

CLASS SHOW GUIDE 2019-20

THE DIARY OF *Anne Frank*



A Note About Holocaust Education

Used by permission from Fran Sillau, Artistic Director, Circle Theatre, Omaha, NE

As a watershed historical event, with impact and implications that reverberate right until this very day, teaching about the Holocaust should be approached with thoughtful intention. Particularly when shared with young people, the traumatic aspect of these events, and the trauma it can create when shared, should not be underestimated. As educators, we have an obligation to help young people navigate through this painful history safely. This means, in part, being intentional about how we share this true story and to what audiences. Teachers and families are encouraged to consider the best practices of Holocaust education, when teaching this topic.

Further guidelines and pedagogy:

- www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines
- www.echoesandreflections.org/pedagogical-principles/



The United States Holocaust Memorial Museum provides important and succinct “Guidelines to Teaching the Holocaust.” It is strongly suggested to spend some time on this link before you plan or teach about the Holocaust.

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HOW DO WE TEACH ABOUT THE HOLOCAUST?

Guidance provided by The Institute For Holocaust Education, Omaha, NE

Originally developed for the *My Broken Doll* co-commission between The Institute For Holocaust Education and Circle Theatre, Omaha, NE.

Teachers need to be sensitive to their students' ability to handle some of the very difficult material that can be a part of Holocaust education. Teachers should take as much time as possible to study the history of the Holocaust prior to teaching the topic. The United States Holocaust Memorial Museum (www.ushmm.org) can be a key resource for this study.

Teachers should guide students with age appropriate material. Teachers are encouraged to direct students to appropriate web sites when engaging in Holocaust research, rather than allowing students to use search engines. Independent web searches may lead to inappropriate or inaccurate sites, including those of Holocaust deniers. Please do not question the reality of the Holocaust.

When choosing materials, works of nonfiction are preferable to works of fiction. The stories of real people offer first-person insights into the Holocaust. Non-fiction works provide an opportunity to examine how a person lived, rather than only how they died. Through this approach, students often find that the story they are reading is not about a distant person in a gray, grainy photograph, but someone who is very much like themselves -- with family, friends, hobbies, birthdays, and dreams. They find a personal connection.

The Holocaust was a mass genocide executed on a level beyond most of the world's comprehension or experience. Other mass genocides and large scale government-led atrocities share elements in common, but avoid comparing these events to one another. Neither is truly like the other. Comparisons diminish each event and can be insensitive to those affected.

Simplifying the conditions which led to the Holocaust do not teach the realities of 1933-1945. "Hitler and the Nazis hated the Jews," or "Hitler told people the Jews are the greatest enemy of Germany" are shallow, condensed reasons that--while true--are only small pieces of a complex story. Cross-curricular lessons will help give students a broader perspective and understanding of the Holocaust. Social Studies and Language Arts are two good areas to combine.

Trying to simulate Holocaust events in the classroom is not an effective educational tool. Once the classroom simulation is over, the students go back to life as they know it. This was not an option during the Holocaust. The horrors and fears of the Holocaust cannot be recreated. But they can be sympathized with, and connected with the realities of contemporary life in your community, city and country.

In an age when bullying is so prevalent, the Holocaust lesson of "don't be a victim, don't be a perpetrator, and above all don't be a bystander" takes on a new perspective. Research indicates that 85% of our students are not bullies. There is power in numbers. What if 85% of Europe had stood up to Hitler? The course of history would have been changed. The Holocaust was not inevitable. It began with acts of prejudice and choices people made. When students today make a choice to be bystanders to acts of prejudice, injustice and violence their silence gives permission to the perpetrators. Though experiencing *The Diary of Anne Frank* and studying the Holocaust, students can learn how to avoid complicity and take action against injustice they see in the daily life. We hope that through the study of Holocaust topics, our students will learn empathy, understanding and to not act as a bystander.



