

Teacher's Resource
for

The Diary of Anne Frank

at Metropolis Performing Arts Centre
111 West Campbell
Arlington Heights, IL 60005
847-577-5982

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Dramatized by Frances Goodrich & Albert Hackett
Produced by Metropolis Performing Arts Centre Outreach Program
Suggested Grades: 5-12

Metropolis Outreach Program

Production Dates/Times

April 13-17: 9:45 A.M. & 11:30 A.M.

April 19: 11 A.M.

April 20-21: 9:45 A.M. & 11:30 A.M.

Tickets: \$9.50 (child) \$12 (adult)



This study guide is only to be used in conjunction
with performances of *The Diary of Anne Frank* at
Metropolis Performing Arts Centre in Arlington Heights, Illinois.
Any other use is strictly forbidden.

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Introduction

Stories in Action

Last year, more than 12,000 students came to Metropolis to see a show from the Stories in Action Series. Metropolis prides itself on its diverse programming, and there's no shortage of performances for young audiences.

Although much of the audience for the weekday matinee performances are school groups and community youth organizations, we often offer weekend performances of the Stories in Action series to allow families to bring their children. Those interested in booking groups should contact our Group Sales Director at 847.577.5982 x241.

Stories in Action are performances to enrich young minds. Our goal at Metropolis is to educate as well as entertain, and we hope you'll consider our theater as an extension of your classroom. To help supplement your curriculum, this study guide includes plot points, social context, character descriptions, lesson plans for you and activities for your students. At select productions we will host a question-and-answer session. This is the perfect opportunity for your students to ask our professional actors anything from how to create a character, to questions about the playwright. In addition to the study guide, your students will be given the chance to meet the cast, take photos and get autographs.

The Metropolis Performing Arts Outreach program provides your school with Stories in Action Companion Workshops. These one-day workshops prepare students for dramatic elements and understanding, and then follow up with their comprehension and reaction. Teaching artists and actors come to your school. This allows your students to experience the performing arts like never before.

PART I: The Literary Experience

Utilize the activity worksheets attached to make learning about Anne Frank more interactive. Use the Anne Frank Word Search, Fill in the Blank and the Event Timeline attached.

The Adaptation

This production of The Diary of Anne Frank is dramatized by Frances Goodrich & Albert Hackett and produced by Metropolis Performing Arts Centre.

The play, which has been adapted from Anne Frank's touching diary entries, is a powerful memoir of a young Jewish girl's experiences during WWII. Forced into hiding with her family, Anne confides her hopes and dreams to her diary. Her words are a testament to her strength, courage and desire to keep faith in the good of humanity despite great adversity. Through Anne's unique voice, students are drawn into a first-hand account of a Jewish family's experience in WWII Amsterdam.

In this study guide, we will generally refer to Anne Frank's diary as "the book" or "the story" and Metropolis' production of The Diary of Anne Frank as "the play."

Cast of Characters

Anne Frank: The central character, a girl in her early teenage years

Otto Frank: Anne and Margot's father

Edith Frank: Anne and Margot's mother

Margot Frank: Anne's older sister, in her late teens

Miep Gies: A former employee of Otto Frank, who is the annex resident's link to the outside world

Peter Van Daan: The son of Mr. and Mrs. Van Dann, Anne's eventual love interest.

Mr. Kraler: A former employee of Mr. Frank

Mr. Van Daan: Father of Peter

Mrs Van Dann: Mother of Peter.

Mr. Dussel: An irritable former dentist

Synopsis

ACT I

On a rainy night in 1942, the Frank family is running from the Nazis. The oldest daughter in the Frank family, Margot, has recently received a notice to report to a Nazi camp. Fearing for their lives, the Frank family goes into hiding.

The family seeks safety in a secret annex above Otto Frank, the father's business. Shaken with fear of being found, each character reacts differently to their current living condition.

An employee of Otto Frank, Miep Gies helps the family find food and supplies while they are in hiding. Soon after the Franks take residence in the annex, the van Daan family arrives with their son Peter, seeking safety as well.

When the irritable former dentist Albert Dussel arrives, life in the annex becomes more frustrating for Anne who must share a room with him. The tension Anne has toward Dussel spills over to her relationship with her mother, Edith.

The joyful celebration of Hanukkah celebrated by the residents of the secret annex is cut short by a startling noise heard below in the warehouse. The residents fear becoming discovered.

ACT II

Life goes on in the annex and Miep remains loyal to the Frank family, supplying them with food and supplies, even when it is scarce. A friendship between Anne and Peter begins to grow.

Another loyal employee of Otto, Mr. Kraler, informs the residents that a blackmailer may know the family's hiding place and has requested money for his silence. Peter and Anne's friendship grows into Anne's first romance.

Conditions in the annex grow worse, as food becomes scarcer for Miep to retrieve. In the desperation, Mr. van Daan steals bread in the night for his family and the residents of the annex start to turn on one another. While the residents argue whether or not to banish the van Daans from the annex, Miep arrives with good news: The invasion of Normandy has begun and the war will be over soon.

As Peter and Anne retreat to discuss their plans for the future, a Nazi soldier and two Dutch collaborators enter the annex and arrest the residents.

Otto Frank describes their fates. Anne's diary is all that remains of his family.

Quotations of Anne Frank

"Everyone has inside of him a piece of good news. The good news is that you don't know how great you can be! How much you can love! What you can accomplish! And what your potential is!"

"I don't believe the war is simply the work of politicians and capitalists. Oh no, the common man is every bit as guilty; otherwise, people and nations would have rebelled long ago! There's a destructive urge in people, the urge to rage, murder, and kill. And until all of humanity, without exception, undergoes a metamorphosis, wars will continue to be waged, and everything that has been carefully built up, cultivated and grown will be cut down and destroyed, only to start all over again!"

"I have often been downcast, but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my diary I treat all the privations as amusing. I have made up my mind now to lead a different life from other girls and, later on, different from ordinary housewives. My start has been so very full of interest, and that is the sole reason why I have to laugh at the humorous side of the most dangerous moments."

"I see the eight of us with our 'Secret Annex' as if we were a little piece of blue heaven, surrounded by heavy black rain clouds. The round, clearly defined spot where we stand is still safe, but the clouds gather more closely about us and the circle which separates us from the approaching danger closes more and more tightly. Now we are so surrounded by danger and darkness that we bump against each other, as we search desperately for a means of escape. We all look down below, where people are fighting each other, we look above, where it is quiet and beautiful, and meanwhile we are cut off by the great dark mass, which will not let us go upwards, but which stands before us as an impenetrable wall; it tries to crush us, but cannot do so yet. I can only cry and implore: 'Oh, if only the black circle could recede and open the way for us!'"

"Laziness may appear attractive, but work gives satisfaction."

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."

"We all live with the objective of being happy, our lives are all different and yet the same."

"I keep my ideals, because in spite of everything I still believe that people are really good at heart."

Social Context

After Adolf Hitler became Chancellor of Germany in January of 1933, Nazis began to take away the rights of the Jews, Gypsies, Slavs, homosexuals, political prisoners, and the mentally and physically disabled. A series of laws were created banning "non-Aryans" from civil service, the legal, medical, and educational professions, cultural and entertainment enterprises, and the press. Jews and others were separated politically, socially, and legally from the Germans. They were no longer German citizens; they were outcasts. Each person was required to carry identification cards, branding them from society. The Gestapo, professional police agents degraded the Jews by banning them from schools and businesses, instituting curfews, destroying synagogues, homes and businesses and even physically beating Jews. The Gestapo

arrested thousands of Jews who were then sent to concentration camps. Concentration camps were a part of the Nazi's systematic reign of terror. Prisoners were starved, forced into labor, tortured, and often murdered in these camps. Each day, gas chambers killed thousands of people. The Nazi Party, controlled Germany from 1933 to 1945. Anne Frank, Margot and her mother Edith were a part of the millions who were murdered in Nazi concentration, and death camps.

For more information about the tragic historical events surrounding Anne Frank's story visit the United States Holocaust Museum website at: www.ushmm.org

Anne Frank Today

As students read and view the play, The Diary of Anne Frank they can see Anne's example of individual empowerment and personal choice. The themes of personal responsibility and confronting prejudice are essential for every member of our society to recognize the importance of and to actively promote the values of diversity and social justice. Through examining the progression of historical events that lead up to such tragedies, as the Holocaust we will help ensure that we continue to help our audience become well-equipped to act as leaders in challenging discrimination, intolerance, and bias-related violence in a positive and constructive way.

