Teacher’s Manual

to

Anne Frank: The Diary of a Young Girl

Bantam Books, 1993

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Student Team Literature Discussion Guides are designed to support teachers with organizing literacy instruction to respond to the needs of diverse student populations while striving to meet the growing instructional demands of state and district college- and career-readiness standards.

Using whole-class structures, peer discussion, and teacher modeling, this instructional framework affords students regular opportunities to engage in oral language, critical analysis and exploration of information extending to real world applications. Students intuitively deepen understanding of content and develop their inferring and evidence-gathering skills through ongoing exposure to inductive learning, a powerful strategy underlying higher-order thinking and 21st century skills. Teachers routinely facilitate small-group and whole-class discussions to help students apply academic language and develop new insights and perspectives as they read various types of authentic texts. Teachers are also encouraged and equipped to use a variety of informational texts in conjunction with literary works, and to provide students with the skills they need to comprehend these increasingly complex texts. Through reading and writing for different purposes and from multiple perspectives, students move toward the self-regulated learning and independent thinking required to function in today’s society.

In the midst of the flow of information surrounding adolescent literacy, we recognize the significant role that motivation plays in the lives of adolescent learners. The instructional design and materials used in the TDS program enable students to exercise mental processes needed to comprehend, communicate, reason, evaluate, and persevere. Students take ownership of learning experiences and make choices within a responsive, student-centered classroom environment.

With the growing demands of the 21st century, the TDS ELA Discussion Guides offer flexibility and guidance to teachers who seek specific focus and clarity when planning instruction. Teachers are able to build instructional modules around core reading selections using existing approaches and activities contained in the Discussion Guides. This approach helps establish historical and factual connections, and addresses specific assessments, standards and skills in the context of teaching the core reading selections. Using this method to planning and teaching literacy, classroom teachers and TDS instructional support staff can effectively collaborate around core approaches to promote achievement for all students in the 21st century.
To the Teacher

This Teacher’s Manual is part of a research-based, cooperative approach to teaching literature developed by the Talent Development Secondary Program at the Johns Hopkins University. This approach, called Student Team Literature, strengthens students’ thinking, reading, writing, and social skills. In Student Team Literature, students read quality books and work in learning teams using Student Discussion Guides that lead them to become critical thinkers, expand their working vocabularies, and broaden their knowledge of the writer’s craft. Guides are available to support study of over 70 novels, biographies, and short story and poetry collections. Students read the literature and work through a Student Discussion Guide using a weekly cycle of instruction.

Each Student Discussion Guide includes the following components:

- **Vocabulary Lists** expose students to terms they need to know in order to understand what they are reading.

- **Starred High Frequency Words** are those that students acquire for their working vocabularies, as they occur often in many contexts. Students learn to use these words in meaningful sentences that include context clues to show understanding of the new words.

- **Writer’s Craft Boxes** provide information about aspects of the writer’s craft (e.g., flashbacks, figurative language) that students encounter in the literature. Craft Boxes can be used as the basis for mini-lessons.

- **Questions** and **Graphic Organizers** lead students to analyze the literature, organize information, and better understand the writer’s message.

- **Make a Prediction** and **What If? Boxes** lead students to establish expectations about what will come next in their reading.

- **Selection Review** questions and answers are used by pairs of students to prepare for literature tests.

- **Literature-related Writing** suggestions lead students to respond to literature and try various forms of writing.

- **Extension Activities** give students opportunities to express themselves in response to the text through art, drama, research, and other activities.
• So, You Want to Read More... suggests books for independent reading that match the one students have read in theme, genre, or topic.

• About the Author provides biographical information, as well as listing some of the writer’s other works.

In addition to these sections, each Teacher’s Manual also includes:

• a Summary of the book or literary work

• a Building Background section with suggestions for preparing students to read the literary work

• a Preview/Predict/Purpose section with questions that lead students to establish expectations before beginning to read

• Guided Discussion questions and suggestions for whole-class discussions

• Listening Comprehension/Read Aloud Connections identifying relevant literary elements and devices and listing short works that include these features, which teachers can use to prepare and present Listening Comprehension lessons (a teacher read-aloud/think-aloud activity that serves as a companion to Student Team Literature)

These materials can be used within or outside the context of the Student Team Literature program, although we believe teachers who have been trained in the program make the best use of them. (Please see below for teacher training contact information.)

