

SCHOLASTIC
LITERATURE GUIDE
GRADES 4–8

The Diary of a Young Girl

by
Anne Frank

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Written by Linda Ward Beech
Cover design by Jaime Lucero and Vincent Ceci
Interior design by Grafica, Inc.
Original cover and interior design by Drew Hires
Interior illustrations by Mona Mark
Photo research by Sarah Longacre

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Table of Contents

BEFORE READING THE BOOK

Summary and History	3
Characters	3
About the Author	4
Vocabulary	4
Getting Started.....	5

EXPLORING THE BOOK

Sunday, 14 June, 1942–Friday, 23 July, 1943

Summary and Discussion Questions	6
Cross-Curricular Activities: Social Studies, Social Studies, Math	7

Monday, 26 July, 1943–Sunday, 19 March, 1944

Summary and Discussion Questions	8
Cross-Curricular Activities: Drama, Health, Writing, Language Arts	9

Monday, 20 March, 1944–Epilogue

Summary and Discussion Questions	10
Cross-Curricular Activities: Social Studies, Math, Music	11

SUMMARIZING THE BOOK

Putting It All Together	12
Class, Group, Partner, and Individual Projects.....	12
Evaluation Ideas	13

STUDENT REPRODUCIBLES

Holland and Its Neighbors	14
My Response	15
Anne’s Feelings	16
Answers for Worksheets	13

SUMMARY AND HISTORY

As the Nazis took power in Germany and began persecuting Jews, the Franks, a wealthy Jewish family, left their home in Frankfurt, eventually resettling in Holland in 1934 where Otto Frank had established a business. Germany invaded Holland in 1940 and imposed a harsh rule on its population. As in other occupied countries, resistance was met with savage reprisals. By 1941, the Nazis began to round up the Jews of Amsterdam for deportation to concentration camps. Otto Frank made plans to hide his family.



On June 14, 1942, Anne, his youngest daughter, celebrated her thirteenth birthday. One of her gifts was a diary which she named Kitty. Less than a month later, the Frank family went into hiding. Their new home was a secret apartment at the back of Frank's office and warehouse. The Franks, the Van Daans, and Albert Dussel lived there for 25 months. Loyal business associates of Mr. Frank brought them food and news from the outside. During these years, Anne wrote faithfully in her diary. She chronicled the daily events inside the Secret Annexe, describing the personalities and relationships of its inhabitants and recording her own feelings as she grew from a boisterous girl to an insightful young woman.

Anne's last diary entry was August 1, 1944. The German police raided the apartment on August 4, and its occupants were sent to concentration camps. The only survivor was Otto Frank. Upon his return to Amsterdam in 1945 at the war's end, Frank received the diary from employees who had found it scattered on the floor. He first printed copies to be circulated as a memorial to his family. In 1947 the diary was published in Holland under the title *Het Achterhuis* (The Secret Annexe). It has since been published in scores of languages around the world and has also been produced as a movie and a play.

CHARACTERS

People

Anne Frank Teenage girl who wrote the diary
 Otto Frank Anne's father; Pim
 Mansa Frank Anne's mother
 Margot Frank Anne's older sister
 Peter Wessel Boyfriend of Anne; Petel
 Miep de Jong, Sanne Houtman, Jopie de Waal,
 Lies Goosens School friends of Anne
 Harry Goldberg Another boyfriend
 Mr. Keptor Anne's math teacher
 Mr. Goudsmit Tenant of the Franks
 Mr. Van Daan Business friend of Otto Frank; Putti
 Mrs. Van Daan Putti's wife; Kerli
 Peter Van Daan Son of Putti and Kerli
 Albert Dussel Dentist who hides with Franks

Miep and Henk Van Santen Friends of Otto Frank
 Mr. Kraler Office manager
 Mr. Koophuis Employee of Otto Frank
 Elli Vossen Employee of Otto Frank
 Dirk Elli's boyfriend
 Mr. Vossen Elli's father
 Mr. Van Dijk Friend of the Franks
 Lewin Chemist
 Slagter Night watchman
 Mrs. B. Demonstrator for Otto's firm
 Mr. B. Chief representative for firm

