

# **The Diary of a Young Girl**



**By  
Anne Frank**

**A Curriculum Unit  
by Nat Reed**

# The Diary of a Young Girl

## By Anne Frank



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**About the author:** Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit [novelstudies.org](http://novelstudies.org).

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# The Diary of a Young Girl

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### Suggestions and Expectations

Each chapter of this curriculum unit focuses on a period of time recorded in Anne's diary and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

**Every activity need not be completed by all students.**

#### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story ... and many others.

**\*\*\* PLEASE NOTE:** Some teachers have found it beneficial to pick and choose what journal entries to study with the class. There is some repetition found in the diary as well as content which may bear consideration in this regard.

**Themes** which may be taught in conjunction with Anne's diary include W.W. II, antisemitism, the inhumanity of war, Holland, isolation and confinement, hope and resilience, courage and diligence, the importance of family and relationships, personal growth and sacrifice.

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### List of Skills

#### Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identify *similes*.
4. Identification of root words
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*.

#### Setting Activities

1. Summarize the details of a setting

#### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify the climax of the book.

#### Character Activities

1. Determine character traits
2. Analyze the protagonist
3. Relating personal experiences
4. Compare characters

#### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

#### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the book
4. Create a comic strip

# The Diary of a Young Girl

## By Anne Frank



### Synopsis and Biography

Anne Frank was a Jewish girl born, June 12, 1929, in Frankfurt, Germany. Her family moved to the Netherlands in 1934 to escape the rise of Nazi antisemitism.

In 1942, as Nazis occupied Holland, Anne and her family fled their Amsterdam home and went into hiding. For the next two years, until their whereabouts were betrayed to the Gestapo, they and another family lived cloistered in the secret upstairs rooms of an old office building. Cut off from the outside world, they faced hunger, boredom, the constant cruelties of living in confined quarters, and the ever-present threat of discovery and death.

In her diary Anne Frank recorded vivid impressions of her experiences during this period. By turns thoughtful, moving, and amusing, Anne's account offers a fascinating commentary on human courage and frailty and a compelling self-portrait of a sensitive and spirited young woman whose promise was tragically cut short.



Her diary, published posthumously by her father Otto Frank, the only surviving member of the family, has inspired millions around the world and remains a powerful testament to the horrors of the Holocaust and the resilience of the human spirit. Anne's diary, has become one of the most important accounts of the Holocaust. It offers insight into the emotional and psychological toll of the Holocaust on its victims. The Frank family was betrayed in 1944 and arrested. Anne was eventually deported to the Auschwitz concentration camp and later to Bergen-Belsen, where she died of typhus in March 1945, just weeks before the camp was liberated. [Abridged Summary Courtesy of the Publisher]

# The Diary of a Young Girl

## By Anne Frank



## Student Checklist

Student Name

# The Diary of a Young Girl



*By Anne Frank*

Name:

# The Diary of a Young Girl

## By Anne Frank

Friday, June 12 – Friday July 10, 1942 (Not including)



### Before you read this section:

*The Diary of a Young Girl* features a young thirteen-year-old girl who lived during one of the darkest times in world history, World War II. She and her family courageously hid from the Nazis for two years in the city of Amsterdam, Holland. What character-traits do you think a person would need to be able to successfully remain hidden in a partially-abandoned building for two long years? Please defend your choices.




### Vocabulary:

Choose a word from the list to complete each sentence.

coincidence	disposition	detestable	eminently	obnoxious
capitulation	ingenuity	preoccupied	conspicuous	apparel

1. Anne thought she might be \_\_\_\_\_ if she wore such a gaudy skirt.
2. Don't you think it is a \_\_\_\_\_ that both boys arrived here at the same time?
3. The girl's aunt sells \_\_\_\_\_ for young children at the town market.
4. The scientist was so \_\_\_\_\_ with his experiment he didn't hear us enter.
5. "I believe Mr. Lampman is \_\_\_\_\_ qualified for the job," she said.
6. The \_\_\_\_\_ of the Nazi government came after six long years of war.
7. The \_\_\_\_\_ of Albert Einstein is beyond explanation.
8. Peter Piper is the most \_\_\_\_\_ boy in my class.
9. Her \_\_\_\_\_ is so horrible that no one will be seen with her.
10. Sandy's family \_\_\_\_\_ to Canada after the war.

## Questions



1. What is the **setting** of the story at the beginning of Friday, June 12, 1942.

1. **What is the primary purpose of the proposed legislation?**

2. Match each character with the correct description.

#	Name	Correct	a-j	Description
1	Jacqueline		a	Dirty and vulgar.
2	Henny Mets		b	Filthy mind.
3	Beppy		c	Short and goofy.
4	Ilse Wagner		d	Pretty orthodox but a brat.
5	Herman Koopman		e	Anne's best friend
6	Albert de Mesquita		f	Most decent boy in the class.
7	Ru Stoppelman		g	Cheerful but extremely finicky.
8	Harry Schaap		h	Anne's admirer but a pest.
9	Appie Riem		i	From the Montessori School. Very smart.
10	Maurice Coster		j	Nice and cheerful with a loud voice.

3. Anne received 2.50 guilders for her birthday. In 1942 the guilder was about the equivalent of .95¢ U.S., which doesn't seem like a lot. However an American dollar in 1942 had 22.54 times the buying power than it does today. Calculate the buying power 2.50 guilders would have then as compared to now.

