Goal:
The overall goal of this unit is to help students understand how prejudice and discrimination brought about the destruction of one family.

Textbook Connection:
Prentice Hall Literature, Silver Level, Unit 8, Page 696, *The Diary of Anne Frank* (Play Version)/Class Set: available from FAU. Please email rgatens@fau.edu or call 561 297-2929 at the Holocaust and Human Rights Education Center.

Language Arts Benchmark:
LA.8.1.7.1
- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.8.1.7.2 - analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning

Character Education Correlation:
PILLARS: Respect, Fairness, and Caring

ESOL Strategies:
Read Alouds, Modeling, Visuals, Realia, Alternative Assessment, Prior Knowledge
To borrow any books, videos, posters, or to schedule a Survivor to speak to your school, please contact the Center for Holocaust and Human Rights Education at (561)-297-2929 or e-mail at rgatens@fau.edu
By fulfilling the mandate and by teaching this novel, you will be teaching strategies and skills needed to be successful in reading, writing, and FCAT performance.

Note to Teacher: Teachers may choose to read the entire novel or choose to read the play, which is located in the eighth grade Language Arts textbook. Discussion procedures, activities, and homework for both the play and the novel are included in this unit; although, reading the novel is a more inclusive and authentic form of learning. (Directions for the play following “activity one” continue on page 58 of this unit.)

The following is a list of FCAT skills that students will practice:
Main Idea
Cause/Effect
Comparison/Contrast
Chronological Order
Fact/Opinion
Context Clues
Predictions
Drawing Conclusions
Journal Writing

The following are literary terms students will comprehend, analyze, and apply through writing:
Setting
Foreshadowing
Narrator
Tone
Symbolism
Characterization
Metaphor/Simile

The following are new concepts students will be introduced to through novel context:
Antisemitism
Scapegoat
Eighth Grade Language Arts Curriculum – Diary of Anne Frank

Propaganda
Air Raid
Concentration Camps

Each activity is set up in the same manner:
- Objectives
- Materials
- Description of activities/guided reading questions/assessments
- Handouts/transparencies

Please utilize unit vocabulary words, transparencies, handouts, Venn Diagrams, maps, quizzes, answer keys, and writing activities located at the end of each Activity. The back section of the Curriculum includes teacher references, glossary, timeline, and resources.

**Objective**

- To familiarize students with pre-Holocaust western European Jewish life.
- To elicit prior knowledge of content of novel.

**Materials**

- Handouts: Outline map of Europe – Maps101.com
- Anne Frank and World Events Vocabulary
- Picture of Bench, from Bachrach, *Tell Them We Remember*, pg. 19. (This is the seventh grade social studies curriculum text which can borrowed through the Holocaust Center at FAU 561-297-2929)
- Video: *Anne Frank: Just A Legacy for our Time*

**Homework**

**DIARY:** Read the Diary through August 14, 1942, page 23. Students need a notebook/journal for their responses to themes raised in class, reactions, questions, observations and ideas as they read. A portion should be set aside for vocabulary. Words should be spotted in the text and then defined.

**PLAY:** Read Act I, Scene 1. Students need a notebook/journal for their responses to themes raised in class, reactions, questions, observations and ideas as they read. A portion should be set aside for vocabulary that they will encounter in the play. As part of home preparation, consider having students create a title for each scene that best describes it in the same fashion as is done with book chapters. Titles should be discussed in class following discussion of the reading.
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assignment. Justification for the title should be placed in each student’s journal. Additionally, a
chart should be kept in the journal as to the date when each scene takes place.

ACT I
Scene 1 – Nov. 1945/July 1942
Scene 2 – July 1942
Scene 3 – Sept. 1942
Scene 4 – Nov. 1942
Scene 5 – Dec. 1942

ACT II
Scene 1 – Jan. 1, 1944
Scene 2 – May 1944
Scene 3 – June 1944
Scene 4 – Aug. 1944
Scene 5 – Nov. 1945

Activities – Prior Knowledge

1. Inform students about setting of novel, The Netherlands (Holland) 1939. Duplicate enough
   maps for each student to locate and label: Germany, Switzerland, and Holland or put map on
   overhead. The teacher could borrow atlases from the media center. This affords an
   opportunity to reinforce research skills. Elicit the level of knowledge about World War I.
   Remind students that Germany was defeated in World War I, a source of embarrassment and
   regret for most Germans, who had been led to believe that they were winning the war.
   Germans faced tremendous financial problems while they were living under an unpopular
   government. The Nazi party ran for government and won on a platform of blaming Jews for
   Germany’s woes, sending hope for employment, and installing national pride in Germany.

2. Have students describe situations in which they or someone they know, have read about, or
   have seen on TV/movies has experienced prejudice or discrimination. How is it resolved, if at
   all? Discuss for what reasons people discriminate? Race, religion, gender, appearance, social
   status.

3. Discuss Judaism:
   - **What is Judaism?** It’s a monotheistic religion founded in the Middle East in which its
     followers believe in one God. Christianity and Islam both spring from Judaism. The
     Torah, the first five books of the Hebrew Bible, contains the religion’s basic beliefs. Jews
     observe Saturdays as their Sabbath. Jews follow the practices of their religion in varying
     degrees; some follow strict religious rules of everyday life, and some are non-traditional
     and choose to completely blend with society.

   - **What is assimilated?** What is an example of being assimilated? Assimilation is to
     absorb (immigrants or a culturally distinct group) into the prevailing culture instead of
     living your life only within your culture. Non-example: the Amish people who choose to
     live without electricity and farm their own food have not assimilated into mainstream

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Holocaust Studies
Curriculum
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culture. They are traditional followers of their faith and culture.

- **Why are Jews chosen as a group on which to place blame?** There has been antisemitism against the Jews for over 2,000 years.

- **Hitler referred to Jews as a “race.” Why is this a misstatement?** Judaism is a religion, not a race; just as Christianity is a religion, not a race. There are people of all races who are Jewish. Have students do research on human races and their characteristics. Hitler needed to believe Jews were a race because he professed one could never change from being Jewish; he believed even conversion to another religion would still make people Jewish.

- **Why does the Nazi Party hate the Jews?** Jews are believed to be inferior and a corrupting influence on the Germans, among whom they live. The paradox is that Jews are viewed simultaneously as both powerless and powerful; clannish yet international. Jews are seen as responsible for all that is bad in Germany and should leave the country.

4. Display the photograph of the bench found in Bachrach, *Tell Them We Remember*, page 19, warning that Jews may not sit on it. Discuss:

  - **What does this bench tell you about the status of Jews?** They are excluded from German society and are different. Tell the students this bench is an example of what happened to Jews in Germany after 1933. Relate the dates to American pre-civil rights days where in the South, segregation was still in effect.

  - **How is this type of restriction familiar in another context?** Students should cite blacks not being allowed to drink from white drinking fountains and other segregation examples in the south.

5. The teacher might show excerpts from one of the documentaries on Anne Frank dealing with Jewish life prior to the Holocaust. Explain that Hitler didn’t invent antisemitism; it pre-exists the modern era. Antisemitism is a 19th century term; anti-Judaism is pre-Christian in origin.

6. Show students transparency of events in the life of Anne Frank and the other World Events.

<table>
<thead>
<tr>
<th>Anne Frank</th>
<th>World Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929: Anne born</td>
<td>1933: Hitler comes to power – first of anti-Jewish laws</td>
</tr>
<tr>
<td>1933: Franks move to Holland</td>
<td>1938: Kristallnacht</td>
</tr>
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<td>1939: World War II begins</td>
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<td></td>
<td>1940: Germany invades Holland</td>
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<td>1942: Anne receives a diary</td>
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<td>1942: Franks go into hiding</td>
<td></td>
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</table>
Eighth Grade Language Arts Curriculum – Diary of Anne Frank

1944: Annex raided 1944: D-Day
1945: Anne dies 1945: World War II ends

7. Review vocabulary words found in these pages and any other Holocaust vocabulary the teacher deems necessary: capitulation, cheeky, fanatic, melancholy, pogrom, speculation, superfluous.

8. Have students silently read the introduction to the diary or introductory information to the play. Elicit reasons why the class will be reading this book. On a clean page in their notebook or binder, students should write (1) what they know about Anne, (2) what they hope to learn about Anne, (3) what they hope to learn from Anne, and (4) how what they learn might affect/apply to their lives. Have them fold this page in half and keep if for comparison at the end of the unit.

- Can anyone tell me what you already know about Anne and her story? Myth surrounds Anne’s story. We need to understand that hers is a true story. Although many people like to think that what happened to Anne and her family is a microcosm of what happened to many Jews, the Franks in many ways were privileged since 1) the family stayed together, 2) writing materials were available, 3) they were fed, 4) many religious young people kept diaries, e.g. Moshe Flinker, which are very different in tone and content. The Dutch have been “hiding” behind Anne Frank for years. The Nazi “yield” in Holland was over 75% of the Jewish population. (What happened to one family is a way to focus on what happened to many families.) Elicit whether anyone knows Anne Frank’s full name: (Annaliese Marie Frank). Anne pasted pictures in her diary; on the inside cover of the original diary is her favorite picture of herself, taken in May 1939 and selected by her father for the first published cover and on many covers today.

9. Read aloud and then discuss the entrees of June 14/15, 1942.

- What is the reason for Anne’s beginning a diary? She receives it as a birthday present.

- Elicit how many students keep a diary. Why do they do so? What type of things do and can they write in their diary? Why would those who don’t keep one want to do so? To record feelings, personal satisfaction, self-awareness, deriving meaning from events, difficulties, eventful happenings, and exciting times in one’s life.

Explain that there are different versions of the diary in print. Version A is the original diary, Version B is the revision Anne was in the process of rewriting at the time of the raid on the Annexe, and The Definitive Edition, a new version which includes pages revealed in 1998,
Eighth Grade Language Arts Curriculum – Diary of Anne Frank

(this edition includes emotional insights to Anne’s feelings of both her parents and her adolescent interests previously excluded from the original version).
## COMPARISON OF ANNE FRANK AND WORLD EVENTS

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## Vocabulary – Anne Frank – The Novel

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2. Antisemitism  
3. Aryan  
4. Auschwitz  
5. Axis  
6. Black Market  
7. Boche  
8. Bolsheviks  
9. Concentration Camps  
10. Deportation  
11. Fascist  
12. “Final Solution”  
13. Genocide  
14. Gestapo  
15. Adolf Hitler  
16. Nazi  
17. Nuremberg Laws  
18. Propaganda  
19. Ration Book  
20. Righteous  
21. Third Reich  
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305. Entail  
306. Hypochondria  
307. Ingenious  
308. Lenient  
309. Monotonous
31. Persevere  67. Virtuous
32. Sabotage  68. Divan

**Vocabulary Definitions – Anne Frank – The Novel**

1. Allies   26 nations joined in the war against Germany, Japan and Italy
2. Antisemitism Hatred of Jews just because they are Jews
3. Aryan   A non-Jewish white person (especially Nordic)
4. Auschwitz Nazi concentration/death camp in Poland
5. Axis    Germany, Italy and Japan
6. Black Market Selling something while violating legal controls/laws such as price, rationing etc.
7. Boche   German soldiers
8. Bolsheviks Members of the Russian Communist Party and followers
9. Concentration Camps Labor camps set up by Nazis to house “undesirable” people. Most people died of torture, starvation and gassing
10. Deportation The expelling of a person from a country
11. Fascist  A political system with an autocratic government – usually led by a dictator
12. “Final Solution” Nazi term for the extermination of all the Jews of Europe
13. Genocide The deliberate murder of an entire race of peoples
14. Gestapo  Nazi secret police
15. Adolf Hitler Nazi dictator of Germany 1933-1945. Antisemite who ordered the “Final Solution”
16. Nazi     A member of the National Socialist German Worker’s Party
17. Nuremberg Laws Laws giving qualifications for German citizenship, which excluded persons of Jewish ancestry
18. Propaganda Deliberate spreading of ideas, information or rumors – often false
19. Ration book Coupons allowing a person to buy limited amounts of scarce items – eg. sugar, gas, shoes
20. Righteous gentile Non-Jews who tried to save Jews even at their own risk
21. Third Reich Hitler’s empire 1933-1945
22. Westerbork Jewish transit camp – from there to death camps
23. Wehrmacht German armed forces
24. Zionism Movement to create a Jewish national state
25. **Entail**  To limit the passage of land to a specified line of heirs

26. **Hypochondria**  Imaginary ill-health

27. **Ingenious**  Clever and original

28. **Lenient**  Permissive, indulgent

29. **Monotonous**  Lack of variety, boring

30. **Obstinate**  Stubborn

31. **Persevere**  To stick to what you are doing

32. **Sabotage**  Underhanded interference with German plans

33. **Waned**  Decline in size – eg. Moon

34. **Waxed**  Increase in size – eg. Moon

35. **Surreptitiously**  Sneakily

36. **Calamity**  Terrible happening

37. **Charwoman**  Cleaning woman

38. **Despair**  Loss of hope

39. **Discord**  Difference of opinion, argument

40. **Fatalistic**  Belief that one cannot change what will happen

41. **Ingenuity**  Inventive talent

42. **Loathe**  Despise, hate

43. **Vermin**  Insects

44. **Cheeky**  Rude

45. **Clandestine**  Secret, hidden

46. **Craze**  To make insane

47. **Grouser**  A grouch

48. **Indifferent**  Not interested in

49. **Morale**  How one feels about oneself

50. **Mythology**  Group of legendary stories

51. **Pedantic**  Overemphasis on rules and learning

52. **Profess**  To openly declare and affirm

53. **Rebuke**  Sharp disapproval
54. Saboteurs  One who commits sabotage
55. Tumult     Violent commotion, riot
56. Shamming   Pretending
57. Ventilated Aired
58. Wanton     Malicious and uncalled for
59. Wrath      Fierce anger
60. Capitulation Giving in
61. Fatuous    Foolish or silly
62. Oppressive Unjustly harsh
63. Palpitations Rapid heartbeat
64. Prospectus A report which describes a stock
65. Recede     Retreat, move away from
66. Stifle      1) To end by force  2) To shut someone up
67. Virtuous   Good, pure
68. Divan      Sofa, couch
69. Mania      Form of insanity
70. Patronage  The financial support of a business or person
71. Repellent  Repulsive
72. Compensation Payment for loss, injury or suffering
73. Nonchalance Cool, unconcerned
74. Privation   Missing the necessities of life
75. Spoils     Loot taken in war
76. Bemoan     To express pity for
77. Disparaging To discredit the reputation of
78. Impudence  Rudeness, insulting
79. Indignation Anger at something unjust or unfair
80. Loathe     Extreme dislike and distain for
81. Optimist   A person who looks on the positive side of things
82. Pessimist  A person who looks on the bad side of things
83. **Prudish**  Overly proper
84. **Sallies**  A sudden rush of troops upon being attacked
85. **Speculate**  guess
86. **Boisterous**  noisy and rough
87. **Declaration**  Announcement, formal statement
88. **Epistle**  A formal letter
89. **Pseudonym**  False name
90. **Teetotaler**  A person who does not drink alcohol
91. **Underhand**  Secret, sly
92. **Abyss**  A deep, vast space
93. **Asylum**  1) Institution for care of the ill  2) A temporary shelter
94. **Bluff**  To mislead by putting on a bold front
95. **Brigade**  A military unit, a large body of troops
96. **Bromine**  A chemical
97. **Cabarets**  Night clubs
98. **Capitulation**  Giving in
99. **Climax**  The highest point in the development of something
100. **Compel**  To force someone to do something
101. **Conceited**  Vain, self-important
102. **Cynical**  Disbelieving, distrustful
103. **Discord**  Conflict, argument
104. **Embodies**  Stands for
105. **Epilogue**  Speech or writing at the end of a play or book
106. **Exuberant**  Enthusiastic
107. **Explicitly**  Clearly, definitely
108. **Impeccable**  Never does wrong
109. **Meditative**  Thoughtful
110. **Privations**  Lack of the basic necessities or comforts of life
111. **Recoil**  To draw back  1) in disgust   2) as a gun when fired
112. **Redoubt**  An enclosure used to defend a place or area
113. **Slackness**  Careless, loose
114. **Supercilious**  Arrogant
115. **Tarried**  Remained in place
116. **Virtuoso**  A person with a special skill – eg. Music

### ACTIVITY TWO

**Objective**

- To understand how Nazi policy affected Jewish life.
- To identify with Anne Frank as someone of similar age and concerns.

