

The Diary of Anne Frank

Play by Frances Goodrich and
Albert Hackett



Includes:

- Student Packet
- Act 1 Quiz with Key
- Act 2 Quiz with Key
- 4 Activities with Rubrics

Grades 5-12

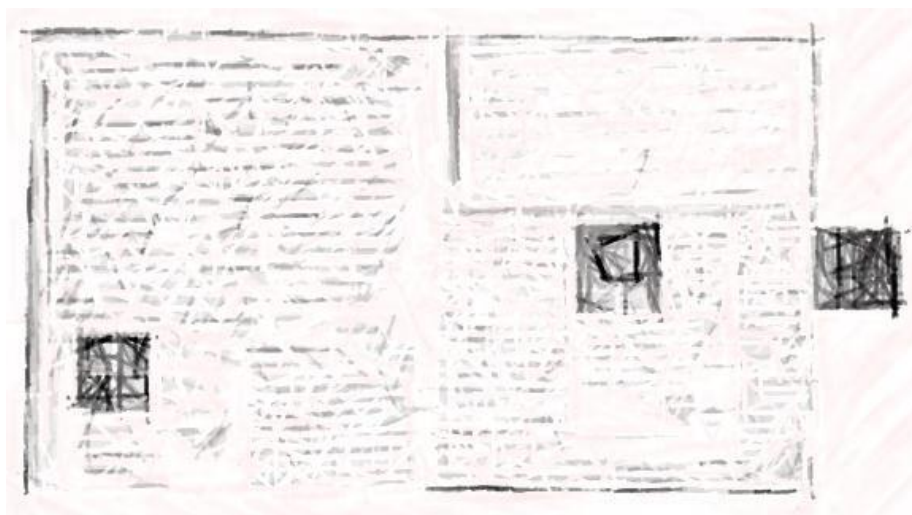
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The Diary of Anne Frank

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This packet belongs to:

What would you take?

Imagine your father wakes you up in the middle of the night and tells you "It's time!" You knew you were going to be leaving your home and going into hiding, but you didn't know when exactly. You could not pack in advance, because none of your friends or neighbors could know about this daring plan to escape Nazi persecution. You have about 10 minutes to gather whatever you can fit into a backpack. Food and clothing are taken care of – what will you take?

Write the item you could take in the backpack or around it. Then, on the lines provided, explain why you would bring each. After you read parts of the play, write the items Anne took with her into hiding, and explain why you think she took these items.

