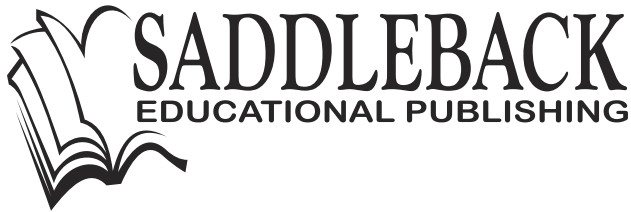


# Focus ON READING

*Anne Frank:  
The Diary of  
a Young Girl*

JENNY SIME

This is a sample not intended for classroom use.



Three Watson  
Irvine, CA 92618-2767  
Web site: [www.sdlback.com](http://www.sdlback.com)

**This is a sample not intended for classroom use.**

Copyright © 2006 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher, with the exception below.

Pages labeled with the statement Saddleback Educational Publishing © 2006 are intended for reproduction. Saddleback Educational Publishing grants to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to a single teacher and does not apply to entire schools or school systems.

ISBN-1-59905-105-2  
Printed in the United States of America  
10 09 08 07 06 9 8 7 6 5 4 3 2 1

# Contents

<i>Introduction/Classroom Management</i> .....	<i>iv</i>
<i>Focus on the Book</i> .....	<i>vi</i>
Focus Your Knowledge .....	1
<b>I. SUNDAY, 14 JUNE, 1942–THURSDAY, 12 NOVEMBER, 1942</b>	<b>IV. THURSDAY, 3 FEBRUARY, 1944–WEDNESDAY, 22 MARCH, 1944</b>
Focus Your Reading .....	2–3
Build Your Vocabulary .....	4
Check Your Understanding: Multiple Choice .....	5
Check Your Understanding: Short Answer .....	6
Deepen Your Understanding .....	7
<b>II. TUESDAY, 17 NOVEMBER, 1942–TUESDAY, 3 AUGUST, 1943</b>	<b>V. THURSDAY, 23 MARCH, 1944–MONDAY, 5 JUNE, 1944</b>
Focus Your Reading .....	8–9
Build Your Vocabulary .....	10
Check Your Understanding: Multiple Choice .....	11
Check Your Understanding: Short Answer .....	12
Deepen Your Understanding .....	13
<b>III. WEDNESDAY, 4 AUGUST, 1943–FRIDAY, 28 JANUARY, 1944</b>	<b>VI. TUESDAY, 6 JUNE, 1944–AFTERWORD</b>
Focus Your Reading .....	14–15
Build Your Vocabulary .....	16
Check Your Understanding: Multiple Choice .....	17
Check Your Understanding: Short Answer .....	18
Deepen Your Understanding .....	19
Focus Your Reading .....	20–21
Build Your Vocabulary .....	22
Check Your Understanding: Multiple Choice .....	23
Check Your Understanding: Short Answer .....	24
Deepen Your Understanding .....	25
Focus Your Reading .....	26–27
Build Your Vocabulary .....	28
Check Your Understanding: Multiple Choice .....	29
Check Your Understanding: Short Answer .....	30
Deepen Your Understanding .....	31
Focus Your Reading .....	32–33
Build Your Vocabulary .....	34
Check Your Understanding: Multiple Choice .....	35
Check Your Understanding: Short Answer .....	36
Deepen Your Understanding .....	37
<i>End-of-Book Test</i> .....	38
<i>Answer Key</i> .....	40

This is a sample not intended for classroom use.

# Introduction/Classroom Management

## WELCOME TO *FOCUS ON READING*

*Focus on Reading* literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

*Focus on Reading* is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

## USING *FOCUS ON READING*

*Focus on Reading* is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference page for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

## Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

**Vocabulary Words to Know** lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

**Things to Know** identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

**Questions to Think About** helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

## During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.

**Check Your Understanding: Short Answer** contains 10 short-answer questions based on the reading.

## After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

## CLASSROOM MANAGEMENT

*Focus on Reading* is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

**Deepen Your Understanding** is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

This is a sample not intended for classroom use.

