**Narrative Writing (Anne Frank)**

**Section 1**

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| 00:00:01 | TEACHER: Have you ever tried to write a diary entry? But how do you write with voice? You've just considered how your personality comes across when you write or speak. Now let's think about how within Anne Frank's diary, you can hear her voice coming through the pages. Today, we'll look more closely at what makes strong narrative writing, and how Anne Frank's has a unique |
| 00:00:23 | voice to her writing. |

**Section 2**

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| 00:00:01 | TEACHER: Remember, the author's voice is the quality that makes an author's writing unique. It's the author's personality coming through their writing. Most diaries are meant to be private or are only meant to be read by the person who's writing them, to keep a record of their thoughts and feelings. Anne Frank's diary has a strong sense of voice. She started to write the diary for herself, but later hoped |
| 00:00:26 | that it would be published after the war. In fact, the government of the Netherlands had encouraged citizens to record their experiences of the war so there would be a record afterwards. When Anne edited her own diary, she changed the diary entries to look like they were letters to an imaginary friend named Kitty. This made her entries read like stories and really helped |
| 00:00:48 | her voice to come through. Her diary also included many of the conventions-- or typical parts or rules-- of a novel. Let's look at some novel elements that Anne Frank used to contribute to her voice. We'll begin with the way she used descriptive details. One way Anne brings her diary to life is through the use of |
| 00:01:10 | descriptive details, which are vivid passages of description that bring scenes, characters, and emotions to life. Look for these descriptive details as we read this passage. See if you can picture how Anne's family looked as they were getting ready to leave. "I was exhausted, and even though I knew it'd be my last night in my own bed, I fell asleep right away and didn't |
| 00:01:34 | wake up until Mother called me at 5:30 the next morning. Fortunately, it wasn't as hot as Sunday; a warm rain fell throughout the day. The four of us were wrapped in so many layers of clothes it looked as if we were going off to spend the night in a refrigerator, and all that just so we could take more clothes with us. No Jew in our situation would dare leave the house with a |
| 00:01:57 | suitcase full of clothes. I was wearing two undershirts, three pairs of underpants, a dress, and over that a skirt, a jacket, a raincoat, two pairs of stockings, heavy shoes, a cap, a scarf, and lots more. I was suffocating even before we left the house, but no one bothered to ask me how I felt." These details help the reader to understand the setting and |
| 00:02:21 | how Anne and her family look as they're trying to leave the house. We know that it's 5:30 in the morning, and that there's a warm rain falling, and that it's not too hot. The details, including how many layers that they're wrapped in or all the individual articles that Anne has put on to herself as she leaves the house, show us what they look like as they're hurrying out the door. |
| 00:02:45 | We can also draw the conclusion that they're wearing so many layers because they were afraid that if they were to carry a suitcase, they might be caught. Now let's see if you can find descriptive details that show Anne's voice. |

**Section 4**

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| 00:00:01 | TEACHER: Anne's diary includes many conventions typically seen in a novel such as dialogue, which is the dramatization of characters talking to each other. Dialogue helps to bring characters to life and allows readers to hear their different voices. The characters that describes are based on real people. However, her descriptions of them helps the reader get to know them and understand their personalities. |
| 00:00:27 | Her descriptions of the event she experienced and her thoughts and feelings about them help readers understand what she went through and how she felt about it. Let's explore how these elements, when put together, bring a scene to life. As we read the passage, look for novel elements such as dialogue, character, and description of thoughts and feelings. |
| 00:00:49 | Note that here, "hello," refers to one of Anne's friends, and "call-up" is a letter that Jewish people would receive before being sent away. "Suddenly the doorbell rang again. "That's Hello," I said. "Don't open the door!" explained Margot to stop me. But it wasn't necessary, since we heard mother and Mr. van Daan downstairs talking to Hello, and then the two of |
| 00:01:13 | them came inside and shut the door behind them. Margot and I were sent from the room as Mr. van Daan wanted to talk to mother alone. Margot told me that the call-up was not for father, but for her. As this second shock, I began to cry. Margot is 16-- apparently they want to send girls her age |
| 00:01:32 | away on their own. But thank goodness she won't be going; Mother had said so herself, which must be what Father had meant when he talked to me about our going into hiding. Hiding-- where would we hide? In the city? In the country? |
| 00:01:46 | In a house? In a shack? When, where, how? These were questions I wasn't allowed to ask, but still they kept running through my mind." We get to see the characters' personalities in actions and things like how Margot exclaims not to open the door, or how Anne begins to cry when she learns that her sister |
| 00:02:07 | received a call-up. "Thank goodness she won't be going" lets us know that Anne is relieved that her family's going into hiding and her sister won't be taken away from her. "Where would we hide? When, where, and how?" These show all the different questions that Anne is wondering about, but that she feels like she can't ask. |
| 00:02:27 | Much of character development in this passage is about Anne herself. The reader learns what she's like as she reacts to both her sister and to her family's need for going into hiding. The scene reveals details about how the family functions. Where Anne and Margot share information with each other, their parents leave them out and keep them separated from |
| 00:02:49 | their adult conversations. Clearly, Anne uses dialogue, character, and description to bring the scene to life. Now you'll practice identifying novel elements in two excerpts from The Diary of a Young Girl. |

