



# CURRICULUM GUIDE

## Theatre for Young Audiences Version World Premiere!

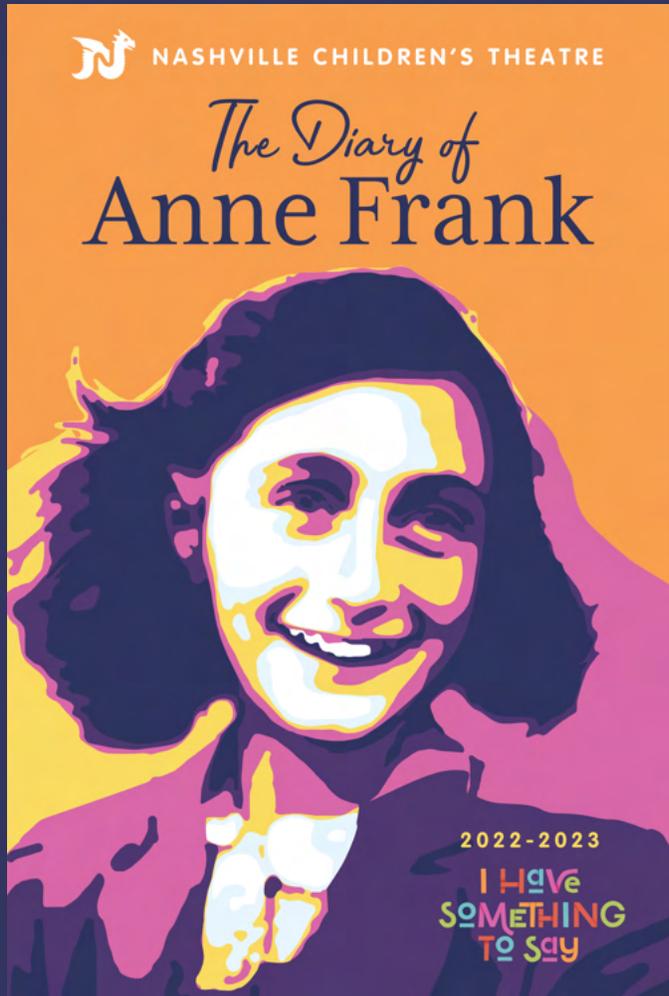
By Frances Goodrich & Albert Hackett  
Adapted by Wendy Kesselman

September 8 – October 2, 2022

Grades: 4-8



Time-Estimates: Icons are in 15-minute increments but may take a little less or more time depending on class size and other factors. (If the clock is shaded in full, the activity may have a homework assignment or be extended over two or more class sessions.)



### In This Guide:

About the Show	1-2	The Evolution of the Diary	5-6
Pre & Post Show Activities	3	Worksheets	7-8
Timeline of Injustice	4	TN Standards & Teacher Info	9

### Look For These!

Subject area icons show what curricular topics each activity addresses.



ELA



THEATRE



SOCIAL STUDIES



SEL



SOCIAL JUSTICE

Tennessee State Standards for all activities are on page 9.

Visit [NashvilleCT.org](http://NashvilleCT.org) today!

# About the Show

## Synopsis

*The Diary of Anne Frank* is one of the most famous and haunting stories to emerge from the 20th Century. The memoirs of this young Jewish girl, forced to hide for nearly two years to escape Nazi persecution, are an essential part of how we remember one of the darkest periods of our human history. Wendy Kesselman's adaptation of the original, Pulitzer Prize award-winning script by Goodrich and Hackett draws from previously unpublished parts of Anne Frank's real-life diary, allowing the audience to experience Anne in a way that breathes life into this passionate, complex young woman, as well as share her relatable experience of adolescence as a familiarly modern teenager.

For nearly two years, Anne, her father, mother, and sister joined with the Van Daan family to hide in a secret annex space above her father's former office in Amsterdam as the Nazis deported the Jews of Holland to their deaths. In her secret attic, Anne comes of age: she laughs, plays, fights with her mother, and falls in love for the first time. In spite of her oppressive circumstances and the horrors that surround her, Anne's spirit transcends, as she voices her belief, "in spite of everything, I still believe that people are really good at heart." Anne's dynamism, her luminous spirit, and her story of resilience continue to resonate deeply, making her story as vital today as when her diary first was published.