Animals

Moortje Anne's cat
 Mouschi Peter's cat
 Boche Office cat

Anne Frank was born on June 12, 1929, in Frankfurt, Germany. Because of Hitler's persecution of Jews, Otto Frank moved his wife, daughters, and business to Holland in the 1930s. At first, life in Amsterdam was pleasant, but when the Germans took over in 1940, things began to change. Anne had to leave a Montessori School and attend the Jewish Lyceum. Anne's sister, Margot, was called up for deportation to Germany in 1942, and the family went into hiding. The Franks lived in a secret apartment behind Otto Frank's warehouse for 25 months. There Anne continued her studies and kept a diary. Hoping to publish a book based on her diary after the war, she began copying her diary, revising and editing the entries (usually called version *b*). At the same time, she continued writing in her original diary (called version *a*). The hiding place was raided in August of 1944. Anne and her family were sent first to Westerbork and then to Auschwitz. In October of that year, Anne and her sister were moved to Bergen-Belsen. Mrs. Frank died at Auschwitz in January. Anne and Margot died of disease just two months before the liberation of Germany. Otto Frank was the sole survivor of the family. Using versions *a* and *b* of Anne's diary, he compiled version *c*, which is today known as *The Diary of a Young Girl*.

LITERATURE CONNECTIONS

Other books for young readers set during World War II include:

- *Number the Stars* by Lois Lowry
- *Summer of My German Soldier* by Bette Green
- *Escape from Warsaw* by Ian Serraillier
- *When Hitler Stole Pink Rabbit* by Judith Kerr
- *The Upstairs Room* by Johanna Reiss

VOCABULARY

As students will realize as they read the diary, Anne Frank's vocabulary was extensive. Challenge them to find synonyms for each of the following words. Then have students take turns using each word in a sentence about the book; for example, *Anne was often piqued by the remarks that the Secret Annexe inhabitants made.*

ardent	interlude	pedantic	obstinate
procured	veranda	clandestine	coquetry
adroit	incendiary	piqued	supercilious
blithely	livid	smoldering	tantrum
emancipation	satchel	redoubt	irrevocable
sallies	shamming	booty	sauntered
albeit	succulent	subsided	reprimands
tincture	vital	scudding	divan
precarious	barrage	enthraling	furberows
superfluous	boisterous	proficient	lenient
sabotage/saboteur	chattels	unadulterated	capitulated

privations
urchins
nib

despondency
rebuke
patronage

persevere
ingenuity

GETTING STARTED

Before students begin reading *The Diary of a Young Girl*, you may want to present and discuss the following:

- Review the history of this book and its unique reflection of World War II. You may read aloud or have students read the book's introduction by George Stevens, the preface by Eleanor Roosevelt, and the afterword.
- Explain that the Dutch title of the book is *Het Achterhuis* which means "the house behind." This title refers to the apartment where the Franks hid—the secret part of the house where Otto Frank's business was located. The term "secret annexe" is an English version of this Dutch phrase.
- Discuss what students know about World War II, particularly the Holocaust. Make a KWL (What We Know, What We Want to Know, What We Learn) chart listing students' knowledge. Add to it as the class reads the book.

<u>K W L</u>		
WORLD WAR II AND THE HOLOCAUST		
What We Know	What We Want to Know	What We Learn
- Germany invaded many countries in Europe. - Jewish people were sent to concentration camps.	- Why did Germany attack other countries?	

- Discuss the diary form with students. Have they ever read a book like this before? Point out that a diary is nonfiction and also a primary source because it contains the original, firsthand words of the writer. Read aloud Anne's quote of June 12, 1942, at the front of the book. Talk about how a diary could be a comfort and support. Mention that Anne hopes to "confide . . . completely" in this diary, and have students look for examples of her candor as they read.

