

Anne Frank: The Diary of a Young Girl

Grade Level or Special Area: Seventh Grade

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Length of Unit: Eight lessons, two-three 60-minute class periods per lesson, four weeks total

I. ABSTRACT

There are very few people in the world who have not heard of Anne Frank; she is the Holocaust's most famous victim. The challenge is to link her life with the lives of our students so that the reading of her diary is a profound experience. Throughout this unit, students will explore several themes that are present in Anne Frank's diary. The students will spend time applying these themes to their own life to draw a connection to a little girl and a life that seem unimaginable. As this is happening, students will be writing a journal of their own to explore the triumphs and challenges in their own lives.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
- B. Content from the *Core Knowledge Sequence*
 - 1. English: Fiction, Nonfiction, and Drama: *Anne Frank: The Diary of a Young Girl* by Anne Frank, translated from the Dutch by B.M. Mooyart
- C. Skill Objectives
 - 1. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - 2. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - 3. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - 4. Students will be able to find support in the text for main ideas (7.1.F).
 - 5. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Anne Frank: The Diary of a Young Girl* by Anne Frank, translated from the Dutch by B.M. Mooyart-Doubleday
- B. For Students
 - 1. World War I: The Great War (7th Grade, *Core Knowledge Sequence* page 162)
 - 2. Geography of Central and Western Europe (7th Grade, *Core Knowledge Sequence* page 163)
 - 3. World War II (7th Grade, *Core Knowledge Sequence* page 165-166)

IV. RESOURCES

- A. *Anne Frank: The Diary of a Young Girl* by Anne Frank, translated from the Dutch by B.M. Mooyart (Lessons One, Two, Three, Four, Five, Six, Seven, and Eight)
- B. *Core Knowledge Sequence* published by the Core Knowledge Foundation (Lessons One, Two, Three, Four, Five, Six, Seven, and Eight)
- C. www.remember.org (Lesson One)

V. LESSONS

Lesson One: The Background (two fifty-minute sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl*, pp. 269-275, pp. 1-30
3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).

B. *Materials*

1. One copy of the diary for each student and the teacher
2. One copy of Appendix A for the teacher
3. One copy of Appendix B for the teacher
4. One copy of Appendix C for each student
5. One copy of Appendix K for the teacher
6. One copy of Appendix O for each student
7. One copy of Appendix N, page 1 for each student

C. *Key Vocabulary*

1. Ardent – (*adj.*) *intensely enthusiastic or devoted; zealous*
2. Superfluous – (*adj.*) *more than is needed*
3. Trivial – (*adj.*) *unimportant; insignificant*
4. Obstinate – (*adj.*) *stubborn*
5. Gaudy – (*adj.*) *bright and showy, but lacking in good taste*
6. Rations – (*n*) *a fixed portion or share*
7. Ludicrous – (*adj.*) *so absurd, ridiculous as to cause or merit laughter*
8. Melancholy – (*n*) *sadness or depression of spirits*

E. *Procedures/Activities*

1. Write the word “racism” on the board.
2. Instruct students to think for two minutes about how racism has impacted their lives.
3. After two minutes, pair students and instruct them discuss their findings.
4. Have students record this information on Appendix N, page 1.
5. Lead an all class discussion on the findings and record on the board.
6. Discuss racism against Jews before, during, and after the war (see Appendix A).
7. Hand out Appendix O to students.
8. Read the Afterward p. 269-275 of the novel aloud to the students or instruct specific students to read aloud.
9. Fill in Appendix O as appropriate.
10. Silent read pages 1-30 for 20-30 minutes. Assign Appendix C and use Appendix K to correct.

- E. *Assessment/Evaluation*
1. Instruct students to write a paragraph using the information they have compiled onto their T-chart
 2. Appendix B
 3. Work on Appendix N, page 1: Culminating Activity

Lesson Two: Family and Relationships (two fifty-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
 2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp. 30-60
 3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F)
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).
- B. *Materials*
1. One copy of the diary for each student and the teacher
 2. One copy of Appendix D for each student
 3. One copy of Appendix K for the teacher
 4. One copy of Appendix B for the teacher
 5. One copy of Appendix P for the teacher
 6. One picture of family or close friends (provided by the students)
 7. Access to a computer lab if students do not have personal computers
 8. Appendix N, pages 2 and 3
- C. *Key Vocabulary*
1. Fascist – (n) *one who practices Fascism*
 2. Fate – (n) *final outcome*
 3. Modest – (adj.) *behaving in a way that is considered proper*
 4. Optimism – (n) *belief that good will ultimately overcome evil*
 5. Persevere – (v) *to continue in some course of action, in spite of difficulty*
 6. Pious – (adj.) *having or showing religious devotion*
 7. Pride – (n) *respect for oneself*
 8. Sacrifice – (n) *to give up something valued for the sake of something having a more pressing claim*
 9. Vile – (adj.) *degrading; low; mean*
- D. *Procedures/Activities*
1. Before students enter the room, have an anecdote to share with the class about your own family and/or a close friend...and a picture.
 2. Begin class by telling the anecdote and slowly lead students into sharing their own memories.
 3. Allow time for about 4-5 students to share, approximately 10-12 minutes.

