

PLAY GUIDE

THE DIARY OF  
*Anne Frank*

DRAMATIZED BY  
*Frances Goodrich*  
& *Albert Hackett*

ADAPTATION BY  
*Wendy Kesselman*

WHERE  
THERE'S  
HOPE,  
THERE'S LIFE.  
IT FILLS US  
WITH FRESH  
COURAGE  
AND MAKES  
US STRONG  
again.

2017



2018



About ATC .....	1
Introduction to the Play .....	2
Meet the Creators .....	2
Meet the Characters .....	3
Anne Frank’s Diary .....	6
Historical Context: Nazi Germany and World War II .....	7
Glossary .....	9
Discussion Questions & Activities .....	10

*The Diary of Anne Frank* Play Guide by Katherine Monberg, with contributions from ATC Learning & Education staff.

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## ABOUT ATC

Under new leadership, and now celebrating its 51<sup>st</sup> season, Arizona Theatre Company boasts the largest subscriber base of any performing arts organization in Arizona, with more than 130,000 people each year attending performances at the historic Temple of Music and Art in Tucson, and the elegant Herberger Theater Center in downtown Phoenix. Each season of carefully selected productions reflects the rich variety of world drama – from classic to contemporary plays, from musicals to new works – as audiences enjoy a rich emotional experience that can only be captured through the power of live theatre. Touching lives through the power of theatre, ATC is the preeminent professional theatre in the state of Arizona. Under the direction of Artistic Director David Ivers in partnership with Managing Director Billy Russo, ATC operates in two cities – unlike any other League of Resident Theatres (LORT) company in the country.

ATC shares the passion of the theatre through a wide array of outreach programs, educational opportunities, access initiatives, and community events. Through the schools and summer programs, ATC focuses on teaching Arizona’s youth about literacy, cultural development, performing arts, specialty techniques used onstage, and opens their minds to the creative power of dramatic literature. With approximately 450 Learning & Education activities annually, ATC reaches far beyond the metropolitan areas of Tucson and Phoenix, enriching the theatre learning experience for current and future audiences.

Mr. Ivers and Mr. Russo continue to work on strategic planning, creative thinking, and adventurous programming all aimed at serving the current mission:

**To inspire, engage and entertain - one moment, one production and one audience at a time.**

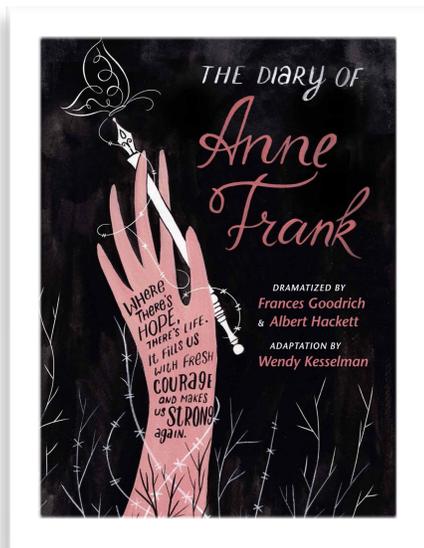


**The Temple of Music and Art**, the home of ATC shows in downtown Tucson.



**The Herberger Theater Center**, ATC's performance venue in downtown Phoenix.

## INTRODUCTION TO THE PLAY



Show art by Esser Design.

### THE DIARY OF ANNE FRANK

Dramatized by Frances Goodrich and Albert Hackett

Adaptation by Wendy Kesselman

Finding hope in the darkest corners. One of the most powerful stories of the 20th century, *The Diary of Anne Frank* captures the claustrophobic realities of eight people hiding from the Nazis in a concealed storage attic in war-torn Amsterdam. Anne's daily existence – her fears, her hopes, her laughter, her grief, and her family's desperate attempt to preserve humanity in an inhumane world – drive this transcendentally powerful true tale. Incorporating newly discovered writings from the diary of Anne Frank and survivor accounts to create an impassioned story of lives of Jews persecuted under Nazi rule, it is a story that continually lingers in our minds throughout the generations because of its optimism and intrinsic truth: the idea that no matter how dire the circumstances, faith in the good of people is what keeps the world in balance – even when all seems lost.

## MEET THE CREATORS



Frances Goodrich and Albert Hackett.

Frances Goodrich and Albert Hackett (Adaptors) are a husband-and-wife team who began their joint career as Broadway playwrights in the 1920s. The success of their comedy, *Up Pops the Devil*, brought them to Hollywood to work on the 1931 screen version. They went on to write some of the most popular films of the 1930s and 1940s, including *Easter Parade* (for which they won the Writers Guild of America Award); *The Thin Man* and its sequel, *After the Thin Man*; *Father of the Bride*; *Seven Brides for Seven Brothers* (all of which were nominated for Academy Awards for screenwriting); *In the Good Old Summertime*; *The Long, Long Trailer*; and *It's a Wonderful Life* (co-written with Frank Capra and Jo Swerling). *The Diary of Anne Frank* won them the 1956 Pulitzer Prize for Drama, the Tony Award® for Best Play, and the New York Drama Critics' Circle and Writers Guild of America awards. Goodrich died on January 29, 1984, and Hackett passed away on March 16, 1995.



Wendy Kesselman.

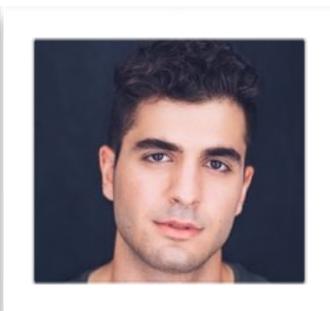
Wendy Kesselman (Adaptor) is the adaptor of the Tony-nominated *The Diary of Anne Frank*. Her plays include *The Executioner's Daughter*; *The Notebook*; *The Foggy Foggy Dew*; *The Last Bridge*; *I Love You, I Love You Not*; *Maggie Magalita: Merry-Go-Round*; *The Shell Collection*; *My Sister in This House, A Reimagined Version* (Deaf West Theatre); *The Graduation of Grace*; and *Spit*. She also wrote the book, music, and lyrics for *The Juniper Tree, A Tragic Household Tale*; *A Tale of Two Cities*; *Becca*; and *The Black Monk: A Chamber Musical*, which had its CD release in Fall 2015. Among other honors, she has received the Susan Smith Blackburn Prize; the AT&T Onstage Award; The New England Major Award for Outstanding Creative Achievement in the American Theatre; the first annual Playbill Award; the Roger L. Stevens Award; the Jane Chambers Playwriting Award; the Lecomte du Nouy Annual Award; Meet the Composer Grants; Guggenheim, McKnight and National Endowment for the Arts Fellowships; and a Writers Guild of America Award for her screen adaptation of John Knowles's *A Separate Peace*. Her other screenplays include *Sister My Sister* (adapted from *My Sister in This House*) and *I Love You, I Love You Not*.

## MEET THE CHARACTERS

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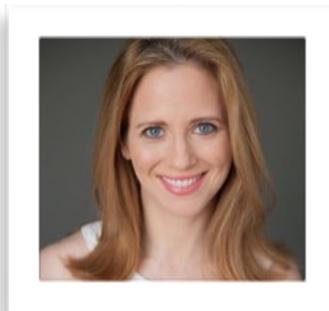
Performer Ann Arvia, who plays Mrs. Van Daan in ATC's production of *The Diary of Anne Frank*.



Performer Gus Cuddy, who plays Peter Van Daan in ATC's production of *The Diary of Anne Frank*.



Performer Harold Dixon, who plays Mr. Kraler in ATC's production of *The Diary of Anne Frank*.



Performer Brenda Jean Foley, who plays Miep Gies in ATC's production of *The Diary of Anne Frank*.



Performer Steve Hendrickson, who plays Otto Frank in ATC's production of *The Diary of Anne Frank*.



Performer Anna Lentz, who plays Anne Frank in ATC's production of *The Diary of Anne Frank*.



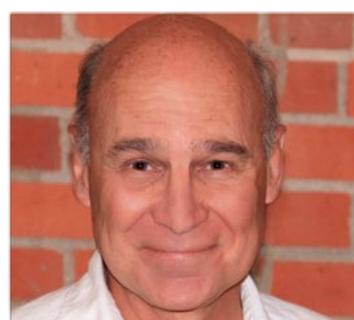
Performer Naama Potok, who plays Edith Frank in ATC's production of *The Diary of Anne Frank*.



Performer John G. Preston, who plays Mr. Van Daan in ATC's production of *The Diary of Anne Frank*.



Performer Devon Prokopek, who plays Margot Frank in ATC's production of *The Diary of Anne Frank*.



Performer Michael Santo, who plays Mr. Dussel in ATC's production of *The Diary of Anne Frank*.