**Materials**

- Handout: Anti-Jewish Decrees
- Review Quiz #1

**Homework**

- Read through November 12, 1942, page 49
- Add to journal: Nuremberg Laws, Entail, hypochondria, ingenious, lenient, monotonous, obstinate, persevere, rebuke, sabotage, waned, waxed, surreptitiously, propaganda

**Activities**

1. Explain that in 1933 Otto Frank left Frankfurt, Germany, because of discrimination against Jews. In Holland he set up a Dutch branch of his brother-in-law’s company, Dutch Opekta, which made pectin used in making jam. Mr. Frank thought that Holland, known as a religious haven with a tolerant people, would be safe for his family; it is not until May, 1940, when German troops invade Holland. Prior to the war there are 140,000 Jews in Holland (1.6% of the population with half in Amsterdam.) Following the Holocaust there are 25,000-30,000. 75-80% of Dutch Jews do not survive.

• **Why is this figure so high?**  *Apparently, there were many more heroes and rescuers needed.*
- Why would the Franks have chosen to go to Holland rather than America? *It is much easier to gain admittance; perhaps, the language would be less difficult to master. Life would be more similar there than in another European city or an American city.*

- **Why not go to Palestine?** *The British, who controlled that area, limited immigration.*

2. Discuss Pages 1-23:

- **What reason does Anne give for writing in the diary that she receives for her 13th birthday on June 12?** *She has feelings that she can’t share with other people.*

- **What does she mean by “paper is more patient than man?”** *One can pour out one’s feelings and thoughts without someone criticizing or being bored.*

- **Since she feels this way, how does she approach her diary?** *She names it Kitty and feels it’s her opportunity to have a confidant.*

  - **Teacher Note:** According to her friend, Jopie (Jacqueline Van Maarsen), she writes to “A Kitty” a character in a popular series of girl’s books called *Joop ter Heul* by Cissy van Marxveldt. Kitty is perky and easygoing, and Anne identifies with her. Kitty’s best friend in the book is Jopie; therefore, Anne gives her best friend the alias Jopie after Joop of the book. Anne uses pseudonyms for all the people in her book except for her family members. Miep and Jan Gies are known as Miep and Henk Van Santen; Bep Voskuijl as Elli Vosen; the Van Pels as the Van Daans; Victor Kugler as Mr. Kraler; Johannes Kleiman as Mr. Koophuis; Fritz Pfeffer as Albert Dussel.

- **How does Anne relate to her peers?** *Girls: friendly but can’t really confide in them; Boys: Flirty Can you give an example?* *When Harry Goldberg pursues her, he mentions his interest in the Zionist Movement. This organization attracted individuals interested in migrating to Palestine, today known as Israel. In what ways does Anne sound like you when she talks about her school experiences? In what ways does she seem different?*

3. Anne mentions Nazi policies, which affect Jewish life in Holland. Have partners chart the ramifications of each decree or put the transparency on the board. Ask the following discussion questions:

<table>
<thead>
<tr>
<th>Anti-Jewish Decrees</th>
<th>Effect on Jews</th>
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</thead>
<tbody>
<tr>
<td>-wear yellow star</td>
<td>-identifiable</td>
</tr>
<tr>
<td>-bicycles confiscated</td>
<td>-inconvenient</td>
</tr>
<tr>
<td>-banned from trams/trains</td>
<td>-restrict movements</td>
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</table>
-can’t drive cars
-shop 3pm-5pm only
-can only use Jewish shops
-curfew at 8pm
-excluded from movies, theaters
-can’t swim or engage in sports
-can’t visit Christians
-attend Jewish schools only
-restrict movements
-isolate
-restrict movements
-isolate
-restrict movements
-isolate

• What are the results of restrictions? Jewish life is curtailed; Jews are isolated from Christian friends and neighbors.

• How and why does wearing a yellow star affect both Jews and Christians? Jews are marked as being different; some Christians begin to avoid them. Some Jews feel angry, others inferior, still others can’t comprehend what is happening.

4. Continue discussing reading selection:

• Is Anne’s father overreacting to her staying out after curfew? What might be the consequences of such action? She doesn’t realize the seriousness; she could be arrested and taken to a concentration camp. Mr. Frank knows about the harsh treatment of Jews by the Nazis.

• How does Anne react when Mr. Frank tells her the family will be going into hiding? She hasn’t realized that the family possessions are being moved in readiness for hiding and that hiding is a serious option for them.

• Why doesn’t Mr. Frank tell them where they would be going? He’s afraid that they might slip and tell someone.

• How does the notice that Margot must report for labor change the family’s plans? Going into hiding is moved up ten days.

• Why are Jews eager to go into hiding together, and what is their fate if they don’t? Of course, families would like to stick together. Explain that the Frank’s situation is unusual since the whole family is in hiding together. Most Jews hid without members of their family. An individual in hiding would require less food, noise, and shelter.

• What do the residents take with them? Personal papers, books, clothing.

• How might you go into hiding without alerting others of your plans? Answers vary
• When leaving home, why is it important they dress in layers of clothing? They can’t take a suitcase since it would arouse suspicion so they wear as much clothing as possible.

• What would you pack in such a situation? What one thing that you couldn’t pack would you most miss? Answers vary

• How do the Franks make it appear that they have disappeared? They leave things around their home, including dishes on the table.

• How does Mr. Van Daan reinforce the belief that the Franks have left the country? He infers that with the help of a German soldier the Franks fled to Switzerland via Belgium. Neighbors add speculation which feeds the story.

• Why is it important for the authorities to believe they’ve gone? So the authorities will stop looking for them.

• In addition to feeling cramped for space, how do family members react to the move to the Secret Annexe? Margot and Mrs. Frank are tired and miserable; Anne and Mr. Frank clean up and arrange the space. Anne even puts up her film star and postcard collection.

• Why is it important for black out curtains to be in place? So neighbors don’t discover their presence and tell the police.

• What other things do they have to do to prevent discovery? Be quiet, don’t flush the toilet, burn garbage.

• In your opinion, what frightens Anne the most about her new home? Answers vary but have students back up their opinions with facts from the story.

• What are several glimpses so far into Anne’s sense of humor? The poem she writes when told she’s a chatterbox; her reaction to the potty and tea table brought to the Annexe by the Van Daans.

5. Have students do research about the typography of Amsterdam; have them imagine that they are looking through Anne’s window. What do they see, smell, hear, and feel?

6. Review study questions before quiz. Give students Quiz #1: Answer Key:
   1) Laws giving qualifications for German citizenship, which excluded persons of Jewish ancestry, 2) Imaginary ill-health, 3) Lack of variety, boring, 4) Underhand interference with other’s plans 5) Deliberate spreading of ideas, information or rumors, often false 6) She has wanted to tell her feelings and thoughts to someone for a long time. She doesn’t feel she can really tell her friends.
7) Anne feels some people may get bored or make fun if you tell them all about yourself; a paper/book will not.  8) C, 9) Wearing a star; Abiding by a curfew, 10) Jews are singled out; Christians are forced to make a decision to befriend them and be ostracized, or patron or not patron Jewish friends and businesses. 11) D, 12) A, 13) B, 14) A, 15) D 16) They have left things/dishes around the house. Mr. Frank has talked up leaving to neighbors. 17) They are quiet; they won’t flush the toilet; they burn garbage; they have blackout curtains. 18) Answers vary – poem, reaction to potty.
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Name

Anne Frank – Review Quiz #1 Pages 1-23
Directions: Using context cues, look for the words in pages 1-23 and write your guess at the definition:
1. Nuremberg Laws

2. hypochondria

3. monotonous

4. sabotage

5. propaganda

Directions: Using the text, answer the following questions by circling the best answer or writing in complete sentences the correct response.

6. Explain why Anne’s birthday gift is so useful to her.
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

7. Explain what Anne meant by, “paper is more patient than man.”
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

8. How can we infer that Anne has a personal relationship with her diary?
   A. Anne draws a face on the cover of the book.
   B. Anne tells Margot it is her personal friend.
   C. Anne calls her diary, “Kitty.”
   D. Anne takes the diary with her to school.

9. Explain two of the restrictions the family must face living in Amsterdam.
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

10. Explain how wearing a yellow star affects both Jews and Christians.
    ____________________________________________________________________________
    ____________________________________________________________________________
    ____________________________________________________________________________

11. What might be the consequence of staying out after curfew?
    A. Whipping
B. Death  
C. Warning  
D. Arrest

12. Anne’s first reaction when Mr. Frank tells her the family will be going into hiding is  
   A. Unconcerned  
   B. Depression  
   C. Denial  
   D. Afraid

13. One reason why Mr. Frank does not tell the family where they are going is because  
   A. he is making it a secret game for the teenagers.  
   B. he doesn’t want anyone to slip-up and tell their location.  
   C. he doesn’t really know where they will be going.  
   D. he is concerned about spies listening in on his conversations.

14. What is the result of Margot’s work notice from the Nazis?  
   A. The Franks move their plan up by 10 days.  
   B. She is forced to leave immediately.  
   C. The family leaves the country.  
   D. The Nazis take Margot from her family.

15. It was important for all of the family members to dress in layers of clothing because  
   A. sleeping in layers was more comfortable than mattresses.  
   B. suitcases were searched by all police.  
   C. winter months were coming soon.  
   D. carrying suitcases of clothes would bring suspicion of hiding or leaving.

16. Explain how and why the Franks make it appear that they have disappeared out of the country?  
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

17. Cite two examples of how the family prevents discovery.  
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

18. Cite an example from the Diary that shows Anne’s sense of humor.  
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
Objective

- To become acquainted with the physical layout of the Annexe.

Materials

- Handouts: Line Drawing of Annexe
  - Character Chart
  - Daily Activities
  - Figurative Language Activity

Homework

- Read through March 25, 1943, page 75
- Add to journal: calamity, charwoman, despair, discord, fatalistic, ingenuity, loathe, vermin

Activities

1. The teacher should make a transparency of the diagram of the Secret Annexe as well as look through *Elements of Literature* Grade 8 for photographs of its interior and the schematic. See handout. Explain that Dutch buildings along canals are tall and very narrow, as is the Franks’ hideout. The building consists of a front house and a back house; the one in the back is empty and had previously been used as a laboratory. When Anne refers to the 1st floor, she means what we call the ground floor and the 1st floor is what Americans consider the 2nd floor. The ground floor is the location of the warehouse and showroom; the W.C. is the bathroom.

2. Discuss pages 23-49:
   - **What has been done ahead of time and will be done upon moving in to make the Annexe more like home.** Anne puts her movie star and postcard collection on the wall; they move in their own possessions; they put up shelves as well as curtains.
   - **How does Anne react to being here?** She considers the church tower clock her faithful friend and tells herself that being in the Annexe is akin to being on vacation at a boarding house. Explain that a boarding house is similar to what we call a bed and breakfast.
   - **What is Anne’s relationship with members of her family?** Give examples which
support your point of view. **Anne/Mrs. Frank:** Anne complains that her mother treats her as a baby, constantly lectures her, exaggerates her misdeeds, compares her negatively to Margot, and accuses her of things she hasn’t done. **Anne/Mr. Frank:** Anne adores her father and calls him PIM; he holds the position of family peacemaker; he’s sensitive, compassionate, and gentle. **Anne/Margot:** Anne says they are dissimilar; Margot is studious and modest.

- **In what ways in your own life are you both a baby and an adult?** Explain that this is one of the universal appeals of the Diary; Anne touches on feelings her readers are experiencing.
- **Are Anne’s complaints about the members of her family legitimate? Had you been in her position, what advice would you have given her? Answers vary**

3. Begin a chart to which information should be added. See handout.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>AGE IN 1942</th>
<th>OCCUPATION</th>
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<th>CHARACTER CHANGES FROM HIDING</th>
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</table>

- **What are the first impressions Anne has of Peter and the Van Daans. **Peter: sickly, shy, touchy, lazy, easily upset; Mrs. Van Daan: moody, pushy, selfish, edgy, unfair; Mr. Van Daan: arrogant.
- **How does Mrs. Van Daan react to Anne?** She considers her mischievous, too chatty, spoiled, not well brought up, rude, lazy.
- **How does Anne aggravate negative situations?** She incites antagonism by her sharp attacks.
- **How do you handle criticism? What are some ways to diffuse these situations? Answers vary**
- **What is the manner in which the inhabitants relate to each other?** Point out that relationships are more formal than today. The adults refer to each other as Mr. or Mrs. Mrs. Frank and Mrs. Van Daan are at odds over many things, Mrs. Van Daan flirts with Mr. Frank, Anne is the recipient of much criticism by both her mother and Mrs. Van Daan and is defended by her father, Peter is able to get around his mother, while his father tries
to exert his authority. Peter and Anne interact; they dress up reversing genders, showing that they’re comfortable with each other. Ask students to provide examples.

- Discuss why Miep, Mr. Kraler, Mr. Vossen, and Ellie are willing to help those in hiding. They feel that what is happening to Jews is morally wrong.

- Compare their activity with that of the Dutch Resistance. Students might be given a library assignment to investigate the work of the resistance.

4. Chart and/or discuss how the residents spend time. Reading since Miep brings new books every Saturday; Anne and her father work on a family tree; Anne, Margot, and Peter do school work and learn shorthand; listen to the radio for war news or music; knit; chat; read aloud; visit with their rescuers. Anne provides additional information later.