THE DIARY OF *Anne Frank*

Pre-Show Activities

Discussion / History:

It's estimated that since the book's first publishing in 1947 to 2020, Anne Frank's diary has been translated into 70 languages and sold over 30 million copies. *The Diary of a Young Girl* and Anne's account of life in hiding with seven other Jewish people for two years during the Holocaust is one of many personal narratives that emerged over time. Yet, Anne has grown to be one of the people most often identified with the rise of Nazi power, Hitler's Final Solution, and the destruction of 11 million people--6 million of whom were Jews. Why has Anne captured so many for so long? Anne was a teenager, barely 13 years old when the Franks entered the "secret annex" and 15 years old when they were discovered, and she went to Auschwitz/Bergen-Belsen where she died of typhus. But Anne was a teen who despite living under the most extreme circumstances--her Jewish identity made illegal, hiding from deadly antisemitism with her five adults, her teenage sister, and a teenage boy. Anne formed an identity as a writer and wrote as a budding activist. She watched people, saw her surroundings, and she invited others to see her. Anne shaped clear professional goals for her writing career and sharpened her craft throughout her time in hiding. Anne was a realist and a dreamer. She experienced the range of "typical" emotions of a teenager and the terror of being hunted. Anne understood that her dreams and aspirations might be colored by her young years, as are those of most young people she wrote, but she refused to abandon her beliefs that the good in people's hearts would prevail, the war would conclude, and her writing would one day make a difference.

A Diary Entry

IN-CHAIR ACTIVITY • TIME AS NEEDED

Objective: To relate to Anne Frank as a student in 2020.

Discussion: Anne Frank was a kid, just like you. She had good days and she had bad days. She had birthdays. She had friends. She went to school. She had hopes and dreams. One of the ways we are able to know this about her is through her diary that she kept through the war. In a moment, you will be taking time to reflect on some of the things that Anne did.

Activity: Give students the following questions/prompts; take some time to answer this question and answer the question with I statements. (ex: I want to be a teacher when I grow up. Here is why...)

Sample of diary questions/prompts for younger students

- What are your hopes and dreams for your own future?
- What is a concern or worry for you in your own community?
- What causes conflict in your family and how do you plan to resolve it?

Sample diary questions/prompts for older students

- Explore a big "Why" question about something in the world (i.e. Why is situation this way?). (Anne, for example, asked "Why is England manufacturing bigger and better airplanes and bombs and at the same time churning out new houses for reconstruction?")
- Is hope enough in truly hard times?
- What are your values and how do your actions show your values (or not)?

Give students some time to write a paragraph or more based on these prompts or another you devise. Encourage students to be honest and open with their diary entries. Encourage them to put in a lot of details. If someone finds this diary in 20 years, what will they discover about you?



Sharing Your Diary

OUT-OF-CHAIR ACTIVITY • 10 - 15 MINUTES

Objective: Students will practice and share their paragraphs as a monologue.

Discussion: We are now going to imagine it is 75 years from now in 2095. Someone has found your Diary and is turning it into a play for the students of that day. We will be turning one of your paragraphs into a monologue. Imagine what the world could be like in 2095? What will your home community be like? What will the United States be like? How might people from that time look back at people from our time? How will the readers perceive your personal story/experience as expressed in your writing?

Definition: A monologue is a short speech performed by one actor.

Activity: Have students choose ONE of their paragraphs that they wrote in their diary. Give students time to rehearse or practice their monologue. If time allows, students can re-write their original entry (like Anne revises her diary entries) to have a specific impact on the audience. (Remember: it is the audience of 2095!) Encourage them to add voice and movement as well. The monologue does not need to be long, it can last 30-60 seconds.

Sharing: These monologues can be shared with the entire class OR in smaller groups. The audience can listen as if they are the audience members of 2095. If a student does not feel like reading out loud, have them act out their monologue in pantomime form.

Definition: Pantomime is using movements without words. For instance, if a student wants to be a famous chef, they can pantomime making spaghetti in the kitchen. It is also acceptable to have students pantomime in groups. After the monologues are shared, reflect on what the audience of 2095 might think of the young people they learned about? What might they learn about citizens from your community in 2020?