Performer Sean William Dupont, who plays First Man in ATC's production of *The Diary of Anne Frank*.



Performer Adam Grodman, who plays Second Man in ATC's production of *The Diary of Anne Frank*.



Performer Connor Griffin, who plays Third Man in ATC's production of *The Diary of Anne Frank*.

**Anne Frank:** The youngest daughter of Mr. and Mrs. Frank, Anne is 13 when her family goes into hiding from the Nazis, and keeps a diary of her life and experiences during her attic confinement.

**Otto Frank:** Anne's father, a calm, patient, polite, and practical head of the Frank family.

**Edith Frank:** Anne's mother and Otto's wife.

**Margot Frank:** Anne's older sister.

**Miep Gies:** A secretary from Mr. Frank's office who helps protect and brings supplies to the families in hiding.

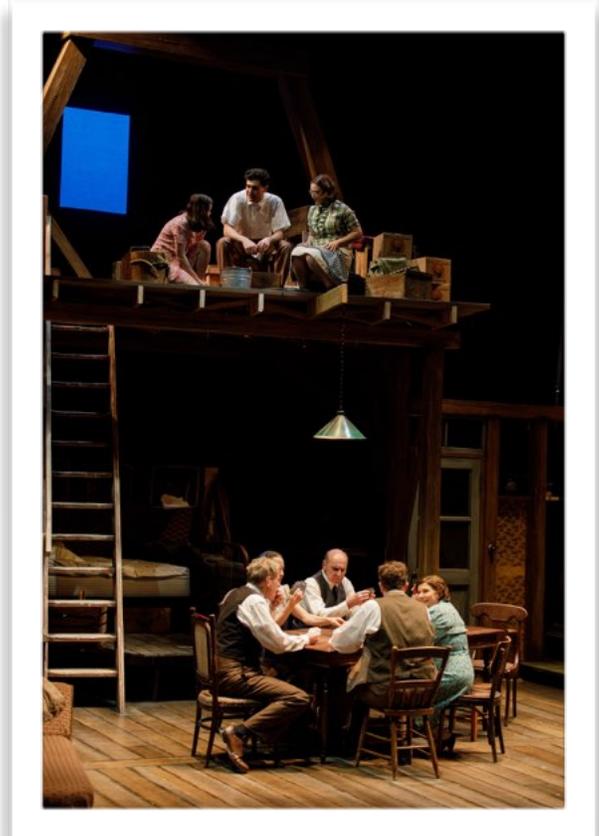
**Peter Van Daan:** The teenage son of Mr. and Mrs. Van Daan who becomes a close friend of Anne's while their families are in hiding together.

**Mr. Kraler:** A businessman who helps protect the families in hiding.

**Mrs. Van Daan:** Mother to Peter and wife to Mr. Van Daan.

**Mr. Van Daan:** The former business partner of Mr. Frank, whose family is hidden in the same attic with the Frank family.

**Mr. Dussel:** A dentist, who joins the Franks in hiding as the war escalates.



The Company of ATC's production of *The Diary of Anne Frank*. Photo by Goat Factory Media Entertainment.

## ANNE FRANK'S DIARY

Anne Frank was born on June 12, 1929 in Frankfurt, Germany. When the Nazi Party rose to power in Germany in the early 1930s, the intense anti-Semitism and increasing violence against Jews forced Anne's father, Otto, to move his family first to Aachen in western Germany and finally to the Netherlands, settling in Amsterdam in 1934. However, the Nazis invaded the Netherlands in May of 1940, bringing with them harsh anti-Semitic laws including the establishment of a curfew, making it illegal for Jewish people to own a business, and forcing all Jews to identify themselves with a yellow Star of David patch on the arm of their clothes. Jewish children were forbidden from attending school with non-Jews, leading Anne and her sister, Margot, to attend the all Jewish Jood's Lyceum for their education.

As World War II progressed and the persecution of European Jews worsened, Otto Frank made plans to move his family into hiding – plans which were suddenly hastened when Margot received notice to report to a Nazi work camp on July 5, 1942. The Frank family went into hiding the next day, in a hidden Annex of the building where Otto Frank had worked as a businessman for Opekta, a company that sold spices and pectin for manufacturing jam. When the Nazis invaded the Netherlands and work restrictions were placed on Jewish businesses, Otto had transferred control of the business to his Dutch colleagues, Johannes Kleiman and Victor Kugler, who helped support the Frank family while in hiding along with Miep Gies, another employee who had worked for Anne's father.

