

AND THEN THEY CAME FOR ME

REMEMBERING THE WORLD OF ANNE FRANK

STUDY GUIDE



by James Still

directed by Addie Gorlin

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SchoolFest student matinees and the accompanying materials fulfill the following standard objectives:

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.CCRA.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.CCRA.RL.11-12.1-3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

COMMON CORE STATE STANDARDS *cont.*

CCSS.ELA-LITERACY.CCRA .RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist).

SOCIAL STUDIES STANDARDS

9.14 Describe the causes and consequences of WWII.

- Objective 9.14.4: Describe the impact of the Holocaust on the populations of Europe.

11.7 Additional content to be taught

- Explaining events and consequences of war crimes committed during WWII, including the Holocaust, Bataan Death March, and the Nuremberg Trials

NATIONAL CORE ARTS STANDARDS

TH.Re7.1 Perceive and analyze artistic work.

TH.Re8.1 Interpret intent and meaning in artistic work.

TH.Re9.1 Apply criteria to evaluate artistic work.

TH.Cn10.1 Synthesize and relate knowledge and personal experiences to make art.

TH.Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

PLOT

In 1933, Hitler is named Chancellor of Germany. In 1938, young Eva's life changes forever when the Nazis invade Austria. She escapes with her parents and brother Heinz to Amsterdam, where she soon befriends the bubbly and inviting Anne Frank. That same year, Ed Silverberg is sent from Germany to take refuge with his grandparents in Amsterdam. He, too, is charmed by Anne – until one day she simply disappears. *And Then They Came for Me: Remembering the World of Anne Frank* recounts the true stories of Eva Schloss, her brother Heinz, Ed Silverberg, and Anne Frank – four teenagers trying to grow up amidst the violence and persecution of the Nazi regime.

And Then They Came for Me is a multimedia play, featuring real videos of Eva Schloss and Ed Silverberg played amongst scenes performed by live actors.



Eva Schloss, Anne Frank, and Ed Silverberg in their youth

CHARACTERS

Young Ed: Friend of Anne Frank in Amsterdam, sometimes called “Hello”

Ed's Mother

Ed's Father

Hitler Youth: Nazi recruit since he was 7

Young Eva: Friend of Anne Frank in Amsterdam

Heinz: Eva's older brother

Mutti: Eva's mother

Pappy: Eva's father

Anne Frank: Befriends young Eva and Ed in Amsterdam, keeps a diary

SETTING

The story of *And Then They Came for Me: Remembering the World of Anne Frank* spans from 1938-1945. The action of the play moves between Germany; Austria; Amsterdam, Netherlands; Brussels, Belgium; and Auschwitz.

ABOUT JAMES STILL AND THE ASF FELLOWSHIP COMPANY

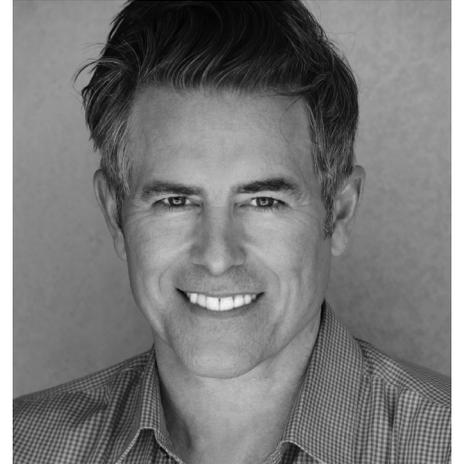
ABOUT JAMES STILL, PLAYWRIGHT

James Still is an internationally renowned American playwright. His plays have been produced throughout the U.S., as well as Europe, China, Australia, Japan, and South Africa. He has served as the playwright-in-residence at Indiana Repertory Theatre for the past 22 years. His work has been nominated for 4 Pulitzer Prizes, and his plays for young audiences have won 3 AATE Distinguished Play Awards.

His remarks on *And Then They Came for Me: Remembering the World of Anne Frank* are below.

“This is a play about questions. Some of the questions seem unspeakable. Admittedly, many of the questions are unanswerable. Even so, that doesn’t diminish the importance of asking the questions. Although there are many philosophies and passionate points of view within the field of Holocaust Education—please approach this as a play—not as a ‘Holocaust play’ but as a play about people who lived during the Holocaust. It is a subtle yet important distinction. This is not a ‘history play’—it is a play about families and their histories. I am a writer who vividly remembers reading Anne Frank’s diary the first time at the age of 12. Something stirred inside me—still stirred inside me years later as I worked on this project. I hope that as the years continue to faithfully mark all of the anniversaries connected to World War II—that audiences will remember Anne and Ed and Eva and their experiences as young people during the Holocaust. The only way that we will remember the Holocaust is if we hear from the people who were actually there. Then, I’m convinced, we’ll never be able to forget.”