About the Literature

The most effective motivation for adolescent readers lies in the relevance of the literature they are presented. Poor or reluctant readers are particularly in need of relevance in the written word. They need to see themselves in the pages they turn.

Today’s adolescents are fortunate; never have they had so much quality literature available that reflects their experiences, their problems, and their cultures. The driving force behind Student Team Literature is making accessible the best of middle grades literature. Discussion Guides have been written for a wide variety of literary works at every readability level, from high interest/low readability selections to classic literature used in middle grades English language arts instruction for over twenty-five years.
The Weekly Instruction Cycle

Discussion Guides enable teachers to lead learning teams through literary works in a cycle of activities that includes direct instruction, team practice and discussion, and individual assessment. After careful preliminary vocabulary instruction, students: (1) read a selected text portion silently; (2) complete (optional) Partner Reading, which gives poor readers and second language learners additional practice to build fluency by reading excerpts aloud; (3) discuss with their partners possible responses to questions and activities in Student Discussion Guides; and, (4) write individual responses to the questions and activities.

Discussion Guides and Cooperative Learning

Discussion Guides are designed to be used in the classroom in the context of cooperative learning. Cooperative learning requires students to learn and exercise many social and academic skills, beginning with the most basic, such as active listening and staying on task. For that reason, introducing students (and teachers, during professional development) to Student Team Literature typically involves direct instruction in relevant skills. The teacher determines the skills to be taught (one at a time), the order in which they will be introduced, and students’ readiness to add new skills. Instruction includes discussion of the skill and its importance; completion of a T-chart to show what the skill looks and sounds like (making abstract social skills more concrete for students); and modeling and role-playing use of the skill. As students apply the skills in daily classroom activities, teachers monitor and reinforce their use. Students gradually internalize the skills, creating a cooperative learning climate that has an important positive impact on classroom management and academic achievement.

Assessment

Three assessment tools are available to teachers who use Student Team Literature guides. Each week, after quizzing each other in a process called “Selection Review,” students take literature tests that require short constructed responses. Vocabulary tests assess students’ ability to compose meaningful sentences using the high frequency words they have studied in the context of the literature. These Selection Reviews, literature tests, and vocabulary tests are provided on reproducible pages at the end of each Teacher’s Manual. In addition, students can practice their standardized test
taking skills in relation to the literary work they have studied by
taking Standardized Reading Practice Tests that are similar in format
to the standardized tests used in school districts throughout the
country. Standardized Reading Practice Tests must be ordered sep-
ately.

Ordering information

The Talent Development Secondary program offers Teacher’s
Manuals, Student Discussion Guides, and a Standardized Reading
Practice Test booklet including reproducible assessment pages.

• To place an order, call 410-516-4339 or email tds@jhu.edu. The
  complete Talent Development Secondary materials catalog is
  available online on our website (see below).

• For teacher training or more on our English language arts, math,
  science, or social studies programs, contact Maria Waltemeyer
  at 410-516-2247 or mwaltemeyer@jhu.edu

• Also visit our website at
  www.talentdevelopmentsecondary.com/curriculum
Summary

Anne Frank's diary begins shortly after her thirteenth birthday. It opens innocently enough, with the author's accounts of birthday parties, boyfriends, school chums, and family background. However, the shadow of Hitler's occupation is never far from Anne's life, and she recounts the restrictions that have been placed on Jews in occupied Holland. Just three weeks after her first diary entry, Anne and her family go into hiding in a small apartment above her father's former office. Another family, Mr. and Mrs. Van Daan and their sixteen-year-old son Peter, joins them. An eighth person, Mr. Dussel, joins them later.

As Anne's life shrinks to a tiny, claustrophobic world of only eight people, her diary becomes the patient, forgiving friend she longs for. Anne vents her frustration with her mother, discusses her admiration of her father, and details all the shortcomings of Mr. and Mrs. Van Daan and Mr. Dussel. She discusses the tedious daily routine in the annexe, the ever-present fear of discovery, the dangerous burglaries of the office and warehouse below, and the woeful food supply. After over a year in hiding, Anne turns her attention to Peter Van Daan and develops a serious crush on the shy young man. She recounts her emotional highs and lows in their budding relationship, eventually "conquering" Peter and reveling in her first kiss. We see Anne begin to grow a little bored with Peter and start to move away from him, especially as she considers her postwar goals. Anne casts her net wide: she expresses the hope that after the war she might become a journalist or a famous writer. She dreams of writing a book about the war based on her diary and wants somehow to help mankind and "live on after her death"—dreams that were fulfilled beyond her wildest expectations.
Building Background