The Frank family were joined in their hidden Annex by Hermann van Pels (known as Herman van Daan in Anne's Diary), as well Hermann's wife and teenage son, Peter. Months later in November 1942, the two families were also joined by dentist Fritz Pfeffer, known in Anne's Diary as Alfred Dussel. The entire group hid in the Annex of the Opekta building for more than two years. During the entire length of their concealment, Anne chronicled her life, maturation, struggles, conflicts, and fears as they strove to avoid detection and survive the war. The group of eight lived through the support of their friends, entirely confined and subsisting on wartime rations even further limited by the need to maintain the utmost secrecy from the outside world.

On August 4, 1944, four Dutch Nazis and an SS officer from the Nazi paramilitary discovered and infiltrated the secret Annex, arresting all of the inhabitants, who were transported to the Westerbork transit camp in the northeastern part of the Netherlands. Historians still dispute the source of the Franks' betrayal, which led to their capture and deportation. The family was later sent on to Auschwitz concentration camp in Nazi-occupied Poland, where the family was separated when Anne and Margot were sent on further to Bergen-



Anne Frank, c. 1940.



Belsen. Both daughters perished in the camp in March of 1945, likely of typhus -- just weeks before the British liberation, and leaving Otto Frank the only survivor of the secret Annex at the end of the war.

After the Annex inhabitants were arrested and taken away, Anne's diary was preserved by Miep Gies, who had helped the inhabitants of the secret Annex throughout their concealment, bringing food, books, entertainment, and news of the outside world. After their arrest, Miep kept the diary at some risk, because it identified everyone who had helped the families in hiding; she returned the diary to Otto Frank when he came back to Amsterdam after the war. Otto published Anne's diary in 1947, a testament to a dark and tragic time in human history, and a reminder of the bright, vivacious, free-spirited young woman who penned its words from the secret Annex in Amsterdam. Anne's diary has since been translated into more than 60 languages and has sold more than 30 million copies around the world.

## HISTORICAL CONTEXT: NAZI GERMANY AND WORLD WAR II

The roots of World War II stretch back to the aftermath of World War I, which was the deadliest global conflict to date, and ended with the defeat of the Central Powers, a coalition of Austria-Hungary, Germany, Bulgaria, and the Ottoman Empire. Postwar, the global community led by the victorious Allies created the League of Nations to prevent the threat of another world war, placing disarmament and military restrictions on the defeated Central Powers that initiated territorial, colonial, and financial reparations. Those challenges were felt strongly in Germany, which lost approximately 13% of its land territory and faced limitations on the size and capability of its military.

The German Empire dissolved in the German Revolution at the end of the 1910s, giving rise to the Weimar Republic and internal political strife in the country. In the early 1920s, the rise of the Fascist movement in Italy, led by Benito Mussolini, established a totalitarian nationalist leader in Europe, noted for intense repression of democratic ideals and aggressive expansionism.

The U.S. stock market crash on October 24, 1929, hit Germany hard, leading to the collapse of several major banks and sudden unemployment for millions. Adolf Hitler and the Nazi Party took advantage of the desperation induced by the Great Depression to build political power, acquiring the largest number of seats in parliament in 1933 and passing extreme legislation that enabled Hitler's government to operate as a de facto legal dictatorship. The Nazis quickly repressed political opposition, dissolved trade unions, and violently purged the leadership of the SA (Sturmabteilung), a paramilitary organization, forcefully consolidating Hitler's absolute power over Germany.



Actor Anna Lentz, who plays Anne Frank in ATC's production of *The Diary of Anne Frank*. Photo by Goat Factory Media Entertainment.



Another part of Hitler's Nazi idealism was the violent persecution and genocide of European Jews. The Nazis first sought to exclude Jews from civil society with the passage of the Nuremberg Laws in 1935 that eliminated citizenship and civil rights for German Jews, and were later expanded to include persecution of other groups including the Roma, political opponents, homosexuals, Jehovah's Witnesses, and the disabled. Persecuted persons were confined to ghettos, and later deported to the Nazi network of concentration camps where more than 6 million Jews were killed by forced labor, disease, exposure, starvation, and extermination.

