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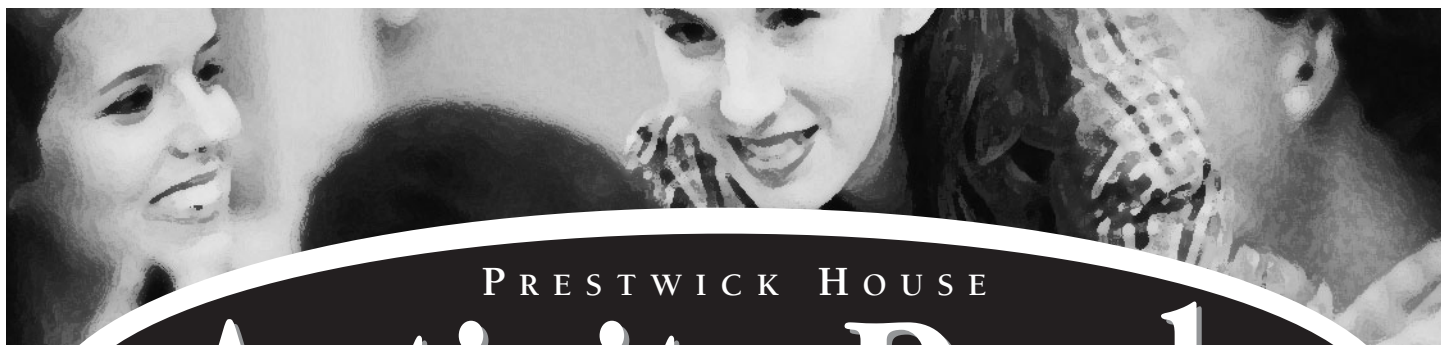
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PRESTWICK HOUSE

# Activity Pack

## ANNE FRANK: THE DIARY OF A YOUNG GIRL

BY ANNE FRANK



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Written by Christina Taneyhill

## Table of Contents

<b>Pre-Reading</b>	
Historical Setting .....	4
Self-Expression .....	6
Predicting Events in a Story .....	8
 <b>Sunday, 14 June, 1942 – Monday, 15 June, 1942</b>	
Historical Setting .....	10
 <b>Saturday, 20 June, 1942</b>	
Characterization .....	14
Theme .....	16
 <b>Wednesday, 8 July, 1942</b>	
Setting .....	22
Imagery .....	24
Relating Literature to Life .....	26
 <b>Thursday, 9 July 1942</b>	
Writing .....	28
 <b>Saturday, 11 July, 1942</b>	
Imagery .....	30
 <b>Saturday, 20 June, 1942 – Saturday, 11 July, 1942</b>	
Characterization .....	32
 <b>Monday, 28 September, 1942</b>	
Point of View .....	34
 <b>Monday, 9 November, 1942</b>	
Public Speaking .....	36
 <b>Tuesday, 17 November, 1942</b>	
Writing .....	38
 <b>Thursday, 19 November, 1942</b>	
Word Hunt .....	40
 <b>Friday, 20 November, 1942</b>	
Characterization .....	42
 <b>Wednesday, 8 July, 1942 – Saturday, January 30, 1943</b>	
Characterization .....	46

<b>Thursday, 25 March, 1943</b>	
Characterization .....	50
<b>Friday, 2 April, 1943</b>	
Characterization .....	52
<b>Sunday, 13 June, 1943</b>	
Characterization .....	54
<b>Wednesday, 4 August, 1943 – Monday, 23 August, 1943</b>	
Writing.....	56
<b>Thursday, 11 November, 1943</b>	
Theme.....	58
<b>Saturday, 27 November, 1943</b>	
Symbolism .....	60
<b>Sunday, 7 May, 1944</b>	
Point of View .....	62
<b>Wrap-Up</b>	
Theme.....	64
Theme.....	66
Writing a Review .....	68
Interviewing .....	70
Writing.....	72
Dramatization of Scenes in the Novel .....	76
<b>Afterword</b>	
Setting.....	78
Setting.....	80
<b>Appendix</b>	
Terms and Definitions .....	82
Small Group Learning .....	83
Newspaper .....	88
Writing Poems .....	90
Directions for Interviews .....	92

*Note: All references come from the Bantam Book edition of Anne Frank: The Diary of a Young Girl, published 1993.*

## Pre-Reading

### Historical Setting

**Objective:** Understanding the historical setting

### Activity

*Note to Teacher: Divide the class into small groups. Each group should answer the following questions based on personal knowledge or using an encyclopedia, history textbook, or online search engine.*

Anne Frank lived in Amsterdam, the Netherlands, and kept her diary from 1942 until 1944. World War II significantly impacted Anne's experiences and is important to understanding her story. Based on what you have learned in history classes, textbooks or encyclopedias, answer the following questions about World War II.

### Questions:

1. Name some of the events that preceded World War II in Europe.
2. When did the war begin?
3. What countries primarily constituted the Axis Powers and the Allies?
4. What is a pogrom? Where were pogroms initiated against Jewish people preceding and during World War II?
5. What was the Nazi plan known as "The Final Solution"? How was it implemented?

*Answers may vary, but sample answers have been provided.*

1. *Germany, led by Adolf Hitler and the Nazi party, engaged in a campaign for military, economic, and territorial expansion. They led the country to rearm, reincorporate Austria, and invade other countries such as Poland, the Netherlands, Belgium, Denmark, Norway, and France.*
2. *On September 1, 1939, war broke out in Europe when Germany invaded Poland. England and France declared war on Germany two days later.*
3. *The Axis Powers consisted primarily of Germany, Italy, and Japan. The Allies were mainly made up of the United Kingdom, the Soviet Union, and the United States.*
4. *A pogrom refers to a program of discrimination and destruction aimed at a certain group. A pogrom primarily consists of the destruction of the group's communities, including their homes and businesses. Physical violence is also typically used against the targeted group. Pogroms against Jews occurred in Germany, Poland, and the Ukraine, as well as other countries.*
5. *"The Final Solution" referred to the Nazi plan for the genocide of all Jewish people in Europe. In order to implement their goal, the Nazis built six extermination camps specifically to kill Jews. Millions of Jews who had already been confined to ghettos were transported to the death camps, either to be immediately gassed or shot or to perform hard labor. An estimated six million Jews were killed. These events are a significant part of what is now commonly referred to as "The Holocaust."*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre-Reading****Historical Setting****Objective:** Understanding the historical setting**Activity**

Anne Frank lived in Amsterdam, the Netherlands, and kept her diary from 1942 until 1944. World War II significantly impacted Anne's experiences and is important to understanding her story. Based on what you have learned in history classes, textbooks or encyclopedias, answer the following questions about World War II.

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3. What countries primarily constituted the Axis Powers and the Allies?
4. What is a pogrom? Where were pogroms initiated against Jewish people preceding and during World War II?
5. What was the Nazi plan known as "The Final Solution"? How was it implemented?

## Pre-Reading

## Self-Expression

**Objective:** Assessing how war affects individuals

**Activity**

*Note to Teacher: Divide the class into small groups. Each group should come up with two or three responses to each category below.*

In the Introduction, Eleanor Roosevelt calls the book “one of the wisest and most moving commentaries on war and its impact on human beings that I have ever read.” (Pg. xiii)

Using the list below, identify ways in which modern war might affect each group of people. Think about each group from the perspective of an attacking country and a country being occupied. Be sure to consider the economic and emotional impact of war.

1. soldiers
2. school-age children
3. minority and religious groups
4. humanitarian aid workers

*Sample answers:*

1. *Soldiers face serious physical danger. Many are also emotionally devastated by war because of the extreme circumstances they face: seeing friends killed, killing others themselves, and/or being attacked. They are also forced to be apart from their loved ones for long periods of time. Economically, soldiers may leave better paying positions to participate in the war, resulting in financial harm to their families.*
2. *School-age children may be emotionally affected by war if their family members are sent away to fight or are killed. Sometimes civilian areas are attacked or accidentally bombed, so a child's physical surroundings may be dangerous or uncertain. Schools may be forced to close because of physical danger or financial troubles.*
3. *Minority or religious groups may be especially targeted during a war that involves conflicting cultures. Members of a group may be a specific target for violence or the destruction of their homes and businesses. Emotionally, the members of a group may be seriously affected because of their fears of harm and loss of loved ones.*
4. *Aid workers may remain in physically dangerous areas in order to continue serving populations in need. They may be targeted because of their national identity, especially if they are in an occupied country and are natives of the attacking country. Emotionally, they may experience many aspects of the war and fear for their own safety.*

*Note to Teacher: To further this activity, students can clip articles from the newspaper concerning current wars. Have the students analyze how the people in the article, such as soldiers and their families, may have been affected by the event.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre-Reading****Self-Expression****Objective:** Assessing how war affects individuals**Activity**

In the Introduction, Eleanor Roosevelt calls the book “one of the wisest and most moving commentaries on war and its impact on human beings that I have ever read.” (Pg. xiii)

Using the list below, identify ways in which modern war might affect each group of people. Think about each group from the perspective of an attacking country and a country being occupied. Be sure to consider the economic and emotional impact of war.

1. soldiers
2. school-age children
3. minority and religious groups
4. humanitarian aid workers



## Pre-Reading

### Predicting events in a story

**Objective:** Predicting problems that may arise in difficult situations

### Activity

*Note to Teacher: Divide the class into small groups for brief discussion. Invite each group to discuss its answers with the class. Compare the similar and different group answers.*

Anne Frank wrote her diary while living in hiding for two years. Her hiding place, the “Secret Annexe” as it is called in the book, was a small space, which Anne shared with her parents, her sister, and four other individuals.

Imagine what problems might arise when a group of people lives in a confined space, with limited food, restrictions on noise levels, and no opportunity to go outside. Make a list for your answers, and discuss them with the class.