Before beginning to read *Anne Frank: The Diary of a Young Girl*, make sure your students understand that it is a **non-fiction** piece, and that, while many of the same rules that apply to reading and understanding a work of fiction apply to non-fiction, there are also some key differences. For instance, literary devices will still be present in the story, but they are not contrived as they are in fiction. Anne's writing skills had to be significant in order to tell her story well, but the story she tells is mostly based on things that were beyond her control. It is important to remember that outcomes, decisions, and events in a non-fiction book cannot be judged in the same way they can be in a novel, where the author determines characters and situations.

Students should have a general understanding of the issues of World War II and Hitler's rabid anti-Semitism, which fueled the fire for the Holocaust: the systematic elimination of the Jews from Germany and occupied territories in Europe. Consider setting up a classroom display featuring fictional diaries, creating a bulletin board with information about the Holocaust, and displaying a map of Europe that students can use to identify places Anne mentions. Have students locate the Netherlands and the city of Amsterdam on the map. Also lead them to identify the surrounding countries: Germany, Switzerland, Belgium, and France. While Hitler's “Final Solution” is the most extreme example of racial/ethnic hostility in our century, it is unfortunately not the only one. Encourage students to consider other examples of racial/ethnic hostility, and what part they may play in eliminating it. Perhaps students can discuss their experiences in this area.

While it is anti-Semitism that forces the Franks into hiding, this is not the primary theme of Anne's diary. Anne's concerns transcend race and culture, and focus on universal themes: her relationship with her parents, her romantic interests, her growth and development as an individual, and her dreams. Help students personalize these issues. For example, young people often face conflicts with their parents; how will Anne and her parents (who are also under a great deal of stress and are isolated from their peers and work) deal with normal parent-child conflicts in such a claustrophobic environment? How will Anne find release? How do students today resolve these conflicts and find release (in both healthy and unhealthy ways)?
Students should also be led to understand the published diary as a form of writing. Use the information from the Writer’s Craft box on page 7 to lead students in a discussion of ways in which a person’s writing might be different if he or she knew millions of people would eventually read it, as opposed to having only him- or herself as an audience. The published diary should be read with this in mind.

Listening Comprehension/Read Aloud Connections

Keeping a diary is one form of journal writing. To teach a Listening Comprehension lesson on journal writing, look for examples such as Hlla Coleman’s *Diary of a Frantic Kid Sister*, Jim Haskins’ *Diary of a Harlem Schoolteacher*, or Chris Van Allsburg’s *The Wretched Stone*.

Anne’s writing talent is especially evident in her many metaphors and similes, several of which are noted in the Partner Discussion Guides. A Listening Comprehension lesson featuring these literary devices might feature *The Unbeatable Bread* (metaphor) by Lyn Littlefield Hoopes and *Grandfather’s Journey* (simile) by Allen Say.

Near the end of her account, Anne dreams of becoming a journalist or great writer some day, and speculates that she may want to write a book based on her diary. This is an example of both foreshadowing and irony, which can be introduced or reinforced using Chris Van Allsburg’s *The Sweetest Fig*.
So, You Want To Read More

( cont. )

account, such as Zlata's Diary: A Child's Life in Sarajevo, by Zlata Filipovic, or Red Scarf Girl: A Memoir of the Cultural Revolution, by Ji-Li Jiang. A House on Mango Street is the fictional diary of a young Hispanic girl growing up in inner city Chicago.

Preview/Predict/Purpose

Have students preview the book by looking at the introductory photos and captions. Teachers may want students to consider Anne Frank: The Diary of a Young Girl in light of other teen coming-of-age books and guess how the setting will influence the main character.

Encourage students to make predictions. How will Anne's forced isolation from nearly all her peers impact her growth and development? What struggles will Anne face while living in such a small, confined space, with no outside contact?

Help students set a purpose for reading in order to focus on important ideas and concepts. They might read to find out what there is about the diary of a teenaged girl that has made it one of the most famous non-fiction books in history.
Discussion Guide #1
Diary Entries dated 14 June, 1942 to 7 November, 1942 (pages 1 - 46)

Write the starred words on the VOCABULARY LIST on page 7 and their definitions on chart paper or sentence strips that will remain posted throughout the time that students work on the Discussion Guide.