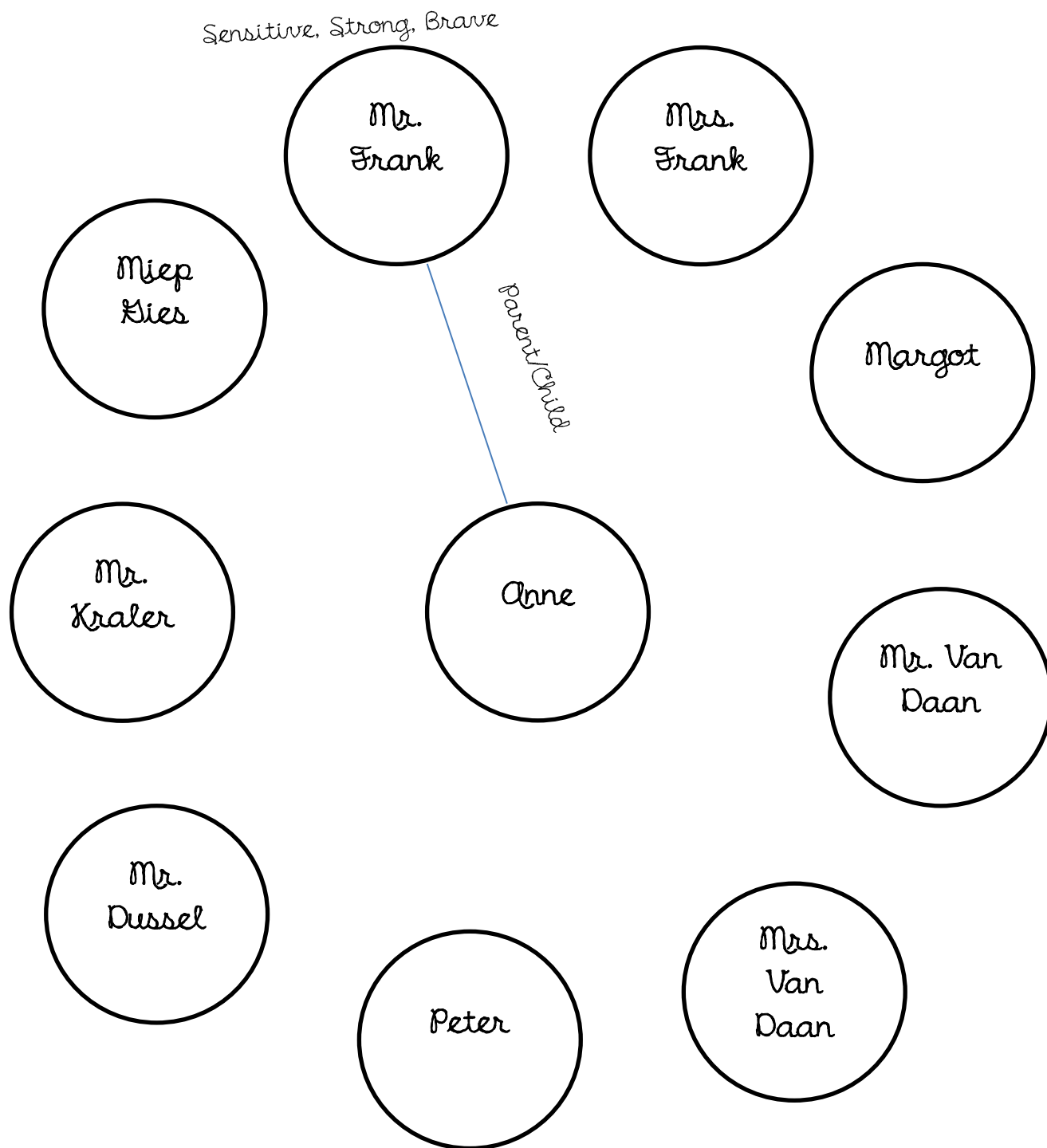


My Items and Explanation

Anne's Items and Explanation

Cast of Characters

Near each character's name, write adjectives that describe this character, his or her personality, and his or her actions. Then, connect characters with a line. On the line, describe their relationship. One connection has been done for you.



Setting

Where and When a Story Takes Place

1. What is the setting of the play?

What is the time period and how do you know? _____

What does the place look like? _____

2. Are the characters in conflict with the setting?

What do the characters want? _____

Does the setting keep them from getting what they want? _____

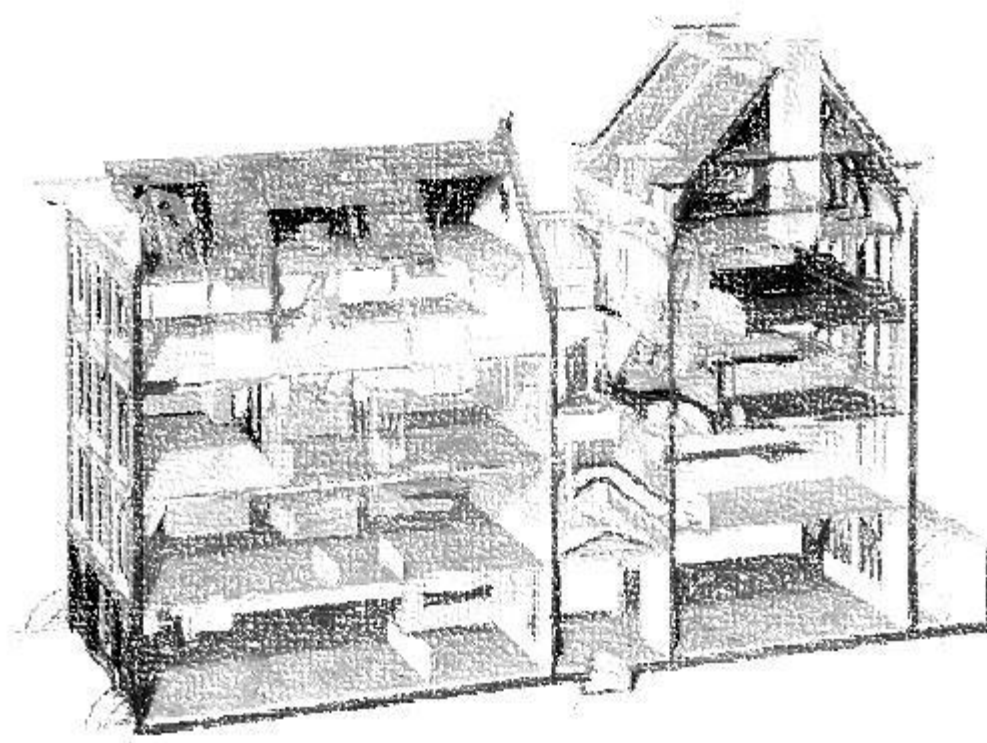
3. What does the setting tell us about the characters?

How do the characters respond to the setting? _____

4. How would you describe the atmosphere or mood created by the setting?

What are some specific words or phrases that indicate this mood? _____

Does the setting connect to a main theme? _____



Vocabulary

Some of the vocabulary words in this story might be confusing; some words are hard, some words are in German, and some words are just unusual! Each day, your teacher will preview vocabulary with you – write the words and definitions here. Also, if you find a word you need to look up or a word you like, add it to your list!

Word and page	Definition

Analyzing the Text

Choose 3 quotations – one from the beginning of the play, one from the middle, and one from the end – that are significant to the story (without them, the play wouldn't be quite the same). Write them below and answer the questions to the left of each.

Beginning

Quotation with page

What is the tone of this quotation? How do you know? _____

Are there particular words that stand out? Why? _____

Is there a particular mood established by this quotation? How does it make you feel?