*Answers will vary, but sample answers have been provided.*

*Individuals living together in a small space are likely to:*

- *annoy each other during such a long period of confinement.*
- *bickering over small matters, habits, and mannerisms of the other inhabitants*
- *become greedy and hoard their rations, eating as much as possible, or even stealing others' food.*
- *become irritable because of their inability to go outside.*
- *have privacy issues.*
- *have sanitation issues.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre-Reading****Predicting events in a story****Objective:** Predicting problems that may arise in difficult situations**Activity**

Anne Frank wrote her diary while living in hiding for two years. Her hiding place, the “Secret Annexe” as it is called in the book, was a small space, which Anne shared with her parents, her sister, and four other individuals.

Imagine what problems might arise when a group of people lives in a confined space, with limited food, restrictions on noise levels, and no opportunity to go outside. Make a list for your answers, and discuss them with the class.

Sunday, 14 June, 1942 – Monday, 15 June, 1942

### Historical Setting

**Objectives:** Understanding the historical setting  
Relating literature to life

### Activity

*Note to Teacher: Divide the class into small groups. Each group should come up with two or three points of discussion for the following topic.*

Anne Frank turned thirteen years old on June 12, 1942. She describes in her journal the gifts she receives and her birthday party. Compare Anne's gifts and celebration with the gifts and party you had when you turned thirteen. What has changed since 1942 that affects the differences? What has remained the same? How are thirteen year olds today different than they were in 1942? Fill in the charts below with your answers.

**PRESENTS CHART**

Anne's Party and Gifts	Your Party and Gifts	Similarities/Differences
<i>journal</i>	<i>answers will vary</i>	<i>answers will vary</i>
<i>board games</i>	<i>video games</i>	<i>technology has changed rapidly since 1942; therefore, children's games are far more advanced and virtual than board games or card games in the past. However, there are still modern board games that appeal to children of all ages.</i>
<i>candy</i>	<i>candy</i>	<i>children still may receive candy for their birthday</i>
<i>brooch</i>	<i>earrings/watches/necklaces</i>	<i>Jewelry is still a popular present today as it was in 1942.</i>
<i>\$1</i>	<i>\$100</i>	<i>Money went a lot farther in 1942 than it does today; therefore, teenagers in the present receive much more for their birthdays</i>
<i>movie</i>	<i>DVDs</i>	<i>Teenagers may still choose to watch movies at their birthday party.</i>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sunday, 14 June, 1942 – Monday, 15 June, 1942****Historical Setting**

**Objectives:** Understanding the historical setting  
Relating literature to life

**Activity**

Anne Frank turned thirteen years old on June 12, 1942. She describes in her journal the gifts she receives and her birthday party. Compare Anne's gifts and celebration with the gifts and party you had when you turned thirteen. What has changed since 1942 that affects the differences? What has remained the same? How are thirteen year olds today different than they were in 1942? Fill in the charts below with your answers.

**PRESENTS CHART**

Anne's Party and Gifts	Your Party and Gifts	Similarities/Differences

CHANGES CHART

1942	Present	Similarities/Differences
<i>less technology</i>	<i>technological advances</i>	<i>Technology is much different today than it was in 1942; therefore, 13 year olds may receive computers or CD players, iPods or portable game systems that did not even exist in Anne's day.</i>
<i>conservative dress</i>	<i>modern dress</i>	<i>Fashion has changed significantly since 1942. Even though some may still dress in a conservative fashion, styles have changed to such a large degree that Anne may be out of place if she lived today.</i>

THIRTEEN YEAR OLDS CHART

Anne in 1942	13 year olds - Present	Similarities/Differences
<i>outspoken</i>	<i>outspoken</i>	<i>Thirteen year olds in 1942 may have been outspoken, just like thirteen year olds today, but they may use different language or different techniques to speak their mind.</i>
<i>rebellious</i>	<i>rebellious</i>	<i>Teenagers are just as rebellious today as Anne was in 1942, but, again, teenagers today act differently and speak differently than kids did when Anne was a little girl.</i>
<i>avid writer</i>		

*Note to Teacher: You can further this activity by having students bring in newspaper ads for gifts Anne might like if she were turning thirteen today, or make a collage with magazine clippings. Compare specific items in the ads to what she received in 1942.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**CHANGES CHART**

1942	Present	Similarities/Differences

**THIRTEEN YEAR OLDS CHART**

Anne in 1942	13 year olds - Present	Similarities/Differences

Saturday, 20 June, 1942

Characterization

**Objectives:** Understanding character development  
Relating literature to life

Activity

*Note to Teacher: This activity should be done as an individual writing assignment.*

Write a four or five paragraph story of your life like Anne does in her June 20, 1942, entry. Imagine that you are providing this information to your closest friend, so he or she will know you better. Be sure to include any significant events that have shaped your life.

When you are finished, consider the differences and similarities between your background and Anne's. Make a list of what sorts of experiences you share and how your experiences are different. Be prepared to discuss your list in class.

*Note to Teacher: Lead a class discussion about similarities and differences between the backgrounds of present-day students and Anne Frank's. Have students who are willing to share their work describe what they might have in common with Anne Frank and how they are different.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Saturday, 20 June, 1942****Characterization**

**Objectives:** Understanding character development  
Relating literature to life

**Activity**

Write a four or five paragraph story of your life like Anne does in her June 20, 1942, entry. Imagine that you are providing this information to your closest friend, so he or she will know you better. Be sure to include any significant events that have shaped your life.

When you are finished, consider the differences and similarities between your background and Anne's. Make a list of what sorts of experiences you share and how your experiences are different. Be prepared to discuss your list in class.



Saturday, 20 June, 1942

Theme

- Objectives:
- Understanding discrimination and conflicts between groups
  - Relating historical events to current events
  - Developing public speaking skills
  - Comparing contemporary events to historical events
  - Developing social awareness and conscience

Activity 1

*Note to Teacher: Divide the class into small groups for discussion. Each group should prepare summaries of differences and similarities for discussion on both topics. Students may need to supplement their own knowledge by researching U.S. history.*

In one of her first diary entries, Anne Frank describes the oppressive anti-Jewish decrees that she and other Jews must obey in Holland:

“Jews must wear a yellow star, Jews must hand in their bicycles, Jews are banned from trams and are forbidden to drive... Jews may not visit Christians. Jews must go to Jewish schools, and many more restrictions of a similar kind.” (Pg. 4)

In your groups, answer the following questions:

1. Compare the discrimination against Jewish people by the Nazis during Anne Frank's life to the discrimination that African-Americans suffered in the United States during the same time period (1930-1950). What are the similarities and differences between the situations?
2. Currently in America, are certain groups discriminated against? Which ones and in what ways does that discrimination take place? How is the treatment the group receives similar or different to the treatment of the Jewish during World War II?

*Answers may vary, but sample answers have been provided.*

1. *Like the Jewish in Germany and German-occupied lands, African-Americans were discriminated against in America during the World War II time period. Similar to the Jewish situation in Holland, segregation existed in America, and African-Americans were forced to attend different schools, eat in different restaurants, stay in different hotels, and sit in different train cars than whites. The major difference between the two situations is the history behind them. The Jewish were never enslaved to the Germans and went from a position of relatively high social standing to a lower social position. African-Americans were forcibly brought to America in slavery and only freed during the Civil War.*
2. *In America, discrimination still occurs against minority groups and women. The discrimination is less overt than the type of discrimination African-Americans or the Jewish experienced during the World War II era. It appears in more subtle forms, such as stereotypes, lower pay for the same work, or fewer opportunities for employment. The treatment is similar only in that it stems from the same belief in the inferiority of another group.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Saturday, 20 June, 1942****Theme**

**Objectives:** Understanding discrimination and conflicts between groups  
Relating historical events to current events  
Developing public speaking skills  
Comparing contemporary events to historical events  
Developing social awareness and conscience

**Activity 1**

In one of her first diary entries, Anne Frank describes the oppressive anti-Jewish decrees that she and other Jews must obey in Holland:

“Jews must wear a yellow star, Jews must hand in their bicycles, Jews are banned from trams and are forbidden to drive... Jews may not visit Christians. Jews must go to Jewish schools, and many more restrictions of a similar kind.” (Pg. 4)

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2. Currently in America, are certain groups discriminated against? Which ones and in what ways does that discrimination take place? How is the treatment the group receives similar or different to the treatment of the Jewish during World War II?

**Activity 2**

*Note to Teacher: Divide the class into small groups. Assign each group to one of the following topics. Each group should research and prepare a short presentation on its topic.*

Compare the discrimination against Jewish people by the Nazis during Anne Frank's life to the following world conflicts. Research your topic, using the worksheet provided, and prepare a short presentation describing the groups involved, the ways the groups came into conflict with each other, and how the situation is similar to or different from the experience of Jewish people during World War II.

1. Israeli-Palestinian Conflict
2. Rwandan genocide
3. Bosnian War
4. Afghanistan Civil War
5. Civil strife in Ireland

*Note to Teacher: This activity may be expanded by having students create a poster or other visual aids to include in their presentations. They could include maps of the region where the conflict occurred, pictures of the region and people involved, or clips from movies dealing with the conflict.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity 2**

Compare the discrimination against Jewish people by the Nazis during Anne Frank's life to the following world conflicts. Research your topic, using the worksheet provided, and prepare a short presentation describing the groups involved, the ways the groups came into conflict with each other, and how the situation is similar to or different from the experience of Jewish people during World War II.

1. Israeli-Palestinian Conflict
2. Rwandan genocide
3. Bosnian War
4. Afghanistan Civil War
5. Civil strife in Ireland

## World Conflicts Worksheet

Sample answers for the Rwandan Genocide.