Exploring the Book

SUNDAY, 14 JUNE, 1942–FRIDAY, 23 JULY, 1943

WHAT HAPPENS

Anne receives a diary for her thirteenth birthday. She names it Kitty and begins to think of it as a friend. The first entries tell about her life in Amsterdam, her friends, school, family, boyfriends, and social life. She also includes background on the family's emigration from Germany and the treatment of Jews under the Germans. By July 8, the Franks and another family, the Van Daans, have moved into their secret hiding place in the building where Mr. Frank has his business. Anne describes their living quarters, the precautions for safety that they make, and those working in the office below who bring food and news. She also writes of the frequent personality clashes that occur. In mid-November the families take in another refugee, Albert Dussel, who adds to Anne's tribulations.



QUESTIONS TO TALK ABOUT

COMPREHENSION AND RECALL

1. How does Anne feel about the diary when she gets it as a birthday gift? (*She's very pleased; thinks of it as a friend; gives it a name; begins using it right away.*)
2. Why does Anne want to keep a diary? (*She says she has no real close friends and wants someone to confide in.*)
3. Why do the Franks and the Van Daans take in another person? (*They hear about the Jews who are taken away; they have room.*)
4. How does the war affect Holland? (*Sons go to war; rations are short; people are cold and hungry; everyone is worried; there is bombing and disease; no political freedom.*)
5. How do the Franks get news of the outside? (*The people who work in the office—Kraler, Koophuis, Miep, Elli—keep them informed.*)
6. What kinds of precautions do the Franks have to make? (*They must keep the windows blacked out; stay quiet; hide any evidence such as garbage.*)
7. How are the Dutch treated when they stand up to the Germans? (*They lose privileges; men are forced to fight; suffer shortages and punishments.*)

HIGHER LEVEL THINKING SKILLS

8. Why does Mr. Frank feel superfluous in his business before the family goes into hiding? (*As a Jew, he is restricted in what he can do at work.*)
9. Why are the Franks prepared to go into hiding? (*Other Jews have already been sent to concentration camps; Margot is about to be deported.*)

have to share their space and belongings; have different ideas about raising children and keeping house.)

11. Why is everyone in the Secret Annexe so tense? (*They live in uncertainty, fear of discovery, with no relief. They have given up life as they once knew it.*)

12. What qualities do people need in hiding? (*Possible: patience, understanding, calmness, self-sufficiency*)

LITERARY ELEMENTS

13. Audience: Anne often uses the pronoun *you*. Who is her audience when she writes? (*her diary, Kitty*)

PERSONAL RESPONSE

14. How would you survive if you had to stay in a windowless room indefinitely?

15. How do you feel about Anne's relationship with her mother? What could she do to improve it?

CROSS-CURRICULAR ACTIVITIES

SOCIAL STUDIES: *Holocaust Bulletin Board*

After discussing the Holocaust with the class, point out that it is still regularly in the news more than 50 years after it happened. Gather current books, magazine and newspaper articles, and personal accounts about the Holocaust for students to review. Encourage them to find other materials such as photographs and art. Some students may also be able to interview family members. Use these materials to create an informative bulletin board on the topic. You might also include the class KWL chart (see page 5).

SOCIAL STUDIES: *Appreciating Freedoms*

Remind students that even before they went into hiding, Jews like the Franks were denied common freedoms; their lives were, in fact, greatly restricted by German rule. Have students create a chart of some of these restrictions, beginning with the anti-Jewish decrees Anne mentions in her June 20, 1942 entry. Students can list the restrictions on one side and the corresponding freedoms they enjoy today on the other side.

MATH: *Reading a Floor Plan*

Draw students' attention to the floor plans of the Secret Annexe described by Anne on July 9, 1942. Ask them to locate the places she mentions in her diary. Then challenge students to ask one another questions based on the plans.

TEACHER TIP

As they read, have students consult a map of Europe to find the places mentioned in the book. You might also assign the map on page 14 of this guide.

