

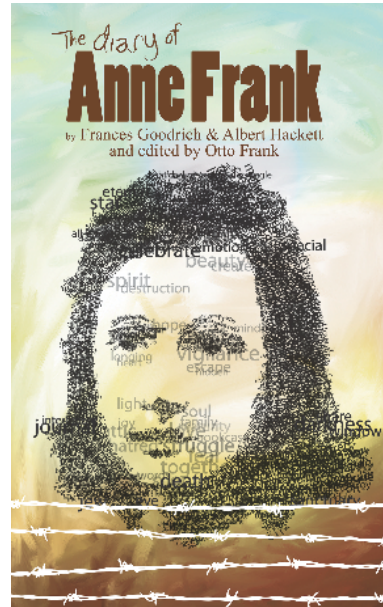
# ***The Diary of Anne Frank***

Dramatized by Frances Goodrich and Albert Hackett  
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Based on upon the book *Anne Frank. The Diary of a Young Girl*  
Edited by Otto H. Frank and Miriam Pressler

Playing at Barter Stage II February 19-April 17, 2010  
On Tour Fall 2010  
Directed by Richard Rose

Study Guide Prepared by Dr. Felicia Mitchell, Emory & Henry  
College (VA)



***In spite of everything, I still believe that people are really good at heart.***

**— Anne Frank, 1929-1944**

Over one million children perished in the Holocaust. Anne Frank was one of these children. Barter Theatre's production of *The Diary of Anne Frank*, the play based on the classic work of nonfiction *Anne Frank: The Diary of a Young Girl*, brings her story to life. Its character development, key plot lines and dialogue are adapted from words of real people, creating a setting to help us relate to Anne on different levels: personal, social, political, ethical, and historical. *The Diary of Anne Frank* is suitable for a range of curriculum applications, from history to English. This study guide, which may be adapted for grades 6-12, provides a brief introduction to the play for teachers and students who may utilize it in association with a trip to Barter Theatre's presentation. It is designed to supplement instruction of students interested in learning about the remarkable spirit of a young girl who lived and perished during a time when difference was not tolerated by Adolf Hitler and when some people risked their own lives to help others like Anne Frank and her family.

## **Curriculum Connections**

### **Virginia Standards of Learning**

English 6.1, 6.3, 7.5, 8.1, 8.2, 8.3, 8.7, 9.1, 9.2, 9.5, 9.6, 9.8, 9.9, 10.1, 10.3, 10.6, 10.7, 11.1, 11.10, 12.3, 12.6

Civics and Economics CE.1.a

Theatre Arts M6, M7, M8, M9, M13, M14, TI.6, TI.7, TI.8, TI.11, TI.12, TI.13, TIII.8, TIII.14

U. S. History USII.7.b

Virginia and United States History VUS.11.e

### **Tennessee State-Performance Indicators**

English SP 3001.7.7, 3001.5.1, 3000.5.3, 3000.5.6, 3000.6.1, 3000.8.1, 3000.8.2, 3000.8.3, 3000.8.4, 3000.8.5, 3000.8.12, 3000.8

Social Studies SP 4.1, 4.2, 4.3, 6.01, 6.02, 6.06, 6.1, 6.2, 8.6,

### **North Carolina Competency Goals**

English 6.1.02, 6.1.04, 7.1.01, 7.1.02, 7.1.03, 7.1.04, 8.2.01, 8.3.01, 8.3.02, 8.3.03, 8.4.01, 8.4.03, 9.5.01, 9.5.02, 10.1.01, 10.1.02, 10.2.01, 10.2.02, 10.2.03, 10.3.01, 10.3.02, 10.3.03, 10.4.01, 10.4.02, 10.4.03, 10.4.04, 10.4.05, 10.5.01, 10.5.02, 10.5.03, 11.2.01, 12.2.02

Social Studies 6.101, 6.7.01, 9.1.01, 9.1.02, 9.2.01, 9.2.02, 9.2.03, 9.3.01, 9.3.02, 9.3.03, 9.4.01, 9.4.02, 9.4.03, 9.4.04, 9.4.05, 9.5.01, 9.5.02, 9.5.03

