

Guide for Teachers Using the Alternate Version of the Anne Frank Play

8th Grade Unit 2, Encountering Evil: *Night*

There are multiple versions of the play, *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett. The lessons in the Fishtank curriculum refer to the version of the play adapted by Wendy Kesselman in the 1990s (ISBN-13: 978-0822217183), which is linked as a core text in the materials section. This version of the play can be purchased [here](#) but is not available from most booksellers. Fishtank will be updating this unit for the 24-25 school year to focus on the [original version](#) of the play (ISBN 13: 978-1607969341), which is more widely available. In the meantime, we have provided some guidance on how to modify Fishtank lessons for teachers who are already using the more widely available version of the play.

Keep in mind:

- Some focus vocabulary words may not appear in both versions of the play
- Lesson supports may not be applicable to both versions of the play
- Page numbers cited in Close Read Questions and Target Tasks will generally not align and should be changed to accurately reflect the version students are using
- Homework/comprehension questions may not align

Lessons

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Lesson 2

If you are using the alternate version of the play, this lesson focuses on the section ending at PETER: "Maybe it's different for a girl."

Additional instructions if you are using the alternate version of the play to teach this lesson:

- Skip the Close Read Question:
 - How do Margo and Mrs. Frank respond to the experience of moving into the Annex? Provide specific evidence from dialogue and stage directions on pages 10-11 to support your answer.

Lesson 3

If you are using the alternate version of the play:

- Begin this lesson at "*Mr. Frank comes into the main room.*"
- End at "MR. VAN DAAN: "Yeah! Yeah!""

Additional instructions if you are using the alternate version of the play to teach this lesson:

- Skip the Close Read Question:
 - "Read Anne's monologue that starts at the bottom of page 17. Anne uses figurative language to describe herself and her feelings. Find an example of figurative language and explain what it reveals about Anne's character."
- Change wording of the Close Read Question:
 - What does Mr. Kraler's request to have Mr. Dussel move into the Annex reveal about Mr. Van Daan? Select one additional character living in the Annex and explain what we learn about them as a result of this incident. Provide evidence from pages 25-26 to support your answer.
- Skip the Exit Ticket

Lesson 4

If you are using the alternate version of the play:

- Begin at "Mr. Frank hurries over as Mr. Kraler and Dussel come up."
- End at the end of Act 1.

Additional instructions if you are using the alternate version of the play to teach this lesson:

- Change the Target Task question to:
 - Why do you think the playwrights chose to use voiceover in different sections of the play? What is the impact of this choice on the audience?
- Change the wording of the first Close Read Question:
 - Reflect on the experience of reading Anne's diary entries from November 19-20, 1942, and the section of the play where the residents of the annex ask Mr. Dussel questions about the outside world. How do the structures of these two texts differ? What information do you get from each that you do not get from the other?
- Skip the second Close Read Question:
 - (How does the stage direction on page 28, "Mr. Dussel looks at Mr. Frank, then back at Anne, silent," develop the reader's understanding of characters beyond what is communicated through dialogue? Explain your thinking.)
- Change the wording of the final Close Read Question:
 - How does the use of "outside" sounds develop the reader's understanding of the setting? Carefully explain your thinking.

Lesson 5

If you are using the alternate version of the play:

- Begin at Act II
- End at "ANNE: I'm working on my French and am now reading *La Belle Nivernaise*."

Additional instructions if you are using the alternate version of the play to teach this lesson:

- Change the wording of the Target Task:
 - How does Anne's new relationship with Peter change her perspective? What specific lines of text reveal this change? Provide at least two pieces of evidence from today's reading to support your answer.
- Change the wording of the final Close Read Question:

- How does the scene where Peter brings Anne her cake propel the action of the play? Provide evidence and carefully explain your thinking.
- Skip the Exit Ticket

Lesson 6

If you are using the alternate version of the play:

- Begin at 'It is night, a few weeks later. Everyone is in bed.'
- End at end of play

Additional instructions if you are using the alternate version of the play to teach this lesson:

- Change the wording of the Target Task:
 - At the very end of the play, we hear Anne say in a voiceover, I still believe, in spite of everything, people are truly good at heart." What is Anne's tone in these lines? How does her tone contrast with the mood of the scene? Provide specific evidence from the text to support your answer.
- Skip the Close Read Question:
 - How does Anne's tone on page 57 contrast with the mood of the previous scene? What words and phrases develop the reader's understanding of Anne's tone?
- Change the wording of the third Close Read Question:
 - What is the mood of the scene in the attic while Peter and Anne are in Peter's room? How is the mood developed? Provide specific words and phrases from these pages that help develop the mood.
- Skip the final Close Read Question:
 - How do the playwrights use figurative language in Anne's voiceover on page 60 to develop tone and meaning? Support your answer with specific examples of figurative language from this passage and explain its meaning.