Prepare a Vocabulary Prediction Chart (see illustration below) for students to complete after you have introduced the reading selection and the VOCABULARY LIST, and before they have begun to read. The chart contains categories into which starred words from the list are to be placed. Students predict how each starred word relates to the reading selection, or if it is impossible to predict its relationship. Categories can be adjusted according to the type of literature being read.

First, read aloud the list of words in the order in which they appear. Second, reread the words and have students repeat each one after you. Third, ask students if they know the definitions of any of the words. Confirm correct definitions, or, in the case of
multiple meaning words, identify definitions that match the context in which the words are used in the story. Next, ask students if they recognize parts of unfamiliar words. If students’ decoding skills are below level, stress at this time the sounds of syllables — especially in starred words. In all cases, use this time to focus on identifying the meanings of any prefixes, suffixes or roots that are contained in unfamiliar words, and lead students to formulate definitions based upon the meanings of their parts. Finally, provide definitions for any words that remain undefined. (Definitions of starred words are in the glossaries that follow the Vocabulary Lists. Definitions are not provided for the other words in the Vocabulary Lists.)

Reread the list in random order and have students repeat each word after you. Then point to the words in random order and have the students pronounce each one without your assistance. Return to any words that students have difficulty pronouncing until they can pronounce them correctly. This process will be repeated each day that students are working on a particular Discussion Guide, so if students still have difficulty pronouncing some of the words, they will have other opportunities for practice and correction.

Next, lead students in completing the Vocabulary Prediction Chart. The importance of this activity lies in encouraging students to make logical connections between what they have been told about the reading selection and specific vocabulary words. Being correct about predictions is not important; the thought process required to make predictions is. The graphic organizer should be put on chart paper so that the list can remain posted as students read the section of the reading selection in which the words first appear. Introduce words in subsequent Discussion Guides similarly.
Vocabulary List A

peonies (p. 1) brooch (p. 1) *melancholy (adj., p. 2) albeit (p. 3) *emigrated (p. 3) capitulation (p. 4) succession (p. 4) partial to (p. 5) scrounging (p. 5) *ardent (p. 5) blithely (p. 5)
speculation (p. 6) pondered (p. 6) *allotted (p. 7) *absurd (p. 7) laughingstock (p. 7) stimulant (p. 9) fanatic (p. 10) beau (p. 11) cheeky (p. 12) superfluous (p. 12) accord (n., p. 12)
somber (p. 13) veranda (p. 13) stifled (p. 15) helter-skelter (p. 15) gaudy (p. 16) annex (p. 18) rubbish (p. 19) rations (p. 19) loathe (p. 20) codeine (p. 21) prospect (n., p. 21)

Special Glossary

Rin-Tin-Tin - a German shepherd dog popular in 1920s and 30s movies
unbosomings - secrets and feelings told to others
Hitler - Nazi dictator of Germany from 1933 to 1945
pogroms - organized persecutions of minority groups, particularly Jews in Eastern Europe
trams - (British) streetcars
satchel - bookbag
florin - a coin (about twenty-eight cents)
shank's mare - (slang) on foot; walking
frock - a dress
Zionists - a movement promoting the return of Jews to Israel as their homeland
vix satis - (Latin) satisfactory; barely passing: a mark on Anne's report card
cum laude - (Latin) “with praise”: used to designate honors students
S.S. - the special military police of the Nazi party
chattels - personal property
scullery - a small clean-up room attached to a kitchen
blackout - widespread use of window blinds to prevent light from showing building locations at night
Glossary of Starred Words

absurd - ridiculous; unreasonable
allotted - distributed
ardent - passionate
emigrated - left a country to live elsewhere
melancholy - sad; depressed

Sample Meaningful Sentences for Starred Words

1. We thought it was absolutely absurd to wait in line for 24 hours during a snowfall to get tickets to a concert.

2. Sheila allotted five blankets to every tent on our camping trip in order to ensure that each group would have enough.

3. Simone is an ardent collector of out-of-print books, going to used bookstores all over the country to track down titles that are difficult to find.

4. My grandfather emigrated from Italy and came to America in 1920.

5. After Deborah broke up with him, Juan sat in his room, listening to weepy love songs and feeling melancholy.
The Published Diary

The published diary has been a very popular format for autobiographies, especially in the last ten years. The idea behind publishing a diary is that it serves as an accurate perception of historical events that took place during the writer's life and is a reliable personalized record that will appeal to the public in a way that a more technical, purely factual text will not. When one makes the decision to keep a journal, it is not usually with the thought of publication in mind, so the writing is fresh and honest in a way that it might not be if one were writing with an audience in mind.