## Your class can experience the exhibit "Let Me Be Myself: The Story of Anne Frank"

This guided exhibit (pictured above) from the Anne Frank Center discusses the life and struggles of Anne Frank from her birth to her death in the Bergen-Belsen Concentration Camp in 1945.

Additionally, this exhibit brings the conversation to the present, creating a personalized experience that has visitors learning about their own individual identities and how people continue to face discrimination and exclusion in modern times.

For more information and to add this exhibit to your school's field trip, contact Abby, School Booking Manager, at [abbybaker@nashvillect.org](mailto:abbybaker@nashvillect.org).

*Let me be myself and then I am satisfied. I know that I'm a woman, a woman with inward strength and plenty of courage. - Anne Frank*

# About the Show (cont.)

## **Know Before You Go**

NCT puts together tips for families and schools to help prepare their children for their experience. (Note that the following tips are subject to change as the show goes through the rehearsal process.) Numbers indicate the "score" of each category - 1 representing a small amount and 5 representing a large amount. NCT Education Staff will continue to update these tips on our website as the show is in the rehearsal process. **Note that the show is true to the diary and thus pulls specific events and language directly from Anne's writings.**

- Social Emotional Learning Themes: Courage, family, identity, mortality, optimism, empathy, resiliency, social justice.
- Language: 5 out of 5 - "Oh my god," "God, I hate them," "For God's sake," "God Almighty."
- Violence and Scariness: 5 out of 5 - There is discovering loss of loved ones; descriptions of what happens in concentration camps (murder, gassing); and heavy discussion of being captured by Nazis. Anne recounts her dreams about being captured, the annex catching on fire, etc. All the people in the annex are captured by dark figures/Nazis. Characters are held at gunpoint and screaming.
- Potentially Anxious Moments: 5 out of 5 - There are serious tensions amongst family and moments where they think they may be getting taken by Nazis. The family gets captured by Nazis. Anne discusses the loss of her friend, starting her menstrual cycle, and touching her breasts.
- Sensory Advisories: 5 out of 5 - Sound effects of machine-guns, air raids, bombs. Screams, wails, screeching. Darkness and dark figures.
- Other Things to Know - Nazi soldiers wear the Nazi symbol and refer to Jewish characters as rats. There is a quick kiss between Peter and Anne. There will not be an intermission.

## **Social Story**

NCT creates a Social Story™ for all shows, camps, classes, and field trips. A Social Story is a tool to help improve a person's understanding of expectations during an unfamiliar event and was originally designed to support people who are neurodivergent. However, this can be a useful tool for any person who is unsure about what to expect from a new experience. We are sharing these resources to make NCT productions inclusive for ALL patrons. If you have any questions about our inclusive practices or want to see examples of previous social stories, visit <https://www.nashvillechildrenstheatre.org/accessibility>.

## **Sensory Friendly Room**

NCT has a space in the back of the theatre dedicated to providing a safe, comfortable place for students and adults alike to self-regulate. In the room, you can view the performance, control the sound, and access sensory-friendly tools.

## **Resources for Teaching About the Holocaust**

Here are resources for important guidelines on how to talk about the Holocaust and other sensitive subject matters with your class.

- "Guidelines for Teaching About the Holocaust" from the United States Holocaust Memorial Museum <https://www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust>
- Learning for Justice (multiple articles, lessons and learning plans on the Holocaust and related subjects as well as resources and professional development for educators) <https://www.learningforjustice.org/>
- Morningside Center for Social Responsibility (multiple resources on the Holocaust and related subjects as well as SEL and instruction resources for educators) <https://www.morningsidecenter.org/>

