

Anne Frank

Meet the girl whose words gave voice to millions

About the Story

Lexile® 910L

For qualitative complexity factors,
go to the Story tab.

Learning Objective: to synthesize ideas
expressed in a poem with those in a
nonfiction text

Key Skills: mood, cause and effect,
key ideas and details, inference,
characterization, summarizing,
author's craft, synthesis, symbolism

Essential Questions:

- What is the value of hope?
- Why is it important to study the past?
- How can we triumph over hate?

Standards:

The article and lesson support these
Common Core anchor standards:
R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, W.2,
SL.1, SL.2, L.4, L.5, L.6

For more standards information—
including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article and poem read-alouds
- Text-to-speech
- Vocabulary

Video:

- Behind the Scenes: Anne Frank

Differentiated article:

- Lower-Lexile version

Connected readings from the Scope archives:

- Special Collection: Stories of World War II and the Holocaust

Skill Building Activities to print, project, or share digitally:

- Writing Planner: Anne Frank
- Video Discussion Questions
- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking
- Poetry Analysis
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

20 minutes

Watch a Video (10 minutes)

- Watch the **Behind the Scenes** video, in which author Kristin Lewis talks about her research and writing process and establishes context and key vocabulary related to World War II and the Holocaust. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or as a class.

Preview Vocabulary (10 minutes)

- Project the **Vocabulary: Definitions and Practice** slideshow. Review the definitions and complete the practice activity as a class. Highlighted words (all in the article): *betrayed*, *contempt*, *genocide*, *liberated*, *ransacked*, *regimes*, *scapegoat*. Optionally, print or share the interactive link directly to your LMS and have students preview the words and complete the activity before class. Audio pronunciations of the words and a read-aloud are embedded in the interactive slides.

2. Reading and Discussing

75 minutes

“Anne Frank”

- Have a volunteer read the **As You Read** box that appears on page 21 of the magazine or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the **lower-Lexile version** of the article.*) Optionally, have students listen to the read-aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following close-reading questions.

Close-Reading Questions

(20 minutes)

The following questions can be shared in printable or interactive form.

1. **What is the mood of the first section? Which words, images, and details create this mood?** (mood) *The mood is tense, uncomfortable, and ominous. The detail that Anne was “hurrying” creates anxiety. That Anne was sweating from wearing layers and layers of clothing in the summer heat creates a sense of discomfort. The feeling of danger intensifies when Lewis writes, “If anyone discovered what they were doing, they could be arrested and killed.”*
2. **According to the article, what factors contributed to Adolf Hitler’s rise to power?** (cause and effect) *According to the article, Germany’s defeat in World War I and the resulting economic collapse in Germany contributed to Hitler’s rise to power, as well as the antisemitism that had long existed in Europe. Hitler took advantage of the anger and bitterness Germans were feeling after the war and offered a scapegoat: Jewish people.*
3. **How did Anne’s diary help her cope with what was happening?** (key ideas and details, inference) *Anne’s diary gave her a way to express and process her thoughts and emotions. You can infer that it also gave her a way to escape what was happening around her—a way to retreat into her head and think about things other than the war and her life in the annex.*
4. **What kind of person was Anne? To answer, draw on the excerpts from her diary that are included in the article as well as what Kristin Lewis writes about Anne.** (inference, characterization) *According to Lewis, Anne was in many ways an ordinary kid, with many of the same dreams and worries as others her age. But it seems that Anne was particularly thoughtful, reflective, ambitious, and passionate: She wrote that she wanted to have a meaningful life and vowed, according to Lewis, to become a writer. The excerpts from Anne’s diary reveal her to be a gifted writer. The excerpt in which Anne writes “I shall work in the world and for mankind” shows her to be generous and benevolent and also, as Lewis writes, full of courage, honesty, and hope.*

“It Is Raining on the House of Anne Frank”

- Direct students’ attention to the inset photos and captions on either side of the poem and read the captions aloud as a class.
- Have students listen to the read-aloud of the poem while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- In small groups or as a class, discuss the following questions about the poem. Students may find it helpful to number the lines of the poem so they can more easily refer to the text during discussion.

Poetry Analysis

(20 minutes)

The following questions can be shared in printable or interactive form.

