



INDIANA
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STUDY GUIDE

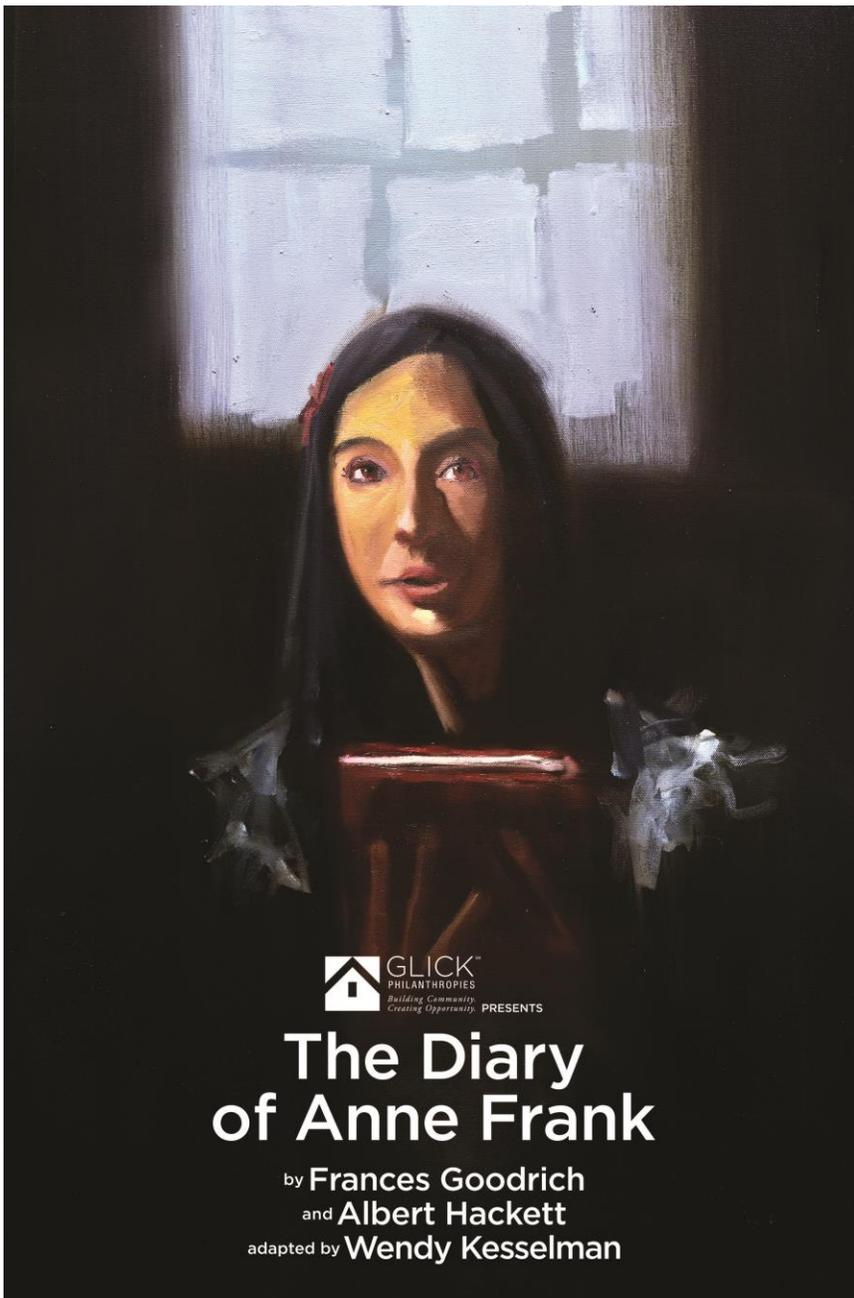
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AND SUPPORT FROM
Jewish Community
Relations Council and
The Jewish Federation of
Greater Indianapolis

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The Diary of Anne Frank

by Frances Goodrich
and Albert Hackett
adapted by Wendy Kesselman

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NAVIENT

***The Diary of Anne Frank* by Frances Goodrich and Albert Hackett adapted by Wendy Kesselman**

In a world turned upside down by the Holocaust, Anne Frank held on to her faith in humanity. This story of resilience, optimism, and a young girl's extraordinary spirit transcends time and offers hope to today's world.

As important today as when it was first written, Anne Frank's extraordinary diary has become an essential part of how we remember one of the darkest periods of human history. Filled with its young author's tremendous spirit, we witness the coming-of-age of a complex young girl and her struggles to survive with her family amid the chaos of war and religious persecution. This inspiring classic comes to life to introduce a new generation to this powerful story of courage.

COVER ART BY KYLE RAGSDALE

STUDENT MATINEES 10:00AM on January 22, 23, 24, 25, 28, 29, 30, 31 and February 1, 4, 5, 6, 7, 8, 11, 12, 13, 14, 19, 20, 21, 22

ESTIMATED LENGTH Approximately 2 hours, 45 minutes

AGE RANGE Recommended for grades 6-12

CONTENT ADVISORY *The Diary of Anne Frank* is a historical drama that contains some adult themes. A script preview is available upon request.

STUDENT MATINEES & ARTIST IN THE CLASSROOM

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SUMMER WORKSHOPS, CLASSES, & YOUNG PLAYWRIGHTS IN PROCESS

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We are particularly grateful to Glick Philanthropies for their leadership and to staff members at the Jewish Federation of Greater Indianapolis, and the Jewish Community Relations Council for their support and assistance: Lindsey Mintz, Marla Topiol, (JCRC), Nina Price, Amber Maze, and Debra Barton-Grant, (JFGI).

HOW TO USE THIS GUIDE

To enrich your students' experience at the IRT production of *The Diary of Anne Frank*, we have compiled various resources in partnership with the Jewish Federation of Greater Indianapolis (JFGI) and the Indianapolis Jewish Community Relations Council (JCRC). This guide provides an overview of the materials available to you and your students and is designed to aid you in accessing materials on a companion website as well as design lesson plans both prior to and following the performance.

The guide is divided into three sections:

- Information about the Production: includes a synopsis of the play, statements by the director and the designers, and a guide to the role of the audience
- Historical Context: focusing on background about World War II, the Holocaust, and Anne Frank's story, including a timeline that can be shared with students
- Educational Materials: featuring key themes and concepts such as anti-Semitism, identity, stereotyping, refugees, and the power of capturing stories.

During the intermission students will have the opportunity to see the travelling exhibit *Anne Frank: A History for Today*, on loan from the Anne Frank House. Volunteer docents will be available to answer students' questions about the exhibit and the performance in order to enhance the overall educational experience.

If you are seeking additional materials beyond those provided in the guide, we encourage you to contact the following local educators who have expertise in Holocaust studies and education:

- Amber Maze, JFGI Holocaust Education & Program Coordinator, amaze@jfgi.org
- Lindsey Mintz, JCRC Executive Director, lmintz@indyjcrc.org
- Nina Price, JFGI Director of Jewish Education Initiatives, nprice@jfgi.org
- Marla Topiol, JCRC Israel and Anti-Semitism Education Coordinator, mtopiol@indyjcrc.org

Enjoy the performance!



Jewish Federation
OF GREATER INDIANAPOLIS

JEWISH COMMUNITY RELATIONS COUNCIL



THE STORY OF *THE DIARY OF ANNE FRANK*

Act I begins in 1942. The Nazis have occupied the Netherlands and the Frank family – Otto, Edith, Anne, and Margot – have gone into hiding to escape the persecution of Jews. Otto has prepared a special hidden area in the annex of his office in Amsterdam for them to hide in. Only two people are made aware of this hiding space – Miep Gies, Otto’s secretary, and Mr. Kraler, one of the managers in his company. Miep and Mr. Kraler will be the Frank’s only connection to the outside world.

Because Otto’s business is still operating, the Frank family must be very careful not to make noise during the day, for fear of being found out. In the beginning, Otto and Anne find hiding away in the annex to be novel, and strive to make it a pleasant place to live. Edith and Margot are less enthusiastic.

Eventually, a new family called the Van Daans move into the Annex – Hermann, Petronella, Peter and their cat Mouschi. Anne begins to pursue a friendship with Peter, who is shy and not very receptive. The Van Daans update the Franks on what has been happening in the outside world, where conditions for Jews haven’t improved. Anne, having begun to feel the strain of living in the Annex hears this news and reminds herself that her situation could be much worse.

A few months later, Mr. Dussel joins the families in the Annex as a new resident. He brings even more dire news about the war effort. Due to the ever shrinking space, Anne is forced to share her room with Mr. Dussel. Anne begins having nightmares, and the other residents worry that her screams may eventually lead to their discovery.

Hanukkah arrives and the residents of the Annex enjoy a brief reprieve from the stress of hiding by celebrating together. However, during the party, a loud crashing sound is heard in the business below. Terrified, the residents fall silent. While trying to turn out the lights, Peter accidentally knocks over a chair, after which the residents hear an intruder run out of the building. After a while, Otto sneaks downstairs into the business to discover that the intruder was a burglar, and not the Gestapo. Relieved, he tries to strike up the Hanukkah celebration once again, but the moment has passed.

Act II begins on January 1, 1944, nearly two years after the Franks initially moved into the Annex. Life in the Annex has become routine. The major change for Anne is that she has matured into a young woman, and has developed feelings for Peter. They begin having regular visits – privately – in the attic, much to the enjoyment of the adults, excluding Anne’s mother.

Otto Frank learns from Mr. Kraler that an employee has begun asking suspicious questions about the Franks, even going to far as to suggest he might be aware of the secret entrance to their hiding place. Otto agrees to raise the employee’s salary in hopes of avoiding extortion, or worse, discovery.

As the war continues, life outside the Annex becomes harder, which is only amplified for those in hiding. Rationing means that less food makes it to the Annex. Many residents become sick – Margot most of all – and tension builds as everyone struggles to get enough to eat. Things come to a head when Mr. Van Daan is caught stealing bread and Mrs. Frank suggests they be kicked out of the annex.

Eventually, Miep brings good news. Allied forces have invaded Normandy, and the end of the war seems imminent. Things begin to look up. However, it doesn’t last. An anonymous source has betrayed the residents of the Annex, and in August 1944, Nazi soldiers arrive to arrest everyone inside.

At the end, Otto Frank, the only survivor, steps forward to tell us of the fates of each resident. He holds Anne’s diary as the light fade to black.

DIRECTOR'S NOTES | "A LIGHT IN THE DARKNESS"

BY JANET ALLEN, EXECUTIVE ARTISTIC DIRECTOR

Given the schedule of our publications calendar, I find myself writing about *The Diary of Anne Frank* just a few days after the shootings at Pittsburgh's Tree of Life Synagogue, which left 11 Jewish worshippers dead. One of Tree of Life's congregants, Judah Samet, who was caught in the crossfire, heard the shooter screaming anti-Semitic curses as he fired his semiautomatic rifle. Samet, who was not injured, had heard and seen these things before: he survived Bergen-Belsen Concentration camp (the same camp where Anne and Margot Frank died). In an interview with the *Chicago Tribune*, Samet said: "I know not to depend on humanity." In reading that, I couldn't help but think that, had she survived, Anne Frank could have been one of those 92-year-old worshippers in Pittsburgh.

We are reminded far too often these days of the extent to which humanity betrays itself with violence and hate. The commonness of it grows overwhelming. My family made a pilgrimage to Auschwitz last December: the steel-gray skies and snow-covered grounds made it very easy to feel the horror that engulfed its inhabitants. Yet at the same time, the experience is numbing, incomprehensible, all too easy to push away. Today, the Holocaust is taught in some circles merely as one more in a long line of history's genocides, and not the most recent at that. It is perhaps easy to wonder if Anne Frank's message still resonates. Even in 2011 when we last produced this play, we were shocked by the number of people who asked, in post-show discussions, if the events of the play were based on actual history. How is it possible that anyone could question that? Is Anne's diary fading as the totem of history's worst catastrophe of hate? I don't think so.