**Section 6**

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| 00:00:01 | TEACHER: Anne Frank's diary entries, pictured here, used many conventions of a novel. These conventions allowed Anne to write with a sense of voice. Today, we're exploring the lesson question, how do you write with a sense of voice? You've just finished thinking about how Anne used dialogue, characters, and her own thoughts and feelings plus |
| 00:00:23 | descriptions, which are all conventions of a novel. Next, you'll analyze how these novel elements create a strong voice. And how to have a strong voice in your own writing. |

**Section 7**

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| 00:00:01 | TEACHER: Anne Frank is a great writer, whose voice comes through in her diary. To write with voice, you need to use descriptive details and other novel elements. These descriptive details and novel elements which Anne users are part of her writing style, and they help to develop her own unique voice as a writer. You want to use a variety of words to set the |
| 00:00:24 | tone for your writing. Anne is only 13, so she doesn't use big words. And she writes in a casual or conversational tone. She does flesh out the events that she records with details, descriptions, and characters. You want to have a clear perspective on events. Anne's perspective ranges from afraid to hopeful and from feeling resentful of her parents and her sister to |
| 00:00:50 | feeling more connected to them. Lastly, you want to show your personality through your words. Her voice in the diary is like her personality coming through. And it helps readers get to know her. Let's look at how Anne's voice comes through for writing. As we look at this passage, try to identify descriptive |
| 00:01:11 | details, tone, perspective, and personality. "Our living room and all the other rooms were so full of stuff that I can't find the words to describe it. All the cardboard boxes that had been sent to the office in the last few months were piled on the floors and beds. The small room was filled from floor to ceiling with linens. If we wanted to sleep in properly made beds that night, we had to get going and straighten up the mess. |
| 00:01:40 | Mother and Margot were unable to move a muscle. They laid down on their bare mattresses, tired, miserable, I don't know what else. But father and I, the two cleaner-uppers in the family, started in right away." Notice how descriptive details like, full of stuff and filled from floor to ceiling give us a good sense of the setting. She also uses words like tired and measurable to describe her |
| 00:02:05 | mom and her sister. But I think they also tell us a little bit about how Anne is feeling herself. The tone suggests that Anne doesn't sound upset or frustrated. In fact, she says that she decides to straighten up the mess, and she considers herself one of the cleaner-uppers or someone who deals with problems. |
| 00:02:25 | Her personality really comes through when she says, "I can't find the words to describe it," because her perspective on the situation comes through so clearly here. Now let's see if you can think about how descriptive details add to Anne's voice. |

**Section 10**

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| 00:00:01 | TEACHER: Do you feel like you know who Anne Frank is by reading her diary? Do you feel like her personality? When writing has a strong sense of voice, it can make you feel like you know the writer. Anne's descriptions of other people also help to develop her voice. Let's look at an example of a description that |
| 00:00:19 | shows Anne's voice. "Peter van Daan arrived at 9:30 in the morning, while we were still at breakfast. Peter's going on 16, a shy, awkward boy whose company won't amount to much. Mr. And Mrs. van Daan came half an hour later. Much to our amusement, Mrs. van Daan was carrying a hat box with a large chamber pot inside. |
| 00:00:42 | 'I just don't feel at home without my chamber pot,' she explained. And it was the first item to find a permanent place under the divan. Instead of a chamber pot, Mr. van Daan was lugging a collapsible tea table under his arm." Anne chooses to write descriptions about the chamber pot, and about the hat box, and about the tea table to |
| 00:01:03 | show us that she has a sense of humor. But it also shows us that she can be critical of others. When you think about the descriptions that Anne creates about others, think about what it shows about Anne's personality. Is she humorous? Is she sympathetic? Is she judging? |
| 00:01:20 | Now I want you to try noticing Anne's voice as she described another character. |