

單元（一）單元名稱： 主題一（安妮的世界 Introduction to <i>The Diary of Anne Frank</i> ）共（2）節 主題二（安妮的圖像 Analysis of Anne Frank's Character Attributes）共（1）節 主題三（從安妮的世界到台灣 Cultural Diversity in Taiwan）共（2）節	
<b>教學節次</b>	第（1）節~第（5）節
<b>國際教育 議題實質內涵</b>	國 U1 從歷史脈絡中理解我國在國際社會的角色與處境。 國 U2 肯認自己對國家的責任。 國 U3 參與我國永續發展的行動。 國 U5 肯認跨文化反思的重要性。 國 U6 提出維護世界和平的行動方案並落實於日常生活中。 國 U9 具備跨文化溝通與國際合作的能力。
<b>相關領域學習表現 （第二學習階段以 上應包含英語文領 域領綱）</b>	[英語文] 1-V-10 能聽懂以英語說明或敘述的主要內容。 2-V-3 能依主題或情境描述事件或回答問題。 2-V-8 能以簡易的英語參與引導式討論。 3-V-7 能了解短文、書信的內容及文本結構。 3-V-10 能辨識故事的要素，如背景、人物、事件和結局。 3-V-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。 5-V-12 能以適切的英語文說出或寫出談話或短文的摘要。 6-V-1 樂於參與課堂中各類練習活動，不畏犯錯。 7-V-6 能針對同一文本主題進行延伸閱讀或探索，以強化學習的深度與廣度 8-V-3 能從多元文化觀點，了解並尊重不同的文化及習俗。 9-V-1 能把多項訊息加以比較、歸類、排序。  [普高歷史] 歷 1a-V-2 說明相關歷史事件或人物在歷史發展中的重要性 歷 2b-V-1 理解時空背景對歷史事件發展或人物的影響 歷 2b-V-2 理解並尊重不同文化、宗教、族群、種族、性別歷史發展的獨特性與主體性。 歷 2c-V-2 省思歷史發展的多重面向，珍視融合多元族群、文化的社會體系及人權價值 歷 3c-v-2 透過討論、說服、辯論、協商等方式尋求相互理解
<b>校訂國際教育 雙語學習內容</b>	<b>領域學習內容 Content</b> 1. 納粹迫害猶太人的歷史 2. 種族歧視下受害者的處境 3. 《安妮的日記》的閱讀與討論 4. 種族迫害的殘酷與省思 5. 多元文化的促進與推動

	<p><b>語言學習內容 Language of Learning</b></p> <p>目標字詞 <b>target words:</b></p> <p>Holocaust, Concentration Camp, Germany invades, going into hiding, secret hideout, Nazi persecution, Jews, the secret Annex, cultural diversity, cultural respect</p> <p>目標句型 <b>target sentences:</b></p> <p>1. After reading the diary, what do you feel about...?  I feel/think...because...  What happened really makes me feel... because...  What're your opinions about...?</p> <p>2. What're your opinions about...?  In my opinion, ...  As far as ... be concerned,...  There are reasons why I think....,  For example, ...  When it comes to.....  First, ...Second,.... Last but not the least,...</p>		
<p><b>單元學習目標</b> (50~100字內)</p>	<p>Through reading <i>The Diary of Anne Frank</i>, students can understand the background of WWII and the Holocaust. In the meantime, it is expected that students can realize the cruelty and ruthlessness of wars, and the book can arouse students' awareness of human rights and make them understand the importance of democracy and world peace.</p>		
<p><b>教學步驟</b></p>	<p><b>引導作法</b></p>	<p><b>教學資源</b></p>	<p><b>認知能力</b></p>
	<p><b>主題 (一):</b> 安 妮的世界 <i>Introduction to The Diary of Anne Frank</i></p> <p><b>First Period:</b></p> <p><b>1. Warm up (15 minutes)</b>  Play quiz-based games such as Kahoot! to test students' understanding of the background of Holocaust and Nazi persecution.  (學生已於歷史課學到二次世界大戰的歷史，且對納粹</p>	<p>Online learning platform  <a href="https://create.kahoot.it/search?filter=1&amp;query=Anne%20Frank&amp;tags=Anne%20Frank">https://create.kahoot.it/search?filter=1&amp;query=Anne%20Frank&amp;tags=Anne%20Frank</a></p>	<p>學生回憶納粹德軍迫害猶太人的歷史</p>