Timeline of Your Life

OUT-OF-CHAIR ACTIVITY • 10 - 15 MINUTES

Objective: Create a timeline of important events in one's life and relate the timeline to what you know about Anne's life

Discussion: Anne Frank celebrated her thirteenth birthday not long before she and her family went into hiding. She had thirteen years of milestones that impacted who she was, some of which we read about at the start of her diary. This link includes a timeline of Anne's life. Share the timeline with your students, focusing on the events before her thirteenth birthday. Ask them what they notice. What do they learn about who Anne was and how she lived?

www.bbc.co.uk/annefrank/timeline.shtml

Activity Part 1: Create your own Timeline

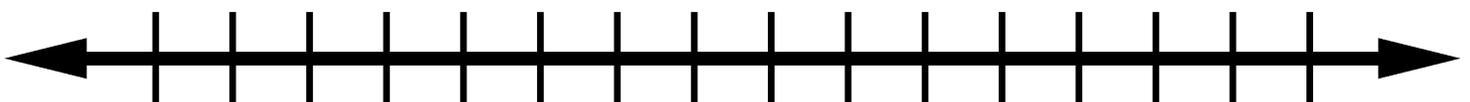
Have students create their own timeline. Have your students fill in at least as many significant events as their age (10 year olds = 10 events) that have occurred in their life thus far. Encourage students to consider events that shaped who they are today, at that very moment (examples: moving to the area, first track meet, death of a family member). The timelines can take any visual format of your choice: writing, illustration, graphic design, collage, etc.

Follow up Activity Option: Ripples through your Timeline

Provide students one to three events of social or political significance on the local, state, or national level that have occurred in the last few months. Have them select one of the events they're most interested in and imagine it has a ripple of effects on their life into the future. Students can then add up to five more imagined future events in their lives that may occur as a result of the socially significant event they selected. Students can share through discussion as a larger class, or divide into small groups by event. Students can share through performance by dividing into small groups: in the groups, students can create a series of frozen images (a "snapshot" or "tableaux") that capture their future timeline events, and then present them to the class.

Follow up Activity Option: Contextualizing your Timeline

Provide students two to five events of social or political significance on the local, state, or national level that have occurred in their lifetime. Have students include those events on their timeline, either by noticing where the events overlay or actually add the events to their timeline. Invite the students to focus on one of the socially significant events and reflect on what they were doing then. How did the larger event impact them? Discuss as a larger class some or all of the events, or divide into smaller groups and have groups discuss one event each.



POST-PLAY DISCUSSION AND ACTIVITIES

Teacher Lead Discussion

IN-CHAIR ACTIVITY • 15 - 20 MINUTES

Objective: Allow students to explore their thoughts and feelings after watching *The Diary of Anne Frank*.

Discussion: After seeing *The Diary of Anne Frank*, students may have a range of emotional reactions to the play and a range of questions. With such a complex and emotional topic and story, it is imperative to create a time and place for students to “unpack” their impressions of the play in a facilitated, teacher-led discussion.

SUGGESTED QUESTIONS:

Questions provided by The Institute For Holocaust Education and director of *The Diary of Anne Frank* Rachel Grossman

- What surprised you about the play?
- Was there any part of the play that made you fearful? Hopeful?
- With which character did you most closely identify with and why? Which character was the opposite of you and why?
- What specifically in the play supported knowledge and views you had about Anne Frank and/or the Holocaust? What challenged your previous knowledge and ideas?

Miep and Mr. Kraler were just two of five “helpers” keeping everyone safe and alive in the annex.

- Why do you think they put themselves at great personal risk to do this? What did they receive in return? Did they need to receive anything in return?
- Who do you think you can depend on for this type of support? If your first answer was your family, who might assist outside your family?
- Anne had her diary to confide in and her writing as an escape--what were other characters' methods of “escaping” the stress of being in hiding?

Anne tells Peter she'd never hide her Judaism, that she would “never turn away from who I am”? What parts of your identity would you never turn away from because they make up who you are?

