

EDUCATIONAL GUIDE

THE DIARY OF Anne Frank

The Diary of Anne Frank is frequently taught in middle school and high school, and many materials for teaching the book and play already exist. This guide is intended to provide middle school and high school teachers with strategies and materials that support experiencing the stage play and further discussion of *The Diary of Anne Frank*.

Before seeing the play, ask your students -- what have you heard about Anne Frank? What do you think you know about her story? This guide provides some starting points for discussion, classroom activities and homework to further explore the intricacies of this story, play and important voice.

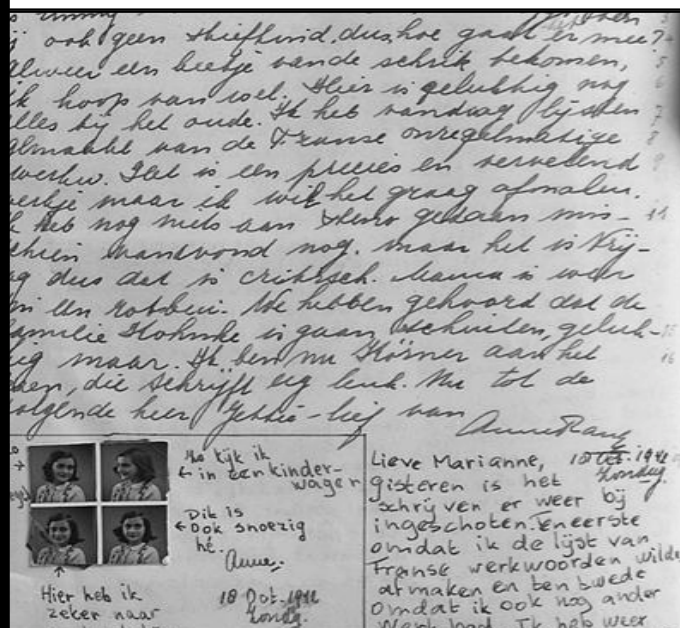
DISCUSSION POINTS

- How have you changed over the past two years? Do you think your friends or family would say that you are different now than you were two years ago? In what ways? How does Anne change during her months in the annex? Do you think these changes occurred because her family was in hiding, or are they a normal part of growing up? Or, is it a combination of these two factors?
- How would you describe Anne Frank? How does the actress playing Anne show the contradictory sides of Anne's personality? What contradictory sides do you have in your personality?
- Put yourself in Anne's place. What you would miss most if you had to go into hiding.
- What do you think accounts for hatred and bigotry? What can we do—as individuals and groups—to overcome prejudice?
- Consider the decision to invite Mr. Dussel to share the annex with the Franks and van Daans. What risks does this decision pose for those in hiding as well as to their helpers? What would you have done in this situation?
- What examples of courage, compassion, and sacrifice do you see in the play? Do the people who perform these acts think of themselves as heroic? Specifically consider Miep and Mr. Kraler - What did they risk by helping the annex residents and how did they feel about it? Do you think you would have acted similarly or differently?
- Throughout her two years in hiding, Anne wrestles with the question of "goodness." In what contrasting ways do her parents, her sister, and Peter define and exemplify goodness and virtue?
- During World War II, media sources around the world limited their coverage of what was happening in the European arena. Today, our media sources often use social media to communicate breaking news. What if Anne Frank could have anonymously posted daily entries to a blog instead of to a diary? How might this public and immediate dissemination of her thoughts and experiences have influenced the way ordinary people thought about the Nazis' treatment of Jews? What do we gain and lose by shifting from private diaries to public blogs?



CLASSROOM ACTIVITIES

- Have students write descriptions of themselves without revealing their names. Try to steer away from physical descriptors or roles, and focus more on internal identities. Then, collect and distribute them in different order and have the students read the anonymous descriptions to each other and guess who is the author.
- If you had to go into hiding for an indefinite period of time, what objects or materials would you take with you? As a class, create a list of the top ten items you would bring into the attic being sure they would all fit in one grocery bag. What items would be most helpful?
- “We have to have rules,” declares Otto Frank soon after the Franks and van Daans move into the secret annex. Name three of the many rules that the annex residents imposed on themselves. What were the reasons for each rule? Of these rules, which do you think would have been hardest for you to adhere to? As a class, what rules would you make? Take into consideration noise levels, movement in the space, who might overhear them, use of the toilet or sink, use of running water, disposal of trash and garbage.
- Have students draw a floor plan of what they think the annex looked like based off the staged reading of the play.



CREATIVE WRITING

- Take a scene from the play and write the same events from Margot's or Peter's point of view. Remember to change the attitude and vocabulary to fit the character's traits as you observed them in the play.
- If Anne had been able to hide when the raid on the Annex occurred, what do you think her life would have been like? Write a new diary entry telling an alternate end to her story.
- O.S. Marden has written, “There is no medicine like hope, no incentive so great, and no tonic so powerful as expectation of something tomorrow.” Write about hope. Think about a time when you or someone you know faced a difficult situation. What part did hope play in the situation?

ADDITIONAL RESOURCES

The Anne Frank Center USA

<http://www.annefrank.com/>

Cybrary of the Holocaust

<http://www.remember.org/>

The Anne Frank House

<http://www.annefrank.nl/ned/default2.html>

The United States Holocaust Memorial Museum

<http://www.ushmm.org/>

“In spite of everything, I really do believe that people are really good at heart.” - Anne Frank