But Anne's diary (like the play) isn't about hate or even about anti-Semitic rhetoric: it's about a young teenager coming of age in circumstances made very restricted and, ultimately, tragic, by hate, but who is overwhelmingly caught up in living. And therein lies the power of her story which, in fact, is full of surging, searching, youthful thoughts. In the words of biographer Francine Prose:

Perhaps more than any other book, Anne's diary reminds us of what bewilderment and yearning were like. The diary entries become a sort of mirror in which teenagers, male and female, can see themselves—a capsule description of the alienation, the loneliness, and the torrents of free-floating grief that define adolescence in 20th century Western culture. Older readers will recognize familiar but forgotten echoes from their own pasts as Anne describes her inability to breach the wall that separates her from others. Younger readers may experience an almost eerie kinship with a girl who died so long ago but who is saying what no one has expressed quite so succinctly. Of course, she is writing about eight Jews forced by the Nazis to spend two years in an attic. But she is also describing what it is like to be young.

Anne's delight in life, her belief in the possibility of her own remarkable future, makes the diary, and the play based on it, all the more poignant these days. Not just because there is a horrible rise of anti-Semitic behavior and rhetoric in our polarized country, but because we are witnessing the end of an era in which the people who survived the Holocaust are alive to tell us about it. Again, from Francine Prose:

In a few more years, no one alive will have witnessed the scene of a Nazi arresting a Jew. There have been, and will be, other arrests and executions for the crime of having been born into a particular race or religion or tribe. But the scene of Nazis hunting down Jews is unlikely to happen again, though history teaches us never to say never. This [the arrest of the Franks and Van Daans] will be the arrest that future generations can visualize.... They will have to remind themselves that it happened to real people, though these people have survived and will live on, as characters in a book.

There is no question that we produce a play like this to put a human face on genocide—for art to stir empathy and understanding in all of us, from children to the elders for whom the Holocaust is more vivid. We produce it with the same unswerving commitment to quality in art-making that we commit to all our work, believing that through that commitment to quality—in creating a captivating, authentic experience for our audiences—we can further move audiences to say what the Jewish people have said for 70 years: "never again." Never again to any acts of hatred that marginalize a people defined by race, religion, or tribe. Art can change lives. For those who may believe that the Holocaust is a waning historical moment, rather than a frighteningly vivid and recurring symptom of humanity's worst attributes, we hope this production can bring understanding and awakening.

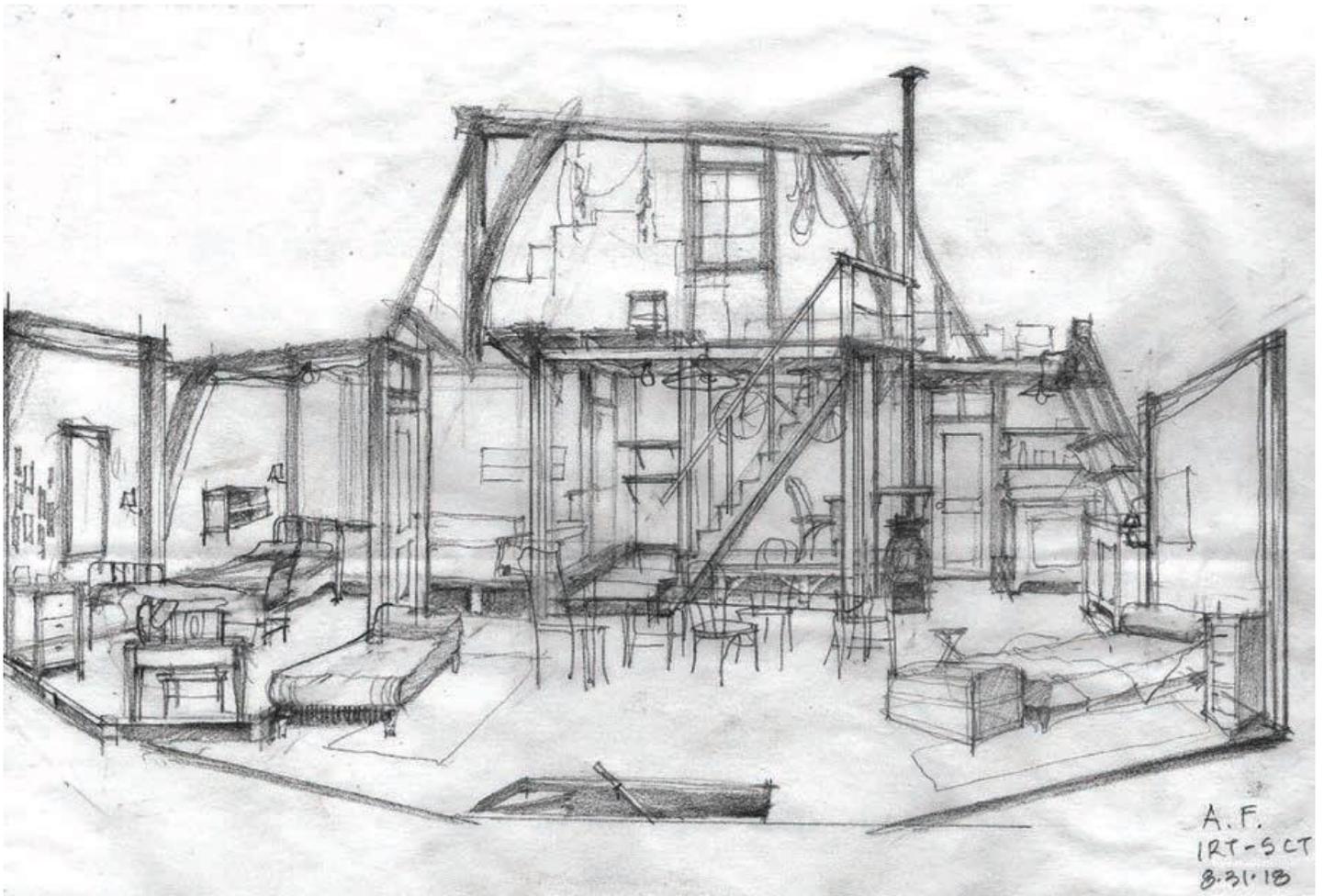
DESIGNER NOTES | “THE SECRET ANNEX”

BILL CLARKE | SCENIC DESIGNER

The designer’s job here is parallel to that of the Diary’s theatrical adapters: we both start with Anne’s text, and we both work—via selective choices, condensation, a bit of juggling, and some dramatic highlighting—to bring the secret annex alive onstage. For this play I think a set designer’s challenge is to recreate the atmosphere and cramped feeling of eight people living piled atop each other in a warren of suffocating proximity, yet provide clear sightlines for everyone in the audience to see the play. The annex was in fact stacked vertically over three narrow stories, while onstage space must be arranged more horizontally. Anne recorded her small physical world with painstaking care, from overall layout to minutest detail, and our goal has been to honor historical reality while making this evening theatrically vibrant and immediate.

ANDREW D. SMITH | LIGHTING DESIGNER

About 25 years ago I saw an exhibit of Jewish children’s artwork made during World War II in Terezín Ghetto in Czechoslovakia before they were sent to Auschwitz. What struck me was that these pictures looked like any kid’s drawings: a simple house with flowers and a sunny sky, a whimsical undersea world of clams and jellyfish, three girls playing in a yard. These pictures flood my mind as I work on *The Diary of Anne Frank*. I want the light to reflect the life these eight people still long for, filled with soft daylight, warm lightbulbs at night, and moonlight.



Preliminary rendering by scenic designer Bill Clarke

ANDREW HOPSON | COMPOSER & SOUND DESIGNER

I was lying in bed the other night and I realized that over the years I have become really used to the sounds my house makes, and that when some new sound intrudes it can jolt me from a deep sleep and set my pulse racing. Never being able to leave the annex for two years, the Franks must have learned every sound their hideout made—the building was several hundred years old, after all—plus all the sounds of the office below them, and the traffic through the neighborhood. Anything out of the ordinary might mean that they were about to be arrested. After being cooped up for so long, it is hard not to imagine that certain sounds such as gurgling pipes, a squeaky step, or a loose shutter would at first be terrifying, then irrationally infuriating, and finally comforting.

YAO CHEN | COSTUME DESIGNER

The war forced fashion in the 1940s to be simple and practical. The challenges for me as a costume designer in this production are to find interest within subtlety, and to respect the historical look while moving the narrative forward at the same time. What is the story of these pieces of clothing worn on stage? Where are they from? When were they purchased? How worn out is each piece is going to be? How can we use the characters' wardrobes to show the step by step decaying of their physical and psychological selves? I hope the audience can detect the "codes" we hide in the costumes. Finally, as a foreigner in the United States, I am honored by this opportunity for detailed research and study of this significant chapter in Jewish and world history.



Preliminary costume sketches for Anne Frank, Otto Frank, Mrs. Van Daan, Mr. Dussel, and Margot Frank by designer Yao Chen.

PLAYWRIGHT AND ADAPTOR

FRANCIS GOODRICH & ALBERT HACKETT | PLAYWRIGHTS

Frances Goodrich (1890-1984) and Albert Hackett (1900-1995) met in 1927 in Denver, where both were acting with a stock company. Their first collaborative writing effort was the play *Up Pops the Devil*, which opened in New York in 1930 and was made into a film in 1931, the year the couple married. Over the next three decades, they wrote more than 40 screenplays together, including such classics as *The Thin Man* (1934), *It's a Wonderful Life* (1946), *Easter Parade* (1949), *Father of the Bride* (1950), and *Seven Brides for Seven Brothers* (1955). They worked on their stage adaptation of *The Diary of Anne Frank* for two years, meeting with Otto Frank and visiting the attic where the Franks had hidden from the Nazis. The play opened on Broadway in 1955, winning both the Tony Award and the Pulitzer Prize. In 1959, they adapted the play into a film, which won an Academy Award for Shelley Winters as Mrs. van Daan.

WENDY KESSELMAN | ADAPTOR

Wendy Kesselman is an American playwright. In 1981 she won the Susan Smith Blackburn Prize for her play *My Sister in this House*, which premiered at the Actors Theatre of Louisville's Humana Festival. Among her other plays are *I Love You, I Love You Not*; *The Juniper Tree*; *Maggie Magalita*; and *The Notebook*. She wrote the 2004 television adaptation of *A Separate Peace*.



Albert Hackett and Francis Goodrich, playwrights for the original adaptation of The Diary of Anne Frank. Image from Google Images.

THE ROLE OF THE AUDIENCE

You, the audience, are one of the most important parts of any performance. Experiencing the theatre is a group activity shared not only with the actors, but also with the people sitting around you. Your attention and participation help the actors perform better, and allow the rest of the audience to enjoy the show. Here are a few simple tips to help make each theatre experience enjoyable for everyone:

Leave mp3 players, cameras, mobile phones, and other distracting and noise-making electronic devices at home.

You may think texting is private, but the light and the motion are very annoying to those around you and on stage. Do not text during the performance.

Food and drink must stay in the lobby.

The house lights dimming and going out signal the audience to get quiet and settle in your seats: the play is about to begin.

Don't talk with your neighbors during the play. It distracts people around you and the actors on stage. Even if you think they can't hear you, they can.

Never throw anything onto the stage. People could be injured.

Remain in your seat during the play. Use the restroom before or after the show.

Focus all your attention on the play to best enjoy the experience. Listen closely to the dialogue and sound effects, and look at the scenery, lights, and costumes. These elements all help to tell the story.

