

Anne Frank: The Diary of a Young Girl



Anne Frank: 1940 School Photo



Anne Frank

Objective Tests Teaching Guide

by Margaret Whisnant

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ANNE FRANK: THE DIARY OF A YOUNG GIRL

Sunday, 14 June, 1942-Thursday, 9 July, 1942

Write either **True** or **False** in the blank before each statement.

- _____ 1. Anne received the diary for her birthday.
- _____ 2. Anne had been keeping diaries since she could write.
- _____ 3. When she began writing the diary, Anne was thirteen years old.
- _____ 4. Anne wanted to keep the diary because she had no real friend with whom she could share the things buried deep in her heart.
- _____ 5. Anne felt alone because boys didn't seem to be interested in her.
- _____ 6. Anne was an only child.
- _____ 7. Anne named her diary *Kitty*.
- _____ 8. When she began her diary, Anne and her family lived in Germany.
- _____ 9. Two of Anne's uncles were able to avoid Hitler's anti-Jewish laws by escaping to the United States in 1938.
- _____ 10. The Germans forced all Jews to wear a prominently displayed six-pointed yellow star to distinguish them from non-Jews.
- _____ 11. Even though the freedom of Jews was strictly limited, Anne felt things were still bearable.
- _____ 12. Anne missed her grandmother, who had died in January of 1942.
- _____ 13. Anne could not treat herself to her favorite ice cream because she had no money and the shops weren't allowed to serve Jews.
- _____ 14. Anne flirted with boys and encouraged any attention they gave her.
- _____ 15. At Anne's school, the teachers met to decide who would move up and who would stay put.
- _____ 16. Anne got into trouble at school for being a chatterbox.
- _____ 17. Jews were allowed to ride the tram only during certain hours of the day.
- _____ 18. Anne was forced to walk to school because her bicycle had been stolen.
- _____ 19. Harry Goldberg had his grandparents' permission to see Anne two days a week.
- _____ 20. Harry Goldberg was sixteen, and Anne was his first girlfriend.

ANNE FRANK: THE DIARY OF A YOUNG GIRL

Friday, 10 July, 1942—Sunday, 27 September, 1942

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Did Margot arrive at the Secret Annexe before Anne and the rest of the family?
- _____ 2. Had Meip unpacked all the family's belongings that had been sent to the hiding place in the previous months?
- _____ 3. Did Anne like the sound of the Westertoren clock, especially at night?
- _____ 4. Did Anne think the Secret Annexe was a terrible hiding place and immediately hate being there?
- _____ 5. Were Anne and her family in hiding in the city of Amsterdam?
- _____ 6. Did Anne use her film-star collection and picture postcards to cover the bare walls of their little room?
- _____ 7. Did the Franks take the curtains from the upstairs windows at night?
- _____ 8. Were Anne and her family able to move more freely during the day because there was less chance that someone would hear them?
- _____ 9. Did Anne have fears that she and her family would be discovered and shot?
- _____ 10. When Peter Van Daan arrived at the Secret Annexe, did Ann think she was going to enjoy his company?
- _____ 11. When she arrived, was Mrs. Van Daan carrying a large pottie concealed in her hat box?
- _____ 12. Had the Franks left a false clue in their house to make it appear they had gone to Belgium and then into Switzerland?
- _____ 13. Was a cupboard built in front of the door leading to the Secret Annexe?
- _____ 14. Did Anne and Mr. Van Daan like to spend time together?
- _____ 15. Did Anne think Peter was a hypochondriac?
- _____ 16. Did Mummy and Mrs. Van Daan like each other?
- _____ 17. Was Mrs. Van Daan upset that her dinner service, and not the Frank's dishes, were being used?
- _____ 18. Did Peter give up on reading the forbidden book on the subject of women once his father discovered what he was doing?
- _____ 19. Did Mrs. Van Daan have blow ups over Anne's continuous chatter?
- _____ 20. Was Anne able to continue her lessons while she was in hiding?
- _____ 21. Did Mrs. Van Daan see the unflattering description that Anne wrote about her in the diary?
- _____ 22. Did the refugees in the Secret Annexe have any contact or a way to communicate with the outside world?
- _____ 23. Were Anne and her mother so close that the two of them never argued?
- _____ 24. Did Anne consider Margot a goody-goody and perfection itself?
- _____ 25. Did Anne's father defend her against Mrs. Van Daan's criticisms?

ANNE FRANK: THE DIARY OF A YOUNG GIRL

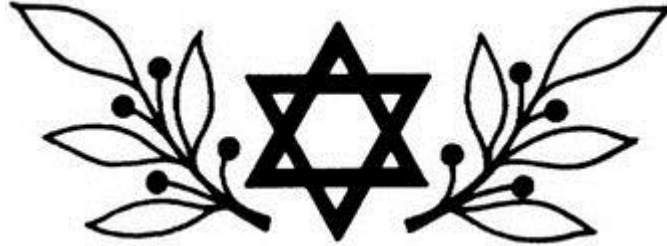
Monday, 28 September, 1942—Thursday, 12 November, 1942

