

Talk about it

SECTION

5

To publish or not to publish

Objective: Use a range of oral techniques to present persuasive arguments and engaging narratives.

What you need: Photocopiable page 23.

Cross-curricular link: Drama.

What to do

- Organise a whole-class discussion about the original publication of the Diary.
- Explain how Miep Gies found the scattered pages of the Diary and saved them in a desk drawer. After the war she gave them to Otto, Anne's father, who edited the entries before trying to get the Diary published.
- Ask the children to consider why it was difficult to get the Diary published.
- Challenge the children to think of the publication issue from two viewpoints: that of Otto and that of potential publishers.
- Show the children Photocopiable page 23 and tell them they are to make notes from two

viewpoints: that of Otto and that of a publisher. Ask them to consider why anyone would want to read such an account shortly after the war. Ask them to suggest what Otto might say to convince a publisher – and why a publisher might steer clear of such a book.

- Tell the children they must think about why the book was important then, and why it is important now.
- After completing the prompt sheet, arrange the children, in pairs, to act out a meeting between Otto and a publisher. Suggest they use the prompts as needed.

Differentiation

For older/more confident learners: Ask the children to switch roles mid-way through the exercise and to develop the other person's argument.

For younger/less confident learners: Arrange children in groups (as an editorial board) to reduce pressure on individuals asking/answering questions.

Reasons

Objective: Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.

What you need: flipchart, pens and paper.

Cross-curricular link: PSHCE.

What to do

- Tell the children they are going to use persuasion to counter an invented argument. Then say it has been decided that schoolchildren will no longer study Anne Frank's *The Diary of a Young Girl*. Ask the children to generate reasons why it should still be studied and record these on the flipchart.
- Now ask the children to write any other reasons down on their own sheets of paper, asking them to write clear and concise reasons why it should still be studied. Tell the children to consider what the Diary offers us, not only from a socio-

political viewpoint, but also as an example of a young person's writing.

- Challenge the children to orally rehearse their arguments with a partner for five minutes.
- Invite volunteers to offer their arguments to the rest of the class, allowing another five minutes' preparation in small groups, with the other members of the group supporting the volunteers, offering their own suggestions.
- Ask the children to present their persuasive arguments to the rest of the class, and offer constructive feedback at the end of the session.

Differentiation

For older/more confident learners: During the presentations, ask these children to record the most succinct and powerful argument points.

For younger/less confident learners: Pair children with more fluent speakers on the understanding that both should help to develop the arguments.