4. Which of Anne's classmates would you choose for a friend? Why?


5. What do you think is meant by the expression, *Paper has more patience than people?*


6. Why were the good times in Holland few and far between after May 1940?


7. How would you describe Anne's opinion of herself? Please defend your response.


8. Research: Anne attends a club organized by the **Zionists**. What was a main goal of Zionists at this time?


9. What event finally spurred the Frank family to go into hiding?

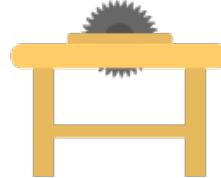

10. Describe the place that the Franks chose as their hiding place?


# Language Activities



## A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of *The Diary of a Young Girl*.

Word	Anagram	Clue
serves		Parts of "Stopping By A Woods on a Snowy Evening".
dare		A homophone of <i>reed</i> .
skirt		Heifer.
shoes		Often used by firefighters.
report		One who totes.
study		Where's the maid when you need her?
replied		Endangered.

**B. Personification** is giving human qualities to something that is not human. Anne personifies her diary by calling it *Kitty* and referring to it as her friend. Here is another example from this section: *Paper has more patience than people*. The author is using personification by attributing patience to paper.

Think of a way to use personification when describing the beauty of a tulip.


As you continue to read through Anne's diary, be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.


## C. An Acrostic Poem

There are many forms of poetry available to the aspiring poet other than the rhyming poem. An ACROSTIC poem is one example. In an acrostic poem the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem. Here is an example written by the acclaimed poet, Atrocious Halitosis:

### The Firefly

Freaky-looking  
Itches me when I touch  
Restless at night  
Early or late  
Fearless  
Little  
Yellowfly



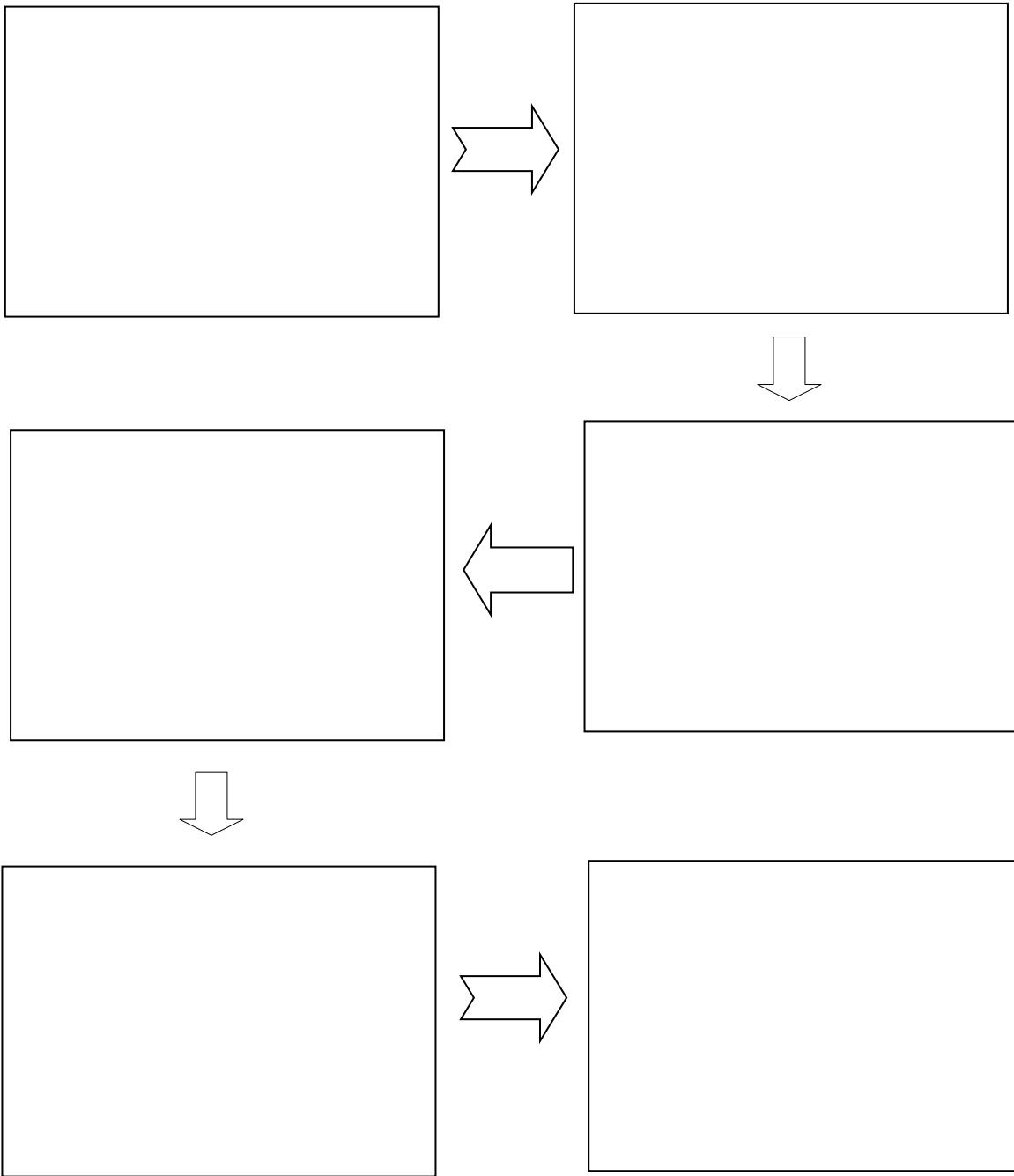
### The Acrostic Poem

Now create your own Acrostic Poem on a subject featured in this book. Your poem must have at least four lines (and doesn't need to rhyme).

**Title:** \_\_\_\_\_


## D. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



## Extension Activity



### A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding: