

Reading for Information

Beyond *The Diary of Anne Frank*

HISTORY Video link at thinkcentral.com

- Newspaper Article, page 569
- Interview, page 571

What's the Connection?

In *The Diary of Anne Frank*, you learned what life in hiding was like for Anne and her family. Now you will read accounts from two Holocaust survivors that will tell you more about Anne, Nazi-occupied Amsterdam, and the concentration camp where the Franks were sent.

Standards Focus: Synthesize

Reading a play, diary, or book about a topic can teach you a great deal. However, you can seldom get a complete picture from any one source. To fully understand something, you have to **synthesize**, or connect facts, details, and ideas from different sources in order to form new ideas about the topic.

In this lesson, you will synthesize what you have already learned from *The Diary of Anne Frank* and one of Anne's diary entries (page 544) with information and impressions from two more sources. Your goal is to develop a fuller picture of what life was like for Jewish families in Nazi-occupied Amsterdam and in the Bergen-Belsen concentration camp.

To begin, use a chart like the one shown to record what you've learned from the play and from Anne's diary entry. Then read the next selections to add to your knowledge and fill in gaps in your understanding. Continue filling in the chart with what you learn about life under the Nazis.



Use with *The Diary of Anne Frank*, page 510.

COMMON CORE

RI 1 Cite the textual evidence that supports what the text says explicitly. **RI 3** Analyze how a text makes connections among individuals, ideas, or events.

RI 9 Analyze a case in which two or more texts provide information on the same topic.

	<i>Life for a Jewish Family Hiding in Amsterdam</i>	<i>Life for a Jewish Family Living Openly in Amsterdam</i>	<i>Life in a German Concentration Camp</i>	<i>Impressions of Anne Frank</i>
<i>The Diary of Anne Frank & Anne's December 1943 diary entry</i>				
<i>"A Diary from Another World"</i>				
<i>from The Last Seven Months of Anne Frank</i>				

A Diary from Another World

Gerda Weissmann Klein

“On Friday, June 12, I woke up at 6 A.M. and—small wonder—it was my birthday. I received a warm welcome from my cat and masses of things from Mummy and Daddy . . .”

Any 13-year-old girl could have written that on her birthday. As it happens these words appear in a diary which was one of the “masses of things” and in which Anne Frank wrote: “I hope I shall be able to confide in you completely, as I have never been able to do in anyone before . . .”

She thought that what she would write in her diary would be for her eyes alone, so she committed her innermost thoughts to it. She thought that perhaps in the very distant future—when she might have children, or even grandchildren, that they might on a rainy afternoon find their grandmother’s old diary . . .

Alas, Anne Frank died as a young girl, for no other reason than that she was Jewish. The Nazis invaded Holland, as they did most other European countries, and anyone who

loved freedom and equality and was free of prejudice became an enemy of the Nazi regime. . . .

I visited Anne Frank’s house the other day. Actually, I visited it twice—once alone at night when it was tightly closed, the inside shrouded in darkness. It conveyed then the eerie feeling of a tomb in which Anne’s unfulfilled dreams had been dreamed during many lonely nights. . . .

Then I returned during the daytime, as the sun shone brightly and the carillon¹ from the nearby clock tower, of which Anne had written, was just playing a merry tune. In the bright sunlight, I heard music playing, saw boats moving on the canal and observed people walking by.

Across the canal I noticed a boutique, saw some young people looking at sweaters. Two kids in jeans rode on bicycles. Life was going on, even as it must have gone on while she lived there. **A**



Front of Anne Frank House, Amsterdam, the Netherlands

1. **carillon** (kăr'ə-lōn'): set of tuned bells in a tower.

A SYNTHESIZE

What are Gerda Weissmann Klein’s impressions of Anne Frank’s house and neighborhood?

Actually, I found it sadder during the daytime, for the night at least seemed to shut out the rest of the world, whereas during the day everything revolved around the silent, subdued girl who so desperately wanted to be a part of that stream of life.

60 What did she think about in those tiny rooms where shutters had to be closed in the daytime? She tells us that often the heat became oppressive from the tiny stove on which the families cooked their meals. We know that the toilet could not be flushed in the daytime, lest the neighbors would be alerted to the existence of the hiding place.

70 What did Anne Frank think about as she sat on her bed during those perilous days looking at the pictures of American movie stars and a picture of a chimpanzee's birthday party which still hangs there today?

Her diary tells us that she thought not of fame, nor wealth, nor greatness. She thought rather how much she would

want to run downstairs into the tiny garden where sunflowers now bloom against the fence, instead of having to glimpse them from far above.

She thought of touching them and running through a meadow in the spring, of buying an ice cream cone from a vendor on a hot summer afternoon.

She thought of ordinary things, such as going to school with other kids. She thought of dressing up and being able to go to the movies.

In short, she thought of all the things which millions of kids do every day and find boring. But to Anne, who occasionally dared to climb to the roof to see the sky and the patch of world below, that world was as remote as the evening star. **B**

This is the legacy she left us, the understanding of things all of us take for granted. Through understanding, let us assure that all people everywhere can live in freedom so that a book like *The Diary of Anne Frank* will never be written again as a true story.

B SYNTHESIZE

Reread lines 76–97. What new insights about Anne's thoughts do you get from this article?



Anne Frank's diary



Hannah Elisabeth
Pick-Goslar and
Anne Frank

from

The Last Seven Months of Anne Frank

Interview with Hannah Elisabeth Pick-Goslar

Willy Lindwer

Mr. Frank's factory, Opekta, produced a substance for making jam. My mother always got the old packages as a gift. Soon after school let out, my mother sent me to the Franks' house to get the scale because she wanted to make jam. It was a beautiful day.

I went as usual to the Franks' house and rang and rang and rang,

but no one opened the door. I didn't know why no one answered. I rang again, and finally, Mr. Goudsmit, a tenant, opened the door. **C**

"What do you want? What have you come for?" he asked in astonishment.

"I've come to borrow the scale."

"Don't you know that the entire Frank family has gone to Switzerland?"

FOCUS ON FORM

An **interview** is a meeting in which one person asks another about his or her thoughts, feelings, insights, or experiences. In this interview, which was conducted for a television documentary about Anne Frank, the questions asked by Willy Lindwer have been omitted. Only Pick-Goslar's answers are printed.

C INTERVIEW

On the basis of the photograph and what you've read so far, what do you think might be the relationship between Hannah and Anne?

I didn't know anything about it. "Why?" I asked.

He didn't know either.

This was a bolt out of the blue. Why had they gone to Switzerland? The only connection the Frank family had with Switzerland was that Otto Frank's mother lived there.

But later it appeared that, in fact, 50 the family had always reckoned that it would get worse for Jews. They had been preparing for a whole year to go into hiding. We didn't know anything about this. You can't talk about something like that. Because if anyone talked, then the whole affair would go amiss. . . .

I believe that Anne was the first 40 girlfriend that I lost. It was, of course, very frightening, but we began to get used to the idea. When I went back

to school after the summer, fewer children came to class every day.

We stayed in Amsterdam almost a full year longer, until June 20, 1943, and all this time things were getting worse and worse. Jews had to wear a yellow star. We had an *Ausweis* (an identification card), with a large "J" on it—for Jew. People were stopped on the street: "May I see your *Ausweis*?" If you were Jewish, you were taken away and you never returned home. And a mother waiting for her child would ask herself: Where is my child? Have they taken her away? . . .

So far, my family had been lucky insofar as we were able to buy South 60 American citizenship through an uncle in Switzerland. We were expatriates. That's why it was

D SYNTHESIZE

After the Franks went into hiding, what happened to other Jews in Amsterdam?