**DAILY ACTIVITIES**

<table>
<thead>
<tr>
<th>7:00AM-5:30PM</th>
<th>5:30PM-7:00AM</th>
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<tbody>
<tr>
<td>8:30 warehouse opens</td>
<td>9:00 arrange bedding/bathroom</td>
</tr>
<tr>
<td>12:30 warehouse empties for lunch</td>
<td>10:00 bed</td>
</tr>
<tr>
<td>12:45 visit from rescuers</td>
<td>11:30 Mr. Dussel’s bedtime</td>
</tr>
<tr>
<td>1:00 listen to the BBC</td>
<td>3:00 potty</td>
</tr>
<tr>
<td>1:15 lunch and exchange of news</td>
<td>3:15 listen to night sounds</td>
</tr>
<tr>
<td>1:45-2:45 rest</td>
<td>6:45 awaken</td>
</tr>
<tr>
<td>5:30 warehouse quitting time</td>
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- In what ways do they improvise on their hiding place? They find ways to bathe when there is no tub, make a portable potty when they can’t use the bathroom.

5. Explain that Dutch Jews are sent to Westerbork, a detention camp, prior to a final journey to an extermination camp. It’s 80 miles east of Amsterdam, in the middle of nowhere, and had been built as a camp for refugees from Germany but was taken by the Nazis as a transit camp. Most Jews will end up at Auschwitz, the death camp in eastern Poland. The Franks are aware of Westerbork’s harsh conditions and that Jews are being sent to places to be gassed. They know their fate if they are caught. What would happen to those helping them? They would be sent to a concentration camp as an enemy of the state.

- What are the daily fears and concerns of those living in the Annexe? Someone will discover them; there won’t be enough food.
What do they do to prevent realization of their fears? *They are quiet during the day when people are in the warehouse, they don’t wear shoes, they don’t flush the WC or run water during the day, a bookshelf hides the entrance to the Annexe, they burn their trash, Mr. Kraler has a friend who is a baker, and they have placed provisions in the Annexe before moving in. The helpers obtain ration books from the Dutch underground and obtain food from merchants sympathetic to the plight of Jews.*

What would be the hardest part of life were you living under such conditions? *Fear, silence, hunger, lack of stimulation, missing friends, no privacy.*

6. Students should be made aware of literary style and tone. November 9, 1942, offers examples of the use of figurative language. Anne uses the following phrases: ”greedy pigs,” “hailstorm of brown beans,” “waken the dead,” “roaring with laughter,” and “a little island in the middle of a sea of beans.” Students should identify other examples as well as identify metaphors and similes. An excellent example of irony appears on Nov 7, 1942, when Anne writes, “who besides me will ever read these letters.” Students should find other examples of irony as well as sarcasm, humor, and satire. See handout.
Line Drawing of the Secret Annexe
Illustration by Manuel Rivera from Teaching the Diary of Anne Frank by Susan Mager. Published by Scholastic Professional Books, a division of Scholastic Inc. Illustration copyright 1998 by Scholastic Inc. Used by permission.

CHANGE OF CHARACTER FROM HIDING THROUGH TIME
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### FIGURATIVE LANGUAGE WORKSHEET
Directions: In the novel, find ten instances of simile, metaphor, or irony. Write down the page number of the sentence in which it is located, and explain the figurative language used.

<table>
<thead>
<tr>
<th>Page #</th>
<th>Sentence</th>
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Objectives

- To understand the affect of Dussel’s presence on the residents.
- To investigate Anne’s emotional state.

Materials

- Review Quiz #2

Homework

- Read through August 9, 1943, page 100
- Add to journal: cheeky, clandestine, craze, grouser, indifferent, morale, mythology, pedantic, profess, rebuke, saboteurs, tumult, shamming, ventilated, wanton, wrath

Activities

1. Ask if anyone knows the meaning of the term “gallows humor”? Explain that people often react to tense situations by making jokes rather than by serious thought. *In what way does the “Prospectus and Guide to the Secret Annexe” illustrate that concept?* Fat-free diet, its own radio center, daily rest, treatment for vermin.

2. Discuss pages 49-75:

- **What fears other than discovery haunt the residents?** *If there’s a bombing they can’t go anywhere to find shelter.*
- **Why is Albert Dussel taken into hiding?** *Conditions are growing worse for Jews, and Mr. Frank feels it’s just as dangerous for eight as it is for seven.*
- **Why is it surprising that he would postpone his going into hiding?** *There is increasing danger of being picked up, and he’s more concerned about updating his card index.*
- **Why and how are sleeping arrangements changed?** *It is less improper for him to sleep with Anne, since she is younger, than with Margot.*
- **What might you expect about the relationship between the two roommates?** *Anne is high spirited and talkative; Dussel, finicky, used to living alone.*
- **What arrangements do they work out for using the room?** *He gets it in the morning.*
she in the afternoon. He will spend at least three hours a day in the bathroom, the only place he can obtain peace and quiet.

- **How does each adjust to the sharing?** She becomes resentful; he has a hard time adjusting to the rules; he lectures her and tattles to her mother; he constantly quiets her.

- **Why is it understandable that there is bickering and joking among the residents?** People are living in a tense situation; there’s no place else to go and no other ways to relieve the tension.

- **How is Anne affected by the news from the outside?** She’s upset that people they know and strangers are being rounded up and is frustrated knowing there’s nothing she can do. She knows that she must keep up her spirits, but she’s depressed. Anne is bright enough to know that prior to this time in her life she was carefree and had little about which to worry.

- **Describe Anne’s emotional health.** She verbalizes that she’s feeling “deserted” and realizes that she requires the stimulation of the outside world to be happy; her father isn’t enough. She also wishes that her mother and others would leave her alone since she can’t do anything right and is not allowed to defend her actions.

- **Discuss which of Anne’s actions are typical of teenage girls, which are not typical.** Answers vary.

- **It’s important to find ways to make time pass. Why does “people watching” become so important to Anne?** She can let her imagination roam and dream up scenarios for them.

- **What are some of the things that Anne sees from her window that concern/interest her?** People living across the canal, Dutchmen eating potatoes instead of meat which indicates life is getting harsh for those on the outside; dirty, uncared for children; Jews being dragged off; sees Dutch people being taken to work in Germany; people on the street begging for food.

- **What other ways do the residents pass the time?** They discuss what life will be like after the war, tell riddles, celebrate holidays.

- **Explain the significance of Hanukkah and St. Nicholas Day.** Hanukkah, known as the Festival of Lights, commemorates the victory of the Maccabees, a heroic group of Jewish fighters over the Syrians in 165 BC. Antiochus IV, the king of Syria, had tried to stop observation of Judaism; a miracle occurred when an oil lamp in the temple in Jerusalem burned for eight days when there was only a one day supply of oil. Jews light the menorah,
sing holiday songs, and exchange gifts for each of the eight days to commemorate this time.

- **How does the Maccabees’ fight contrast with the peril of Jews in hiding during the Holocaust?** They exhibit courage in the face of oppression and confusion.

- Otto Frank is a highly assimilated Jewish man who gave Anne Christmas presents. The following is an explanation of St. Nicholas Day as it relates to the Dutch culture: St. Nicholas day commemorates the Dutch patron saint whose birthday was December 6th. His nickname is “Sinterklass.” The legend says that prior to his birthday every year Sinterklass will travel by boat from Spain, where he lives, to Holland, bringing his white horse and his helper, Black Peter. Sinterklass travels over roofs and sends Black Peter down chimneys to put presents in children’s shoes. Children put out a carrot for his horse and a cookie for St. Nick. If children are bad, they are taken back with him to Spain to learn manners.

- **The residents look forward to the “invasion.” What is it?** Allied troops landing in France and eventually liberating those countries controlled by the Germans. **What would this mean to the Annexe?** Freedom

- **What is the relevance of the Protestant bishop’s message?** He urges Dutch people to fight with their own weapons. **Does this mean only guns?** Some people will take up arms, others will use sabotage, others will help Jews, others will join the underground and help downed Allied soldiers and fliers.

3. Discuss the device of irony. Have students examine the irony behind the reference to wounded soldiers who are proud of being able to shake Hitler’s hands if they have hands.

4. Have students add to the character chart.

5. Review new vocabulary encountered in pages (see homework for particular words).

6. Review study questions on novel page numbers. **Give Students Quiz #2.** Answer Key: 1) Terrible happening, 2) Loss of hope, 3) Belief that one cannot change what will happen, 4) Despise, hate, 5) Lack of agreement among groups, 6) small, loathsome animals or insects, 7) Anne puts her movie star and postcard collection on the wall; they move in their own possessions; they put up shelves as well as curtains; 8) Anne complains that her mother treats her as a baby, lectures her, exaggerates her misdeeds, compares her negatively to Margot, and accuses her of things she hasn’t done. 9) Peter: sickly, shy, touchy, lazy, easily upset; Mrs. Van Daan: moody, pushy, selfish, edgy, unfair; Mr. Van Daan: arrogant. 10) B, 11) C, 12) They read books every Saturday; work on a family tree; do school work and learn shorthand; listen to the radio for war news or music; knit; chat; read aloud; visit with their rescuers. 13) C, 14) They are quiet during the day when people are in the warehouse, they don’t wear shoes, they don’t flush the WC or run water during the day, a bookshelf hides the entrance to the Annexe, they burn their trash, Mr. Kraler has a friend who is a baker, and they have placed
provisions in the Annexe before moving in. 15) She feels deserted and needs the outside world to be happy; her father isn’t enough.; 16) B; 17) D

Name _____________________________________________________________

Anne Frank – Review Quiz #2 – Pages 23-75

Directions: Using context cues, look for the words in pages 23-75 and write your guess at the definition:
1. calamity
2. despair
3. fatalistic
4. loathe
5. discord
6. vermin

Directions: Using the text, answer the following questions by circling the best answer or writing in complete sentences the correct response.

7. Explain what has been done ahead of time to make the Annexe more like home.

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8. Using examples from the story, describe Anne’s feelings about her mother.

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9. Explain Anne’s first impressions of the following people:
   Peter: ________________________________________________________________
   Mrs. Van Daan: __________________________________________________________
   Mr. Van Daan: __________________________________________________________

10. Which answer explains how Mrs. Van Daan feels about Anne?
    A. Ms. Van Daan considers Anne a usual teenager.
    B. Ms. Van Daan considers Anne mischievous, chatty, and spoiled.
    C. Ms. Van Daan considers Anne a teenager who is extremely talented.
    D. Ms. Van Daan considers Anne a bad influence on her son.
11. Who helps the families receive food supplies and information?
A. Peter  
B. Anne  
C. Meip  
D. Margot

12. List three things the families always include in their daily routine?
_________________________________________________________________________________
_________________________________________________________________________________
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13. Which is a way the family improvises on their hiding place?
A. They take turns sleeping on the most comfortable bed.  
B. They find ways to communicate with the outside world.  
C. They build a portable bathroom to use at night.  
D. They install a system for using the downstairs kitchen water.

14. Provide three examples of how the families prevent themselves from being caught.
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15. Explain how Anne describes her emotional health.
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16. Why does “people watching” become so important to Anne?
A. She cannot go to sleep without seeing a person from the outside world.  
B. She likes to be kept in touch with what is happening in the real world.  
C. She likes to look for her friends in the outside world.  
D. She looks out for any Nazi officers who may enter her block.

17. The residents look forward to the “invasion.” What is it?
A. Allied soldiers landing in Britain to fight for France.
B. Nazi soldiers invading each home in Amsterdam.
C. German troops invading Amsterdam.
D. Allied troops landing in France and to fight the Germans.

**ACTIVITY FIVE**

### Objectives

- To appreciate Anne’s insight into people.
- To understand Mr. Frank’s evaluation as seen through the birthday poem.

### Materials


### Homework

- Read through January 5, 1944, page 131.
- Add to journal: capitulation, fatuous, oppressive, optimist, palpitations, prospectus, recede, stifle, virtuous

### Activities

1. Discuss pages 75-100:
   - Anne refers to the adage, “Misfortunes never come singly.” Elicit familiar adages from the students such as, “An apple a day keeps the doctor away” or “The early bird catches the worm.” On the black board list these and their meaning(s). Why do people rely on adages? *Homespun wisdom.*
   - In what way do you see a different approach to Anne’s relationship with her mother in the April 2, 1943 entry? *Anne realizes that she hurts her mother but feels her mother is responsible. She doesn’t tell all; she’s “shamming.”*
   - Had Mr. Frank not come to Anne’s defense on numerous occasions, what consequences might result? *Anne might feel even more inferior, angry, or frustrated. Discuss whether or not he should have interfered.*
   - What are the changes in conditions resulting from the continuance of the war. *Property is destroyed by British bombings, which Anne calls banging; noise from bombers on their*
way to Germany; food quality is deteriorating and in short supply; call up of Dutch soldiers to fight for Germany since manpower is needed; to receive their degrees students must express sympathy with Nazi actions.

- **Why is Anne upbeat about these happenings?** The implication is that Germany is having problems which will result in her losing the war and the residents being free.

- **Ask yourself how “upbeat” would Anne have been in Auschwitz?** In what way might food shortages impact their safety? Burglars looking for food and learning of their presence might inform the authorities about Jew in exchange for money, food, or a lesser sentence if they were caught.

- **Discuss the entry for May 1, 1943.** Anne is prophetic when she talks about how conditions are terrible for those who aren’t in hiding. What does the word prophetic mean? In what ways is Anne referring to what will be her future? In camps, Jews were unable to wash either the rags they called clothes or their bodies.

- **How does media (radio, tv, news) shape thoughts and actions?** Why would the Nazis limit access to thoughts and ideas? They want to control what people think and behaviors which result.

- **Why would the radio be a source of morale?** It provides hope and information about the outside world.

- **How can having a radio create a risk for those in hiding?** Having a radio is illegal; if it is heard when there should be no noise in this business establishment, it possibly will attract attention to the hide out, listeners will learn the truth of the situation – or more nearly the truth.

- **In the discussion about Anne’s eyesight, thought is given to her going outside to have them examined. In what ways is this a risk?** She could be asked for identity papers, which she doesn’t have; she might be arrested and/or forced to divulge the location of the others; her arrest would place the helpers in jeopardy. Consider what options are available if someone becomes seriously ill. Discuss what the students know about each of the helpers. This may done as a chart: Miep, Ellie, Mr. Vossen, Mr. Koophius, Mr. Kraler.

- **Read Mr. Franks’ birthday poem to Anne aloud.** What does it reveal about the Franks? About Anne? Mr. Frank asks Anne to understand why she is criticized and corrected by her parents. Anne knows she’s been spoiled in many ways. Eating also contributes information.
about character; this information should be added to student charts. Students might write a poem about their own family. **Mr. Van Daan**: opinionated, smart, selfish; **Mrs. Van Daan**: nosy, flirty, selfish; **Peter**: quiet, big appetite and never full; **Margot**: quiet; small eater; **Mrs. Frank**: talkative, depressed, eats well; **Mr. Frank**: unassuming, places children before himself; **Dr. Dussel**: quiet, huge appetite.

- Anne used the terms “literary” and “figuratively.” What is the difference? Ask partners to brainstorm examples of each. The lists should be shared with the entire class.