Get involved in the story. Laugh, cry, sigh, gasp—whatever the story draws from you. The more emotionally involved you are, the more you will enjoy the play.

Remain at your seat and applaud during the curtain call because this is part of the performance too. It gives you a chance to recognize a job well done and the actors a moment to thank you for your attention.



HITLER AND WORLD WAR II

BY RICHARD ROBERTS, RESIDENT DRAMATURG

Adolf Hitler was born in Austria on April 20, 1889. Early on, Hitler developed an admiration of the German nation and a fascination with German culture. Following professional failures in Austria, Hitler moved to Munich in 1913 and eventually joined the German Imperial Army at the onset of World War I in 1914. While serving in the Imperial Army, his longtime admiration for Germany grew and, after the Central Powers declared defeat, he began to feel that his life's mission was to "liberate" Germany.

The Treaty of Versailles was signed on May 7, 1919, officially ending the First World War. The Western Powers explicitly used the provisions of the Treaty to punish Germany by depriving the nation of valuable territory and forcing it to pay exorbitant reparations. By 1919, Hitler returned to Munich and joined the Information Office of the Bavarian Military Administration, an intelligence gathering branch of the Bavarian Armed Forces, and was tasked with spying on the German Workers Party (DAP). He found that he admired the new party's nationalist, anti-capitalist, anti-Marxist, and anti-Semitic ideas, while the party leaders, in turn, were impressed with his oratory skills and use of propaganda. Hitler joined the DAP in October of 1919 before being honorably discharged from the military in May of 1920. Hitler quickly rose through the ranks of the party leadership and, by 1921, had named himself Führer of the newly coined National Socialist German Workers Party (Nazis).

In 1923 Hitler and the Nazi Party failed in their attempt to seize power of Bavaria leading to Hitler's arrest and imprisonment for treason. The trial that followed his arrest provided Hitler a platform to share his anti-Semitic viewpoints and nationalist sentiments. His nationalistic speeches at the trial made him famous, and he emerged from a nine-month imprisonment having formulated *Mein Kampf* (My Struggle), which would end up becoming a best-selling autobiography. Central to Hitler's rising appeal was his ability to capitalize on Germany's wounded national pride. When early attempts to blame the Jews for Germany's woes failed, Hitler began to combine anti-Semitism with anti-Republic sentiments, and this volatile cocktail worked.

By 1932, Hitler's Nazi party controlled 33% of seats in the *Reichstag* (German Parliament), and in 1933 Hitler was appointed Chancellor of a coalition government. On the eve of a pivotal election, fire was set to the *Reichstag* which the Nazi party blamed on Communists. In response, basic civil rights were suspended and Hitler came one step closer to complete dictatorship. In August 1934, when the German president died, Hitler's cabinet appointed him *Führer und Reichskanzler* (leader and chancellor) of Germany.

Hitler capitalized on people's fear and used his charisma to convince Germans that they needed to be saved from Communists, Jews, and other "undesirable" minorities. He massively expanded the military, started huge infrastructure projects, and bolstered industry, effectively reducing unemployment while masking the financial manipulations that sustained these efforts. Meanwhile, in preparation for German expansion across Europe, he established an alliance with Mussolini's Italy and dropped alliances with China in favor of Japan. Hitler focused his efforts on gaining territory that was lost in the Treaty of Versailles, beginning with a unification with Austria and gaining control of the *Sudetenland* (German speaking Czechoslovakia) through agreements made at the Munich Conference. By 1939, Hitler's vision of creating a pure Aryan territory for ethnic Germans caused Germany to invade Poland, leading France and Great Britain to declare war on Germany.

Over the next two years, through military campaigns and treaties, Germany subdued most of continental Europe except the Soviet Union, which was the next target. Meanwhile, in December 1941, Japan attacked the United States at Pearl Harbor. Between the Allies (Great Britain, the Soviet Union, France, the United States and other countries) and the Axis (Germany, Japan, Italy and other countries), more than 100 million military personnel were mobilized worldwide. The tide of the war began to turn in 1942 with Japanese defeats in the Pacific and German defeats in the Soviet Union and North Africa. By 1943, the Axis Powers were in defensive retreat. The Allied invasion of Normandy and the Soviet recapture of lost territories in 1944 led to Germany's surrender and Hitler's suicide in May 1945. The atomic bombing of Hiroshima and Nagasaki led to Japan's surrender in August of that year, effectively ending the Second World War.

THE HOLOCAUST

BY RICHARD ROBERTS, RESIDENT DRAMATURG

Central to Nazi ideology was the concept of Aryan superiority. “Survival of the fittest” was interpreted as a need for racial purity and the destruction of “life not worthy of life.” At the root of Nazi ideology was anti-Semitism, a prejudice or discrimination against Jews. While the term “anti-semitism” was not in common use until the 19th century, its tenants have been expressed in cultural discourse for millennia.

The history of the Jewish people has been punctuated by tragedies that emerged from a rise in anti-Semitism, which has led some historians to refer to anti-Semitism as “the oldest hatred.” The spread of Christianity can often be tied to the spread of anti-Semitism and is linked to events such as the Crusades, the Spanish Inquisition, as well as expulsion of Jews from England, Spain, and Portugal. Other forms of anti-Semitism led to Jewish exclusion from society including the development of ghettos and later the pogroms of Tsarist Russia.

After Hitler came to power, he began to restrict the legal, economic, and social rights of Jews within Germany and all annexed territories. Through these laws, piece by piece, Jews were banned from medicine, agriculture, law, civil service, schools, and journalism. In 1935, a series of laws known as the Nuremberg Laws were enacted, which stripped Jews of their citizenship, prohibited Jews from marrying Aryans, and denied all Jews their civil rights. While some Jews were able to escape Germany in the early 1930s, the introduction of these laws made it nearly impossible to do so after 1935. When the Nazi party annexed land in Poland, Czechoslovakia, France, and other countries throughout Europe, they instituted these laws and practices targeting Jews.

On the night of November 9-10, 1938, Nazi party members and other citizens attacked Jews and vandalized Jewish homes, businesses, and synagogues throughout Germany and parts of Poland and Eastern Europe in what became known as *Kristallnacht* (the Night of Broken Glass). This increase in violence against Jews was accompanied by legislation in 1939 that attempted to strip Jews of their individual identities by forcing them to be identified by a yellow star worn on their clothes at all times. Then, after the invasion of Poland, the Nazis began to further isolate Jews by forcing them into ghettos in cities such as Warsaw and Lodz.

The Nazi ideology of a pure Aryan race led its leadership to develop the “Final Solution to the Jewish Question,” namely a plan for the elimination of all Jews from Europe and beyond. After invading the Soviet Union in 1941, mobile death squads were dispatched throughout the conquered territory, rounding up Jews along the way and killing them one by one before burying them in mass graves. While concentration camps for Jews and other “undesirables” had existed throughout the 1930’s, the Nazi leadership determined that a “more efficient” method of killing needed to be established. In late 1941, the Nazis began to build six extermination camps within occupied Poland for the express purpose of murdering Jews: Chelmno, Majdanek, Auschwitz-Birkenau, Sobibor, Treblinka, and Belzec. As the war neared its conclusion and the Allies began to move towards areas where death camps were located, the Nazis made a final effort to murder Jews by forcing them to participate in long death marches. All told, at least six million Jews, including 1.5 million children, were murdered by the Nazis during the Holocaust.

The atrocities of the Holocaust cannot be forgotten. In all, approximately 11 to 14 million people were killed during the Holocaust: non-Jewish Poles, Communists and other political opponents, members of resistance groups, homosexuals, Roma & Sinti (gypsies), the physically and mentally disabled, Soviet prisoners of war, Jehovah’s Witnesses, Adventists, trade unionists and Jews, including the young Anne Frank. It is imperative that Anne’s story and those of others continue to be told so that the atrocities of the Holocaust are not forgotten and never repeated.

ANNE FRANK: 1929-1945

BY RICHARD ROBERTS, RESIDENT DRAMATURG

Annelies Marie Frank was born in Frankfurt am Main, Germany, on June 12, 1929, the younger daughter of Otto and Edith Frank. The Franks were progressive Jews who lived a comfortable life in an assimilated community. When Hitler's Nazi Party won the local municipal council elections in March 1933, anti-Semitic demonstrations began; so later that year, when Otto was offered a job in Amsterdam with Opekta, a pectin company, the family moved. In 1938, Otto opened a second business, Pectacon, a wholesaler of herbs and spices.

In May 1940, Germany invaded the Netherlands, and restrictions against Jews began almost immediately. The Frank's daughters were forced to leave public school, and they enrolled in the Jewish Lyceum. Otto took legal steps to protect his businesses from confiscation while maintaining a family income. He also began to make plans for the family to go into hiding when it became necessary.

Anne's quiet, reserved older sister, Margot, excelled in mathematics, while outspoken, popular Anne preferred writing. For her 13th birthday in June 1942, Anne received a red-and-green plaid diary that she had recently shown her father in a shop window. She began writing in it almost immediately, addressing her entries to Kitty, a character from a book she had enjoyed. She talked about her life at school and her friends, as well as her reactions to some of the restrictions on Jews.

In July 1942, Margot received a call-up notice ordering her to report for relocation, and the family decided to go into hiding the next morning. They left the house in disarray as if they had departed suddenly, leaving a note hinting they had gone to Switzerland. In fact, they walked two miles in multiple layers of clothes—they could not carry luggage or ride public transportation—to Otto's business. There, on the upper floors of an attached annex behind the office building, they would live in secret for the next two years.

A week later the Franks were joined by the van Pels family: Hermann (an employee of Otto's), his wife Auguste, and their 16-year-old son Peter. In November the group was enlarged by Fritz Pfeffer, a dentist. Four of Otto's employees, along with two outsiders, secretly provided food and other supplies as well as news on a daily basis.

Hoping to go back to school when they were able to emerge from hiding, all three children continued their studies. Anne, who aspired to be a journalist, wrote at great length while in hiding, detailing life as she experienced it, as well as writing numerous short stories she hoped one day to publish.

On August 4, 1944, the annex was stormed by police, and the group was arrested. It has never been discovered who informed on them. Three days later, they were transported to Westerbork, a transit camp, and from there to Auschwitz, where they were separated. Anne died, presumably of epidemic typhus, at Bergen-Belsen in March 1945, just a few weeks before the camp was liberated. Of the eight hiding in the annex, only Otto Frank survived the war.

In July 1945, Otto returned to Amsterdam, where Miep Gies, one of the group's helpers, gave him Anne's diary, which she had rescued after the group's arrest. Upon reading it, Otto began to transcribe it for family reading only, but he was eventually persuaded by friends to have it published. Hoping her diary would be published, Anne had given different names to the people she wrote about; Otto chose to retain the actual names of his own family, but to use most of Anne's other pseudonyms. He also chose to edit out certain passages, particularly Anne's criticisms of her mother and her discussions of her own developing sexuality.

Since its publication, *The Diary of a Young Girl* has been translated into more than 60 languages. It is considered by many to be one of the most important books of the twentieth century. Frances Goodrich and Albert Hackett's 1955 stage adaptation won both the Tony Award and the Pulitzer Prize and has been performed around the world. The 1959 film version was nominated for eight

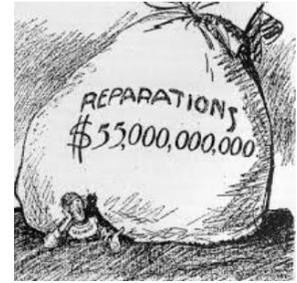
Academy Awards and won three: for art direction, cinematography, and supporting actress (Shelley Winters as Mrs. van Daan). In 1989, nine years after Otto Frank's death—and according to his own wishes—an unexpurgated version of the diary was published. In 1996 a new stage version, adapted by Wendy Kesselman to incorporate some of this newly revealed material, was produced on Broadway.