On September 1, 1939, Germany invaded Poland, immediately followed by declaration of war on Germany by France and the United Kingdom and beginning World War II. Through a series of aggressive campaigns and treaties, Germany conquered a large portion of Europe and initiated the Axis alliance with Japan and Italy. In 1941, the Axis powers invaded the Soviet Union and Japan attacked the U.S. naval base at Pearl Harbor, officially drawing the United States into the conflict on behalf of the Allies.

The Axis advance was slowed in 1942 with defeats in the Pacific Theater, North Africa, and the Soviet Union; Italy surrendered to the Allies in 1943, followed by the invasion of Germany by the Western Allies and the Soviet Union, finally ending the war in Europe with Germany's unconditional surrender and the suicide of Adolf Hitler on May 8, 1945. The U.S. launched atomic bombs on the cities of Hiroshima and Nagasaki before the Japanese surrender on September 2, 1945, marking the final culmination of the war.

World War II was fought by more than 30 countries and 100 million people, and is marked as the deadliest conflict in human history, claiming 50-85 million lives through military conflict, the genocide of the Holocaust, mass bombings, disease, and starvation. After its conclusion, the United Nations (UN) was established to foster international understanding and cooperation, in hopes of preventing another global conflict in the future.



Actors Anna Lentz and Steve Hendrickson in ATC's production of *The Diary of Anne Frank*. Photo by Goat Factory Media Entertainment.

## GLOSSARY

**Annex:** A building joined to or associated with a main building that provides additional space.

**Blackmail:** The action of demanding money from a person in return for not revealing compromising or damaging information about that person, treated as a criminal offense.

**Borne:** Endured or tolerated.

**Branded:** To be identified by a symbol, usually used in reference to an identifying mark burned onto the skin.

**Call-up notice:** A summons, usually with short notice, for a person to report at a specified time and place, used as a notification of deportation to a Nazi concentration camp.

**Chamber pot:** A bowl-shaped container with a handle and often a lid, used as portable toilet, especially kept in the bedroom at night.

**Cognac:** A high-quality brandy, distilled in Cognac in western France.

**Deported:** To be expelled or forced to leave a country, often based on illegal status or for having committed a crime.

**Dickens:** English writer and social critic, and one of the most well-known novelists of the Victorian era.

**Dignified:** Having or showing a serious or composed manner that is worthy of respect.

**Fresh:** Slang term meaning flirty or overly forward in behavior.

**Gestapo:** The secret police of Nazi Germany, notorious for brutal methods, operations, and repression of any political opposition to the Nazi Party.

**Gourmet:** Food involving high-quality or exotic ingredients and skilled preparation.

**Guilders:** The basic monetary unit of the Netherlands until the introduction of the Euro, equal to 100 cents.

**Hanukkah:** Jewish winter festival commemorating the rededication of the Temple in 165 BC by the Maccabees after its desecration by the Syrians; marked by the successive kindling of eight lights.

**Latkes:** A Jewish pancake, often made with grated potato.



A decorative ceramic chamber pot.



A snifter, the correct type of glass from which to drink cognac.



Latkes.

**Liab:** Likely to do or to be something, or to be responsible for something by law.

**Menorah:** A candelabrum used in Jewish worship, usually with eight branches and a central socket used at Hanukkah.

**Prost:** German word for “cheers”.

**Quarrel:** An argument or fight.

**Quicksilver:** Used in similes and metaphors to describe something that changes or moves very quickly, or that is difficult to contain or hold.

**Palestine:** A geographical and historical region in the Middle East, known as the biblical Land of Israel and of great significance to the Jewish faith.

**Ration book:** A printed book showing an individual’s entitlement to certain rationed goods, limited to specific amounts.

**Refined:** Elegant and cultured in appearance, taste, or manner.

**Run:** A long tear or damage to a piece of fabric, often used in reference to damaged stockings or tights.

**Typhus:** An infectious disease characterized by a purple rash, headaches, fever, and delirium, historically a cause of high mortality during times of war and famine.

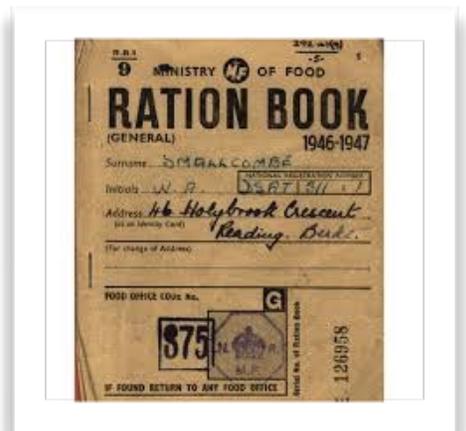
**Venus:** The Roman goddess of love, beauty, desire, sex, fertility, prosperity, and victory.