How is that mood expressed? _____

Analysis

Why does the author include this line or these lines in the text? _____

Does this connect to a main theme? _____

Middle
Quotation with page

What is the tone of this quotation? How do you know? _____

Are there particular words that stand out? Why? _____

Is there a particular mood established by this quotation? How does it make you feel?

How is that mood expressed? _____

Analysis

Why does the author include this line or these lines in the text? _____

Does this connect to a main theme? _____

**End
Quotation with page**

What is the tone of this quotation? How do you know? _____

Are there particular words that stand out? Why? _____

Is there a particular mood established by this quotation? How does it make you feel?

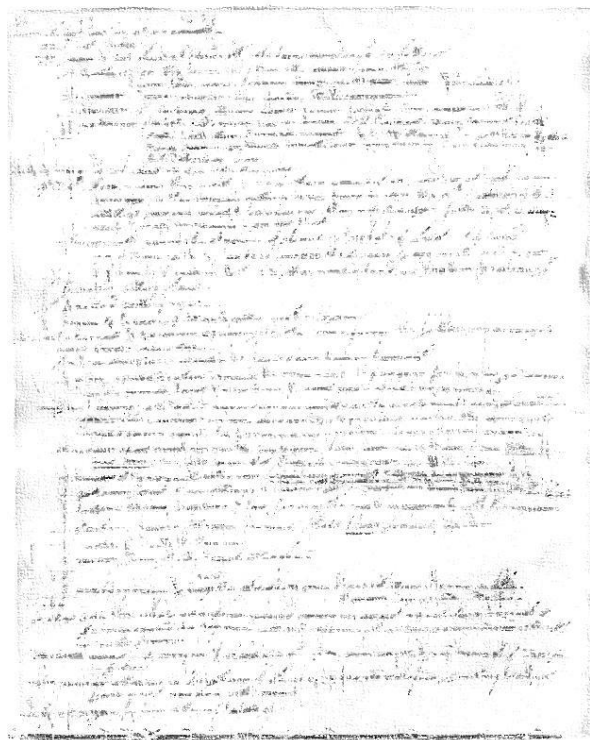
How is that mood expressed? _____

Analysis

Why does the author include this line or these lines in the text? _____

Does this connect to a main theme? _____

Of these 3 quotations, which one is the most significant? Support your claim with specific examples and thorough explanation below:



Reading a Play... A Few Reminders

Have you ever been to a live performance? Have you ever participated in one?

When you read a play, you need to approach it differently than you might a novel or short story. Plays include information in the beginning to set the scene. Directors would use this information to create a set, actors would use it to get into character, and a viewer/reader would use the information to create a mental picture of the scene.

As you read the play, you might notice stage directions. These are directions for the actors and the reader. Do not skip over these parts – use them to create a mental image of what the characters are doing, how they are responding to something another character said, and where they are moving on the set.

Plays are divided into parts, much like books are divided into parts. A novel might consist of parts and chapters. Plays consist of acts and scenes. An act is a larger division – maybe past and present, or one year to the next. A scene changes when location changes, action changes, or a shorter amount of time passes.

When lines from a play are read, the reader should read them with emotion and in character. Besides paying attention to punctuation and pronunciation, a reader should also

consider the stage directions given. Similarly, the reader should reflect on how the other readers are reading – in a highly charged scene, all voices should get louder. In a more subdued scene, everyone may need to adjust their volume to speak more quietly.



Oct 1, Scene 1

Characters present:

Vocabulary Worth Noting: carillon, blackout curtain, threadbare, rucksack, rubbish

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

In the stage directions at the beginning of the scene, it states Mr. Frank breaks down crying. Explain why he is brought to tears.

What type of mood does this create? Explain.

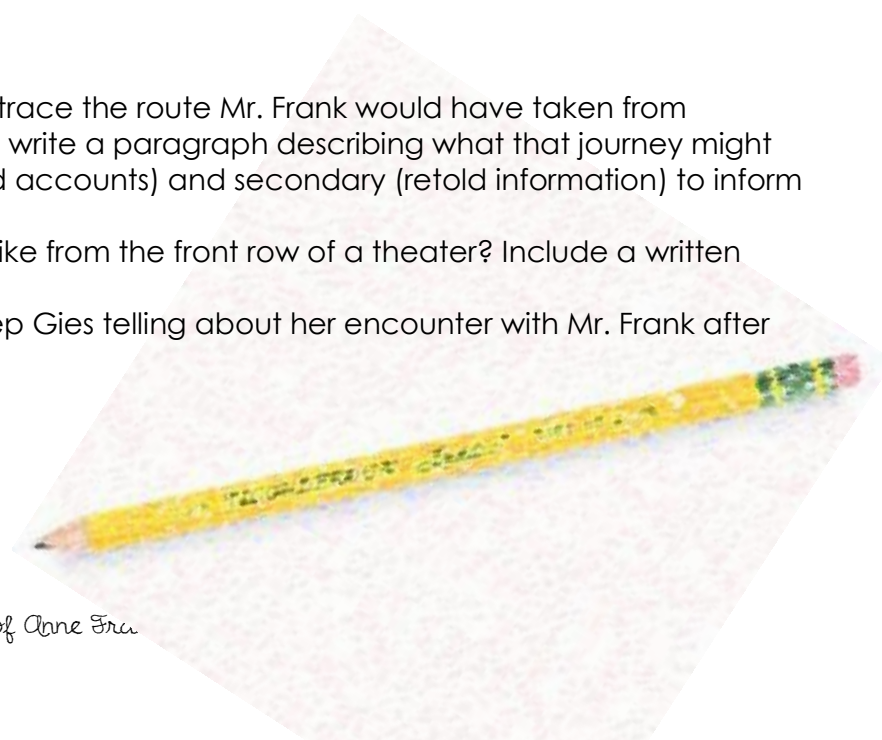
Describe the setting in this scene. Infer or predict why the furniture is tossed about.