In 1999, Roger Rosenblatt wrote in *Time* magazine, “The passions the book ignites suggest that everyone owns Anne Frank, that she has risen above the Holocaust, Judaism, girlhood, and even goodness, and become a totemic figure of the modern world—the moral individual mind beset by the machinery of destruction, insisting on the right to live and question and hope for the future of human beings.”



TIMELINE OF EVENTS: EUROPE AND THE FRANK FAMILY

Nov. 11, 1918	The Central Powers declare defeat and an armistice is signed, ending World War I.
June 28, 1919	The Treaty of Versailles is signed, which strips Germany of its colonies; limits its military; forces it to concede 13% of its prewar territory, which includes 10% of its population; and makes it pay reparations to the Western Powers. The Treaty also contains the "War Guilt Clause," which holds Germany solely responsible for starting World War I.
Aug. 11, 1919	After Imperial Germany is defeated by the Western Powers, a new parliamentary democracy, known as the Weimar Republic, is established.
Sept. 12, 1919	As part of his intelligence gathering position within the German Army, Hitler attends a meeting of the German Workers Party (DAP) and joins a month later.
Feb. 24, 1920	The DAP changes its name to the National Socialist German Worker's Party, also known as the Nazi Party. The Nazi Party sets out certain aims, such as national unity based on racial criteria, expansion of Germany's territory, and expulsion of Jews from Germany.
1921	After being voted in as party chairman, Hitler names himself Führer ("leader") of the Nazi Party.
Nov. 11, 1923	Hitler leads the Nazis in a failed attempt to overthrow the local Bavarian government, later known as the Beer Hall Putsch. After the Putsch fails, Hitler is arrested and the Nazi Party is banned by the German government.
March 3, 1924	Hitler is convicted of treason and sentenced to five years imprisonment, of which he only serves nine months. While in prison he writes his nationalistic manifesto, <i>Mein Kampf</i> .
1925	A paramilitary group known as the Protection Squadron (Schutzstaffel-SS) is established to serve as Hitler's personal bodyguards. By 1939, the SS will evolve into the elite guard of the Nazi Reich and be charged with carrying out the "Final Solution."
May 12, 1925	Otto Frank and Edith Hollander are married in Aachen, Germany.
1926	Hitler's autobiography <i>Mein Kampf</i> is published, which outlines his race-based nationalist agenda.
Feb. 16, 1926	Margot Frank is born in Frankfurt, Germany.
June 12, 1929	Annelies (Anne) Marie Frank is born in Frankfurt, Germany.
Oct. 29, 1929	"Black Tuesday." The American Stock Market crashes, sending a rippling effect throughout economies around the world and Germany is devastated.
1933	The Gestapo (State Secret Police) is established.
Jan. 30, 1933	Hitler is appointed Chancellor of Germany by President Paul von Hindenburg.
Spring 1933	The Franks move to Amsterdam, Netherlands due to increasing tensions in Germany.



Political cartoon depicting the crushing weight of reparations imposed upon Germany.



Hitler (bottom left) during World War I.



Edith and Otto Frank, 1925



Hyperinflation left the German economy in shambles, rendering the *reichsmark* useless.

TIMELINE OF EVENTS: EUROPE AND THE FRANK FAMILY (cont'd)

Feb. 28, 1933	After the Reichstag is deliberately burnt down, President von Hindenburg, at Hitler's urging, issues the Emergency Fire Decree. This suspends all individual rights as well as gives the central government the authority to overthrow state and local governments.
March 22, 1933	Dachau concentration camp is founded outside the town of Dachau (Germany) to incarcerate political opponents.
April 1, 1933	The Nazi leadership declares a national boycott on all Jewish businesses and medical and legal practices.
Aug. 3, 1934	President von Hindenburg dies, leaving Hitler as head of state as well as head of government and was named Führer and Chancellor.
Sept. 15, 1935	The Nuremberg Laws are passed. The Reich Citizenship Law stripped Jews of their German citizenship and the Law for the Protection of German Blood and Honor outlawed marriages between Aryans and Jews. The laws outlined a definition of who was Jewish and who was Aryan based on ancestry and physical characteristics. The Nuremberg Race Laws provided the legal framework for the systematic persecution of Jews in Germany.
March 11, 1938	Germany annexes Austria in what is known as the Anschluss.
July 6, 1938	Delegates from 32 countries convene at the Evian Conference to discuss Jewish refugees fleeing Nazi persecution. The majority of countries, including the United States, are unwilling to lessen their strict immigration restrictions.
Sept. 9, 1938	Germany annexes the <i>Sudentenland</i> (German speaking territory of Czechoslovakia).
Nov. 9-10, 1938	Kristallnacht ("night of broken glass"), a state sponsored pogrom in Greater Germany, results in the destruction of hundreds of synagogues and thousands of Jewish businesses.
July 31, 1939	German authorities begin to establish ghettos in occupied Poland. Ghettos were enclosed districts that isolated Jews by separating Jewish communities from the non-Jewish population.
Sept. 1, 1939	Germany invades Poland, leading Great Britain and France to declare war.
May 10, 1940	Germany begins the invasion of Denmark, Norway, the Netherlands, Luxembourg, and Belgium, as well as France.
Nov. 15, 1940	German authorities order the Warsaw ghetto to be sealed, confining more than 350,000 Jews in an area of roughly 1.3 square miles.
April-June 1941	Nazi Germany invades Yugoslavia, Greece, and the Soviet Union.
Sept. 1, 1941	All Jews in the Reich are mandated to wear a yellow Star of David with the word "Jew" inscribed inside the star.



Reichstag after being deliberately set on fire, 1933.



Nuremberg Law poster outlining *mischlinge* ("mixed race").



Children in Antwerp, Belgium wearing the compulsory yellow star. They were deported to Auschwitz in 1943.



Ruins of a synagogue destroyed during *Kristallnacht* in Dortmund, Germany.

TIMELINE OF EVENTS: EUROPE AND THE FRANK FAMILY (cont'd)

Oct. 15, 1941	German authorities begin deportations of German, Austrian and Czech Jews to ghettos, concentration camps, or extermination camps in occupied Poland.
Dec. 7, 1941	Japan attacks the U.S. fleet at Pearl Harbor, causing the U.S. to enter the war. Germany declares war on the U.S. several days later.
Jan. 30, 1942	Reinhard Heydrich, chief of the Reich Security, convenes the Wannsee Conference, where he presents the "Final Solution of the Jewish Question" to leaders of the German State and the Nazi Party. The "Final Solution" was the code name for the systematic annihilation of European Jews.
March 1942	Sobibor, Belzec, Chelmno, and Auschwitz-Birkenau become fully operational extermination camps, followed by Treblinka in July.
June 12, 1942	Anne Frank receives a diary for her thirteenth birthday.
July 5, 1942	Margo receives a call-up notice to report for deportation and the family decides to go into hiding the next day.
July 13, 1942	The Van Pels family, another German-Jewish family, joins the Frank family in hiding.
Nov. 16, 1942	Fritz Pfeffer joins the Franks and Van Pels family in hiding in the Secret Annex.
Feb. 2, 1943	Germany is defeated at Stalingrad, Soviet Union, which turns the tide of the war from Axis to Allied victories.
April 19, 1943	Upon the news that the Warsaw ghetto is to be liquidated, a group of Jews take part in an armed uprising. They fought for a month before being defeated.
March 19, 1944	German troops occupy Hungary and immediately set out to deport the Hungarian Jewish population, the last intact Jewish community in occupied Europe. Within a few months, 70% of the Hungarian Jewish population is killed.
June 6, 1944	The Allies invade Western Europe (D-Day).
Aug. 4, 1944	The residents of the Secret Annex are discovered and arrested.
Sept. 4, 1944	All eight residents of the Secret Annex are deported to Auschwitz-Birkenau.
Sept. 1944	Hermann Van Pels is gassed shortly after arriving at Auschwitz-Birkenau.
Oct. 1944	Anne and Margot Frank are transferred to Bergen-Belsen concentration camp in Germany.
Dec. 20, 1944	Fritz Pfeffer dies at the Neuengamme concentration camp in Germany.
1945, date unknown	Auguste Van Pels dies at the Theresienstadt camp in Czechoslovakia. Peter Van Pels dies in Austria at the Mauthausen concentration camp, days before it was liberated.



Anne writing at her desk in Amsterdam.



Jewish women and children walk toward the gas chambers at Auschwitz-Birkenau, May 1944.



Deportation of Jews during the Warsaw ghetto uprising, May 1943.



Bergen-Belsen concentration camp after liberation by the British Army.

TIMELINE OF EVENTS: EUROPE AND THE FRANK FAMILY (cont'd)

Jan. 6, 1945	Edith Frank dies at Auschwitz-Birkenau.
Jan. 17, 1945	SS units begin the evacuation of the Auschwitz camp complex by forcing prisoners on "death marches."
Jan. 27, 1945	Otto Frank is liberated from Auschwitz by the Soviet Army. He is first taken to a displaced persons camp in Odessa, Russia and then to France before returning to Amsterdam.
April 15, 1945	Bergen-Belsen concentration camp is liberated by the British Army.
April 30, 1945	Hitler dies by suicide in his command bunker in Berlin, Germany.
May 7, 1945	Otto Frank arrives in Amsterdam, where he is reunited with Miep and Jan Gies. He concentrates on finding Margot and Anne.
May 7, 1945	The German armed forces surrender unconditionally to the Western Allies.
June 3, 1945	Otto Frank visits a Mrs. Brilleslijper who was with his daughters in Bergen-Belsen. She tells him of Anne's and Margot's deaths in Bergen-Belsen.
Aug. 6 & 8, 1945	The United States drops the atomic bomb on the cities of Hiroshima and Nagasaki in Japan.
Sept. 2, 1945	Japan surrenders unconditionally. World War II officially ends.
Nov. 20, 1945	The International Military Tribunal in Nuremberg, Germany, begins a trial of 21 (of 24 indicted) major Nazi German leaders. It is the first time that international tribunals are used as a postwar mechanism for bringing national leaders to justice
Summer 1947	Anne's diary is published in the Netherlands. Her diary is translated into English five years later.
Oct. 5, 1955	The Diary of Anne Frank, a play by Frances Goodrich and Albert Hackett, premieres on Broadway.
May 3, 1957	The Secret Annex opens as The Anne Frank House Museum.
March 18, 1959	The first film version of The Diary of Anne Frank opens in theaters across the United States.
Aug. 19, 1980	Otto Frank dies in Switzerland.
April 14, 2013	The Children's Museum of Indianapolis plants a sapling descended from the chestnut tree Anne writes about in her diary.



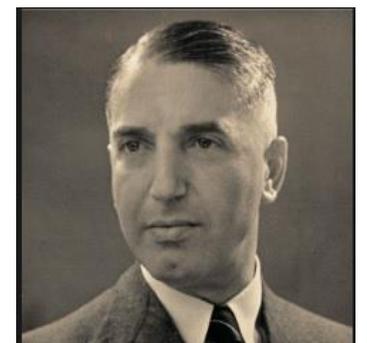
The Frank family



Hermann and Auguste Van Pels



Peter Van Pels



Fritz Pfeffer

All historical photos are courtesy of the United States Holocaust Memorial Museum and can be found at ushmm.org. All photos of Anne Frank and members of the Secret Annex were pulled from Google Images.