A Dutch Jewish star with the word *Jood* (Jew) on it



A household identification card (*Ausweis*) that identified families as Jewish



possible. We got passports from Paraguay. Laughing, my father said, “You’d better know something about Paraguay in case they ask.” So I learned the name of the capital, Asunción. I didn’t know anything else, but no one ever asked me

70 anything.

Because of these passports we could still go out for a while longer without trembling in fear, but you never knew what would happen tomorrow. . . .

So we continued to live, with little to eat and with a great deal of fear, but at least we were at home. In October, my mother died during 80 childbirth. The baby was born dead. That was in Anne’s diary. Someone told Anne that our baby had died, but not that my mother had died too. They probably didn’t have the heart to tell her. . . . **E**

Everything went along fine until June 20, 1943, when there was the big roundup in Amsterdam-South. On that day, the Germans started

90 something new. At five o’clock in the morning while everyone was asleep they blocked off all the southern part of Amsterdam. They went from door to door, rang, and asked:

“Do Jews live here?”

“Yes.”

“You have fifteen minutes; take a backpack, put a few things in it, and get outside quickly.”

100 That was our neighborhood, so we had to pack too. A passport no longer helped. We had a quarter of an hour, and we had to go with them. . . .

So we were taken to Westerbork. My father ended up in a very large barracks. My sister and I were put in an orphanage, where, they said, there was more to eat. My father had 110 known the director of the orphanage when he was in Germany. My little sister wasn’t there very long. She became seriously ill and had to have operations on both ears. She was in the hospital for almost the entire time that we were in Westerbork. . . .

Language Coach

Word Definitions The word *barracks* in line 107 means “a building or group of buildings used for temporary housing.” Do you think the writer’s father shared the barracks with few or many people?

E SYNTHESIZE

Reread lines 58–85. What strategies did Jews living openly use to survive? What hardships did they endure?

5		3 September		4 · Blatt	
JUDESTRANSPORT AUS DEN NIEDERLANDEN - LAGER WESTERBORK					
Haeflinge					
301. ✓	Engers	Isidor - ✓	30.4. 93-	Kaufmann	
302. ✓	Engers	Leonard	15.6. 20-	Landarbeiter	
303. ✓	Franco	Manfred - ✓	1.5. 05-	Verleger	
304.	Frank	Arthur	22.8. 81	Kaufmann	
305.	Frank x	Isaac	✓29.11.87	Installateur	
306.	Frank	Margot	16.2. 26	ohne	
307.	Frank ✓	Otto	✓12.5. 89	Kaufmann	
308. ✓	Frank-Hollaender	Edith	16.1. 00	ohne	
309.	Frank	Anneliese	12.6. 29	ohne	
310.	v. Franck	Sara -	27.4. 02-	Typistin	
311.	Franken	Rozanna	16.5. 96-	Landarbeiter	
312. ✓	Franken-Weyand	Johanna	24.12.96*	Landbauer	
313.	Franken	Hermann - ✓	12.5.34	ohne	
314.	Franken	Louis	10.8. 17-	Gaertner	
315.	Franken x	Rosalina	29.3. 27	Landbau	
316.	Frankfort	Alex	14.11.19-	Dr.i.d.Oekonomie	

The Franks’ names on a transport list from the Westerbork transit camp

F SYNTHESIZE

Reread lines 148–162. What is the relationship between this incident and the **theme** of the play?

On February 15, 1944, we were transported to Bergen-Belsen. . . . When we arrived, our clothes weren't taken away and families weren't separated. My father and my sister stayed with me. We slept in different places, but we could see each other every evening. The trip took—I don't remember precisely—two or three days to get to Bergen-Belsen. . . .

In Bergen-Belsen, it was very cold in the winter. We soon found that out. Because we had been arrested in June we hadn't thought about winter clothes. Especially me, a young girl, who had to do her own packing. But what I had brought, I kept.