Conflict	Rwandan Genocide
Groups Involved	<i>Two tribal groups: Tutsis Hutus</i>
Issues the groups disagree over	<i>Conflict stems from racial/ethnic distinctions created during colonial times. The ruling Belgians favored the Tutsi minority. Rwanda gained independence in 1962, and the Hutu majority assumed an active place in government. Resentment remained between the groups, and both continued to struggle for power.</i>
Activities of the groups against each other	<i>In 1994, the Rwandan president's plane was shot down. The presidential guard issued a campaign of retribution against those they claimed were responsible. The crisis propelled extremist Hutus to initiate the slaughter of Tutsis and moderate Hutus, a campaign that lasted more than three months. By the end, an estimated 800,000 Rwandans had been killed.</i>
Similarities to treatment of Jews in Anne Frank: The Diary of a Young Girl	<i>The Rwandan conflict was based on racism, similar to the racism against the Jewish. One group systematically murdered the other, just as the Nazis murdered the Jews.</i>
Differences from treatment of Jews in Anne Frank: The Diary of a Young Girl	<i>The Rwandan conflict was not preceded by a long period of discriminatory practices by a ruling group against the minority group. This conflict was also shorter and less organized than the Nazi extermination of the Jewish population.</i>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## World Conflicts Worksheet

Conflict	<i>Rwandan Genocide</i>
Groups Involved	
Issues the groups disagree over	
Activities of the groups against each other	
Similarities to treatment of Jews in <i>Anne Frank: The Diary of a Young Girl</i>	
Differences from treatment of Jews in <i>Anne Frank: The Diary of a Young Girl</i>	

Wednesday, 8 July, 1942

Setting

**Objectives:** Understanding historical settings  
Using maps

Activity

*Note to Teacher: Divide the class into small groups.*

When a “call-up notice” arrives at the Frank home, Anne states, “everyone knows what that means. I picture concentration camps and lonely cells...” (Pg. 13)

During World War II, the Nazis sent Jews, political dissidents, and others to concentration camps to perform hard labor, to be tortured, or even killed. By 1939, six large concentration camps had been established. Starting in 1941, the Nazis established extermination camps for the main purpose of murdering Jews.

The major extermination camps are listed below (See *Afterward*, Pg. 274). Identify, through research, where they were located, and make a map showing these locations with your group. Identify national boundaries.

The six major extermination camps were:

1. Auschwitz-Birkenau or Auschwitz II
2. Belsec [*Belzec*]
3. Chelmo [*Chelmno*]
4. Majdenek
5. Sibibor [*Sobibór*]
6. Treblinka

*Note to Teacher: This activity might be expanded by having the students include the major concentration camps in their maps as well. Additionally, students could embellish their maps with graphs or scales showing how many people were sent to or killed in the various camps, details about what leading Nazi officers led the camps, and photos taken at the camps.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wednesday, 8 July, 1942****Setting**

**Objectives:** Understanding historical settings  
Using maps

**Activity**

When a “call-up notice” arrives at the Frank home, Anne states, “everyone knows what that means. I picture concentration camps and lonely cells...” (Pg. 13)

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2. Belsec [*Belzec*]
3. Chelmo [*Chelmno*]
4. Majdenek
5. Sibibor [*Sobibór*]
6. Treblinka



Wednesday, 8 July, 1942

Imagery

Objective: Visualizing Imagery

Activity

*Note to Teacher: This can be done as an individual activity or in small groups.*

The Franks go into hiding to avoid Margot's call-up. When Margot does not report to the Germans on the assigned day she is breaking their rules. Imagine that the Nazis put up "Wanted" posters for Margot and the Frank family for avoiding the call-up. Create such a poster and include such information as a description of Margot and her family, what she is wanted for, and information on what to do if someone spots her.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wednesday, 8 July, 1942****Imagery****Objective:** Visualizing Imagery**Activity**

The Franks go into hiding to avoid Margot's call-up. When Margot does not report to the Germans on the assigned day she is breaking their rules. Imagine that the Nazis put up "Wanted" posters for Margot and the Frank family for avoiding the call-up. Create such a poster and include such information as a description of Margot and her family, what she is wanted for, and information on what to do if someone spots her.

Wednesday, 8 July, 1942

Relating literature to life

**Objective:** Relating literature to life

**Activity**

*Note to Teacher: This exercise is intended to help students empathize with Anne and to understand the kinds of choices she had to make as she entered hiding. This activity can be done individually or in small groups.*

After Margot's call-up, Anne packs a few belongings to take with her into hiding. She writes:

"The first thing I put in was this diary, then hair curlers, handkerchiefs, schoolbooks, a comb, old letters; I put in the craziest things with the idea that we were going into hiding. But I'm not sorry, memories mean more to me than dresses." (Pg. 14)

Imagine you must go into to hiding like Anne, and anything you leave behind might be destroyed. Survey your belongings at home. Think about what you would pack. Bring a few of those things, or photographs of them, with you to school to share with the class. Explain why you would take your chosen items.

*Note to Teacher: You could extend this activity by having students make a list of possible items they would take with them into hiding, and then, take a poll to see what other students would take. Students could provide their results to the class with a graph or other visual representation.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wednesday, 8 July, 1942****Relating literature to life****Objective:** Relating literature to life**Activity**

After Margot's call-up, Anne packs a few belongings to take with her into hiding. She writes:

"The first thing I put in was this diary, then hair curlers, handkerchiefs, schoolbooks, a comb, old letters; I put in the craziest things with the idea that we were going into hiding. But I'm not sorry, memories mean more to me than dresses." (Pg. 14)

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Thursday, 9 July 1942

Writing

**Objectives:**    Developing descriptive writing skills  
                      Observing details  
                      Reporting details accurately

**Activity**

*Note to Teacher: This activity can be done as an individual writing and drawing assignment.*

Anne provides a detailed description of her father's office building and the "Secret Annexe" by describing each room and staircase in the building and how they are positioned in relation to each other. She also draws a floor plan for each level of the house. Using the same level of detail as Anne, describe your own home and draw its floor plan.

*Note to Teacher: Students might expand on this activity by figuring out the approximate square footage of their homes and comparing it to the area of the annex. Taking into consideration the number of people that share their home, versus the eight people sharing the annex, students can get an idea of how small Anne's quarters were.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Thursday, 9 July 1942****Writing**

**Objectives:**    Developing descriptive writing skills  
                      Observing details  
                      Reporting details accurately

**Activity**

Anne provides a detailed description of her father's office building and the "Secret Annexe" by describing each room and staircase in the building and how they are positioned in relation to each other. She also draws a floor plan for each level of the house. Using the same level of detail as Anne, describe your own home and draw its floor plan.

Saturday, 11 July, 1942

### Imagery

**Objectives:** Relating literature to life  
Visualizing Imagery

#### Activity 1

*Note to Teacher: This is an individual or small group activity.*

“Our little room looked very bare at first with nothing on the walls; but thanks to Daddy who had brought my film-star collection and picture-postcards on beforehand, and with the aid of paste pot and brush, I have transformed the walls into one gigantic picture.” (Pg. 20)

Imagine you are confined to a small hiding space like Anne and her family. Create a collage with pictures that you would use to brighten your new home. Remember that you would have few other decorations, you might have to look at the collage for a long time, and you would like the others in hiding with you to enjoy it.

#### Activity 2

Anne and her companions lived constantly with the fear of being discovered. Anne writes:

“I can't tell you how oppressive it is *never* to be able to go out of doors, also I'm very afraid that we shall be discovered and be shot.” (Pg. 21)

Draw, use magazines, or find pictures on the Internet to create a visual representation of the fear and anxiety the inhabitants of the “Secret Annexe” feel.

#### Activity 3

Using Anne's detailed description of the “Secret Annexe,” create a diorama, or miniature representation, of the hiding place. Use a shoebox as a base.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Saturday, 11 July, 1942

**Imagery**

**Objectives:** Relating literature to life  
Visualizing Imagery

**Activity 1**

“Our little room looked very bare at first with nothing on the walls; but thanks to Daddy who had brought my film-star collection and picture-postcards on beforehand, and with the aid of paste pot and brush, I have transformed the walls into one gigantic picture.” (Pg. 20)

Imagine you are confined to a small hiding space like Anne and her family. Create a collage with pictures that you would use to brighten your new home. Remember that you would have few other decorations, you might have to look at the collage for a long time, and you would like the others in hiding with you to enjoy it.

**Activity 2**

Anne and her companions lived constantly with the fear of being discovered. Anne writes:

“I can’t tell you how oppressive it is *never* to be able to go out of doors, also I’m very afraid that we shall be discovered and be shot.” (Pg. 21)

Draw, use magazines, or find pictures on the Internet to create a visual representation of the fear and anxiety the inhabitants of the “Secret Annexe” feel.

**Activity 3**

Using Anne’s detailed description of the “Secret Annexe,” create a diorama, or miniature representation, of the hiding place. Use a shoebox as a base.



Saturday, 20 June, 1942 – Saturday, 11 July, 1942

### Characterization

**Objective:** Drawing inferences from the thoughts and behavior of a character/writer

**Activity:**

*Note to Teacher: This is an individual activity.*

Early in her journal entries, Anne describes her thoughts and activities in great detail. Infer one or two personality traits of Anne's from each of the following quotes. Then, write a paragraph that describes the type of person you think Anne is at the time of these statements.