Reread Anne's lines at the end of the scene. Based on what she has written, how would you describe her mood or feelings towards hiding? Explain.

Based on this opening scene, did the authors grab your attention with a flashback or can you think of a more effective way to begin the play?? Explain.

Extend Your Learning

1. Create or find a map of Europe and trace the route Mr. Frank would have taken from Auschwitz back to Amsterdam. Then, write a paragraph describing what that journey might have been like. Use primary (firsthand accounts) and secondary (retold information) to inform your opinions.
2. Illustrate the set – what would it look like from the front row of a theater? Include a written description.
3. Write a diary entry in the voice of Miep Gies telling about her encounter with Mr. Frank after the war.



Act 1, Scene 2

Characters present:

Vocabulary Worth Noting: portly, conspicuous, mercurial, ration books, w.c., secondary, Pim, loathe

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

Explain why the setting looks differently in Scene 2, versus Scene 1. Include specific differences.

Explain why Mr. Frank acts differently in Scene 2, versus Scene 1. Include specific differences.

Based on these two scenes, which character is most like you? Explain with specific character traits and actions.

Which rule or regulation Mr. Frank tells the group seems most significant to you? Why? Which would be most difficult for you to follow? Explain.

What important lessons does Anne learn in this scene?

Extend Your Learning

1. Choose another character to write a diary entry about Anne. You know what she thinks of the others – what do they think of her?
2. Create an informational poster about Miep Gies and Mr. Kraler – the two individuals who are hiding the Franks and Van Daans.
3. Draw a blue print of the secret annex, labeling where each character will have their own space and what spaces they will share.

Act 1, Scene 3

Characters present:

Vocabulary Worth Noting: dignified, marvelton, coeducational, intolerable, insufferable, vile, dunce, indignantly, quarrel, meticulous, finicky

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

How would you cope with being quiet and not moving all day long?

The "family" seems to be more comfortable with each other now that two months have passed. Support and refute this claim with evidence from the scene.

Mr. Van Daan is very critical of Anne. How would you respond to him if you were Anne?

Why are the characters opposed to letting Mr. Dussel live with them? Is this attitude appropriate? Explain.

Why does Mrs. Van Daan react so severely when Anne spills the milk? Is there something more than the coat bothering her? Explain your thoughts with specific dialogue examples.

How would you describe Peter's relationship with his father? Is this similar to your relationship with your parents, or different? Compare your relationship to Peter's with specific examples from the play and your own life.

What news does Mr. Dussel share with the Franks and Van Daans? Why is this news so heart-breaking? Why is it surprising?

Mr. Dussel says he gets along with children well. What evidence is there that he may have misspoken or bent the truth?

Extend Your Learning

1. Choose one character and create a portrait of him/her. In the portrait, include items that would be important to him/her.
2. Pretend Mr. Dussel had to convince and persuade the families to take him in. Write out an argument or speech he might give to convince the "family."
3. Anne shares her goals – share yours! Tell me what you want to be when you grow up and how you'll get there.



Act 1, Scene 4

Characters present:

Vocabulary Worth Noting: air raids, fatalist

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

Reread the stage directions at the beginning of this scene and paraphrase what Mr. Van Daan is doing.

Explain why Anne treats her mother the way she does, in your opinion.

Have you ever felt like Anne does at the end of this scene? Explain the way she feels and then connect to her sense that she knows she should be one way, but sometimes acts another way. If you have not felt this way, make a connection to life, another text, or the experience of a friend or family member.

Extend Your Learning

1. Create or locate a map that shows the invasion of the Allied forces. Explain why the increasing attacks should be welcomed sounds to the "family."
2. Imagine the conversation Mr. Frank had with his wife when he returned to bed after comforting Anne. Create a dialogue between the two. Perform it for the class with a partner.
3. Tell me about the worst dream you have ever had. Then, compare and contrast that to Anne's nightmare.



Act 1, Scene 5

Characters present:

Vocabulary Worth Noting: Hanukkah, Menorah, Shamos, latkes, L.O.U., satchel, parcels, muffler, ascot, ostentatiously, Green Police

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

Can blame be placed on one member of the "family" for the events in this scene? First, tell what horrible event occurs, then explain with details from the text to support your claim.

What does Anne's gesture towards the "family" say about her? How does this Anne compare to the Anne you met in Scene 1? Explain.