EDUCATIONAL MATERIALS OVERVIEW

As fellow educators, we know that teachers are always short on time, which is why we designed these materials to be easily accessible and tried to put lesson plans and resources at your fingertips. All of the listed resources and MANY MORE are available on the JFGI website - <http://jewishindianapolis.org/holocaust-education>. Included in the study guide is a taste of what you can find on the website. We have divided the educational materials into resources that may be more useful pre-show, and others that are designed to enrich the reflection process following the performance. For each topic area we have included essential questions and a single link to a lesson plan on this study guide, but you can find additional lesson plans and background materials on the website. Even if you do not have time to implement lesson plans, we encourage you to explore the essential questions with your students to enhance their learning and enrich their experience of viewing IRT's production of *The Diary of Anne Frank*.

THE IMPORTANCE OF QUESTIONS & LISTENING TO WHAT STUDENTS ARE SAYING AND ASKING

When teaching about a topic so tragic and impossible to understand as the Holocaust, it can be difficult to figure out how to help students grasp the material. There is always more to teach, and the moment one topic is addressed further testimonies, historical events, and topics rise to the surface. Therefore, we recommend that you enter the process of teaching about the Holocaust through asking questions and making sure that you take time to listen to what your students are asking and saying. It is for that reason that the educational materials shared in this study guide are arranged around essential questions that can be uncovered and explored through a learning process, rather than focusing on specific facts to be taught. We hope that the questions that we have framed give rise to additional questions that your students ask, leading them to think more deeply about their experience at *The Diary of Anne Frank* and how the play relates to their lives today.

GENERAL RESOURCES

If you feel like you need to better orient yourself on how to teach about the Holocaust, here are some general resources to explore before jumping into the specific topics listed in the pre-show and post-show materials:

- **U.S. Holocaust Memorial Museum (USHMM)** - Resources for Educators - <https://www.ushmm.org/educators>
- **Museum of Jewish Heritage** - Meeting Hate With Humanity: Life During the Holocaust - https://mjhnyc.org/app/uploads/2017/06/MHWH_TeachersGuide.pdf
- **Facing History & Ourselves (FHAO)** - Teaching Holocaust and Human Behavior - <https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior>



STANDARDS ALIGNMENT GUIDE

We recognize that teachers aim to align their lesson plans with standards and that it is important to be able to align your experience seeing IRT's performance of *The Diary of Anne Frank* with curriculum standards. First, we want to note that it is a state legal mandate for all high school students to learn about the Holocaust (IC 20-30-5-7 School corporation studies Sec. 7). Specific standards that address the Holocaust for both middle school and high school include:

- **6th Grade Indiana Social Studies Learning Standards: 6.1.20** Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. Examples: The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.
- **Geography & History of the World: GHW.7.2** Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. Examples: Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)
- **World History: WH.6.5** Examine the causes, course, and effects of the Holocaust including accounts of camp inmates, survivors, liberators, and perpetrators; and, summarize world responses including the Nuremberg Trials.
- **U.S. History: USH.5.5** Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)

Beyond specific standards related to the Holocaust, seeing a performance at Indiana Repertory Theatre is a great way to help make connections for students and facilitate their understanding of a text. Some key literature standards to consider on your trip would be:

READING - LITERATURE

- RL.1 – Read and comprehend a variety of literature independently and proficiently
- RL.2 – Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas
 - Sample: 9-10.RL.2.2: *Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.*
- RL.3 – Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
 - Sample: 11-12.RL.3.2: *Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.*
- RL.4 – Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning

READING - NONFICTION

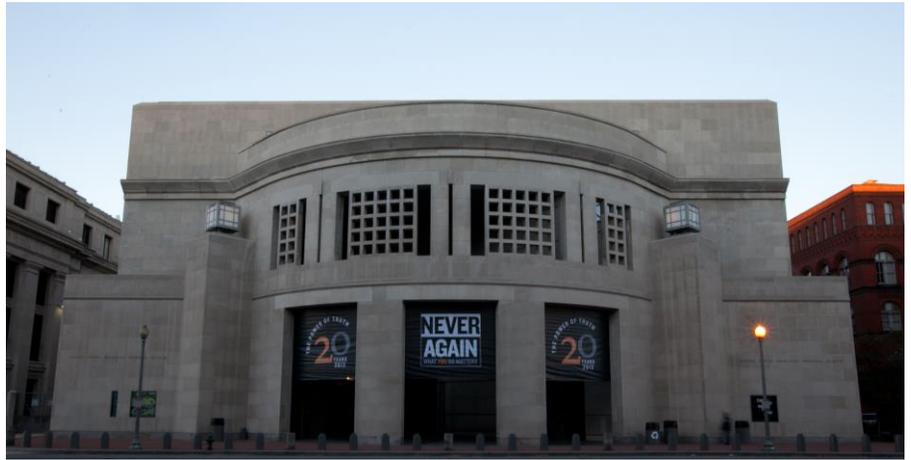
- RN.2 – Extract and construct meaning from nonfiction texts using a range of comprehension skills
 - Sample: 8.RN.2.3: *Analyze how a text makes connections and distinctions among individuals, events, and ideas.*

READING - VOCABULARY

- RV.3 – Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings
 - Sample: 9-10.RV.3.3: *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.*

PRE-SHOW MATERIALS

In order to optimize students' experience viewing IRT's production of *The Diary of Anne Frank*, we recommend that you prepare your students by sharing some background information with them prior to the show. We have identified four key topics to which students should be exposed in preparation for the performance. Additional materials about each of these topics, as well as some preparatory activities can be found at the website jewishindianapolis.org/holocaust-education/. The pre-show materials address the following four topics:



14th Street Entrance of the U.S. Holocaust Memorial Museum –US Holocaust Memorial Museum

- Who was Anne Frank
 - Essential Question:
 - What led Anne Frank's story to become one of the iconic narratives of European Jewish experience during World War II?
 - USHMM: Anne Frank - Diary
 - <https://encyclopedia.ushmm.org/content/en/article/anne-frank-diary>
- Historical Context: WWII and Holocaust
 - Essential Question:
 - What are the historical events that led to the rise of the Nazis and the Holocaust taking place as part of the global conflict of World War II?
 - FHAO: The Holocaust - Bearing Witness
 - <https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/holocaust-bearing-witness>
- What is Anti-Semitism
 - Essential Questions:
 - What is anti-Semitism and why is it often referred to as "the longest hatred"?
 - What expressions of anti-Semitism did Anne Frank and other Jews confront during the Holocaust and how will they be portrayed in the play?
 - USHMM: History of Antisemitism and the Holocaust
 - <https://www.ushmm.org/m/pdfs/USHMM-lesson-plan-history-antisemitism-holocaust.pdf>
- Cultural Context
 - Essential Questions:
 - What expressions of Judaism will I encounter in the performance and what do they symbolize?
 - What terms might I hear that are specific to the cultural context of the play and how can familiarizing myself with them help me better understand the play?
 - FHAO: European Jewish Life Before World War II
 - <https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/european-jewish-life-world-war-ii>

POST-SHOW MATERIALS

Following the performance teachers have the unique opportunity to connect the IRT performance of *The Diary of Anne Frank* to ongoing learning and reflection. We have compiled materials that can help you design extension activities and conversations. All of the materials provide diverse ways to explore the following overarching questions:

- Did you feel the story was relevant to your life? How and why?
- Did you feel the story said something about our society, or about the world at large? If so, what?
- Do you feel this story is an important one to tell, and keep telling? How and why?

The extension learning materials available at the website jewishindianapolis.org/holocaust-education/, as well as the sample links included below, explore four key topics and link them to *The Diary of Anne Frank* through the listed essential questions:

- Identity:
 - Essential Questions:
 - How does Anne’s wrestling with her identity highlight various ways in which identity is formed, including family, religion, nationality, society, and self-concept? What are the various elements that have influenced your identity and how you express who you are to others?
 - How did the Nazis work to strip away identity and dehumanize Jews and other minorities? What impact did this process have on Anne? What examples of dehumanization and stripping of identities can be found in today’s society?
 - iWitness: Defining the Other, Defining the Self <https://iwitness.usc.edu/sfi/Activity/Detail.aspx?activityID=3622>
- Stereotyping and Scapegoating:
 - Essential Questions:
 - During the Holocaust stereotyping and scapegoating against Jews in the form of anti-Semitism led to Nazi atrocities and their formulation of the “Final Solution.” How do Anne’s experience of scapegoating and stereotyping compare with expressions of scapegoating and stereotyping found in today’s society?
 - Today, Jews still face anti-Semitism and are victims of negative stereotypes. What can communities do to address the ongoing spread of anti-Semitism?
 - iWitness: My Story Matters - Othering and Hate <https://iwitness.usc.edu/sfi/Activity/Detail.aspx?activityID=2373>
- Capturing Stories and Voices:
 - Essential Questions:
 - The Diary of Anne Frank captures a single story from the Holocaust in a very powerful and personal manner. What other stories from the Holocaust have you heard and what aspects of those stories have you found to be most powerful? How has the manner in which these stories were captured and later shared impacted our contemporary understanding of the Holocaust?
 - FHAO: Salvaged Pages <https://www.facinghistory.org/teaching-salvaged-pages>
- The Struggles of Refugees:
 - Essential Questions:
 - Years before Anne started writing in her diary her family was forced to flee Germany due to the enactment of laws that persecuted Jews. What types of struggles did Anne and her family face as refugees in Holland? How do Anne’s experiences as a refugee relate to struggles faced by other refugees?
 - What are some contemporary conflicts that are forcing people to flee their homes and become refugees? What are ways that organizations are helping refugees with the struggles they face?
 - iWitness: The Refugee Experience <https://iwitness.usc.edu/sfi/Activity/Detail.aspx?activityID=2904>

DISCUSSION QUESTIONS

In [“The Power of Children”](#) at the Children’s Museum of Indianapolis, three young people are highlighted who have made a major positive influence on the world – Anne Frank, Ruby Bridges, and Ryan White. Are there other children who could be added to this list? Why do you think that stories of children with conviction in oppressive circumstances continue to resonate with audiences? *For more from the Children’s Museum, consider reading [Anne Frank and the Remembering Tree](#) by Indianapolis author and rabbi Sandy Eisenberg Sasso.*

When Anne wrote about growing anti-Semitism in the Netherlands, she said: “Oh, it’s sad, very sad that the old adage has been confirmed for the umpteenth time: ‘What one Christian does is his own responsibility, what one Jew does reflects on all Jews.’” What is a stereotype? Create your own definition. How did stereotypes contribute to the dehumanization process that happened in Anne’s world? Do any of the stereotypes that Anne wrote about still exist? What other stereotypes exist today?

In the original publication of Anne’s diary, Otto Frank chose to edit out some of the negative comments Anne made about her mother and a number of the other residents of the Secret Annex, as well as much of Anne’s writing about her own sexuality. In Goodrich and Hackett’s original script, these excisions were maintained. However, future editions of the Diary, as well as Wendy Kesselman’s adaptation of the play, have added these passages back into the text. Otto Frank believed that Anne would have wanted him to take out the passages in question. Do you think he was correct? Why or why not?

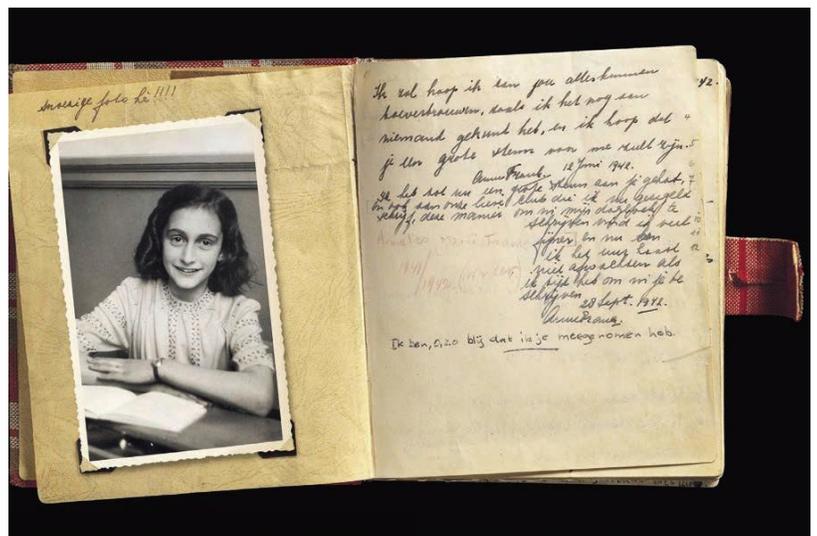
Some of these questions have been adapted from the Penguin Random House teacher’s guide for [The Diary of a Young Girl by Anne Frank](#), available in full at www.penguinrandomhouse.com.