1. "And now I come to the root of the matter, the reason for my starting a diary: it is that I have no such real friend." (Pg. 3)
2. "I get off my bicycle and refuse to go further in their company, or I pretend to be insulted and tell them in no uncertain terms to clear off." (Pg. 5)
3. "Mr. Keptor, the old math master, was very annoyed with me for a long time because I chatter so much." (Pg. 6)
4. "I quickly changed into another frock and smartened up my hair a bit. Then I stood nervously at the window waiting for him." (Pg. 9)
5. "He relied on us to do our best and I don't want to let him down." (Pg. 12)
6. "But I'm not sorry, memories mean more to me than dresses." (Pg. 14)
7. "Mummy sometimes treats me just like a baby, which I can't bear." (Pg. 24)

*Note to Teacher: This activity could be expanded by having the students identify quotes describing another character, such as Anne's sister, and comparing that person's character traits with Anne's.*

**Sample Answers:**

1. lonely, in need of true companionship, perhaps a bit dramatic, displays adolescent feelings
2. assertive, straightforward, sometimes unsure of how to deal with certain social situations
3. immature, talkative, social
4. self-conscious, vain, excited
5. hard-worker, tries to please others, conscientious
6. sentimental, not materialistic
7. independent, wants respect, struggling for maturity

*In the beginning of the novel, Anne is a young girl just beginning to grow up. She wants more independence from her parents and longs for respect from them. With her peers, Anne is social, assertive, and in search of true friends. As a student, she is hard working, wants to please her teachers, and gains confidence in her abilities in school. However, her social nature does interfere with her studies sometimes. She exhibits her sentimentality and lack of materialism as she packs to go into hiding. Instead of clothing, she chooses to bring such items as old letters and her journal.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Saturday, 20 June, 1942 – Saturday, 11 July, 1942****Characterization****Objective:** Drawing inferences from the thoughts and behavior of a character/writer**Activity:***Note to Teacher: This is an individual activity.*

Early in her journal entries, Anne describes her thoughts and activities in great detail. Infer one or two personality traits of Anne's from each of the following quotes. Then, write a paragraph that describes the type of person you think Anne is at the time of these statements.

1. "And now I come to the root of the matter, the reason for my starting a diary: it is that I have no such real friend." (Pg. 3)
2. "I get off my bicycle and refuse to go further in their company, or I pretend to be insulted and tell them in no uncertain terms to clear off." (Pg. 5)
3. "Mr. Keptor, the old math master, was very annoyed with me for a long time because I chatter so much." (Pg. 6)
4. "I quickly changed into another frock and smartened up my hair a bit. Then I stood nervously at the window waiting for him." (Pg. 9)
5. "He relied on us to do our best and I don't want to let him down." (Pg. 12)
6. "But I'm not sorry, memories mean more to me than dresses." (Pg. 14)
7. "Mummy sometimes treats me just like a baby, which I can't bear." (Pg. 24)

Monday, 28 September, 1942

Point of View

**Objectives:** Interpreting a sequence of events from different points of view  
Judging character perspectives

Activity

*Note to Teacher: Students should work individually for this activity.*

In this entry, Anne describes a disagreement that occurs at the dinner table between Mrs. Van Daan and Mrs. Frank regarding modesty (by which they mean assertiveness or lack thereof). Anne relates her observations of each of the adults, especially her opinion of Mrs. Van Daan's behavior.

Choose one of the following characters, and write a journal entry from his or her point of view for Monday, 28 September, 1942. Describe the same dinner table disagreement and provide observations and opinions about each character through the perspective of the character you chose.

1. Mrs. Van Daan
2. Mr. Van Daan
3. Mrs. Frank
4. Mr. Frank
5. Peter
6. Margot

*Note to Teacher: This activity could be expanded by having the students choose two characters and write from two different perspectives in order to further their understanding of the differing viewpoints. Students who wish to share their entries can read them to the class, and the class can discuss the different viewpoints.*

*Sample entry:*

*Peter's Journal*

*Monday, 28 September, 1942*

Mum and the Franks just can't get along very well. I'm afraid it is mostly Mum's fault. She is very critical of the way the Franks have been raising their girls, and although I think she is quite right that the girls, especially Anne, are spoiled and immodest, she ought to keep her opinion to herself.

Tonight during dinner, someone mentioned how polite and modest Mr. Frank is. He is indeed, and I think he is a very good chap. Mum chimed in that she is also modest, unlike Father. Father wanted to smooth over the awkward situation that was arising, as the Franks clearly thought it was funny that Mum was calling herself modest. He took it upon himself to explain his immodesty, and advised Anne, "Take my advice, don't be too unassuming, it doesn't get you anywhere."

When Mrs. Frank agreed with his advice, Mum went overboard, criticizing the Franks on how to raise a daughter. It all ended with Mum exploding with a torrent of German curses. I felt extremely embarrassed by her language and wanted to just disappear under the table.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Monday, 28 September, 1942****Point of View**

**Objectives:** Interpreting a sequence of events from different points of view  
Judging character perspectives

**Activity**

In this entry, Anne describes a disagreement that occurs at the dinner table between Mrs. Van Daan and Mrs. Frank regarding modesty (by which they mean assertiveness or lack thereof). Anne relates her observations of each of the adults, especially her opinion of Mrs. Van Daan's behavior.

Choose one of the following characters, and write a journal entry from his or her point of view for Monday, 28 September, 1942. Describe the same dinner table disagreement and provide observations and opinions about each character through the perspective of the character you chose.

1. Mrs. Van Daan
2. Mr. Van Daan
3. Mrs. Frank
4. Mr. Frank
5. Peter
6. Margot

Monday, 9 November, 1942

Public Speaking

**Objectives:** Developing speaking skills  
Understanding the historical setting

Activity

*Note to Teacher: Each student should independently prepare a portion of a famous speech and recite it to the class. Access to a library, recordings, and/or the Internet will be required for this activity.*

Anne hears over the radio the British Prime Minister, Winston Churchill, give a famous speech, "The End of the Beginning." Speeches were used to keep up the morale of a country during the difficulties of war and to inform the citizens of the latest events.

Research famous speeches given by Allied leaders during World War II. Select a five-minute portion of a speech to present to your class. Prepare to present the speech with the emotion and power of a wartime leader.

*Note to Teacher: Further this activity by playing recordings of the actual speeches after the students have finished. Discuss the events surrounding each speech and what the leader was trying to convey.*

*Suggested speeches:*

Winston Churchill –

"Blood, Toil, Tears, and Sweat," May 13, 1940

"We Shall Fight on the Beaches," June 4, 1940

"Their Finest Hour," June 18, 1940

Franklin D. Roosevelt –

"The Great Arsenal of Democracy," December 29, 1940

"The Four Freedoms," January 6, 1941

"A Call for Sacrifice," April 28, 1942

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Monday, 9 November, 1942****Public Speaking**

**Objectives:**    Developing speaking skills  
                     Understanding the historical setting

**Activity**

Anne hears over the radio the British Prime Minister, Winston Churchill, give a famous speech, "The End of the Beginning." Speeches were used to keep up the morale of a country during the difficulties of war and to inform the citizens of the latest events.

Research famous speeches given by Allied leaders during World War II. Select a five-minute portion of a speech to present to your class. Prepare to present the speech with the emotion and power of a wartime leader.

Tuesday, 17 November, 1942

Writing

**Objectives:** Developing descriptive writing  
Relating literature to life

**Activity**

When Mr. Dussel arrives at the “Secret Annexe” the Van Daan’s present him with a guide to the “Secret Annexe.” The guide humorously describes Mr. Dussel’s new home in the best light possible, making it sound almost like a resort. The guide uses such light-hearted descriptions as “free from woodland surroundings” and “special fat-free diet.”

Using the guide to the “Secret Annexe” as a model, write your own guide to your home, school, or any other location. Describe the location as if it is a hotel or resort. Include as much detail as possible.

*Note to Teacher: This activity can be expanded by having the students turn their guides into actual brochures. They can use drawings, clip art or pictures to embellish the brochures. Then have the students read each other’s brochures and vote on which destination appears most appealing.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Tuesday, 17 November, 1942****Writing**

**Objectives:**    Developing descriptive writing  
                     Relating literature to life

**Activity**

When Mr. Dussel arrives at the “Secret Annexe” the Van Daan’s present him with a guide to the “Secret Annexe.” The guide humorously describes Mr. Dussel’s new home in the best light possible, making it sound almost like a resort. The guide uses such light-hearted descriptions as “free from woodland surroundings” and “special fat-free diet.”

Using the guide to the “Secret Annexe” as a model, write your own guide to your home, school, or any other location. Describe the location as if it is a hotel or resort. Include as much detail as possible.



Thursday, 19 November, 1942

Word Hunt

**Objective:** Noticing linguistic patterns within words

**Activity**

The Secret Annexe now has eight members. We have listed five of them. Find as many words as you can, each of four letters or more, by using the letters of each individual's name.

*Note to Teacher: We have supplied some possibilities, but there are many more for each name. To extend this activity, consider using other words from the book: Secret Annexe, Nazi Army, etc.*

1. Anne Frank  
fare            fake  
frank          freak  
rank
2. Margot Frank  
fork            torn  
tank            gram  
grant          knot  
farm
3. Peter Van Daan  
deter          veranda  
adapter       panda  
vent          data  
raven
4. Mrs. Van Daan  
sandman      darns  
armada       dams  
dram
5. Mr. Dussel  
less            meld  
sled            slums  
mussel        mess  
dress

Date: \_\_\_\_\_

## Word Hunt

1. Anne Frank
2. Margot Frank
3. Peter Van Daan
4. Mrs. Van Daan
5. Mr. Dussel

Friday, 20 November, 1942

### Characterization

**Objectives:** Recognizing changes in character  
Drawing comparisons

### Activity

“And at long last I have made the discovery that Daddy, although he’s such a darling, still cannot take the place of my entire little world of bygone days.” (Pg. 55)

Compare Anne’s life before going into hiding with her life after entering the “Secret Annexe.” Use the **Comparison Worksheet** to assist you. How did she spend her time before, and how does she spend it now? Has her personality changed? Are her feelings different? Make a list of the differences, and support your observations with quotes from the text.