4. Allow 10 minutes for students to write down a very specific memory about the members of the family that appear in the picture; this should be written on Appendix N, page 2.
 5. This can be challenging, so it is advised that you walk around the room and probe students with the questions on Appendix P so that their memories are as specific as possible.
 6. Anyone who does not complete this task in the time allowed may complete it for homework.
 7. Once the time is up for the writing activity, lead class into a discussion on Anne's feelings about her family and feelings about other members of the group (the reading questions can be used as a guide).
 8. Appendix B is also helpful to lead students to specific pages and quotations where Anne discusses her family and the relationships between other members of the Annex.
 9. Silent read pages 30-60 for 20-30 minutes. Assign Appendix D and use Appendix K to correct.
- E. *Assessment/Evaluation*
1. Typed memory
 2. Work on Appendix N, pages 2 and 3: Culminating Activity

Lesson Three: Education in the Annex (two fifty-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
 2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp. 60-90
 3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).
- B. *Materials*
1. One copy of the diary for each student and the teacher
 2. Dry erase marker
 3. One copy of Appendix E for each student
 4. One copy of Appendix K for the teacher
 5. One copy of Appendix B for the teacher
 6. One copy of Appendix L for each student
 7. One copy of Appendix M for the teacher
 8. Appendix N, page 4
- C. *Key Vocabulary*
1. Dejected – (*adj.*) in low spirits; depressed
 2. Emancipation – (*n*) release from bondage

3. Indifferent – (*adj.*) *having or showing no concern*
 4. Passive – (*adj.*) *taking no active part*
 5. Procure – (*v*) *to obtain*
- D. *Procedures/Activities*
1. Before students enter into the room, write the following quotation on the board: “Education makes one easy to lead, but difficult to drive; easy to govern, but impossible to enslave.”
 2. Pass out copies of Appendix N, page 4.
 3. Ask students to journal for 5-10 minutes on the meaning of this quotation as it applies to them.
 4. Allow students time to share out loud or with a partner.
 5. Lead students in a discussion of the different types of items that Anne studies while in the Annex (see Appendix K for helpful pages).
 6. Silent read pages 60-90 for 20-30 minutes. Assign Appendix E and use Appendix K to correct.
- E. *Assessment/Evaluation*
1. Journal
 2. Appendix E
 3. Appendix L: Quiz on pages 1-60
 4. Work on Appendix N, page 4: Culminating Activity

Lesson Four: Love (two fifty-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
 2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp. 90-105
 3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).
- B. *Materials*
1. One copy of the diary for each student and the teacher
 2. Copies of Appendix F for each student
 3. Copies of Appendix K for the teacher
 4. One copy of Appendix B for the teacher
 5. Appendix N, page 8
- C. *Key Vocabulary*
1. Cease – (*v*) *to stop*
 2. Disperse – (*v*) *to scatter abroad*
 3. Evoke – (*v*) *to call forth or summon*
 4. Incessant – (*adj.*) *non-stop*
 5. Industrious – (*adj.*) *skillful or clever; hard-working; diligent*

6. Proficient – (*adj.*) *highly competent; skilled*
 7. Shudder – (*v*) *to shake or tremble suddenly*
- D. *Procedures/Activities*
1. Before students come into the class, write on the board, “Who do you have a crush on?”
 2. Instruct students to take out a piece of paper.
 3. Tell them that they are to write a love letter to someone on whom they have a crush. No one will read these.
 4. Allow students 10-15 minutes to write the letter, while you write one of your own.
 5. Once the students are finished begin a discussion of Anne’s experiences with love in the Annex.
 6. Ask students to turn in their books to page 131. Read to them the passage “It gave me a queer feeling.....can’t you look beyond this ridiculous chatter?”
 7. Ask students how Anne could still experience the feelings of a crush in the midst of one of the most difficult times of her young life.
 8. Ask students to ponder whether or not she would feel the same toward Peter if they were not in hiding.
 9. Ask students if they ever had difficulty concentrating on the “real” world around them (i.e. school, parents, homework) when they had a crush on someone. Try to tie this in to the reason why Anne’s crush actually helped her through the difficult time.
 10. When the students are finished allow them time to go through the diary to find other times when Anne discusses her feelings about Peter (see Appendix K) and record those on Appendix N, page 8.
 11. Silent read pages 90-105 for 20-30 minutes. Assign Appendix F and use Appendix K to correct.
- E. *Assessment/Evaluation*
1. Work on Appendix N, page 8: Culminating Activity
 2. Appendix F

Lesson Five: Coping in the Annex (two fifty-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
 2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp. 105 (bottom)-150
 3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).
- B. *Materials*
1. One copy of the diary for each student and the teacher

2. One copy of Appendix G for each student
 3. One copy of Appendix K for the teacher
 4. One copy of Appendix B for the teacher
 5. Appendix N, page 5
- C. *Key Vocabulary*
1. Astonish – (v) to fill with wonder; to surprise
 2. Haul – (v) to pull with force
 3. Inquisitive – (adj.) eager to learn
 4. Manifest – (v) to appear to the senses; to show itself
 5. Noble – (adj.) having excellent qualities
 6. Spite – (n) mean or evil feeling toward another
 7. Tact – (n) delicate perception of the right thing to say or do without offending
 8. Tolerant – (adj.) having or showing tolerance
- D. *Procedures/Activities*
1. Ask students to find a section in their books that explains an aspect of the “daily grind” that the Franks and VanDaans experience; you may want to use the listed pages in Appendix B to guide them.
 2. Ask 4-5 students to read their passages out loud to the rest of the class.
 3. Ask students to think for one minute on the following question: How do the daily routines of life help the families cope with living under such duress?
 4. Allow students three minutes to discuss their findings with a partner.
 5. Ask for volunteers to share their conclusions with the class.
 6. As the students to share, lead them to the underlying reasons (ex: keeps minds busy, gives them comforts of home, reminds them that life is not over, gives them a purpose to daily life, gives them hope).
 7. Record this information on the board.
 8. At the end of this discussion, have students choose the one reason toward which they feel most strongly and have them find three pieces of evidence from the text that support their findings.
 9. Use Appendix N, page 5 for the students to record their ideas.
 10. Silent read pages 105-150 for 20-30 minutes. Assign Appendix G and use Appendix K to correct.
- E. *Assessment/Evaluation*
1. Work on Appendix N, page 5: Culminating Activity

Lesson Six: Anne’s Duality (two fifty-minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
 2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp. 151-181
 3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).

- e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).
- B. *Materials*
- 1. One copy of the diary for each student and the teacher
 - 2. Copy the quotation from #4 of Procedures/Activities onto an transparency sheet
 - 3. Overhead projector
 - 4. One copy of Appendix H for each student
 - 5. One copy of Appendix K for the teacher
 - 6. One copy of Appendix B for the teacher
 - 7. Appendix N, page 6
- C. *Key Vocabulary*
- 1. Attentive – (*adj.*) *paying attention; observant*
 - 2. Bliss – (*n*) *great joy or happiness*
 - 3. Humane – (*adj.*) *having what are considered the best qualities of human beings; kind, tender, merciful, sympathetic*
 - 4. Oppressive – (*adj.*) *cruelly overbearing; tyrannical*
 - 5. Reign – (*v*) *to rule over*
 - 6. Tedious – (*adj.*) *tiresome, boring*
- D. *Procedures/Activities*
- 1. Before the students enter the room, write the following question on the board: When will my reflection show who I am inside?
 - 2. Tell a personal anecdote of a time when you felt misunderstood by your parents and ask the students to do the same.
 - 3. At this point in the novel, the students should have some feelings toward Anne’s sense of duality.
 - 4. Show the following quotation on the overhead from page 265: “Little bundle of contradictions. That’s how I ended my last letter and that’s how I am going to begin this one.”
 - 5. Ask students to turn to page 265 and ask one student to finish reading through the top of page 267 with the phrase “...she has disappeared”.
 - 6. Ask students to create a letter to Pim or to Mother in their own words, but from Anne’s point of view, explaining how Anne feels in that specific passage.
 - 7. It is very important that the tone of the letter matches the recipient.
 - 8. Silent read pages 151-181 for 20-30 minutes. Assign Appendix H and use Appendix K to correct.
- E. *Assessment/Evaluation*
- 1. Letter to Mother or Pim
 - 2. Appendix H
 - 3. Work on Appendix N, page 6: Culminating Activity

Lesson Seven: Fear (two fifty-minute sessions)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
 - 2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp.181-210 (middle)
 - 3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).

- b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).
- B. *Materials*
- 1. One copy of the diary for each student and the teacher
 - 2. One copy of Appendix R as an overhead or a poster
 - 3. One copy of Appendix I for each student
 - 4. One copy of Appendix K for the teacher
 - 5. One copy of Appendix Q for the teacher
 - 6. One copy of Appendix B for the teacher
 - 7. Appendix N, page 7
- C. *Key Vocabulary*
- 1. Critic – (*n*) a person who forms and expresses judgments of people or things
 - 2. Earnest – (*adj.*) not petty; serious; important
 - 3. Epidemic – (*adj.*) prevalent and spreading rapidly
 - 4. Feeble – (*adj.*) weak
 - 5. Philosophy – (*n*) a particular system of principles for the conduct of life
 - 6. Precarious – (*adj.*) uncertain
- D. *Procedures/Activities*
- 1. Place Appendix R up for the students to see.
 - 2. As they are looking at it, read Appendix Q.
 - 3. Have students use Appendix N, page 7 to record their thoughts.
 - 4. After you are finished, ask students to try to realize that, while Anne did not mention it much, she must have been feeling a very intense fear.
 - 5. Ask students if they believe that the cost of war is worth the price of freedom.
 - 6. Give students the opportunity to share their feelings with the rest of the class.
 - 7. Refer to the list of pages where fear is mentioned in the diary, choose two or three that you feel are particularly relevant to the course of discussion that your class has taken up to this point.
 - 8. Focus on the small ways in which Anne records her fear and the fear of the others in the annex.
 - 9. Ask students to write a poem from Anne’s point of view about how it would feel in one of the situations discussed above; that challenge with this assignment is the fact that Anne does not express her fears in depth, for the most part; the students should try to express what Anne does not.
 - 10. Silent read pages 181-210 for 20-30 minutes. Assign Appendix I and use Appendix K to correct.
- E. *Assessment/Evaluation*
- 1. Poem
 - 2. Appendix I
 - 3. Work on Appendix N, page 7: Culminating Activity

Lesson Eight: The Final Days (three fifty-minute sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and recognize literature as a record of human experience (Colorado State Standard Number Six).
2. Lesson Content
 - a. *Anne Frank: The Diary of a Young Girl* pp. 210 (middle)-268; pp. 275-283
3. Skill Objective(s)
 - a. Students will be able to determine the main idea or essential message in a text (Colorado Grade Level Expectation 7.1.C).
 - b. Students will be able to make reasonable references from information that is implied but not directly stated (7.1.D).
 - c. Students will be able to infer by making connections between separated sections of a text (7.1.E).
 - d. Students will be able to find support in the text for main ideas (7.1.F).
 - e. Students will be able to read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar (7.6.B).