## **Background Information**

### **Biography of the Author**

Anneliese Marie Frank, known to the world as Anne Frank, was born June 12, 1929, in Frankfurt, Germany. She moved with her family to Amsterdam, Holland in 1934, after her family fled Germany during the Nazi occupation. Her family included her father Otto, her mother Edith, and her older sister Margot. A lively child, Anne enjoyed going to school and writing. In Amsterdam, she first attended traditional school; however, because of anti-Jewish laws, she switched to a segregated school and began to wear a yellow star on her clothing to identify herself as a Jew when she was out on the street. Nazis, who wanted to take over Europe, not just Germany, occupied Amsterdam in 1939. To avoid being sent to a concentration camp in Nazi-occupied Poland, Anne's father found a hiding place for the family at 263 Prinsengracht Street. A diary that she received on her thirteenth birthday and named "Kitty" helped Anne to adjust to the small space and isolation. Although the Frank family was hopeful that Europe would be liberated by peacekeepers so they could leave their hiding place, they were discovered and turned in before that happened. After almost two years in hiding, the family was broken up and sent to different camps. Anne's mother starved to death in Auschwitz. Anne, along with her sister, died of typhus in Bergen-Belsen, just weeks before the camp was liberated by British soldiers. Only Mr. Frank survived the war. Miep Gies, who had helped to hide the family, gave Anne's father the diary she had put aside when the Frank's hideout was raided. Mr. Frank in turn shared the diary with the world. The diary has been translated into many languages. The play was first produced in New York City in 1955 and has since appeared around the world. Movies, graphic depictions and other creative works have been inspired by the diary. The spirit of Anne Frank will live forever.

### **Biography of the Playwrights**

Creative partners, who were also married, Frances Goodrich (1899-1984) and Albert Hackett (1900-1995) wrote comedies and musicals for Hollywood for many years. Several of their movies, including *The Thin Man*, were nominated for an Academy Award. When *Anne Frank: Diary of a Young Girl* was published, they became interested in the story of Anne Frank and wanted to bring it to life in the theatre. They worked together to create a play that would be true to the spirit of Anne Frank. In addition to adapting the diary to dramatize the action, they included words from the diary in scenes with the voice of Anne. They got to know Anne by meeting with her father and visiting the hideout. After winning a Pulitzer Prize for Drama for *The Diary of Anne Frank*, they wrote a screenplay for a movie that was nominated for an academy award in 1959.

### **Summary**

The play has two acts, and each act has five scenes. Within each act, the scenes flow into one another with the aid of lighting and set design. The play is set up to provide dialogue adapted from the diary as well as voice-overs of Anne reading from her diary during the course of the play. The main action of the play is framed within a flashback to the time of hiding, with the beginning scene and the closing scene

presenting us with Otto Frank, who has returned to Amsterdam at the end of the war. In November of 1945, in the first act, he returns to the hiding place and is given a diary that his daughter kept. Unsure about whether or not he wants a reminder, he begins to reflect and remembers Anne's special gifts. As the first scene transitions to the past, beginning in July of 1942, we find the Frank family moving into an attic to hide from the Nazis occupying Amsterdam. Along with the Franks, a family of four including Anne's mother Edith and sister Margot, another family of three, the Van Daans, attempt to settle into the small space where they will have to be very quiet most of the time. Later, Mr. Dussel arrives to stay for a few days and ends up staying for the duration. The Franks are helped by a woman named Miep and a man named Mr. Kraler. The families have brought very little with them and must live on even less, with Miep bringing rations when she can. Even so, they try to maintain a sense of order with daily school lessons, family meal times, Hanukkah celebrations, games of solitaire, and other interactions. The children have brought familiar items. Anne has her photographs to pin on the wall and a diary. Peter has brought not only some possessions but also his cat Mouschi, though it escapes at one point. As the play unfolds, the audience gains a sense of Anne as a vital teenager with all the usual concerns. For example, her mother gets on her nerves. She wants to kiss a boy, and the closest boy is Peter Van Daan. Her enthusiasm sometimes annoys the others, and yet she always manages to get everyone to realize that there can be fun and joy even in hard times. Not everything is calm, however, and the play shows a range of emotions. Anne suffers from nightmares and living so close together the families end up bickering about food. Even so, the families find a way to sing a Hanukkah song as the first act ends. Act 2 begins in January of 1944, to find the family still in the attic. Anne and Peter have become friends, something that concerns their parents. The Van Daans end up having a conflict over Mrs. Van Daan's fur coat, a symbol of the past that she wants to cling to while her husband wants to sell it to have money for supplies, including cigarettes. Nerves are frayed, and then there is evidence that somebody discovers that they are there. After attempting to blackmail the kind people protecting the hideaways, the intruder reports the annex to authorities. Soon soldiers show up to deport the whole group, with the families being dispersed to concentration camps. The play suggests that Anne found something to like about her short time in Bergen-Belsen before she died of typhus because she got to be outdoors. Everybody except Mr. Frank dies, but not in the course of the play. We learn about the deaths from Mr. Frank, who has decided to retrace his life to connect with the family that he lost. At the end of the play, he is shown to realize that the diary is too important not to share with others. The play concludes with these words from Anne: "In spite of everything, I still believe that people are really good at heart."