*Note to Teacher: This activity can be expanded by referring back to the list of Anne’s personality traits that the students identified in an earlier exercise (Saturday, 20 June, 1942 – Saturday, 11 July, 1942). Have the students compare those traits to the traits she is showing at this point in the journal entries. Identify ways in which she has changed.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Friday, 20 November, 1942

**Characterization**

**Objectives:** Recognizing changes in character  
Drawing comparisons

**Activity**

“And at long last I have made the discovery that Daddy, although he’s such a darling, still cannot take the place of my entire little world of bygone days.” (Pg. 55)

Compare Anne’s life before going into hiding with her life after entering the “Secret Annexe.” Use the **Comparison Worksheet** to assist you. How did she spend her time before, and how does she spend it now? Has her personality changed? Are her feelings different? Make a list of the differences, and support your observations with quotes from the text.

## Comparison Worksheet

	Pre-Hiding	Post-Hiding	Supporting Quotes
Daily activities	<i>Attends school, goes for ice cream, takes walks outside, writes in her journal</i>	<i>Cooks, cleans, reads, studies, listens to the radio, writes in her journal</i>	<i>"I'm working hard at my French and manage to pump in five irregular verbs a day." (Pg. 28)</i>
Hobbies	<i>plays ping pong</i>		<i>"I've been playing ping pong a lot myself lately." (Pg. 5)</i>
People she interacts with			
Personality			
Emotional well-being			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Comparison Worksheet**

	Pre-Hiding	Post-Hiding	Supporting Quotes
Daily activities			
Hobbies			
People she interacts with			
Personality			
Emotional well-being			

Wednesday, 8 July, 1942 – Saturday, January 30, 1943

### Characterization

**Objective:** Understanding character descriptions

#### Activity

*Note to Teacher: Divide the class into small groups.*

Anne writes strong opinions about each person living in the “Secret Annexe” with her. Using the **Character Sketch Worksheet**, identify character traits for each of the following individuals. Describe Anne’s opinion of the person and how well Anne and the individual get along.

1. Mrs. Frank
2. Mr. Frank
3. Margot
4. Mrs. Van Daan
5. Mr. Van Daan
6. Peter
7. Mr. Dussel

*Note to Teacher: To expand this activity, have the students identify quotes and page numbers that support their conclusions about the relationships between each character and Anne.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wednesday, 8 July, 1942 – Saturday, January 30, 1943****Characterization****Objective:** Understanding character descriptions**Activity**

Anne writes strong opinions about each person living in the “Secret Annexe” with her. Using the **Character Sketch Worksheet**, identify character traits for each of the following individuals. Describe Anne’s opinion of the person and how well Anne and the individual get along.

1. Mrs. Frank
2. Mr. Frank
3. Margot
4. Mrs. Van Daan
5. Mr. Van Daan
6. Peter
7. Mr. Dussel



## CHARACTER SKETCH WORKSHEET

Person	Personality Traits	Anne's Opinion	Interactions w/Anne
Mrs. Frank	<i>Reserved, proper, self-righteous</i>	<i>Not motherly enough, too critical, somewhat cold</i>	<i>Anne and Mrs. Frank argue frequently.</i>
Mr. Frank			
Margot			
Mrs. Van Daan			
Mr. Van Daan			
Peter			
Mr. Dussel			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**CHARACTER SKETCH WORKSHEET**

Person	Personality Traits	Anne's Opinion	Interactions w/Anne
Mrs. Frank			
Mr. Frank			
Margot			
Mrs. Van Daan			
Mr. Van Daan			
Peter			
Mr. Dussel			

Thursday, 25 March, 1943

### Characterization

**Objectives:** Understanding character interaction  
Understanding the setting

### Activity

*Note to Teacher: Divide the class into small groups. Each group should come up with two or three responses to each category below.*

Anne explains how noise from the warehouse causes a great scare to the residents of the Secret Annexe one evening.

1. Describe how the various individuals interact during this scare. Are they supportive or critical of each other? Support your observations with specific examples from the text.
  2. Contrast their interactions during the disturbance with their typical day-to-day behavior, giving specific examples from the text. How do their attitudes change or remain the same?
  3. In what ways are their relationships, both during scares and at other times, affected by their living situation?
- 
1. *The members of the Annexe are very supportive of each other during the scare. Margot comforts Anne. All of the Annexe members huddle together to tell Mr. Van Daan what is happening. Anne and Mrs. Van Daan are sympathetic to each other in that they are both upset every time Mr. Van Daan coughs, and they work together to soothe his coughs with codeine. Mr. Van Daan, Mr. Frank, and Peter work together to investigate downstairs.*
  2. *On a day-to-day basis, the members of the Secret Annexe quarrel frequently. However, during the scare, they all come together to comfort each other and cooperate. Margot is usually criticizes Anne and the two disagree frequently. Anne resents how everyone compares her to Margot. However, during the scare, Margot comforts Anne. Mrs. Van Daan is usually very critical of Anne and Anne finds everything Mrs. Van Daan does ridiculous. However, during the scare, they sympathize with each other and work together to sooth Mr. Van Daan's cough. Mr. Van Daan and Peter have quarreled, yet they come together with Mr. Frank to investigate the disturbance. In general, the members of the Annexe frequently quarrel under normal situations, but when trouble arises their attitudes change and they sympathize and cooperate with each other.*
  3. *The living situation of the members of the Secret Annexe significantly affects their day-to-day troubles with each other. The individuals are cramped in a small space with no escape from each other, where they are forced to keep quiet most of the time, and their frequent disagreements arise in part from their stressful living situation. Likewise, because all the members of the Annexe live with the same fear of being discovered, they sympathize with each other and work together very well when trouble arises.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Thursday, 25 March, 1943

**Characterization**

**Objectives:** Understanding character interaction  
Understanding the setting

**Activity**

Anne explains how noise from the warehouse causes a great scare to the residents of the Secret Annexe one evening.

1. Describe how the various individuals interact during this scare. Are they supportive or critical of each other? Support your observations with specific examples from the text.
2. Contrast their interactions during the disturbance with their typical day-to-day behavior, giving specific examples from the text. How do their attitudes change or remain the same?
3. In what ways are their relationships, both during scares and at other times, affected by their living situation?

Friday, 2 April, 1943

### Characterization

**Objectives:** Understanding relationships between characters  
Relating literature to life

### Activity

Anne rejects her mother's offer to say her prayers with her. She hurts her mother's feelings terribly and upsets her father as a result.

1. How does Anne justify hurting her mother's feelings so badly?
  2. Compare Anne's relationship with her mother to her relationship with her father. How and why are they different?
  3. How might Anne's living situation affect her relationship with her mother?
  4. How do Anne's problems with her parents compare to problems that teenagers experience with their parents today? Compare your relationship with a parent, or guardian or the relationship of someone else with their parent, with Anne's experiences with her mother.
- 
1. *Anne feels her mother deserves her cold treatment. Her mother has pushed her away with tactless remarks and cruel jokes about Anne. Anne feels she has only adopted the attitude toward her mother that her mother has towards her. She feels badly that her mother is upset, but also that she deserves it for being so unloving.*
  2. *Anne is much closer to and cares more for her father than for her mother. While she does not understand her mother and does not often agree with her, she does understand her father better and sees eye to eye with him. Her father appears to be kinder to her, while her mother is very critical. Anne never feels good enough for her mother, while her father makes her feel loved. There is no apparent reason for Anne's different feelings for her parents, other than how her parents have treated her differently and her understanding of each one.*
  3. *While Anne seemed to have troubles with her mother before they moved into the Secret Annexe, their relationship has become worse because of the new living situation. Anne and her mother must spend considerably more time together because of living in hiding. Their relationship is even more strained because of this frequent contact and increased opportunities to upset each other.*
  4. *Answers may vary.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Friday, 2 April, 1943****Characterization**

**Objectives:** Understanding relationships between characters  
Relating literature to life

**Activity**

Anne rejects her mother's offer to say her prayers with her. She hurts her mother's feelings terribly and upsets her father as a result.

1. How does Anne justify hurting her mother's feelings so badly?
2. Compare Anne's relationship with her mother to her relationship with her father. How and why are they different?
3. How might Anne's living situation affect her relationship with her mother?
4. How do Anne's problems with her parents compare to problems that teenagers experience with their parents today? Compare your relationship with a parent, or guardian or the relationship of someone else with their parent, with Anne's experiences with her mother.

Sunday, 13 June, 1943

Characterization

**Objective:** Interpreting the thoughts and language of a character

**Activity**

Anne is thrilled by the poem her father writes in honor of her birthday. He aptly describes the problems Anne faces in the “Secret Annexe.” In response to the gift, write a poem for Mr. Frank from Anne, expressing her gratitude for his writing and describing what Anne perceives as her father’s troubles while living in hiding.

*Note to Teacher: See appendix for further instruction on writing poetry.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sunday, 13 June, 1943****Characterization****Objective:** Interpreting the thoughts and language of a character**Activity**

Anne is thrilled by the poem her father writes in honor of her birthday. He aptly describes the problems Anne faces in the "Secret Annexe." In response to the gift, write a poem for Mr. Frank from Anne, expressing her gratitude for his writing and describing what Anne perceives as her father's troubles while living in hiding.



Wednesday, 4 August, 1943 – Monday, 23 August, 1943

Writing

**Objectives:** Developing descriptive writing skills  
Relating literature to life

Activity

In the course of a number of journal entries, Anne provides detailed descriptions of a typical day at the “Secret Annexe.” Write a two-page description of your typical daily routine, including times and details just like Anne does. On a third page, compare your routine with Anne’s, noting any similarities or differences.