B. *Materials*

1. One copy of the diary for each student and the teacher
2. One copy of Appendix J for each student
3. One copy of Appendix K for the teacher
4. One copy of Appendix B for the teacher
5. One copy of Appendix S for each student
6. One copy of Appendix T for the teacher
7. One signed copy of Appendix U for each student
8. Appendix N

C. *Key Vocabulary*

1. *Asylum* – (n) *a place where one is safe and secure*
2. *Campaign* – (n) *a series of planned, organized actions for a particular purpose*
3. *Devastation* – (n) *devastation; desolation*
4. *Linger* – (v) *to continue to stay through reluctance to leave*
5. *Scandalous* – (adj.) *offensive to a sense of decency or shocking to the moral feelings of a community*
6. *Superficial* – (adj.) *not profound*

D. *Procedures/Activities*

1. Begin class by reading pages 275-283 out loud with the students.
2. Allow students time to discuss Anne's fate and the fate of her family.
3. Once they are finished, reiterate Anne's dream to go on living even after her death. Ask students to write a letter to Anne telling her all of the ways in which she has lived.
4. Silent read pages 210-268. Assign Appendix J and use Appendix K to correct.
5. Begin to watch the film documentary *Anne Frank Remembered* only when students have finished reading diary. Use questions on Appendix S to guide students. Use Appendix T to correct.

E. *Assessment/Evaluation*

1. Appendix N: Culminating Activity
2. Appendix J
3. Appendix S
4. Letter to Anne

VI. CULMINATING ACTIVITY

- A. Ongoing Assessment: From the moment that Lesson One begins, students will be keeping an ongoing record of the presence of theme in the novel. We will be exploring six major themes. They are spread throughout Anne’s journal entries. Teachers have been provided with a list of places where the theme is present (see Appendix B). During the process of exploring the various themes, students will be asked to revisit entries that they have read to further exploration of each theme. See Appendix N for the reproducible handouts.
- B. Final Essay Test (see Appendix V)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Racist Acts Suffered by the Jews (Lesson One)
- B. Appendix B: Theme Location (Lessons One, Two, Three, Four, Five, Six, Seven, Eight)
- C. Appendix C: Questions for Pages 1-30 (Lesson One)
- D. Appendix D: Questions for Pages 30-60 (Lesson Two)
- E. Appendix E: Questions for Pages 60-90 (Lesson Three)
- F. Appendix F: Questions for Pages 90-105 (Lesson Four)
- G. Appendix G: Questions for Pages 105-150 (Lesson Five)
- H. Appendix H: Questions for Pages 151-181 (Lesson Six)
- I. Appendix I: Questions for Pages 181-210 (Lesson Seven)
- J. Appendix J: Questions for Pages 210-268 (Lesson Eight)
- K. Appendix K: Answer Key for Questions (Lessons One, Two, Three, Four, Five, Six, Seven, Eight)
- L. Appendix L: Mini-quiz for Pages 1-60 (Lesson Three)
- M. Appendix M: Answers for Mini-quiz (Lesson Three)
- N. Appendix N: Culminating Activity (Lessons One, Two, Three, Four, Five, Six, Seven, Eight)
- O. Appendix O: T-Chart for Background Information (Lesson One)
- P. Appendix P: Probing Questions (Lesson Two)
- Q. Appendix Q: *Fear* (Lesson Seven)
- R. Appendix R: Norman Rockwell Poster (Lesson Seven)
- S. Appendix S: Documentary Questions (Lessons Eight)
- T. Appendix T: Answer Key for Documentary Questions (Lesson Eight)
- U. Appendix U: Documentary Permission Slip (Lesson Eight)
- V. Appendix V: Final Essay Test

VIII. BIBLIOGRAPHY

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- C. “Freedom from Fear” [On-line] Available at URL: www.archives.gov/exhibit_hall/powers_of_persuasion/four_freedoms/images_html
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- E. Grove, Philip Babcock PhD. *Webster’s Third New International Dictionary*. Springfield, Massachusetts: Merriam-Webster Publishers, 1993. ISBN 0-87779-201-1
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Appendix A

Racist Acts Suffered by the Jews

- 1933
 - The first concentration camp is erected at Dachau
- 1934
 - Hitler becomes the leader of Germany
 - The selling of Jewish newspapers in the streets is forbidden
- 1935
 - Jews are stripped of their citizenship
 - Nazis intensify the persecution of people that do not agree with Hitler's philosophy
- 1936
 - Nazis boycott Jewish-owned businesses
 - While the Olympics are being held in Germany, signs against Jews are removed until the completion of the games
- 1938
 - "Kristallnacht", or the Night of Broken Glass, causes terror throughout the Jewish community, Nazis terrorized them – 30,000 were arrested on this one night
 - Jews required to carry ID cards and all Jewish passports are marked with a "J"
 - Jews are no longer able to head businesses or attend social events, such as plays and concerts
 - All Jewish children are sent to Jewish schools
 - Jewish businesses are shut down
 - Jews must hand over drivers' licenses and car registration, as well as jewels and securities
- 1939
 - WWII begins
 - Hitler orders curfew on Jews
 - All radios must be relinquished to the police
 - All Jews must wear a yellow Star of David
- 1940
 - Jews forced to move from their homes into ghettos
 - Jews are deported to Poland and the first mass murders begin
- 1943
 - About 80-85 percent of all the Jews that will die during the Holocaust have already been exterminated
- 1944
 - Hitler takes over Hungary, where he sends 12,000 Jews to Auschwitz each day to be murdered
- 1945
 - Hitler is defeated
 - Concentration camps are emptied

Appendix B Theme Location

Love: 5, 11, 125, 126, 128, 131, 132, 133, 135, 138, 140, 145, 152, 153, 156, 160, 165, 166, 167, 171, 184, 190, 194, 210-211, 217, 218, 219, 235, 249