Reading someone's diary is like having a conversation with his or her heart, mind, and soul. A person's perspective, memories, and thoughts are precious and usually kept private. Good old-fashioned curiosity guarantees that people will always buy published diaries. Diaries are written from the first person point of view. This means the events are told using personal pronouns like “I” or “me,” and the narrator knows only his or her own perceptions, thoughts, and motivations.

In this case, Anne's diary was published after her death by her father, who did so as a tribute to her memory and in fulfillment of her dream of being an important writer someday. Anne Frank's life was cut short, but the publication of her diary ensures that she will not soon be forgotten. Her words are also a painful, piercing reminder of the damage hatred and ignorance can do.
DISCUSSION QUESTIONS AND ACTIVITIES

Section I. Read pages 1-21 (Sunday, 14 June, 1942 through Saturday, 11 July, 1942). Discuss answers to the following questions with a classmate, then write your answers independently.

1. **Anne's parents and friends give her birthday gifts they think she will enjoy. What can we learn about Anne from these birthday gifts?**
   Anne receives several books as gifts because she enjoys reading a great deal. She also enjoys flowers, sweets, and parties and games with friends.

2. **How has Hitler's German occupation of Holland affected Anne's life?**
   Since the Germans invaded and occupied Holland in May 1940, Anne's activities, like those of other Jews, have come under increasing restrictions. She has had to transfer to a Jewish school, can only shop in Jewish shops, must wear the yellow star at all times, must observe a curfew, and is subject to many other restrictions as well.

3. **What serious subject does Mr. Frank begin to discuss with Anne? What happens to force the Franks into hiding?**
   Mr. Frank tells Anne that he is preparing for the family to go into hiding. The Franks receive a call-up notice for Margot to be sent to a concentration camp. They determine to go into hiding immediately, rather than send her to the camp.

4. **Who is helping the Franks hide?** The following people are helping the Franks hide in the secret annexe: Mr. Kraler, Mr. Koophuis, Miep and her husband Henk, and Elli Vossen. Mr. Kraler, Mr. Koophuis, Elli (a twenty-three year old typist) and Miep all work during the day in the offices where the annexe is. They are all employees who were under Mr. Frank's supervision before the occupation.

5. **Where is the secret annexe? How does Anne describe it?**
   The secret annexe is located on the second and third floors of the building where Mr. Frank works. Anne describes it as cozy and like being “on vacation in a very peculiar boardinghouse.”
Guided Discussion:

Discuss some of the key questions in Section I. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Questions might include:

What does Anne’s response to Mr. Keptor’s discipline say about her personality? Her character? How do Anne’s relationships with the boys and girls she knows affect her sense of self-confidence? What do the residents of the annexe do to keep from being discovered?

Vocabulary Prediction Check-up

Return to the vocabulary prediction chart, and use it to check the predictions students made prior to reading this section of the reading selection. Remind students that, even if their predictions did not prove true, the value was in making them.

Vocabulary List B

gawky (p. 22)  stoutly (p. 31)  correspondence (p. 37)
divan (p. 22)  *lenient (p. 31)  shorthand (p. 37)
*trivial (p. 25)  retiring (adj., p. 31)  dismal (p. 38)
hypochondria (p. 25)  detest (p. 31)  cubicle (p. 38)
piqued (adj., p. 25)  minute (adj., p. 32)  accommodation (p. 38)
monotonous (p. 25)  bickering (n., p. 32)  sabotage (n., p. 39)
booty (p. 26)  barbarism (p. 32)  prominent (p. 39)
enthralling (p. 26)  gibes (p. 33)  vile (p. 40)
scarlet (p. 27)  jeers (p. 33)  *vague (p. 41)
obstinate (p. 27)  modesty (p. 33)  fascist (p. 42)
ludicrous (p. 28)  unassuming (p. 33)  pious (p. 43)
cardigans (p. 29)  disposition (p. 34)  herald (v., p. 43)
unflattering (p. 29)  *involuntarily (p. 34)  retain (p. 45)
*ingenious (p. 30)  seclusion (p. 35)  remnant (p. 45)
surreptitiously (p. 30)  urchins (p. 36)  skipper (p. 45)
reprimands (n., p. 31)  respectively (p. 37)  misinterpret (p. 46)
Special Glossary