# Focus on the Book

## Synopsis

Anne Frank is a thirteen-year-old Jewish girl living in Holland during World War II. Anne, her older sister, her mother, and her father are forced into hiding by the Nazis. In the warehouse named the “Secret Annexe,” they are joined by Mr. and Mrs. Van Daan and their son, Peter, as well as by a dentist named Dussel. Together, these eight try to outlast the war being fought throughout Europe. Anne’s diary describes the political atmosphere of the time as well as the personal struggles she experiences while in hiding. Anne lives out her adolescent years in these unfortunate circumstances, yet she still experiences many normal adolescent difficulties. Anne wants to be independent, have a boyfriend, and attempt to grow up into a strong young woman, all while being stuck for three years in close quarters with her family and a group of strangers. She writes about a range of emotions about these issues, bringing to light a new perspective on the war.

## About the Author

Although *Anne Frank: The Diary of a Young Girl* is autobiographical, there are some things about Anne not mentioned in the diary. Anne was born June 12, 1929, while her family was living in Frankfurt, Germany. The Franks left Germany after trouble with the Nazis began brewing. Mrs. Frank, Anne, and Anne’s sister, Margot, moved to Amsterdam in the spring of 1934, joining Mr. Frank, who had left earlier to set up new lives for them. Anne was able to live a normal life as a young girl for a while. This changed when the Germans invaded Holland in 1940. Anne was forced to go to the Jewish school; she was still successful there and thought little of the change. As her father began to hear more about the arrests the Germans were making, sending Dutch Jews to the concentration camps in Germany, he began to make plans for his family’s safety. As in the diary, it was Margot’s letter to report for deportation that sent the Franks to the warehouse they used as the “Secret Annexe,” and it was there that the Van Daans and Dussel joined them. They lived there for the years that Anne wrote about, until August 4, 1944. An informer had reported the hideout to the Gestapo. All eight residents, as well as Mr. Kraler and Mr. Koophuis, were taken to Gestapo headquarters. Anne, Margot, their

mother, and Mrs. Van Daan stayed together at Auschwitz until Mrs. Frank died January 6, 1945. Then the others were sent to another camp, Belsen. Anne and the other two all passed away there, just weeks before the war ended.

## Historical Background

Anne Frank and her family lived in Holland. Situated just west of Germany and north of Belgium, this country is also called the Netherlands. The Dutch people were very upset about Germany’s invasion.

World War II occurred between the years 1939 and 1945. It was one of the most destructive wars ever. It was fought not only in Europe, but spanned the globe to include Africa, Asia, and the islands of the Pacific as well.

One of the major causes of World War II was Adolf Hitler’s rise to power in Germany. Upset about being blamed for World War I, the German people were susceptible to his desire for ultimate power. In the midst of economic desperation, Hitler was named dictator in 1933 after the Nazi political party gained a majority of the seats in the Weimar Republic (Germany’s name as a democratic government).

The Nazi political party held many radical beliefs. One of these beliefs was that the Aryan race was superior to others. In Nazism, Aryan was used to designate non-Jewish Caucasians with Nordic features such as blue eyes and blonde hair. The Nazis also promised to restore Germany’s power, redistribute the wealth among the citizens of Germany, and to increase employment.

The Communists and Jews living in Germany were blamed for the outcome of World War I as well as the Great Depression that began in 1929, and many German citizens began to believe Hitler’s message. In order to reduce or prevent interbreeding of an “inferior” race with the “master” race, Communists and Jews were sent to concentration camps, either to work or to be killed.

Hitler began to take over the media so that only pro-Nazi messages could be communicated. Any non-Nazi labor unions or other gatherings were immediately outlawed. The Gestapo and the SS (Schutzstaffel) were formed in order to ensure that the citizens of Germany complied with the Nazi regime.

(continued)

## *Focus on the Book (continued)*

By 1935, Hitler had rearmed the German armies with little opposition from the French and British, who feared facing another world war. With control of his own country, Hitler's goal grew to a desire to unite all of the German-speaking people of the world. In order to accomplish this, he first invaded the Rhineland, which was controlled by France. When he was met with little resistance, his campaign continued. By 1938, he had taken over Czechoslovakia and Austria. When he invaded Poland in 1939, the British and French finally declared war.