My sister had a large bandage on her head because she had had surgery on her ears in Westerbork. The first day we arrived in Bergen-Belsen, I got jaundice. The policy of the Germans was: whoever got sick had to go to the hospital; otherwise, all the others could be infected. I didn't know what to do with my little sister. My father was confined in another barracks and I couldn't take her to him. He also had to work, so that wouldn't have worked out.

So there I was and didn't know what to do. This situation showed me that there were very special people in that camp. I told an old lady that I was at my wits' end: "Tomorrow morning, I have to go to the hospital and my little sister is sick."

Two hours later, a woman came, who said, "My name is Abrahams. Mrs. Lange told me that you were here and that you don't know what to do with your sister. I have seven children; give her to me; then we'll

just have one more little child with us." **F**

And that's how it worked out. The next morning her daughter, who seemed to be about my age, came and took the little girl with her. Meanwhile, my father was able to visit me. We were together with that family until the end. To this day we have stayed on friendly terms with them. . . .

One day, we looked in the direction where there hadn't been any barracks and saw that tents had suddenly appeared there. . . . Then a barbed-wire fence was built through the middle of the camp and filled with straw so that we couldn't see the other side. But we were, of course, very close to each other, because the camp wasn't large. All those people from the tents were taken to the barracks on the other side. In spite of the German guards on the high watchtowers, we tried to make contact. . . .

One of my acquaintances, an older woman, came up to me one day. "Do you know, there are some Dutch people there. I spoke to Mrs. Van Daan." The woman had known her from before, and she told me that Anne was there. She knew that I knew Anne.

"Go over to the barbed-wire fence and try to talk to her." And, of course, I did. In the evening, I stood by the barbed-wire fence and began to call out. And quite by chance Mrs. Van Daan was there again. I asked her, "Could you call Anne?"

She said, "Yes, yes, wait a minute, I'll go to get Anne. I can't get Margot; she is very, very ill and is in bed."

Language Coach

Idiom An idiom is a word or phrase that has a meaning that is different than its individual words. The phrase "at my wits' end" that appears in line 152 is an idiom. It means the writer didn't know what to do. What problem did she need to solve?



A sign posted by the British army outside the Bergen-Belsen concentration camp

But naturally I was much more interested in Anne, and I waited there a few minutes in the dark.

210 Anne came to the barbed-wire fence—I couldn't see her. The fence and the straw were between us. There wasn't much light. Maybe I saw her shadow. It wasn't the same Anne. She was a broken girl. I probably was, too, but it was so terrible. She immediately began to cry, and she told me, "I don't have any parents anymore."

I remember that with absolute certainty. That was terribly sad,

220 because she couldn't have known anything else. She thought that her father had been gassed right away. But Mr. Frank looked very young and healthy, and of course the Germans didn't know how old everybody was who they wanted to gas, but selected them on the basis of their appearance. Someone who looked healthy had to work, but
230 another who might even be younger, but who was sick or looked bad, went directly to the gas chamber. **G**

I always think, if Anne had known that her father was still alive, she

G SYNTHESIZE

What happened to Jewish people in the concentration camps who looked healthy? What happened to those who were sick or looked ill?

might have had more strength to survive, because she died very shortly before the end—only a few days before [liberation]. But maybe it was all predestined.

240 So we stood there, two young girls, and we cried. I told her about my mother. She hadn't known that; she only knew that the baby had died. And I told her about my little sister. I told her that my father was in the hospital. He died two weeks later; he was already very sick. She told me that Margot was seriously ill and she told me about going into hiding because I was, of course, extremely curious.

“But what are you doing here? You were supposed to be in Switzerland, weren't you?” And then she told me what had happened. That they didn't go to Switzerland at all and why they had said that; so that everyone should think that they had gone to her grandmother's.