2. Students should be reminded to add additional information to the chart on daily activities. Students should be assigned to keep a daily log of their own lives. The similarities and differences with Anne’s should be discussed.
ACTIVITY SIX

Objectives

- To realize how stress affects people in different ways.
- To understand more about the daily tasks and schedule of the Annexe.

Materials

- Review Quiz #3

Homework

- Read through February 18, 1944, page 156.
- Add to journal: divan, mania, patronage, repellent

Activities

1. Discuss pages 100-131:
   - What are some of the ways in which stress affects individuals in tension-filled situations. Physical symptoms: headache, rash, bad mood, insomnia, over reaction to situations.
   - How does Anne react? Previously, she was outspoken; now she keeps to herself and even pretends that food she doesn’t like is something she does like.
   - Mrs. Frank calls this the “Art of Living.” Have you ever tried to make your mind work in this way? What is meant by the expression “mind over matter”? Elicit some examples such as imagining one is cold when it’s hot outside.
   - What are some of the continuing deprivations resulting from the war. Church bells are melted down to be used for guns; clothing is produced for military use. With regard to books, magazines, and newspapers, all are censored by the German authorities.
- What are the implications of these shortages for those in hiding? Food shortages would mean less food for the black market sellers. This is the only place where the helpers can buy food for the families without being noticed.

- Explain that during the war, the Dutch government and its king and queen go to England, and the British hold a daily radio broadcast in Dutch so people can learn what is really happening. The German government slants and censors the news. Does this type of effort happen today? Whenever there’s a political broadcast, we wait to hear the “spin” put on it.

- How is that different from what we call propaganda? Have students look up the definition. Have students write separate news stories pertaining to bombing in Germany that would appear in English and German newspapers.

2. Using information from the potato-peeling incident, add to student character charts.

3. Continue Discussion:

   - Looking for ways to occupy their minds, Mr. Frank obtains a trial lesson in Latin and wants a New Testament to learn about Christianity. Why is learning new skills and improving one’s mind an act of resistance against the Nazis? The Nazis want Jews dead; instead, the Jewish people are improving themselves and are keeping their minds stimulated.

   - What would you want to learn if you were in such a situation? What does this imply about the Jewish commitment to study? Answers vary.

   - Anne uses imagery in her November 8, 1943, entry; how does she envision the Secret Annexe? “A little piece of blue heaven surrounded by heavy black rain clouds.”

   - What do these images symbolize? The blue heaven is the Secret Annexe; the heavy black rain clouds, the Nazis.

   - How would this depiction make you feel were you in this situation? Total fear.

4. Anne foreshadows what happens to her with regard to her pen. It is burned, cremated, which is what Anne says she wants to happen to her. At the time she dies at Bergen-Belsen there are so many deaths occurring, it’s not certain if she is among the thousands buried by the British in mass graves when the camp is discovered or if her body was cremated previously.

5. Discuss the function of such a literary convention. Anne’s reference to Lies, her friend, is another example of a prophetic dream; Lies’ real name is Hannah Goslar, and she lives next
Eighth Grade Language Arts Curriculum – Diary of Anne Frank

door to the Franks from ages 4-13. Hannah also is German born but is more religious than Anne; Lies will survive, but Anne will become more famous than she ever could have imagined.

- The residents need to deal with their emotions; in what way does the St. Nicholas Day poem reflect their underlying feelings? They are frustrated, despairing, never expecting to be in hiding at this point.

- What would you miss most if you had to be confined? What hiding places might be worse? The teacher might assign memoirs in which survivors are hidden. Some examples are: Behind the Secret Window, by Toll; The Island on Bird Street, by Orlev; and The Upstairs Room, by Reiss.

- How does Anne keep her unhappiness in check? She imagines her friend Lies in worse conditions and appreciates how much she really does have.

- What does she think about her impressions and feelings of the previous years when she looks back? She feels she took what happened too seriously especially her mother.

- What does this tell you about Anne? She has matured. She realizes that she caused her mother pain, has learned to keep quieter, and knows how much better/less hurtful it is to write than to verbalize. She realizes that she needs a mother who is less of a friend and more a role model.

- In what way can you relate to Anne’s feelings about the changes taking place in her body and her longing for a friend with whom to share? Answers vary

6. Review discussion questions with students. Give students Quiz #3: Answer Key: 1) Foolish or silly; 2) Unjustly harsh; 3) A person who looks on the positive side of things; 4) Retreat, move away from; 5) To end by force or shut out/up 6) A person with a special skill. 7) Anne realizes that she hurts her mother but feels her mother is responsible. She doesn’t tell all; she’s “shamming;” 8) C; 9) Less for the helpers to buy on the black market; 10) It provides hope and information about the outside world. 11) D; 12) The Nazis want Jews dead; instead, the Jewish people are improving themselves and are keeping their minds stimulated; 13) They are frustrated, despairing, never expecting to be in hiding at this point. 14) Answers vary; 15) Answers vary.
Anne Frank – Review Quiz #3 pages 75-131

Directions: Using context cues, look for the words in pages 75-131 and write your guess at the definition:

1. Fatuous
2. Oppressive
3. Optimist
4. Recede
5. Stifle
6. Virtuoso

Directions: Using the text, answer the following questions by circling the best answer or writing in complete sentences the correct response.

7. Analyze Anne’s idea of her relationship with her mother from the April 2, 1943, entry.

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8. Which is a change in conditions resulting from the continuance of the war?
   A. Nazi officers are now taking Dutch citizens’ homes for sleeping quarters
   B. Property is being destroyed by Nazi officers
   C. Food quality is deteriorating and in short supply
   D. Soldiers are quitting due to the harsh conditions

9. By using information in the story, explain why having a food shortage would impact the family’s safety.
   ____________________________________________________________________________
   ____________________________________________________________________________
10. Explain why the radio is a source of good morale.
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______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

11. How can having a radio create a risk for those in hiding?
   A. The radio could transmit signals of their location to the radio station.
   B. The radio could transmit wrong information.
   C. The radio could transmit important information.
   D. The radio could be heard by other visitors in the house.
______________________________________________________________________________
______________________________________________________________________________
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12. Why is learning new skills and improving one’s mind an act of resistance against the Nazis?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

13. How does the St. Nicholas Day poem reflect the residents’ underlying feelings?
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14. Think about hiding in the annex. What hiding places might be worse?
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15. By using details in the story, explain why you think Anne has matured.
ACTIVITY SEVEN

Objectives

- To see how the relationship between Peter and Anne undergoes change.

Materials


Homework

- Read through March 22, 1944, page 185
- Add to journal: compensation, nonchalance, privation, spoils

Activities

1. Discuss pages 131-156:
   - What insight does Anne develop about Peter when she decides to know him better? *He’s uncertain, shy, unsure of himself, on the verge of manhood; he’s a deeper thinker than she realizes.*
   - How does Anne see him now? *He’s more tender; previously she dismissed him as a mama’s boy.*
   - What is the importance of her dream? *She longs for love and companionship.*
   - Why do you think Peter has a lack of self-confidence? *Answers vary, discuss if it could be resulting from his relationship with his parents.*
Anne says that Lies has become a symbol for the suffering of all Jews; it’s ironic that Anne, in fact, will assume that role. Why would Anne select her? She and Anne were so close, and Anne feels guilty that she had not said goodbye. Anne can only imagine what had happened to her. The teacher might use Lies’ book, Memories and read the excerpts dealing with her reaction to this passage.

Anne feels a change coming over her as a result of being in love. Discuss the physical and emotional changes which result from her growing emotions. Physically: Anne says her eyes smile and are clear; her cheeks are pink; her mouth softer. Emotionally: she feels happy, has great energy, she’s dancing.

Anne continues to be critical of her mother. What does she mean by saying, “Take a bit more trouble with your young people first.”? Mrs. Frank ignores Anne and lavishes positive attention on Margot. Before worrying about children in general, she should work on her relationship with Anne, for which Anne really longs. Anne is bothered by others giving advice and not following it themselves.

Anne sounds quite mature in her judgments and in sizing up people. Why do you think being in hiding has transformed her from a boy-crazy young adolescent to an insightful observer? She focuses on a small world, and she has become very introspective. She also realizes her life is in peril.

Anne discusses the roles of the helpers. What are some of the tasks they perform? News, food, morale builders, shop for assorted needs. Anne describes their actions as heroic. Do you agree with her? Why? Why not?

What might have happened if more people had been helpers in Holland? More people would have been saved. What about in Germany? Hitler might not have been able to carry out his extermination policy.

What about the U. S. government? What does U. S. silence about the Holocaust communicate to Hitler?

Why does discussion of invasion plans and possible German actions raise morale? When it happens, even if there are some negatives, at least freedom for Jews and liberation for Holland would be at hand.

Anne states that, “I have now reached the stage that I don’t care much whether I live or die. The world will still keep on turning without me; that is going to happen, and
anyway it’s no good to resist. I trust to luck and do nothing but work hoping that all will end well.” How would you describe her philosophy? **Fatalistic.**

- **How does Peter respond to Anne’s interest in him?** *He opens up to her, smiles, really looks at her, expresses his admiration for her ability to speak her mind.*
- **What misunderstanding does he clean up?** *He likes her, not Margot; he needs affection.*

### ACTIVITY EIGHT

**Objectives**

- To examine Anne and Peter’s evolving romance.
- To follow the developing maturity in Anne’s writing.

**Materials**


**Homework**

- Read through April 14, 1944, page 208
- Add to journal: **bemoan, disparaging, impudence, indignation, loathe, optimist, pessimist, prudish, sallies, speculate**

**Activities**

1. Discuss pages 156-185:
   - **Anne seems to be suffering because she’s in love. Elicit a definition and example of the word ‘cliché.’** What are some of the clichés we hear about love? *Loss of appetite, can’t sleep, listless.*
   - Students should be given poetry collections and told to select a poem which they believe best represents Anne’s feelings toward Peter. They should justify their selection in their journals. *In what way is nature meaningful to Anne? Continuity of life, comfort to*
sorrows. Discuss student agreement about the healing powers of nature when one is blue.

- There’s an adage that sometimes “opposites attract.” Does that apply to Peter and Anne or would they do better if they had more commonalities? *Answers vary.*
- Anne draws parallels between herself and Peter. Does this seem a relationship with a chance of working? *Answers vary*
- Do you think she’d be attracted to him if circumstances were different? Do they seem more alike or dissimilar? *Both felt motherless, wrestle with inner feelings.*
- What does Peter seem to bring to Anne’s life? Is Anne reading too much into Peter and his actions? What additional dimensions come to light about Peter through this relationship? *He’s: shy, introspective, lonely, affected by indifference, doesn’t show his feelings, quiet.* Students might do a Venn diagram comparing Anne to Peter.
- In what ways does Anne feel discriminated against because of her age? *She wasn’t allowed to help comfort Ellie.* In what ways can age be both a positive and a negative?
- Anne compares herself to how she was in 1942. List the adjectives she uses to describe herself in 1942 and 1944. Compare yourself to the way you were two years ago. Can one really assess the changes in oneself?
  1942: darling, spoiled, cute, amusing, smiling, questioning, flirty, coquettish, honest, industrious, frank, generous, un-conceited, superficial, unhappy, deserted
  1944: wise, critical, serious, thoughtful, envious, changeable, incomplete, lonely
- Why are Peter and Anne attracted to each other in 1944 as opposed to 1942? *Peter wanted solitude in 1942.*
- What are the advantages of a relationship that develops over time to one that is quick? *They have the opportunity to learn to know each other and become friends, and to test the depth of their feelings.*
- Anne contrasts her and her mother’s view of dealing with melancholy (March 7, 1944). Have students paraphrase each of their ideas. How does Anne deal with these feelings? *She sleeps.* Elicit how students cope with feelings of depression. The guidance counselor might be invited to discuss such matters.
- As time goes by, Anne becomes more introspective. She finds solace in nature. How would you characterize her relationship with her family members? *She has withdrawn from everyone.*
• Why won’t she open up to Peter until he speaks to her? *She’s uncertain about their relationship.*

• What helps her remain sane? *Writing in her diary.*

• Why does Peter say he’s drawn to Anne? *Her cheerfulness.*

• In what way does the close proximity amplify generational conflicts? *There’s no place to escape from parental questioning, no privacy.* Are there any such conflicts in your own life? If so, how do you cope with them? Do you agree with Anne, “... although it may sound pretty mad from an adolescent, I feel more of a person than a child, I feel quite independent of anyone.”?

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**ACTIVITY NINE**

**Objectives**

*To understand how Anne copes with her growing infatuation.*

**Materials**


• Quiz Review #4

**Homework**

• Read through May 22, 1944, p 237.

• Add to journal: **boisterous, clandestine, declaration, epistle, pseudonym, teetotaler, underhand**

**Activities**

1. Discuss pages 185-208:

   • Do you agree with Margot’s reaction to Anne’s friendship with Peter? *Answers vary.*

   • Does Anne appear to be over-reacting? How? Do you understand why she may magnify their relationship? *Answers vary. They only have each other for companionship.*

   • Does it seem unusual that Anne and Margot would write to each other rather than
speaking directly? Answers vary.

- How does the action taken by the Germans against Allied airmen bring the horror of the war into the Annexe? The Germans shoot at airmen in vulnerable positions instead of treating them as prisoners of war.

- Do you agree with Peter that the adults are jealous of their growing feelings? Why might adults react in this way? Answers vary

- On March 29, 1944, Anne refers to the idea of diaries being published after the war. How is this ironic? Her diary depicts how a group of Jews lived in one specific type of hiding during the war.

- Why does the report of a rash of burglaries cause alarm for the hiding Jews? There’s more of a chance for someone to break into the warehouse.

- Why does the food shortage have a positive nature? Sabotage against the Nazis would result.

- Why does Mr. Frank suggest burning Anne’s diary after another burglary? In case they’re caught, it could implicate the helpers.

- What is ironic about the April 11, 1944, discussion of what to do in the event they were discovered? They’re nearly discovered.

- Anne’s knowledge of the war is quite extensive. When she speaks about what’s happening to Jews in Hungary, she says, “They too will have had it now.” Explain that Hungary’s Jews were the last large number of Jews to receive Germany’s attention. Of the 825,000 pre-war Jewish population, approximately 550,000 were killed by the Nazis in the last nine months of the war.

- What are some of Anne’s hobbies and interests? 1) writing, 2) family trees of royal families, 3) history, 4) Greek and Roman mythology, 5) film stars, 6) family photos, 7) art history.

