

Name _____ Close reading

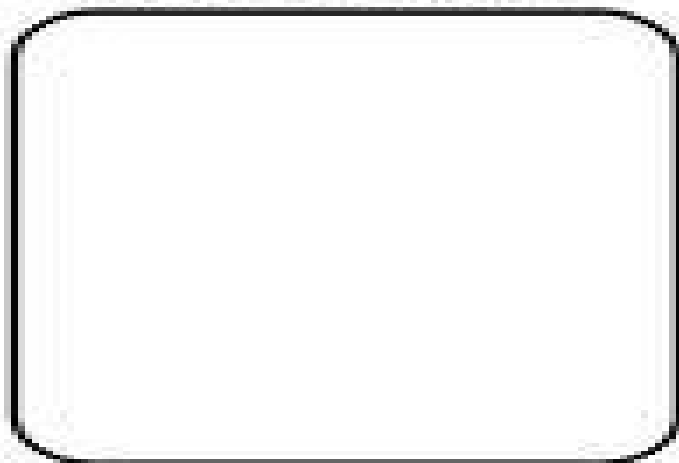
"Diary of Anne Frank" Act 2 Scene 2

Anne (looking up at one of the photographs). I remember when I got that . . . I won it. I bet Jopie that I could eat five ice-cream cones. We'd all been playing ping-pong . . . We used to have heavenly times . . . we'd finish up with ice cream at the Delphi, or the Oasis, where Jews were allowed . . . there'd always be a lot of boys . . . we'd laugh and joke . . . I'd like to go back to it for a few days or a week. But after that I know I'd be bored to death. I think more seriously about life now. I want to be a journalist . . . or something. I love to write. What do you want to do?

WHAT EFFECT HAS THE WAR/
HIDING HAD ON ANNE? WHAT DOES
SHE THINK OF HER "OLD LIFE?"

WHAT EFFECT IS THE WAR HAVING
ON HER PRE-WAR ATTITUDES?
WHAT IS SHE QUESTIONING?

Anne. I know almost for certain that Margot would never kiss anyone unless she was engaged to them. And I'm sure too that Mother never touched a man before Pim. But I don't know . . . things are so different now . . . What do you think? Do you think a girl shouldn't kiss anyone except if she's engaged or something? It's so hard to try to think what to do, when here we are with the whole world falling around our ears and you think . . . well . . . you don't know what's going to happen tomorrow and . . . What do you think?



The Diary Of Anne Frank Play Script

**Barbara Kishenblatt-Gimblett, Jeffrey
Shandler**



The Diary Of Anne Frank Play Script:

The Diary of Anne Frank Frances Goodrich, Albert Hackett, 1999-09 Theatre program **The Play of the Diary of Anne Frank** Frances Goodrich, Albert Hackett, 1995 Dramatisation of the events in the diary of Anne Frank The play tells the story of Anne Frank who went into hiding for two years with her family and friends before being discovered by the Nazis and sent to the concentration camp The book includes assignments about the characters and themes of the play Anne Frank & Me Cherie Bennett, Jeff Gottesfeld, 1997 In one moment Nicole Burns's life changes forever The sound of gunfire at an Anne Frank exhibit the panic the crowd and Nicole is no longer Nicole Whiplashed through time and space she wakes to find herself a privileged Jewish girl living in Nazi occupied Paris during World War II No more Internet diaries and boy troubles for Nicole now she's a carefree Jewish girl with wonderful friends and a charming boyfriend But when the Nazi death grip tightens over France Nicole is forced into hiding and begins a struggle for survival that brings her face to face with Anne Frank This is a powerful and affecting story KLIATT **Diary of Anne Frank - Play Version** Frances Goodrich, Hackett Goodrich, 1986-01 *The World of Anne Frank* Betty Merti, 1998 Make The Diary of Anne Frank personally compelling and instructive for your students This book brings the work to life by putting it in its historical context and providing relevant activities Each reading is supported by vocabulary comprehension discussion and writing activities Anne Frank Unbound Barbara Kishenblatt-Gimblett, Jeffrey Shandler, 2018-11-01 A brilliantly conceived and long overdue opening up or deconstruction of the Anne Frank story James Clifford Professor Emeritus History of Consciousness Department University of California As millions of people around the world who have read her diary attest Anne Frank the most familiar victim of the Holocaust has a remarkable place in contemporary memory Anne Frank Unbound looks beyond this young girl's words at the numerous ways people have engaged her life and writing Apart from officially sanctioned works and organizations there exists a prodigious amount of cultural production which encompasses literature art music film television blogs pedagogy scholarship religious ritual and comedy Created by both artists and amateurs these responses to Anne Frank range from veneration to irreverence Although at times they challenge conventional perceptions of her significance these works testify to the power of Anne Frank the writer and Anne Frank the cultural phenomenon as people worldwide forge their own connections with the diary and its author This collection of brilliant essays offers fascinating and unexpected insights into the significance of Anne Frank's iconic Holocaust era diary from many disciplinary perspectives in the arts and humanities Jan T Gross the Norman B Tomlinson Professor of War and Society Princeton University This volume is a major contribution to scholarship regarding Anne Frank's diary and its cultural influence Highly recommended Choice Engrossing The overall aim is to provide a greater understanding of the general and particular engagement with Anne Frank as a person a symbol an icon an inspiration and perhaps most polarizing as one victim not the victim of the Nazi holocaust Broadside The Diary of Anne Frank Frances Goodrich, 1964 **The Real Nick and Nora** David L. Goodrich, 2004-10 Frances Goodrich and Albert