Relationships: 2, 3, 24-27, 29, 30, 32-33, 38, 43-45, 62, 65, 68, 77, 78, 86, 93, 94, 99, 100, 101, 102, 104, 105, 109, 111, 112, 117, 118, 122, 124, 126, 128, 129, 131, 132, 133, 135, 136, 144, 152, 155, 158, 162, 163, 164, 165, 172, 173, 174, 175, 176, 177, 179, 180, 181, 182, 187, 188, 189, 190, 194, 202, 203, 205, 210, 211, 215, 219-220, 221, 224, 228, 234-235, 249, 251-252, 255, 260-262

Fear: 64, 68-69, 72-74, 81, 91, 92, 98, 107, 109, 114, 115, 125, 147, 151, 175, 186, 189, 192, 200, 201, 202, 203, 204, 212, 223, 241-242, 248-249, 251, 263-264

Coping and War News: 23, 27-29, 30-31, 35, 36, 37, 41, 47, 51, 53, 58-59, 67, 68, 70, 71, 72-74, 78, 79, 83, 84, 90, 91, 92, 93, 96, 97, 98, 102, 104, 106, 108, 112, 120, 122, 123, 124, 133, 136, 138, 144, 145, 148, 149, 157, 158, 168, 170, 171, 173, 174, 175, 178, 180, 186, 188, 192, 195, 196, 199, 200, 201, 202, 203, 206, 207, 209, 213, 214, 215, 223, 226, 229, 237-241, 243, 244, 257, 264

Education: 6-7, 12, 24, 28, 38, 40, 67-68, 75, 85, 99, 113, 116, 117, 143, 155, 166, 185, 197, 213, 216, 232, 236-237, 246-247, 254, 259-260

Duality: 46, 65, 94, 95, 109, 113, 123, 124, 127, 137, 138, 144, 167, 168, 170, 172, 177, 179, 191, 194, 217, 225, 235, 248, 260, 265-267

Appendix C
Questions for Pages 1-30

1. What date is Anne's birthday?

2. What is ironic about the following statement: "It's an odd idea for someone like me to keep a diary...because it seems to me that neither I – nor for that matter anyone else – will be interested in the unbosomings of a thirteen-year-old school girl"?

3. What is Anne's reason for starting a diary?

4. List at least three ways in which Jews were treated differently as stated by Anne in her diary.

5. What is the name that Anne gives her diary?

6. Compare dating in Anne's time to the present day.

7. Who is the first person in the Frank family to be "called up" by the SS?

Appendix D
Questions for Pages 30-60

1. What is Daddy's nickname?

2. Explain your opinion of Mrs. VanDaan.

3. Anne mentions on p. 38-29 the treatment of Jews who did not go into hiding. What sorts of things are happening to them?

4. Why is Anne no longer considered German?

5. Summarize Anne's feelings toward her father.

6. Describe Anne's feelings toward her mother.

7. What is the name and occupation of the 8th person that will join the others in the Secret Annex?

Appendix E
Questions for Pages 60-90

1. What item do the 8 receive as a extra for Christmas?

2. Why are the Dutch (non-Jewish) people afraid during this time?

3. Have you ever felt the way Anne does in her journal entry for Saturday 30 January 1943 – unable to please anyone?

4. Who were the burglars that everyone heard in the attic?

5. Who are Mouschi and Boche?

6. Summarize the events in Thursday 25 March 1943.

7. On Friday 2 April 1943, Anne was cruel to her mother. What did she do?

8. Who is “de Fuhrer” that Anne keeps referring to?

9. Why can't the eight throw away all of their garbage?

Appendix F
Questions for Pages 90-105

1. What are the disadvantages to having a cat in the Annex?

2. Summarize how Anne reacts to the gunfire in the middle of the night.

3. Analyze the importance of the daily routine.

4. When is the only time that people in the Annex do not interrupt each other?

5. Who uses the lavatory the most and why is this the problem?

6. Explain how Dr. Dussel endangered the lives of the Secret Annex.

7. At this point in the novel, who has the most arguments in the Secret Annex?

Appendix G, page 1
Questions for Pages 105-150

1. Explain what Anne means when she says they have freedom after five.

2. What did Peter hold out in front of Mouschi's nose to try to lure him back inside?

3. Three taps signals what event in the household?

4. Who has to go to the hospital for an operation?

5. Analyze the importance of Mr. VanDaan selling his wife's fur coat?

6. How old was Anne when she received her beloved fountain pen?

7. Analyze the reason Anne keeps having dreams about her friend Lies.

8. For what event in Anne's life is she unable to forgive her mother?

9. Why did Anne sew an edge of lace on her blue petticoat?

Appendix H, page 2
Questions for Pages 151-181

9. What did Anne do to avoid the stench of the year-old preserved kale?

10. Who was known as the “Queen of the Kitchen”?

11. What do you think are some of the benefits to Anne keeping a diary?

12. Do you think Anne needs Peter’s friendship as much as Peter needs Anne’s? Explain your answer.

Appendix I, page 1
Questions for Pages 181-210

1. What was Margot's reason for not getting close to Peter?

2. Where was Anne's "second home" within the annex?

3. Analyze the focus the adults have over the radio broadcasts.

4. Why do you think the adults argue so much over politics?

5. Who is jealous of Anne's meetings with Peter and why?

6. How is the moral among the Dutch population?

7. What food is served in the annex at every meal and why?

8. What is the title of the best fairy tale that Anne had ever written?

Appendix I, page 2
Questions for Pages 181-210

9. What was the item Peter and Anne took from Mr. Dussel to the attic? What did this make him angry?

10. What scared everyone about this burglary and why?

11. What aspect of his routine did Mr. Dussel have to change after the burglary?

12. Why do you think Anne wants to be Dutch after the war is over?

13. Explain what Anne means when she said, "...things are just as bad as you yourself care to make them."

14. What did Peter neglect to do that angered Kraler?

Appendix J
Questions for Pages 210-268

1. Explain the way that Anne feels about her first kiss.

2. On page 214, Anne mentions the joy of sitting by an open window to enjoy spring. How do you think she remains so positive?