To learn more about Anne Frank's story and how it has affected the world today, visit the Anne Frank website at: www.annefrank.org

PART II: The Theatre Experience

Utilize the worksheets attached to make learning about the theatre more interactive. Use Theatre Terms Crossword Puzzle, Label the Stage Diagram and Jobs in the Theatre Word Scramble attached.

Theatre Occupations

At the Metropolis, many artists work together to make the production happen. The following is a list of people who helped to create The Diary of Anne Frank come alive on stage.

Playwright/Adaptor/Author- writes the play

Company- The cast, crew and other staff associated with a show

Director- directs the play: makes decisions about costumes, lights, sets; gives actors their blocking

Choreographer- creates and teaches the actors the dances in the show

Lighting Designer- designs and hangs the lights for the show; designs the light cues

Set Designer- designs and builds the scenery and props for the show

Costume Designer- designs and makes the costumes for the show

Sound Designer- creates and records the sound effects for the show

Stage Manager- helps the director during rehearsals; sets props and scenery before each performance

Actors- perform the play

Theatre Spaces

At the Metropolis, the space the play will be performed on has many areas, other than the stage. The following is a list of areas on and off the stage that you will see when you view The Diary of Anne Frank.

Thrust Stage- A stage which extends into the audience on three sides and is connected to the backstage area by its up stage. The Metropolis has a thrust stage.

Theatre in the Round- A theatre space in which the audience surrounds the stage area.

Proscenium Arch- An opening in a wall that stands between a stage and an auditorium in some theaters; the frame through which the audience sees a play

House- The auditorium where the audience sits

Acting area- The area within the performance space where the actor moves in full view of the audience

Apron- Section of the stage floor which projects towards or into the auditorium

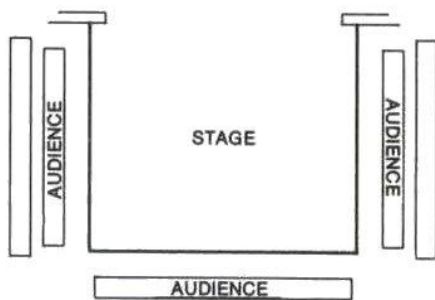
Stage right- the audience's point of view when looking at a stage from the left

Stage left- the audience's point of view when looking at the stage from the right

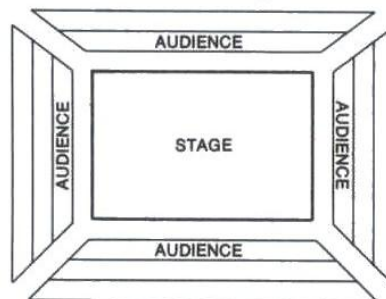
Downstage- The part of the stage nearest to the audience

Offstage- A motion near the closest side of the stage from the middle

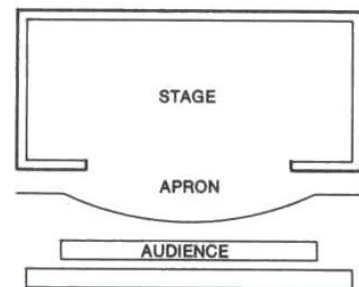
Backstage- The part of the stage and theater which is out of the sight of the audience



Thrust Stage



Theatre in the Round



Proscenium Arch

Theatre Terms

At the Metropolis, there are a view key terms used constantly while putting on a show. The following is a list of terms most commonly used while creating The Diary of Anne Frank.

Blackout- Shut down of stage lighting

Blocking- Arranging moves to be made by the actors

Dress Rehearsal- A full rehearsal, with everything brought together

Curtain Call- Taking a bow in front of the audience at the end of a show

Props- Furnishings, set dressings, and any other item large and small which can't be as any scenery, electrical, or wardrobe

Theatre Etiquette

Before students attend the production of The Diary of Anne Frank, take time to ask them questions and explain theatre etiquette, which accompanies the theatre experience.

- Ask students if they have attended a play before. If so, what play?
- What was the experience like?
- Have students compare and contrast the difference between watching a movie and watching a play.
- What do you expect when you go to the theatre?
- How many seats in the theatre and actors on the stage do you expect to see?

Before coming to the theatre, discuss with your students what proper theatre etiquette is.

Explain that it's okay to clap and laugh, but it's not okay to talk to your neighbor.

It is important to turn off wristwatch alarms, cellular phones and beepers for the duration of the show.

The use of a camera or any type of recording equipment is strictly prohibited.

No outside food or drink is allowed in the theatre or lobby.

PART III: The Interactive Experience

Classroom Discussion Questions

The following is a list of questions which can be used to lead discussions in your class before and after viewing the Metropolis performance of The Diary of Anne Frank.

Pre Show Discussion Questions

Read to your students or have your students read the book The Diary of Anne Frank before you go to the production. After reading, use the questions below to stimulate discussion on the book with your students.

Grades 5-7

- Who are the characters in the story? Favorite/ Least favorite characters? Why?
- What happens in the beginning of the story? Middle? End?
- What is your favorite part of the story? Least favorite?
- What is the moral message of the story?
- How might the play be different from the story? How might it be the same as the book?

Grades 7-9

- What role does the diary play in Anne's life?
- Why did Anne think she could confide more in her diary than in people?
- Did Anne's diary mean something different to her after she had been in hiding?
- What happened to the people in hiding after their arrest?
- What were the ways the residents of the annex got information about the outside world? How did their sources of information reflect their view of events?
- What did Anne think about the helpers? Did she think that they were heroes? What is your definition of a hero?
- Anne listed many of the restrictions the Nazis placed on Jews. Based on the diary, what could Anne no longer do. How would your day be different if you had to follow these laws?
- What is a stereotype? Do any of the stereotypes that Anne wrote about still exist? What other stereotypes exist?

Post Show Discussion Questions

After viewing the Metropolis production of The Diary of Anne Frank, ask the students questions on the performance they have just seen. Utilize the Venn Diagram attached to compare the book to the play.

Grades 5-9

- How were the book and the play different? Similar?
- What was your favorite part of the play? Least favorite?
- What happened that you were/ weren't expecting to happen?
- What elements of the play surprised you, based on your knowledge of the book?
- Why do you think the playwright changed some parts in the play from the book?
- Were there any characters in the book that were not in the play?
- In what ways are the characters in the play different than in the book? Similar?
- How did the designers help the actors play their parts?
- Ask students if they enjoyed the play.
- Will you see other plays in the future?
- How did this play compare to other plays you have seen in the past?
- Was seeing a play a better experience than seeing a movie? Why or why not?
- Which did you enjoy more, reading the book or watching the play?

Pre Show Anne Frank Lesson Plan

Grades 5-7

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as projection, articulation, eye contact, focus, energy, group unity, improvisation and body movement. The Character Collage will encourage independent creative thought and character awareness. Using The Diary of Anne Frank as common ground, students will be able to work as an ensemble and achieve common goals using theatre games and scene work.

Zip, Zap, Zop 5 minutes

The game Zip, Zap, Zop is a theatre game used by all ages to encourage voice projection, articulation, eye contact, focus, energy and group unity.

- Have students form a circle in the centre of the room.
- Start by pointing to a student and saying Zip.
- The chosen student says Zap while pointing to another student.
- The latest chosen student then says Zop while pointing to another student.
- The next student starts the pattern over with Zip while pointing to another student.

Encourage students to have good eye contact with the student they are choosing. Require them to pick a different person each turn. If the students are catching on, speed up the game or have two games going on at the same time.

Freeze Frame 15-20 minutes

The game Freeze Frame is an improv game. It encourages quick thinking, eye contact, focus and group unity.

- Have two students start in front of the rest of the class, or audience.
- Have the students start a scene, you may have to give them suggestions to start.
- After the scene has had 3-5 lines of dialogue freeze the scene.
- Tag one student out to sit down.
- Have another student go up in their place, assuming the same body position as the previous player.
- Let random scenes go on for a few turns.
- Tell the students they can only do scenes from the book, The Diary of Anne Frank.