WRITING PROMPTS

As readers and theatregoers, we are privileged to have access to Anne’s thoughts about her experiences in hiding and during the Holocaust. How might what we learned be different if some of the other residents in the Annex kept a diary? Choose another character from the play and write a diary entry from their perspective. How was their experience in the Annex different from Anne’s?

Consider a journal entry based on some of the following questions designed to help students consider how they might react to living in the Annex for two years:

- Those who suffered in the Holocaust were individual human beings who loved music, sports, literature, and culture. What are the things you love most that make you feel alive and connected to your community?
- How much do you value your privacy? How do you feel when your privacy is violated? How well do you believe you would cope with losing all rights to privacy?
- How do you feel during times of stress? What have you noticed about others who are feeling stress and hardship?
- If you were liberated from a long period of captivity, what would be the first thing you would want to do and why?



INVESTIGATING THE HOLOCAUST: A COLLABORATIVE INQUIRY PROJECT

The following resource is excerpted from the International Literacy Association and the National Council of Teachers of English. Further information is available at www.readwritethink.org and the unit plan can be found in full at this link: <http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-holocaust-collaborative-inquiry-416.html>

OVERVIEW

In this unit for grades 6-8, students explore a variety of resources—texts, images, sounds, photos, and other artifacts—to learn more about the Holocaust. Beginning with journal writings and a picture book to introduce the central issues, the unit focuses on student-centered inquiry. Students explore a range of print and non-print resources through extensive online inquiry activities. Progressing from individual work to a group learning project, the unit culminates in publishing the group's findings in topic-based newspapers.

The lesson includes complete lists of picture books, read-aloud books, reference texts, and online sites and collections that allow teachers to customize the activities to fit the available resources and students' specific research interests.

STUDENT OBJECTIVES

Students will

- read a range of Holocaust resources, from different genres and media.
- use a variety of resources to gather and synthesize knowledge about the Holocaust.
- work collaboratively to investigate questions about a specific topic.
- present information orally and in a group newspaper.

FEATURED RESOURCES

- [Text Resources for Holocaust Group Project](#): This list of resources will assist students in researching the Holocaust.
- [Holocaust Online Inquiry](#): This online resource provides links to Internet resources related to the Holocaust. Each resource also includes a related student activity.
- [Recommended Holocaust Read-Aloud Texts](#): This sheet provides a list of books related to the Holocaust. Included are picture books, as well as novels, nonfiction, memoirs, and more.

FROM THEORY TO PRACTICE

This Holocaust inquiry project is based on the idea that, as students progress through the inquiry cycle, teachers need to tap a variety of methods to reach all the different learners and their multiple ways of learning about the world. As Harste explains, "we must envision and create curriculum that places inquiry and sign systems . . . at the center of the learning process, rather than in the peripheral position of curricular frills" (3). By asking students to explore texts, images, sounds, photos, and other artifacts, this inquiry project provides students the kind of learning opportunity that leads to more complex literacy skills.

FURTHER READING

- Berthoff, Beth, Kathryn A. Egawa, Jerome C. Harste, Barry T. Hoonan. 2000. [Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing](#). Urbana, IL: NCTE.
- Busching, B., & Slesinger, B.A. (2002). ["It's Our World Too": Socially Responsive Learners in Middle School Language Arts](#). Urbana, IL: National Council of Teachers of English.

LITERATURE CIRCLES

Consider the following novels as a resource for a Literature Circle unit connected to your trip to see *The Diary of Anne Frank*. Reading Levels have been included when available to help scaffold your assignments.

Title	Author	Guided Reading	Lexile	DRA Level
<i>Book Thief, The</i>	Markus Zusak	Z+	730L	N/A
<i>Boy In the Striped Pajamas, The</i>	John Boyne	Z	1000L	70
<i>Boy Who Dared, The</i>	Susan Campbell Bartoletti	Y	760L	60
<i>Code Name Verity</i>	Elizabeth Wein	Z	1020L	70
<i>Devil's Arithmetic, The</i>	Jane Yolen	Y	730L	60
<i>Hannah's Suitcase</i>	Karen Levine	Y	730L	60
<i>If I Should Die Before I Wake</i>	Han Nolan	V	840L	N/A
<i>Night</i>	Elie Wiesel	Z	570L	70
<i>Number the Stars</i>	Lois Lowry	U	670L	50
<i>Run Boy Run</i>	Uri Orlev	R	570L	40
<i>Summer of My German Soldier</i>	Bette Greene	Z	800L	70
<i>Torn Thread</i>	Anne Isaacs	W	880L	60

LITERATURE CIRCLE RESOURCES

From the Literature Circles Research Center:

In literature circles, small groups of students gather together to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response.

For more information on literature circles and how to implement them in your classroom:

Literature Circles Resource Center - <http://www.litcircles.org/>

Read Write Think - <http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html>

Edutopia - <https://www.edutopia.org/literature-circles-classroom-book-discussion-how-to>

The Teaching Channel - <https://www.teachingchannel.org/video/literature-circles-in-action>

Children's Literacy Initiative - <https://cli.org/2017/05/11/literature-circles-important-part-student-learning/>

GLOSSARY

The following glossary is based on text elucidations provided by IRT Resident Dramaturg Richard J Roberts. Text elucidations are detailed descriptions of geographical, cultural, and historical references made in a play. These are given to actors during the rehearsal process in order to help them understand the context of the story. This glossary is a selection of those elucidations, primarily focused on geographic and cultural context.

9 Westertoren clock

The Westertoren (“western church”) is a Protestant church in Amsterdam, opened in 1631. The spire is the highest church tower in Amsterdam, at 279 feet. The great Dutch painter Rembrandt is buried in the Westertoren. The church’s clock tower can be seen from the attic of the Secret Annex, and in her diary Anne Frank described the chiming of the clock as a source of comfort. A memorial statue of Anne is located outside the church, as is a monument to homosexuals persecuted by Hitler.

9 yellow Star of David

The Star of David, known in Hebrew as the Shield of David or *Magen David*, is a generally recognized symbol of Jewish identity and Judaism. The precise origin of the use of the hexagram as a Jewish symbol remains unknown, but it apparently emerged in the context of medieval Jewish amulets (objects carried for good luck or protection). It has appeared occasionally in Jewish contexts since antiquity, as a decorative motif in synagogue architecture or manuscript illustration. After the German invasion of Poland in 1939, there were different local decrees forcing Jews to wear a distinct identifying sign: a white armband with a blue Star of David on it, or a yellow badge in the form of a Star of David on the left side of the breast and on the back. If a Jew was found without wearing the star in public, they could be subjected to severe punishment. Eventually all Jews over the age of 6 in all German-occupied areas were required to wear the Star of David inscribed with the word *Jude* (German for Jew).

9 Jood

Dutch: Jew (the German *Jude* is more often seen in historic photos)

10 streetcars

Street railways with streetcars were common throughout the industrialized world in the late 19th and early 20th centuries, but they had disappeared from most British, Canadian, French, and U.S. cities by the mid-20th century, although they continued in other parts of continental Europe. Since 1980, streetcars have returned to favor in many places, partly because their tendency to dominate the highway, formerly seen as a disadvantage, is now considered to be a merit.

10 SS

The Schutzstaffel (protection squad)—abbreviated SS—was a major paramilitary organization under Adolf Hitler and the Nazi Party. The SS was formed in 1925 as a personal protection guard unit for Adolf Hitler. Under the leadership of Hitler’s security chief, Heinrich Himmler (1900-1945), the SS selected its members according to the Nazi ideology of racial purity, creating a model for the Nazi vision of a master race. Between 1929 and 1945 the SS grew from a small paramilitary formation to one of the largest and most powerful organizations in the Third Reich. The SS was the primary organization that carried out the Holocaust agenda.

10 Westerbork transit camp

After the Dutch government closed its border to refugees in 1938, it erected a refugee camp in Hooghalen, six miles north of Westerbork, in the northeastern Netherlands, in order to absorb Jews fleeing from Nazi Germany. During World War II, the Nazis took over the camp and turned it into a deportation camp. From this camp, 101,000 Dutch Jews and about 5,000 German Jews were deported to their deaths in Occupied Poland. Between July 1942 and September 1944, almost every Tuesday a cargo train left for the concentration camps Auschwitz-Birkenau, Sobibór, Bergen-Belsen, and Theresienstadt. A total of 107,000 people passed through the camp on a total of 93 outgoing trains. Only 5,200 of them survived.

11 Pim

Anne’s nickname for her father.

12 pension

A pension is a family-owned guest house or boarding house. This term is typically used in Continental Europe and in some parts of South America where one can usually get a room with a shared bathroom. Such establishments are similar to the bed and breakfast in North America.

12 Mouschi

Peter’s cat Mouschi was a black and ginger stray he had taken in.

12 technical school

a vocational school at the secondary school level

12 Montessori school

The Montessori method is based on the research and experiences of Italian physician and educator Maria Montessori (1870–1952). Based on her theory of “the child’s true normal nature” developed by observation of young children given freedom, she created an environment prepared with materials designed for self-directed learning activity. The teacher’s role of observation sometimes includes experimental interactions with children, commonly referred to as “lessons,” to resolve misbehavior or to show how to use the various self-teaching materials provided.

12 Lyceum

The lyceum is a category of school within the education system of many countries, mainly in Europe. The definition varies between countries; usually it is a type of secondary school. The word *lyceum* is a Latin rendering of the ancient Greek word for gymnasium.

13 ration books

Rationing is the controlled distribution of scarce resources, goods, or services. Rationing controls the size of the ration, one’s allotted portion of the resources being distributed on a particular day or at a particular time. Rationing has long been used in the military, especially the navy, to make supplies or *rations* last for a defined duration, such as a voyage. Rationing is often instituted during wartime for civilians as well. For example, each person may be given “ration coupons” allowing him or her to purchase a certain amount of a certain product each month. Rationing often includes food and other necessities for which there is a shortage, including materials needed for the war effort such as rubber tires, leather shoes, clothing, and gasoline.

13 carillon

A carillon is usually housed in a free-standing bell tower, or the belfry of a church or other building. The instrument consists of at least 23 bells, which are played serially to play a melody, or sounded together to play a chord. A carillon is played by striking a large keyboard with the fists, and by pressing the keys of a pedal keyboard with the feet. The keys mechanically activate levers and wires that connect to metal clappers that strike the bells.

14 chamber pot

A chamber pot is a bowl-shaped container with a handle kept in the bedroom under a bed or in the cabinet of a nightstand and generally used as a urinal at night. Chamber pots, usually ceramic, often have lids. The introduction of inside water closets started to displace chamber pots in the 19th century, but such pots were in common use until the mid-20th century.

14 W.C.

A water closet (sometimes referred to by the initials W.C.) is a room that contains a flush toilet, usually accompanied by a washbowl or sink. The 1880s marked the widespread introduction of the flush toilet, and the development of a variety of terms, including “water closet,” to refer to the device. Historically, toilets and tubs were often kept separate. With the development of compact flush toilets, architects began locating all of the devices that required plumbing together in a single room.

