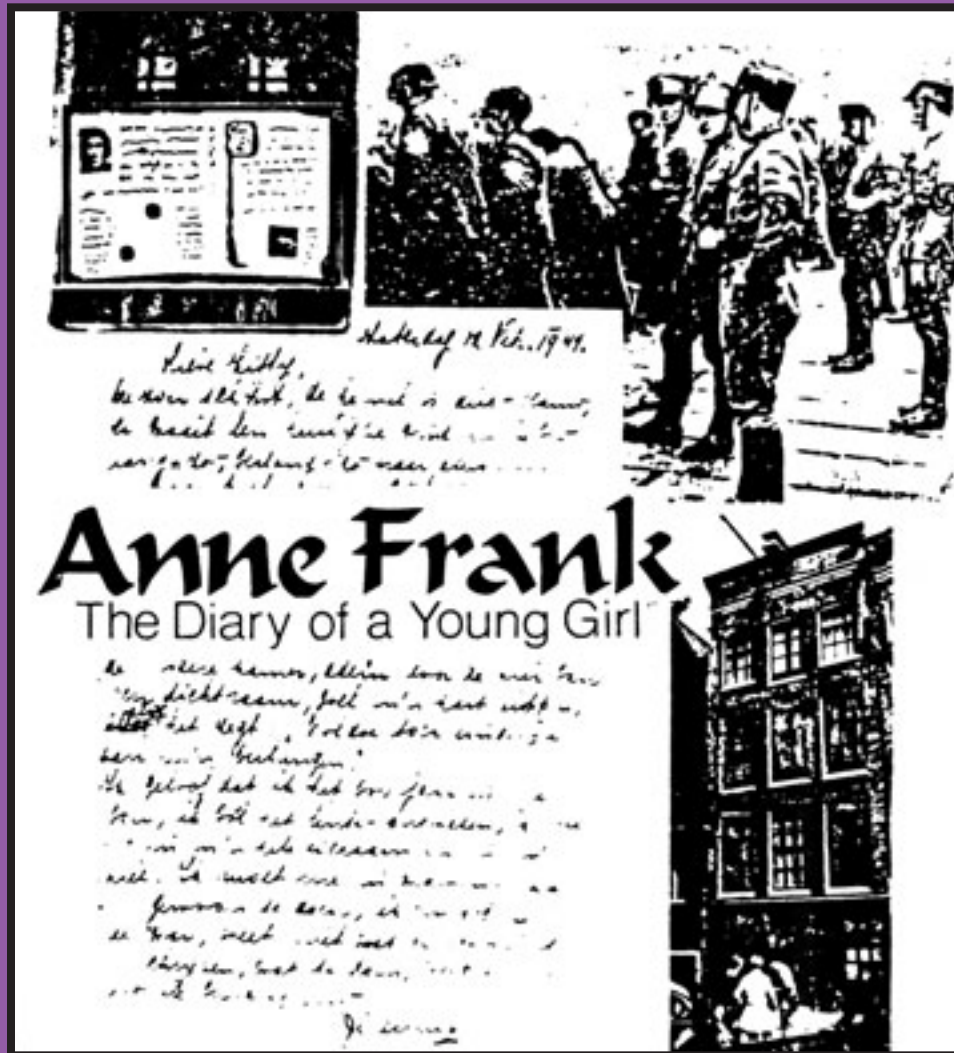


# Novel·Ties



## A Study Guide

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### LEARNING LINKS

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## For the Teacher

This reproducible study guide to use in conjunction with *Anne Frank: The Diary of a Young Girl* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES

1. Read the Background Information on page two of this study guide and do some additional research on the Holocaust. Learn how German anti-Semitism contributed to the rise of Hitler and the Nazi Party, eventually spreading its policies of Jewish extermination to other European nations. Also, learn how Hitler's policies affected Jews and non-Jews in Holland.
2. Create a time-line of major events which occurred in the world during World War II (1939–1945). As you read Anne's diary, refer to the time-line to see what is taking place in the world while Anne and her family are in hiding.
3. Consider how political events often shape the lives of ordinary citizens. What places in the world today have civilian populations suffering due to their government's policies? Has there been any political event or government action that has affected your own life or the lives of others you know?
4. Do some research on conditions of life in Germany as the Nazi party gained power. Try to understand why some Jewish people decided to remain in their homeland and go into hiding rather than try to emigrate. Imagine that you and your family were faced with a hostile government and had to weigh the challenges of leaving your homeland against the dangers of remaining. What do you think you would choose to do?
5. Some people in Nazi-controlled countries, particularly Holland, showed great courage by offering shelter and thus risking their own lives to save people persecuted by Hitler. Contrast them to those in the population who ignored the evidence of large-scale persecution. Faced with a similar dilemma, do you think you would come to the aid of others at the risk of your own life?
6. Keep a reading journal as you complete each segment of the book. In your journal, record your own reactions to what you have read and your feelings about the characters. The journal should also include any predictions or conclusions you may draw about the events described.
7. Before you read the actual diary pages that comprise this book, read the introductory pages which include information on its first publication in 1947 and the Introduction itself, written by Eleanor Roosevelt. This will establish the context in which this extraordinary book was written.

**JUNE 14, 1942 – DECEMBER 22, 1942**

**Vocabulary:** Draw a line from each word on the left to its correct definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |   |
|----------------|---|
| 1. melancholy  | a. person with extreme zeal or enthusiasm           |
| 2. devour      | b. stubborn   |
| 3. fanatic     | c. more than is required; excessive                 |
| 4. superfluous | d. gloomy state of mind                             |
| 5. somber      | e. of very little importance; insignificant         |
| 6. trivial     | f. eat hungrily                                     |
| 7. obstinate   | g. dismal or dull as in color                       |
| 8. optimism    | h. tendency to look on the favorable side of events |

.....

1. Wearing stylish clothing seemed like a(n) \_\_\_\_\_ matter when war was raging all around us.
2. After being starved at the hands of an unkind master, we watched the dog \_\_\_\_\_ its food.
3. In many cultures people dress in \_\_\_\_\_ colors to attend a funeral.
4. He became such a religious \_\_\_\_\_ that he spent most of his waking hours in prayer, neglecting his work and family.
5. A mood of \_\_\_\_\_ spread over the entire family when they realized that this was their last reunion until after the war.
6. Despite our pleas, the \_\_\_\_\_ child refused to heed our warnings about crossing the busy intersection carefully.
7. Sugar is \_\_\_\_\_ in the already-sweetened iced tea.
8. The girl's \_\_\_\_\_ was contagious, making us all laugh and joke even while enemy guns were heard in the distance.