This game connects movement and gesture with meaning and intention. Encourage students to start scenes with dialogue and from the position of the previous player. Have students use their knowledge of the book to create scenes they can all relate to and learn from. Insist the scenes be appropriate. Examples of scenes: classroom activities, movies, television shows, other books, occupations.

Character Collage 15-20 minutes

Materials Needed: magazines, art supplies, paper

The Character Collage assignment encourages students to analyze a character in The Diary of Anne Frank and express their thoughts in an artistic, visual form to the class.

- Write out the main characters of the play on slips of paper and put them in a hat.
- Have student draw characters from the hat.
- Assign each student to make a picture collage of what makes their chosen character unique.
- When completed have students share collage and explain what they have created.

Explain to students, there are no wrong answers to this assignment. Make sure they are able to support their collage with an articulated explanation. Encourage their creativity.

Pre Show Anne Frank Lesson Plan

Grades 5-7

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as ensemble building, character interpretation, projection and body movement. The Character Collage will encourage independent creative thought and character awareness. Using The Diary of Anne Frank as common ground, students will be able to work as an ensemble and achieve common goals using theatre games and scene work.

Human Knot 5 minutes

The game the human knot encourages ensemble building amongst performers and students alike. It gives the group a common goal to accomplish and prepares them to play Family Portraits in a group.

- Have students stand in a circle in the centre of the room.
- Tell students to hold hands with their neighbors.
- Tell the students to mix up the circle by knotting each other up with out letting go of their neighbor's hand.
- When students are knotted as much as they can, tell the students to unknot themselves.

Encourage students to work as a team and communicate with one another to unknot the group.

Party Quirks 15-20 minutes

The game Party Quirks helps students discover and interpret characters on stage using their body and voice.

- Split up class into two groups. (the performers and the audience)
- From the performers, choose one or two people to be the hosts, the rest of the students will be the guests.
- Send the hosts out of the room, where they can not hear.
- The audience will help the guests choose character quirks. (see below)
- The audience can not help the hosts guess the guest's quirks, but will be a quiet for the group performing.
- The hosts come back in and pretend they are throwing a party.
- Students off stage one at a time ring the doorbell and the hosts let them in/ give a space of 1-2 minutes between each guest.
- Each guests task is to hint to the host what their character quirk is, using their body and subtle verbal hints.
- As the hosts realize each character's quirk they call them on it in conversation.
- Once the host names the character's quirk that character may excuse themselves from the party and sit in the audience.
- This continues until all the character's quirks have been discovered/ or until the 10 minute time limit is up.
- When the time is up the hosts must guess the characters quirks.
- Repeat with other group.

The Character Quirks can be as obvious or subtle as desired. Have students be characters from the book, The Diary of Anne Frank: Otto, Edith, Margot, Anne, Peter. Or, let the students start with anything they desire: Narcoleptic Girl, Elastic Boy, Junk Food Queen...etc. Let the students be creative in discovering their quirks and helping the hosts discover who they are with their body and voice.

Character Collage 15-20 minutes

Materials Needed: magazines, art supplies, paper

The Character Collage assignment encourages students to analyze a character in The Diary of Anne Frank and express their thoughts in an artistic, visual form to the class.

- Write out the main characters of the play on slips of paper and put them in a hat.
- Have student draw characters from the hat.
- Assign each student to make a picture collage of what makes their chosen character unique.
- When completed have students share collage and explain what they have created.

Explain to students, there are no wrong answers to this assignment. Make sure they are able to back up their collage with an articulated explanation. Encourage their creativity.

Post Show Anne Frank Lesson Plan

Grades 5-7

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as body movement, projection, energy, ensemble building, characterization and scene work. The Journal Writing assignment will help students articulate Anne's character and share their knowledge of historical events surrounding the book and play. Using The Diary of Anne Frank as common ground, students will work as an ensemble to achieve common goals through theatre games and scene work.

Ten Count Shake Down 3-5 minutes

The Ten Count Shake Down gets students energy up and helps students focus as a unit.

- Have students form a circle in the centre of the room.
- Shake right hand while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Shake left hand while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Shake right foot while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Shake left foot while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Repeat, eliminating the highest number each time.
- Repeat until students are only saying 1 on each hand and foot.

Let students use their whole body. This exercise will get them out of their chairs and ready to participate.

Family Portraits 20-25 minutes

The game Family Portraits helps students use levels on stage, promote eye contact between other players and create relationships among their peers. Characterization is learned and expressed in a physical and visual form. Students must have knowledge of the book's characters and themes to participate fully.

- Separate students in groups of 5 students each.
- Ask students if they have taken a family portrait before.
- Tell Students to create frozen family portraits using body movement, levels and expression.
- Tell students photos are silent and there should be no talking.
- Announce the family the students will create, count to three and pantomime taking a photo of each group's family photo.

When announcing the type of family portrait the students will create start with general families and move to more difficult themes, ultimately creating the Frank Family.

Examples of general families: Olympic Family, Monkey Family, Doctor Family, Dog Family, Candy Family...etc

Portraits of the Frank Family: Anne Family, Margot Family, Otto Family, Edith Family, Peter Family, Frank Family before Hitler, Frank Family restricted, Frank Family in hiding, Frank Family arrested.

Journal Writing 15 minutes

Materials Needed: 'Diary Entry' worksheet and a pencil

Have students write journal entries as if they are Anne Frank. Encourage the students to not copy the book, but write what Anne Frank wanted to say, but never had the chance.

- Have students sit at their desk.
- Have students close their eyes and imagine what it would be like to be Anne in the annex.
- Give students the 'Diary Entry' worksheet and let students write.

Let students write as much as they can. Encourage students to get into the mind of Anne and use history as their guide.

Post Show Anne Frank Lesson Plan

Grades 5-7

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as eye contact, focus, projection, articulation, body movement and expression, energy and group unity. The Theatre Review will let the students interpret and react to the play they have just seen at the Metropolis. Using The Diary of Anne Frank as common ground, students will use their knowledge of the book and play to work as an ensemble to achieve common goals through theatre games and scene work.

Zip, Zap, Zop 5 minutes

The game Zip, Zap, Zop is a theatre game used by all ages to encourage voice projection, articulation, eye contact, focus, energy and group unity.

- Have students form a circle in the centre of the room.
- Start by pointing to a student and saying Zip.
- The chosen student says Zap while pointing to another student.
- The latest chosen student then says Zop while pointing to another student.
- The next student starts the pattern over with Zip while pointing to another student.

Encourage students to have good eye contact with the student they are choosing. Require them to pick a different person each turn. If the students are catching on, speed up the game or have two games going on at the same time.

Theatre Replay 15-20 minutes

Theatre Replay gets students on their feet and working together as a group. They must collaborate to decide the 3 key elements of the story to present to the class.

- Split your class into 3 groups.
- Assign each group the beginning, middle and end of the story.
- Tell students they have 7 minutes to discuss.
- Each group must create three silent slideshow pictures/portraits to tell the story of Anne Frank.
- When the 7 minutes are up, have each group perform for the class their slideshow.
- Have students in the audience guess the characters and moments each group chose to represent.

Encourage students to think outside the box and experiment with body positions and levels in the performance space. Help students make sure each portrait is clear to their audience.

Theatre Review 15-20 minutes

Materials Needed: 'Theatre Review' worksheet and a pencil

Have students write a theatre review of the Metropolis production of The Diary of Anne Frank they have just seen.

- Have students sit at their desk.
- Have students pretend they are reporters.
- Their job is to write a theatre review article for the play, The Diary of Anne Frank.
- Give students the 'Theatre Review' worksheet.
- Let students write.

Tell students to write a theatre review for The Diary of Anne Frank. Tell them to critique and describe the performance, company, and theatre space. Encourage students to use theatre terms they have learned.

Pre Show Anne Frank Lesson Plan

Grades 7-9

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as projection, articulation, eye contact, focus, energy, group unity, improvisation and body movement. The Character Collage will encourage independent creative thought and character awareness. Using The Diary of Anne Frank as common ground, students will be able to work as an ensemble and achieve common goals using theatre games and scene work.

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Freeze Frame 15-20 minutes

The game Freeze Frame is an improv game. It encourages quick thinking, eye contact, focus and group unity.

