'Dear Diary' – **Teaching Ideas**

Learning Objective:	To read for understanding.
Success Criteria:	• To read for comprehension and inference – find implicit and explicit meaning. • To support responses with reference to the text where appropriate. • To expand vocabulary through careful investigation of key terms and unusual word use.

This lesson pack includes all the elements for a differentiated reading comprehension for KS3 and 4. As in GCSE exams, the reading material is the same for all pupils. Where appropriate, the different levels of questions and vocabulary sheets can be given to students. Many of the extension tasks require further research or class discussion. If you do not wish to use these tasks as individual extension tasks, you may enjoy using them for class discussion points or starters for independent or group research and presentations.

Students might enjoy extra tasks such as creating a fact file around another diarist from World War II not mentioned in the article. They might use the **Diarist of the Second World War Fact File Sheet** to record responses or create their own. People they might consider include: Vera Kohnova, David Koker, Dawid Sierakowiak, Moshe Flinker, Helga Deen. Students will find a variety of interesting articles and stories associated with these diaries on the internet. They might also look at Amazon or similar book-selling sites to see what is available in English translation and what people have to say about it. Students can consider the historical and social usefulness of collecting these stories, memories and first-hand accounts together. They might look at the National Holocaust Centre's website and consider their program of talks by Holocaust survivors – what is the purpose of these?

Alternative tasks include: creative writing around the theme of going into hiding or being caught up in the Holocaust. Students could research the life of the most famous diarist, Anne Frank, independently. Groups could then produce their own informative text around their discoveries. Groups could potentially be asked to look at specific areas of her life and experience.

Students could look at the interesting story behind 'Hana's Suitcase' and how it came to be part of the Tokyo Holocaust Education Resource Centre's materials and the controversy surrounding it. There is an accompanying text: 'Hana's Suitcase'. Students might alternatively look at the value of personal material goods in understanding the impact of war on civilians. They might look at images of the 'Canada' storage facilities at Auschwitz and consider the reasons for leaving these exhibits as they were found.

Friedl Dicker-Brandeis was one of only a number of teachers and artists who tried to educate children in the difficult conditions in the ghettos. She worked with children in the Terezin ghetto until her deportation to Auschwitz. When she learned of her deportation, she hid 4,500 drawings created by the children in two suitcases. These were given to the Jewish Museum in Prague after the war and provides a poignant reminder of the lost childhoods of so many. Students might find it interesting to investigate her life or to look at similar collections in other museums.

Ghetto life and experiences of the Holocaust can be further explored using the Twinkl lesson packs: **The Holocaust: Using Evidence to Make a Difference** or **The Warsaw Ghetto.**