WHAT HAPPENS

Tensions mount in the Secret Annexe as British air raids periodically shut down the city. The inhabitants rejoice over the resignation of Mussolini in Italy. Anne describes a typical day in hiding. She also gives humorous word pictures of each member of the group at the dinner table. Through her diary, Anne explores her relationships with her parents and the other inhabitants of the annex. She confides her growing romance with Peter Van Daan, a turn of events that brings her great happiness.



QUESTIONS TO TALK ABOUT

COMPREHENSION AND RECALL

1. Why is Mussolini's resignation a hopeful sign? (*He is an ally of Hitler.*)
2. How does Anne deal with some of the living situations she finds difficult? (*She pretends the food is delicious; studies; removes temptation; talks to herself so she won't annoy others with her opinions; writes in her diary.*)
3. Why are there air raids in Amsterdam? (*The English and Allies are bombing to liberate the country from the Germans.*)
4. What invasion is Mrs. Van Daan hoping will occur? (*Allied invasion to liberate Europe*)

HIGHER LEVEL THINKING SKILLS

5. Why are nights in the Secret Annexe so stressful? (*There are many people crowded into a small space; air raids and shooting outside; no one really knows what is happening.*)
6. In what way might Anne's description of the household members be slanted? (*Possible: She seems to most resent those not in her family; favors her father.*)
7. How do the adults act childish? (*They yell and scream; won't talk to one another; get jealous over petty things.*)
8. Why does Anne think about her friend Lies so much? (*Anne doesn't know Lies' fate; feels she wasn't a good friend to her; sees Lies as a symbol of suffering; needs a friend now.*)
9. What are some signs that Anne is maturing? (*She tries to analyze relationships in household and to see things from other points of view. She makes an effort to self analyze.*)
10. Why is the mealtime conversation so predictable? (*Everyone has been together so long; don't know much news; haven't done anything different for a long time.*)
11. Besides being discovered, what dangers do the Franks face? (*Holland is being bombed by the English, and they might be injured or killed; those who hide them might be caught, leaving them with no way to get food.*)

inferiority complex; is afraid; lonely; has dreams.)

13. How does her relationship with Peter change life for Anne? (*She has a friend—someone to talk to; seeing him gives her something to look forward to; she’s much happier.*)

LITERARY ELEMENTS

14. **Foreshadowing:** Why is the story of Anne’s fountain pen so chilling? (*It is thoughtlessly destroyed as are many people in World War II, including Anne.*)

PERSONAL RESPONSE

15. How are Anne’s hopes and dreams like yours? How do they differ?

16. Anne explores many ideas about relationships, parents, and growing up in her diary. How do you work through such issues?

17. When someone is feeling down, Anne believes he or she should “go outside, to the fields, enjoy nature and the sunshine . . .” What do you do to cheer up yourself?

CROSS-CURRICULAR ACTIVITIES

DRAMA: *Life in the Secret Annexe*

Anne Frank gives vivid descriptions of life in the Secret Annexe. Have students work in groups to dramatize vignettes of this existence. Possible scenes might include the following: dinnertime; a birthday celebration; one of the warehouse break-ins; a visit from the office staff; a bombing raid.

HEALTH: *Wartime Diet*

Discuss the meals that the occupants of the Secret Annexe ate and how the choice of food gradually dwindled as the war continued. Ask students to speculate about what it would be like to eat the same thing day after day—and not necessarily their favorite foods. Some students may want to try eating the same food for every meal for one day. Do they still like this food? Would they want to eat that food for another week?

WRITING: *Word Portraits*

Anne found it particularly trying to get along with Mrs. Van Daan. Have students find examples in the book that describe Anne’s feelings about this relationship. Then ask students to write word portraits of both Anne and Mrs. Van Daan and analyze why the relationship was so difficult.

LANGUAGE ARTS: *Many Moods*

During their 25 months of hiding, the inhabitants of the Secret Annexe experienced many different moods which Anne describes in her diary. Ask students to identify at least three moods and find examples in the text describing them. They should analyze the causes behind these moods. You may want to relate this assignment to the reproducible on page 16.