- Have two students start in front of the rest of the class, or audience.
- Have the students start a scene, you may have to give them suggestions to start.
- After the scene has had 3-5 lines of dialogue freeze the scene.
- Tag one student out to sit down.
- Have another student go up in their place, assuming the same body position as the previous player.
- Let random scenes go on for a few turns.
- Tell the students they can only do scenes from the book, The Diary of Anne Frank.

Encourage students to start scenes with dialogue and from the position of the previous player. Have students use their knowledge of the book to create scenes they can all relate to and learn from. Insist the scenes be appropriate. Examples of scenes: classroom activities, movies, television shows, other books, occupations.

Character Collage 15-20 minutes

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- Write out the main characters of the play on slips of paper and put them in a hat.
- Have student draw characters from the hat.
- Assign each student to make a picture collage of what makes their chosen character unique.
- When completed have students share collage and explain what they have created.

Explain to students, there are no wrong answers to this assignment. Make sure they are able to back up their collage with an articulated explanation. Encourage their creativity. Once the collage is complete, have students act out or use dance to interpret what they have created for the class.

Pre Show Anne Frank Lesson Plan

Grades 7-9

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as ensemble building, character interpretation, projection and body movement. The Character Collage will encourage independent creative thought and character awareness. Using The Diary of Anne Frank as common ground, students will be able to work as an ensemble and achieve common goals using theatre games and scene work.

Ten Count Shake Down 3-5 minutes

The Ten Count Shake Down gets students energy up and helps students focus as a unit.

- Have students form a circle in the centre of the room.
- Shake right hand while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Shake left hand while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Shake right foot while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Shake left foot while counting down from 10. (10, 9, 8, 7, 6, 5, 4, 3, 2, 1)
- Repeat, eliminating the highest number each time.
- Repeat until students are only saying 1 on each hand and foot.

Let students use their whole body. This exercise will get them out of their chair and ready to participate.

Party Quirks 15-20 minutes

The game Party Quirks helps students discover and interpret characters on stage using their body and voice.

- Split up class into two groups. (the performers and the audience)
- From the performers, choose one or two people to be the hosts, the rest of the students will be the guests.
- Send the hosts out of the room, where they can not hear.
- The audience will help the guests choose character quirks. (see below)
- The audience can not help the hosts guess the guest's quirks, but will be a quiet for the group performing.
- The hosts come back in and pretend they are throwing a party.
- Students off stage one at a time ring the doorbell and the hosts let them in/ give a space of 1-2 minutes between each guest.
- Each guests task is to hint to the host what their character quirk is, using their body and subtle verbal hints.
- As the hosts realize each character's quirk they call them on it in conversation.
- Once the host names the character's quirk that character may excuse themselves from the party and sit in the audience.
- This continues until all the character's quirks have been discovered/ or until the 10 minute time limit is up.
- When the time is up the hosts must guess the characters quirks.
- Repeat with other group.

The Character Quirks can be as obvious or subtle as desired. Have students be characters from the book, The Diary of Anne Frank: Otto, Edith, Margot, Anne, Peter. Or, let the students start with anything they desire: Narcoleptic Girl, Elastic Boy, Junk Food Queen...etc. Let the students be creative in discovering their quirks and helping the hosts discover who they are with their body and voice.

Character Collage 15-20 minutes

Materials Needed: magazines, art supplies, paper

The Character Collage assignment encourages students to analyze a character in The Diary of Anne Frank and express their thoughts in an artistic, visual form to the class.

- Write out the main characters of the play on slips of paper and put them in a hat.
- Have student draw characters from the hat.
- Assign each student to make a picture collage of what makes their chosen character unique.
- When completed have students share collage and explain what they have created.

Explain to students, there are no wrong answers to this assignment. Make sure they are able to back up their collage with an articulated explanation. Encourage their creativity. Once the collage is complete, have students act out or use dance to interpret what they have created for the class.

Post Show Anne Frank Lesson Plan

Grades 7-9

Total Time: 40-45 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as eye contact, focus, projection, articulation, body movement and expression, energy and group unity. The Theatre Review will let the students interpret and react to the play they have just seen at the Metropolis. Using The Diary of Anne Frank as common ground, students will use their knowledge of the book and play to work as an ensemble to achieve common goals through theatre games and scene work.

Advanced Zip, Zap, Zop 5-10 minutes

The game Advanced Zip, Zap, Zop eliminates speaking, encouraging intense focus and eye contact while gaining group unity. Students use eye contact to switch places with their players in the circle.

- Have students form a circle in the centre of the room.
- Start by pointing to a student.
- The student nods to the pointer and points to another student.
- The student's nod releases the first person to move to their spot.
- The chosen student is then released when the student he points to nods.
- The student then moves into their place in the circle.

Encourage students to have good eye contact with the student they are choosing. Require them to pick a different person each turn. If the students are catching on, speed up the game and take away the pointing.

Theatre Replay 15-20 minutes

Theatre Replay gets students on their feet and working together as a group. They must collaborate to decide the 3 key elements of the story to present to the class.

- Split your class into 3 groups.
- Assign each group the beginning, middle and end of the story.
- Tell students they have 7 minutes to discuss.
- Each group must create three silent slideshow pictures/portraits to tell the story of Anne Frank.
- When the 7 minutes are up, have each group perform for the class their slideshow.
- Have students in the audience guess the characters and moments each group chose to represent.

Encourage students to think outside the box and experiment with body positions and levels in the performance space. Help students make sure each portrait is clear to their audience.

Theatre Review 10-15 minutes

Materials Needed: 'Theatre Review' worksheet and a pencil

Have students write a theatre review of the Metropolis production of The Diary of Anne Frank.

- Have students sit at their desk.
- Have students pretend they are reporters.
- Their job is to write a theatre review article for the play, The Diary of Anne Frank.
- Give students 'Theatre Review' worksheet.
- Let students write.

Tell students to write a theatre review for The Diary of Anne Frank. Tell them to critique and describe the performance, company, and theatre space. Encourage students to use the theatre terms they have learned. Have a class discussion or have individuals share their reviews with the class.

Post Show Anne Frank Lesson Plan

Grades 7-9

Total Time: 40-50 minutes

Objective: In this lesson plan, students will learn basic theatre skills such as body movement, projection, energy, ensemble building, characterization and scene work. The Journal Writing assignment will help students articulate Anne's character and share their knowledge of historical events surrounding the book and play. Using *The Diary of Anne Frank* as common ground, students will work as an ensemble to achieve common goals through theatre games and scene work.

Big Booty 5-10 minutes

Big Booty is a great game to get the students concentrated and focused on the task at hand. It requires great listening and rhyme skills. It also loosens the students up to play the next game and work as a team to keep the rhyme.

- Have all students get in a circle in the centre of the room. .
- One player, the teacher is Big Booty.
- The students, going clockwise, are numbered: 1, 2, 3 and so on.
- Big Booty establishes a 4-beat rhythm, saying Big Booty, Big Booty, Big Booty (followed by a rest) - repeat this until everyone got the rhythm.
- The game then goes as follows: Big Booty passes the buck to someone else, saying "Big Booty to 7" (this takes 2 beats, one for saying `Big Booty` and one for saying `to 7`).
- Number 7 then passes in 2 beats to, say number 2, saying `7 to 2`.
- It then continues until someone makes a mistake: if and when that happens everyone says (in 2 beats) `Oh Yeah` after which we repeat Big Booty Big Booty Big Booty (+ rest on 4th beat), twice.
- After that, the player that made the mistake becomes Big Booty, and everyone`s number changes.
- New Big Booty starts the game again.

Family Portraits 20-25 minutes

The game Family Portraits helps students use levels on stage, promote eye contact between other players and create relationships among their peers. Characterization is learned and expressed in a physical and visual form. Students must have knowledge of the book's characters and themes to participate fully.

- Separate students in groups of 5 students each.
- Ask students if they have taken a family portrait before.
- Tell Students to create frozen family portraits using body movement, levels and expression.
- Tell students photos are silent and there should be no talking.
- Announce the family the students will create, count to three and pantomime taking a photo of each group's family photo.

When announcing the type of family portrait the students will create start with general families and move to more difficult themes, ultimately creating the Frank Family.