- 1. Who is the speaker of the poem? What is the speaker doing?** (summarizing) *The speaker is a tourist visiting two iconic buildings in the city of Amsterdam: the Anne Frank House and the Van Gogh Museum.*
- 2. How do the tourists feel about visiting Anne Frank's house? Why do you think they feel this way?** (inference) *In lines 7-11, the speaker says that the tourists "would rather be somewhere else" but feel they "must rise/to some occasion." In other words, it is difficult for the tourists to be in the Anne Frank House because it is a reminder of a horrific time in human history, but they feel it's important for them to be there, to remember and honor Anne and all who lost their lives during the Holocaust.*
- 3. Which words and phrases does the poet use to create feelings of darkness, discomfort, and suffering throughout the poem?** (author's craft) *"It is raining" (the title, lines 1 and 22); "perfectly silent" (line 6); "herded together under the shadow" (line 4); "skeleton" (line 14); "a barb of wire" (line 18); "forbidding shapes" (line 20); "the dark circle of his demons" (lines 28-29)*
- 4. Consider the words and phrases you listed in Question 3. Do any of them connect to ideas or images you encountered in Lewis's article? Explain.** (synthesis) *Students may offer that "a barb of wire" and "herding" connect to the image of the Nazi death camp Auschwitz on page 24, which shows children standing behind a barbed wire fence in a place where Nazis treated humans like animals. The poem's description of "forbidding shapes of continents" connects to the map on page 22 titled "Nazi-Occupied Europe, 1942": The spreading light brown shape, representing the countries controlled or occupied by Nazi Germany, has a threatening appearance. The phrase "perfectly silent" in the poem connects to what Lewis writes about how Anne and the others in the annex had to speak in whispers and tiptoe around, because the smallest noise could give them away (23).*
- 5. In literature, light is often a symbol of positivity, goodness, and life, while darkness is often a symbol of negativity, evil, and death. Keeping this in mind, what do you think the speaker is saying about Anne and Van Gogh in lines 25-29?** (symbolism) *Answers will vary. Sample response: Both Anne and Van Gogh were able to hold on to something beautiful and good even in the most terrible and difficult times.*

Critical-Thinking Questions

(15 minutes)

The following questions can be shared in printable or interactive form.

1. **What did Anne's diary mean to her? What has it meant to others?** *To Anne, her diary was a source of support, almost like a friend. It was a place for her to vent her feelings and sort out her thoughts. To Otto Frank, Anne's diary was no doubt a connection to his daughter and a way to get to know her better after her death. To the many who have read Anne's diary, it has been a source of inspiration and a way to learn about the Holocaust.*
2. **Lewis writes that Anne's diary has been translated into 70 languages and is one of the most read books in the world. Why do you think this is? Why would so many people from so many places be interested in Anne's diary?** *People may read Anne's diary because it is a historical record and they want to learn about the past, because Anne's courage and optimism are inspiring, and because Anne was a gifted and engaging writer. Perhaps some feel it is right to honor Anne by reading her words. As humans, we want to understand ourselves and our world. Anne's diary can help us do that.*
3. **According to the Anne Frank Museum, the secret annex was not unique. During World War II, 300,000-330,000 people were in hiding in the Netherlands alone. How can this statistic give us hope? Is there anything in the article—much of which does not shed a positive light on human behavior—that can give us hope or inspiration?** *That some of Otto's employees risked their lives to help those in the annex shows that people can rise above fear and act with great compassion for others. The fact that so many people were in hiding reveals that there must have been many people who served as helpers in the same way Otto's employees did. That so many people have read Anne's diary suggests that many people care about what happened and want to learn about the Holocaust. Anne's strong spirit and optimism can also inspire us.*
4. **Poet Maya Angelou once wrote, "History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again." What does she mean? How does this idea apply to the story of Anne Frank?** *Angelou means that we cannot change the past or erase painful suffering, but if we learn about the past and are honest with ourselves about what circumstances, beliefs, and behaviors allowed something terrible to happen, we can take steps to prevent the same terrible thing from happening again. This idea applies to the story of Anne Frank in that Anne's diary gives us a way to learn about a horrible time in the past that was full of "wrenching pain," as Angelou puts it—and therefore the diary also provides us an opportunity to think about what led to such horrors so we can take steps to prevent history from repeating itself.*



3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Anne Frank**. This activity will help them organize their ideas in preparation for the prompt on page 26 in the printed magazine and at the bottom of the digital story page.

Connected readings from the *Scope* archives:

[Special Collection: Stories of World War II and the Holocaust](#)