### **Time Period**

The play is set during World War II, with scenes spanning 1942-1945. The root of World War II goes back to 1933, when Adolf Hitler was appointed Chancellor of Germany and later given dictatorial powers by the German government. In his first year as dictator, Hitler's followers, known as Nazis, opened the first concentration camp in Germany and began to build others in order to separate Jews from other citizens. Within ten years of becoming leader of Germany, Hitler would cause great damage. Early on, many laws were passed that allowed him to persecute those he deemed as not "pure" Germans. During Hitler's rule, ghettos and concentration camps in Europe became stepping stones to the killing centers of the death camps. Even before the camps and ghettos, Jews prohibited from holding many jobs and from exercising privileges such as owning a radio. Before Hitler was finished, six million Jews would be systematically targeted in a state-sponsored program that enslaved and killed people. Along with Jews, homeless people, alcoholics, Gypsies, the handicapped, the unemployed, and other people with lifestyles not condoned by Hitler were sent to the camps. Hitler's desire for power in part led to World War II, which formally began when Germany invaded Poland September 1, 1939. By September 3, Britain and France were at war with Germany. Before the war would end, it would involve Australia, New Zealand, Canada, the United States, South Africa, Japan, Italy, and France. The plight of people persecuted by Hitler did not fully become known around the world until the end of the war in 1945. Millions perished. Otto Frank, Anne's father, survived the Holocaust, and shared his daughter's diary with the world to celebrate the life of one young person who fell victim to the horrors of the Holocaust.

## Setting

The setting includes a set of small rooms in an attic space above an office building in Amsterdam, Holland. The space includes two rooms, an attic space and a W.C. (bathroom). There are stairs to the floor below, with a lock on the inside and bookshelves covering the door on the outside. Furniture includes a table, chair, beds, a washstand, and sofa. Household items such as a menorah and candles make the place seem homey. Cooking is done on a gas plate (similar to today's electric plate). A box and crates are used as stools. Personal items help to reflect the identity of characters. A dead plant is symbolic of the closed space. A small window to the outside world is present.

## Characters

Mr. Frank	Peter Van Daan	Mr. Kraler
Miep	Mrs. Frank	Mr. Dussel
Mrs. Van Daan	Margot Frank	
Mr. Van Daan	Anne Frank	

## Topics for Discussion

1. Have you studied the Holocaust in social studies? How does the dramatization of the play make history come alive? What political and social ideas does it address?
2. Look in your history book to see what was happening in your state, our country and the world between 1942 and 1945, the timeline for the play. What was going on?
3. How did World War II affect your family? Talk to somebody in your family who remembers that time and relate what you learn to the play.
4. How does hearing the actual words of Anne's diary alongside the dialogue of the play make the experience of seeing the play more vivid? Why do you think the playwrights selected these particular passages to highlight?
5. In order to survive, the Franks had to do something illegal (hide). At the same time, it was also illegal for Jews to own a home. When do you think it might be okay to break a law? Think also about how Mr. Frank left a piece of paper in the trash to mislead people into thinking the family went to Zurich. Why did he do that? Consider ethical lessons in the play.
6. Why do you think Miep and Mr. Kraler wanted to help the Jews hide? Was their choice an act of war or an act of conscience or both? How does their act remind you of acts of civil disobedience during the Civil Rights Era of the United States that you have studied?
7. Some people think that the Holocaust is a hoax and never happened. If you participated in a debate about the Holocaust, how would you use Anne Frank's story as evidence?
8. During the time of the Holocaust, mass media helped to spread Hitler's genocidal message. How do you think he was able to convince people that he was right? Why did some people want to believe him?
9. What is the difference between fiction and nonfiction or drama and nonfiction? Reflect on how the elements of drama (setting, characterization, plot, and symbols) can make nonfiction (a diary) come alive for a reader.