**Vichy Regime:** Common name for the French State headed by Marshal Philippe Pétain during World War II, which represented the “Free Zone” in the southern part of France.

**W.C.:** Acronym for a water closet, or a bathroom containing a flush toilet.



A menorah.



A ration book from 1946, just after World War II.

## DISCUSSION QUESTIONS & ACTIVITIES

### Discussion Questions

1. Read *Anne Frank: Diary of A Young Girl* as well as both the 1955 and 1996 versions of the play, *The Diary of Anne Frank*. Compare and contrast what you saw at Arizona Theatre Company with these publications. What parts of Anne’s diary are missing from the play? What affected you differently when you saw it performed live versus when you read it? Did the imagery in your head match the imagery you saw on stage? Describe and share with your peers.



2. Discuss the relationship Anne has with each of her family members. How is her relationship different with her father? How is her relationship different with her mother? Is there conflict between any of these characters? Why or why not? Think about what it would be like to go into hiding with your own family. Would this affect any of your relationships?
3. What would you do if you had to go into hiding? What would you take with you? What if you could only take what you could carry in a small bag? Discuss with your peers what you would bring with you and why. How do you decide what to take with you? How do you think Anne felt when she had to choose what to take with her into hiding?
4. Does isolation (disconnection) and connection to others influence our views on own mortality? How might Anne have answered this question? How did Anne's life change after the Germans invaded? Was this separation from the rest of the world immediate or was their isolation gradual?
5. Have students investigate past and present instances of officially sanctioned intolerance and genocide. Some examples could be slavery in the U.S., apartheid, tribal conflicts in Rwanda, or ethnic cleansing in Bosnia. See if students can find plays, poems, or pieces of art created by or about survivors of these atrocities. How are stories of such violence and intolerance handled in theatre? What is the purpose of exploring these themes through this art form?
6. The Anne Frank Center USA states that its traveling exhibit, *Anne Frank in the World 1929–1945*, “empowers citizens from all walks of life to initiate meaningful community dialogue on the sensitive issues of discrimination and violence and to find ways to combat hate.” Your class can spur action by brainstorming with other students, teachers, and community members about the issues that separate people in your community. What would be the rules of conduct for a meaningful community dialogue? Whom would you invite to exchange? What role can young people play in bringing harmony to the community?

## **Classroom Activities**

1. What was it like to be a teenager in the years 1942–1944, when Anne was in hiding? To find out, assign students to interview people who were teenagers in 1942 to 1944. The researchers can also use contemporary reference materials such as *Life* magazine for visual impressions of the period. In their reports, students can contrast the interests of American teenagers of the time with those of Anne Frank.
2. Anne Frank often expressed a curiosity about herself and her place in the world. Using her words as inspiration, ask students to write a statement about their view on the world or how they would like society to be.
3. Give students scenes from the play to act out. Have them write in a journal everything they know about the character they are playing, what this person wants and why they are acting the way they are. As they reflect ask your students to really imagine how they would feel or act if they were this character. After the students perform, talk about how their empathy for this character changed as they prepared for their performance. Discuss the role of empathy in theatre and in society. How does telling stories, whether through performance or literature help to create more societal empathy?



4. Talk to your students about the practice of journaling or keeping a diary. Use journaling as a tool to help students process the play by having them write an entry before and after the performance. These can be submitted to Generation Diary, an initiative open to 13- to 15-year-olds to create the world's biggest digital diary in memory of Anne Frank.
5. Elie Wiesel, Auschwitz survivor, author, and advocate for human rights supported the 1995 decision to send U.S. troops to Bosnia by saying, "What would future generations say about us, all of us here in this land, if we do nothing [about the bloodshed in the former Yugoslavia]? After all, people were dying, people were killing each other, day after day." As students consider the situation in the former Yugoslavia referred to by Elie Wiesel, have them read *Zlata's Diary: A Child's Life in Sarajevo* by Zlata Filipovic, a dramatic chronicle of a young girl and her family during the bombardment of Sarajevo by Serbia. Have students note similarities between Zlata's diary and Anne Frank's.
6. Anne's short stories and essays, written during the same period as her diary, have been published in *Anne Frank's Tales from the Secret Annex*. In groups, ask students to use one of her short stories to create a short play and then present it to the class.