16 fountain pen

A fountain pen contains a reservoir of water-based liquid ink fed to the nib via a combination of gravity and capillary action. In the 1940s fountain pens were still popular. Early ballpoint pens were expensive, prone to leaks, and had irregular ink flow; they did not become popular until the early 1960s.

17 Putti

the Italian word for cherubs – perhaps it is a nickname that has something to do with “little boy”?

18 quicksilver

Quicksilver is an old term for mercury, a heavy silvery toxic metallic element, and the only metal that is liquid at ordinary temperatures. Quicksilver is used as an adjective to mean erratic, liable to sudden unpredictable change or mercurial twists of temperament.

18 Dickens

Charles Dickens (1812–1870) was the most popular English novelist of the Victorian era. During his lifetime, his books—*Oliver Twist*, *Great Expectations*, *David Copperfield*, *A Christmas Carol*, and many more—were wildly popular, not only in England but also around the world; most are still in print. His works combine exciting, gripping stories with strong critiques of society’s ills.

18 David Copperfield

David Copperfield by Charles Dickens was first published in serial form in 1849. The most autobiographical of Dickens's novels, it deals with the early life of David Copperfield, including time at boarding school and as a child laborer; it features some of Dickens's most fascinating characters.

18 Margot studies Latin

From medieval times, the study of Latin has been considered a central pillar of western education. The *National Review* has said, "... the best grounding for education is the Latin grammar ... not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent." At the time of the play, Latin was a typical subject for any student of Margot's age. Since the late 1950s, however, Latin study has declined; today less than two percent of students study the language.

18 menorah

The Hanukkah menorah is a nine-branched candelabrum lit during the eight-day holiday of Hanukkah. Hanukkah celebrates the re-dedication of the Temple after the successful Jewish revolt against the Seleucid monarchy. The Jews found only enough ritually pure olive oil to light the menorah for one day, but the supply supposedly lasted eight days until a new supply could be obtained. In celebration of this event, the Hanukkah menorah has eight branches for eight candles or oil lamps. The ninth holder is for a candle used to light all the other candles.

20 Mr. Keesing

Anne's math teacher

21 the subjunctive

In grammar, the subjunctive mood is a verb mood typically used in subordinate clauses to express a wish, emotion, possibility, judgment, opinion, necessity, or action that has not yet occurred. (example: If it *were* up to me, you *would* still be in prison.) The details of subjunctive use vary from language to language.

22 Bremerhaven

Bremerhaven (literally "Bremen's harbor") is the seaport of Bremen, Germany. It is located at the mouth of the River Weser on its eastern bank, opposite the town of Nordenham. Though a relatively new city (founded 1827), it has a long history as a trade port and today is one of the most important German ports.

23 biscuits

a small, hard, often sweetened, flour-based product, similar to a cookie or perhaps a cracker

27 cognac

Named after the town of Cognac where it is produced in France, cognac is a variety of brandy produced by doubly distilling the white wines produced in the area, then aged in oak for at least two years.

27 Basel

Basel is Switzerland's third most populous city, with about 166,000 inhabitants. It is a major industrial center for the chemical and pharmaceutical industry.

28 Prost

German: the usual toast when drinking alcohol; cheers! From the Latin *pro* (for) + *sit* (may it be): literally, "may it be for (you)," "may it benefit (you)."

28 Dr. Kinzler ... the Blumbergs ... Professor Hallenstein

fictional

28 Beethovenstraat

A street in southern Amsterdam named for the composer, part of a new area developed between the wars and intended for upscale residences. By 1940, forty percent of Amsterdam Jews were living in this vicinity. Today it is a center for fine shopping.

28 rucksack

a simple backpack

28 the Jewish Theatre

Built in 1892 in Amsterdam, the Dutch Theatre was the largest and most luxurious theatre in the area, the place where popular operettas were performed. The theatre was located at the outskirts of the old Jewish quarter of Amsterdam. During World War II, German occupiers renamed the building the Jewish Theatre. In 1942 and 1943, Nazis used the building as a prison and as a deportation center for Jews. Sixty to eighty thousand men, women, and children were deported from here—first to either the Westerbork or the Vught transit camps in Holland, and from there to Nazi Germany’s death camps at Auschwitz, Bergen-Belsen, or Sobibor. In 1961 the building was demolished, except for the facade and the area immediately behind it, and the theatre was transformed into a war memorial in remembrance of the Jews who perished under the Nazi regime.

28 the East

The largest Nazi death camps were in Occupied Poland, east of Germany and the Netherlands.

30 asthma

Asthma is a common chronic inflammatory disease of the airways. Common symptoms include wheezing, shortness of breath, chest tightness, and coughing. Some people with asthma only rarely experience symptoms, usually in response to triggers, whereas other may have marked persistent airflow obstruction. Different asthmatic individuals react differently to various factors, but most individuals can develop severe exacerbation of asthma from several triggering agents, including dust, house mites, animal dander (especially cat and dog hair), cockroach allergens, and mold. Asthma medicine of the 1940s and 1950s consisted of adrenalin injections, aminophylline, and combinations with ephedrine (Tedrol, Marax, Elixophyllin), Primetine and Isuprel inhalers and nebulizers (which too often over-stimulated the heart), prednisone, and antihistamines. Today, treatment of acute symptoms is usually with an inhaled short-acting beta-2 agonist (such as salbutamol). Symptoms can be prevented by avoiding triggers, such as allergens and irritants, and by inhaling corticosteroids

30 Colin Reese Parker

fictional

30 BBC Radio Europe

The BBC World Service began as the BBC Empire Service in 1932 as a shortwave service. Its broadcasts were aimed principally at English speakers in the outposts of the British Empire. In 1938 the first foreign language service, Arabic, was launched. German programs commenced shortly before the start of the Second World War, and by the end of 1942 broadcasts were being made in all major European languages. The Empire Service was renamed the BBC Overseas Service in 1939, and a dedicated BBC European Service was added in 1941. These External Services gained a special position in international broadcasting during the Second World War, as an alternative source of news for a wide range of audiences, especially those in enemy and occupied territories who often had to listen secretly. George Orwell broadcast many news bulletins on the BBC during World War II. The German Service played an important part in the propoganda war against Nazi Germany. Today the BBC World Service is the world’s largest international broadcaster, broadcasting in 32 languages to many parts of the world via analogue and digital shortwave, internet streaming and podcasting, satellite, FM, and MW relays.

30 Vichy

Vichy is a small city in central France, with around 80,000 inhabitants today. It is known as a spa and resort town. It was the de facto capital of Vichy France during the World War II Nazi German occupation from 1940 to 1944.

30 Vichy Regime ... “Free Zone”

The Vichy Regime, or Vichy Government, are common terms used to describe the Government of France headed by Marshal Philippe Pétain from July 1940 to August 1944 during the military occupation of France by Nazi Germany. The Vichy Regime maintained some legal authority in the northern zone of France, which was occupied by the German army. Its laws, however only applied where they did not contradict German ones. This meant that where the regime was most powerful was the unoccupied southern “free zone,” where its administrative center of Vichy was located. Pétain and the Vichy Regime willingly collaborated with the German occupation to a high degree. The French police and the state militia organized raids to capture Jews and others considered “undesirable” by the Germans in both the northern and southern zones. The legitimacy of Vichy France and Pétain’s leadership was challenged by General Charles de Gaulle, who claimed instead to represent the legitimacy and continuity of the French Government. Following the Allies’ invasion of France in Operation Overlord, de Gaulle proclaimed the Provisional Government of the French Republic (GPRF) in June 1944. After the Liberation of Paris in August, the GPRF installed itself in Paris. The GPRF was recognized as the legitimate government of France by the Allies in October 1944. Many of the Vichy regime’s prominent figures were subsequently tried by the GPRF and a number were executed. Pétain himself was sentenced to death for treason, but his sentence was commuted to life imprisonment.

31 “Horst-Wessel-Song”

The *Horst-Wessel-Lied* (“Horst Wessel Song”), also known as “Die Fahne hoch” (“The Flag Up High”) from its opening line, was the anthem of the Nazi Party from 1930 to 1945. The lyrics were written in 1929 by Horst Wessel, commander of the SA (stormtroopers) in the Friedrichshain district of Berlin. Wessel was murdered by a Communist party member in February 1930, and Nazi propagandist Joseph Goebbels made him a martyr of the Nazi movement. The song was first performed at Wessel’s funeral, and was thereafter extensively used at party functions as well as being sung by the SA during street parades. When Adolf Hitler became chancellor three years later, it was recognized by law as a national symbol. The following year a regulation required the right arm raised in a “Hitler salute” during the first and fourth verses. Nazi leaders can be seen singing the *Horst-Wessel Lied* at the finale of Leni Riefenstahl’s 1935 film *Triumph of the Will*. With the end of the Nazi regime in 1945, the *Horst-Wessel-Lied* was banned, and today the song is illegal in Germany and Austria except for educational purposes.

31 *Die Fahne hoch!****Die Reihen fest geschlossen!******SA, marschier mit ruhig festem Schritt.***

German:

The flag on high!

The ranks close tightly!

SA marches with calm, firm steps.

(SA is the common abbreviation for *Sturmabteilung* [storm detachment or battalion, usually translated as stormtroopers]. The SA functioned as a paramilitary organization of the Nazi Party and played a key role in Adolf Hitler’s rise to power in the 1920s and 1930s. The historically more well-known SS started as a branch of the SA and eventually superseded it.)

31 *Achtung!*

German: Attention!

33 air raid

An air raid is an attack by aircraft against ground targets.

33 Hebrew

Hebrew is a Semitic language of the Afro-Asiatic language family. Culturally, it is considered the language of the Jewish people, although other Jewish languages that originated among diaspora Jews exist. Hebrew in its modern form is spoken by most of the seven million people in Israel, while Classical Hebrew has been used for prayer or study in Jewish communities around the world for over two thousand years. The core of the Torah (the first five books of the Hebrew Bible), and most of the rest of the Hebrew Bible, is written in Classical Hebrew. The modern word “Hebrew” is derived from the word “ivri,” an adjective based on the name of Abraham’s ancestor, Eber (“ever”), mentioned in Genesis 10:21, possibly based on the root “avar” meaning “to cross over.”

33 prayer shawl

A tallit is a Jewish prayer shawl, worn during the morning prayers (Shacharit) on weekdays, *Shabbat*, and holidays. The tallit has special twined and knotted fringes known as *tzitzit* attached to its four corners. The tallit can be made of any materials except a mixture of wool and linen (shatnez) interwoven, which is strictly prohibited by the Torah. Most traditional tallitot are made of wool. Tallit are usually given as gifts to children on their Bar Mitzvahs.

33 *Sim shalom tova u’vrachah****Chain vo’chesed v’rachamim******Olainu v’al kol yisroel amechoh***

Hebrew: Grant universal peace, with happiness and blessing, grace, love, and mercy for us and for all the people Israel.

33 cream cakes

a cake with thick layers of creamy filling between the layers of cake

33 Berkhof’s

fictional

34 *Baruch ata Adonai*
Eloheinu melech haolam
asher kideshanu bemitsvotav
vetsivanu lehadlik neir
Shel Chanuka

Hebrew: Praised be Thou, O Lord our God, king of the universe, who has sanctified us through His commandments and commanded us to kindle the Chauka lights.

34 **the song ...**

“Ma’oz Tzur” is a Jewish liturgical poem. Written in Hebrew, it is sung on Hanukkah, after lighting the festival lights. It is thought to have been written sometime in the 13th century. The hymn is named for its first two words in Hebrew, which mean “Stronghold of Rock” as a name or epithet for God. The first stanza expresses hope for the rebuilding of the Temple, and the first and last stanzas both call for divine retribution against the enemies of the Jewish people.

