

DATE: _____

6. Why do you think this selection is titled, “Anne in Theory”?

“The Battle of the Potatoes”

1. Identify Anne’s use of sarcasm in the second paragraph on page 19.

2. How might Mr. van Daan's comments on pages 19 and 20 be seen as a bit hypocritical?

3. How do we know that Mr. van Daan has complained about the division of work before?

NAME: _____

DATE: _____

4. Find at least two sarcastic comments Anne makes on page 21 about the situation.

5. What evidence can you find that shows Mr. van Daan is sexist?

6. What main point is Anne making in the final paragraph?

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words contain the Greek/Latin roots judex, juro, malus, pan, polis, or volvo.

During Lesson 7, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. judgment

7. panacea

2. prejudice

8. pandemic

3. injury

9. policy

4. perjury

10. political

5. malice

11. evolve

6. malady

12. involvement

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling word	Definition
judgment	a decision or opinion
prejudice	an opinion based on circumstances rather than facts
injury	an injustice; physical harm
perjury	lying under oath
malice	a wish or intent to do harm
malady	an illness
panacea	a cure-all
pandemic	prevalent over a whole country or the world
policy	a chosen course of action
political	related to government or public affairs
evolve	unfold or develop
involvement	the state of participating or being caught up in

NAME: _____

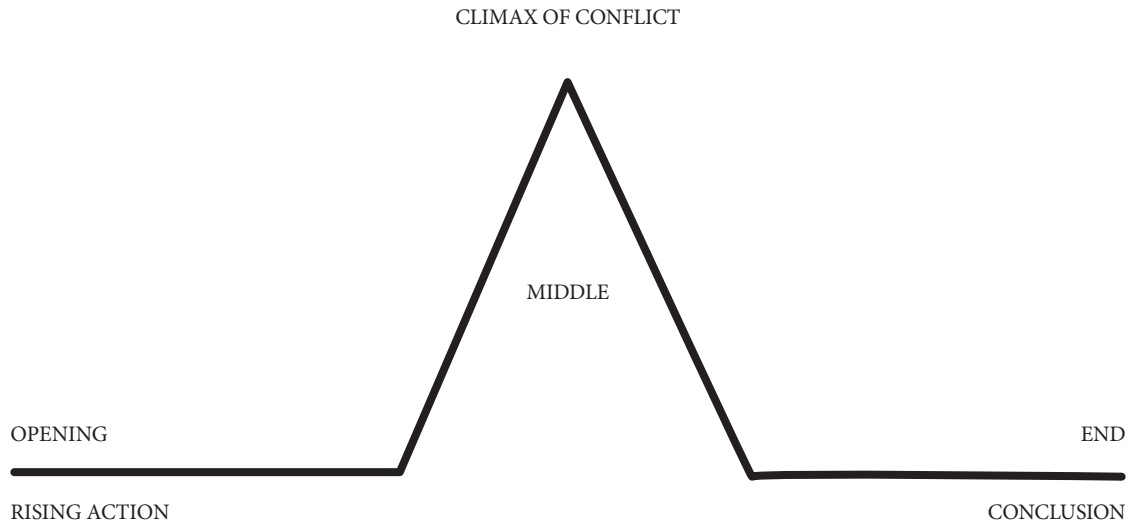
3.4

ACTIVITY PAGE

DATE: _____

Story Arc Diagram

Use this Story Arc Diagram to help structure your personal narrative.



Jot down your ideas for where the events of your scene will fall. This diagram is completed for the Writing Model, to give an idea how it works.

Opening/Rising Action: The family is going on a trip to some islands, in a very small boat. The rising action comes when there's fog and they can't leave the island—they have to find food and water to survive.

Climax of Conflict: When gathering mussels for the family, the narrator realizes the rising tide might trap her and her little brother. She has to make a decision—which way to go? She decides and acts, swiftly.

End/Conclusion: The girl and her brother make it safely back to camp; her father is proud of her for taking charge. She learns that you need to think for yourself in life and only get help when you need it.

Now, jot down your ideas for where the events of your narrative will fall.

Opening/Rising Action:

Climax of Conflict:

NAME: _____

DATE: _____

End/Resolution:

NAME: _____

DATE: _____

Personality Traits of the Annex Eight

Name	Relationship to Frank Family	Personality Traits
Anne Frank	Writer, younger Frank daughter	
Margot Frank	Older Frank daughter	
Mr. Frank	Anne and Margot's father	
Mrs. Frank	Anne and Margot's mother	
Mr. van Daan	Employee of Mr. Frank	
Mrs. van Daan	Mr. van Daan's wife	
Peter van Daan	Mr. and Mrs. van Daan's son	
Mr. Dussel	Dentist and Anne's roommate	

Vocabulary for “Evenings and Nights in the Annex” and “The Annex Eight at the Dinner Table”

“Evenings and Nights in the Annex”

1. **divan**, *n.* a low couch or sofa without arms (22)
2. **array**, *v.* to dress impressively or lavishly (**arrayed**) (22)
3. **spat**, *n.* an argument (23)
4. **clatter**, *v.* to make or cause a continuous rattling sound (**clatters**) (23)
5. **indecent**, *adj.* improper or offensive; obscene (23)
6. **sheer**, *adj.* absolute; complete (24)
7. **shrill**, *adj.* high-pitched; piercing (24)

“The Annex Eight at the Dinner Table”

8. **instigator**, *n.* a troublemaker (28)
9. **vessel**, *n.* a hollow container (29)
10. **whit**, *n.* a very small amount (30)
11. **deviate**, *v.* to change from an established course or routine (**deviates**) (31)

NAME: _____

DATE: _____

Questions for “Evenings and Nights in the Annex” and “The Annex Eight at the Dinner Table”

Answer the following questions in complete sentences.