Hackett wrote the screenplays for some of America's most treasured movies including *It's a Wonderful Life*, *The Thin Man*, *Easter Parade*, *Father of the Bride*, *Naughty Marietta*, and *Seven Brides for Seven Brothers*. Legendary films indeed, but writing both the play and screenplay for *The Diary of Anne Frank* was their crowning achievement. Controlled chaos best describes their writing method. They discussed a scene at length, sometimes acting it out. Afterwards, they each wrote a draft which they exchanged. Then Frances said began free criticism which sometimes erupted into screaming matches. Noisy and contentious, the method worked splendidly. Enormously successful and remarkably prolific, Goodrich and Hackett began their thirty-four year collaboration in 1928. Married after the first of their five plays became a hit, they were in many ways an unlikely pair. Frances, the privileged daughter of well-to-do parents, graduated from Vassar then played minor parts on Broadway. Albert's mother put him on stage at age five when his father died to help pay the bills, and he became a highly paid comedian. The Hacketts were known for their wit and high spirits and the pleasure of their Bel Air dinner parties. They waged memorable battles with their powerful bosses and were key activists in the stressful creation of the Screen Writers Guild. Once they had created Nick and Nora Charles, *The Thin Man*'s bright, charming, sophisticated lead couple, played memorably by William Powell and Myrna Loy, many people saw a strong resemblance, and the Hacketts acknowledged that they put themselves into Nick and Nora. *The Real Nick and Nora* is a dazzling assemblage of anecdotes featuring some of the most talented writers and the brightest lights of American stage and screen. The work was arduous, the parties luminous. On any given night, the guests singing and acting out scripts at a party might include F. Scott Fitzgerald and Sheila Graham, S. J. Perelman, Oscar Levant, Ogden Nash, Judy Garland, Abe Burrows, Hoagy Carmichael, Johnny Mercer, Ira Gershwin, George Burns, and Gracie Allen, Pat O'Brien, Dick Powell, and June Allyson, Dashiell Hammett, Lillian Hellman, James Cagney, and Dorothy Parker.

Silas Marner George Eliot, 1998 A dramatised version of George Eliot's *Silas Marner* Teaching Secondary English
Daniel Sheridan, 2013-03-07 This new edition of *Teaching Secondary English* is thoroughly revised but its purpose has not changed. Like the popular first edition, it balances content knowledge with methodology, theory with practice and problem posing with suggested solutions. The tone and format are inviting while addressing student readers on a professional level. Rather than attempting to cover everything, the text provides a framework and materials for teaching a secondary English methods course while allowing considerable choice for the instructor. The focus is on teaching literature, writing and language, the basics of the profession. Attention is given to the issues that arise as one seeks to explore what it means to teach English. The problems and tensions of becoming a teacher are discussed frankly in a manner that helps students figure out their own attitudes and solutions. Features:
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and in brief writing tasks in the applications and a longer writing assignment at the end of each chapter Addresses student readers directly without talking down to them New in the Second Edition This edition is shorter tighter and easier to use The opening and concluding chapters more directly address the concerns of new teachers The anthology is substantially updated of the 22 articles included 14 are new to this edition Each essay is preceded by a brief introduction and followed by questions for further thought There are fewer applications but these are more extensive and more fully integrated within the text A writing assignment is provided at the end of each chapter Interviews with college students before and after student teaching are included in Chapters 1 and 6 The bibliographies at the end of each chapter are fully updated