Which of Anne's gifts is most meaningful? Why?

What mood does the final action in Scene 5 set? How? Explain.

What predictions can you make for Act 2? What do you base these predictions on?

Extend Your Learning

1. Create an informational poster on Hanukkah and present it to the class or display it in the classroom.
2. Illustrate each gift Anne created and write a caption that explains what the gift is and what its significance is.
3. Tell me about your own holiday traditions. Then, compare and contrast them to Anne's.



Act 2, Scene 1

Characters present:

Vocabulary Worth Noting: *blackmail*

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

When we find the "family" at the beginning of this scene, there are some changes. What are some changes that have occurred since the end of Act 1?

What does Mr. Van Daan do that makes his wife so upset? What does this tell you about his character?

What troubling news does Mr. Kraler bring? How will this impact "the family"?

What event brings Peter and Anne together? Explain the event and explain why this changes their relationship.

Extend Your Learning

1. Create an illustration of the opening set for Act 2, Scene 1. Include an informative caption.
2. Create a timeline of key events in the play thus far.
3. Compare and contrast Anne and Peter in Act 1 to Anne and Peter in Act 2. Do so in writing or in a visual representation like a collage, Venn diagram, or illustration.

Act 2, Scene 2

Characters present:

Vocabulary Worth Noting: fishing, vague, inferiority complex

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

What do you think of Anne and Peter's date? Would you like to be in their situation? Does their relationship surprise you? Explain.

How would you have responded to Mrs. Van Daan's comments? Compare and contrast your response to how Anne responded.

Would Peter and Anne continue their relationship outside of the annex? Explain.

Extend Your Learning

1. Write a diary entry from Anne's point of view about the evening.
2. Write a diary entry from Peter's point of view about the evening.
3. Create a visual about a person you have in your life who you can confide in, hang out with, share your opinions, etc. It might be a poster, a diorama, or some type of visual of something you do together. Write a paragraph explaining who this person is and why they are so important to you.

Act 2, Scene 3

Characters present:

Vocabulary Worth Noting: obligation, BBC, D-Day

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

How does Mrs. Frank respond to Mr. Van Daan? Is she right to act this way? How would you have responded?

Do you think Mrs. Frank would seriously kick Mr. Van Daan out of the hiding place? Explain.

What event changes the mood of the scene and everyone's actions?

The mood goes from negative, to positive, to negative, to positive. What effect does this have on the reader? First, tell what causes each mood and attach an adjective to each mood. Then, explain the effect or consider why the author chose to write the play in this way. Finally, tell me how this impacts you – do you like this style of writing or not? Why?

Extend Your Learning

1. Research D-Day. Present your findings to the class in a creative way.
2. Create a conversation between Mr. Van Daan and Mrs. Frank after their emotions would have lessened and they could look rationally on the situation.
3. Pretend you are Mr. Van Daan. Write a speech he might give to persuade the members of the family to not evict him from the secret annex. Perform it for your classmates.



Act 2, Scene 4

Characters present:

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

What causes such anxiety at the beginning of Scene 4? Why are the "family" members anxious?

Compare and contrast Anne's views on life to Peter's. Tell how each views the future. Then, tell me who you are more similar to in terms of your outlook – Anne or Peter. Give specific examples and make connections to your own life in your response.

Mr. Frank says, "For the past two years we have lived in fear. Now we can live in hope." Explain this quotation and explain why the author's chose to have him recite it at this point in the play.

How did the "raid" make you feel? Were your surprised the scene ended where it did?

Extend Your Learning

1. Create a visual of the raid – a poster, a diorama, or a picture. Include a caption.
2. Imagine Anne finished her diary entry. What would she have written?
3. Research the real raid. How did it compare to this dramatic representation?

Act 2, Scene 5

Characters present:

Vocabulary Worth Noting: Auschwitz, Belsen, Buchenwald

Paraphrase the events in these chapters. Include who was present, the main action, and any information relevant to understanding the central idea/theme.

Respond to the journal prompts in complete sentences. When possible, cite examples and quotations from the novel to support your ideas.

Explain the meaning behind Mr. Frank's closing words, "She puts me to shame."

Extend Your Learning

1. Research the theories of how the Franks were found. Present your findings to the class.

Wrapping It Up

1. If you have to choose one character who was your favorite in this play, who would you choose and why was that character chosen?

2. In your opinion, is this a realistic story? Explain your claim with details from the story and details you learned during our study of the Holocaust.

3. Why do you think Anne Frank's diary was adapted into a play and movie version?

4. If you were Anne Frank, would you be upset that your father published your private diary? Explain your opinion with connections to your own life.

5. What aspect of Anne Frank's life surprised you or impacted you most? Explain.

6. Do you prefer reading a play in class to reading a novel or traditional text? Explain.

7. Were you satisfied with the ending of the play? Explain specific things you liked about this ending. If you were not satisfied, how would you have ended the play, and why would you have ended the play this way?