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Anne handle the mass of adult criticism being directed toward her by (A) trying to be more like Margot, (B) refusing to take the insults lying down, (C) ignoring them.
- _____ 2. Anne was amused because Mrs. Van Daan claimed to have (A) an unassuming nature, (B) a more pleasant outlook than modern young people, (C) special insight into bringing up children.
- _____ 3. Mr. Van Daan and Mummy advised Anne not to (A) be too pushy, (B) argue with adults, (C) be too unassuming.
- _____ 4. Which of the following was **not** true of Mrs. Van Daan when she was angry? She (A) blushed and turned scarlet, (B) spoke in harsh German and became tongue-tied, (C) cried because Mummy said she was being rude.
- _____ 5. In order to have a bath, the inhabitants of the hiding place had to (A) tolerate using cold water, (B) bring hot water from the lower floor and choose a private place to bathe, (C) share bath water with at least two other people.
- _____ 6. Which member of the group had not bathed since coming to the Secret Annexe? (A) Mrs. Van Daan, (B) Peter, (C) Anne's mother.
- _____ 7. No one was able to draw water or use the bathroom for one whole day because (A) a plumber was working on the pipes, (B) there was a water shortage, (C) the Germans were monitoring the amount of water each household was using.
- _____ 8. As a substitute bathroom, Anne and her daddy used (A) glass preserving jars, (B) an old bucket, (C) empty tin cans.
- _____ 9. More than having no bathroom, Anne hated (A) having no new books to read, (B) listening to Mrs. Van Daan's complaining, (C) having to sit still and not talk.
- _____ 10. Anne and her companions were always afraid that they would be discovered by (A) a burglar, (B) Lewin, the chemist and dispenser who worked for Mr. Kraler, (C) one of Mr. Kraler's regular customers who hated Jews.
- _____ 11. Anne was constantly irritated with Mrs. Van Daan because the woman (A) flirted with Mr. Frank, (B) insulted Mrs. Frank, (C) complained that she couldn't celebrate her birthday and other special days.
- _____ 12. What did Anne and Peter have in common? They both liked to (A) read mystery stories, (B) make up stories, (C) dress up.
- _____ 13. Through a correspondence course, Margot, Peter, and Anne were studying (A) French, (B) shorthand, (C) art.
- _____ 14. After Mummy kicked up a row about Anne and then had a fit of tears, Anne told her daddy that she (A) would try to be kinder to Mummy, (B) promised to work on correcting her worst faults, (C) was more fond of him than Mummy.
- _____ 15. Through Miep, the refugees knew that Jews were being taken away by the Gestapo to a camp and (A) murdered, possibly by being gassed, (B) forced to build bombs and other weapons for the Germans, (C) used as slaves.
- _____ 16. As a penalty for sabotage, the Germans took innocent, prominent citizens hostage and (A) held them until someone confessed, (B) killed them if the guilty person was not found, (C) took over the local government agencies.

ANNE FRANK: THE DIARY OF A YOUNG GIRL

Whole Book Test



Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Before the Nazis came to power, Anne and her family lived in (A) France, (B) Switzerland, (C) Germany.
- _____ 2. Anne's grandparents on both sides of her family had been (A) French farmers, (B) rich, (C) royalty.
- _____ 3. When she began keeping her diary, Anne was (A) twelve, (B) thirteen, (C) fourteen.
- _____ 4. Anne began the diary because she (A) had no real friends to confide in, (B) wanted to practice writing, (C) liked keeping secrets.
- _____ 5. Mr. Frank took his family to Holland in 1933 (A) to escape Hitler's anti-Jewish laws, (B) because he had been offered a good job, (C) so that his daughters could attend the best schools and universities.
- _____ 6. To distinguish them from others, the Germans forced the Jews to (A) walk everywhere they wanted or needed to go, (B) keep their hair cut very short, (C) wear a gaudy, five-pointed yellow star.
- _____ 7. As a young school girl, Anne (A) struggled to keep from failing in school, (B) had plenty of boys interested in her, (C) was a much better student than Margot.
- _____ 8. In school, Anne got into trouble for (A) being a chatterbox, (B) refusing to sit next to a boy she didn't like, (C) being impertinent to a teacher.
- _____ 9. During the year before they went into hiding, Mr. Frank had been (A) trying to save as much money as possible, (B) dismissed from his job, (C) sending the family's belongings to other people to keep the Germans from seizing them.
- _____ 10. Who of the following was **not** a business associate of Mr. Frank? (A) Mr. Van Daan, (B) Miep, (C) Mr. Dussel.
- _____ 11. The Franks were forced to go into hiding before they had planned when the S.S. sent a call-up notice for (A) Mr. Frank, (B) Margot, (C) Mr. Frank's boss.
- _____ 12. Since they couldn't carry suitcases to their hiding place, Anne and her family (A) stuffed clothing in large shopping bags, (B) wore layers of clothing, (C) took only one change of clothing.
- _____ 13. When they disappeared from their house, the Franks left false clues to make it appear that they had (A) been taken by the Nazis, (B) gone to visit relatives in Germany, (C) escaped to Switzerland.

About Your Objective Tests Teaching Guide. . .

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

Note: Although the day-by-day narratives of **Anne Frank: The Diary of a Young Girl** do have some continuity, the whole work does not have the same organized plot structure of most biographies and works of fiction. Some of the ideas for teaching plot will not readily apply to this novel.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts**, **behaviors**, or **events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic**, **brave**, **calloused**, **bold**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole class and small groups. They can work well as homework reading guides. They are also useful management tools for independent reading programs.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will following after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

This Teaching Guide is designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author