	<p>德軍迫害猶太人有所了解)</p> <p><b>2. Introduction to the book</b>  <b>The Diary of Anne Frank.</b>  <b>(30 minutes)</b>          使用 ppt, 短片及視覺圖表介紹《安妮的日記》一書的歷史背景和日記內容</p> <p><b>Teacher may ask students:</b>          (1) What did Anne receive for her birthday?          (2) Can you explain why Anne Frank's family had to go into hiding?          (3) Do you consider Anne Frank's family lucky or unlucky to be living in the Annexe? Why?</p> <p><b>Students May say:</b>          I think/I feel...          If I were Anne Frank, I would....          In my viewpoint, ...</p> <p><b>3. Assign a few sections of the book for students to read.</b>  <b>指派回家功課</b>  <b>(5 minutes)</b>          Students have to finish a double-entry journal in which they mark the words or sentences they don't understand and reflect on the story they read. Besides, if they find any beautiful quotes from the chapters, they can</p>	<p>PowerPoint &amp; a video clip          安妮日記視覺化資訊圖表  <a href="https://www.youtube.com/watch?v=yLSvdEUA2wI">https://www.youtube.com/watch?v=yLSvdEUA2wI</a>          (3'08'')</p> <p>Worksheet          (Double-entry journal)</p>	<p>學生理解安妮的《日記》一書的歷史背景及書的內容有初步了解。</p> <p>學生能用英文敘述閱讀文本時的感受，並分辨書中重要情節及句子。</p>
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	<p>write them down.</p> <p><b><u>Second Period:</u></b></p> <p><b>1. Warm-up: Packing a suitcase (13 minutes)</b> <i>(based on p.13-15)</i></p> <p>安妮躲藏時，只能帶少數東西，而日記本是她帶到躲藏處的重要物品。日記中，她抒發躲藏時的心情轉變及猶太人被迫害的點滴，是她生活中的重要支柱。請學生思考日記對安妮的重要性是什麼，並反思自己生活中最珍貴的事物及為什麼。</p> <p>(1) Ask students why Anne Frank brought her diary to the secret hideout. Why was it important to Anne Frank? What role did it play during her years of hiding in the secret Annexe?</p> <p>(2) Ask students to imagine if they were Anne Frank and could only bring three most important things before going into hiding, what would they bring with them?</p> <p>(3) Students share their three most important things with the class and explain the reasons.</p>	<p>Worksheet (Packing a suitcase)</p>	<p>學生用英文解釋日記對安妮的重要性及影響，並舉例說明自己生命中最重要的事物。</p>
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	<p><b>2. Guided reading and Discussion (25 minutes)</b></p> <p>老師提問前天指派的閱讀內容，藉由小組討論與分享，深入探討書的內容。小組討論完後，依序用英文回答提問問題。</p> <p>1) Divide students into groups and ask them to discuss questions related to their reading.</p> <p><b>Teacher may pose the following questions:</b></p> <p>(1) What influences people like Miep, Elli, Kraler, and Koophuis to risk their lives to save others?</p> <p>(2) Of the eight people in hiding, whose personality changed the most in the course of the diary?</p> <p>(3) Knowing that she was doomed, what is your reaction to Anne's ending the diary on an optimistic tone?</p> <p>(4) Would Anne and Peter's relationship have been different if they had not been in hiding?</p> <p>(5) If Anne had survived, what effects do you think that her two years in hiding would have had on the rest of her life?</p> <p>2) Ask each group to present their opinions and thoughts</p>	<p>PowerPoint</p>	<p>學生能理解書中內容，分析文本找出各部分之間的關聯性，並參與課堂討論，分享自己的看法。</p>