“Evenings and Nights in the Annex”

1. How would you describe the sleeping arrangements in the annex?

2. What is Anne’s perspective on Mr. and Mrs. van Daan? Which personality traits does Anne focus on in this selection?

3. We finally learn a bit more about Margot in this selection. Describe her, using textual evidence.

4. What does Anne tell us about Mr. Dussel that suggests he might be greedy?

5. How do you know Anne finds comfort in her parents?

NAME: _____

DATE: _____

6. How would you describe Anne's perspective on evenings and nights in the annex?

“The Annex Eight at the Dinner Table”

1. Why doesn't Anne seem to like Mr. van Daan? Does she admire anything about him?

2. What are Mrs. van Daan's two mottos? How does she put her mottos into practice?

3. Peter van Daan and Anne eventually begin a romantic relationship. Do you think they have already begun their relationship, based on this selection? Why or why not?

4. What do the van Daans think of the way Anne and Margot are being raised? Has this subject come up in any previous selections you have read?

NAME: _____

DATE: _____

5. Of everyone in the annex, to whom does Anne seem the closest?

6. Whom does Anne seem to respect more: Mr. van Daan or Mr. Dussel? Explain. Use information from this, as well as, other selections as needed.

**Morphology: Greek/Latin Roots: *judex*,
juro, *malus*, *pan*, *polis*, *volvo***

Use your knowledge of word roots and the context provided in the sentence to fill in each blank with the correct word from the list. Use each word only once.

judge	jurisprudence	panorama	police
judgment	malcontent	pandemonium	revolve
jury	malaise	metropolis	convoluted

1. _____ is the legal system of a particular locality.
2. A _____ sentence is one that has been twisted and is complicated and difficult to understand.
3. _____ is a noisy chaos that feels as if all the demons are loose.
4. The _____ have the job of protecting a city from unlawful activity.
5. No one likes to experience negative _____ by others.
6. A _____ is someone who is always dissatisfied.
7. In a _____ trial, guilt or innocence is decided by a group of peers.
8. Earth _____ around the sun.
9. _____ is a feeling of being uncomfortable or ill at ease.

10. A _____ is a view that surrounds an observer.
11. The basketball player carefully _____ the distance to the basket.
12. A _____ is a major city.

**Vocabulary for “Wenn Die Uhr Halb Neune Schlägt . . .,”
“Villains!” and “A Daily Chore in our Little
Community: Peeling Potatoes!”**

“Wenn Die Uhr Halb Neune Schlägt . . .”

1. **clamber**, *v.* to climb awkwardly (32)
2. **veritable**, *adj.* real or genuine (32)
3. **ideal**, *adj.* suitable; perfect (32)
4. **ditto**, *adv.* similarly; as said before (33)
5. **bolster**, *n.* a long, thick pillow placed under other pillows for support (33)

“Villains!”

6. **villain**, *n.* a criminal or bad person (34)
7. **indifference**, *n.* lack of interest or concern (34)
8. **consult**, *v.* to seek information or advice from someone (**consulted**) (34)
9. **conclusion**, *n.* a judgment or decision reached by reasoning (35)

“A Daily Chore in Our Little Community: Peeling Potatoes!”

10. **tentatively**, *adv.* with hesitation or uncertainty (36)
11. **precision**, *n.* the quality of being accurate (36)
12. **absorbed**, *adj.* having one's attention fully engaged; greatly interested (36)

13. **obliged**, *adj.* to be required or forced to do something (**obliged**) (37)
14. **tactics**, *n.* carefully planned actions (37)
15. **stifle**, *v.* to stop oneself from doing something (38)

NAME: _____

DATE: _____

**Guided Questions for “Wenn Die Uhr Halb Neune Schlägt . . .,”
“Villains!” and “A Daily Chore in our Little
Community: Peeling Potatoes!”**

Answer the following questions in complete sentences.

“Wenn Die Uhr Halb Neune Schlägt . . .”

1. Summarize the events of this selection in your own words.

2. What is the main theme of this selection? Explain your answer using details from the text.

“Villains!”

1. Summarize the events of this selection in your own words.

2. What is the main theme of this selection? Explain your answer using details from the text.

NAME: _____

DATE: _____

3. How would you define the term *villain*? Does a villain have to be a person? Explain.

“A Daily Chore in our Little Community: Peeling Potatoes!”

1. What does this selection reveal about the traits of Mrs. van Daan, Mr. van Daan, Mr. Dussel, and Mr. Frank? What do you think is on each person’s mind? Explain your answers.

2. What is a main theme of this selection?

NAME: _____

DATE: _____

Grammar: Dangling and Misplaced Modifiers

Revise the sentences below to correct dangling and misplaced modifiers.