260 Then she said, “We don't have anything at all to eat here, almost nothing, and we are cold; we don't have any clothes and I've gotten very thin and they shaved my hair.” That was terrible for her. She had always been very proud of her hair. It may have grown back a bit in the meantime, but it certainly wasn't the long hair she'd had before, which she playfully curled around her fingers. It was much worse for them than for us. I said, “They didn't take away our clothes.” That was our first meeting. **H**

Then for the first time—we had already been in the camp for more than a year; we arrived in February 1944, and this was February 1945— we received a very small Red Cross

package: my sister, my father, and I. 280 A very small package, the size of a book, with *knäckebröt* (Scandinavian crackers), and a few cookies. You can't imagine how little that was. My son always says, “But Mama, that was something really very special.” But in those days we really collected everything, half a cookie, a sock, a glove—anything that gave a little warmth or something to eat. My friends also gave me something for Anne. I certainly couldn't have thrown a large package over the barbed-wire fence; not that I had one, but that wouldn't have been possible at all.

We agreed to try to meet the next evening at eight o'clock—I believe I still had a watch. And, in fact, I succeeded in throwing the package over.

300 But I heard her screaming, and I called out, “What happened?”

And Anne answered, “Oh, the woman standing next to me caught it, and she won't give it back to me.”

Then she began to scream.

I calmed her down a bit and said, “I'll try again but I don't know if I'll be able to.” We arranged to meet again, two or three days later, and I was actually able to throw over another package. She caught it; that was the main thing.

After these three or four meetings at the barbed-wire fence in Bergen-Belsen, I didn't see her again, because the people in Anne's camp were transferred to another section in Bergen-Belsen. That happened around the end of February. **I**

320 That was the last time I saw Anne alive and spoke to her.

H SYNTHESIZE

What do you learn about Anne's circumstances from this first meeting?

I SYNTHESIZE

By the end of this account, what have you learned about life in Bergen-Belsen?

Comprehension

1. **Recall** For what occasion does Anne Frank receive her diary?
2. **Summarize** Briefly describe Hannah Elisabeth Pick-Goslar’s experiences in Bergen-Belsen before she reconnects with Anne.

Text Analysis

3. **Evaluate a Source** Gerda Weissmann Klein, the author of “A Diary from Another World,” is Jewish. When she was 15, Nazis invaded her home country, Poland. She was forced to work as a slave laborer in German factories. Her entire family was killed in the Holocaust. What effect does Klein’s background have on the way you view the information in the article?
4. **Analyze an Interview** Pick-Goslar has a unique view of Anne. Explain why that is. What new information about Anne and her family do you learn from Pick-Goslar’s account?
5. **Synthesize** What were the physical and emotional effects of living in a Nazi-occupied country as a Jew? What survival techniques allowed people to withstand the hardships they did? Refer to the chart you filled in as you read, and support your answer with evidence from at least three selections.

COMMON CORE

RI 1 Cite the textual evidence that supports what the text says explicitly. **RI 3** Analyze how a text makes connections among individuals, ideas, or events.

RI 9 Analyze a case in which two or more texts provide information on the same topic. **W 2** Write explanatory texts. **W 2b** Develop the topic with facts, details, quotations, or other information and examples.

Read for Information: Make a Generalization

WRITING PROMPT

Identify an important life lesson you take away from these Jewish families’ experiences. Support your response with evidence from the selections.

To respond to this prompt, you will have to make a generalization.

A **generalization** is a broad statement about a topic that follows logically from solid evidence. To arrive at your generalization, follow these steps:

1. Review the information you gathered in your chart, jotting down any general statements about life or human nature.
2. Pick the most convincing statement you have jotted down and rephrase it as a life lesson. To do this, begin with a phrase such as “It is human nature to . . .”
3. Review the evidence for your generalization to make sure it comes from more than one source and supports your statement.
4. In a paragraph, state the life lesson you’ve identified. Then present evidence from two or more texts to support this generalization.

Broad
Statements

1.
2.



Life Lesson



Evidence