AQA GCSE Drama Joy Morton, Ron Price, Rob Thomson, 2001 Written for students taking the AQA GCSE drama specification this text aims to develop the skills knowledge and understanding students need to succeed in the course The book takes a hands on approach with activities and practice in both the written and practical elements of the exam

Selling the Holocaust Tim Cole, 2017-09-29 Cole shows us an Auschwitz land where tourists have become the ultimate ruberneckers passing by and gazing at someone else s tragedy He shows us a US Holocaust Museum that provides visitors with a virtual Holocaust experience

Anne Frank Hyman Aaron Enzer, Sandra Solotaroff-Enzer, 2000 A concise readable volume of the articles and memoirs most relevant for understanding the life death and legacy of Anne Frank

The Oxford Handbook of Holocaust Studies Peter Hayes, John K. Roth, 2012-11-22 Few scholarly fields have developed in recent decades as rapidly and vigorously as Holocaust Studies At the start of the twenty first century the persecution and murder perpetrated by the Nazi regime have become the subjects of an enormous literature in multiple academic disciplines and a touchstone of public and intellectual discourse in such diverse fields as politics ethics and religion Forward looking and multi disciplinary this handbook draws on the work of an international team of forty seven outstanding scholars The handbook is thematically divided into five broad sections Part One Enablers concentrates on the broad and necessary contextual conditions for the Holocaust Part Two Protagonists concentrates on the principal persons and groups involved in the Holocaust and attempts to disaggregate the conventional interpretive categories of perpetrator victim and bystander It examines the agency of the Nazi leaders and killers and of those involved in resisting and surviving the assault Part Three Settings concentrates on the particular places sites and physical circumstances where the actions of the Holocaust s protagonists and the forms of persecution were literally grounded Part Four Representations engages complex questions about how the Holocaust can and should be grasped and what meaning or lack of meaning might be attributed to events through historical analysis interpretation of texts artistic creation and criticism and philosophical and religious reflection Part Five Aftereffects explores the Holocaust s impact on politics and ethics education and religion national identities and international relations the prospects for genocide prevention and the defense of human rights

Lillian Hellman Dorothy Gallagher, 2014-01-28 Glamorous talented audacious Lillian Hellman knew everyone did everything had been everywhere By the age of twenty nine

she had written *The Children's Hour* the first of four hit Broadway plays and soon she was considered a member of America's first rank of dramatists a position she maintained for more than twenty five years Apart from her literary accomplishments eight original plays and three volumes of memoirs Hellman lived a rich life filled with notable friendships controversial political activity travel and love affairs most importantly with Dashiell Hammett But by the time she died the truth about her life and works had been called into question Scandals attached to her name having to do with sex with money and with her own veracity Dorothy Gallagher confronts the conundrum that was Lillian Hellman a woman with a capacity to inspire outrage as often as admiration Exploring Hellman's leftist politics her Jewish and Southern background and her famous testimony before the House Un American Activities Committee Gallagher also undertakes a new reading of Hellman's carefully crafted memoirs and plays in which she is both revealed and hidden Gallagher sorts through the facts and the myths arriving at a sharply drawn portrait of a woman who lived large to the end of her remarkable life and never backed down from a fight