What do you think the difference is between someone being a “victim” or a “survivor”? How would you refer to Anne Frank--victim or survivor--and why? How would you refer to Otto Frank and why?

Think of a recent situation in which you witnessed someone being treated unfairly or unjustly.

- What did you do while the treatment took place? Were you able to identify it as a moment for action at that time? Did you choose to take action in that moment, to intervene?

What factors influenced your decision whether to intervene?

- If you didn't act in the moment, what actions could you take later to interrupt future injustice?
- “Not acting is a choice.”-- Do you agree or not with that statement and why?

What are groups of people have you heard members of your own community speak prejudicially about?

Why do you think these groups are being targeted? What is the source of the prejudice? When did it appear and why?

What is the role of writing in your life? How has writing helped you process events, experiences, and emotions? If you don't write but use another form of documentation or journaling (drawing, collage, photography, video, etc.), what does that form allow you to express that writing doesn't?

How can writing, or your chosen form of journaling, be a form of activism?

Discussion

Image Theater

OUT-OF-CHAIR ACTIVITY • 15 - 20 MINUTES

Objective: Students will uncover examples of injustice and uncover ways to respond to examples of injustice.

Time: As needed.

Discussion: Anne and her family experienced injustice before, during, and after they were in hiding. There were people who committed the injustice and those that tried to help end the injustice. Today we will explore examples of injustice as it relates to our own community.

Activity Definition: Image theatre is a drama technique devised from theater practitioner Augusto Boal. Read more about this technique in his book, "The Rainbow of Desire."

Activity Description: Divide students into small groups and give each group one situation. Have the students read their situation and decide who is the ACTOR of injustice, who is the RECIPIENT of the injustice, and who is the WITNESS to the injustice. Ask each group to create no more than three frozen images that tell the story of the situation.

Teacher: "Each group should take one situation. Read the situation as a group". Students read the situation.

Teacher: Now that you have read the situation, take some time and create a frozen group statue based on what you have read on the paper. The ACTOR of injustice, the RECIPIENT of the injustice, and the WITNESS to the injustice should be represented in the statue.

Side Coaching: Remember there should be one clear ACTOR of injustice, RECIPIENT of the injustice and WITNESS to the injustice.

Side Coaching: Remember this is an image. No words.

Side Coaching: Remember these situations are things that happen in our school. Please take this seriously.

Questions to Ask after viewing each image

- What is happening in this image? What's the story?
- What do you think each character was thinking about prior to deciding to take action?
- What other factors may have affected each character's decision to act or not act, to intervene or not?
- What is at risk for each character? What is to be gained?
- What alternative decisions or actions can you imagine for any of the characters?
- Can you identify how each character feels (or might feel) at the end of the story?
- Based on what happened in this image and how each character feels, what do you think happens for each of them the next day? The next week? In the next two years?
- Where do we see these types of images, situations, or characters in our own communities?
- How do you choose when to act or not act, to intervene or not?
- How can we all be activists: see injustice, share what we see with others, and maybe interrupt or act against injustice?

Possible Role-play scenarios:

- A student is making fun of another classmate's physical body or appearance during lunch in a crowded school lunchroom.
- A student is pushed against the wall by another student from an upper grade who is much taller and the older student threatens to do it again if the pushed student tells.
- A group of kids won't let a student sit with them at lunch even though there's plenty of room at the table.

Note of Caution: Role playing can be fun. However, it can be hard for younger students to experience some pitfalls. Please keep these cautions in mind:

1. Help students to remember to take a serious approach to the role playing. Remind them to be empathetic and remember that these scenarios are based on real experiences where others hurt people.
2. Caution students not to stereotype others in their presentations and focus instead on being realistic in the work that they create.
3. Remind students that the targets are also able to stand up for themselves.
4. This activity could stir up feelings for students. As teachers, you know your students the best. Always feel empowered to stop, pause the activity and have a teachable moment.

(source: www.niot.org/nios/lesson/try-it-out-anti-bullying-role-play)