Benito Mussolini, dictator of Italy, was also stirring up trouble. Germany and Italy, combined with Japan, made up the Axis powers of the war. The Allied powers included England, France, and eventually the United States and USSR, as well as about twenty other countries.

Hitler did not stop when the Allies declared war.

Rather, he invaded Belgium, Denmark, the Netherlands (Holland), and France in the spring of 1940. When Germany tried to invade Great Britain, Hitler faced his first defeat. This loss did not weaken the troops a great deal, and, in 1941, Hitler invaded the USSR, breaking the nonaggression pact he had signed with that country. When this attempt also failed, Hitler began focusing more on eliminating the Jews than on victory.

During this period, known as the Holocaust, long trains filled with Jews began making their way to the concentration camps. Men were separated from the women and children, and families were torn apart. Some were overworked during the day then made to live in barracks where malnourishment and disease weakened and killed many. Millions of people were killed in gas chambers in the camps.

When the war finally ended in 1945, over ten million people, including six million Jews, had been killed.

**This is a sample not intended for classroom use.**



## Focus Your Knowledge

Anne Frank and her family lived in hiding from the Nazis during World War II. The Germans had occupied Holland where the Franks had moved.

- Create a time line of the major events of World War II.
- Look at the map below. It shows what Europe looked like before World War II. Compare it with a current map of Europe. What changes do you see?
- Color in a map of Europe to show the territories that the Germans occupied during World War II.
- Make a list explaining the causes of World War II.
- What do you know about the Jewish religion today? What are the lasting effects of the war on today's Jews?
- Have you seen or heard about the Holocaust memorial in Washington, D.C.? It was designed to commemorate the millions who died under the Nazis. What do you think of such a memorial? How might relatives of people killed in the Holocaust react to a memorial?



- — — Pre WWII German borders
- — — Pre WWII Union of Soviet Socialist Republics borders

This is a sample not intended for classroom use.



## Focus Your Reading

### Vocabulary Words to Know

---

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

**melancholy**—a gloomy state of mind

**emigrated**—left one country or region to settle in another

**ardent**—characterized by intense feeling

**superfluous**—extra; more than enough

**oppressive**—unjustly harsh; causing discomfort

**monotonous**—unvarying; unchanging

**obstinate**—stubborn in opinion or purpose

**seclusion**—isolation

**improvised**—made or provided from whatever materials are available

**persevere**—to not give up; to persist in pursuing something in spite of obstacles

### Things to Know

---

Here is some background information about this section of the book.

The **florin** is the currency used in Holland, which is approximately 28 cents.

The **Zionist Movement** is a Jewish organization intended to keep Judaism strong.

The **S.S.**, or Schutzstaffel, was the military force of the Nazis.

A **call-up order** is a government order to report to the police or military, which will send that person either to work or to a death camp.

**W.C.** refers to a water closet, or bathroom.

The **Gestapo** was the political police force of Nazi Germany.

**Kilos** are kilograms, or 1000 grams, a metric measurement. The metric system of measurement is used in Europe.

**This is a sample not intended for classroom use.**

## Focus Your Reading

### *Questions to Think About*

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What are some humorous aspects of living as the Franks and Van Daans do?

2. What are Anne's feelings toward her father?

3. In these chapters, do you sense how serious the situation really is?

4. Why might Mrs. Van Daan be so hard to get along with?

**This is a sample not intended for classroom use.**

5. How does Anne continue her education after going into hiding?

*Build Your Vocabulary*

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “There is a saying that ‘paper is more patient than man’; it came back to me on one of my slightly **melancholy** days, while I sat chin in hand, feeling too bored and limp even to make up my mind whether to go out or stay at home.”

melancholy: \_\_\_\_\_

2. “. . . as we are Jewish, we **emigrated** to Holland in 1933, where my father was appointed Managing Director of Travies N.V.”