WHAT HAPPENS

The other inhabitants take notice as Anne's relationship with Peter blossoms. Anne writes about food, the war, her aspirations to be a journalist, and another warehouse break-in. She also describes her studies, their hopes for the invasion, and the mood of the Dutch people. She tells of their elation at the success of D-Day. As the Allies make their way across the continent, the Germans raid the hiding place and send its occupants to concentration camps. Anne, Margot, Mrs. Frank, Mr. and Mrs. Van Daan, and Mr. Dussel all die in the camps. Peter, taken by the SS as they escaped the advancing Russians, is never heard from again. Although the Annexe is plundered, Anne's diary is left scattered on the floor but is found by Miep and Elli. They give it to Otto Frank when he returns to Amsterdam in 1945.



QUESTIONS TO TALK ABOUT

COMPREHENSION AND RECALL

1. What are Anne's interests besides writing? (*family trees; history; Greek and Roman mythology; film stars; family photos; books and reading; art history; poetry*)
2. Why was D-Day such a hopeful sign? (*It was the first time the Allies invaded the continent in huge numbers and were able to regain land held by Germany.*)
3. What was the book's original title? (*Het Achterhuis or "The House Behind"*)

HIGHER LEVEL THINKING SKILLS

4. How does the war affect the morality of some Dutch citizens? (*Because of shortages and constant fear, they steal whatever they can.*)
5. Why does Peter become so important to Anne? (*He's a friend—someone she can talk to. He appreciates her. The budding romance adds excitement to her life.*)
6. How does writing help Anne? (*Her sorrows disappear; she can spill out her heart, vent anger, capture ideas and fantasies; it gives her courage.*)
7. Why is the warehouse burglary so dangerous? (*It brings the police and might expose the inhabitants of the Secret Annexe.*)
8. Why would discovery cause trouble for people besides those in hiding? (*They would be punished for hiding Jews.*)
9. How does Anne show that she is strong? (*She doesn't give in to fear and moods and anxiety; she's determined to work for mankind; says she refuses to give up.*)
10. Why does Anne become disenchanted with Peter? (*She realizes he's not as strong as she; he leans on her, doesn't believe in himself or try to improve himself; takes the easy way.*)

11. Character: How does Anne show that she understands herself? (*Through her honesty in describing herself and others; she analyzes her own actions, relationships, thoughts; admits her faults; dissects her strengths.*)

12. Message: How did Anne succeed in “living even after (her) death”? (*through her diary*)

PERSONAL RESPONSE

13. What do you think about the way Anne and Margot communicate about Peter?

14. Do you feel that confiding in her father about Peter was a good idea for Anne? Explain.

15. Anne discusses the effects of war on humanity. How do you feel about war? Is it ever justified? Give examples to back up your reasoning.

CROSS-CURRICULAR ACTIVITIES

SOCIAL STUDIES: *Who's Who*

Anne mentions the names of many public figures—political leaders, national heads, military leaders—in her diary. Have students work in groups to list these people, their roles or accomplishments, nationalities, and quotes. Then they can compile a Who's Who of wartime figures. Encourage students to add names that are not mentioned in Anne's diary. Some names Anne mentioned are Benito Mussolini, Adolf Hitler, Queen Wilhelmina, Prince Bernhard, Princess Juliana, Winston Churchill, Mohandas Gandhi, King Haakon, General Dwight Eisenhower, Princess Elizabeth and Princess Margaret Rose, Prince Baudouin, and Charles de Gaulle.

MATH: *Then and Now*

On May 6, 1944, Anne mentions the “unbelievable” prices of food in Amsterdam. List the following foods on the board, and explain that a florin then was equal to 28 American cents.

- 1/2 pound tea = 350 florins
- 1 pound coffee = 80 florins
- 1 pound butter = 35 florins
- 1 egg = 1.45 florins

Have students determine the price of each item in dollars and cents. Then ask them to find what comparable items would cost today.