Examples of general families: Olympic Family, Monkey Family, Doctor Family, Dog Family, Candy Family...etc

Portraits of the Frank Family: Anne Family, Margot Family, Otto Family, Edith Family, Peter Family, Frank Family before Hitler, Frank Family restricted, Frank Family in hiding, Frank Family arrested.

Journal Writing 15-20 minutes

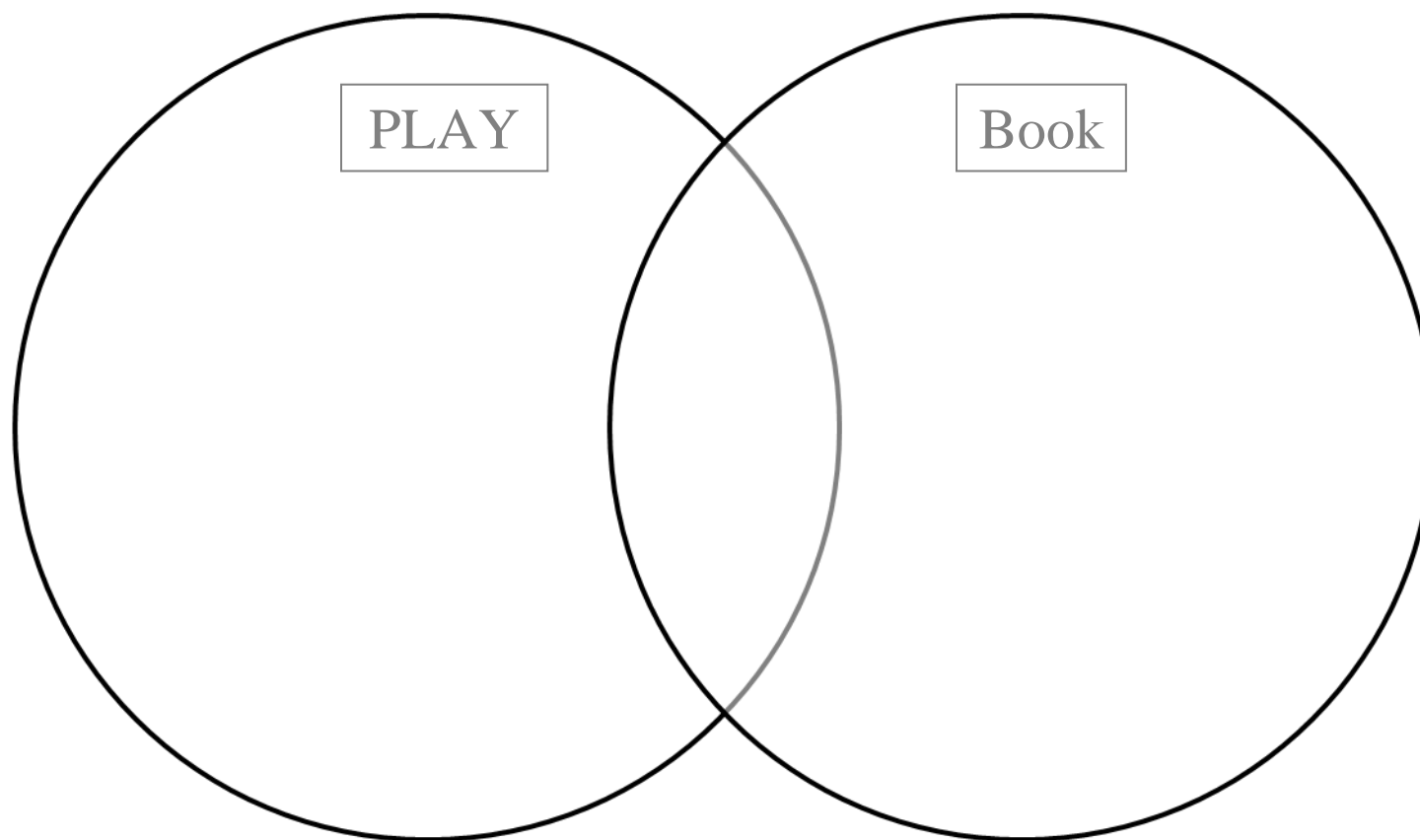
Materials Needed: 'Diary Entry' worksheet and a pencil

Have students write journal entries as if they are Anne Frank. Encourage the students to not copy the book, but write what Anne Frank wanted to say, but never had the chance.

- Have students sit at their desk.
- Have students close their eyes and imagine what it would be like to be Anne in the annex.
- Give students the 'Diary Entry' worksheet and let students write.

Let students write as much as they can. Encourage students to get into the mind of Anne and use history as their guide. Have select individuals share their diary entries with the class.

The Diary of Anne Frank



Use the venn diagram to list the differences and similarities between the play and the book, *The Diary of Anne Frank*.

Dear Diary,

Anne Frank Student Activity Worksheet

Word Search:

- Where was Anne born?
- What does Anne receive for her thirteenth birthday?
- What does Anne call her diary?
- What does Anne want to be when she grows up?
- Who is Margot in relation to Anne?
- *How old was Anne when the Second World War began?*
- What group are the Franks hiding from?
- The name of the German secret police?
- Who is the secretary who helped to hide the Franks?
- How many people lived in the annex?

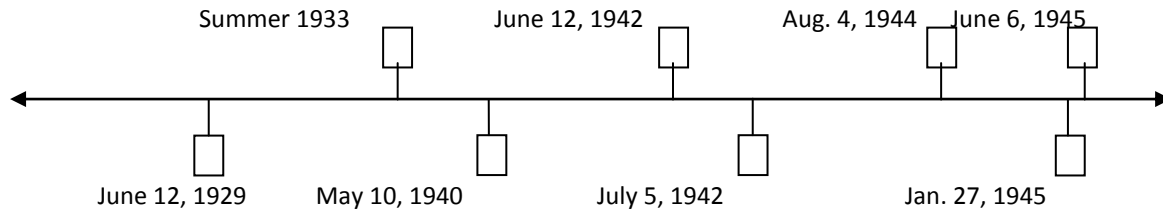


Fill in the Blank:

WORD BANK	
Annelies Marie	Star of David
Otto and Edith	Father
German	Diary
D-Day	

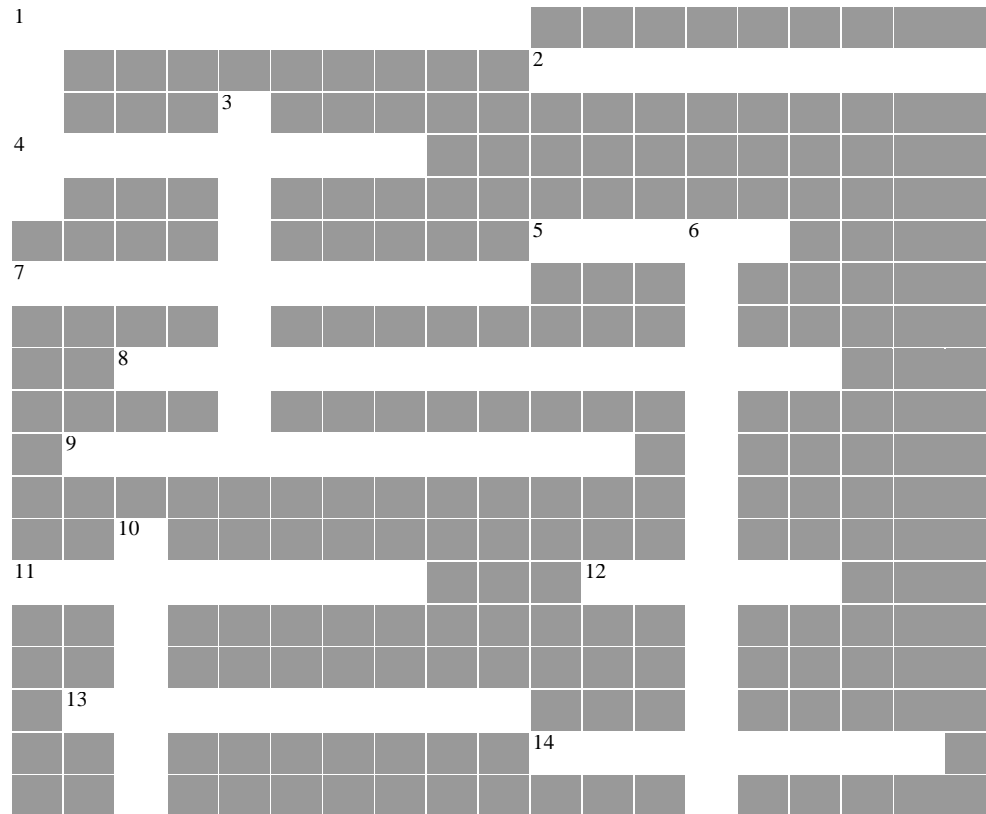
1. Everybody called her 'Anne'. Her real name was _____ Frank.
2. _____ and _____ were the names of Anne's parents.
3. Anne's father was an officer in the _____ army during the First World War.
4. The symbol the Jews were required to wear during the Nazi occupation was the ____ of _____.
5. Anne's _____ survived the Holocaust.
6. Anne's father published Anne's _____ to give people hope and support.
7. The day the Allied troops landed in France is called ___-Day.