emigrated: \_\_\_\_\_

3. “After a while it cools down of course, especially as I take little notice of **ardent** looks and pedal blithely on.”

ardent: \_\_\_\_\_

4. “Daddy has been at home a lot lately, as there is nothing for him to do at business; it must be rotten to feel so **superfluous**.”

superfluous: \_\_\_\_\_

5. “I can’t tell you how **oppressive** it is never to be able to go outdoors, also I’m very afraid that we shall be discovered and be shot.”

oppressive: \_\_\_\_\_

6. “Last week we had little interruption in our **monotonous** life; it was over a book about women—and Peter.”

monotonous: \_\_\_\_\_

7. “Sour faces and **obstinate** silences for three days and then everything went smoothly once more.”

obstinate: \_\_\_\_\_

8. “Mr. Van Daan goes right upstairs; to him it is worth the bother of carrying hot water all that way, so as to have the **seclusion** of his own room.”

seclusion: \_\_\_\_\_

9. “The day we arrived here, Daddy and I **improvised** a pottie for ourselves; not having a better receptacle, we sacrificed a glass preserving jar for this purpose.”

improvised: \_\_\_\_\_

10. “I’ll promise her that I shall **persevere**, in spite of everything, and find my own way through it all, and swallow my tears.”

persevere: \_\_\_\_\_

This is a sample not intended for classroom use.

## Check Your Understanding

### Multiple Choice

Circle the letter of the best answer.

- Who receives the call-up notice that sends the Franks into hiding early?
  - Anne
  - Daddy
  - Margot
- How does Anne like the “Secret Annexe”?
  - She hates it because it is too small.
  - She thinks it is an ideal hiding place.
  - She is indifferent about it.
- What story about the Franks’ disappearance do people believe?
  - They are in hiding in Holland.
  - They were taken away by the Nazis.
  - They escaped to Belgium and Switzerland.
- What causes the argument between Peter and the grown-ups?
  - He is wasting food on his cat, Mouschi.
  - He refuses to leave the attic.
  - He is reading a book about women.
- Anne thinks Peter is \_\_\_\_\_.
  - awkward
  - intelligent
  - helpful
- The Van Daans feel that \_\_\_\_\_.
  - they should not get involved in the Franks’ family issues
  - Anne is spoiled, and they should change how she is treated
  - Margot is far too mature for her age
- What do the members of the “Secret Annexe” think about the plumber’s visit?
  - It is difficult because they have to watch him all day.
  - It is beneficial because he installs an additional toilet.
  - It is unpleasant because they cannot use water all day.
- What is their first big scare of being discovered?
  - The carpenter knocks on the cupboard door.
  - Someone has seen the Van Daans entering the warehouse.
  - The plumber remembers hearing noises while he worked.
- When Anne’s parents side with Margot about the book incident, why does Anne leave the room?
  - She storms out because she is angry about giving back the book.
  - She is miserable because her parents have sided with Margot.
  - She is going to look for her own book.
- Who is moving in to be the eighth member of the “Secret Annexe”?
  - Miep
  - Dussel
  - Koophuis

This is a sample not intended for classroom use.

## Check Your Understanding

### Short Answer

---

Write a short answer for each question.

1. What is Anne's life like before she goes into hiding?
2. Why does Anne decide to name her journal "Kitty"?
3. What are three things that change when the Van Daans arrive?
4. How does Mr. Vossen help the "Secret Annexe"?
5. How is Peter's fight with the grown-ups resolved?
6. Why does Anne refuse to let Mrs. Van Daan read her diary?
7. Why do they have to be so quiet all day long?
8. What helps Anne get through the long days in the "Secret Annexe"?
9. Where does Anne finally choose to bathe?
10. What happens when Peter is carrying the beans up to the attic?

This is a sample not intended for classroom use.

## *Deepen Your Understanding*

Anne mentions the phrase “paper is more patient than man.” Why does she say this? How does it apply to her life in the “Secret Annexe”? Do you agree or disagree with the statement? Explain.

**This is a sample not intended for classroom use.**