3. What does Anne mean when she mentions that Peter “has two Anne’s before him”?

4. What is the US equivalent of a florin?

5. What will Anne give her father for his birthday? (see May 9, 1943)

6. Discuss the qualities about Peter that Anne dislikes.

7. Summarize Anne’s philosophy of religion.

8. Why does Anne refer to herself as “a little bundle of contradictions”?

Appendix K, page 1 Answer Key for Questions

Pages 1-30

1. June 12, 1929
2. her diary is read all over the world
3. she has no real friend
4. hand in bicycles, wear yellow star, forbidden to drive, only allowed to shop between 3-5 and only then in Jewish shops, must be indoors by 8pm
5. Kitty
6. Answers may vary
7. Margot

Pages 30-60

1. Pim
2. AMV
3. heads shaved, gassed
4. Hitler has stripped them of their German citizenship
5. she adores him, becomes jealous when he pays attention to Margot
6. Anne feels that her mother isn't really a mother to her
7. Albert Dussel, dentist

Pages 60-90

1. 1/4 pound of butter
2. they are afraid of their sons being sent to the war
3. AMV
4. rats
5. cats
6. AMV – should include something about burglars
7. Anne wouldn't allow her mother to say prayers with her
8. Hitler
9. the warehouse boy might notice the excess garbage and alert the police

Pages 90-105

1. the cat brought fleas to the attic
2. she grabs her pillow and handkerchief, puts on her dressing gown and slipper, then runs to her Daddy's bed to sleep with him
3. the annex has specific times for certain tasks to maintain some sense of normalcy
4. when all of them are sitting around the wireless listening to the BBC
5. Mr. Dussel; there is only one lavatory and he doesn't care if people have to wait for him to finish
6. he had Miep bring him a forbidden book; the book talks badly about Mussolini and Hitler
7. Mr. and Mrs. VanDaan

Appendix K, page 2 Answer Key for Questions

Pages 105-150

1. once the workers in the warehouse go home for the night, they don't have to worry about being so quiet and they can use the other rooms
2. a piece of bread
3. it is time to eat
4. Mr. Koophuis
5. the VanDaans were running out of money for food so they had to sell of the fur coat
6. 9 years-old
7. Anne feels guilty about not liking her own situation when she knows that Lies is suffering far worse
8. Mrs. Frank and Margot did not include Anne in a trip into town because she had her bicycle; when Anne becomes upset and cries, they laugh at her
9. she was making a dress for practicing ballet
10. AMV
11. by keeping herself busy with many interests, Anne took the focus off of the situation at hand
12. it was comforting to know that other Jews were in the same circumstances and that they were not alone in their struggle
13. the Free Netherlands
14. knowing what was going on in the war gave them an insight into their future
15. they were afraid that the Germans invaded, they would kill everyone

Pages 151-181

1. she is not shy and she is never at a loss for words; she says exactly what is on her mind
2. potatoes
3. Anne doesn't feel close enough to anyone in her family to be able to confide in them; she needs comfort
4. attic
5. projector and Kraler's new portfolios
6. keep you from having your own opinion
7. "The Thinker;" Anne knows how lonely Peter is because he is unable to express himself
8. Anne was used to being the center of attention, but the annex is not place for the admiration of a spoiled child
9. she soaked an old handkerchief in some good scent and held it over her nose
10. Mrs. VanDaan
11. AMV
12. AMV

Appendix K, page 3
Answer Key for Questions

Pages 181-210

1. Margot would want someone who was intellectually stimulating, which in her opinion, Peter was not
2. attic
3. they are able to follow the war and its progress, which brings forth adult discussion among one another; this makes them feel productive
4. AMV
5. Mrs. VanDaan; Anne and Peter have a special relationship
6. they are desperate for food, they are starving and broke; a lot of them have turned to burglaries for money; Dutch have even turned in hiding Jews for food
7. potatoes; there is a shortage of bread
8. *Eva's Dream*
9. one of the cushions that he uses for a pillow; he was angry because he didn't want the pillow to become infested with fleas
10. the burglars made a hole in their swinging cupboard; they were afraid the police would discover them since they couldn't repair the hole from inside
11. he is no longer allowed to sit downstairs in Kraler's office
12. she loves the country and the people; she also thinks that her life is doomed by being a Jew
13. AMV
14. he forgot to unbolt the front door; Kraler and his men could not get into the building; they had to go through a neighbor's kitchen window

Pages 210-268

1. AMV
2. AMV
3. AMV
4. \$.28
5. a story of Ellen the fairy
6. hid dislike of religion, he keeps to himself, he is weak
7. people that have religion should be glad
8. AMV – should include something about her duality

Appendix M
Answers for Mini-Quiz over Pages 1-60

1. her birthday
2. talking
3. Kitty; it felt as if she were writing to a real person
4. Margot
5. Anne feels that nothing she does is correct; she is criticized no matter how she behaves; oppressed
Paragraph: Answers may vary

Appendix N, page 1
Culminating Activity

Racism

How have you been affected by racism? Have you noticed racism in your community or your school? Please record your thoughts here.