34 **latkes**

Potato pancakes are shallow-fried pancakes of grated potato, flour, and egg, often flavored with grated onion or garlic and seasoning. Potato pancakes may be topped with a variety of condiments, ranging from the savory (such as sour cream) to the sweet (such as applesauce), or they may be served ungarnished. Latkes are traditionally eaten by Jews during the Jewish Hanukkah festival. The oil for cooking the latkes is reminiscent of the miraculous long-lasting oil from the Hanukkah story.

37 *Maw os tzur yeshuasi*
Le cha naweh lisha bayah
Tikon beis tefilasi
Veshum todaw—

Hebrew:

Rock of Ages let our song
 Praise Your saving power:
 You amid the raging foes
 Were our sheltering tower—.

39 *... nzawbeiach*
L'et takhin matbe'ach
Mitzar hammabe'—

Hebrew:

Furious they assailed us
 But your arm availed us—

ACT II: January-August 1944

41 **period**

The menstrual period or menstruation is the shedding of the uterine lining that occurs on a regular basis in reproductive-age females of certain mammal species. Overt menstruation (where there is bleeding from the uterus through the vagina) is found primarily in humans and close evolutionary relatives such as chimpanzees. Normal, regular menstruation lasts for a few days (usually 3 to 5) every four weeks. The average blood loss during menstruation is little more than an ounce, although the impact of the loss on the patient's lifestyle and quality of life is of perhaps greater relevance. Many women experience uterine cramps during this time, caused largely by the contractions of the uterine muscle as it expels the endometrial blood from the woman's body. A vast industry has grown to provide drugs to aid in these cramps, as well as sanitary products to help manage menses. Menstruation starts at the onset of puberty (somewhere between the ages of 10 and 15).

42 **Venus**

Venus was a Roman goddess associated with love, beauty, and fertility, who played a key role in many Roman religious festivals and myths. She is the counterpart of the Greek goddess Aphrodite. Throughout history, Venus has been a popular subject for painting and sculpture.

42 ficelle

A bag made of string or cord; *ficelle* is the French word for string.

45 the Dutch Queen

Queen Wilhelmina (1880-1962) of the Netherlands ruled from 1890 to 1948, longer than any other Dutch monarch. Outside the Netherlands she is primarily remembered for her role in World War II, in which she proved to be a great inspiration to the Dutch resistance. When Nazi Germany invaded the Netherlands in May 1940, Queen Wilhelmina planned to go to the southern province of Zeeland with her troops in order to coordinate further resistance until help arrived. But while she was aboard a British destroyer on her way south, Zeeland came under heavy attack from the Luftwaffe, and she had no choice but to accept George VI's offer of refuge in Britain. During the war her photograph was a sign of Dutch resistance against the Germans. Like Winston Churchill, she broadcast messages to the Dutch people over Radio Oranje. The Queen called Adolf Hitler "the arch-enemy of mankind." Her late-night broadcasts were eagerly awaited by her people, who had to hide in order to listen to them illegally.

45 *Non, non, ce n'est pas ce que tu penses.*

French: No, no, it's not what you think

45 *Ce que vous ne faites pas beaucoup.*

French: Which you don't do a lot.

45 *Oui. Je sais.*

French: Yes. I know.

45 *Bon. Continuons. La page suivante, s'il vous plaît.*

French: Good. Continue. The next page, if you please.

47 Chopin

Frédéric Chopin (1810-1849) was a Polish composer, virtuoso pianist, and music teacher, one of the great masters of Romantic music. All of Chopin's works involve the piano. They are technically demanding but emphasize nuance and expressive depth.

47 *Nocturne No. 10 in A flat major, Opus 32, No. 2*

A nocturne (from the French word meaning *nocturnal*) is a musical composition that is inspired by, or evocative of, the night. The most famous exponent of the form was Chopin, who wrote 21 of them.

48 kale

Kale is a form of cabbage, green or purple, in which the central leaves do not form a head. It is considered to be closer to wild cabbage than most domesticated forms. In the Netherlands it is very frequently used in the winter dish *stampot* (mashed potatoes and kale).

51 Dutch Minister of Education, Mr. Gerrit Bolkestein

Gerrit Bolkestein (1871-1956) was a Dutch politician and member of the Free-Minded Democratic League. He was the Dutch Minister for Education, Art, and Science from 1939 until 1945 and was part of the Dutch government-in-exile led by Queen Wilhelmina in London from 1940. In early 1944 Bolkestein gave a radio address from London in which he said that after the war he would collect written evidence from Dutch people relating to the oppression they had endured during the Nazi occupation. After hearing this broadcast, Anne began to edit and revise her diary in hopes that it might be published some day.

54 province

A province is an administrative division within a country or state, the rough equivalent of a county or a state, depending on the size of the province.

54 Utrecht

Utrecht is the smallest of the twelve provinces of the Netherlands, and is located in the center of the country. Its area is around 535 square miles, about the size of the largest counties in Indiana.

54 North and South Holland

North and South Holland are the provinces that occupy most of the western shore of the Netherlands. Amsterdam is located in North Holland, and the Hague is in South Holland.

57 Cherbourg

Cherbourg is on the northern tip of the Normandy peninsula, about 30 miles west of the beaches where the Normandy invasion landed. Cherbourg was captured by the Allies on June 30, 1944.

57 Caen

Caen is located about 10 miles south of the beaches where the Normandy invasion landed. The city was liberated on July 9.

57 Pont L'Évêque

Pont L'Évêque is a small town located just west of the beaches where the Normandy invasion landed. It was liberated on August 22.

57 Paris. And then ... Amsterdam!

The Battle for Paris began on August 19, 1944; the occupying German garrison surrendered August 25, 1944. Amsterdam was liberated by Canadian troops on May 5, 1945, just two days before the German surrender and the end of the war in Europe.

57 Eisenhower

Dwight David "Ike" Eisenhower (1890–1969) was a five-star general in the United States Army. During World War II, he served as Supreme Commander of the Allied forces in Europe, with responsibility for planning and supervising the successful invasion of France and Germany in 1944–45, from the Western Front. In 1951, he became the first supreme commander of NATO. From 1953 to 1961 he was the 34th President of the United States. The evening of D-Day, June 6, 1944, he gave a brief radio address broadcast to Europe on the BBC.

58 Palestine

Palestine has long been a conventional name used, among others, to describe a geographic region between the Mediterranean Sea and the Jordan River, and various adjoining lands. From 1917 to 1948, this area was occupied and administered by Great Britain under the British Mandate for Palestine. This area today is Israel and portions of Jordan to the west.

58 ferry

A ferry is a boat used to carry (or *ferry*) primarily passengers, and sometimes vehicles and cargo as well, across a body of water. Most ferries operate on regular, frequent, return services. Bremerhaven is located at the mouth of the River Weser on its eastern bank, opposite the town of Nordenham, and has several ferry services.

58 sauerbraten

Sauerbraten is a German pot roast, usually of beef (but other meats such as venison, lamb, mutton, or pork are sometimes used), marinated before cooking in a mixture of vinegar, water, spices, and seasonings. Sauerbraten is traditionally served with red cabbage, potato dumplings, Spätzle, boiled potatoes, or noodles.

59 Mahler

Gustav Mahler (1860–1911) was a late-Romantic Austro-Bohemian-German composer and one of the leading conductors of his generation. As a composer, he acted as a bridge between the 19th century Austro-German tradition and the modernism of the early 20th century.

59 Kindertotenlieder

Kindertotenlieder (*Songs on the Death of Children*) is a song cycle for voice and orchestra by Gustav Mahler. The texts are from a group of 428 poems written by poet Friedrich Rückert in 1833–34 in reaction to the illness (scarlet fever) and death of his two children. The poems are sometimes manic and anguished, sometimes quiet and peaceful. Mahler set five of the poems as lieder (songs) between 1901 and 1904. Like the texts, the music reflects a mixture of feelings: anguish, fantasy resuscitation of the children, resignation. The final song ends in a major key and a mood of transcendence.

60 seven-card gin Rummy

Gin rummy, or simply Gin, is a simple and popular two-player card game created in 1909 by Elwood T. Baker and his son C. Graham Baker. Gin evolved from 18th-century Whiskey Poker and was created with the intention of being faster than standard rummy, but less spontaneous than knock rummy.

61 RAUS!!!

German: Out!

61 LOS!

German: Go!

61 SCHNELL!

German: Quick!

61 WEG!

German: Away! (get rid of that)

61 JUDENDRECK!

German: Jewish scum!

62 Barrack 67

In general, conditions at Westerbork were not as bad as other camps. Although men and women were segregated at night, there was no restriction on their movements during the day. Services within the camp included dental clinics, hairdressers, photographers, and a postal system. Various sporting activities were available, including boxing, tug-of-war and gymnastics. There was a cabaret, a choir, and a ballet troupe. Toiletries, toys, and plants could be purchased from the camp warehouse. There were no shortages in the camp, since it was regularly supplied by the Dutch administration and the commander had a fund at his disposal appropriated from the Jewish property that had been confiscated. But those Jews who had been caught in hiding were labeled “Convict Jews” and were placed in a punishment block, Barrack 67, in the north-eastern corner of the camp. Unlike other inmates, they were not allowed to keep their own clothes, but were forced to wear blue overalls and wooden clogs. Men and women in the punishment block had their hair shaved, received no soap and less food than other prisoners, and were forced to work in the most arduous labor details. The Convict Jews (*Strafgevalen*) were in general the first to be selected for transportation on the next train for Poland, leaving on the subsequent Tuesday.

62 extermination camps

Extermination camps (or death camps) were camps built by Nazi Germany to systematically kill millions by gassing, mostly Jews. Thus they are distinguished from concentration camps, which are designed to merely detain and confine certain groups.

62 gas chambers

During the Holocaust, large-scale gas chambers designed for mass killing were used by Nazi Germany as part of their genocide program. Some stationary gas chambers could kill up to 2,000 people at once. In many circumstances, the preferred gas was carbon monoxide, often provided by the exhaust gas of cars, trucks, or army tanks. By early 1942, however, Zyklon B (hydrogen cyanide) had emerged as the preferred extermination tool for both the Auschwitz-Birkenau and Majdanek extermination camps, where it claimed the lives of roughly 1.2 million people.

62 “Death march”

Towards the end of World War II in 1944, as Britain and the United States approached the concentration camps from the west, the Soviet Union was advancing from the east. Trapped in the middle of the allied advance, the SS, not wanting the world to know about the Holocaust, decided to abandon the camps, moving or destroying evidence of the various atrocities they had committed there. Thousands of prisoners were killed in the camps before the marches commenced. Although the prisoners were already weak or ill after enduring the routine violence, overwork, and starvation of concentration camp life, they were marched for dozens of miles in the snow to railway stations, then transported for days at a time without food, water, or shelter in freight carriages originally designed for cattle. On arrival at their destination, they were then forced to march again to the new camp. Any prisoners who were unable to keep up due to fatigue or illness were immediately executed by gunshot.

62 typhus

Epidemic typhus is a form of typhus so named because the disease often causes epidemics following wars and natural disasters. It is transmitted by the human body louse. Symptoms include severe headache, a sustained high fever, cough, rash, severe muscle pain, chills, falling blood pressure, stupor, sensitivity to light, and delirium. A rash begins on the chest about five days after the fever appears, and spreads to the trunk and extremities. Typhus killed hundreds of thousands of prisoners in Nazi concentration camps during World War II.

62 lice

Near the end of World War II, lice infestation in Nazi concentration camps led to several outbreaks of typhus. Lice can only thrive in warm conditions—which are provided even in cold weather by body heat and clothing. In spreading from person to person, lice require close proximity of a new potential host—and this was readily provided in the camps as prisoners huddled together to preserve a degree of warmth. Lice who had sucked the blood of one infected person quickly succeeded in spreading the infection to each successive host.