# Pre & Post Show Activities

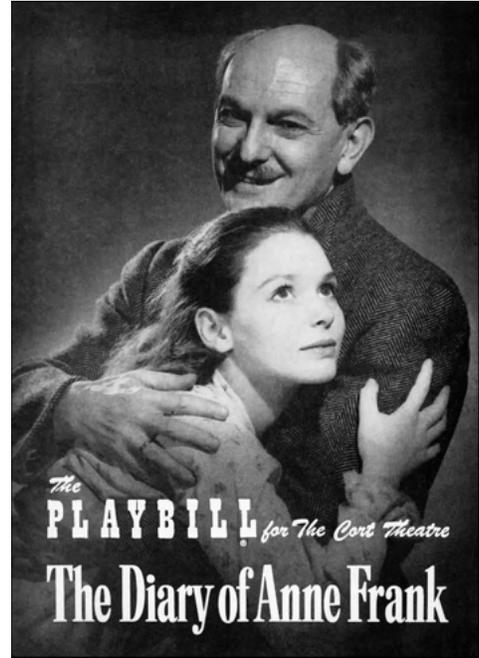
## Pre-Show Discussion: From Page to Stage

The play adapted by Frances Goodrich and Albert Hackett, premiered in New York City on October 5, 1955. It won the Pulitzer and the Tony Award for Best Play. Otto Frank wrote a letter to the cast for the opening telling them that he would not attend as it would be too difficult for him to see. It was the stage adaptation that really made the diary famous.



Define with your class "adaptation": something that is changed so it can be presented in another format, and discuss the popularity of adapting various books specifically for the stage. Read *The Diary of Anne Frank* as a class and explore the following. (If limited time is a factor, assign sections or summaries of the book before holding this discussion.)

- Why do you think the playwrights would want to take this book and put it onstage?
- How do you think the audience's experience is different reading the book versus seeing the play?
- Why is this story and studying the Holocaust important today? In the United States? In Middle Tennessee?
- In the play, actors will be playing characters based on the real people presented in the book. What challenges or advantages do you think this presents for the actors playing these roles? What about for others involved in the show (such as the director and designers)?



Original Playbill for 1955 production of  
The Diary of Anne Frank

EXTENSION: A "Dramaturg" is a person who helps the director and production team make the best out of a play. It is their job to provide the cast and crew with vital knowledge, research, and interpretation about the theatrical work in question so that they are—in turn—better equipped to do their jobs. Dramaturgs also provide information to the audience to help inform their understanding of the play. Sometimes the information dramaturgs provide concerns the setting (time, place, culture, etc.) of the story, while other times it's about the playwright's life, or personal and political events that may have influenced the work. Ask your students to pretend they have all been hired as NCT's dramaturgs for its production of *The Diary of Anne Frank* and assign them one of the following projects:

- Create a lobby display with pertinent background knowledge to help educate the audience pre- and/or post-show so they can better understand the play.
- Pretend to organize a post-show talkback. Tasks include creating a list of potential community experts on a specific topic presented in the show as well as developing questions that should be asked.
- Ask them to self-select, or assign them, one aspect of the story to research to present to one of the following: the director, costume designer, set designer, or actor(s).
- Write an informational text for the program/playbill.



## After the Show: Tell Us What You Thought

Once your class has attended NCT's production, ask your students to reflect on the performance using the grade-appropriate worksheet at the end of this guide.

- Optional: Ask students to write letters to the actors and artists here at NCT! We would LOVE to hear your questions, favorite parts of the show, and more! Letters can be sent to: Nashville Children's Theatre, 25 Middleton Street, Nashville, TN 37210 or emailed to [info@nashvillect.org](mailto:info@nashvillect.org).

# Timeline of Injustice



## STEP 1: Create

As a class, work to construct a timeline highlighting periods of injustice throughout the history of our nation. The final product should document specific events or periods when groups of people were discriminated against or mistreated because of their differences. Students can also include any major steps toward correcting these injustices. Some suggestions for the timeline could be:

- Slavery, the Trail of Tears, Japanese internment camps during WWII, women being denied the right to vote, hate crimes (such as the murder of Matthew Shepard), and family separation policy at the border.