- In the April 11, 1944, entry Anne writes, “Sometime this terrible war will be over. Surely the time will come when we are people again, and not just Jews.” What is she inferring? What does it say about Jews, prejudice, and/or intolerance? About the behavior of individuals? About the behavior of Germans? About the behavior of the world? About Anne’s lack of knowledge of Jewish history and identity? Answers vary

- She also talks about the world learning from what happens to Jews? Has this happened? What about Bosnia? The Middle East? Answers vary

- Anne also says if she makes it through the war, “I shall not remain insignificant, I
shall work in the world and for mankind.” How has she accomplished this even in
death? Answers vary

2. Review discussion questions with students. Give students Quiz #4. Answer Key: 1) Payment
   for loss, suffering, or injury; 2) Loot taken in war; 3) to discredit the reputation of 4)
   Rudeness; 5) guess; 6) noisy and rough; 7) C; 8) She longs for love and companionship; 9)
   Physically: Anne says her eyes smile and are clear; her cheeks are pink; her mouth softer.
   Emotionally: she feels happy, has great energy, she’s dancing; 10) C; 11)B; 12) She wasn’t
   allowed to comfort Ellie; 13) 1942: darling, spoiled, cute, amusing, smiling, questioning, flirty,
   coquettish, honest, industrious, frank, generous, un-conceited, superficial, unhappy, 1944: wise,
   critical, serious, thoughtful, envious changeability, incomplete, lonely 14) A; 15) C; 16) A
   burglar comes into the house 17) Answers vary; 18) Answers vary

Name__________________________________________________________________

Anne Frank – Review Quiz #4 pages 131-208

Directions: Using context cues, look for the words in pages 131-208 and write your guess at the
definition:

1. Compensation
2. Spoils
3. Disparaging
4. Impudence
5. Speculate
6. Boisterous

Directions: Using the text, answer the following questions by circling the best answer or writing in
complete sentences the correct response.

7. What insight does Anne develop about Peter when she decides to know him better?
   A. She finds that he is a confident person with high self-worth.
   B. She finds that he is in love with her sister.
   C. She finds that he is a deeper thinker than she realizes.
   D. She finds he really doesn’t like her the way she thought he did.

8. By using details in the story, explain Anne’s dream and the importance of it.
9. By using details from the story, explain the changes (physical and emotional) Anne feels as a result of her growing emotions.

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10. Which answer is evidence that Anne is critical of her mother:
   A. Anne understands having a sister means sharing the attention with her mother.
   B. Anne feels parents and children should not be so close.
   C. Anne feels her mother should take her own advice.
   D. Anne writes how much she longs for her mother's attention.

11. Which is a parallel Anne draws between herself and Peter.
   A. Anne believes both Peter and herself are mature.
   B. Anne believes both Peter and herself have issues with their mothers.
   C. Anne believes they are both good writers.
   D. Anne believes they are both deep thinkers.

12. By using examples from the story, explain how Anne feels discriminated against because of her age?

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13. Anne compares herself to how she was in 1942. List the adjectives she uses to describe herself in 1942 and 1944.

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14. What helps Anne remain sane?
   A. Writing in her diary
   B. Listening to the radio
   C. Talking to Peter
   D. Having the company of her sister

15. What is it that Anne predicts that actually comes true?
   A. She says there will be a third world war.
   B. She is sure people will eventually learn to be kind to one another.
   C. She jokes about people reading her diary someday.
   D. She says they will get caught and placed in the camps.

16. By using details from the story, explain how close the Franks come to discovery.

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17. Summarize what you know about Anne’s character by telling about her family, friends, and personal hobbies and interests.

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18. Anne also says if she makes it through the war, “I shall not remain insignificant, I shall work in the world and for mankind.” How has she accomplished this even in death?

• To empathize with the bitter sweetness of first love.

• Complete the reading of the diary and the epilogue pages 268-383.
• Add to journal: abyss, asylum, bluff, brigade, bromine, cabarets, capitulation, climax, compel, conceited, cynical, discord, embodies, epilogue, exuberant, explicitly, impeccable, meditative, privations, recoil, redoubt, slackness, supercilious, tarried, virtuoso.

Activities

1. Discuss pages 208-268:
   • When Anne receives her first kiss from Peter, she’s happy; however, it points out differences between our own times and hers. What are some of the contrasts which are apparent? Anne and Peter have a limitation on partners which is the result of being in hiding. Then people wouldn’t kiss unless their relationship was serious; today youngsters know much more about sex but often are no more able to make mature decisions about it. What are some similarities? They want to share more confidences, the real world of school and obligations interrupt, fears of where a kiss can lead.
   • Anne describes herself as the “two Anne’s”; what is the difference between the two? One makes ordinary jokes and the other wants gentleness and love. One Anne is superficial, merry, quick to answer; the other introspective, self-protective, and frail. Have students list aspects of their light and dark sides. Read aloud the entry from April 28, 1944. What maturity beyond her years does Anne exhibit? Why is Mr. Franks’ warning to Anne about holding back appropriate? Girls become pregnant, a reputation can be hurt, she’s too young, and in unusual circumstances with too much risk.
   • Anne writes about the futility of war on May 3, 1944. Have students write a poem about war or find one in a poetry collection.
   • Anne says that it’s not just the heads of nations who are guilty of making war but ordinary people. Do you agree or disagree? Justify your answer.
   • Is Anne’s feeling that she has earned her independence from parental guidance justified? Answers vary
   • In what ways does she seem more mature than she was two year previously? She deals with her mother and others with less anger and she’s less impulsive. She realizes that she takes disputes too seriously and unfairly vents her emotions against her mother. In what ways is she still a child? She takes all things on a personal basis
- How do you react to her father’s reply to Anne’s letter on this subject?
- Discuss changes in the outside world that affect those in hiding. *Fear of bombing, food shortages, people disappearing, rising crimes of burglary, theft.*
- Have students figure out the costs for items that Anne includes. Why are these prices *unusual by today’s standards.* *Modern inflation.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost in Florins</th>
<th>Cost in $</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 lb. Tea</td>
<td>350.00</td>
<td>$98.00</td>
</tr>
<tr>
<td>1 lb. Coffee</td>
<td>80.00</td>
<td>$22.40</td>
</tr>
<tr>
<td>1 lb. Butter</td>
<td>35.00</td>
<td>$9.80</td>
</tr>
<tr>
<td>1 Egg</td>
<td>1.45</td>
<td>$.42</td>
</tr>
<tr>
<td>1 oz. Tobacco</td>
<td>14.00</td>
<td>$.92</td>
</tr>
<tr>
<td>1 skein sewing silk</td>
<td>.90</td>
<td>$.25</td>
</tr>
</tbody>
</table>

- At this point, what does Anne know about what is happening to the Jews? *Point out that on May 10, 1944, when Anne discusses the Queen’s speech, a clergyman’s prayer includes reference to “Jews, the people in concentration camps.” Therefore, after the war when people said they knew nothing about it, this is a fallacy since it is not only on the radio but also in newspapers and spoken about from some pulpits.*

**ACTIVITY ELEVEN**

**Objectives**

- To assess the realization Anne has about Peter.
- To place D-Day in historical context.

**Materials**

Activities

1. Discuss pages 233-268:
   - Anne refers to an “ostrich policy” followed by many countries. To what does she refer? The Allied powers ignored the political situation in pre-war Nazi Germany as well as German rearmament.
   - What is the responsibility of leading world powers?
   - If you were in charge of U.S. foreign policy, what should the United States do for other nations at this moment?
   - What are reasons why some nations would turn away from involvement? Possibly, they don’t want their young citizens being sent to other countries and being killed, and they don’t want to spend their money on other peoples.
   - Anne notes the rise in antisemitism because Christians die, while trying to rescue Jews. Anne’s knowledge of the phenomenon of antisemitism is extremely superficial. In effect, it amounts to blaming the victims for the crime. Is that a legitimate reason for America and Britain to be non-involved?
   - Should the fate of the remaining Jews in Europe be in jeopardy since a relatively small number of Christians died?
   - Assign students to search The New York Times for June 7, 1944, and other dates on which major events in the war happened. Have students compare this with perceptions at the Annexe.
   - Discuss the changes in Peter and Anne’s relationship. How does Anne view Peter and herself: Peter: superficial, average intelligence, closed, needs a friend; Anne: multi-interests, disappointed
   - Speculate what might happen with their relationship had they been liberated from hiding. Anne would have outgrown Peter; it is already happening. She believes he’s still a child, while she has matured.
   - What does Anne believe is the way to acquire happiness? She believes people must earn it by being good and assessing their daily actions.
   - Do Anne’s musings on the path to happiness work in your own life?
- Anne re-evaluates her relationship with her father; what surprises you about her revelations? She can’t really confide in him; and he misses what is so essential, valuing herself as Anne. She no longer minimizes his faults.
- How does this compare with your own relationship with your father or male figure in your life?
- Do you think that Anne’s story illustrates her belief that, “People are really good at heart”? Justify your answer. This quotation is a favorite and one of the themes of the book. Discuss what you think Anne meant by this. Was she thinking of the human race as a whole, her perpetrators, or her immediate family and friends? Cite Anne’s other heartfelt observations such as, “…I hear the ever approaching thunder, which will destroy us too…” Why is the first quotation more popular?
- Contrast the public and private Anne who matures during the two years of her diary. Public: giddy, clown, superficial, strong, masking feelings, indifferent; Private: sentimental, serious, emotionally frail.
- How does hiding accelerate Anne’s development as a person? Answers vary
- How has she changed by the end of the diary? Answers vary
- What has she learned? What has she taught the others? Answers vary

**FINAL ESSAY EXAM**

Directions: Select ONE of the FIRST six topics and ONE from the A-F topics.

1. Most people have heroes. Think about three attributes in a hero that inspire you. In a five-paragraph essay, explain the attributes you respect in a hero and select a contemporary person who fits these qualities.
2. View any Anne Frank movie and compare/contrast it to the book or the play in a five-
paragraph essay. Remember to have a pre-writing Venn diagram included.

3. The last diary entry is just the beginning of Anne’s Holocaust journey. Write the continuance
to the diary, in Anne’s writing style, from her last days in Westerbork, Auschwitz, and
Bergen-Belsen.

4. Write a five-paragraph persuasive essay that defends why Anne’s story is a triumph, a
tragedy, or both.

5. We see symbols that stand for ideas, beliefs, even countries. Think about symbols you see
everyday. Write a five-paragraph persuasive essay which explains a how Anne has become a
symbol of positive beliefs.

6. It was very difficult to live in confinement. Think about all of the characters in the Annexe.
Discuss in a five-paragraph essay which character adjusted best or worst to the prolonged
confinement and why.

A. Write a letter to the Board of Education asking them to rename your school after Anne Frank,
providing three reasons why this should occur.

B. Construct three Venn diagrams:
   1. Compare and contrast Anne at the beginning of the story and at the end
   2. Compare and contrast Anne and Peter
   3. Compare and contrast Anne and her mother.

C. Create an advertisement for middle school students enticing them to read the diary.

D. Create two original poems which use symbolism, metaphors, and imagery. One poem should be
written from the persona of Anne and one poem from the persona of Peter.

E. Take out the KWL activity done on the first day of this unit and in two paragraphs discuss what
you have learned in comparison to your expectations.

F. Create a TV commercial that promotes tolerance and anti-prejudice. Before you begin, think
about what is promoted in today’s television and build on it. Write a script for the commercial.

TEACHER STUDY GUIDE FOR THE PLAY
“The Diary of Anne Frank”
In Elements of Literature – Grade 8
Pages 340-415

ACTIVITY TWO
Activity One for the play is the same as Activity One for the novel.

**Objectives**

- To understand how Nazi policy affected Jewish life.
- To identify with Anne as someone of similar age and concerns.

**Materials**

- Handouts: Line Drawing of Annex (page 27)
  Vocabulary for Play

**Homework**

- Read Act I, Scene II.
- Add in journal: **Unabashed, conspicuous, green police, loathe, mercurial, settee**

**Activities**

**Teacher Note:** Explain that the play begins with a flashback which takes place at a later time than the rest of the play. It introduces the characters, setting, and problematic situations. Discuss how drama presents a more concise story than a book and elicit other examples with which students are familiar. Explain that the play is based on Anne Frank’s diary and takes only portions from the diary to present a limited picture of Anne and her life; there is a more recent version of this play which is far more detailed and complete than the Goodrich and Hackett version. Students should be encouraged to read the diary. The teacher might copy a specific diary entry and have the class compare it with the way in which the play treats this entry.

1. Discuss Act I Scene I:

   - **Explain that in 1933, Otto Frank left Frankfurt, Germany, because of discrimination against Jews. In Holland he set up a Dutch branch of his brother-in-law’s company Dutch Opekta, which made pectin used in making jam. Mr. Frank thought that Holland, known as a religious haven with a tolerant people, would be safe for his family; it is not until May, 1940, when German troops invade. Prior to the war there**
are 140,000 Jews in Holland (1.6% of the population with half in Amsterdam); following the Holocaust there are 25,000-30,000. 75-80% of Dutch Jews don’t survive. Discuss why this figure is so high? Many Dutch people are indifferent to the plight of Jews. Theirs is not a culture of civil disobedience. Also Holland’s lack of forests and mountains limits places where Jews can flee.

- Why would the Franks have chosen to go to Holland rather than America? It is much easier to gain admittance; perhaps, the language would be less difficult to master; life is similar in another European city than it would be in America.
- Why not to Palestine? The British, who control that area, limit immigration.

2. Assign parts and read the scene aloud. Discuss what is learned from stage directions.

- Why is flashback an effective technique to pull an audience into a play? What is learned in the first part of the scene? setting, names of characters, circumstances.
- What feeling is created through the description of the hiding place? Through the description of Mr. Frank? Miep?
- Discuss why Mr. Frank would want to burn the writing left in the hiding place. Too painful to deal with reminders of his recent past.
- Why might these writings provide comfort? They bring Anne and the others back to life.
- Why is the technique of Mr. Franks’ voice changing to Anne’s an effective segue into the play? It draws the viewer into the drama; we realize the play is presented through Anne’s perspective.
- Students should be provided with a list of decrees which impact Jewish life in Germany and conquered areas. The teacher might consult, Smoke and Ashes, Tell Them We Remember, or use the following chart in a transparency located on page 20 of the novel study guide.
<table>
<thead>
<tr>
<th>Anti-Jewish Decrees</th>
<th>Effect on Jews</th>
</tr>
</thead>
<tbody>
<tr>
<td>-wear yellow star</td>
<td>-identifiable</td>
</tr>
<tr>
<td>-bicycles confiscated</td>
<td>-inconvenient</td>
</tr>
<tr>
<td>-banned from trams/trains</td>
<td>-restrict movements</td>
</tr>
<tr>
<td>-can’t drive cars</td>
<td>-restrict movements</td>
</tr>
<tr>
<td>-shop 3pm-5pm only</td>
<td>-isolate</td>
</tr>
<tr>
<td>-can only use Jewish shops</td>
<td>-isolate</td>
</tr>
<tr>
<td>-curfew at 8pm</td>
<td>-restrict movements</td>
</tr>
<tr>
<td>-excluded from movies, theaters</td>
<td>-isolate</td>
</tr>
<tr>
<td>-can’t swim or engage in sports</td>
<td>-restrict movements</td>
</tr>
<tr>
<td>-can’t visit Christians</td>
<td>-isolate</td>
</tr>
<tr>
<td>-attend Jewish schools only</td>
<td>-isolate</td>
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</tbody>
</table>

- **What were the results of the restrictions placed on Jews?** Jews are isolated from Christian friends and neighbors and suffer social and economic death. They are marked as different, and some Christians begin to avoid them socially and professionally. Some Jews feel angry, others inferior, still others can’t comprehend what is happening.

