**Bravery and Resistance (Anne Frank)**

**Section 1**

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| 00:00:01 | TEACHER: Notice the image of the play scene on your screen. Pay attention to how the characters look or the things that they're wearing. These details can help you figure out where and when the events of a play take place. Today, you're working to answer the lesson question, how do dialogue and stage directions bring the story of Anne Frank to life? |
| 00:00:23 | You've thought about things you notice most when something is happening right in front of you. But we'll be looking for clues that help you bring the story and characters in a play to life. The play about Anne Frank that you'll read today takes place during World War II. What do you already know about World War II? |

**Section 2**

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| 00:00:01 | TEACHER: Look at the timeline on your screen. Notice that the top portion in blue focuses on important dates related to World War II and that the bottom portion, which is in orange, focuses on the details of Anne Frank's life. Anne was born in 1929. By 1933, Hitler became the Chancellor of Germany and begins his plan of world domination. |
| 00:00:26 | In 1933, Anne's family chooses to leave Germany and move into Holland for their own safety. By 1939, World War II breaks out in Europe. During the six years of this war, Hitler was responsible for the killing of more than 6 million Jewish people as part of his plan known as the Final Solution. In 1940, the Nazis assumed power in Holland, and Anne's family went into hiding to avoid being sent to a |
| 00:00:58 | concentration camp. Sadly, after two years in hiding, their hideout was discovered, and the family was sent to various concentration camps. Anne died in 1945 of an illness at camp with her sister Margot. That same year, World War II ended, and between 35 million and 60 million people died. |
| 00:01:23 | While Anne hid, she kept a diary which was the basis of the play that we're going to read today. Anne used her diary to capture her experience of growing up in hiding. She wrote about her day-to-day life and the interactions between people living there. Her family was eventually discovered and sent to the Nazi concentration camps. |
| 00:01:49 | Everyone in the Frank family except for her father, Otto, died. When the Nazis arrested the Frank family, Anne had left her diary behind. It was saved by Miep Gies who returned it to her father, and then he published it as a book. In 1955, a play version of the original diary opened up on Broadway in New York. |
| 00:02:14 | Next, you'll complete an activity that involves some of these key events from Anne's life. |

**Section 4**

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| 00:00:00 | TEACHER: The play you'll be reading in this lesson is about this young girl, named Anne Frank. Now, Anne Frank was born on June 12, 1929, just outside of Frankfurt, Germany. Now, her father was a businessman who was very aware of the political climate in Germany at the time. So in 1933 , when Anne was just four years old, |
| 00:00:25 | the family decided that the persecution of Jewish people in Germany had become too prevalent. So the family moved to the Netherlands, in Holland, in 1933 to escape that persecution. Now, she received her diary as a birthday gift in June of 1942. And from 1933 to 1942, the Frank family really lived a normal life. But by 1942 Hitler's rise to power |
| 00:00:53 | had reached the Netherlands, and things really began to change. People of Jewish descent were forced to wear yellow stars sewn into their clothing, and their lives were heavily restricted. So this was the diary that she would write in while her family lived in hiding from the Nazis for two years. And this is where she wrote about her experiences living in a secret annex. |
| 00:01:19 | Now, she lived in hiding with her family until 1944. But sadly, in 1944, the family was discovered and members were sent off to separate concentration camps. Anne died in a concentration camp in 1945. Coming up, you'll read about Anne and her experiences. |

**Section 5**

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| 00:00:01 | TEACHER: You're working to answer the lesson question, how do dialogue and stage directions bring the story of Anne Frank to life? You've learned about the historical context of the play and a little bit about Anne's life. Next you'll look more closely at elements of a play. Notice in this image that the actors are talking to one another. |
| 00:00:22 | Think about their dialogue or what they might be saying to each other and what you can learn about them from the things that they say. Dialogue is an important part of the play you'll read today. |

**Section 6**

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| 00:00:01 | TEACHER: Dialogue is written or spoken conversation between characters. In a play, characters communicate with each other through dialogue. Dialogue helps to characterize or develop the actor's in a play. The two ways that characters interact can help you to better understand the kind of people that they are. |
| 00:00:22 | Let's look at the steps or strategies that you can use to analyze dialogue. To analyze dialogue, you want to ask yourself, which feelings do the characters express? Which kinds of conversations do the characters have? And what do you learn about the characters based on these conversations? Now we'll look at how to use dialogue to learn more about |
| 00:00:45 | Anne Frank and the other characters from the play. This passage is the first section of dialogue from the diary of Anne Frank. This means it's the first chance that the audience and readers have to understand the characters. I'm going to use this passage to model how to analyze dialogue. I'll read it aloud for you as you follow along. |
| 00:01:09 | "Miep-- hurrying up to a cupboard-- Mr. Frank, did you see? There are some of your papers here-- she brings a bundle of papers to him-- we found them in a heap of rubbish on the floor after-- after you left. Mr. Frank. Burn them-- |
| 00:01:24 | he opens his rucksack to put the glove in it. Miep. But, Mr. Frank, there are letters, notes. Mr. Frank. Burn them. All of them." Let's focus on Mr. Frank's dialogue. I'm trying to think what kinds of feelings Mr. Frank is |
| 00:01:43 | expressing. And I would have to say that he's probably pretty angry. Next, I want to think about the type of conversation that Mr. Frank and Miep are having. It looks like they're having some sort of disagreement. Last, I want to ask what I can learn about Mr. Frank from his dialogue. And I would say that he doesn't want to |
| 00:02:08 | talk about the past. Now, it's your turn to analyze some dialogue from the play. |

**Section 9**

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| 00:00:00 | TEACHER: Stage directions are instructions for the actor or director. Stage directions are written in italics, appear in parentheses, and instruct actors where to go and how to speak. They also describe the scenery that should be on the set and the context of the play. In the case of The Diary of Anne Frank, the context would |
| 00:00:24 | be World War II. It also tells actors how to interact with each other, and describes how the characters should look. Sometimes, this also includes taking a look at how their costumes should be designed. Next, you'll learn how to analyze stage directions. Let's look at this example of how to think deeper about or to analyze stage directions. |
| 00:00:51 | As you read the text, look for changes in time, place, and setting, clues about how a character is supposed to say dialogue, and clues that show how a character should look or react. If you notice within the parentheses are all of the stage directions. These are places where stage directions are indicated. |
| 00:01:17 | And they help us learn more about the characters and how they should be behaving or speaking. Based on the passage, we know that Miep is excited to show Mr. Frank some papers. But we also learn that she wants to show him a notebook. It's Anne's diary. And due to the quiet reaction or response that Mr. Frank gives, we might assume that he's not sure what to think. |
| 00:01:43 | Now it's time for you to analyze stage directions. |