

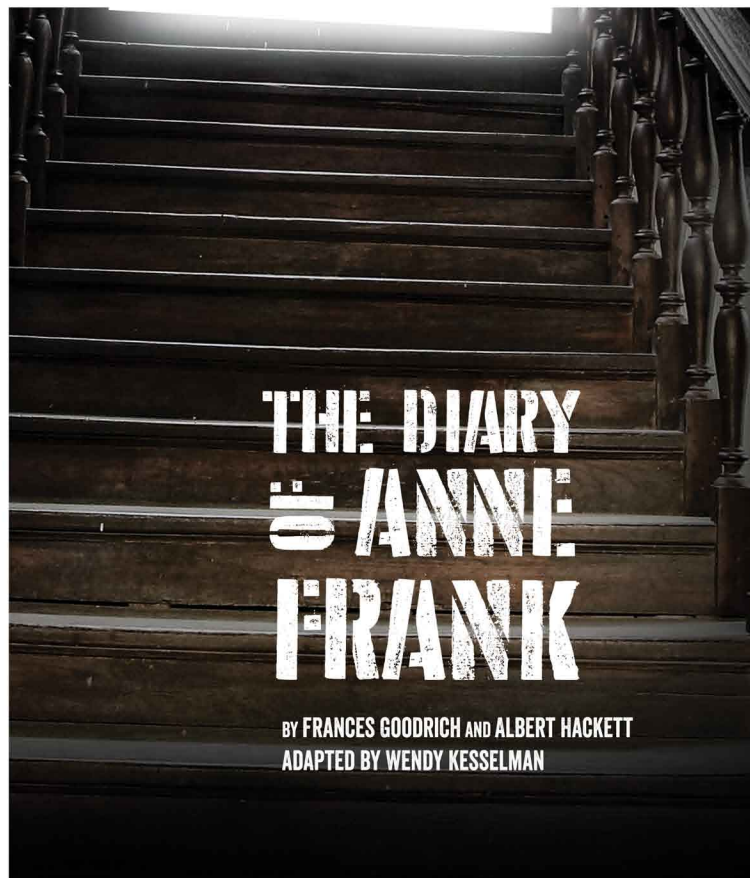


BROWARD
CENTER
— for the —
PERFORMING ARTS



STUDY GUIDE

MIDDLE SCHOOL



Study Guides are produced in partnership with Broward County Public Schools.

Performance Summary

This multicultural cast brings the true story of an incredibly insightful young girl to the stage in hopes of inspiring the next generation. In 1941 Amsterdam, 13-year old Anne Frank and her family went into hiding from the Nazis. For the next two years, she never left the attic where her family was concealed. With fear of discovery ever present, Anne found solace writing in her diary, capturing the daily lives of the secret annex's inhabitants from the "horrors of war to the excitement of first love" with wit, determination, and idealism.

She wrote about the struggle for food, the daily tensions, and the terror of being found. She also wrote about celebrity gossip, quarrels with her mother, and of her first kiss. The last entry was Aug. 1, 1944, just three days before the family was discovered and sent to concentration camps, where Anne, her mother and sister, died. Amazingly, the diary survived. After the war, Otto Frank, Anne's father and the only surviving member of the family, edited and published his daughter's diary.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience
- walk single-file and hold hand-rails as you use steps – this also keeps everyone safe
- listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story
- refrain from talking – this allows everyone to enjoy the performance without being distracted
- laugh if something is funny, but not too loudly – you don't want to miss any dialogue
- pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way
- applaud at the end – this shows the performers that you respect and appreciate their work

Teacher Instructions (After the Show) – *Choose from the activities listed on the following pages to extend student learning.*

Language Arts Connection

(LAFS.6/7/8.W.1.3) (TH.68.O.2.In.b)

Write an alternate ending for the Diary of Anne Frank.

Name: _____

What do these quotes mean?

“There are no walls, there are no bolts, no locks that anyone can put on your mind.”

“We don’t need the Nazis to destroy us. We’re destroying ourselves.”

Explain the irony of “I want to go on living even after my death.”

Name: _____

(LAFS.6/7/8.SL.1.2)

Choose an important event from the play and write Anne's diary entry.

(LAFS.6/7/8.W.1.3) (TH.68.C.1.1)

[illegible]

Name: _____

Fill in the boxes for one of the characters.

Vision: How does the character see the world?

How do others view the character?

*Say: What does the character say
– tone of voice?*

*Feel: How does the character
feel about him/herself?*

*Actions: What does the character do ...
that makes a difference in the ;lot, that
represents who he/she is ...*

*Know/Think: What does the character
know?*

*Strengths: What are the strengths of
the character?*

*Weaknesses: What are the
weaknesses of the character?
Does the 'Achilles Heel' keep
this character from growing –
being successful?*

Name: _____

(LAFS.6/7/8.L.3.5) (TH.68.C.1.Pa.b)

Write a Review

In the space below identify your favorite part of the performance and explain what was most effective. You should also include recommendations for areas to improve. In addition to the performers and their work, consider the production elements (lighting, scenery, props, music, ...)

Name: _____

(LAFS.6/7/8.L.3.5) (LAFS.68.RH.2.5) (TH.68.C.1.3) (TH.68.C.1.5) (TH.68.C.2.4) (TH.68.S.1.3)

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Florida Theater Standards	
Grades 6-8	
Critical Thinking and Reflection	
TH.68.C.1.Pa.b	Contribute to selection of characteristics in the creation of a character.
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
TH.68.C.1.5	Describe how a theatrical activity can entertain or instruct an audience.
TH.68.C.2.4	Defend personal responses to a theatre production.
Skills, Techniques, and Processes	
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
Organizational Structure	
TH.68.O.2.In.b	Suggest alternate story endings for a specified theatrical production.

Language Arts Florida Standards	
Grades 6-8	
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).

Language Arts Florida Standards	
Grade 6	
Speaking and Listening	
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Language	
LAFS.6.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Language Arts Florida Standards	
Grade 7	
Speaking and Listening	
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Language	
LAFS.7.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Language Arts Florida Standards	
Grade 8	
Speaking and Listening	
LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Language	
LAFS.8.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Writing	
LAFS.8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LAFS.8.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LAFS.8.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.

Vocabulary

- **Holocaust**- destruction or slaughter on a mass scale - the systematic state-sponsored killing of six million Jewish men, women, and children and millions of others by Nazi Germany and its collaborators during World War II
- **Nazi** - a member of a German political party that controlled Germany from 1933 to 1945 under Adolf Hitler. An evil person who wants to use power to control and harm other people especially because of their race, religion,
- **D-Day** – the day (June 6, 1944) in World War II on which Allied forces invaded northern France by means of beach landings in Normandy.

Cover Sheet

Please collect student work samples and attach it to this cover sheet. Pony all work samples to:

KCW – 3rd floor.

Attention: Lauri Foster

School Name: _____

SEAS Show: Diary of Anne Frank

Grade: _____