Maastricht - a town on the western border of Belgium
lumbago - aching in the lower part of the back
waxed - increased
waned - decreased
Zeeland - a province in the southwestern Netherlands
fishwife - implies a lower-class woman
row - (mostly British; rhymes with “cow”) a quarrel; a noisy argument
W.C. - (British; from “water closet”) restroom; toilet
quicksilver - an old name for mercury (implies a lively, energetic character)
Gestapo - Nazi secret police organization
Goethe - German poet and playwright (1749 - 1832)
Schiller - German playwright (1759 - 1805)
né'er-do-well - a person who never does anything worthwhile

Glossary of Starred Words

ingenious - inventive; resourceful
involuntarily - without thinking; as a reflex
lenient - not harsh; gracious
trivial - unimportant
vague - not clear; ambiguous
Sample Meaningful Sentences for Starred Words

1. “That's ingenious!” I cried when Shelley thought of an unusual arrangement to solve the problem of fitting all the books into one small box.

2. When I am cold, I involuntarily fold my arms around myself, and my teeth chatter.

3. Even though Mark deserved to be grounded for breaking his curfew, his parents were lenient and decided not to punish him because he is usually on time.

4. The information Ted passed along to me about the suspect proved to be trivial, as it had no real bearing on my case.

5. Everyone had a difficult time following the professor's vague explanations, and - even worse - he barely made time to clear up our misunderstandings about the topic.

DISCUSSION QUESTIONS AND ACTIVITIES

Section II. Read pages 22-46 (Friday, 14 August, 1942 through Saturday, 7 November, 1942). Discuss the answers to the following questions with a classmate, then write your answers independently.

1. How do the Franks throw the Gestapo off their trail? The Franks plant a rumor that they have fled to Switzerland. Mr. Van Daan “finds” an address on a piece of paper at the Franks' and tells their boarder, Mr. Goudsmit, that Mr. Frank had a friend who had offered to help them escape to Switzerland.

2. Anne had hoped that the Van Daans would be good company for the Franks. How would you describe their relationship? When the Van Daans first arrive, there is a brief “honeymoon” period when all the residents get along well. Within a few weeks, however, tensions have surfaced between the Franks and the Van Daans. One problem is that Mrs. Van Daan frequently criticizes the Franks' method of raising children.
3. **Use the graphic organizer below to describe Anne's relationships with her family members. List two or three characteristics of Anne's relationship with each person in her family on the lines provided in the ovals.**

Anne loves and respects both her parents, but she feels much closer to her father, whom she feels understands her better. She complains that her mother alternately lectures her and treats her like a baby.

Anne does not write much about Margot at this point, and the three-year age difference seems to separate them from each other. Anne feels Margot is smarter and better behaved and is more a perfect daughter than she is. Margot’s temperament is different, and Anne doesn’t understand her.

![Graphic Organizer](image)

4. **Why is Mr. Van Daan so angry when Peter whistles loudly? What does the whistling reveal about Peter?** When Peter whistles loudly, he endangers the safety of all the residents of the annexe. Someone might hear the noise and discover the hidden Jews. This suggests that Peter may be thoughtless, careless, or immature.
5. **What are some ways the residents of the attic fear they will be discovered?** The residents of the attic fear they will be discovered by one of the office workers who will want to look in the old laboratory, which is now a part of the secret annexe. There have been occasions when they have heard someone hammering outside their door as though trying to open it. The closest call, however, is the night someone rings their doorbell; the residents fear it is the police. They have to be very careful to keep from being seen, and from making any noise that will indicate the presence of people in the annexe.

**Guided Discussion:**
Discuss some of the key questions in Section II. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Such questions might include:

- Anne writes, “I must become good through my own efforts, without examples and without good advice.” Do you agree with Anne’s perspective on this?
- What is Anne’s first impression of Peter Van Daan?
- Anne is taking a correspondence course in shorthand and writes, “It is extremely important to be able to write in a code.” Why does she say this?

**Vocabulary Prediction Check-up**
Return to the vocabulary prediction chart, and use it to check the predictions students made prior to reading this section of the reading selection. Remind students that, even if their predictions did not prove true, the value was in making them.
Selection Review

1. Make a list of things you know about Anne Frank. Then compare your list with that of a classmate. Anne is a talkative, intelligent, secure thirteen-year-old who enjoys a happy, busy life. She enjoys school and has many friendships with both boys and girls. Anne, who is Jewish, enjoys a comfortable middle-class lifestyle with her two parents and her older sister Margot in Holland, where they fled to escape Hitler's persecution of the Jews in Germany.

