

**Improv Playhouse
Presents
*The Diary of Anne Frank***



**Based on the novel
The Diary of a Young Girl by Anne Frank**

Directed by Skylar Grieco

Improv Playhouse Theatre

Presents

The Diary of Anne Frank

A Note for Educators:

Hello!

Welcome to Improv Playhouse Theatre's 18th year of training and entertaining and our 4th year producing Theater for Young Audiences! We are so thrilled that you've chosen to enrich your students' lives with the arts by providing them with this performance of ***The Diary of Anne Frank***.

In this Improv Playhouse adaptation of the essential classic, we follow a young girl hiding with her family in the midst of the holocaust. Anne, her family, and neighbors take every precaution to survive in these desperate times. Their time was documented in a diary, and we are here to share that with you.

This learning guide has been created especially for you and this production. We've packed it full of additional reading, context, and activities for you to take this exciting experience and make it something bigger than just seeing the play.

Please feel free to use the activities and materials as written, adapt them to your needs, or pick and choose what you would like to do. We strive to give you and your students the tools to make this a valuable learning experience, however you see best fit.

For more information about other Improv Playhouse programs please visit



Improv Playhouse Theatre for Young Audiences

We are committed to engaging students and enhancing communities through the performing arts. We strive to highlight the importance of imaginative thinking and giving children the opportunity to solve problems on their own volition. Our shows bring well-known stories to life to teach valuable lessons of respect, fairness, and initiative.

What's in the Guide?

CONTENTS

<u>Educator Letter</u>	<u>2</u>
<u>What's in the Guide</u>	<u>3</u>
<u>Meet the Artists</u>	<u>4</u>
<u>A Brief Synopsis</u>	<u>5</u>
<u>About the Characters</u>	<u>6</u>
<u>Common Core Standards</u>	<u>7</u>
<u>Recommended Reading</u>	<u>8</u>
<u>Discussion Questions</u>	<u>9</u>
<u>Prologue Activity</u>	<u>10-13</u>
<u>Terms to Know</u>	<u>14</u>
<u>A Timeline of Europe and the Frank Family</u>	<u>15-19</u>
<u>Epilogue Activity</u>	<u>20-21</u>
<u>Survey</u>	<u>22</u>

Improv Playhouse

The Most Comprehensive Performing Arts and Comedy Training Center in the heart of Lake County, just north of Chicago.

Improv Playhouse is also your home for Live Performances, Theater for Young Audiences, Team Building, and Event Resources!



Meet the Artists

CAST

Maddy Kelly

Patrick TJ Kelly

Aimee Kleiman

Brooke Haylee

Bob Sanders

Wendy Hayne

Nick Cuellar

R. Scott Purdy

Carmen Risi

Anne Frank

Mr. Frank

Mrs. Frank

Margo Frank

Mr. Van Daan

Mrs. Van Daan

Peter Van Daan

Mr. Dussell

Miep Giles

PRODUCTION TEAM

Skylar Grieco

Director

David Stuart

Executive Director

Rachel Kwiecinski

Office Manager

A Brief Synopsis of *The Diary of Anne Frank*

The play begins in Amsterdam in July of 1942. The Jewish Frank and Van Daan families are fleeing into hiding because Nazi activity. Miep Giles, a trusted Christian friend, aids the families in getting safely settled into the secret annex.

Months pass and the families struggle to cohabitate in such close proximity. Problems appear to be stemming from Anne's carefree nature, her difficult relationship with her mother, her sister's aloof nature, and Peter's shyness. These relationships are pushed to their limits as the families have no other option than to make it work.

Mr. Dussell is brought to the annex by Miep and she asks Mr. Frank if he can join them in hiding. Mr. Frank is too kind to turn away another persecuted individual and allows him to stay. Mr. Dussell informs the families of the many Jewish people who have escaped to Switzerland, but also informs them of the terrifying death camps that hundreds of Jews are being forced to daily.

It is finally Hanukkah and Anne is determined to celebrate as they always have. She carefully and thoughtfully prepares simple presents for everyone and cheerfully shares them. The celebration goes awry when Mr. Van Daan and Peter get into an argument. There is a crash from the shop below and the families freeze in fear of being discovered. Mr. Frank investigates and discovers it was a thief.

Over the next several months Anne and Peter grow closer as friends and begin spending more time together in the annex. They share stories, thoughts, ideas, and enjoy their close friendship. However, general tensions are growing even more in the annex. Mr. Dussell is sharing a room with Anne and has a new complaint every day. Mr. Van Daan is caught stealing extra food from the others. Everyone is pushed to the edge.

Finally, they receive good news from Miep. The Allied Forces have begun to invade the European continent and all are hopeful that they will be safe soon and can come out of hiding. Despite this sense of hope, the annex is discovered a few weeks later by Nazi soldiers. They are taken away, separated, and only Mr. Frank managed to survive. Anne wrote her last diary entry on August 1, 1944.

All we have left are Anne's words.

About the Characters

Otto Frank: Anne's polite and practical father, Mr. Frank is the "head" of the attic family. He is calm and patient and has a very closer relationship with Anne.

Edith Frank: Anne's reserved and nervous mother, Mrs. Frank loves Anne, but wishes she were more proper and polite, like her sister Margot. Mrs. Frank and Anne are not close.

Margot Frank: Anne's older sister, Margot is much more like her mother than Anne. She is quiet, modest, and reserved. The opposite of Anne.

Anne Frank: The youngest daughter of Mr. and Mrs. Frank, Anne is a lively, curious girl of thirteen at the beginning of the play. She remains optimistic throughout their time in the attic and always makes the best of any situation. She is introspective and has a vivid imagination.

Putti Van Daan: An irritable former business partner of Mr. Frank, Mr. Van Daan's family is invited to stay in the attic with the Franks. He is selfish and openly critical of others, especially Anne.

Petronella Van Daan: Mr. Van Daan's vain and finicky wife, Mr. Van Daan prizes the material things of life, including a fur coat she brought to the attic with her. These traits all make her the center of much of the conflict in the attic.

Peter Van Daan: The son of Mr. and Mrs. Van Daan, Peter is a shy, quiet teenaged boy. He soon becomes a friend and confidant for Anne.

Jan Dussell: Difficult to get along with, Mr. Dussell joins the Franks and the Van Daans after they have been in hiding about two months.

Miep: A very well-liked, generous secretary in Mr. Frank's office, Miep helps to protect the families in hiding. She brings to the refugees food, supplies, and news from the outside world.

Common Core Standards

The following Common Core standards are met through the use of this study guide and performance.

DISCUSSION QUESTIONS (Page 9)

Standard: Speaking and Listening: *Comprehension and Collaboration, Presentation of Knowledge and Ideas*

6th Grade - SL.6.1, SL.6.1.A, SL.6.1.C, SL.6.1.D, SL.6.3, SL.6.4, SL.6.6

7th Grade - SL.7.1, SL.7.1.A, SL.7.1.C, SL.7.1.D, SL.7.3, SL.7.4, SL.7.6

8th Grade - SL.8.1, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.3, SL.8.4, SL.8.6

PROLOGUE ACTIVITY 1: Who is Responsible? (Page 10-11)

Standard: Writing: *Text Types and Purposes*, Speaking and Listening: *Comprehension and Collaboration*

6th Grade - W.6.1, W.6.1.A, W.6.1.B, W.6.1.C, SL.6.1, SL.6.1.A, SL.6.1.C, SL.6.1.D, SL.6.3, SL.6.4, SL.6.6

7th Grade - W.7.1, W.7.1.A, W.7.1.B, W.7.1.C, SL.7.1, SL.7.1.A, SL.7.1.C, SL.7.1.D, SL.7.3, SL.7.4, SL.7.6

8th Grade - W.8.1, W.8.1.A, W.8.1.B, W.8.1.C, SL.8.1, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.3, SL.8.4, SL.8.6