- **Why were some Jews eager to go into hiding?** Explain that the Franks’ situation is unusual since the whole family hides together. Most Jews hid without members of their family because there were not places that could fit entire families.

3. Use the transparency of the diagram of the Secret Annexe as well as the photographs of its interior and the schematic located on page 26 of the novel study guide. Explain that Dutch buildings along a canal are very narrow as is the Franks’ hideout. The building consists of a front house and a back one; the rear is empty, previously having been used as a laboratory. When Anne refers to the 1st floor, she means what we call the ground floor and the 1st floor is what Americans consider the 2nd floor. The ground floor is the location of the warehouse and showroom; the W.C. is the bathroom.
**Eighth Grade Language Arts Curriculum – Diary of Anne Frank**

**Vocabulary – Anne Frank – The Play**

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<table>
<thead>
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<tbody>
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<td>1.</td>
<td>Unabashed</td>
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<td>2.</td>
<td>Mercurial</td>
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<td>3.</td>
<td>Absorbed</td>
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<td>4.</td>
<td>Finicky</td>
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<td>5.</td>
<td>Indignant</td>
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<td>6.</td>
<td>Subdued</td>
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<td>7.</td>
<td>Fatalist</td>
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<td>8.</td>
<td>Appalled</td>
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<td>9.</td>
<td>Jubilation</td>
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<td>10.</td>
<td>Sustenance</td>
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<td>Tyranny</td>
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<td>Zeal</td>
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<td>Foreboding</td>
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<td>Inarticulate</td>
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<td>15.</td>
<td>Gauntlet</td>
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<td>16.</td>
<td>Intuition</td>
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<td>17.</td>
<td>Solitaire</td>
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<td>18.</td>
<td>Downcast</td>
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<td>19.</td>
<td>Remorse</td>
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<td>20.</td>
<td>Ineffectually</td>
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<td>21.</td>
<td>Loathe</td>
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<td>22.</td>
<td>Conspicuous</td>
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<td>23.</td>
<td>Settee</td>
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<td>24.</td>
<td>Aggravating</td>
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<td>25.</td>
<td>Fortify</td>
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<td>26.</td>
<td>Insufferable</td>
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<td>27.</td>
<td>Subjunctive</td>
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<td>28.</td>
<td>Wallow</td>
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<td>29.</td>
<td>Gingerly</td>
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<td>30.</td>
<td>Ostentatiously</td>
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<td>31.</td>
<td>Toilet water</td>
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<tr>
<td>32.</td>
<td>Wrought</td>
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<td>33.</td>
<td>Disgruntled</td>
</tr>
<tr>
<td>34.</td>
<td>Forlorn</td>
</tr>
<tr>
<td>35.</td>
<td>Onslaught</td>
</tr>
<tr>
<td>36.</td>
<td>Convulsive</td>
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<td>37.</td>
<td>Pandemonium</td>
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<td>38.</td>
<td>Fixedly</td>
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<td>39.</td>
<td>Orthodox</td>
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<td>40.</td>
<td>Animation</td>
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<tr>
<td>41.</td>
<td>Meticulous</td>
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</table>
Vocabulary Definitions - Anne Frank - The Play

1. **Unabashed**  Not ashamed
2. **Mercurial**  Changeable, lively
3. **Absorbed**  Engulf, to swallow up and cause to disappear
4. **Finicky**  Overly fussy, difficult to please
5. **Indignant**  Angry at something done unfairly
6. **Subdued**  Conquered
7. **Fatalist**  A person who believes that we cannot change what happens
8. **Appalled**  Horrified
9. **Jubilation**  Great happiness
10. **Sustenance**  Food, nourishment
11. **Tyranny**  Abuse of power
12. **Zeal**  Eager desire
13. **Foreboding**  Prediction
14. **Inarticulate**  Not able to speak
15. **Gauntlet**  A punishment whereby the offender runs between 2 rows of men who beat him.
16. **Intuition**  To know by an inner feeling – not by being told
17. **Solitaire**  1) Game played by 1 person  2) ring set with a single stone
18. **Downcast**  Depressed
19. **Remorse**  Regret
20. **Ineffectually**  Not producing results
21. **Conspicuous**  Easily seen, clear
22. **Loathe**  Despise, hate
23. **Settee**  Small couch, seat for 2 or more
24. **Aggravating**  Making worse
25. **Fortify**  To strengthen against attack
26. **Insufferable**  Unbearable
27. **Subjunctive**  Form of a verb which is doubtful – eg. “If this be treason…”
28. **Wallow**  To roll about in something – eg. mud, water, luxury
29. **Gingerly**  Very carefully
30. **Ostentatiously**  Very showy to impress others
31. **Toilet water**  Light perfume
32. **Wrought**  1) decorated metal work  2) excited, upset
33. **Disgruntled**  Sulky
34. **Forlorn**  Unhappy, dreary
35. **Onslaught**  Furious attack
36. **Convulsive**  Shake violently
37. **Pandemonium**  Wild uproar
38. **Fixedly**  1) Fastened  2) Stare at
39. **Orthodox**  Conforming strictly to religious doctrine
40. **Animation**  Liveliness
41. **Meticulous**  Extremely careful about details
Eighth Grade Language Arts Curriculum – Diary of Anne Frank

ACTIVITY THREE

Objectives

- To become acquainted with the physical layout of the Annexe.
- To introduce the individuals in hiding and their helpers.

Materials


Homework

- Read: Act I, Scene III.
- Add to journal: absorbed, aggravating, finicky, fortify, indignant, insufferable, meticulous, settee, subdued, subjunctive

Activities

1. Tell students that they need to pay attention to stage directions since they add valuable information such as Mr. Frank looking much younger in Scene 2 than he does in Scene 1. These notes also point out the expensive clothing of the Van Daans, who are affluent and cosmopolitan Jews. They as well as the Franks are assimilated, non observant Jews. It’s also interesting to note that the women are described in a manner that also takes “artistic license.” Margot is described as beautiful, Mrs. Van Daan as pretty, and Mrs. Frank as gently bred.

   **Why would the playwrights do this?** (Possibly to present characters that looked assimilated and not ethnic – remember the year this play was written, 1956 when the Holocaust was taboo to discuss.) **How far can “artistic license” go before it becomes historical distortion and, consequently, manipulative propaganda?**

2. Discuss Act I, Scene II:
• What do the residents take with them? *Personal papers, books, clothing.*
• How might you go into hiding without alerting others of your plans?
• When leaving home, why is it important to dress in layers of clothing? *You can’t take a suitcase since this would arouse suspicion so you might wear as much clothing as possible.*
• What would you pack in such a situation?
• What one thing that you couldn’t pack would you most miss? Point out that Mrs. Van Daan arrives wearing a fur coat. Why might this have been a fatal mistake? *It is summer time, and wearing this coat will call attention to those with her. Jews wouldn’t want Nazis or those sympathetic to the Nazis to notice them. Additionally, we learn in Scene 3 that the Franks leave a note that the family has gone to Zurich, intending to mislead.*
• Why is it important for the authorities to believe they’ve gone? *So they stop looking for them.* In what ways do they improvise on their hiding place? *Peter is given a small space and an old washtub is given to him for his cat. The playwright takes “artistic license” in that the Franks arrive prior to the Van Daans, not the other way around.*
• Have students do research about the typography of Amsterdam; have them imagine that they are looking through Anne’s window. What do they see, smell, hear, and feel? *In addition to feeling cramped for space, how do family members react to the move to the Secret Annexe? Margot and Mrs. Frank are tired and miserable; Anne and Mr. Frank clean up and arrange the space. Anne even puts up her film star and postcard collection.*
• Why was it important for black out curtains to be in place? *So neighbors don’t discover their presence and tell the police.*
• What other things do they have to do to prevent discovery? *Be quiet, don’t flush the toilet.*
• What frightens Anne most about her new home? *Answers vary but have students back up their answers with facts from the story.*
• Mr. Frank has brought Anne’s movie star collection and a diary in which she could write. Point out that this is “artistic license” since we know that Anne received the diary as a birthday present for her 13th birthday on June 12, 1942. She names it Kitty and feels it’s her opportunity to have a confidant. According to her friend Jopie (Jacqueline Van Maarsen), she writes to “Kitty” a character in a popular series of girl’s books called *Joop ter Heul* by Cissy van Marxveldt. Kitty is perky and easy going, and Anne identifies with her. *Kitty’s best
friend in the book is Jopie; therefore, Anne gives her best friend the alias Jopie after Joop of
the book. Anne uses pseudonyms for all people in her book except for her family members.
Miep and Jan Gies are known as Miep and Henk Van Santen; Bep Voskuijl as Elli Vosen;
the Van Pels as the Van Daans; Victor Kugler as Mr. Kraler; Johannes Kleiman as Mr.
Koophuis; Fritz Pfeffer as Albert Dussel.

- **What is Anne’s relationship with each of the members of her family; give examples**
  **which support your point of view.**
  - **Anne/Mrs. Frank:** Anne complains that her mother treats her as a baby, constantly lectures her, exaggerates her misdeeds, repeatedly compares her to Margot, and accuses her of things she hasn’t done. **Anne/Mr. Frank:** Anne adores her father and calls him PIM; he holds the position of family peacemaker. He’s gentle, compassionate, sensitive. **Anne/Margot:** Anne says they are dissimilar; Margot is studious and modest.

- **Are Anne’s complaints about the members of her family legitimate? Had you been in**
  **her position, what advice would you have given her?**

- **In what ways in your own life are you both a baby and an adult? Explain that this is one**
  **of the universal appeals of the Diary; Anne touches on the feelings her readers are**
  **experiencing.**

3. Begin a chart to which information should be added. Tell students that except for the Franks
everyone else has a fictitious name: this was done when the diary first was published in 1947
to protect the privacy of the real people.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>AGE IN 1942</th>
<th>OCCUPATION</th>
<th>PERSONALITY TRAITS</th>
<th>CHANGES FROM HIDING</th>
</tr>
</thead>
</table>

- **Describe first impressions of those in hiding.** **(Peter: quiet, shy, touchy, lone wolf, easily embarrassed; Mrs. Van Daan: moody, pushy, selfish, edgy, unfair, excitable, vain; Anne: chatty, mischievous, spoiled; Mr. Frank: responsible, understanding; Mrs. Frank: sensitive, worrier; Mr. Van Daan, arrogant.)**
What do we learn about Mr. Franks’ character in his providing a hiding place for the Van Daan’s? He does so because Mr. Van Daan helped him when he arrived in Holland and knew no one.

Describe the manner in which the inhabitants relate to each other. Point out that relationships are more formal than today. The adults refer to each other as Mr. or Mrs. (Mrs. Frank and Mrs. Van Daan are at odds over many things, Mrs. Van Daan flirts with Mr. Frank, Anne is the recipient of much criticism by both her mother and Mrs. Van Daan and is defended by her father, Peter is able to get around his mother, while his father tries to exert his authority. Peter and Anne interact.

Ask students to provide examples for each of the situations to which they refer. How does Anne aggravate negative situations? She incites antagonism by her sharp attacks.

How do you handle criticism?

Discuss why Miep, Mr. Kraler, Mr. Vossen, and Ellie are willing to help those in hiding. They feel that what is happening to Jews is morally wrong. Compare their activity with that of the Dutch Resistance. Students might be given a library assignment to investigate the work of the Dutch Resistance.

How do you know that Mr. Kraler is incensed about this? He says, “Never thought I’d live to see the day when a man like Mr. Frank would have to go into hiding.”

What can we infer about Mr. Frank? He’s a good man or the helpers wouldn’t risk their lives for him and his family. Are we our brother’s keepers?

4. Chart and/or discuss how the residents spend time (page 29 of study guide). Reading since Miep brings new books every Saturday; Anne and her father work on a family tree; Anne, Margot, and Peter do school work and learn shorthand; listen to the radio for war news or music; knit; chat; read stories and books aloud; visit with their rescuers. Students might consult the Diary for additional information.

5. Explain that Dutch Jews are sent to Westerbork, a detention camp, prior to a final journey to an extermination camp. It is 80 miles east of Amsterdam, in the middle of nowhere. It was built as a camp for refugees from Germany but became a transit camp under the Nazis. Most Jews will end up at Auschwitz, the death camp in eastern Poland. The Franks are aware of Westerbork’s harsh conditions and that Jews are being sent to places to be gassed. They know
their fate if they are caught.

- **What would happen to those helping them?** They would be sent to a concentration camp as an enemy of the state.

- **What are the daily fears and concerns of those living in the Annexe?** Discovery, hunger, boredom

- **What do they do to prevent realization of their fears?** They are quiet during the day when people are in the warehouse, they don’t wear shoes, they don’t flush the WC or run water during the day, a bookshelf hides the entrance to the Annexe, they burn their trash, Mr. Kraler has a friend who is a baker, and they have placed provisions in the Annexe before moving in. The helpers obtain ration books from the Dutch underground and obtain food from merchants sympathetic to the plight of Jews. Mr. Frank severely warns Anne never to go beyond the door. This is another example of “artistic license” since we know that the hiders go downstairs to listen to the radio evenings and weekends.

- **What would be the hardest part of life were you living under such conditions?** Fear, silence, hunger, lack of stimulation, missing friends, no privacy.

- **What are the sounds and emotions which increase the sense of fear?** Click of soldier’s feet, sirens, sounds in the building.

- **Anne and Peter take off their stars; discuss why Anne can’t bring herself to throw hers in the fire. Why do the Nazis make Jews wear the yellow star?** They want Jews to stand out from the rest of the population and make them become the “other.” Explain that wearing a yellow badge was a practice initiated under Islam. Discuss how the use of the Star of David (a symbol of pride for Jews) is perverted by the Nazis into a badge used to marginalize Jews.

- **Mr. Frank encourages Anne to look at the positive side of this negative situation. What are some of the negatives in your life?**

- **Have students brainstorm positive ways to look at their negatives. He also encourages Anne to use her imagination instead of giving in to confinement. He says, “There are no walls, there are no bolts, no locks that anyone can put on your mind.” What does this mean? Do you agree with Mr. Frank?**

- **Have students use poetry books to locate poets who express similar emotions or have students write their own poetry.**
ACTIVITY FOUR

Objectives

- To understand the affect of Dussel’s presence on the residents.
- To appreciate Anne’s emotional state.
- To comprehend the tension developing in the Annexe.

Materials


Homework

- Complete Act I, Scene IV.
- Assign students to write a newspaper article on war events or life in the Annexe.
- Add to journal: fatalist, wallow.

Activities

1. Discuss Act I, Scene III:
   - What is the relationship between Anne and Peter? How do they react/treat each other? Anne: playful, teasing; Peter: uncomfortable, serious, teasing. Peter comes back
at Anne for dressing in his clothes by referring to her embarrassing punishment for talking in class.