— James Still



James Still, playwright

ABOUT THE FELLOWSHIP COMPANY

Every year, eight young actors spend a season training at ASF. Through rehearsals and workshops, they learn skills in areas like text work, voice, and stage combat to prepare them for work in professional theatres. All of the characters you will see in *And Then They Came for Me: Remembering the World of Anne Frank* are played by this season’s Acting Fellowship Company. In addition, the Acting Fellows will play leading roles in *A Midsummer Night’s Dream* and *The Cat in the Hat* and understudy for our larger mainstage productions. This spring, the Acting Fellows will be taking *A Midsummer Night’s Dream* on tour to middle and high schools all over Alabama.



This season’s Fellowship Company

THE MAKING OF AND THEN THEY CAME FOR ME: REMEMBERING THE WORLD OF ANNE FRANK



Eva Schloss, Holocaust survivor
and friend of Anne Frank

In the early 90s, George Street Playhouse and Young Audiences of New Jersey commissioned playwright James Still to write *And Then They Came for Me: Remembering the World of Anne Frank*. A Kansas-native, born years after the end of the war, he relied on books, documentaries, and visits to the Frank home in Amsterdam to shed light on the lives of four teenagers experiencing the Holocaust.

When Still eventually contacted survivors Eva Schloss and Ed Silverberg, they agreed to sit down with him for a series of interviews. At the time, Ed had not even shared his wartime experiences with his children. Throughout their time with James Still, they shared poignant memories of their friend Anne Frank and of their families' struggles to escape Nazi persecution. Much of the play is adapted from Still's first taped interviews with them. Still also incorporated video from later filmed interviews into his piece. The videos of Ed and Eva recounting their shared history play live on a screen, as actors recreate the scenes.

Today, Eva Schloss is a speaker, author, and humanitarian. She is the author of several autobiographies and a frequent visitor to schoolchildren to share her story. She continues to testify so that the horrific events of the Holocaust may never be forgotten. After the war, Ed Silverberg immigrated to the U.S. where he eventually raised a family and co-owned a manufacturing business. He passed away in 2015. Through this play, the memories of Ed and Eva live on.

Ed's remarks on the publication of *And Then They Came for Me: Remembering the World of Anne Frank* are included below.

"*And Then They Came for Me* has given me the opportunity, after fifty years of relative silence, to reflect on and to speak about my experience as a young boy during Hitler's Holocaust years. In 1942, at the age of 16, I befriended Anne Frank for a few short weeks before she and her family went into hiding. For me, she has come to represent the many school friends and childhood play mates who perished at the hands of the Nazis. It is my hope that the publication of this moving play will enable an ever-growing audience the world over to carry on the memory of Anne Frank. It is, after all, the next generation that must keep alive the knowledge of this dark episode in human history, so that it may never be repeated..."

— Edmond Silverberg

DISCUSSION QUESTIONS

PRE-SHOW QUESTIONS

1. This play focuses on characters living through the events of WWII and the Holocaust. What do you know about the Holocaust? Have you seen or read other books, plays, or films set in this time? Who are the historical figures you associate with it?
2. Before the script, James Still includes the bible verse, "Take heed...lest you forget the things which your eyes have seen, and...teach them to your children and to your children's children." -Deuteronomy 4:9. What does the inclusion of this verse tell you about Still's intentions in writing the play? What do you think he hopes audiences take away from watching the performance?

POST-SHOW QUESTIONS

1. Why do you think the playwright chose to have the interview videos played live onstage rather than have an actor reenact the words? How did the video element add to the production?
2. Anne Frank is famous for the diary she kept while in hiding from the Nazis. How do the perspectives and experiences of her friends add to her story? What are the similarities and differences between the lived experiences of Ed, Eva, and Anne?

CLASSROOM ACTIVITIES

1. At Your Desk: Like Anne Frank, Eva Schloss spent years hiding from the Nazis, unable to move about her home freely or go outside. Imagine you are in Eva's position. Write a diary entry of a day in your life. What do you do to fill the time? When you can talk to your family, what do you talk about? If you could leave, what would you do first?
2. On Your Feet: The play ends with the cast creating a memorial to the friends and family Eva and Ed lost in the Holocaust. In groups, create a memorial of your own for the more than 6 million Jews who perished at the hands of the Nazis. Research the names and stories of victims like Anne Frank. What words and images can you include to pay tribute to them? What do you hope the world remembers about them today? What can we do to keep an atrocity like the Holocaust from ever being repeated? In your group, present your memorial to the class. How did each group interpret their memorial?