PROLOGUE ACTIVITY 2: Tossing Lines (Page 12-13)

Standard: National Core Art Standards: *Responding, Connecting*

Anchor Standard #7: Perceive and analyze artistic work

Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

A TIMELINE OF EUROPE AND THE FRANK FAMILY (Page 15-19)

Standard: History/Social Studies: *Integration of Knowledge and Ideas*

6th, 7th, 8th Grade - RH.6-8.7, RH.6-8.9

EPILOGUE ACTIVITY 1: My Diary (Page 20)

Standard: Writing: *Text Types and Purposes, Production and Distribution of Writing*

National Core Art Standards: *Creating*

6th Grade - W.6.1.D, W.6.2, W.6.2.C, W.6.2.E, W.6.3, W.6.3.C, W.6.3.D, W.6.4, W.6.5

7th Grade - W.7.1.D, W.7.2, W.7.2.C, W.7.2.E, W.7.3, W.7.3.C, W.7.3.D, W.7.4, W.7.5

8th Grade - W.8.1.D, W.8.2, W.8.2.C, W.8.2.E, W.8.3, W.8.3.C, W.8.3.D, W.8.4, W.8.5

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #3: Refine and complete artistic work

EPILOGUE ACTIVITY 2: Tableau Race (Page 21)

Standard: National Core Art Standards: *Creating, Performing/Presenting/Producing, Responding, Connecting*

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Anchor Standard #2: Organize and develop artistic ideas and work

Anchor Standard #5: Develop and refine artistic techniques and work for presentation

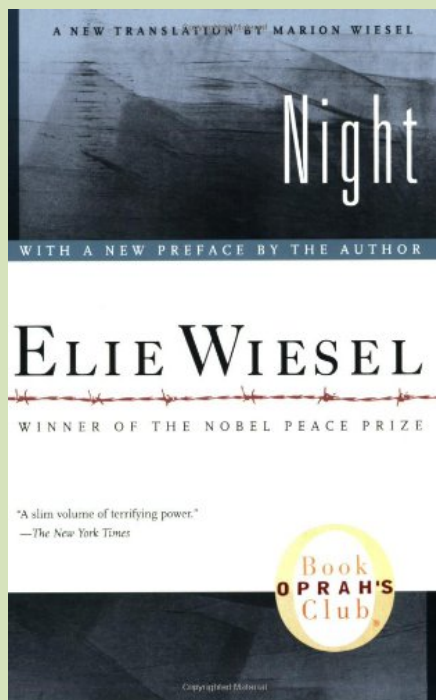
Anchor Standard #6: Convey meaning through the presentation of artistic work

Anchor Standard #7: Perceive and analyze artistic work

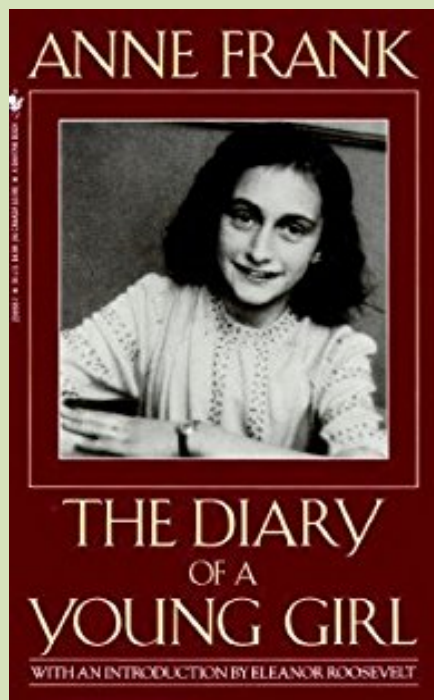
Anchor Standard #8: Interpret intent and meaning in artistic work

Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

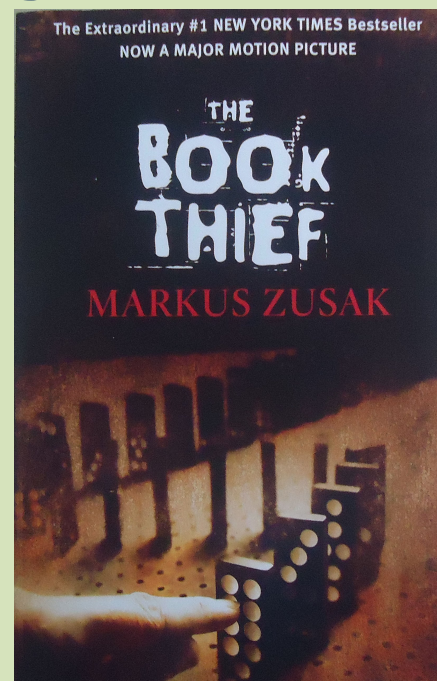
Recommended Reading



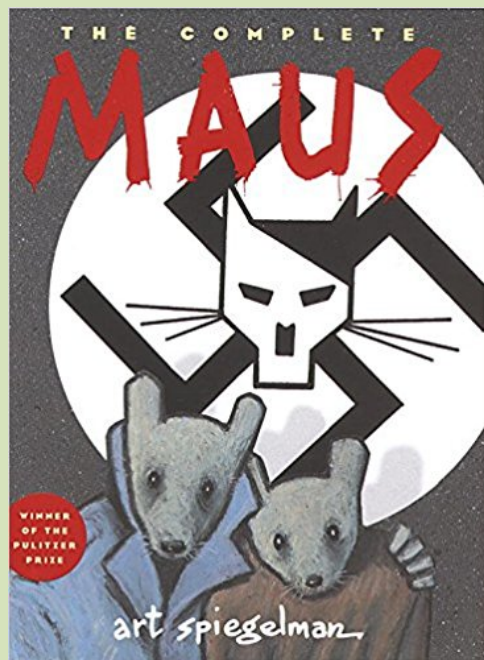
Night by Elie Wiesel



The Diary of a Young Girl
by Anne Frank



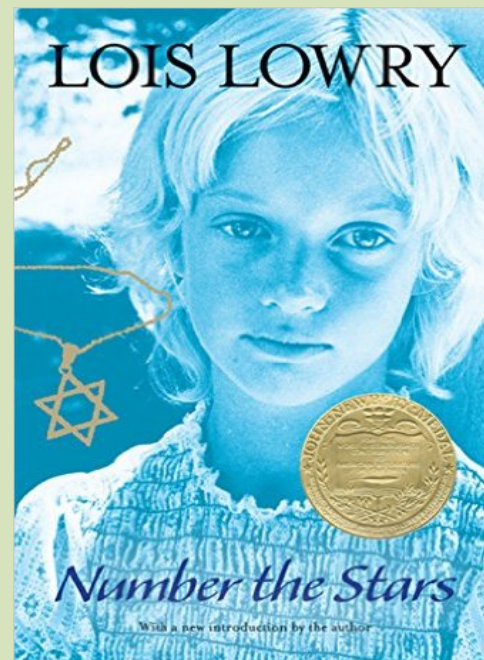
The Book Thief by Markus Zusak



Maus by Art Spiegelman



I Survived the Nazi Invasion of 1944 by Lauren Tarshis



Number the Stars by Lois Lowry

Did you know?

The Illinois Arts Learning Standards Initiative developed recommendations for the updated arts learning standards for Illinois, which were approved unanimously by the Illinois State Board of Education on June 16, 2016 and will go into effect starting with the 2018-2019 school year. These standards reflect best practices and identify what is important for students to know and be able to do in dance, media arts, music theatre, and visual arts. Learn more at <http://ials-dev.sitedev.space/>

Discussion Questions

Questions to explore BEFORE the show:

1. Have you ever heard this story before? Where? Is there anything special you remember about that version of the story?
2. What do you already know about WWII and the Holocaust? Have you ever read any books, fiction or non-fiction, which described events during this time? What were they? What did you enjoy about them?
3. Our show is an adaptation, which means it is based on a piece of source material. Can you think of other popular adaptations on stage or on screen? Many popular movies and TV shows are based on existing source material.
4. What other stories have you read or heard about WWII and The Holocaust?
5. Have you ever seen a play before? If so, what was it? What are your expectations in this play?



