

And Then They Came For Me: Remembering the World of Anne Frank

Preshow Workshop

Essential Question

What do we learn from firsthand accounts of the Holocaust?

Objectives

Students will...

Prepare for their student matinee experience at Alabama Shakespeare Festival

Analyze excerpts from Anne Frank's diary and consider what they tell us about her lived experience during the Holocaust

Consider the impact of firsthand accounts of the Holocaust

Brainstorm questions to bring to the SchoolFest student matinee

Materials

Video Guide: <https://youtu.be/p6m6lGqD8l4>

Power Point of diary excerpts

Post it notes/Flash Cards for responses and Exit Slips

Prologue:

- Prepare for the lesson by loading the video guide.
- Consider prefacing this lesson by working through the study guide at <https://asf.net/wp-content/uploads/2019/12/And-Then-They-Came-for-Me-Study-Guide-ASF.pdf> in class or for homework.

I. Intro to ASF, *And Then They Came For Me* (10 minutes)

- a. Teacher Aside: Depending on your school or classroom's relationship to ASF, you may want to amend the introduction to remind students of prior field trips, or provide more information about their first trip to the theatre.
- b. On _____, our class is taking a field trip to Alabama Shakespeare Festival in Montgomery, Alabama.
- c. Has anyone seen a show at ASF?
- d. ASF is the State Theatre of Alabama and one of the largest Shakespeare Festivals in the world. It opened in 1972, and moved to Montgomery, AL in 1985. Despite the name, Alabama Shakespeare produces more than just plays by Shakespeare; they produce contemporary plays, musicals, and new works.
- e. The play we are going to see is *And They Came For Me: Remembering the World of Anne Frank*.
- f. Let's watch a quick video about the production you'll see at ASF.
- g. [VIDEO GUIDE](#)

II. Remembering the Holocaust (10 minutes)

- a. As you saw in the video, *And Then They Came For Me* takes place during WWII and the Holocaust. What do you know about these historical events? Who were the major figures? How are these events remembered today?
- b. Teacher Aside: Use this as an opportunity to "take the temperature" of the room and assess how familiar your students are with the events and repercussions of WWII and the Holocaust. Write their responses on a white board or poster. After you've listed everyone's responses, you can unpack their answers, clarifying and expanding what they've come up with and dispelling any misconceptions they may have about this period in time and its long standing effects.

III. The Diary of Anne Frank (20 minutes)

- a. The play you will see at ASF centers around the stories of two childhood friends of Anne Frank. When Anne Frank was 13, her family went into hiding after her sister Margot received a "call up" to report to a German labor camp. Assisted by 6 of Otto Frank's non-Jewish friends and employees, the Frank family turned a small empty space above their business into a makeshift apartment. They lived in these cramped quarters along with the van Pel family and Fritz Pfeffer (a Jewish dentist referred to as Mr. Dussel in Anne's diary), totaling in all 8 people. For over two years, no one in this Secret Annex set foot outside. They received all their food, supplies, and information from their 6 helpers. While in hiding, Anne wrote about her daily experiences in a diary. In August of 1944 her family was discovered by the Gestapo – the secret police. They were transported to the Auschwitz-Birkenau Concentration Camp – only Anne's father, Otto Frank, survived. When Otto Frank returned to Amsterdam after the war, he published Anne's diary. It is now known all over the world as *The Diary of Anne Frank*.

- b. Teacher Aside: You can visit <https://www.annefrank.org/en/anne-frank/secret-annex/> to take students on a virtual tour of the Secret Annex.
- c. Today we'll look at some excerpts from that diary that span from before the Frank family moved into hiding in 1942 to the weeks before they were discovered in 1944.
- d. Teacher Aside: Go through the excerpts included in the PowerPoint one at a time. Prompt students to respond to the excerpts using the questions that follow each slide. Continue the conversation as needed with other questions or ideas students may have.
- e. Otto Frank chose to publish his daughter's diary posthumously (after she had died). Why do you think he made this choice? What do you think he was hoping to show the world by sharing Anne's inner thoughts and experiences from her time in hiding?
- f. What feeling does Anne's diary illicit in you? How do her words impact you as a young person close to Anne's own age living in 2020? On a sticky note, write down a word or phrase responding to Anne's diary excerpts. When you are done, stick it onto the board.
- g. Raise your hand. What words or phrases on the board stick out to you? Why do you think your classmates may have felt this way?

IV. **Firsthand Accounts** (5 minutes)

- a. As we saw in the video study guide, this play features video clips of interviews with Holocaust survivors Ed Silverberg and Eva Schloss. How do you think watching Ed and Eva speak about their experiences on screen will differ from reading Anne's account? Have you watched any other video interviews of Holocaust survivors? What are the differences between watching an account of a survivor remembering their experience decades after the war has ended and reading an account that was written in real time like Anne's diary?

V. **Theatre Etiquette and Exit Slips** (5 minutes)

- a. I want to talk about how we show respect in the theatre. What kinds of behaviors are expected of audience members at a theatre performance?
- b. Let's review the list of Behavioral Expectations from ASF: <https://asf.net/education/schoolfest/theatre-etiquette/>.
- c. After the show, we'll have a talkback - an opportunity to ask actors and crew members at ASF about the themes of the show. What questions would you like to ask at this talkback? Write them down on a post it or flashcard, and remember to bring your note to the performance.