*Note to Teacher: Lead a class discussion on the similarities and differences the students pointed out. Emphasize the difficulties of living in hiding and the freedom the students are enjoying compared to Anne’s life in the “Secret Annexe.”*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wednesday, 4 August, 1943 – Monday, 23 August, 1943****Writing**

**Objectives:**    Developing descriptive writing skills  
                     Relating literature to life

**Activity**

In the course of a number of journal entries, Anne provides detailed descriptions of a typical day at the “Secret Annexe.” Write a two-page description of your typical daily routine, including times and details just like Anne does. On a third page, compare your routine with Anne’s, noting any similarities or differences.

Thursday, 11 November, 1943

Theme

Objective: Identifying main ideas

Activity

Anne gives a title to this journal entry, "Ode to My Fountain Pen, In Memoriam." Throughout the entry she tells the history of her favorite pen and explains how it was lost. Choose five previous journal entries, identify their main themes or ideas, and give each one a title that sums up its content.

*Note to the Teacher: This activity can be furthered by having the students create an illustration or collage to go along with the new title of each entry.*

Sample Answers:

Monday, 26 July, 1943 – "Warning Sirens"

Thursday, 5 August, 1943 – "The Great Share-Out"

Monday, 23 August, 1943 – "Family Time for the Franks"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Thursday, 11 November, 1943****Theme****Objective:** Identifying main ideas**Activity**

Anne gives a title to this journal entry, "Ode to My Fountain Pen, In Memoriam." Throughout the entry she tells the history of her favorite pen and explains how it was lost. Choose five previous journal entries, identify their main themes or ideas, and give each one a title that sums up its content.

Saturday, 27 November, 1943

### Symbolism

**Objectives:** Identifying symbolism  
Making inferences from a writer's descriptions  
Visualizing imagery

#### Activity 1

Anne is very distressed by the thoughts she has about her old friend, Lies. Write a paragraph explaining the feelings Anne experiences because of seeing Lies. Identify what Lies symbolizes to Anne, and why her image is so distressing.

*Sample Answer:*

*Anne feels very guilty when she visualizes Lies. She realizes she has not thought of her old friend in almost a year; Anne wonders why she has been saved from the dreadful concentration camps when friends like Lies have been captured. She is grateful for her safety, but feels she deserves no more than Lies. The image Anne sees of Lies represents to her all of her friends and acquaintances who are suffering in camps, while she lives safely in the "Secret Annexe." It brings out her guilty feelings for not suffering along with them, and she is frustrated by her helplessness in the catastrophe of war.*

#### Activity 2

Anne describes her vision of Lies in detail. Create a visual representation of how you think Lies appeared in Anne's dream. What was Lies doing? Where was she? You may choose to draw a picture, create a visual through computer images, or you may use magazine/newspaper clippings to create a collage.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Saturday, 27 November, 1943

**Symbolism**

**Objectives:** Identifying symbolism  
Making inferences from a writer's descriptions  
Visualizing imagery

**Activity 1**

Anne is very distressed by the thoughts she has about her old friend, Lies. Write a paragraph explaining the feelings Anne experiences because of seeing Lies. Identify what Lies symbolizes to Anne, and why her image is so distressing.

**Activity 2**

Anne describes her vision of Lies in detail. Create a visual representation of how you think Lies appeared in Anne's dream. What was Lies doing? Where was she? You may choose to draw a picture, create a visual through computer images, or you may use magazine/newspaper clippings to create a collage.

Sunday, 7 May, 1944

Point of View

**Objective:** Interpreting events from a different point of view

**Activity**

Mr. Frank is very upset by the letter Anne writes him about her relationship with Peter. Consider why Mr. Frank is upset and write a letter from him to Anne in response. Set out the reasons why Anne's letter upset you and explain how you want Anne to behave.

*Sample letter:*

Dear Anne,

*I have received many letters in my life, but yours was the most unpleasant. I understand you have faced many difficulties while we have lived here, but how can you feel no responsibility toward your mother and I? It was very hurtful for you to have said such a thing. Your mother and I have always been there to help you and support you. We have provided for you and love you very much. Just as we have a responsibility towards you as parents, that I know we have fulfilled, you have a responsibility to us as a daughter. You must mind us, knowing we have more wisdom and only want what is best for you. I know you can be a respectful daughter, but you must let go of all of this resentment towards us and recognize how much we have done for you.*

*With that understanding, I will ask you again, as I have before, to be careful in your relationship with Peter. If you have any respect for your father, do not visit Peter so often in the attic. You are both too young to have such a serious relationship. It is inappropriate how much time you spend alone together. Please trust me in this Anne. I love you very much and I want what is best for you.*

Love,  
Pim

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sunday, 7 May, 1944****Point of View****Objective:** Interpreting events from a different point of view**Activity**

Mr. Frank is very upset by the letter Anne writes him about her relationship with Peter. Consider why Mr. Frank is upset and write a letter from him to Anne in response. Set out the reasons why Anne's letter upset you and explain how you want Anne to behave.



## Wrap-Up

## Theme

**Objectives:** Identifying themes  
Relating literature to life

## Activity

*Note to Teacher: Divide the class into small groups. Each group should find examples of the following situations.*

During the two years Anne lives in the “Secret Annexe” she experiences the difficulties of growing up. She encounters many of the troubles young people face today as they become adolescents. With your group, find examples in Anne’s diary of the following typical adolescent experiences.

1. asserting independence from parents
2. disagreeing with parents
3. forming one’s own identity; questioning one’s identity
4. questioning religious beliefs
5. developing romantic relationships
6. experiencing sibling rivalry

*Note to Teacher: This activity might be expanded by having students clip advice columns from teen magazines to compare modern teen problems with Anne’s. Have the students write a letter, from Anne’s perspective, to an advice columnist. Then, have students create the columnist’s response.*

## Sample Answers:

1. Anne questions her father’s restrictions on her relationship with Peter by writing a letter.
2. Anne frequently fights with her mother and states that their ideas are completely opposite.
3. Anne describes what type of person she would like to become. She thinks about her national identity.
4. Anne finds she does not have enough faith.
5. Anne becomes romantically involved with Peter.
6. Anne feels that Margot is more loved by her parents.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wrap-Up****Theme**

**Objectives:** Identifying themes  
Relating literature to life

**Activity**

During the two years Anne lives in the “Secret Annexe” she experiences the difficulties of growing up. She encounters many of the troubles young people face today as they become adolescents. With your group, find examples in Anne’s diary of the following typical adolescent experiences.

1. asserting independence from parents
2. disagreeing with parents
3. forming one’s own identity; questioning one’s identity
4. questioning religious beliefs
5. developing romantic relationships
6. experiencing sibling rivalry

## Wrap-Up

### Theme

**Objectives:** Identifying main ideas  
Visualizing imagery

### Activity 1

“Anne Frank: The Diary of a Young Girl” is a very simple title for the collection of journal entries it contains. Now that you have finished the book, reflect on the themes of Anne Frank’s diary. Think about the significance of her story and about what sort of title would catch a reader’s attention if they did not know who Anne Frank was. Give the novel a new title based on your reflections.

### Activity 2

Create a new book cover to match your new title. The cover can be anything you think is appropriate, such as a scene from the novel, a collage, or a symbolic picture. Include a front cover, inside flaps, and a back cover containing a summary.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wrap-Up****Theme**

**Objectives:** Identifying main ideas  
Visualizing imagery

**Activity 1**

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**Activity 2**

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## Wrap-Up

### Writing a Review

**Objective:** Evaluating literature

Now that you have finished the book, write a review for a newspaper, magazine, or online seller. Write at least four paragraphs describing what you liked and did not like about the book. Rate the book on a scale of one to five stars.

*Note to Teacher: This activity might be expanded by having the students rank all the books they've read this semester on a scale of one to five stars. The students can compare why they gave certain books more stars than others and take a poll of how many students gave each book the most stars.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wrap-Up****Writing a Review****Objective:** Evaluating literature

Now that you have finished the book, write a review for a newspaper, magazine, or online seller. Write at least four paragraphs describing what you liked and did not like about the book. Rate the book on a scale of one to five stars.

## Wrap-Up

### Interviewing

**Objective:** Interviewing a main character

#### Activity

*Note to Teacher: Divide the class into small groups.*

Imagine you could interview Anne Frank about her experiences in hiding and living in concentration camps.

You are the host of a TV news show known for giving important interviews with people who have survived extraordinary circumstances.

Before the interview, you must research Anne in order to know what types of questions you will be able to ask. You might want to ask her about the problems she experienced living in hiding, the conditions in the concentration camps, and her perspective on world politics.

Remember, you want to be sensitive to the issues involved and the trauma this young woman has experienced. You also want to produce an interview that your viewers will find compelling.

Each group will work together to produce a list of questions to ask Anne Frank. The first question has been written for you.

1. How did you maintain your hopes of survival while you were in hiding?

*Other sample questions:*

*What were your days like living in a concentration camp?*

*What do you think is going to happen to Germany now that it has been defeated?*

*Where do you plan to live? What do you want to do for a career?*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Wrap-Up

#### Interviewing

**Objective:** Interviewing a main character

#### Activity

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Each group will work together to produce a list of questions to ask Anne Frank. The first question has been written for you.

1. How did you maintain your hopes of survival while you were in hiding?



## Wrap-Up

### Writing

**Objectives:** Preparing notes for writing  
Reading with attention to detail  
Speculating about a character's motivation based on actions and words

### Activity

*Note to Teacher: Divide the class into small groups.*

Each group should select a different news assignment from the list that follows. First, plan a newspaper article by taking notes on the following form. Next, write an article based on the information in the notes; you may include pictures, captions, and headlines. Finally, develop information for the interviews based on the information in your notes, using what the character might have said as indicated by the text.