Questions to explore AFTER the show:

1. What are your first reactions and thoughts after viewing the show? Did any one moment stand out to you in a special way? Why?
2. We bring stories to life onstage to experience them in a different way. Our adaptation varied a bit from the book. What are some of the differences and similarities between the book and the adaptation you saw on stage?
3. Did you learn anything about these events that you didn't learn by reading the book? Maybe you understood something in a different way after seeing it onstage, instead of in your mind. Talk about how learning by watching the story is different than learning by reading the story.
4. Tensions rose particularly high between the characters in the attic. Can you think of a time when you and others were stuck together in a tight situation and tensions rose? What could you do to help be more of a peacemaker, like Mr. Frank, in those situations?
5. The family lives in fear every day they are in hiding. Yet they persevere and remain hopeful. They never give up hope. What are some things you hope for, despite your fears? Personal hopes, hopes for society, hopes for your family?

Prologue Activity 1!

At your desk before the show

Who Is Responsible?

In times of tragedy people look for who is responsible and who to blame. This activity will help you look at responsibility and accountability in WWII.

STEP ONE!

Imagine you are a judge. How would you assess the responsibility of the individuals or groups listed below for what happened between 1933 and 1945?

1=Not Responsible

2=Somewhat Responsible

3=Responsible

4=Very Responsible

- _____ Adolf Hitler, Chancellor of Germany.
- _____ One of Hitler's direct subordinates, such as Heinrich Himmler or Joseph Goebbels
- _____ A judge who carried out Hitler's decrees for sterilization of the "mentally incompetent" and internment of "traitors"
- _____ A doctor who participated in sterilization of Jews.
- _____ A factory owner who made enormous profits by producing Zyklon B gas (used in gas chambers)
- _____ A worker in a plant producing Zyklon B gas.
- _____ The American government, which limited immigration of Jews to the U.S. in the 1930s.
- _____ American factory owners who made profits in the 1930s producing weapons for Adolf Hitler.
- _____ A German who always respectfully gave the "Heil Hitler" salute in Germany.
- _____ A German who agreed to publicly take the Civil Servant Loyalty Oath (swearing eternal allegiance to Adolf Hitler.)
- _____ Parents who allowed their children to attend Hitler Youth meetings.
- _____ Children who joined Hitler Youth.
- _____ A German who served as a concentration camp guard.
- _____ A German who taught Nazi propaganda in the German schools.
- _____ A German who refused to participate in the hiding or smuggling of Jews.
- _____ A Jewish ghetto leader appointed by the Nazis
- _____ A Jewish prisoner who made weapons in the German weapons industry.
- _____ A Jewish father who decided his family would report for deportation rather than attempt to hide or escape.

Prologue Activity 1!

At your desk before the show cont.

STEP TWO!

Review your rankings to answer to following questions.

I. List two individuals or groups who you judged as Very Responsible.

1.

2.

II. Briefly explain why these individuals or groups were "Very Responsible."

I. List two individuals or groups who you judged as Not Responsible.

1.

2.

II. Briefly explain why these individuals or groups were "Not Responsible."

STEP THREE!

Get into small groups of about four students. Compare and contrast your answers to the questions above and defend your reasoning. Ask each other why they judged that individual or group a certain way and see how personal perception makes a big difference.

Prologue Activity 2!

On your feet before the show

TEACHERS

Cut these lines out and distribute one to each student. Some students will have the same lines.

“For the past two years we have lived in fear. Now we can live in hope.”

“We don’t need the Nazis to destroy us. We’re destroying ourselves.”

“I still believe, in spite of everything, that people are really good at heart.”

“Always remember this; there are no walls, no bolts, no locks that anyone can put on your mind.”

“You know we’re going to forget how to dance.”