2. What must Jews in Holland do and avoid doing after the Germans occupy that country? Jews must wear the yellow six-pointed star at all times. They must shop only at Jewish stores and during certain hours; they must observe a curfew; they cannot attend non-Jewish schools; they cannot drive or ride the trams. They must turn in their bicycles, and they cannot visit cinemas or use public recreational facilities such as tennis courts and swimming pools.

3. Where do the Franks hide, and who helps them? Several of the Franks' Christian co-workers, such as Miep and Henk Van Santen, Mr. Koophuis, Mr. Kraler, and Elli Vossen, help the Franks set up a tiny apartment on the top two floors of the building where Mr. Frank works.

4. These diary entries trace the early days the Frank and Van Daan families live in the annex. Compare Anne's hopes to the reality. What factors contribute to the strained relationships? Anne and the Franks looked forward to the arrival of the Van Daans, believing they would enjoy each other's company. They enjoy a brief honeymoon period, but the stress of living together in a small area and the lack of outside relationships cause tension for the two families. The constant fear of being discovered has also put a tremendous strain on their relationship. Soon, they all find fault with one another and quarrel easily.
5. **How does Anne feel about her mother during this period?**
Anne is critical and distant toward her mother and writes that her mother does not fit her image of what a perfect wife and mother should be. On the one hand, Anne resents her mother's suggestions or guidance, and on the other hand, she criticizes her mother for not loving her or guiding her as she needs. For example, when her mother gives her a prayer book and urges her to use it, Anne feels her mother is trying to force her to be religious against her will.

6. **What is happening in Holland?** The Gestapo is taking Dutch Jews away to concentration camps in cattle trucks. There are some episodes of resistance (sabotage) against the occupying German army, which are punished by executions of prominent innocent Dutch civilians by the Gestapo. Dutch young men are being sent to Germany, probably to either work as slave laborers or serve in the German army.

7. **Why is Anne’s diary so important to her at this time?** Anne is completely cut off from her friends and the outside world. She has no girlfriends to confide in, no distractions or amusements, no outlets for her energy and emotions except her writing. She feels that only her diary is patient with her and can offer the comfort she needs.

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**Literature-Related Writing**

1. When the Franks went into hiding, they had no idea how long they would be in the annexe. Can you predict what difficulties (both physical and emotional) they will face in hiding? Write a short **essay** detailing your predictions, or a **poem** that tells how being in hiding would make you feel.

2. Begin a **timeline**, starting with this Partner Discussion Guide, that shows the historical events of World War II and Hitler's occupation of the Netherlands and other European countries.

3. Begin a **journal** in which you will write for the duration of your study of this book.

4. Make a **list** of favorite things you would take with you into hiding.
Extension Activities

1. Use Anne's descriptions to draw the annexe.

2. As a class, try being completely silent for ten minutes to help imagine what the residents of the annexe had to endure for long periods of time.

Literature Test

1. Describe Anne Frank. Anne is a talkative, intelligent, secure thirteen-year-old who enjoys a happy, busy life. She enjoys school and has many friendships with both boys and girls. Anne, who is Jewish, enjoys a comfortable, middle-class lifestyle with her two parents and her older sister Margot in Holland, where they fled to escape Hitler's persecution of the Jews in Germany.

2. How did the German occupation of Holland change Anne's life even before her family went into hiding? Since the Germans invaded and occupied Holland in May 1940, Anne's activities, like those of other Jews, have come under increasing restrictions. She has had to transfer to a Jewish school, can only shop in Jewish shops, must wear the yellow star at all times, must observe a curfew, and has many other restrictions as well.

3. What must the residents of the annexe do to keep from being discovered? The residents of the annexe must be very quiet, especially during the day when the warehouses are occupied. They can never go outside and must keep dark blackout curtains over the windows at night.

4. What were Anne's hopes for living together with the Van Daan family? What actually happens? What factors contribute to these strained relationships? Anne and the Franks looked forward to the arrival of the Van Daans, believing they would enjoy each other's company. They enjoy a brief honeymoon period, but the stress of confinement in a small area, the lack of outside relationships, and the constant fear of being discovered put a tremendous strain on their relationship. Soon they all find fault with one another and quarrel often.