- **How do you explain Mrs. Franks’ caution that Anne’s behavior isn’t dignified and Anne’s response that she wants to have fun?** Anne loves to tease and be the center of attention. Peter is an only child not used to such attention. Anne is both a pest and an amusement.

- **How would Peter react if he heard this?** He’d probably be even more self-conscious.

- **Can you understand his reaction when teased by his mother?** He wants to be anywhere else but there. There’s an adage that opposites attract; does this seem to be the case with Peter and Anne? Explain.

- **When Anne asks Mrs. Van Daan about her dating history, Mrs. Frank cautions that it isn’t courteous to ask personal questions.** Have students write about a personal question they would like to have asked and why they didn’t ask the question; have them respond to the social mores today as contrasted with then.

2. Mr. and Mrs. Van Daan’s relationship consists of many disagreements. Have students distinguish between a discussion, bickering, and an argument. Have students write a dialogue for the same scenario in all three modes. **How does Peter’s relationship differ with each of his parents?** His mother embarrasses him; his father is tough on him and doesn’t consider him to be very bright.

3. If students haven’t done so, they should be reminded to update their character charts. Mrs. Van Daan kisses Mr. Frank for suggesting that Peter join the girls’ lessons.

- **Does this action seem out of character or unusual for someone to do?** Relationships are much more formal then; it seems an overreaction on her part.

- **Discuss some of the ways in which stress affects individuals in tension-filled situations.** Physical symptoms: headache, rash, bad mood, insomnia, overreaction to situations.

- **Mr. Van Daan gets on Anne’s nerves when he suggests that a man wants a girl who cooks, cleans, sews, and listens to him.**

- **Do men still look for such attributes in a wife?**

- **What about women when looking for a spouse?**

- **Should Mrs. Frank have told Anne not to answer back since the Van Daan’s are guests?**

- **Should she compare Anne’s behavior to Margot’s?**
4. Have students make a list of rules of courtesy they feel adolescents should follow with regard to adults, peers. **Do you agree or disagree with Anne that generations are different?** Give examples to support your viewpoint. Have students interview adults to ascertain ways in which behaviors/manners have changed since they were adolescents.

- **Have you ever said, “You’re all against me”**? Anne says that she’s the “goat”; ask if anyone has ever heard that expression?
- **Why would she choose that animal with which to compare herself?** In Biblical times goats were used for sacrifices, and she feels that she’s being sacrificed and is the recipient of negative feelings whether she’s guilty or not.

5. Another literary device that is employed is referring to Mr. Kraler in metaphoric terms. Mrs. Frank says that when he comes in the sun begins to shine. Have students make note of such literary devices and why they are used. See Figurative Language Worksheet on page 29.

- **Mr. Kraler seems embarrassed when Mrs. Frank says he and Miep are their lifeline. In what way is he a hero and a role model? How does his reaction emphasize his role?** He’s embarrassed and downplays what he’s doing.
- **What might have happened if more individuals had taken a stand against Nazi policy? Students might do research on other rescuers such as Schindler, Sugihara, etc.** Reference should be made to Block, *Rescuers: Portraits of Moral Courage in the Holocaust* and Rittner, *The Courage to Care*. **Are we our brother’s keepers? Students should be cautioned that some of these are individuals, others diplomats or industrialists; some rescuers had resources that other rescuers did not.**
- **Why is Albert Dussel taken into hiding?** Conditions are growing worse for Jews and Mr. Frank feels it is just as dangerous for eight as it is for seven.
- **How do Mr. Frank and Van Daan react when asked to share their quarters with someone else?** Mr. Frank genuinely feels the need to help someone else; Mr. Van Daan feels it isn’t his decision to make since he and his family were invited into hiding by Mr. Frank. Van Daan isn’t happy that there is an additional mouth to be fed.
- **How would you characterize Mr. Van Daan’s reaction to Mr. Dussel’s entrance? (Sarcastic) Should there have been discussion by all the inhabitants prior to Mr. Frank agreeing to letting Dussel stay in the Annexe?**
- **Why is Peter described as humiliated by his father’s behavior?** His father seems more
concerned about his stomach than in helping someone else.

- **Why and how are sleeping arrangements changed?** Peter’s room is too small for Dussel and contains rats, so the girls can’t stay there. It’s less improper for Dussel to sleep with Anne, since she’s younger, than with Margot.

- **Why might you expect the relationship between the two roommates to be problematic?** Anne is high spirited and talkative; Dussel is finicky, used to living alone.

- **What arrangements do they work out for using the room?** He gets it in the morning, she in the afternoon. He spends three hours a day in the bathroom, the only place he can get peace and quiet.

- **Anne reads her diary entry of September 21, 1942; have students consult their timelines to see how much time has gone by since Dussel arrived.** Answers vary

- **In what way would you describe their relationship?** In conflict

- **Why is this ironic?** Dussel, at his first meeting with Anne, tells her that her parents sought him out to teach their children since he had a way with them.

- **Anne says, “Why is it that every grown-up thinks he knows the way to bring up children; particularly the grown-ups that never had any.” Do you agree? Relate some experiences that happened to you.**

- **How are Anne and the others affected by news from the outside?** They’re upset that people they know and strangers are being rounded up and are frustrated knowing there’s nothing they can do.

- **Dr. Dussel points out an important aspect of Nazi ideology. He says that he’s third generation Dutch and thinks of himself as Dutch. However, according to the Nazis, nationality means nothing; what counts is blood. Judaism, according to the Nazis, is racial; if an individual has at least one Jewish grandparent, he is Jewish even if raised in another religion. A catholic priest with three Jewish parents is considered Jewish according to the Nazis. Discuss the illogic in such thinking.**

- **Why does “people watching” become so important to Anne?** She can let her imagination roam and dream up scenarios for them.

- **What are some of the things that Anne sees from her window that concern/interest her?** People living across the canal, Jews being dragged off; Dutch people being taken to work in Germany; people on the street begging for food.
- What is happening to gentiles in Holland under Nazi rule? *Miep’s fiancé fears he may be sent to work in Germany.*

**ACTIVITY FIVE**

**Objectives**

- To appreciate Anne’s insight into people.
- To understand the strain of living under a death sentence.

**Materials**


**Homework**

- Read Act I, Scene V.
- Add to journal: **appalled, gingerly, jubilation, ostentatiously, sustenance, toilet water, tyranny, wrought, zeal**

**Activities**

1. Discuss Act I, Scene IV:
• When the scene opens Mr. Van Daan is using a match to light his way to the food; he acts in a questionable manner. Are his actions unethical? He’s stealing food from the group.

• How would you hope people might have behaved? Explain that the diary doesn’t include this behavior; it’s another example of “artistic license.” Why would the authors introduce this? To show character and create tension.

• What of the role of distortion in manipulating history?

• How can we see the strain of life in hiding on Anne and the others? She has nightmares; people bicker.

• In what way is Dussel’s reaction to Anne’s nightmare consistent with his previous behavior? He’s concerned about the noise she made and ignores the psychological pain that gives rise to nightmares.

• Is there credence to his concern? Yes, there should have been no noise from that building during the night.

• Why does Anne reject her mother’s offer to sit with her? She doesn’t feel close to her and would prefer to sit with her father. Anne doesn’t want to take her mother into her confidence and share her fears with her.

• How must her mother feel when Anne won’t even allow her to kiss her goodnight? Hurt and rejected.

• Why does Anne scream out? Even though she thinks she’s dealing with her fears, Anne can’t escape them in her dreams.

• Although Mr. Frank tries to encourage Anne’s relationship with her mother, he isn’t successful. Discuss Anne’s reasons for her distance from her mother. Discuss why someone might feel alienated from one’s parents.

• What actions might Anne and her mother have taken to improve their relationship? Mrs. Frank needs to show Anne respect and that many of her ideas are valued. Anne needs to respect her mother’s greater life experiences and realize that she’s acting out of love not hate.

• Discuss the changes in conditions resulting from the continuance of the war. There’s a more visible German presence; we know this because they hear German soldiers on the streets singing the popular song, “Lily Marlene”; noise from war planes is more frequent;
food is growing scarce; there are more burglaries.

- Do you agree that parents must set a good example? Discuss the significance of role models for children.
- Have you ever felt like Anne that you are two different people, the good and the mean self? Discuss the difference between the two Annes.
- Why is she afraid to show her gentleness? She’s afraid that people will laugh at her if she comes across seriously. The outward Anne shields her inner self from hurt.
- Anne’s also bothered when people offer advice and don’t follow it themselves. How does this affect her relationships? Is this true in your life? Give examples.
- Compare what Anne longs for after the war to the desires of the others in hiding. 
  - Anne: ride a bike, laugh, new clothes, a bath, friends; Mrs. Van Daan: to be home with her possessions; Peter: to go to a movie; Mr. Dussel: his dental practice.
- How would you characterize most of the things Anne desires? Not monetary or possessions. She longs for simple pleasures which freedom affords.
- What does this say about her character? Answers vary

**Objective**

- To appreciate group dynamics.

**Materials**


**Homework**

- Read Act II, Scene I.
- Add to journal: disgruntled, foreboding, forlorn, inarticulate, onslaught.

**Activities**
1. Have students write a limerick about someone else in the class.

2. Explain the significance of Hanukkah. Hanukkah, known as the Festival of Lights, commemorates the victory of the Maccabees, a heroic group of Jewish fighters over the Syrians in 165BC. Antiochus IV, the king of Syria, tried to stop observation of Judaism; a miracle occurred when an oil lamp in the temple in Jerusalem burned for eight days when there was only a one day supply of oil. Jews light the menorah, sing holiday songs, and exchange gifts for each of the eight days to commemorate this time.

- **How does the Maccabees fight contrast with the peril of Jews in hiding during the Holocaust?** They exhibit courage in the face of oppression and don’t know what will happen to them.

3. Discuss Act I, Scene V:

- **Based upon Mr. Dussel’s unfamiliarity with Hanukkah tradition, what can you surmise about his religious background?** He’s a non-practicing Jew.

- **Why would religion become more important at this time?** It’s a tie to the past, provides a hopeful message, provides meaning in a situation of despair.

- **Compare Mrs. Franks’ dismissal of a nostalgic remembrance of Hanukkah and its presents with her desire just to be alive and together with her family.** Remind students that Otto Frank was a highly assimilated Jewish man who gave Anne Christmas presents.

- **How does Anne’s action lend a festive mood to the family’s celebration?** She gives each person a recycled present and writes original poems.

- **Examine the poem’s composition; it’s a limerick containing five lines with a rhyme scheme of AABBA.** Anne gives her mother ten hours of unquestioningly obeying her; what is Anne trying to say to her mother through this gift? *She tries to make amends for her behavior by no longer constantly disagreeing and questioning what she says. Anne realizes that she’s hurt her mother.*

- **How does her mother’s reply suggest that she understands?** *She tells Anne that this is the most precious gift she’s ever received.*

- **How does Mr. Dussel break the festive mood during which the inhabitants treat each other better than we’ve seen?** *He teases Peter, which sends him off to his room since he is embarrassed. The suggestion that Anne has noticed him physically maturing is both...*
flattering and makes him self-conscious.

- Anne’s gift to her father is a scarf of many colors of wool. Ask students the other time when the scarf appeared in this play. In the opening scene of the play Mr. Frank finds it hanging on a nail and puts it on.

- Why is that scarf even more meaningful in the first scene than when he receives it? He knows that Anne is dead, and this is one of the few items he has from her.

- Even though the group seems to be having a good time, there are real tensions living together. Mr. Dussel has an allergy (real or imaginary) to the cat and Mr. Van Daan complains that the cat is eating too much when he’s the one stealing food from the pantry.

- How does the reality of discovery put a damper on the celebration, and what do the inhabitants realize? The group goes from joy to fear because of noises downstairs. They realize if it’s the police, there is nothing they can do. They are totally defenseless since they have no escape plan and nowhere to go.

- How does each of the characters react to this situation? Mr. and Mrs. Van Daan panic and think all is lost; Mr. Frank operates rationally and thinks it might be a thief. Anne faints.

- Does Mr. Frank do the right thing by going downstairs or should he have waited the two days until the helpers come to work? He feels they need to know and may imagine something worse than what actually has happened.

- What more do we learn about Mr. Van Daan and Mr. Frank in the way they react during this crisis? Mr. Van Daan panics and blames Peter for making noise when he falls off a chair. Mr. Frank stays calm and accepts what happens as it comes.

- Do you agree or disagree that a crisis brings out the best and the worst in human beings? Explain.

- How does this scene add drama to the plight of the inhabitants? We know that capture is worse than hiding. It also foreshadows what will happen. It shows that the only alternative for them is turning themselves in; they are totally vulnerable.

- Contrast the feelings generated by the song and prayers with that of fear. The authors provide both highs and lows in one scene.

- How does this affect the audience? It heightens dramatic tensions.

- Does this incident make the situation more dangerous? Someone knows that there are
people living in this building and will bargain this information to the police to get himself out of trouble.

- Have students reassess their earlier perceptions of character traits; are there any impressions that need to be changed or modified? Discuss which of Anne’s actions are typical of teenage girls, which are not typical.

ACTIVITY SEVEN

Objectives

- To realize how stress affects people in different ways.
- To see the changes in Peter’s and Anne’s relationship.

Materials


Homework

- Read Act II, Scene II.
- Add to journal: animation, brassiere, gauntlet, indignant, intuition, meticulously, solitaire
• Ask students the purpose behind the playwright’s using Anne’s reading from her diary. (It’s a device to personalize the story by using Anne’s own words, and it moves the action.)

Activities

1. Discuss Act II Scene I:
   • There are two major influences impacting Anne’s life, stress and her emerging maturity. Discuss some of the ways in which stress affects individuals in tension-filled situations. Physical symptoms: headache, rash, bad mood, insomnia, over reaction to situations
   • How does Anne react? Previously, she is an outspoken critic of her mother, but now she realizes that she doesn’t understand her mother. She realizes that she needs her to be more a role model than a friend.
   • What are some ways puberty affects individuals? Moodiness, uncertainty, revelations.
   • Do students agree with Anne that adolescents become introspective? Uncertain of themselves?
   • Anne dreams of being free; how do you feel when Anne sniffs Miep’s coat and says she can “smell the wind and cold” on her coat? She’s desperate for the simple pleasures in life, freedom from captivity and hiding.
   • Why is Miep’s bringing cake a major occurrence? Given the shortage of items such as flour and sugar which are rationed, Miep had to forego something else in order to bake it.
   • Has Mr. Van Daan changed at all? He’s concerned about getting the largest slice he can and continues to be greedy.
   • What’s implied in Mr. Dussel saying that Mrs. Frank should cut the cake? The Van Daan’s aren’t honorable.
   • How does Mr. Frank continue his role as a mediator? Instead of accusing the Van Daan’s of being greedy, he says all of them are guilty in anticipation of a treat.
   • Why would he do this? He tries to prevent accusations and fighting which would be bad for everyone in the Annexe.
   • How are Miep and the others the lifeline for those in hiding? They provide food, necessities, news, and other requirements for life.
   • Is Mr. Van Daan justified in selling his wife’s coat? He’s selling something that doesn’t
belong to him against his wife’s wishes in order to have money for cigarettes. Yet she’s unable to wear it since she spends her time indoors.