*See the appendix for instructions on creating interviews and news stories.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Wrap-Up****Writing**

**Objectives:**    Preparing notes for writing  
                      Reading with attention to detail  
                      Speculating about a character's motivation based on actions and words

**Activity**

Each group should select a different news assignment from the list that follows. First, plan a newspaper article by taking notes on the following form. Next, write an article based on the information in the notes; you may include pictures, captions, and headlines. Finally, develop information for the interviews based on the information in your notes, using what the character might have said as indicated by the text.

**NEWS PAPER ASSIGNMENTS:****1. Article on the disappearance of the Frank family:**

Base your article on an interview with Mr. Goudsmit about when they disappeared and the note they left, and an interview with Mr. Van Daan about the slip of paper he found on Mrs. Frank's desk.

**2. Article on burglars in the neighborhood:**

Base your article on an interview with the greengrocer who shined his flashlight into the warehouse.

**3. Editorial on discrimination:**

Base your article on interviews with office workers, Elli and Miep. Have Elli and Miep explain why they do not agree with the discrimination against the Jews and are willing to assist the Jews.

**4. Editorial on hope:**

Base your article on interviews with Anne and Margot. Have them explain the importance of hope while in hiding, and how they kept their hope alive in the "Secret Annexe."

**5. Advice Column:**

Peter sends in a letter about his relationship with Anne. Include his letter and the columnist's response.

**6. An Advertisement:**

Write an advertisement by Mrs. Van Daan, offering to sell her fur coat. Be sure to include her feelings over parting with it and the price she is asking.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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## Wrap-Up

### Dramatization of Scenes in the Novel

**Objectives:** Understanding dialogue  
Creating a screenplay  
Utilizing stage directions

### Activity

*Note to Teacher: Divide the class into small groups. Each group should prepare to perform a scene, complete with props and costumes.*

In small groups, adapt one of the following scenes into a short script, including stage directions. Assign parts to each group member. If there are not enough characters, one group member may be the director. Act out your scene to the class.

1. Monday, 28 September, 1942:  
The Dinner Table Argument
2. Tuesday, 13 July, 1943:  
Anne's Table
3. Wednesday, 18 August, 1943  
Potato Peeling Scene
4. Thursday, 3 February, 1944  
If Holland Floods
5. Tuesday, 11 April, 1944  
Everyone Lying on the Floor
6. Tuesday, 16 May, 1944  
The Van Daan's Argument

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Wrap-Up

#### Dramatization of Scenes in the Novel

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5. Tuesday, 11 April, 1944  
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6. Tuesday, 16 May, 1944  
The Van Daan's Argument

## Afterword

## Setting

**Objective:** Understanding the historical setting

## Activity

The Afterword provides a description of the historical events surrounding Anne Frank's life. Create a timeline based on the important historical events discussed in the Afterword. Use one color for these historical events. Use a second color to include significant dates in Anne Frank's life as well.

*Note to Teacher: This project could be expanded by having students make the timeline in the form of a poster including pictures, maps, and other embellishments to the project.*

## Sample Answer:

- 1918 – Collapse of the German Empire
- 1919 – Treaty of Versailles signed, containing harsh terms for Germany
- 1921 – Hitler becomes leader of the Nazi Party
- June 12, 1929 – Anne Frank born
- Jan. 1933 – Hitler becomes Chancellor of Germany
- 1933 – The Franks immigrate to Holland
- Sept. 1939 – Germany launches war against Poland
  - England and France declare war on Germany
- April 1940 – Germany conquers Denmark, invades Norway
- May 1940 – Germany seizes Holland and Belgium
- June 1940 – France surrenders to Germany
- Feb. 1941 – Nazis launched first round up of Jews in Amsterdam
- June 1941 – Germany attacks Russia
- Dec. 1941 – Pearl Harbor is bombed, The U.S. enters the war
- 1941 – The Jewish people in German-occupied lands begin to be forced into concentration camps
- July 6, 1942 – The Franks arrive at the “Secret Annexe”
- 1943 – Russia counterattacks Germany; Allies attacked Italy and overthrew Mussolini
- June 1944 – Allied invasion of France
- Aug. 4, 1944 – the Gestapo follow a tip to discover the Franks, the Van Daans, and Mr. Dussel
- Sept. 3, 1944 – The Franks and others are shipped to Auschwitz; Brussels freed by Allies
- Oct. 1944 – Anne, Margot, and Mrs. Van Daan sent to Belsen
- Jan. 6, 1945 – Mrs. Frank dies in Auschwitz
- Mar 1945 – Anne and Margot die of typhus at Belsen
- May 1945 – WWII ends
- June 1947 – Mr. Frank publishes Anne's diary
- 1952 – Anne's diary is translated into English for publication in England and the U.S.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Afterword****Setting****Objective:** Understanding the historical setting**Activity**

The Afterword provides a description of the historical events surrounding Anne Frank's life. Create a timeline based on the important historical events discussed in the Afterword. Use one color for these historical events. Use a second color to include significant dates in Anne Frank's life as well.



## Afterword

### Setting

**Objectives:** Understanding the historical setting  
Visualizing imagery

### Activity

*Note to Teacher: Divide the class into small groups.*

The Afterword estimates that six million Jews were killed in the Holocaust. It is difficult to visualize how many people that really is. In your groups, choose a creative way to explain to your class how to visualize six million people.

For example, your group might choose a local stadium, find out the capacity of the stadium, and then figure out how many stadiums six million people would fill. Another option is to find out the population of your city or town and then find out how many cities your size it would take to make up six million people. Be creative.

*Note to Teacher: This activity could be expanded by having the students create posters to accompany their research. Students could also name the landmark they've chosen, such as a stadium, and then have the class guess how many stadiums are needed for six million people.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Afterword

#### Setting

**Objectives:** Understanding the historical setting  
Visualizing imagery

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## Appendix

### Terms and Definitions

*Characterization* - the methods, incidents, speech, etc., an author uses to reveal the people in the book. Characterization is depicted by what the person says, what others say, and by his or her actions.

*Imagery* - the use of words to evoke impressions and meanings that are more than just the basic, accepted definitions of the words themselves. **Example:** The quotation, “Get thee to a nunnery,” from *Hamlet* implies that Ophelia must regain her purity and chastity and does not simply mean that she needs to go to a convent.

*Inference* - the act of drawing a conclusion that is not actually stated by the author. **Example:** In *The Pigman*, John and Lorraine are writing a “memorial epic” about Mr. Pignati. Therefore, the reader may logically assume that Mr. Pignati dies in the book.

*Point of View* - the position or vantage point, determined by the author, from which the story seems to come to the reader. The two most common points of view are First-person and Third-person. **Examples:** First-person point of view occurs in *The Adventures of Huckleberry Finn*; the reader receives all information through Huck’s eyes. An example of third-person point of view is Dickens’ *Hard Times*, in which the narrator is not a character in the book.

*Setting* - when and where the short story, play, or novel takes place. **Examples:** *Macbeth* takes place in the eleventh century in Scotland. *The Old Man and the Sea* has its main setting on the ocean outside Havana, Cuba, in an unspecified time in the middle-to-late 20<sup>th</sup>-century.

*Symbol* - an object, person, or place that has a meaning in itself and that also stands for something larger than itself, usually an idea or concept; some concrete thing which represents an abstraction. **Example:** The sea could be symbolic for “the unknown.” Since the sea is something that is physical and can be seen by the reader, and also has elements that cannot be understood, it can be used symbolically to stand for the abstraction of “mystery,” “obscurity,” or “the unknown.”

*Theme* - the central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different methods: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them. **Example:** In a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be: “Real courage is demonstrated through internal bravery and perseverance.” In a poem about a flower that grows, blooms, and dies, the theme might be: “Youth fades, and death comes to all.”

## SMALL GROUP LEARNING

*Small Group Learning is defined as two to five students working together for a common goal. For it to be successful, three basic elements must be present.*

1. **SOCIAL SKILLS IN GROUP WORK:** Most students, unless they are taught the appropriate skills, do not participate as effectively as they might in small group work. Like any other skill, those needed for group work must be identified, practiced, and reinforced. To this end, we have included a Social Skills Behavior Checklist which we will ask you to use to rate your group. At this time, please read the related objectives listed below.

### *Social-Behavioral Objectives*

1. Everyone is addressed by his or her first name.
2. Everyone speaks quietly in order not to disturb other groups.
3. No one ever uses put-downs or name calling.
4. Everyone is always physically and mentally part of the group. The following are prohibited and may result in the group's grade being lowered:
  - A. Putting one's head down on the desk.
  - B. Reading or working on unrelated items.
  - C. Moving about the room or talking to members of other groups.
5. Everyone is encouraged to participate and does participate.
6. Everyone offers praise and encouragement.
7. Everyone recognizes that on some points of opinion two equally valid points of view can be supported.
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.

### *Social-Intellectual Objectives*

9. Ideas are discussed aloud.
10. Ideas are summarized.
11. Clarification is asked for and received.
12. Explanations are given until everyone understands.
13. Ideas, not people, are criticized.
14. Difficult ideas are paraphrased.
15. Multiple points of view are examined.
16. Work is organized within available time and available resources.
17. Questions are asked and answered satisfactorily.
18. Ideas are examined, elaborated on, and pulled together.
19. Reasons and rationale are asked for and provided.
20. Conclusions are challenged with new information.
21. Ideas are created in brainstorming.

2. **POSITIVE INTERDEPENDENCE:** Critical to successful *group work* is the realization on the part of the students “that we are all in this together; we either sink or swim as a group.” In terms of this unit, it may mean that everyone in the group will share the group grade on the project, whether it is an “A” or an “F.”
3. **INDIVIDUAL ACCOUNTABILITY:** The bottom line of any teaching method is, of course, how well the students have mastered the objectives being taught. Therefore, you must understand that the small group process, while it is more fun than other methods, is serious business. At the conclusion of this unit, a test may be used to evaluate how well each individual has mastered the objectives. As a consequence, the student who slacks off in the group or in his homework not only lets the group down, but also hurts him or herself.