10. Compare the issues addressed by Anne Frank with the sort of issues you find your friends writing about in public diaries such as Facebook and MySpace.
11. Use one adjective to describe each character in the play. How do the adjectives add up to help you to understand the psychology of the attic family (including the Van Daans and Mr. Dussel).
12. When Mr. Dussel joins the “family,” he brings news from the outside. What does he share with the others who have been in hiding? How do they react?
13. One of the first acts Anne accomplishes when she is in the attic is to destroy the Star of David. Discuss why she does that and what her act of destruction symbolizes.
14. Why do the flashbacks make the play more interesting to you? How would it be different if you did not see Mr. Frank “sandwiching” scenes at the opening and the end?
15. There are many symbols in the play, including Mrs. Van Daan’s fur coat. Discuss Mrs. Van Daan’s relationship with the coat her father bought her in better times and how she feels when Anne spills something on it and when her husband later wants to sell it. Identify other symbols, and relate them to the plot.
16. When Anne says she wants to go on living even after her death, she does not know that she will die sooner than she thought. How does this comment help you to understand the concept of irony?
17. Not every character is sympathetic. Mr. Van Daan, for example, criticizes his son’s cat for eating up all the food when in reality Mr. Van Daan is taking more than his share. What else happens in the play to help us to see the unpleasant side of somebody’s character?
18. List the gifts that Anne makes for Hanukkah presents, and discuss how each one symbolizes her concern for others.
19. There are several instances of humor known as comic relief. For example, Anne is called Mrs. Quack Quack. What are other examples? Why did the playwrights want to include Anne’s sense of humor, and her family’s, not just the sad story?
20. Compare Anne and her sister Margot, who is three years older. How do their similarities and differences in the play help to tell the story?
21. Compare the Mr. Frank who has the flashback with the Mr. Frank who appears in most of the play. How is his personality different (not just his age)?
22. How do you feel when you hear Anne say she wants to go to Paris? What does Paris represent to her as she is trapped in the attic?
23. Because everybody has to be so quiet, when somebody cries out it is more obvious. Discuss how the sounds of silence in the play contrast with the louder scenes.
24. If you have read the diary, compare the written diary with the stage play; in addition, if you have seen one of the movies, compare that too.
25. How does the director show the characters getting older and thinner in the course of the play?

26. How does the set design help to support characterization and the presentation of themes? What symbolic items are found?
27. List words and phrases (for example, Normandy) that situate the play in another time period. If there are words you do not understand, look them up and reflect on them.
28. One theme of the play is that people can survive adversity without letting hatred of oppressors destroy their souls (even if they do die in the end). What are other themes that you find? Remember that there is an underlying message or moral of a story.
29. Is Anne a hero? Why (or why not)? Compare her to other heroes that you know.
30. What evidence does the play provide to support Anne's claim that "people are really good at heart"?

### **Creative Activities**

1. Write a review of the play for your school newspaper.
2. Using the conventions of a formal letter, write a letter of thanks to the Barter Theatre.
3. Write a comparison-contrast essay in which you discuss the diary and the dramatic adaptation of the diary; include direct quotations from each.
4. What would Anne say about Carl, the blackmailer who turned them in, if she had a chance? Make up the dialogue.
5. Mr. Frank sets up a schedule of activity. In one column, write up the schedule according to what you have learned about how Anne and the others spent their day. In another column, write up a typical schedule for your days. Compare.
6. Select a short passage from the diary that inspires you, and write a poem in response to it: a poem that you could not have written if you had not heard the story of Anne Frank. Include the passage as an epigraph at the beginning of your poem.
7. Imagine that you are a reporter who is going to interview Mr. Frank after he receives the diary. Compile a list of ten questions that you would need to ask.
8. Create a map of Anne's movements across her lifetime; do research, and add to the map the places her diary has appeared in translation. How far have Anne's words spread?
9. Select a vivid description from the play or diary and paint a watercolor. Then, after your watercolor is dry, spill water on it to see how your artwork transforms with the stress of the water. Before your image dissolves completely, shake off the excess water to see what new piece of art emerges. How is it artistic in a new way? Note: Before you spill water, you may want to make a color copy of your watercolor so you will have a before and after.
10. Working together with others in your class, do research on the Holocaust. Create, along with other students, one Powerpoint slide that includes (a) a brief summary of a source you found on the Internet, along with the hyperlink, and (b) an image to illustrate. Work together to decide what order

to put all your slides in one show. What issues help you to collaborate? What problems, if any, do you have to solve?