- Why does Peter come to his mother’s defense? His father doesn’t treat him well either.
- In what way are the Van Daan and Frank families similar and different from your family?
- Why do the inhabitants and helpers have a real problem with Carl’s veiled threats? At best he may be blackmailing them; at the worst he could turn them in.
- What are the problems if they begin to pay him? He could potentially increase the amount, and they don’t have unlimited extra funds to pay him.
- Do you think Mr. Franks’ idea of offering him half of what he had asked makes sense? It’s the only way to find out what he really wants and what he knows.
- What alternatives are available other than paying him? Calling his bluff, threatening to involve him if he turns them in.
- How is Dussel’s reaction expected and Margot’s unexpected? Dussel blames others, while Margot, feeling depressed by the pressure, wants this experience to end.
- In what ways is anticipation worse than actuality? Often imagination is more horrific than reality; in this case, the reality is as horrific as might be imagined.
- In what ways does Anne put into words what she, Peter, and Margot are feeling? The young usually pay for the sins of their elders which isn’t fair. They are suffering in a world that they didn’t help to create.
- In what way does the close proximity amplify generational conflicts? There’s no place to escape from parental questioning, no privacy
- Are there any such conflicts in your own life? If so, how do you cope with them? Do you agree with Anne, “...although it may sound pretty mad from an adolescent, I feel more of a person than a child, I feel quite independent of anyone.”?
- How is Peter’s interaction with her different than earlier? He admires how she says what she feels and comes to show her support for standing up to the adults who don’t understand how they’re feeling.
- What aspects of Peter’s personality are emphasized? His sensitivity, shyness
- How does Anne respond? She has trouble believing that although her relationship with her father is the most important in her life, one person can’t take the place of school, friends, and
living one’s life.

- In what ways does she seem more mature than she was a year and a half ago? She understands that both she and her mother are responsible for their relationship. She realizes she needs to speak with someone closer to her age who can empathize with her.

- Does it seem unusual that Anne and Peter, who were at odds, are now able to talk as friends? Relationships change over time and both of them are evolving as they go through adolescence.

2. Consider doing a Venn diagram showing similarities/differences between Anne and Peter.

**ACTIVITY EIGHT**

**Objective**

- To understand how Anne copes with her growing infatuation.

**Materials**

Activities

1. Discuss Act II Scene II:
   - Before the scene even starts, we know that Anne and Peter are “involved” with each other. What changes are we aware of in the stage directions? *They are dressing with care as if they were going on a date.*
   - How do Mr. Dussel and Mrs. Frank react to the pre-date ritual? *Dussel is angry as he is in most interactions; Mrs. Frank cautions her to behave so that she doesn’t leave herself open to criticism.*
   - How does she react? *She closes the door anyway.*
   - Does Margot’s reaction to Anne’s friendship with Peter surprise you? Why or why not? *Margot realizes that she’s not attracted to Peter.*
   - Does Anne appear to be over-reacting? In what ways?
   - Is she magnifying their relationship out of proportion? If she is, why does this seem understandable? *They only have each other for companionship.*
   - Mrs. Van Daan refers to dating customs when she was young; why are those standards irrelevant? *Not only have times changed, but also the circumstance in which they find themselves isn’t the usual dating scene.*
   - Anne says that Peter has an inferiority complex. What is this? *Feeling that one is below the desired standard.*
   - Peter says he’s not too smart; how does Anne try to build up his self-image? *She tells him that he’s much brighter than she is in math.*
   - Discuss the correlation between Peter’s lack of self-confidence and his relationship with his parents.
   - Compare the adjectives Anne uses to describe herself in 1942 and 1944. Compare yourself to the way you were two years ago. Can one really assess the changes in oneself?
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<th>1942:</th>
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<td>darling, spoiled, cute, amusing, smiling, questioning, flirty, coquettish, honest, industrious, frank, generous, unconceited, superficial, unhappy, deserted</td>
<td>wise, critical, serious, thoughtful, envious changeability, incomplete, lonely, quieter</td>
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- **Why are Peter and Anne attracted to each other in 1944 as opposed to 1942?** *Peter wanted solitude in 1942*
- **What insight does Anne develop about Peter when she decides to know him better?** *He’s uncertain, shy, unsure of himself, on the verge of manhood; he’s a deeper thinker than she thought.*
- **What does Anne’s realize about Peter?** *He’s more tender; previously she dismissed him as a mama’s boy.*
- **What adjectives would you use to describe Peter and Anne’s relationship in this scene?** *Tender, hesitant, nervous, exploratory, fearful, innocent.*
- **Why do you think they spend so much time talking about kissing instead of doing it?** *They’re afraid to act.*
- **When Anne receives her first kiss from Peter, it’s an event of happiness for her; however, it points out differences between our own times and conditions and hers.**
  - **What are some of the contrasts which are apparent?** *Anne and Peter have a limited choice of partners resulting from being in hiding. Then people wouldn’t kiss unless their relationship was serious; today youngsters know much more about sex but often are no more able to make mature decisions about it.*
- **What are some similarities?** *They want to share more confidences, the real world of school and obligations interrupt, fears of where a kiss can lead.*
- **Are you surprised Anne is described as “dazed” after the kiss; does it seem too dramatic? How would you expect her to act?**
- **Does Anne’s kissing of Mrs. Van Daan seem realistic? Does the last part of this scene
seem too theatrical? Why? Why not?

- Anne feels a change coming over her as a result of being involved. Discuss the physical and emotional changes which result from her growing emotions. Anne feels happy, has great energy; each day seems easier when she has someone with whom to share her emotions.

- The residents look forward to the “invasion.” What is it? Allied troops landing in France and eventually liberating other countries invaded and controlled by the Germans.

- What would this mean to the Annexe? Freedom.

ACTIVITY NINE

Objectives

- To appreciate the growing tensions resulting from confinement.
- To understand the impact of D-Day on morale.

Materials

**Homework**

- Read Act II, Scene IV.
- Add to journal: *fixedly, ineffectually, orthodox*

**Activities**

1. Discuss Act II Scene III:
   - **How is Mrs. Franks’ response to the revelation that Mr. Van Daan was stealing food an atypical behavior pattern?** *Except for fights with Anne, she was always composed. Now anger gets the best of her.*
   - **Why is she so angry?** *He stole food from the children and broke the trust of all in the Annexe.*
   - **Is her request that the Van Daans leave fair since Peter and Mrs. Van Daan aren’t stealing?** *She expresses all her pent up anger and seems to overreact to the situation.*
   - **Does her idea of a punishment fit the crime? Is she rational enough to make such a demand at this time?** *Decisions made in anger often are irrational.*
   - **How does Mrs. Van Daan react?** *She defends her husband and makes excuses for his behavior.*
   - **How do the children respond to this display by their elders?** *Peter says he’ll leave if his father can’t remain; Anne tries to intercede so that Peter remains; Margot supports Anne.*
   - **In what way does Anne reach out to Mr. Van Daan?** *She helps him to the bathroom.*
   - **Does this surprise you? Why? Why not?**
   - **How do the other adults respond?** *Mr. Frank is disgusted that they can’t get along and is embarrassed for Miep to see this kind of behavior; Mr. Dussel’s only concern is his food.*
   - **What are the continuing deprivations resulting from the war?** *Church bells are melted down to be used for guns, clothing is produced for military use. With regard to books, magazines, and newspapers, all are censored by the German authorities.*
   - **What are the implications of these shortages for those in hiding?** *Less for the helpers to buy on the black market.*
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- **What is the significance of the invasion?** *The Nazis will be pursued from both the east and the west, to Jews it will mean liberation.*

2. Explain that during the war, the Dutch government and its king and queen go to England, and the British hold a daily radio broadcast in Dutch so people could learn what really happened. The German government slants and censors the news. Does this type of effort happen today? Whenever there’s a political broadcast, we wait to hear the “spin” put on it. How is that different from what we call propaganda? Have students look up the definition.

3. Have pairs of students write a news story pertaining to the invasion. Have one write from an English paper and another from a German newspaper.

4. Discuss the irony of the playwrights juxtaposing the depths of the relationship of the inhabitants with the joyful/hopeful news about D-Day.

- **How do you explain Mr. Van Daan’s feeling of shame and Anne’s regret for her behavior toward her mother?** *At such a happy time they feel a need to apologize for behavior about which each is ashamed.*

- **Why does Mrs. Frank forgive each?** *These conflicts seem less important in light of their hope for early freedom. The residents need to deal with their emotions; they are frustrated, in despair, never expected to be in hiding at this point.*

- **What would you miss most if you had to be confined?** *Answers vary*

- **What hiding places might be worse?** The teacher might assign memoirs in which survivors are hidden. Some examples are *Behind the Secret Window*, Toll; *The Island on Bird Street*, Orlev; *The Upstairs Room*, Reiss.

- **How does Anne deal with her unhappiness?** *She realizes that writing is her outlet; she thinks about her impressions and feelings of the previous years. She feels she has taken what has happened too seriously, especially her mother. What does this tell you about Anne?* She has matured. She realizes that she has caused her mother pain, has learned to keep her feelings to herself, and knows how much better/less hurtful it is to write than to verbalize. She realizes that she needs a mother who is less friendly and more of a role model.*
To appreciate ways to overcome despair.
To understand the strains experienced by those in hiding.

### Materials


### Activities

#### 1. Discuss Act II Scene IV:

- **As in the previous scene, emotions are emphasized through contrasting moods.**
  
  Correlate the emotions in the Annexe with the music in the background. How does this emphasize the irony of this scene? *Happy music juxtaposed with anxiety and fear of those in hiding. Of course, no music was played in the Annexe.*

- **Mr. Van Daan chides his wife for her refusal to flee and leave their possessions; why do people blame or express recriminations at times of despair?** *They are frustrated, ineffectual in changing what’s happening; life is outside their control.*

- **In Act I, Scene 2, Mr. Frank encouraged Anne to use her imagination to help her escape from confinement. How does Anne help Peter overcome his despair? How does imagining flowers make their imaginary walk seem real?** *She uses flowers he knows and helps him to imagine the serenity of nature.*

- **Do you think that Anne’s story illustrates her belief that “People are really good at heart”? Justify your answer.** *This quotation is a favorite and is one of the themes of the book. Discuss what you think Anne meant by this. Was she thinking of the human race as a whole, her perpetrators, or her immediate family and friends? Cite Anne’s other heartfelt observations such as, “…I hear the ever approaching thunder, which will destroy us too…” Why is the first quotation more popular?*

- **Why is it ironic that the playwrights place the quotation for which Anne is best remembered just before the Annexe is raided?** *Discuss how the diary in reality does not*
end here. Anne speaks about people being good; yet they are about to be arrested and sent
to the place where she will die after having been denounced by another person who wasn’t a
good person. Ask students what reason they think Goodrich and Hackett would want to
end the play this way.

- How does Mr. Franks’ optimistic nature reveal itself even in this dark hour? He urges
  them not to give up hope; the invasion has taken place and liberation will follow in a
  relatively short time.

- Explain that “artistic license” is taken in this scene; there weren’t telephone calls,
sirens, screeching brakes. A German officer and four Dutch police came to the house
and knew exactly where to look for the hiding Jews.

- Given five minutes to pack a bag, what would you take? Why doesn’t Anne pack her
diary? There are more important things to take such as food and clothing.

- Why is this scene the climax of the play? It presents the greatest dramatic tension; the
  helpers haven’t visited, the phone keeps ringing, the fear of discovery has reached its peak.

- What other scenes showed tension? Answers vary

- How has Anne changed by the end of the play? Answers vary

- What has she learned? Answers vary

- What has she taught others? Answers vary
• To learn the fate of those in hiding.
• To suggest culminating activities.

Materials


Homework

• Have students chose a project activity and complete it.

Activities

1. Discuss the end of the play. Explain that although the playwrights indicate that it was the thief who betrayed them, recent scholarship has challenged this belief. Melissa Müller in her 1998 book, Anne Frank the Biography, suggests that the cleaning woman, Lena Hartog, who knew of the presence of the hiding Jews, passed the information to the police.

• How is the use of the flashback and the movement of time to the present an effective technique for a play? It allows someone in the present to fill in missing details; in this case what happened after they were arrested in the Annexe.

• What is ironic about Mr. Frank saying that the Nazis sent him from Auschwitz to various camps so he’d be safe? His safety would have been earlier liberation by the Allies.

• What finally convinces him that Anne wouldn’t be coming home? He meets someone who was with her in Bergen-Belsen at the time of her death.

• Otto Franks’ character displays classic symptoms of denial. In what ways is the capture just the beginning of the story for the Franks? They will be sent to the infamous death camp of Auschwitz and other concentration camps where all except Mr. Frank will die. Peter will make it through Auschwitz to die on the death march.

• What is the contrast between the public and private Anne who matures during the two years of her diary? Public: giddy, clown, superficial, strong, masking feelings, indifferent Private: sentimental, serious, emotionally frail.

FINAL WRITING PROJECTS
Directions: Select ONE of the FIRST seven topics and ONE from the A-F topics.

Choose One Activity:

1. Most people have heroes. Think about three attributes in a hero that inspire you. In a five-paragraph essay, explain the attributes you respect in a hero and select a contemporary person who fits these qualities.

2. View any Anne Frank movie and compare/contrast it to the book or the play in a five-paragraph essay. Remember to have a pre-writing Venn diagram included.

3. Write a five-paragraph persuasive essay that defends why Anne’s story is a triumph, a tragedy, or both.

4. We see symbols that stand for ideas, beliefs, even countries. Think about symbols you see everyday. Write a five-paragraph persuasive essay which explains a how Anne has become a symbol of positive beliefs.

5. It was very difficult to live in confinement. Think about all of the characters in the Annexe. Discuss in a five-paragraph essay which character adjusted best or worst to the prolonged confinement and why.

6. Re-invent an ending for Act II, Scenes 4 and 5. (Don’t forget to write stage directions).

7. Anne says in Act II, Scene 3 that she wants to go on living after her death. Discuss in a essay how has this happened.

Choose ONE activity:

A. Write a letter to the Board of Education asking them to rename your school after Anne Frank, providing three reasons why this should occur.

B. Construct three Venn diagrams:
   1. Compare and contrast Anne at the beginning of the story and at the end
   2. Compare and contrast Anne and Peter
   3. Compare and contrast Anne and her mother.

C. Create an advertisement for middle school students enticing them to read the diary.

D. Create two original poems which use symbolism, metaphors, and imagery. One poem should be written from the persona of Anne and one poem from the persona of Peter.

E. Take out the KWL activity done on the first day of this unit and in two paragraphs discuss what you have learned in comparison to your expectations.

F. Create a TV commercial that promotes tolerance and anti-prejudice. Before you begin, think about what is promoted in today’s television and build on it. Write a script for the commercial.