## PROCEDURES FOR SMALL GROUP WORK

*As well as mastery of content and concepts, grades will be based on the demonstration of the following skills.*

1. **Linguistic-Intellectual Skills** – These skills are fostered when students examine ideas from multiple points of view and critically probe for strengths and weaknesses.
2. **Group Social Skills** – Before anything else can be mastered, the small group must function effectively as a learning unit, which makes the mastery of these skills the first priority.

### **Linguistic-Intellectual Skills to be Demonstrated**

### **Examples of these skills in action**

#### *Explaining*

It seems to me...  
One way of looking at it...  
How does everyone feel about...  
The idea that...

#### *Encouraging*

What's your idea?  
I didn't think of that.  
Good idea!  
That helps.  
Good; go on with that thought.

#### *Clarifying*

Let's put it this way...  
Perhaps if we draw a chart...  
It may mean that....  
How does this sound...  
Where does this lead us?

#### *Elaborating*

That's right and it also may include...  
Another instance of that is when...  
A point we might also include...

#### *Qualifying*

I agree with your premise, but...  
I see it leading somewhere else...  
That is one reason, but it may also...  
I agree with the examples, but I come to a different conclusion.  
Does that conclusion hold up in every instance?

#### *Questioning*

Why do you say that?  
What is the proof for that conclusion?  
Is that a valid generalization?  
How did you reach that point?

#### *Disagreeing*

It seems to me there could be a different reason.  
But looking at it from his point of view...  
We may be jumping to a conclusion without looking at all the facts.  
Here's another way of looking at it...

## SMALL GROUP EVALUATION SHEET

Social-Behavioral Skills in our group		Poor					Good				
1.	Everyone is addressed by his or her first name.	1	2	3	4	5					
2.	Everyone speaks quietly. (If one group gets loud, other groups get louder to hear each other.)	1	2	3	4	5					
3.	No one ever uses put-downs or name calling.	1	2	3	4	5					
4.	Everyone is always physically and mentally part of the group.	1	2	3	4	5					
5.	Everyone is encouraged to and does participate.	1	2	3	4	5					
6.	Everyone offers praise and encouragement.	1	2	3	4	5					
7.	Everyone recognizes that on some opinions, two equally valid points of view can be supported.	1	2	3	4	5					
8.	Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.	1	2	3	4	5					

### Social-Intellectual Skills in our group

9.	Ideas are examined and discussed aloud.	1	2	3	4	5					
10.	Ideas are summarized.	1	2	3	4	5					
11.	Clarification is asked for and received.	1	2	3	4	5					
12.	Explanations are given until everyone understands.	1	2	3	4	5					
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18.	Ideas are examined, elaborated on, and pulled together.	1	2	3	4	5					
19.	Reasons and rationales are asked for and provided.	1	2	3	4	5					
20.	Conclusions are challenged with new information.	1	2	3	4	5					
21.	Ideas are created in brainstorming.	1	2	3	4	5					

Total Score \_\_\_\_\_

## STUDENT ROLES IN GROUP DISCUSSIONS

1. **Reader:** The reader's job is to read the questions aloud and to be sure everyone knows the meaning of unfamiliar words and understands the questions.
2. **Recorder:** The recorder takes notes and is responsible for writing down the group's final answers.
3. **Timer and Voice Monitor:** The timer and voice monitor is responsible for reminding individuals when they get too loud and for keeping track of the time. Because of a concern for finishing the project on time, the monitor will be the one to get the students back on task when they stray or get bogged down on one point.
4. **Checker and Encourager:** This person's chief responsibility is to encourage all members to contribute, to compliment when appropriate, and to remind everyone of the necessity of avoiding name calling and/or put-downs.



## Newspaper

**News Article** - *This is an accurate and objective reporting of an event. News articles should include the “Five W’s”: What, When, Where, Who, and Why. A good newspaper writer usually can include all the necessary information in the first paragraph of the article. This is done so that readers can understand what the article is about simply by reading one paragraph and then deciding if they want to read further to get more detailed information.*

The next paragraphs in the news article expand on the Five W’s of the first paragraph.

Example:

Last night at 10 PM, a train from Philadelphia, PA to Pittsburgh slid off the tracks near Johnstown. No injuries were reported, but the train had been carrying flammable materials. A spokesperson for the Pennsylvania Railroad, Mr. Robert Graves, said that while there was no evidence of sabotage, “that possibility is being looked into by police.” This is the second derailing on this route in two years.

The rest of the article would expand upon and give background and further information on the accident.

**Editorial** - This is a piece in which the writer gives opinions about an issue. A possible solution may be suggested. The requirements of the Five W’s and absolute, unbiased accuracy are not adhered to as strictly as they are in a news article.

Example:

How many train wrecks will we have before the government steps in? Will it take a fatality before trains in our state are made safer? Should explosives, poisonous materials, and hazardous wastes continue to be shipped with only minor considerations to safety? This newspaper’s opinion is a firm and resounding “No!” If the Federal Transportation Commission does not recognize its own failings and correct the problems, it will be our local politicians’ job to re-route trains carrying potentially dangerous cargoes away from our communities.

**Human-Interest Story** - This type differs from the previous two because it has a different overall intent. As in a news article, the intent is to inform the reader of facts, but in the human-interest story, writers add the element of appealing to the readers' sympathies. Answering the Five W's is usually adhered to, but not as strictly as in the news article. Frequent topics of human-interest stories are animals, heroic deeds, strange occurrences of fate, money, etc.

Example:

Huddled among the broken railroad cars and destroyed contents of yesterday's train derailment near us, sat someone's lost puppy. Police found it early this morning after hearing whimpering from inside one of the cars. The poor dog's leg had been severed in the accident, and it was trapped by rubble. Had another hour elapsed, it probably would have died, says a local veterinarian, who treated the mixed-breed, black-and-white dog. According to the vet, Stumpy, as the dog is now called, has received more than twenty requests for adoption since his lucky rescue was accomplished.

**Headline** – This is a short heading over an article, which is set in large type, and which gives an indication of the subject of the article. Headlines are short and are designed to catch the readers' interest. All important words in the headline should be capitalized. Each article in a newspaper contains a headline. The wording of headlines is very important. If they say too much, readers may skip reading the article; if they are too vague, the subject may not interest the reader. Simple words such as *a*, *and*, *the* are frequently left out of headlines.

Examples:

Train Jumps Tracks; Second in Two Years

Two Train Wrecks Are Too Many

Injured Puppy Found in Train Debris

## Writing Poems

### 1. Definition Poem

Start with an abstract word. Then give images of that word.

Definition poems can begin as follows:

Happiness is  
or  
A delinquent's life is

The lines that follow define the abstraction by giving specific, detailed examples or images.

### 2. Cinquain – a poem 5 lines long that does not rhyme.

line 1 has two syllables  
line 2 has four  
line 3 has six  
line 4 has eight  
line 5 has two again

My dog  
The best, I think  
Of course, you may have one.  
Mine has to be cuter than yours  
She's mine

3. Diamantes

A diamante is a diamond-shaped poem based on contrasts. Although there are variations, the most common pattern produces a seven-line poem with the following form:

Line 1 – one word, usually a noun

Line 2 – two adjectives that describe the noun

Line 3 – three participles also describing the noun

Line 4 – provides a transition from the word in line 1 to the word in line 7

Line 5 – three participles that describe the noun in line 7

Line 6 – two adjectives that describe the noun in line 7

Line 7 – a noun that contrasts with line 1

Fire  
orange and yellow  
licking, leaping, lighting  
caught between desire and indifference  
staring, glaring, glistening  
silver and blue  
Ice

4. Many other types of poems are written in a free, non-rhyming form, without a standard meter, but arranged in stanzas. These will probably be the easiest for you to write, although you are encouraged to attempt all types of poetry.

The thousand knights in armor  
And on horses  
Flew down the hill,  
Yelling their ferocious battle cries  
To make us tremble and retreat.  
We stayed,  
Ready to meet our death  
Proudly.

5. One of the most well-known poetic forms is Haiku, and it is quite simple to write. It consists of three lines only that may not rhyme. The first line has 5 syllables, the second has seven, and the third has five again.

Many winters pass;  
The oak grows taller each year.  
When will acorns form?

## Directions for Interviews

### Planning in Small Groups

First, discuss what you, as interviewer, want to know and the reasons you want to know it. Decide what you want to use as your specific questions.

Second, anticipate what the person being interviewed will answer. Use as many quotations from the text as possible. The answers should be consistent with things the character or narrative text says.

Finally, plan the interviewer's summary remark. Try to explain how the information in the questions/answers relates to the plot in general and thematic ideas of the novel.

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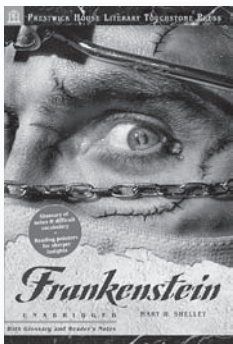
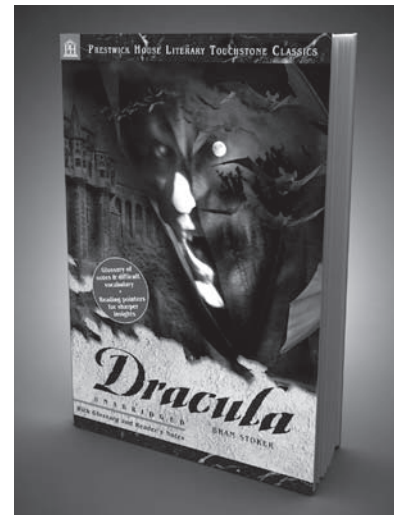
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