



 Prestwick House

Activity Pack

ANNE FRANK: THE DIARY OF A YOUNG GIRL

BY ANNE FRANK



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Written by Christina Taneyhill

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.

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?

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.

Wednesday, 8 July, 1942

Setting

Objectives: Understanding historical settings
Using maps

Activity

Note to the 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...”

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. 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:

- Auschwitz-Birkenau or Auschwitz II
- Belsec [*Belzec*]
- Chelmo [*Chelmno*]
- Majdenek
- Sibibor [*Sobibór*]
- Treblinka

Note to the 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: _____

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.

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.

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.

- Mrs. Frank
- Mr. Frank
- Margot
- Mrs. Van Daan
- Mr. Van Daan
- Peter
- Mr. Dussel

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.

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.

Name: _____

Date: _____

Wrap-Up

Theme I

Objectives: Identifying themes
Relating literature to life

Activity

Note to the 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.

- asserting independence from parents
- disagreeing with parents
- forming one’s own identity; questioning one’s identity
- questioning religious beliefs
- developing romantic relationships
- experiencing sibling rivalry