As you read Anne Frank's Diary, keep a list of different ways that Anne and her fellow people experienced racism. Record at least four examples.

❖

❖

❖

Appendix N, page 3
Culminating Activity

Throughout Anne’s diary, she often writes about the trials and triumphs of living with seven other people in such closed quarters. Find at least ten and copy them down word for word....don’t forget the page numbers!!



Appendix N, page 4
Culminating Activity

Education makes one easy to lead, but difficult to drive; easy to govern, but impossible to enslave.

- attributed to Lord Brougham

Explain what this quotation means to you.....

- ❖ Why do you think that Anne and her family didn't celebrate at the fact that they did not have to learn?

- ❖ Why do you think that it was important for them to continue to challenge their minds during this trying time?

Keep an ongoing list of the items that Anne studies while in the Annex. Please include the page numbers.

Appendix N, page 5
Culminating Activity

In this space, copy down a moment from the novel in which the people are engaged in the "daily grind" of living in the Annex.

Now, draw your account of the Annex and include the people engaged in the daily acts of living.

Appendix N, page 6
Culminating Activity

Anne describes herself as a “little bundle of contradictions”. In your own words, describe what she means by that statement.

Have you ever felt torn by the way you wanted to behave or feel and the way that you *should* behave or feel? Explain.

Keep a record of the times that Anne expresses the challenge of being the girl everyone wants and girl that she wants to be:

**Appendix N, page 7
Culminating Activity**

Think about the image that you saw on Norman Rockwell's poster. Are there other images of security and safety that you can think of that might persuade people into believing that war is a good option? Below, draw a poster with a symbol of security and safety. Think of a slogan that might convince people that fighting for the right to feel safe and secure is a worthwhile cause.

It's interesting that the Franks, the VanDaans, and Mr. Dussel seldom mention being afraid. Find those moments and record them below.

Appendix N, page 8
Culminating Activity

BE A SPY!! Record all evidence that Peter and Anne have feelings for one another in the spaces below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Appendix O
T-Chart for Background Information

The German Empire	
Versailles Peace Conference	
The New German Government – the Weimer Republic	
Opposition to the Republic	
Nazi Party	
Adolph Hitler and the Aryan Race	
Hitler’s Attacks on Jews	

Appendix O, page 2
T-Chart for Background Information Answer Key

<p>The German Empire</p>	<ul style="list-style-type: none"> ❖ Strongest power in Europe since the beginning of the 20th century ❖ Collapsed in 1918 after its defeat in WWI ❖ Kaiser fled to Holland ❖ Group of democratic politicians established the German republic
<p>Versailles Peace Conference</p>	<ul style="list-style-type: none"> ❖ Germans not invited to participate in framing of this treaty ❖ Germans forced to claim all responsibility for the war and if they did not sign the treaty, the country would be invaded ❖ Lost overseas colonies ❖ Forced to pay all costs of war
<p>The New German Government – the Weimer Republic</p>	<ul style="list-style-type: none"> ❖ Lots of problems with this government ❖ Unpopular because of its identification with the Treaty of Versailles ❖ No political party was able to achieve the majority and, therefore, it was always made up of several different parties
<p>Opposition to the Republic</p>	<ul style="list-style-type: none"> ❖ Middle-class Germans who had lost everything in the inflation of 1920's blamed the new republic ❖ Industrialists, landowners, and Army personnel wanted the new republic to revert the the traditions of the old empire
<p>Nazi Party</p>	<ul style="list-style-type: none"> ❖ Acronym for National Socialist German Workers' Party ❖ Promised to restore German power ❖ Planned for totalitarian state ❖ Appealed to Germans' strong sense of nationalism
<p>Adolph Hitler and the Aryan Race</p>	<ul style="list-style-type: none"> ❖ Hitler the head of the NAZI party ❖ Extremist who blamed Jews and radicals for the downfall of German power ❖ Planned to rid world of Jews and radical and create on pure Aryan race ❖ Hitler described as shrewd and fanatical
<p>Hitler's Attacks on Jews</p>	<ul style="list-style-type: none"> ❖ See Appendix A for specifics

Appendix P
Probing Questions

1. Does one person stick out in your mind as being unique and special?
2. What types of activities did you used to do with this person?
3. Has this person helped shape your beliefs about the world?
4. Is there an activity that you can share with this person that you can't with anyone else? For example, hunting, fishing, camping, bike-riding, drawing, painting?
5. Does this person make you feel better about yourself? How does he/she do that?
6. Do you have a special language or any inside jokes that you can think of when you are feeling down?
7. Have you ever made this person angry? How did you feel about that?
8. What would your life be like without this person?
9. What do you do to make this person laugh?
10. What could you do to make this person cry?

Appendix Q
Fear

*from www.bxscience.edu/organizations/holocaust/poetry/index.html

Fear

Today the ghetto knows a different fear,
Close in its grip, Death wields an icy scythe.
An evil sickness spreads a terror in its wake,
The victims of its shadow weep and writhe.

Today a father's heartbeat tells his fright
And mothers bend their heads into their hands.
Now children choke and die with typhus here,
A bitter tax is taken from their bands.

My heart still beats inside my breast
While friends depart for other worlds.
Perhaps its better – who can say? –
Than watching this, to die today?

No, no my God, we want to live!
Not watch our numbers melt away.
We want to have a better world,
We want to work – we must not die!