MUSIC: *Comfort from Composers*

Remind students that Anne was fond of classical music. In her entry for June 9, 1944, she mentions numerous composers including Schumann, Berlioz, Brahms, Beethoven, Wagner, Chopin, and many others. Plan a listening session so students can hear the music of some of these composers. You may also want to set up a listening corner with headsets so they can listen at their leisure. Urge students to become aware of which classical composer “speaks” to them.

Summarizing the Book

PUTTING IT ALL TOGETHER

Use one or more of the following activities to help students summarize, understand, and respond to the book.

CLASS PROJECT: *World War II Timeline*

Explain that while Anne was in hiding, the war proceeded on many fronts. Have students research important events of WWII in Europe and elsewhere and then create a timeline for the war years. They can then reread Anne's diary entries and put them in context with what was happening at the same time outside the Secret Annexe.

CLASS PROJECT: *A Bridge Across Time*

Hold a class discussion focusing on students' responses to this book. You might want to have students complete the reproducible on page 15 beforehand. Pose questions such as the following:

- Why is Anne Frank's diary important to you?
- How did Anne rise above discrimination and persecution?
- Why should other students read this book?
- What would Anne think about events, customs, laws, and conflicts in the news today? What news would distress her? What news would please her?

GROUP PROJECT: *Anne Frank Web Page*

Students might work in groups to create informative Web pages about the book. Suggest that they include such features as summaries, quotations, maps, and floor plans. They might also include music that Anne liked or wartime sound effects. Have the groups present their Web pages to the rest of class.

PARTNER PROJECT: *WWII Glossary*

Students work with partners to compile glossaries of World War II terms. Suggest that they start with words from the book and add others. For instance, they might list and define these terms mentioned in Anne's diary such as SS, Gestapo, Fuhrer, Nazi, pogrom, Zionist, concentration camp, Fascist, underground, *wehrmacht*, D-Day, black market, and Allies.

INDIVIDUAL PROJECT: *A Book for Anne*

Remind the class that while in hiding, Anne spent many hours reading and studying. Discuss her interests and taste in literature. Then ask students to think of favorite books that they would recommend to Anne. Have them write short letters to her telling about the books and why she might like them.

Ask students to develop a set of rubrics to use in assessing one of the summarizing activities. A rubric for *A Book for Anne* might include the following objectives:

- Does the book show an understanding of Anne's character?
- Does the book reflect some of Anne's interests or ideas?
- Does the student give a reasonable defense for choosing this book?
- Is the letter well written?

Possible Answers for Worksheets

Page 14: 1. Belgium, Germany 2. The Netherlands 3. North Sea 4. English Channel 5. Germany 6. Possible: Holland, Belgium, France, Poland, Denmark. Yes, these countries bordered Germany.

Page 15: Students' answers will vary, but should be in the form of diary entries.

Page 16: The entries that students cite will vary. Students should be prepared to explain how these entries show each feeling.

Name: _____

Holland and Its Neighbors

The map shows Holland and its neighboring countries during World War II. Study the map. Then answer the questions.

EUROPE DURING WORLD WAR II



What countries border Holland? _____

What is another name for Holland? _____

What body of water borders Holland? _____

The D-Day invasion was launched from England. What body of water did the ships have to cross to reach Normandy? _____

Anne's original home was in Frankfurt. Circle this city. In what country is it? _____

Shade three nations that Germany invaded and occupied. Based on the map, do you think these invasions could have been predicted? Explain why. _____

Name: _____

My Response

On a separate sheet of paper, answer these questions about Anne Frank and her diary. Compose your answers in the form of a diary entry.

●	1. What would I like to ask Anne?
	2. What would I like to tell Anne?
	3. What is something important that I learned from her diary?
	4. What was the most moving part?
●	5. Who, besides Anne, was the most interesting character?
	6. How are Anne and I alike?
	7. What is something Anne and I would disagree about?
●	8. What is something Anne would like in today's world?

Name: _____

Anne's Feelings

Anne's diary entries reveal many emotions. Find and list the date of an entry when Anne feels:



lonely _____

courageous _____

fearful _____

diplomatic _____

joyful _____

grateful _____

philosophic _____

ashamed _____

angry _____