Photo from Japanese Internments Camp in California during WWII

## STEP 2: Unpack

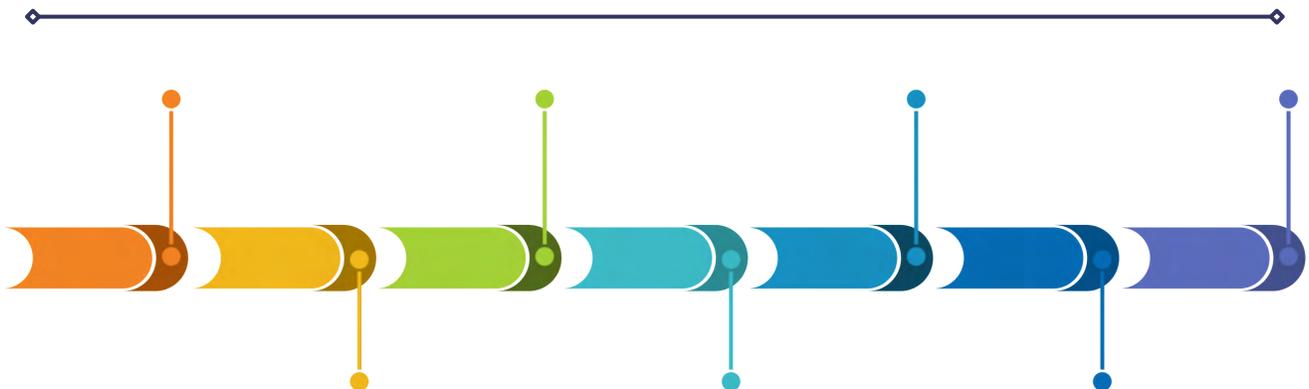
Review the timeline as a class. Use the following questions to guide your conversation.

- What do these events have in common with what you've learned about the Holocaust?
- What causes injustices like these to take root?
- How successful are efforts to correct such actions or attitudes?
- What do you think are the major injustices present in our country today? In the world?
- In what ways is our perception of history flexible and subjective? How do historians draw conclusions about the past?
- In what ways are labels like "genocide" important? In what ways are these kinds of labels limited?
- Do any of these events surprise you? What about the most recent events on the timeline?

## STEP 3: Act

As a class, list current social injustices taking place in their own backyards (i.e. the local community). Group students based on interest and assign them the task of identifying and implementing one action item to address that injustice. (For example: three students who are passionate about the harms of the private prison industry decide to write an editorial for the school or local newspaper.) Encourage students to connect with local nonprofits, advocacy groups, and campaigns to learn more about social justice efforts already in action and for further background knowledge and movement needs that may impact their project.

*"Be the change you wish to see in the world." -Gandhi*



# The Evolution of the Diary

Share the information below with your students as an individual or group reading assignment and in preparation for a discussion and/or activity on the following page.

## ***A Birthday Gift***

Anne Frank was given the red and white plaid diary that would be filled with her words of inspiration for her thirteenth birthday on June 12, 1942. On the first page, she wrote, "I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support."

The Franks were forced into hiding less than a month after Anne began writing in her diary. Anne filled this diary and other pages with her thoughts and feelings about the war, her life as a teenager, religion, and her family during the next 25 months in hiding. As if writing a novel, Anne changed many of the names of the real people in her writings to character names she created.

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## ***Words Left Behind***

On August 4, 1944 Nazis forced Victor Kugler to escort them to the annex. As they invaded the secret annex, they emptied a briefcase and shook its contents to the floor. The pages that they left behind were those of Anne's diary. They were saved by Meip Geis who remembers that moment, "Later Bep and I went upstairs to the Franks' bedroom. And there we saw Anne's diary lying on the ground. Let's pick it up I said. Because Bep stood there looking around in a daze. I said: Pick it up, pick it up, let's get out of here! We did the best we could to to collect it; we were so frightened! We went downstairs and there we were, Bep and I. What now Bep? Then she said: 'You're the oldest. You should keep it.'" Meip keeps the entries in a drawer in her desk but never reads them.

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## ***A Father's Tribute***

The only resident of the Annex to survive, Otto Frank returns to Amsterdam on June 3, 1945. Upon his arrival, he learns of his wife's death. On July 18, 1945, he meets with women who witnessed the deaths of his daughters. When Meip Geis learns the sad news, she gives Mr. Frank the diary.

While difficult to read, Mr. Frank learns much about his daughter from the writings. Among them, he learns that she wanted to publish a book about her time in the Annex. He even found evidence or edits and rewrites of her original entries. Mr. Frank decides to help this wish come true for Anne. The first editions of the book were published in the Netherlands, Germany, France, England and the US.