1. One day Nikki saw a huge snake, biking to school.

2. Driving to work, a flock of birds nearly collided with my dad's car.

3. The waiter served a steak to the diner that was well done.

4. The dog came home and jumped onto the sofa covered in skunk spray.

5. Although receiving good reviews, not many tickets to the play were sold.

6. She only gave him four dollars instead of five.

7. Lisa saw a giraffe on the way to the store.

8. While taking a bus to work, an accident caused a traffic jam on the highway.

9. Having hurt her hand, the cursive exercise was difficult.

10. Practically starving after the long hike, lunch had never tasted so good.

11. Needing more information, an additional set of interviews was conducted.

NAME: _____

DATE: _____

Stir in Dialogue

The examples below—drawn from the Writing Model—show one way to use this page to turn a piece of narrative into dialogue.

Notice how the wording of the narrative changes depending on which part the dialogue “takes care of.”

NARRATIVE:

But one day, Dickie stopped. I yelled at him that he had to move, but he didn’t listen.

DIALOGUE:

But one day, Dickie stopped.

“You know you can’t just sit there, Dickie. We need to eat.”

Dickie wouldn’t budge.

NARRATIVE:

I dropped my bucket and grabbed Dickie by the hand. He was terrified. We ran down the shore, to the part of the island I didn’t know.

DIALOGUE:

I set my bucket down and took Dickie’s hand. “Don’t let go, okay?”

Dickie nodded. He was terrified. He dropped his bucket, too. Then we ran.

Using the draft you wrote on Activity Page 4.5, find parts of your narrative that might work well as dialogue. Copy a section of your draft narrative from Activity Page 4.5 onto the lines below. Then try rewriting this section as dialogue on the lines that follow.

NARRATIVE:

DIALOGUE:

NARRATIVE:

NAME: _____

DATE: _____

DIALOGUE:

NARRATIVE:

DIALOGUE:

NAME: _____

DATE: _____

Vocabulary for “Freedom in the Annex” and “The Flower Girl”

“Freedom in the Annex”

1. **comb**, *v.* to search carefully (**combing**) (39)
2. **lug**, *v.* to carry something heavy with great effort (**lugs**) (39)
3. **clutches**, *n.* a person’s power or control (40)
4. **blunder**, *n.* a careless mistake (40)
5. **propriety**, *n.* correctness; appropriateness (40)
6. **scowl**, *n.* an angry frown (40)
7. **tread**, *n.* a footstep (41)

“The Flower Girl”

8. **outskirts**, *n.* the outer edge of a town or village (98)
9. **prospect**, *n.* likelihood; hope or expectation (98)
10. **plucky**, *adj.* having or showing courage in the face of difficulties (98)
11. **hawk**, *v.* to offer something for sale (**hawking**) (99)
12. **wares**, *n.* goods offered for sale (99)
13. **cramped**, *adj.* hemmed in by lack of space; crowded (99)

14. **bleak**, *adj.* miserable, dreary, drab (99)
15. **meager**, *adj.* lacking in quantity; tiny; inadequate (100)
16. **content**, *adj.* happy; pleased (100)

NAME: _____

DATE: _____

Practice Spelling Words

Use each spelling word in a complete, logical sentence that includes at least one modifier phrase or clause. Make sure that it is clear what the modifier modifies.

judgment

malice

policy

prejudice

malady

political

injury

panacea

evolve

perjury

pandemic

involved

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

NAME: _____

DATE: _____

Stir in Description

The examples below—drawn from the Writing Model—show one way to use this page to work description into your narrative. Find parts of your narrative you think may need description—either to explain the action, to change the pace, to provide a pause in the pace, or all three. Write the part of your narrative that needs description into the blanks, and then, on the lines that follow, write that same piece with the description included.

NARRATIVE:

One thing we hadn't done was harvest mussels. They grew all around the shore of the island.

DESCRIPTION:

One thing we hadn't done was harvest mussels. They grew all around the shore of the island, like a belt.

NARRATIVE:

The tide was coming in.

DESCRIPTION:

The sea welled up in the late afternoon light like the back of a giant tortoise—a menacing one, with a dull lead shell. The tide was coming in.

NARRATIVE:

Back in camp, we were greeted with the usual smiles.

DESCRIPTION:

Back in camp, the crackling fire never smelled better. We were greeted with the usual smiles.

NARRATIVE:

DESCRIPTION:

NARRATIVE:

NAME: _____

DATE: _____

DESCRIPTION:

NARRATIVE:

DESCRIPTION:

NAME: _____

DATE: _____

Grammar: Dangling and Misplaced Modifiers

Revise the sentences below to correct dangling and misplaced modifiers.