Quizzes
& Skill
Builders

Act 1 Quiz

Multiple Choice – circle the correct answer

1. Mr. Frank returns to the Secret Annex and sees
 - a. His family still hiding
 - b. The Secret Annex is bombed out
 - c. Miep and Mr. Kraler waiting for him
 - d. Mr. Dussel
2. Anne's first diary entry in the play talks about
 - a. The concentration camp
 - b. Being found by the Nazis
 - c. What life in hiding will be like
 - d. Why she fights with her mother
3. Anne is shocked when Peter _____.
 - a. Takes off his Star of David
 - b. Brings a cat
 - c. Flirts with Margot
 - d. Yells at his father
4. Mrs. Van Daan becomes very upset with Anne when
 - a. Anne steals her coat
 - b. Anne trips Mr. Van Daan
 - c. Anne spills milk on her coat
 - d. Anne talks back to her
5. Mr. Kraler asks if the "family" can take in Mr. Dussel, who is a _____.
 - a. Green Police
 - b. Dentist
 - c. Teacher
 - d. Doctor
6. Anne upsets her mother by
 - a. Wanting nothing to do with her
 - b. Screaming at her
 - c. Running away
 - d. Singing too loudly
7. For Hanukah, Anne makes Margot a
 - a. Crossword puzzle book
 - b. Scarf
 - c. IOU
 - d. Cigarette
8. Anne makes her father a
 - a. Crossword puzzle book
 - b. Scarf
 - c. IOU
 - d. Cigarette

- 9. The celebration is cut short when
 - a. A thief comes upstairs
 - b. The cat starts a fire
 - c. A thief is downstairs
 - d. The Van Daans start fighting
- 10. The scene ends with the group
 - a. Hiding
 - b. Singing
 - c. Sleeping
 - d. Fighting

Extended Response – write your response in complete, detailed sentences with specific references to the play, clear explanations, and connections to the text from your own thoughts.

Explain how Anne changes within Act 1. Tell how she was at the beginning of Scene 2, and then explain what happened to her to cause her to change. Finally, tell what Anne is like at the end of Scene 5.

Act 1 Quiz KEY

Multiple Choice – circle the correct answer

1. Mr. Frank returns to the Secret Annex and sees
 - a. His family still hiding
 - b. The Secret Annex is bombed out
 - c. Miep and Mr. Kraler waiting for him
 - d. Mr. Dussel
2. Anne's first diary entry in the play talks about
 - a. The concentration camp
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9. The celebration is cut short when
 - a. A thief comes upstairs
 - b. The cat starts a fire
 - c. A thief is downstairs
 - d. The Van Daans start fighting
10. The scene ends with the group
 - a. Hiding
 - b. Singing
 - c. Sleeping
 - d. Fighting

Extended Response – write your response in complete, detailed sentences with specific references to the play, clear explanations, and connections to the text from your own thoughts.

Explain how Anne changes within Act 1. Tell how she was at the beginning of Scene 2, and then explain what happened to her to cause her to change. Finally, tell what Anne is like at the end of Scene 5.

Student should reference specific personality traits and actions of Anne at the beginning of the play – she is boisterous, high-spirited, argumentative, and somewhat impulsive. They may reference arguments with her mother, arguments with the Van Daans, taunting Margot, etc. Then, she begins to change. Around the time of her nightmare, she realizes her actions are negatively impacting others. She begins to become somewhat more reserved and caring. Her Hanukah gifts indicate this change.

Act 2 Quiz

Short Response – write your answer in a complete, detailed sentence

1. Anne and Peter become "friends" after a fight with Mr. Dussel where they joins sides against the grown-ups. Describe how this friendship evolves into something more.
2. Explain how and why Mrs. Frank acts the way she does towards Mr. Van Daan in the scene where he is caught stealing the food.
3. Paraphrase the information Mr. Frank gives about what happens to the "family" in the final scene.

Extended Response – write your response in complete, detailed sentences with specific references to the play, clear explanations, and connections to the text from your own thoughts.

Act 1 has many positive events in it, while Act 2 is definitely darker and more serious. Compare Act 1 to Act 2, describing significant differences and similarities between the two acts. Then, make a claim as to why the author's chose to write the play in this way.

Act 2 Quiz Key

Short Response – write your answer in a complete, detailed sentence

1. Anne and Peter become “friends” after a fight with Mr. Dussel where they joins sides against the grown-ups. Describe how this friendship evolves into something more.

Students should mention how Anne was first irritating to Peter. Then, when Anne stands up to Mr. Dussel, the Van Daans, and the Franks, Peter gains respect for her. Students should also give details about their date and the kissing scene in Scene 4.

2. Explain how and why Mrs. Frank acts the way she does towards Mr. Van Daan in the scene where he is caught stealing the food.

Students should describe how Mr. Van Daan is caught stealing break and Mrs. Frank threatens to kick him out. When others protest she goes into a rage. Eventually she calms down once they learn about the invasion. Mrs. Frank acts this way because she is stressed, worried about the children, and unsure about the future.

3. Paraphrase the information Mr. Frank gives about what happens to the “family” in the final scene.

Mr. Frank recounts how the men and women were separated. Then, when he was liberated, he found out Edith, the Van Daans, Margot, and Dussel died. He found out Anne died last.