By Eva Pickova, 12, Nymburk

Appendix R
Norman Rockwell's *Freedom From Fear* Poster

Due to copyright laws, I could not include the poster in this unit. You can find it at the following website:

www.archives.gov/exhibit-hall/powers_of_persuasion/four_freedoms/images.html

Appendix S Documentary Questions

1. How do the people who knew Anne describe her?
 2. How do they describe Mr. and Mrs. Frank?
 3. Why didn't Otto take his family to America?
 4. What steps did the German's take to restrict the freedom of the Jews in Amsterdam?
 5. How long before they actually went into hiding did Otto Frank prepare the secret annex?
 6. What triggered Otto to move the family into hiding on July 5, 1942?
 7. Why did they start a rumor that they were in Switzerland?
 8. Why did Anne call Mr. Pfeffer Dr. Dussel?
 9. How did Peter Pfeffer's description of his father differ from Anne's?
 10. How did Anne feel about her mother while they were in hiding? Is her opinion of her mother supported by the people in the movie?
 11. Of the 25,000 Jews that were in hiding, how many were captured?
 12. How did the authorities find the Franks?
 13. According to people in the movie, how did Anne's relationship with her mother change when they were in the camp? Why do you think this change took place?
 14. Why did Anne, Margot, and Edith Frank have to stay at Auschwitz rather than go to the work camp?
 15. Who was the first of the men to die, and how did he die?
 16. What strategy did Otto use to stay alive?
 17. How long before the liberation of the camps did Anne die?
 18. How did Anne die?
 19. Do you think Anne's dream of Lis was a true vision of the future, or just a coincidence?
 20. How did Otto learn that his children had not survived?
 21. How did Otto come to have Anne's diary?
 22. Why do you think that Miep felt it was important to take Anne's diary and save it?
- ❖ What does it infer about Miep's character that she never read Anne's diary while it was in her possession?

Appendix T

Answer Key for Documentary Questions

1. They describe her as naughty, precocious, outgoing, light hearted, etc.
2. They describe Mr. Frank as a loving and devoted father. They describe Mrs. Frank as aloof and unfriendly.
3. Otto Frank loved the Netherlands and did not want to leave their home.
4. The Germans imposed curfews and restricted Jews from public places.
5. He prepared for a year.
6. They went into hiding because Margot had received an order that she was to be taken to a work camp.
7. They did not want the authorities looking for them locally.
8. Dussel is an English word that means idiot.
9. Peter describes his father as a sportsman who loved life and was very kind. Anne describes him as a mean, fussy, and selfish.
10. Anne did not get along with her mother and felt that she wasn't very caring or understanding. In the movie, Moep says that when they went into hiding, Edith just sat there, while Anne and her father got everything ready. In addition, Mr. Frank's employees describer her as aloof and uncaring.
11. Of the 25,000 Jews in hiding, approximately 9,000 were captured.
12. The authorities were tipped off by an anonymous phone call.
13. According to the movie, Anne and her mother were always together and seemed to be a unity between the three Frank girls. This is because in the face of war, all the other differences between them were stripped away and they knew they had to stick together.
14. Anne had scabies and couldn't go, so Edith and Margot stayed behind with her so as not to be separated.
15. Herman Von Pelz was the first to die. He was killed in a gas chamber only a few weeks after they arrived at the camp.
16. Otto Frank prepared himself mentally to survive. He resolved to speak only of positive things, such as art and music.
17. Anne died one month before the camp was liberated.
18. Anne most likely died of Typhus, exhaustion, and starvation.
19. Answers may vary.
20. Otto continually inquired about his daughters and finally heard a rumor that Jenne Brandes knew of their fate. Jenne Brandes informed him that both his daughters were dead.
21. Miep had recovered the diary when the annex was first discovered. She kept the diary through the war, and even kept it secret from Mr. Frank until Anne's death was confirmed by Jenne Brandes.
22. Answers may vary.
23. Answers may vary.

Appendix U
Documentary Permission Slip

Dear Parents,

We have just finished reading *Anne Frank: The Diary of a Young Girl*. I am planning on showing the students a documentary that chronicles the lives of the survivors and victims of the Holocaust. It is very important for the students to know what happened to the people in the diary. This documentary provides information about the war from people who experienced it firsthand. In the film there are some very graphic images of the prisoners; therefore, I request your permission so that your child can view this very valuable documentary.

Thanks,

_____ Yes, my child _____ has permission to watch
Anne Frank Remembered.

Signature _____

Appendix V
Final Essay Test

Final Essay Test

Name: _____

Directions: Choose 2 out of the 3 choices below. Consider the questions presented in each choice; you will be required to answer all of them. Your answers should be written in essay format with a minimum of five paragraphs. Your essays should be well-supported with evidence from the text. Good Luck!

- 1.** “The relationships between the members of the Annex were often volatile, but they would not have survived as long as they did without one another.” Do you agree with this statement? Why or why not? You must chose only one position and prove your case. Include each of the major relationships that we have discussed: Pim and Anne, Mr. VanDaan and Mrs. VanDaan, Anne and her mother, Anne and Peter, Mrs. Frank and Mrs. VanDaan.

- 2.** Anne’s dream of living beyond her death has happened. Explain how this is true. Consider the information at the end of the diary when writing your essay. Do you think that Anne’s experiences make this dream worthwhile or would it have been better, in your opinion, to have survived the war, but not all time? What might have happened to her diary if she had survived the war? Also, how do you think Anne’s father felt when reading the intimate thoughts of his own daughter? Would the fate of Anne’s diary have been different if her mother had found the diary? How?

- 3.** Who do you think tipped off the Gestapo that there were people hiding in the Annex? Might it have been one of their friends? Support your answer here very carefully. Would you have tipped off the Gestapo? Why or why not?

***answers will vary for each of these essays**