Teaching and Studying the Holocaust Samuel Totten, Stephen Feinberg, 2009-11-01 Originally Published in 2000 by Allyn Ida E King Distinguished Visitor Professor of Holocaust Studies Richard Stockton College and Former Director of Research at the United States Holocaust Memorial Museum There are many scholars who are wont to criticize the teaching of the Holocaust Many journalists critique what they regard as kitsch or trendiness All critics of contemporary Holocaust education would do well to read this book One cannot fail to be impressed by the quality of its learning and the seriousness of its purpose It is a wonderful place for teachers to turn as they contemplate teaching the Holocaust an open invitation to learn more and teach more effectively Barry van Driel Coordinator International Teacher Education Anne Frank House Amsterdam Teaching and Studying the Holocaust is an invaluable resource for any teacher wanting to address the complex and sometimes overwhelming history of the Holocaust in the classroom The book offers a multitude of sensitive and responsible ways of dealing with the issue of the Holocaust It succeeds in showing teachers very clearly how the study of the Holocaust is not just a topic for history teachers but for teachers across the curriculum Dr Nili Keren Kibbutzim College of Education Tel Aviv Israel Teaching about the Shoah is one of the most complicated tasks for educators Indeed teaching and studying this history raises unprecedented questions concerning modern civilization and presents teachers and students with tremendous challenges Samuel Totten and Stephen Feinberg have created a volume that provides educators with essential information and new insights regarding the teaching of this history and in doing so they assist educators to face the aforementioned challenges head on Teaching and Studying the Holocaust does not make the task easier but it does make it possible Samuel Totten is currently professor of Curriculum and Instruction at the University of Arkansas Fayetteville Prior to entering academia he was an English and social studies teacher in Australia Israel California and at the U S House of Representatives Page School in Washington D C Totten is also editor of *Teaching Holocaust Literature* published by Allyn Bacon Stephen Feinberg is currently the Special Assistant for Education Programs in the

National Institute for Holocaust Education at the United States Holocaust Memorial Museum With Samuel Totten he was co editor of a special issue Teaching the Holocaust of Social Education the official journal of the National Council for the Social Studies For eighteen years he was a history and social studies teacher in the public schools of Wayland MA **The Diary of Anne Frank (play)** Frances Goodrich, Albert Hackett, 2012-03-18 The Diary of Anne Frank is a stage adaptation of the book The Diary of a Young Girl The play is a dramatization by Frances Goodrich and Albert Hackett The play received the Pulitzer Prize for Drama for Albert Hackett and Frances Goodrich Susan Strasberg won the 1956 Theatre World Award It also received the 1956 New York Drama Critics Circle award for best play Fuji Books edition of The Diary Of Anne Frank contains supplementary texts Selected anti war poems Selected poems about hope Selected quotes of Anne Frank [The Holocaust Film Sourcebook: Fiction](#) Caroline Joan Picart, 2004 A comprehensive filmography listing fictional narrative films in the first volume and documentary and propaganda films in the second The films listed alphabetically were produced in many different countries The work lists films made during World War II and after including Nazi films Each entry provides bibliographic information a summary of the story and a list of primary and secondary sources Each volume contains a few spotlight essays Partial contents **Holocaust** Deborah E. Lipstadt, 2016-07-21 Immediately after World War II there was little discussion of the Holocaust but today the word has grown into a potent political and moral symbol recognized by all In Holocaust An American Understanding renowned historian Deborah E Lipstadt explores this striking evolution in Holocaust consciousness revealing how a broad array of Americans from students in middle schools to presidents of the United States tried to make sense of this inexplicable disaster and how they came to use the Holocaust as a lens to interpret their own history Lipstadt weaves a powerful narrative that touches on events as varied as the civil rights movement Vietnam Stonewall and the women s movement as well as controversies over Bitburg the Rwandan genocide and the bombing of Kosovo Drawing upon extensive research on politics popular culture student protests religious debates and various strains of Zionist ideologies Lipstadt traces how the Holocaust became integral to the fabric of American life Even popular culture including such films as Dr Strangelove and such books as John Hershey s The Wall was influenced by and in turn influenced thinking about the Holocaust Equally important the book shows how Americans used the Holocaust to make sense of what was happening in the United States Many Americans saw the civil rights movement in light of Nazi oppression for example while others feared that American soldiers in Vietnam were destroying a people identified by the government as the enemy Lipstadt demonstrates that the Holocaust became not just a tragedy to be understood but also a tool for interpreting America and its place in the world Ultimately Holocaust An American Understanding tells us as much about America in the years since the end of World War II as it does about the Holocaust itself **The Hound of the Baskervilles** John O'Connor, 1999-06 Ideal for the English classroom and the Drama Studio The sophisticated themes and complex plots have been specifically designed to appeal to 11 16 year olds and have a language level accessible to all pupils

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