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## ***The Missing Pages***

Otto Frank had prevented certain pages where Anne discussed her strained relationship with her mother from publication. These pages were finally made public and included in a 1995 edition.

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## ***A Place in History***

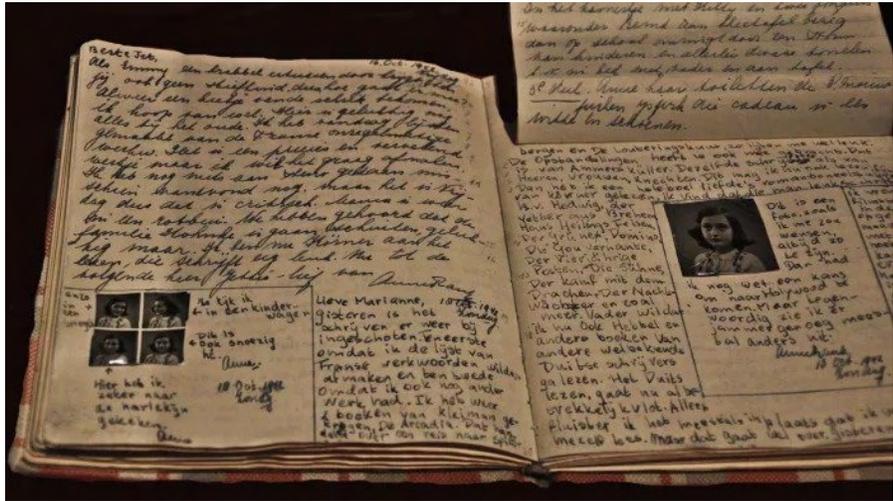
On July 31, 2009, The Diary of Anne Frank joined the UNESCO Memory of the World Register, a list that includes 193 of the most influential documents in history including the Magna Carta. Anne Frank's diary has now been translated into over 67 languages and has sold 30+ million copies worldwide making it one of the most-read books in the world.

# The Evolution of the Diary (cont.)

## Discussion

In small groups or as a class, explore the following questions.

- What about Anne's writings made the Holocaust accessible to readers worldwide?
- Did the quality of her writing or her intent to publish affect how the world has received her words?
- Anne's diary does not continue into the camps. Would we view her differently if it did?



The diary of Anne Frank. Found in the collection of Anne Frank House Museum, Amsterdam. (Credit: Fine Art Images/Heritage Images/Getty Images)

## Activity: Five Memories

When talking about what she packed to go into hiding, Anne Frank says, "Memories mean more to me than dresses." Those memories have survived many decades after Anne's death. Have your students create lists of 5 memories that they think would be most important for future generations to know. What's important about them? The events themselves? The lessons learned?



Modification or extension ideas include:

- Assign this as a small group project.
- Invite students to write an essay about why they chose a certain memory.
- Open up the activity to the entire class and try to agree on five memories altogether.
- Ask students to think of five personal memories they would want to pass along to their kids and either write about and/or draw a picture capturing that memory.
- Have students interview a family member or someone from the community regarding a specific memory they have (personally or historically) that they think is important to pass on.



*Memories mean more to me than dresses. - Anne Frank*

## Cited Resources

<http://www.ushmm.org/education/foreducators/>  
<http://teacher.scholastic.com/frank/index.htm>



Name: \_ \_ \_ \_ \_



## Writing a Theatre Review

A "review" of a performance is a carefully-crafted piece of writing typically featured in the news of an individual's opinions about a show being performed in the community. Most theatre reviewers or "critics" are well-versed in theatre. From the review, readers should get a sense of what the play is about in addition to the reviewer's personal judgments of the play's many aspects including, but not limited to, the acting and design.

After seeing a production at Nashville Children's Theatre, write your own review of the performance. Follow the structure below to help craft your critique.

First Paragraph: Exciting opening/introduction

Second Paragraph: Brief summary of the plot of the show

Third Paragraph: Your opinions on the acting

Fourth Paragraph: Your opinions on the visual/design aspects of the show (costumes, set, lighting, props, etc.)