Extended Response – write your response in complete, detailed sentences with specific references to the play, clear explanations, and connections to the text from your own thoughts.

Act 1 has many positive events in it, while Act 2 is definitely darker and more serious. Compare Act 1 to Act 2, describing significant differences and similarities between the two acts. Then, make a claim as to why the author's chose to write the play in this way.

Students should note that Act 1 sets the tone of the play by describing the characters, showing their personalities, and demonstrating how Anne is really a typical teenage girl. She goes through many struggles they would. Then, once she has her “epiphany,” she becomes more caring and begins to mature. Act 2 deals with the struggles of hiding and things become more serious. Eventually, all actions lead to them being found out and the play ends in a melancholy way with Mr. Frank shamed by Anne's optimism.

Holocaust ABC Chart

A	B	C	D	E	F
G	H	<p>As you read, or after you read fill in key words related to the Holocaust in each letter box.</p>		I	J
K	L	<p>Name</p> <hr/>		M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z

Holocaust One-Pager

A “one-pager” is assigned to promote thoughtful reading and understanding of a topic. The more creative you allow yourself to be, the more you will get out of the assignment. Once displayed, your one-pager will also inform others about your topic

Use white, unlined computer paper.

Include the following:

On the front...

1. A creative, interesting title
2. 5 adjectives to describe the Holocaust
3. 3 bulleted facts about the Holocaust
4. 2 important quotations about the Holocaust
 - Write the quotation in quotation marks
 - Next to the quotation, explain why this is significant (i.e. “This quotation expresses...”)
5. At least 3 drawings, symbols, and/or images that represent aspects of the Holocaust
 - Use color, be creative, be neat, and fill the page
6. One high level question one might have about the Holocaust
 - Answer the question next to where you wrote the question

On the back...

1. A one paragraph summary of information you learned about the Holocaust, including key events, key people, and interesting facts.
2. Your name and class period

You will be graded with the rubric on the back ----->



CATEGORY	5	3	1	0
Components	<p>One-pager includes all components:</p> <ul style="list-style-type: none"> - A creative, interesting title - 5 adjectives to describe the Holocaust - 3 bulleted facts about the Holocaust - 2 important quotations about the Holocaust <ul style="list-style-type: none"> - Write the quotation in quotation marks - Next to the quotation, explain why this is significant (i.e. "This quotation expresses...") - At least 3 drawings, symbols, and/or images that represent aspects of the Holocaust <ul style="list-style-type: none"> - Use color, be creative, be neat, and fill the page - One high level question one might have about the Holocaust <ul style="list-style-type: none"> - Answer the question next to where you wrote the question - A one paragraph summary of information you learned about the Holocaust, including key events, key people, and interesting facts. - Your name and class period 	Missing 1	Missing 2	Missing 3 or more
Summary	<p>Summary gives many details about the plot, setting, characters, main ideas, the problem or problems the main character faced, and includes what happened at the end of the novel.</p> <p>Summary is virtually error free</p>	Errors distract reader and/or components are missing	Errors distract reader and/or multiple components are missing	Summary is not present
Depth	<p>Student went into great depth when explaining the quotation, drawing symbols/pictures, and writing summary.</p> <p>*In depth means you have specific details, you go above and beyond when describing, and you convince me you read your novel and read it well*</p>	Some depth	Little depth	No specific details given
Overall Appearance	<p>Student clearly gave much effort to the overall appearance. One-pager is:</p> <ol style="list-style-type: none"> 1. neat 2. balanced 3. colorful 4. eye-appealing 	Some effort	Little effort	No effort – final product is rushed and sloppy

The Diary of Anne Frank The Play One-Pager

A "one-pager" is assigned to promote thoughtful reading and understanding of a text. The more creative you allow yourself to be, the more you will get out of the reading assignment. Once displayed, your one-pager will also serve a review and hopefully encourage others to read your text!

Use white, unlined computer paper.

Include the following:

On the front...

Title of the play and author's name

One important quotation (A sentence or two from the play)

Write the quotation in quotation marks

Include the page number

Next to the quotation, explain why this is significant (i.e. "This quotation expresses...")

At least 3 drawings, symbols, and/or images that represent aspects of the story

Use color, be creative, be neat, and fill the page

One high level question that can be answered after you read the play (if you are unsure about what a "higher level" question is, see me!)

Answer the question next to where you wrote the question

On the back...

A one paragraph summary of the selection that includes details about the plot, setting, characters, main ideas and conflicts, and the ending

Your name and class period

You will be graded with the rubric on the back ----->



CATEGORY	5	3	1	0
Components	One-pager includes all components: title author quotation with page explanation of quotation higher level question answer to higher level question 3 symbols/pictures Summary on back Name and class period	Missing 1	Missing 2	Missing 3 or more
Summary	Summary gives many details about the plot, setting, characters, main ideas, the problem or problems the main character faced, and includes what happened at the end of the novel. Summary is virtually error free	Errors distract reader and/or components are missing	Errors distract reader and/or multiple components are missing	Summary is not present
Depth	Student went into great depth when explaining the quotation, drawing symbols/pictures, and writing summary. *In depth means you have specific details, you go above and beyond when describing, and you convince me you read your novel and read it well*	Some depth	Little depth	No specific details given
Overall Appearance	Student clearly gave much effort to the overall appearance. One-pager is: neat balanced colorful eye-appealing	Some effort	Little effort	No effort – final product is rushed and sloppy

The Diary of Anne Frank Quick End Reflection

Reading Reactions – complete these to form complete sentences (remember punctuation!)