11. Playwrights adapt stories by choosing scenes and ideas that work best for their visions. Imagine that you are going to write a ten-minute play based on the diary. Select other passages from the diary to stage to present your own theme.
12. Write a diary entry after you see the play. Instead of writing "Dear Diary write an entry that begins "Dear Anne Frank." What do you say?
13. Stage a scene from the play "from memory" (without reading the play, even if it is in your book), after you watch it, and ask others in the class to talk about how your scene compares with the play.
14. Collect the right materials (except for scraps of tobacco, for which you can substitute shredded paper), and make the gifts that Anne made for Hanukkah. What do you learn about crafting and recycling?
15. Make up a song based on *The Diary of Anne Frank*.

### Vocabulary Words

absurd	caution	l'chaim
advisability	concentration	Mazeltov
aggravating	conspicuous	mercurial
animation	D. Day	Nazis
apt	death camp	Normandy
ascot	deported	Orthodox
Auschwitz	endangering	ration
B.B.C.	fatalist	rucksack
Bergen-Belsen	gauntlet	St. Nicholas Day
bickering	guilders	surplus
black market	Hanukkah	terrified
blackmail	heroic	vague
blush	insufferable	vile
Buchenwald	intolerable	W.C.
carillon	jubilation	war plant

### Primary Texts

- Frank, Anne. *Anne Frank: The Diary of a Young Girl. The Definitive Edition*. Ed. Otto H. Frank and Mirjam Pressler. Trans. Susan Massotty. NY: Bantam, 1991. Print.
- Frank, Anne. *Tales from the Secret Annex*. Rev. Ed. Ed. Susan Massotty. Trans. Susan Massotty. New York: Random House, 2003. Print.
- Goodrich, Frances and Albert Hackett. *Anne Frank. The Diary of A Young Girl*. New York: Dramatists Play Service, Inc., 1958. Print.
- Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank*. Adapted by Wendy Kesselman. New York: Dramatists Play Service, Inc., 1998. Print.

## Related Works to Explore

- Anne Frank. The Whole Story* [Based on the Book by Melissa Müller]. Screenwriter Kirk Ellis. Dir. Robert Dornhelm. Perf. Ben Kinsley, Hannah Taylor-Gordon, Tatjana Blacher, and etc. 2001. Film Recording.
- The Diary of Anne Frank*. Screenwriters Frances Goodrich and Albert Hackett. Dir. George Stevens. Perf. Millie Perkins, Joseph Schildkraut, and Shelley Winters. Hollywood, CA: Twentieth-Century Fox Film Corporation, 1959. Film Recording.
- Lee, Carol Ann. *Roses from the Earth: A Biography of Anne Frank*. London: Penguin Books, 2000. Print.
- Müller, Melissa. *Anne Frank: The Biography*. Trans. Robert Kimber and Rita Kimber. NY: Holt, 1998. Print.
- Gies, Miep, and Alison Leslie Gold. *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family*. New York: Simon and Schuster, 1987. Print.
- Gold, Alison Leslie. *Hannah Goslar Remembers: A Childhood Friend of Anne Frank*. London: Bloomsbury Publishing PLC, 1998. Print.

## Web Resources

- Anne Frank Center
- <http://www.annefrank.com/>
- Anne Frank Facebook
- <http://www.facebook.com/pages/Anne-Frank/10959048299>
- Anne Frank Museum
- <http://www.annefrank.org/content.asp?pid=1&lid=2>
- Anne Frank: The Hiding Place
- <http://www.annefrank.org/content.asp?lid=2&pid=15>
- Anne Frank in the World. Teacher Workbook
- <http://www.uen.org/annefrank/>
- Anne Frank: One of Hundreds of Thousands
- [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=373](http://edsitement.neh.gov/view_lesson_plan.asp?id=373)
- Anne Frank: U.S. Holocaust Memorial Museum
- [http://www.ushmm.org/research/library/bibliography/index.php?content=anne\\_frunk](http://www.ushmm.org/research/library/bibliography/index.php?content=anne_frunk)
- Scholastic: We Remember Anne Frank
- <http://www2.scholastic.com/browse/article.jsp?id=7647>
- Teaching About the Holocaust
- <http://www.ushmm.org/education/foreducators/>
- United States Holocaust Memorial Museum
- <http://www.ushmm.org/>

## Science Lesson

In 1942, Karl Reinmuth discovered an asteroid, 5535, which was named Anne Frank in 1995. Look it up.

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