Fifth Paragraph: Final reactions/conclusion

Make sure to mention show specifics such as listing the director, actors, and designers by name. (Reference your Playbill, the program listing the show's details, for names.) In addition, the more descriptive you are with your opinions, the stronger the critique will be.



# TN Academic Standards Grades 4-8

## Page 3

### *From Page to Stage*

ELA: SL.CC.1, 8.RI.IKI.7, RI.RRTC.10  
Theatre: 4-5.T.R1.A, 7.T.R2.B, 4-5 & 8.T.Cn1.A, 7.T.C1.B,  
4-5.T.Cn2.A, 6.T.Cn2.B  
SEL: 4-8.3C.1, 4-8.3C.3, 6-8.4A.1, 4-5.4A.4  
Social Studies: 5.21  
Social Justice: D10, J13

### *Extension*

Theatre: 4.T.Cr1.A, 4-5.T.Cr1.B, 7-8.T.Cr2.A, 7.T.Cr3.B,  
6-8.T.Cn2.B, 4-5.T.R3.B, 4-5.T.Cn2.A  
ELA: 5-6.RI.IKI.7, 4-5.RI.IKI.9, RI.RRTC.10, SL.CC.2,  
SL.PKI.4  
Social Studies: SSP.01, SSP.02, SSP.05, 5.21

### *Tell Us What You Thought!*

Theatre: 4-6 & 8.T.R1.A, 6.T.R2.C, 8.T.R2.C, 6-8.T.R3.A,  
6-8.T.R3.B  
ELA: 4-8.RI.KID.2, 6-8.W.TTP.2, 4-8.W.PDW.4, 4-  
8.W.RW.10

## Page 4

### *Timeline of Injustice*

ELA: 5-6.RI.IKI.7, 4-5.RI.IKI.9, RI.RRTC.10, SL.CC.2,  
SL.PKI.4  
SEL: 3B.4, 3C.1, 3C.3, 4-5.4A.4  
Social Justice: D8, D9, D10, J13, J15, A19, A20  
Social Studies: SSP.01, SSP.02, SSP.05, 5.21

## Pages 5-6

### *Discussion*

ELA: SL.CC.1, 4&8.RI.IKI.7, RI.RRTC.10  
Social Studies: SSP.01, SSP.02, SSP.05, 5.21

### *Five Memories*

ELA: SL.CC.1, W.RW.10  
Social Justice: D8, D15  
Social Studies: SSP.05

### ***Just seeing the performance? See the standards below.***

Theatre: T.R1.A, 4,6,8.T.Cn1.A  
Social Studies: 5.21, SSP.05  
ELA: 7.RI.IKI.7, RI.RRTC.10 (if portions or entire  
autobiography read)  
Dance: D.R1.A  
SEL: 6-8.1C.2, 3A.1, 3A.2, 3A.3, 3C, 6-8.5A.1, 4-5.5A.3,  
6-8.5A.4  
Social Justice: D.10, J.13

# Info for Teachers

## Free Educator Preview for *The Diary of Anne Frank*

Wednesday, September 7, 2022

Reception/Workshop: 4:30 pm

Dress Rehearsal Performance: 6 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom. To reserve a spot visit [NashvilleCT.org](http://NashvilleCT.org) or contact Abby at [abbybaker@nashvillect.org](mailto:abbybaker@nashvillect.org). Event qualifies as PD. Childcare provided.

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Questions regarding field trips and school offerings?  
Contact Abby at [abbybaker@nashvillect.org](mailto:abbybaker@nashvillect.org).

For more information regarding the Social Justice standards referenced in this guide, visit <https://www.learningforjustice.org/frameworks/social-justice-standards>.

Seeing an NCT performance, as well as the activities in this guide, help students build the 4 C's of 21st Century Learning: Communication, Creativity, Collaboration, and Critical Thinking!

To schedule a workshop with one of NCT's Teaching Artists, contact Jackie at [jkomos@nashvillect.org](mailto:jkomos@nashvillect.org).

## About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

I Have  
SOMETHING  
TO say

2022-2023



NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, and The Shubert Foundation.



This guide was written, compiled, and edited by Julee Brooks, Chloe Cook, Alicia Fuss, India-Jane Hodge, Jacqueline Komos and Colin Peterson.