1. I think Anne's Diary is _____ because _____

2. The play made me think about _____ because _____

3. If it were me, I'd _____ because _____

4. The ending made me feel _____ because _____

5. Something I don't understand is _____ because _____

6. I liked _____ because _____

7. I didn't like _____ because _____

8. In my mind, the secret annex looked like:

9. I wish the authors _____ because _____

10. I'd rate this novel a _____ out of 10 (10 = best) because _____

Final Assessment & Key

The Diary of Anne Frank – The Play Final Test

Matching – match the word on the left with the description from the right. Write the letter on the line next to the word.

- | | | |
|----------------------|-------|---|
| 1. Anne Frank | _____ | a. Said "She puts me to shame." |
| 2. Mr. Frank | _____ | b. Cares very deeply for his/her possessions |
| 3. Margot Frank | _____ | c. the most infamous concentration camp |
| 4. Mrs. Frank | _____ | d. the group that comes for the "family" |
| 5. Peter Van Daan | _____ | e. Said "I'm sort of a lone wolf." |
| 6. Mr. Van Daan | _____ | f. the city in which this story takes place |
| 7. Mrs. Van Daan | _____ | g. The secret annex's pet |
| 8. Mr. Dussel | _____ | h. when Allied forces stormed the beaches in France |
| 9. Miep Gies | _____ | i. Said "In spite of everything, I still believe that people are really good at heart." |
| 10. Mr. Kraler | _____ | j. used to get food during the war |
| 11. Mouschi | _____ | k. Steals from the "family" |
| 12. Auschwitz | _____ | l. Jewish religious symbol |
| 13. The Secret Annex | _____ | m. The woman "protector" |
| 14. The Green Police | _____ | n. Hitler's political party |
| 15. Amsterdam | _____ | o. Anne's roommate for the second half of the play |
| 16. D-Day | _____ | p. holiday celebrated by Jews |
| 17. Ration Books | _____ | q. The more reserved, mature sister in the Frank family. |
| 18. Hanukah | _____ | r. where the "family" hid |
| 19. Nazi | _____ | s. Threatens to evict Mr. Van Daan |
| 20. Star of David | _____ | t. The man "protector" |

Short Answer - write your answers in complete, detailed sentences

In your opinion, what is the theme or central idea of this text? Explain how the characters, setting, and plot contribute to this overall idea. In explaining your claim, include a summary of the text.

Explain what specific incident or event in this text is most significant. It can include dialogue, a main character's action, a main decision, or key location.

If you saw the movie version of the play, analyze how the filmed version stayed faithful to or departed from the text and evaluate the choice of actors and the choices the director made. If you did not see the movie version, describe what your movie version of this text would be like. Include location, actor, and set choices in your response.

Extended Response - write your response in complete, detailed sentences with specific references to the play, clear explanations, and connections to the text from your own thoughts

Do you think the play effectively teaches students about the Holocaust? Explain your claim with specific details from the play and connections to your studies, your life, and your experiences.

Key forThe Diary of Anne Frank – The Play Final Test

Matching – match the word on the left with the description from the right. Write the letter on the line next to the word.

- | | | |
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Short Answer - write your answer in a complete, detailed sentence

In your opinion, what is the theme or central idea of this text? Explain how the characters, setting, and plot contribute to this overall idea. In explaining your claim, include a summary of the text.

Students can have multiple answers. Themes of hope are obvious, coming of age would work, and overcoming tragedy and resilience are evident to. As long as student supports their claim with specific examples from the play, they will receive credit.

Explain what specific incident or event in this text is most significant. It can include dialogue, a main character's action, a main decision, or key location.

This response is based on student opinion. They should choose a scene, paraphrase it, and then explain why it is significant.

If you saw the movie version of the play, analyze who the filmed version stayed faithful to or departed from the text and evaluate the choice of actors and the choices the director made. If you did not see the movie version, describe what your movie version of this text would be like. Include location, actor, and set choices in your response.

If student has seen the movie, they will note the differences with the robbery, some of the shots outside of the secret annex, and the addition of the Holocaust dream sequence. Also, the ending is different, as Mr. Frank does not sum up the film as he does the play. Students may also comment on how the actors and actresses are much older.

If they choose the second option, it will be opinion based, but should include facts and specific details.

Extended Response - write your response in complete, detailed sentences with specific references to the play, clear explanations, and connections to the text from your own thoughts

Do you think the play effectively teaches students about the Holocaust? Explain your claim with specific details from the play and connections to your studies, your life, and your experiences.

Response will be based on opinion. However, student should include specific details to support their opinions and make concrete connections.