1. Yesterday I saw a bus walking to my friend's house.

2. Soaked to the skin, an awning gave me shelter from the rain.

3. He won the contest playing his trombone.

4. I poured a pitcher of water on the fire that was icy cold.

5. My golden retriever devoured a large slice of pizza, wagging her tail.

6. Dressed in a costume made of bottlecaps, we watched the mayor start her speech.

7. We only had five minutes left to get to the train station.

8. Sara passed a hospital pedaling furiously on her bicycle.

9. While traveling on vacation, our plane hit a rough patch.

10. Having spent all my money, there was no way I could donate to the project fund.

11. Upset by her recent near accident, her friend's presence was a comfort to Lucy.

NAME: _____

DATE: _____

12. Required for participation in the trip, David searched frantically for his passport.

NAME: _____

DATE: _____

Personal Narrative Rubric

	Exemplary	Strong	Developing	Beginning
Setting and Characters	Setting is laid out clearly.	Setting is laid out.	Setting is unclear.	Setting is not provided.
	Characters are introduced clearly.	Characters are introduced.	Characters appear with no introduction.	Characters do not appear in the story.
	All characters have roles relevant to the story.	Most characters have roles relevant to the story.	Some characters have roles relevant to the story.	No characters have roles relevant to the story.
Plot Events and Story Arc/Structure	All events support the plot.	Most events support the plot.	Some events support the plot.	There is no plot.
	Story arc is present: rising action, climax, and resolution.	Story arc is present, but elements are not clear.	Only some elements of a story arc are present.	No elements of a story arc are present.
Conflict	Conflict plays a clear role in plot.	Conflict plays some role in plot.	Conflict exists but plays no role in plot.	There is no conflict.
Language	Descriptive language is used throughout.	Some descriptive language is used.	There is an example of descriptive language.	No descriptive language is used.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Personal Narrative Peer Review Checklist

Complete this checklist as you read the draft of the personal narrative written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The writing has a clear narrative arc, including rising action, climax, and resolution.

_____ The writing employs descriptive language and sensory detail.

_____ The words of any dialogue sound natural, in the manner of spoken language.

_____ The people and their roles in the story are clearly introduced.

_____ The narrative is told from a clear point of view that does not change.

_____ There are no dangling/misplaced modifiers, and pronouns agree with their antecedents.

_____ The conclusion reflects on the events, characters, or situations from the story and conveys some sort of takeaway or lesson.

Use the checklist above to help you complete the Peer Feedback on the back of this activity page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?	Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?	Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?
Feedback #1:		

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?	Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?	Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?
Feedback #2:		

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Write a sentence using two of the spelling words.

NAME: _____

DATE: _____

Personal Narrative Editing Checklist

Personal Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none"> I have properly used vocabulary acquired from <i>Anne Frank's Tales from the Secret Annex</i>. 	
Format	
<ul style="list-style-type: none"> I employed the style and structure appropriate to a personal narrative. I have written a personal narrative using transitions, as needed. 	
Grammar	
<ul style="list-style-type: none"> I have used active and passive voice appropriately. I have used commas correctly. 	
Spelling	
<ul style="list-style-type: none"> I have correctly spelled words when using the roots <i>judex, juro, malus, pan, polis, sequor, and volvo</i>. I have correctly spelled content-related words from <i>Anne Frank's Tales from the Secret Annex</i>. 	
Punctuation	
<ul style="list-style-type: none"> I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability. 	

Unit Assessment—*Anne Frank’s Tales from the Secret Annex*

Today you will read one selection. Read “Jo” on pages 149–150 of Anne Frank’s Tales from the Secret Annex. After reading, you will answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Questions

1. From what point of view is this selection given?

- A. first-person past tense
- B. third-person past tense
- C. first-person present tense
- D. third-person present tense

2. **Part A:** What is the setting of this selection?

- A. Jo’s bedroom
- B. Paul’s library
- C. the dark woods
- D. a quiet field

Part B: How do we know from the very first paragraph that Jo is upset?

3. Read paragraph 3.

Part A: Based on the third paragraph, which inner conflict is Jo facing?

- A. exhaustion
- B. self-doubt
- C. hopelessness
- D. anger

Part B: What words in the third paragraph give you the answer to Part A?

4. Identify a simile in the third paragraph.

5. How is Jo different at the end of the third paragraph, compared to the beginning?

- A. She feels stronger and more self-reliant.
- B. She no longer misses Paul.
- C. She feels much more worn down.
- D. She decides to make up with Paul.

NAME: _____

DATE: _____

6. What is a major theme of this story?
- A. Love is magical but cannot last.
 - B. Despair is stronger than love.
 - C. Everyone is lonely in their own unique way.
 - D. Nature can transform and restore one's spirit.
7. In what way is Jo like Anne Frank? Explain your answer.

<i>Reading Comprehension Score: _____ of 7 points.</i>
--

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Writing Prompt Score: _____ of 4 points.

NAME: _____

DATE: _____

Grammar

Revise the following sentences to eliminate dangling and misplaced modifiers.

1. With nothing to eat or drink for two days, the grocery store was a happy sight.

2. My friend heard an owl, smelled a skunk, and saw a bear in the woods today, but I saw only a bear.

3. Today, in the park, I met a man under a raincloud named Smith.

4. One day they will honor the first person to walk on Mars with a statue.

5. Unaware of how late it was, staying up to watch another movie was a bad idea.

6. Today, I saw two airplanes walking to the library.

7. My other friend saw three bears in the woods today, but I only saw one bear.

8. Nestled comfortably inside my suitcase, I fed peanuts to my pet mouse Sylvester.

9. Staring into the mist, three mysterious figures appeared.

10. Very disappointed, my friend hadn't come to meet me as we agreed.

11. Looking toward the horizon, dark clouds told me of an approaching storm.

NAME: _____

DATE: _____

12. Rushing to give me a big hug, I was happy to see my aunt again.

Grammar Score: _____ of 12 points.