Match the Event on the Timeline (place the number inside the box next to the date)



2 Anne born in Frankfurt, Germany	1 Anne receives a diary for her 13th birthday
4 Hilter becomes Chancellor of Germany	6 Germany invades Netherlands
5 Margot receives must go to a labor camp residents and the family goes into hiding.	7 The secret annex is discovered and the are arrested.
8 D-day! The allies invade Western Europe	3 Otto Frank is liberated by the Russian

Theatre Terms Crossword Puzzle

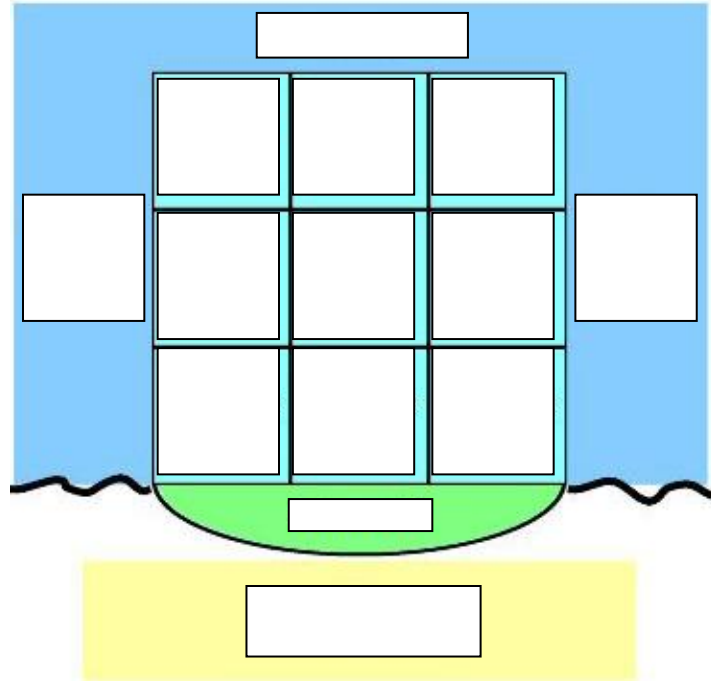


ACROSS

1. The area within the performance space where the actor moves in full view of the audience.
2. The part of the stage nearest to the audience.
4. A motion near the closest side of the stage from the middle.
5. Furnishings, set dressings, and any other item large and small which can't be as any scenery, electrical, or wardrobe.
7. The audience's point of view when looking at a stage from the left.
8. A full rehearsal, with everything brought together.
9. Taking a bow in front of the audience at the end of a show.
11. Arranging moves to be made by the
12. The auditorium where the audience sits.
13. The part of the stage and theater which is out of the sight of the audience.
14. Shut down of stage lighting.

DOWN

1. Section of the stage floor which projects towards or into the auditorium.
3. The audience's point of view when looking at a stage from the right.
6. : An opening in a wall that stands between a stage and an auditorium in some theaters; the frame through which the audience sees a play.
10. The cast, crew and other staff



Label the Stage

Up Stage Center
Up Stage Left
Up Stage Right

Center Stage
Center Left
Center Right
Audience

Down Stage Center
Down Stage Left
Down Stage Right
Orchestra Pit/Apron

Off Stage Left/Wing
Off Stage Right/Wing
Back Stage

Jobs in the Theatre Word Scramble

This person has the ultimate responsibility for the interpretation of the script, control of the actors and supporting production team.	RICOEDRT	-----
A theatrical performer who acts in a dramatic production	ROTAC	-----
The designer, who creates the dance elements and arrangements for a show.	PHHCREAORORGE	-----
The member of the production team responsible for the smooth running of a performance.	EAERGMANSST	-----
The member of the production team responsible for costuming the actors in the show.	RSMCOEUT	-----
All those who work on a show backstage.	CWER	-----

Anne Frank Teacher Worksheet Answer Key

Word Search:

- Where was Anne born? **Germany**
 What does Anne receive for her thirteenth birthday? **Diary**
 What does Anne call her diary? **Kitty**
 What does Anne want to be when she grows up? **Writer**
 Who is Margot in relation to Anne? **Sister**
How old was Anne when the Second World War began? **Ten**
 What group are the Franks hiding from? **Nazis**
 The name of the German secret police? **Gestapo**
 Who is the secretary who helped to hide the Franks? **Bep**
 How many people lived in the annex? **Eight**

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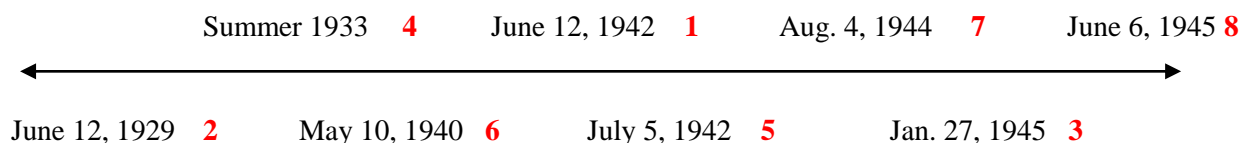
+ + + + + + + + + + D + + G +
+ O + + + + + + + + + I E + N
+ P + + + + W + + + + R A A +
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```

(Over, Down, Direction) BEP (10, 11, S) DIARY (11, 1, SE) EIGHT (7, 4, SW) GERMANY (14, 1, SW) GESTAPO (2, 8, N) KITTY (5, 14, W) NAZIS (15, 2, SW) SISTER (5, 9, SE) TEN (4, 8, NE) WRITER (7, 3, SE)
--

Fill in the Blank:

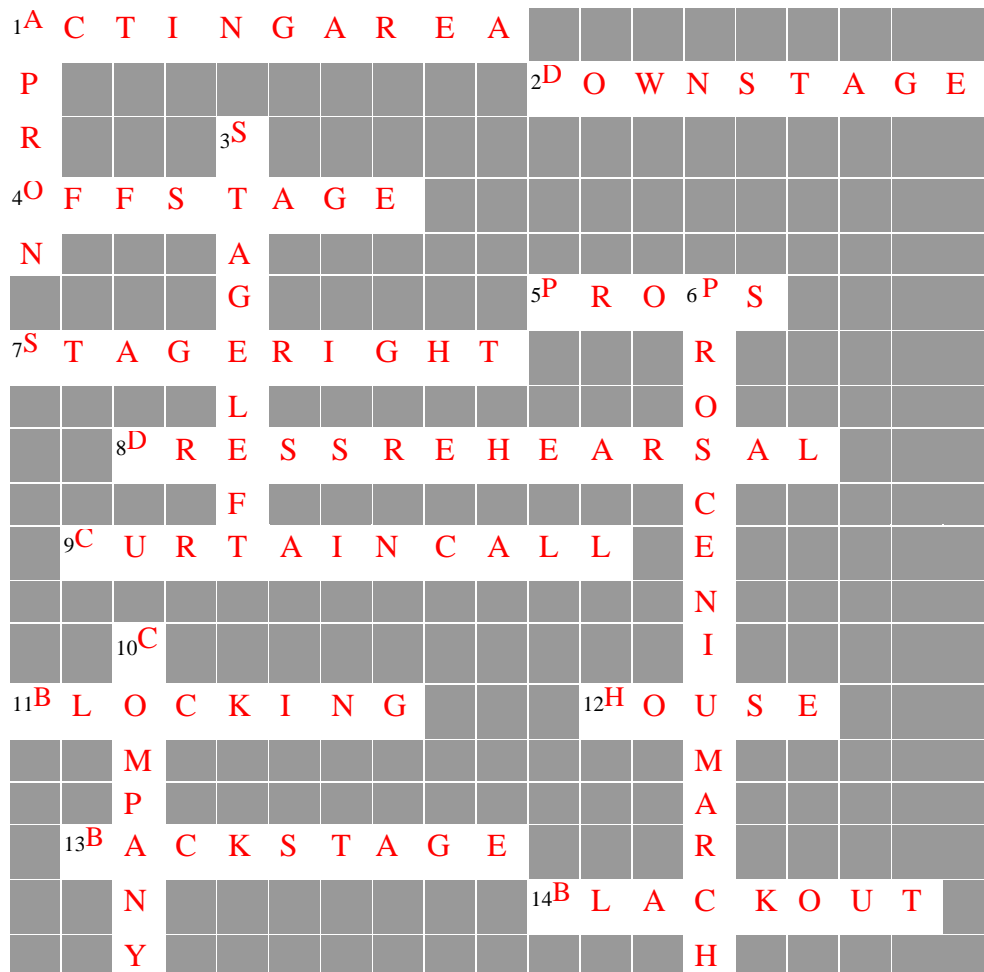
- Everybody called her ‘Anne’. Her real name was **Annelies Marie** Frank.
- **Otto** and **Edith** were the names of Anne’s parents.
- Anne’s father was an officer in the **German** army during the First World War.
- The symbol the Jews were required to wear during the Nazi occupation was the **Star of David**.
- Anne’s **Father** survived the Holocaust.
- Anne’s father published Anne’s **Diary** to give people hope and support.
- The day the Allied troops landed in France is called **D-Day**.

Match the Events on the Timeline:



2 Anne born in Frankfurt, Germany	1 Anne receives a diary for her 13th birthday
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5 Margot receives must go to a labor camp residents and the family goes into hiding.	7 The secret annex is discovered and the are arrested.
8 D-day! The allies invade Western Europe	3 Otto Frank is liberated by the Russian

Theatre Terms Crossword Puzzle



ACROSS

1. The area within the performance space where the actor moves in full view of the audience. **Acting Area**
2. The part of the stage nearest to the audience. **Downstage**
4. A motion near the closest side of the stage from the middle. **Offstage**
5. Furnishings, set dressings, and any other item large and small which can't be as any scenery, electrical, or wardrobe. **Props**
7. The audience's point of view when looking at a stage from the left. **Stage Right**
8. A full rehearsal, with everything brought together. **Dress Rehearsal**
9. Taking a bow in front of the audience at the end of a show. **Curtain Call**
11. Arranging moves to be made by the actors. **Blocking**

12. The auditorium where the audience sits. **House**

13. The part of the stage and theater which is out of the sight of the audience. **Backstage**

14. Shut down of stage lighting. **Blackout**

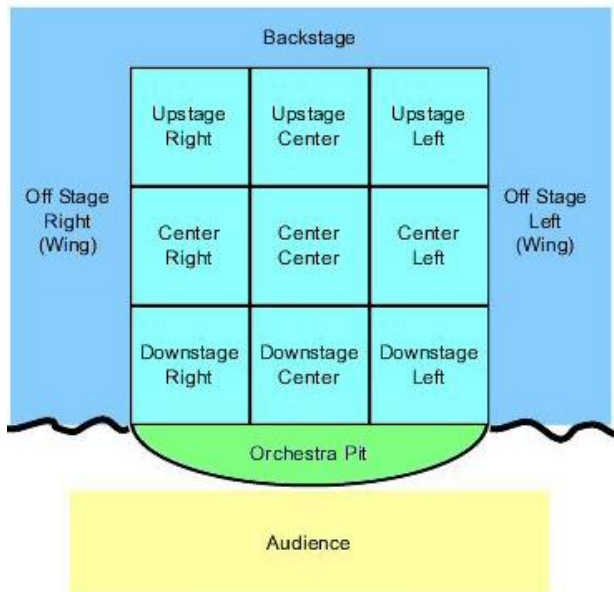
DOWN

1. Section of the stage floor which projects towards or into the auditorium. **Apron**

3. The audience's point of view when looking at a stage from the right. **Stage Left**

6. An opening in a wall that stands between a stage and an auditorium in some theaters; the frame through which the audience sees a play. **Proscenium Arch**
10. The cast, crew and other staff associated with a show. **Company**

Label the Stage



Jobs in the Theatre Word Scramble

This person has the ultimate responsibility for the interpretation of the script, control of the actors and supporting production team.	RICOEDRT	Director
A theatrical performer who acts in a dramatic production	ROTAC	Actor
The designer, who creates the dance elements and arrangements for a show.	PHHCREAORORGE	Choreographer
The member of the production team responsible for the smooth running of a performance.	EAERGMAANSGT	Stage Manager
The member of the production team responsible for costuming the actors in the show.	RSMCOEUT	Costumer
All those who work on a show backstage.	CWER	Crew

PART IV: The Preparation Experience

Planning your Trip to Metropolis

The following information will help you on the day of your trip to the Metropolis. Location, public transportation and parking information is briefly described. The Metropolis policies, accessibility and brief history are also included.

Location

Metropolis is located in the heart of Chicago's northwest suburbs in downtown Arlington Heights at the intersection of Campbell Street and Vail Avenue (111 W. Campbell). Get driving directions on the Metropolis website.

From the City

Take 90/94 west to Arlington Heights Road. Exit there and turn right. Head north on Arlington Heights Road. In Downtown Arlington Heights, turn left onto Sigwalt Street and drive three blocks. The parking garage is on the corner of Sigwalt and Vail streets.

From Highway 53

From either North or South, exit onto Euclid Ave headed East. Turn right onto Northwest Highway and go to Vail Street (right across from Downtown Arlington Heights). Turn right onto Vail street, cross the train tracks. Metropolis and the parking garage are located at the corner of Vail and Campbell Streets.

Public Transportation

We're two blocks south of the Arlington Heights Station on the Union Pacific Northwest Metra Line. Board the train at Ogilvie Transportation Center or any station along the Union Pacific Northwest line and ride to the Arlington Heights Station. Walk 2 blocks south to Campbell Street.

Parking

Free parking is available on the street and in the garage behind the theatre. There are two entrances to the garage, one on Vail Avenue and one on Highland Avenue, each between Sigwalt & Campbell Streets.

On weekdays, level 1 offers free 3-hour parking from 5 a.m. - 6 p.m. and unlimited from 6 p.m. - 2 a.m. Level 5 offers daily fee parking from 5 a.m. - Noon and free parking from Noon - 2 a.m.

Weekend parking is free from 5 a.m. - 2 a.m. on level 1 and 5.

Metropolis is not responsible for parking tickets.

Accessibility

Wheelchair-accessible seating is available - mention it to the box office at the time of ticket purchase.

Metropolis Policies

Seating begins 30 minutes prior to curtain time.

Latecomers will be seated at the discretion of the management. Please arrive on time to avoid distracting the performers on stage and other audience members.

Recording devices of any kind (including but not limited to video recorders, cameras, or sound recorders) are not allowed in the theatre. To record any portion of a performance without the written permission of the management is prohibited by law.

During the performance, make sure all cell phones, pagers, and alarms are turned off.