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	<p>about the questions asked after their discussion.</p> <p><b>3. Wrap up: Anne Frank Quotes (10 minutes)</b></p> <p>安妮金句是她在躲藏時對生命及人生的看法，請學生分享他們閱讀章節中感動他們的句子，並分享其他章節中出現的金句。</p> <ol style="list-style-type: none"> <li>1) Ask students to share beautiful quotes that impress them after they read the assigned chapters of the book.</li> <li>2) Show students some beautiful quotes from the other parts of the book, and ask them to share which one they love best and explain the reasons.</li> </ol> <p><b>Teacher may say:</b></p> <ol style="list-style-type: none"> <li>(1) After reading the quotes, which one impresses you the most?</li> <li>(2) What is your favorite quote and why?</li> </ol> <p><b>Students may answer:</b></p> <p>My favorite quote is ....  I like the quote most because...  What impresses me the most is ....</p>	<p>PowerPoint  Worksheet  (Double-entry journal)</p>	<p>學生分析安妮人生哲學，並理解她的處境及心態轉變。學生解釋為什麼某些或感動他們。</p>
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	<p><b>4. Assign a few sections of the book for students to read.</b> 指派回家功課 (2 minutes)</p> <p><b>主題 (二) :</b> 安妮的圖像(Analysis of Anne Frank's Character Attributes )</p> <p><b>Third Period:</b></p> <p><b>1 . Warm-up: (5 minutes)</b> Check students' double-entry journal and ask students to share their feelings about the chapters assigned the day before.</p> <p><b>2. Activity: Character Attribute Web</b></p> <p>學生讀完《安妮的日記》指定章節後，分析安妮的人格特質，並思考種族迫害對安妮人格特質的影響，或安妮在躲藏期間的改變。</p> <p><b>1) Introduction of character attribute web. (5 minutes)</b></p> <p>Ask students to design a character attribute web on a worksheet, in which they have to include at least four sections: LOOKS, ACTS, FEELS, and SAYS. Besides, students have to figure out the influences of racial</p>	<p>Double-entry journal</p> <p>Worksheet (Character Attribute Web)</p>	<p>學生分析安妮的人格特質，學生理解種族歧視對受害者的影響。</p> <p>學生比較、對照安妮躲藏前後差異。</p>
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	<p>discrimination on Anne’s personalities.</p> <p><b>Teacher may guide students by saying:</b></p> <p>1) You are going to design a character attribute web. It is an analysis of Anne Frank’s personality. Please write down character traits that can best describe Anne Frank.</p> <p>2) Try to find out one thing that Anne Frank did that impresses you the most.</p> <p>3) What were the Jews’ lives like under Nazi persecution?</p> <p><b>2) Group Discussion 小組討論 (25 minutes)</b></p> <p>Divide students into groups and ask students to finish the character attribute web with their group members.</p> <p><b>3.Wrap-up 小組上台報告 (15 minutes)</b></p> <p>Every group presents their character attribute web to the class.</p> <p><b>主題 (三):</b>  <b>從安妮的世界到台灣</b>  <b><i>Cultural Diversity in Taiwan</i></b></p> <p><b><u>Fourth and Fifth Period:</u></b></p> <p><b>1.Warm-up: (20 minutes)</b></p>		<p>學生藉由《安妮的日記》一書去反思分析台灣目</p>
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	<p>Use a video clip to introduce Taiwan's history and culture.</p> <p>老師藉由影片介紹台灣多元文化背景，並請學生思考類似族群對立或歧視的事是否曾在台灣發生，從而探討目前外配、外籍移工在台灣處境。</p> <p><b>Teacher may ask students to share their opinions about the following questions:</b></p> <ol style="list-style-type: none"> <li>1) What makes Taiwan different from other countries?</li> <li>2) Do people in Taiwan face similar racial discrimination before or now?</li> <li>3) How do you feel when seeing or interacting with foreign spouses or migrant workers in Taiwan?</li> <li>4) Why do we need to respect different cultures or races?</li> </ol> <p><b>2. Big project: (50 minutes)</b></p> <p>學生準備分組報告，報告中學生需分析安妮的遭遇，並和台灣現況做比較；另外，學生也須提出增進不同族群文化的尊重與包容的具體措施。</p> <p>Divide students into groups and ask them to design a poster concerning cultural diversity and respect for different cultures.</p>	<p><b>Video clip</b></p> <p><a href="https://www.youtube.com/watch?v=tcQTZ8Yz7iY">https://www.youtube.com/watch?v=tcQTZ8Yz7iY</a> (5'32")</p> <p>Power Point</p>	<p>前多元文化的現況，並了解尊重不同族群及其文化的重要性</p> <p>學生比較種族歧視現象在安妮的年代和現在台灣有何不同。</p> <p>學生能理解安妮所面對的困境，從而分析台灣外配及移工可能面臨的挑戰，進而提出更多尊重不</p>
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	<p><b>Teacher may say:</b></p> <p>(1) Respecting other cultures is very important. Please design a poster that can raise people's awareness of its importance. Also, make sure that your poster should be able to display the spirits of cultural diversity.</p> <p>(2) Your poster should include:</p> <ul style="list-style-type: none"> <li>i) A slogan</li> <li>ii) Some graphics</li> <li>iii) Differences between Anne Frank's time and the real situation in Taiwan</li> </ul> <p>i) Information about racial discrimination and how to promote cultural diversity</p> <p><b>3. Wrap-up: Group presentation and Student Works Gallery (30 minutes)</b></p> <p>1) Ask each group to present their posters and explain the concept of their design. (學生用英語報告)</p> <p>2) Display each group's posters around the classroom. (學生將海報張貼教室布告欄)</p> <p>3) Ask students to appreciate other groups' posters and evaluate other groups'</p>	<p>Students' posters</p>	<p>同文化與人種的方法。</p>
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	posters. (學生欣賞各組海報並互評)		
評量方式	<ol style="list-style-type: none"> <li>1. 課堂即時回饋</li> <li>2. 課堂討論參與</li> <li>3. 學習單完成</li> <li>4. 小組報告、成果展覽</li> <li>5. 小組互評—學生互相給予評分</li> <li>6. 學生分組合作與分享</li> </ol>		
參考資料連結	<p>Frank, A. (1993). <i>Anne Frank: The diary of a young girl</i>. New York ; Toronto: Bantam Books. (課程使用的文本)</p> <p>Anne Frank, the Graphic Biography   Anne Frank House <a href="https://www.twinkl.co.za/">https://www.twinkl.co.za/</a>  <a href="https://create.kahoot.it/search?filter=1&amp;query=Anne%20Frank&amp;tags=Anne%20Frank">https://create.kahoot.it/search?filter=1&amp;query=Anne%20Frank&amp;tags=Anne%20Frank</a>  <a href="https://www.youtube.com/watch?v=yLSvdEUA2wI">https://www.youtube.com/watch?v=yLSvdEUA2wI</a>  <a href="https://www.twinkl.co.za/search?term=Anne+Frank%27s+suitcas">https://www.twinkl.co.za/search?term=Anne+Frank%27s+suitcas</a></p> <p>Frank, A. (1993). <i>Anne Frank: The diary of a young girl</i>. New York ; Toronto: Bantam Books. (課程使用的文本)</p> <p><a href="https://lovingela.blogspot.com/2017/06/reading-literature-idea-2-character.html">https://lovingela.blogspot.com/2017/06/reading-literature-idea-2-character.html</a>      在家的你，也能讓世界認識「多元民主的臺灣」！   臺灣吧 TaiwanBar  <a href="https://www.youtube.com/watch?v=tcQTZ8Yz7iY">https://www.youtube.com/watch?v=tcQTZ8Yz7iY</a></p>		