NAME: _____

DATE: _____

Morphology Morphology: Greek/Latin Roots
judex, juro, malus, pan, polis, volvo

After each word, enter the letter corresponding to its meaning.

- | | | |
|-----------------|-------|-----------------------------------|
| 1. malevolent | _____ | A. to turn around |
| 2. panacea | _____ | B. to do magic using words |
| 3. jury | _____ | C. an adopted course of action |
| 4. conjure | _____ | D. a book or scroll |
| 5. metropolis | _____ | E. a tendency to judge beforehand |
| 6. judge | _____ | F. wishing or intending harm |
| 7. revolve | _____ | G. a large, important city |
| 8. malcontent | _____ | H. to decide or offer an opinion |
| 9. policy | _____ | I. someone who is never pleased |
| 10. volume | _____ | J. chaos and disorder |
| 11. prejudice | _____ | K. a cure-all |
| 12. pandemonium | _____ | L. peers who decide a court case |

Morphology Score: _____ of 12 points.

Total Score for Unit Assessment: _____ of 35 points.

NAME: _____

DATE: _____

Unit Feedback Survey

Unit 3: *Tales from the Secret Annex*

Please use a scale of 1–5, with 1 being “Not at All,” 3 being “OK,” and 5 being “Very Much.” Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the text *Anne Frank’s Tales from the Secret Annex*?

1

2

3

4

5

What, if anything, did you like about the text?

What, if anything, did you not like about the text?

Were you able to read and understand most of the text on your own, or did you have difficulty?

Would you recommend this text to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—*Anne Frank’s Tales from the Secret Annex*

Match the character with the correct description.

- | | |
|-----------------------|--|
| ____ 1. Pim | a. dentist and Anne’s roommate |
| ____ 2. Margot | b. Anne’s nickname for her father |
| ____ 3. Peter | c. office employee who helped the Franks |
| ____ 4. Bep | d. employee of Mr. Frank |
| ____ 5. Mr. Dussel | e. the only boy in hiding with Anne |
| ____ 6. Mr. van Daan | f. Peter’s mother |
| ____ 7. Mrs. van Daan | g. Anne’s older sister |

Answer the following questions about Anne Frank’s Tales from the Secret Annex.

8. Which major historical event of the 1940s was taking place when Anne wrote the selections in *Anne Frank’s Tales from the Secret Annex*? Explain why the Frank family and the others went into hiding.

9. In which major European city was the secret annex located?
- A. Berlin
 - B. Amsterdam
 - C. London
 - D. Paris
10. What is the narrative point of view throughout the journal entries?
- A. limited first-person point of view
 - B. omniscient third-person point of view
 - C. limited third-person point of view
 - D. omniscient first-person point of view
11. What is a personal quality of Mr. van Daan?
- A. He is quiet and studious.
 - B. He is warm and friendly.
 - C. He is tolerant and nonjudgmental.
 - D. He is argumentative and selfish.

Read the following excerpt from the selection “Was There a Break-in?” from Anne Frank’s Tales from the Secret Annex, and answer the questions that follow:

The problem now was that the chairs in the private office were neatly grouped round the radio, which was tuned to England. If the burglars had forced the door and the air-raid wardens were to notice it and call the police, that would get the ball rolling, and there could be very serious repercussions.

NAME: _____

DATE: _____

12. What is the meaning of the word *repercussions*?
- A. unintended consequences
 - B. high prices
 - C. bad memories
 - D. major accidents
13. What repercussions is Anne referring to in this excerpt?
- A. The burglars might have stolen the group's radio.
 - B. Mr. Frank and Mr. van Daan might have lost their jobs.
 - C. German authorities might have discovered and arrested the group.
 - D. The air-raid wardens might have fined the group for making noise.
14. How is the selection "Do You Remember?" (see pages 9–11 of *Anne Frank's Tales From the Secret Annex*) different than the other selections you have read? What do we learn about Anne in this selection? What is a major theme of this selection?

15. How does Mr. Dussel insult Anne in “The Best Little Table” (see pages 12–15 of *Anne Frank’s Tales From the Secret Annex*)?
- A. He tells her she is not a good cook.
 - B. He tells her she is not serious about her studies.
 - C. He tells her that she makes too much noise.
 - D. He tells her she does not dress appropriately.
16. From Anne’s perspective, which word best describes Mr. Dussel?
- A. shy
 - B. nervous
 - C. educated
 - D. childish
17. From Anne’s perspective, which word best describes Mrs. van Daan?
- A. moody
 - B. vain
 - C. sweet
 - D. hardworking

Read the following excerpt from the selection “Anne in Theory” from Anne Frank’s Tales from the Secret Annex, and answer the questions that follow:

“How can you possibly understand the inner life of a man? Of course you can follow that of a child [!]. But you’re far too young to read a book like that. Even a twenty-year-old man would be unable to comprehend it.” (So why did he go out of his way to recommend it to Margot and me?)

NAME: _____

DATE: _____

18. Which character is Anne quoting here?
- A. Mr. Dussel
 - B. Mr. van Daan
 - C. Peter
 - D. her father
19. The sentence in parentheses is an example of which literary device?
- A. metaphor
 - B. personification
 - C. hyperbole
 - D. sarcasm

Read the following excerpt from the selection “The Annex Eight at the Dinner Table” from Anne Frank’s Tales from the Secret Annex, and answer the questions that follow:

The former is the most modest person at the table. He always looks to see whether the others have been served first. He needs nothing; the best things are for the children. He’s the model. Seated next to him is the canvas, which will hopefully turn out to be a good reproduction of the original.

20. To whom is Anne referring in this passage? Who is “the canvas”? Identify one major theme of *Anne Frank’s Tales from the Secret Annex* that is illustrated here.

<i>Mid-Unit Comprehension Check Score: _____ of 20 points.</i>
--

End-of-Unit Comprehension Check—*Anne Frank’s Tales from the Secret Annex*

Answer the following questions about *Anne Frank’s Tales from the Secret Annex*.

1. Which character does Anne often refer to as *flirtatious*?
 - A. Margot
 - B. Mrs. van Daan
 - C. Peter
 - D. Bep

Read the following excerpt from the selection “Wenn Die Uhr Halb Neune Schlägt . . .” from *Anne Frank’s Tales from the Secret Annex*, and answer the questions that follow.

The ideal family scene has now reached its high point. I want to read or study and Margot does too. Father and Mother ditto. Father is sitting (with Dickens and the dictionary, of course) on the edge of the sagging, squeaky bed, which doesn’t even have a decent mattress. Two bolsters can be piled on top of each other. “I don’t need these,” he thinks. “I can manage without them!”

Once he starts reading, he doesn’t look up. He laughs now and then and tries to get Mother to read a passage.

“I don’t have the time right now!”

He looks disappointed, but then continues to read. A little while later, when he comes across another interesting bit, he tries again: “You have to read this, Mother!”

Mother sits on the folding bed, either reading, sewing, knitting or studying, whichever is next on her list. An idea suddenly occurs to her, and she quickly says, so as not to forget, “Anne, remember to . . . Margot, jot this down . . .”

2. What does the word *ideal* mean?

- A. awkward
- B. sad
- C. perfect
- D. quiet

3. What does Mr. Frank's comment about the bolsters tell you about his character? What does it say about Anne's perspective toward her father?

4. How does this passage help you understand Mrs. Frank?

NAME: _____

DATE: _____

5. Why does Anne refer to the van Daans as “villains”?
- A. Their constant marital spats are noisy and make it more likely the group will be discovered by the authorities.
 - B. By ignoring their cat’s flea problem, the entire secret annex has been infested with fleas.
 - C. They take far too much food at mealtimes and refuse to share with the rest of the group.
 - D. They expect Anne and Margot to do all of the housework because they consider it “women’s work.”
6. From Anne’s perspective, which word best describes the van Daan’s behavior in the selection “Villains!”
- A. comical
 - B. heroic
 - C. angry
 - D. indifferent

Read the following excerpt from the selection “A Daily Chore in Our Little Community: Peeling Potatoes!” from Anne Frank’s Tales from the Secret Annex, and answer the questions that follow:

“Tell me, Putti, why aren’t the British carrying out any bombing raids today?”

“Because the weather’s bad, Kerli!”

“But yesterday it was such nice weather and they weren’t flying then either.”

“Let’s drop the subject.”

“Why? Can’t a person talk about that or offer an opinion?”

“No!”

“Well, why in the world not?”

“Oh, be quiet, *Mammichen!*”

7. Who is speaking in this passage? How do you know?

8. To which major themes of *Anne Frank's Tales from the Secret Annex* is this passage related? Explain.

Read the following excerpt from the selection “Freedom in the Annex” from Anne Frank’s *Tales from the Secret Annex*, and answer the question that follows:

Five-thirty: Bep’s arrival signals the beginning of our nightly freedom. Things get going right away. I go upstairs with Bep, who usually has her dessert before the rest of us. The moment she sits down, Mrs. van D. begins stating her wishes. Her list usually starts with “Oh, by the way, Bep, something else I’d like . . .” Bep winks at me. Mrs. van D. doesn’t miss a chance to make her wishes known to whoever comes upstairs. It must be one of the reasons none of them likes to go up there.

NAME: _____

DATE: _____

9. Why does Bep wink at Anne?

- A. Bep is flirting with Anne and doesn't want anyone else to see.
- B. Bep is signaling to Anne that she should ignore Mrs. van Daan.
- C. Bep is amused by Mrs. van Daan's predictable behavior.
- D. Bep is silently telling Anne that Mrs. van Daan is right.

10. How might the title of the selection "Freedom in the Annex" be seen as ironic?

11. What is the point of view of the selection "The Flower Girl"?

- A. It is told in third-person point of view.
- B. It is told in second-person point of view.
- C. It is told in limited first-person point of view.
- D. It is told in omniscient first-person point of view.

12. How is the selection “The Flower Girl” different than the other selections you have read in this unit?
- A. It focuses exclusively on Anne’s sister.
 - B. It is a short story—a work of fiction.
 - C. It was written before Anne went into hiding.
 - D. It discusses Anne’s life before the war began.
13. Explain how Krista from “The Flower Girl” might be interpreted as a symbol for Anne herself.

Read the following excerpt from the selection “The Flower Girl” from Anne Frank’s Tales from the Secret Annex, and answer the question that follows:

Krista can’t allow herself a moment’s rest. As soon as she gets home, she starts peeling potatoes and boiling vegetables. Only when her sister arrives home at seven-thirty does she finally get to sit down and eat her meager meal.

NAME: _____

DATE: _____

14. What does the word *meager* mean?

- A. inadequate
- B. delicious
- C. healthy
- D. fancy

15. How does Krista describe herself at the end of “The Flower Girl”?

- A. tired
- B. content
- C. enraged
- D. miserable

<i>End-of-Unit Comprehension Check Score: _____ of 15 points.</i>

Grammar: Dangling and Misplaced Modifiers

For each sentence, complete the explanation that follows by filling in the blank.

1. *Show me the object in your pocket.* The modifier *in your pocket* goes with the word _____.
2. *Skating on the ice, I felt happy and content.* The modifier *skating on the ice* goes with the word _____.
3. *The chair on which I am sitting is green.* The modifier *on which I am sitting* goes with the word _____.
4. *Before we eat, we wash our hands.* The modifier *before we eat* goes with the word _____.
5. *I have only four tickets.* The modifier *only* goes with the word _____.
6. *The ice cream flavor that I like best is cinnamon.* The modifier *that I like best* goes with the word _____.

For each pair of sentences, put a check mark next to the one that shows more clearly what the underlined descriptions go with.

7. _____ A. We served the steak to the customer that was burned.
_____ B. We served the steak that was burned to the customer.
8. _____ A. Sitting in the bathtub, I was reading a book about an alien planet.
_____ B. I was reading a book about an alien planet sitting in the bathtub.

9. _____ A. Whistling a happy tune, I could see a bat under the roof.
_____ B. I could see a bat, whistling a happy tune under the roof.
10. _____ A. Looking under my bed, my missing boot was visible.
_____ B. Looking under my bed, I could see my missing boot.
11. _____ A. While riding the bus to school, the rain started coming down hard.
_____ B. While the kids were riding the bus to school, the rain started coming down hard.
12. _____ A. Stuck at the end of a long line, we worried we would never get there.
_____ B. Stuck at the end of a long line, it seemed we would never get there.

NAME: _____

DATE: _____

Morphology: Greek/Latin Roots

Complete each sentence by filling in the blank with the meaning of the given root. Then write one word that contains the root.

1. The meaning of the root *judex* is _____.

Example: _____

2. The meaning of the root *juro* is _____.

Example: _____

3. The meaning of the root *malus* is _____.

Example: _____

4. The meaning of the root *pan* is _____.

Example: _____

5. The meaning of the root *polis* is _____.

Example: _____

6. The meaning of the root *volvo* is _____.

Example: _____

NAME: _____

E.1

ENRICHMENT

DATE: _____

Graphic Novel

Use the space below to create a page in graphic-novel style based on a scene from one of the selections.

NAME: _____

DATE: _____

Film vs. Book

Use this worksheet to compare/contrast the film The Diary of Anne Frank with the selections you have read from the book. Conclude by writing a short paragraph explaining which version you preferred and why.

Film	Book

ENRICHMENT

Point of View and Perspective

Use this space to rewrite a scene from “A Daily Chore in Our Little Community: Peeling Potatoes!” from Mr. Dussel’s perspective.

[illegible]

NAME: _____

E.4

ENRICHMENT

DATE: _____

Sketch of the Secret Annex

Use the space below to create a sketch of the secret annex, based on your research.

ENRICHMENT

Sources for Report on Holocaust Diarists

Use this worksheet to record the sources you used to write your report about other young diarists of the Holocaust.

[illegible]

NAME: _____

DATE: _____

The Fate of the Annex Eight

Use this worksheet to write a paragraph about the fate of each member of the Annex Eight after their arrest on August 4, 1944.

Anne Frank

Margot Frank

Mr. Frank

Mrs. Frank

NAME: _____

DATE: _____

Mr. van Daan

Mrs. van Daan

Peter van Daan

Mr. Dussel

ENRICHMENT

[illegible]

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *Anne Frank's Tales from the Secret Annex*
- SR.2—The Writing Process
- SR.3—Proofreading Symbols

Glossary for *Tales from the Secret Annex*

A

absorbed, *adj.* having one's attention fully engaged; greatly interested

array, *v.* to dress impressively or lavishly (**arrayed**)

astonish, *v.* to greatly surprise; to amaze (**astonished**)

B

bleak, *adj.* miserable; dreary; drab

blunder, *n.* a careless mistake

bolster, *n.* a long, thick pillow placed under other pillows for support

bound, *v.* to walk or run with leaping strides (**bounded**)

C

calculating, *adj.* acting in a selfish, scheming way

clamber, *v.* to climb awkwardly

clatter, *v.* to make or cause a continuous rattling sound (**clatters**)

clutches, *n.* a person's power or control

codeine, *n.* a medicine used to relieve coughing and/or pain

comb, *v.* to search carefully (**combing**)

communal, *adj.* shared by everyone in a group

conclusion, *n.* a judgment or decision reached by reasoning

consult, *v.* to seek information or advice from someone (**consulted**)

content, *adj.* happy; pleased

contradict, *v.* to assert the opposite of a statement made by another

cramped, *adj.* hemmed in by lack of space; crowded

crush, *n.* a brief but strong love for someone

cubbyhole, *n.* a small compartment or room

cunning, *adj.* tricky; deceitful

D

deluge, *n.* an overwhelming number or amount

despicable, *adj.* morally bad or wrong

deviate, *v.* to change from an established course or routine (**deviates**)

ditto, *adv.* similarly; as said before

divan, *n.* a low couch or sofa without arms

E

earshot, *n.* the range within which a voice can be heard

excrement, *n.* human waste; feces

F

fiddle, *v.* to touch or fidget with something nervously (**fiddling**)

flap, *n.* an excited stage of agitation

flurry, *n.* an overwhelming number or amount

force, *v.* to make a way through or into by physical strength (**forced**)

fury, *n.* a strong feeling of anger

G

gist, n. the basic meaning or main idea

H

hawk, v. to offer something for sale (**hawking**)

I

ideal, adj. suitable; perfect

indecent, adj. improper or offensive; obscene

indifference, n. lack of interest or concern

indignation, n. anger or annoyance, especially caused by perceived unfair treatment

instigator, n. a troublemaker

L

lug, v. to carry something heavy with great effort (**lugs**)

M

meager, adj. lacking in quantity; tiny; inadequate

O

oblige, v. to be required or forced to do something (**obliged**)

outskirts, n. the outer edge of a town or village

P

perpetually, adv. constantly; neverending

plucky, n. having or showing courage in the face of difficulties

precision, n. the quality of being accurate

prestige, n. widespread respect based on one's achievements

profess, v. to claim one has something, especially when this is not the case (**professed**)

propriety, n. correctness; appropriateness

prospect, n. likelihood; hope or expectation

Q

quibble, n. a small argument about something unimportant

R

relate, v. to tell

repercussions, n. unintended consequences

S

scowl, n. an angry frown

seething, adj. barely contained; constantly agitated

sheer, adj. absolute; complete

shrill, adj. high-pitched; piercing

snitch, n. an informer; a tattletale

spat, n. an argument

spring, v. to surprise; to do or say something unexpected (**sprang**)

stench, n. an extremely unpleasant smell

stifle, v. to stop oneself from doing something

subside, v. to become less intense; to die down (**subsided**)

sullen, adj. bad-tempered; gloomy

NAME: _____

DATE: _____

T

tactics, n. carefully planned actions

tentatively, adv. with hesitation or uncertainty

tirade, n. a long angry speech of criticism or accusation

tread, n. a footstep

V

vanity, n. excessive pride in one's own achievements or appearance

veritable, adj. real or genuine

vessel, n. a hollow container

villain, n. a criminal or bad person

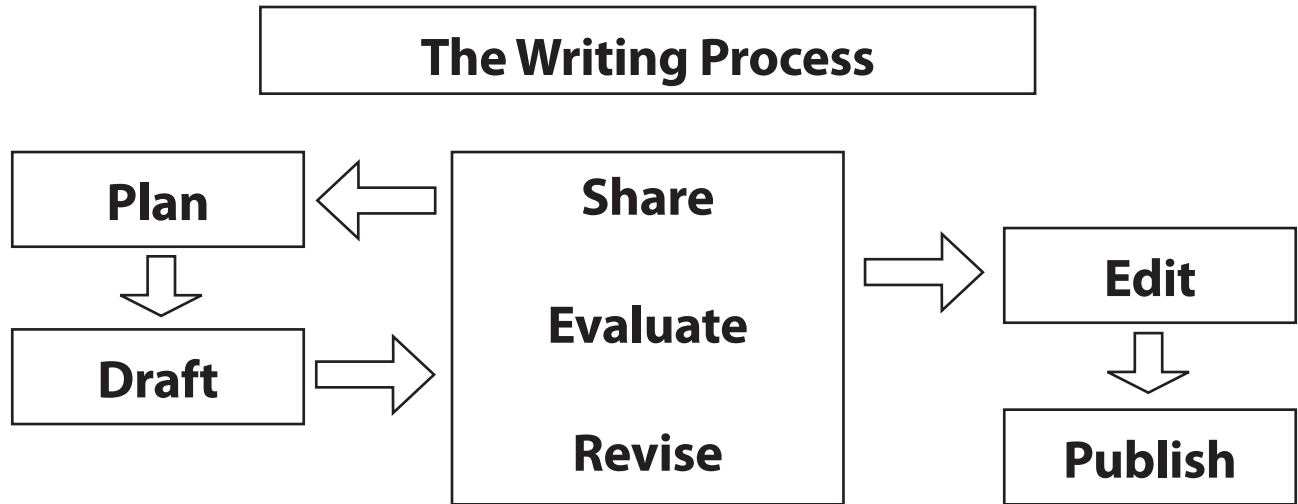
W

wares, n. goods offered for sale

whit, n. a very small amount

NAME: _____

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NAME: _____

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New paragraph

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Close up the space

bcap

Capitalize

B lc

Make lowercase (small letter)

e

Delete

rwd.

Reword

←

Move according to arrow direction

↻tr

Transpose

[

Move to the left

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Move to the right

^a

Add a letter



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ISBN: 978-1-68380-874-9