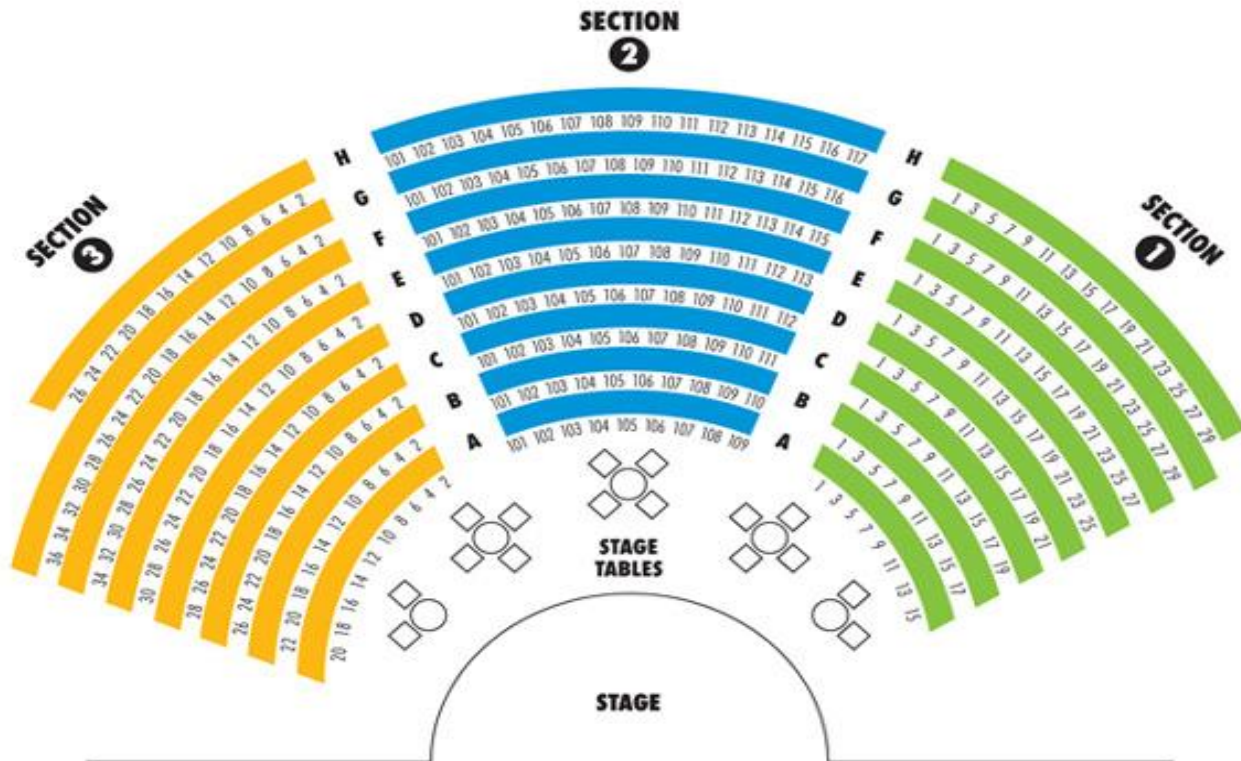
Strollers and walkers must be stored during the performances. Please see House Management for assistance.

Children under the age of 2 may sit on an adult's lap during a performance.

Please respect your fellow audience members and the performers by not talking during the performance.

All ticket sales are final. No refunds or exchanges.

Seating Chart



Stage tables available for select performances only.

The Metropolis at a Glance

The Metropolis Performing Arts Centre

Top 9th Ranking: Metropolis Performing Arts Centre is ranked 10th among the list of the largest professional theatres in the Chicago area, according to The League of Chicago Theatres. The list included the Ford Center for the Performing Arts, Cadillac Palace Theatre, Auditorium Theatre, Chicago Shakespeare Theater, Steppenwolf Theatre Company, Goodman Theatre, The Second City Theatre, Shubert Theater and Paramount Theater.

Facility: Metropolis opened its doors in April of 2000. Metropolis is a nonprofit, 501(c)(3) organization, located at 111 West Campbell Street in the heart of downtown Arlington Heights. The Theater is part of a \$22 million state-of-the-art facility that includes a 309 seat theatre, a bar, two restaurants, banquet facility, offices and free parking. There are multiple restaurants and retail shops within a few blocks of the facility. It is situated one and one half blocks from the Metra train stop.

Programming: Metropolis Performing Arts Centre is ranked the 10th-most attended professional theatre in the Chicago area, according to The League of Chicago Theatres. In the 07/08 season the Theater hosted over 80,000 patrons attending one of over 400 performances of 50+ individual productions ranging from musical theatre, plays, live jazz, vocal and symphonic music, dance, family programming, The Second City and professional regional children's theatre.

Metropolis Education Department

The Metropolis Department of Education is dedicated to providing children and adults with the opportunity to grow as individuals, artists and members of the community through the development of imagination, theatrical skills and self-esteem.

Through entertaining camps, classes, children's productions, workshops and special events, the Department of Education teaches and nurtures the entire person. The Department of Education also encourages ethically-minded behavior by promoting mutual and self-respect and by exposing children to diversity, critical thinking and problem-solving opportunities in literature, real-life situations and relationships with their classmates.

Metropolis Outreach Program

In 2007, Metropolis formally organized the Metropolis Outreach program to better serve the surrounding community and bridge access to Metropolis Performing Arts Centre for students and community members.

Through residencies and workshops, Metropolis Outreach program seeks to provide top quality performing arts education through in- and after-school programming and throughout the community that facilitates a cultural dialogue, connects communities and presents opportunities for the as part of the everyday experience.

Through our diligence to this mission and through our partnerships with participating schools and parks, we intend to make the arts meaningful, accessible and a contribution to the overall development of the individual.

The Metropolis Outreach program presents 3 types of partnering programs:

1. Metropolis Arts Collaborator: A 4 – 11 week partnership, in- or after-school
2. Metropolis Arts Partnership: 12 weeks to a year-long partnership, in-or after-school
3. One Day Workshops: Discipline and focus can vary

Stories in Action shows and companion workshops provided by the Outreach program help students gain a greater understanding of the play they are studying and the theatre experience as a whole through personal interaction with professionals involved with the production at Metropolis.

Metropolis encourages collaboration and reciprocity in its programs. It is the goal of the Metropolis Outreach program to present meaningful and accessible performing arts opportunities that contribute to the overall development of the individual.

Metropolis Performing Arts Centre
111 West Campbell Street
Arlington Heights, IL 60005
MetropolisArts.com

Education: 847.577.5982 X221
Outreach: 847.577.5982 X230
Group Discounts: 847.577.5982 X241
Box Office: 847.577.2121

Comments

Please fill out the attached comment form and return it to Metropolis. We are always trying to make our shows and educational material better and your comments can help us do that. Thank you for attending *The Diary of Anne Frank* and please come back again soon!

Resources

New York, NY: The Anne Frank Center USA. On-line.

Available from Internet, <http://www.annefrank.com>, accessed July 2008.

Amsterdam, Netherlands: The Anne Frank House. On-line.

Available from Internet, <http://www.annefrank.org>, accessed July 2008.

Washington, DC: United States Holocaust Museum. On-line.

Available from Internet, <http://www.ushmm.org>, accessed July 2008.

Frank, Anne, and Otto H. Frank and Mirjam Pressler. 1996. *Anne Frank, The Diary of a Young Girl*. Definitive Edition, ed. New York: Doubleday.

Bachrach, Susan. 1994. *Tell Them We Remember: The Story of the Holocaust*. Little Brown.

Student Review of *The Diary of Anne Frank*

By: _____ School/Teacher: _____

I give this play (circle the number of stars): ★ ★ ★ ★ ★

My favorite part of the play was

I liked this part of the play because

My favorite character was _____

He/she was my favorite because

Overall comments

Student Review of *The Diary of Anne Frank*

By: _____ School/Teacher: _____

I give this play (circle the number of stars): ★ ★ ★ ★ ★

My favorite part of the play was

I liked this part of the play because

My favorite character was _____

He/she was my favorite because

Overall comments

Teacher Comment Form

Teacher name _____

School _____ Address _____

Phone Number: _____ Grade Level _____ Number of Students _____

On a scale of 1 to 10 (ten being the best), rate the study guide for *The Diary of Anne Frank*?

1 2 3 4 5 6 7 8 9 10

On a scale of 1 to 10 (ten being the best), rate the performance of *The Diary of Anne Frank*?

1 2 3 4 5 6 7 8 9 10

What were some words your students used to describe the play?

Would you want to bring your students to another performance at Metropolis? YES NO

Why or why not?

Which activities in the study guide were most beneficial to your students?

How did your students benefit from these activities? (if possible, please give specific examples)

What could we do to improve the study guide or our performances?

Are there any other books you would like to see Metropolis adapt?

Additional Comments:
