

Teacher Guide

Grades 7–8

Anne Frank: The Diary of a Young Girl

Anne Frank

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ANNE FRANK: THE DIARY OF A YOUNG GIRL

by
Anne Frank

Teacher Guide

Written by
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Note

The Classic Pocket Book paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

Please note: Please assess the appropriateness of this play for the age level and maturity of your students prior to reading and discussing it with your class.

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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, analyzing,
making generalizations,
drawing conclusions

Literary Elements

Character, setting, plot
development

Writing

Journal, narrative, poetry

Vocabulary

Context clues, prefixes,
suffixes and roots, key words

Comprehension

Predicting, sequencing,
cause/effect, inference

Listening/Speaking

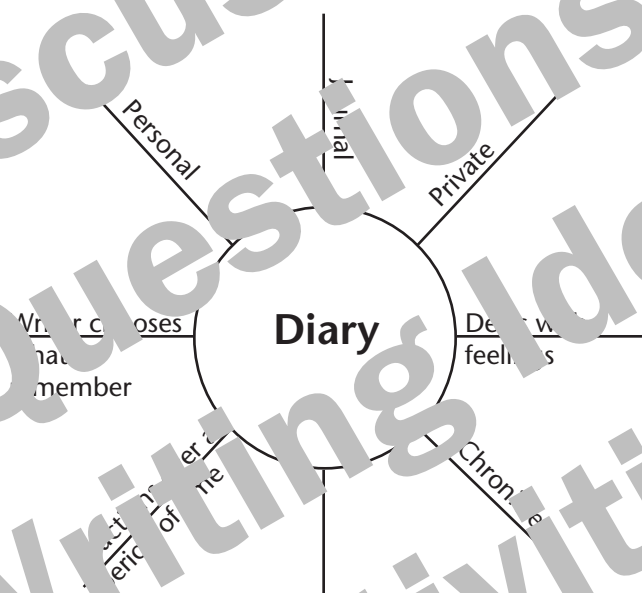
Participation in discussion
groups

Summary of Anne Frank: The Diary of a Young Girl:

Anne Frank was a thirteen-year-old Jewish girl who lived in Holland during World War II. Because of the Nazi persecution of Jews during the German occupation of Holland, the Franks went into hiding. The book is Anne's diary written while living in the "Secret Annexe." The diary provides not only a historical account, but a warm, poignant glimpse of Anne growing up, including her first adolescent love.

Initiating Activities:

1. Use the book as part of an integrated unit dealing with World War II. Specify the historical events from June 14, 1942, to August 1, 1944. As the diary is read, refer back to the historical events list. (See pages 21-28 of this guide.)
2. Pairs form ideas about diaries.



3. For a week before starting the book, have students keep a diary/journal. Discuss feelings about journaling and what is expected of a journal style book.
4. Record what students know of the Holocaust and anti-Semitism in a list. After reading the book, revise the list to reflect what has been learned.

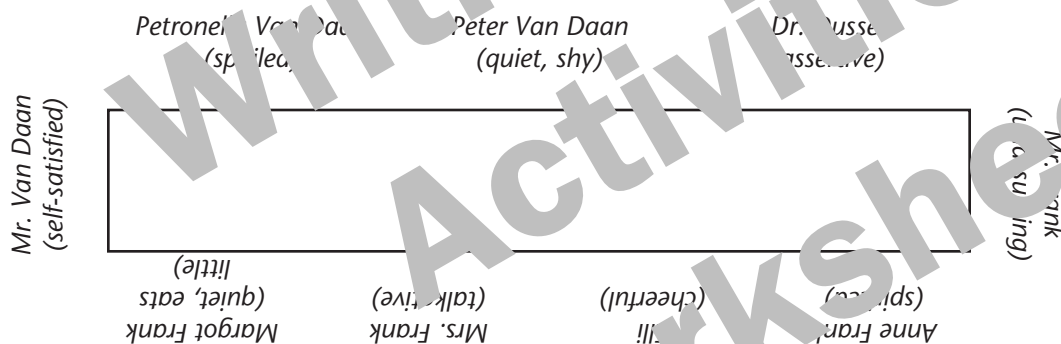
Friday, 16 July, 1943 to Wednesday, 29 December, 1943

Vocabulary:

tumult	dispersed	inquietly	supple
eiderdown	irrevocable	necessarily	capitulated
grouses	palpitation	consolation	cremated
lozenges	compresses		

Discussion Questions and Activities

- How are those in the "Secret Annexe" able to survive? Where do they get food? Who helps them? (*Mr. Frank's former employers and friends secretly bring them food, books, and whatever they need.*)
- What would happen to those in hiding if they got sick and required medical care? How do those in hiding deal with sickness? (*home remedies and what medicine friends provide*)
- What are the secret wishes of those in the "Secret Annexe" when they are able to leave? (*to have a hot bath filled to overflowing, seeing a wife, eat cream cake, see a dentist, visit friends*) What would your first wish be if you were in such a situation?
- What deficiencies does Anne see in Mrs. Van Daan? (*page 84, Thursday, 29 July, 1943*)
- Explain 24 hours in the "Secret Annexe." (*pages 86–91, Wednesday, 4 August, 1943–Monday, 9 August, 1943*)
- Draw the dinner table at the "Secret Annexe" with an adjective for each person. (*pages 90–91; some suggested adjective answers below*)



- Dramatize potato peeling. (*page 92, Wednesday, 10 August, 1943*)
- Why would a fountain pen be a special friend to someone like Anne?