“Think of how lucky we are, think of the thousands dying in the war every day, think of the people in concentration camps.”

“What’s the good of thinking of misery when you’re already miserable?”

“Stop it! Let’s be happy.”

“It’s not a quarrel, it’s a discussion. And I’ve never heard children so rude before.”

“She puts me to shame.”

“I want to go on living even after I’m dead.”

“Our blessed radio. It gives us eyes and ears out into the world.”

“You know what I do when I think I can’t stand another minute cooped up? I think myself outside.”

“We’re not the only people that have had to suffer, there have always been people that’ve had to.”

Prologue Activity 2!

On your feet before the show cont.

STEP ONE

Each student should receive a piece of paper from the teacher with a line on it. This is a line of dialogue from *The Diary of Anne Frank*. Read over your line and familiarize yourself with it. Students should form a large circle in the room so that everyone can see each other.

STEP TWO

Use a ball or a hacky sac to “toss the lines” around the room. When the ball is tossed to you, say your line and then toss the ball to someone else. Try and use different inflections and various emotions when you say your line again. Make sure everybody says their line a couple of times.

STEP THREE

After tossing lines around the room, take a few minutes to answer these questions below.

1. What different emotions are expressed in these lines?
2. What types of conflict do you expect to see in the play? Why?
3. What do you consider your private space or a safe space to voice ideas? Have you ever felt the stress of living in small spaces? How did you cope?
4. What evidence is there of a strong sense of idealism in these lines? Have you ever experienced a time when your ideals were tested or not met?

STEP FOUR

Get together in small groups again and discuss the activity. Talk to each other about your different answers to the questions above. What was this experience like for you? What did you learn from this experience? Did you learn anything about yourself, each other, the play?



Terms to Know



Theatre Glossary

Adaptation: Transformation of a literary source (for example a novel, short story, poem) to another genre or medium, such as a film or a stage play

Audience: Observers of, or participants in, a performing art, either presented informally or formally

Dialogue: A conversation between two or more characters spoken by the characters in a play to communicate their thoughts, feelings, and actions

Improvisation: The spontaneous use of movement and speech to create a character or object in a particular situation.

Rehearsal: Steps in preparation for a performance or presentation that can include character development, analysis, blocking/staging, and refining and modifying the work of theatre or drama to convey meaning.

Props: Objects used in drama or theatre that express information about the story, theme, character, and time period.

Tableau: A tableau is a frozen picture created by an ensemble that is used to represent or depict a specific object, time, place, or idea. These can be both literal and figurative.

Definitions from the Illinois Arts Learning Standards
Initiative Theatre Standards

Story Glossary

Calligraphy: Beautiful handwriting

Clandestine: Conducted with or marked by hidden aims or methods

Hanukkah: A lesser Jewish festival, lasting eight days from the 25th day of Kislev and commemorating the rededication of the Temple in 165 BC by the Maccabees after its desecration by the Syrians. It is marked by the successive kindling of eight lights.

Hypochondriac: A patient with imaginary symptoms and ailments

Immigrate: Come into a new country and change residency

Impertinent: Improperly forward or bold

Incriminate: Suggest that someone is guilty

Pedantic: Marked by a narrow focus on or display of learning

Pogrom: An organized massacre of a particular ethnic group, in particular that of Jews in Russia or Eastern Europe

Smuggle: Import or export without paying customs duties

A Timeline of Europe and the Frank Family

November 11, 1918	World War I comes to an end.
January 1923	The Nationalist Socialist German Workers' Party, known as the Nazi Party, holds its first rally in Munich.
May 12, 1925	Otto Frank and Edith Hollander are married in Aachen, Germany.
Fall 1925	<i>Mein Kampf</i> , Hitler's autobiography and anti-Semitic plan, is published.
February 16, 1926	The Frank's first daughter, Margot is born in Frankfurt, Germany.
June 12, 1929	The Franks' second daughter, Annelies Marie, or Anne, is born in Frankfurt, Germany.
July 31, 1932	The Nazis receive 37.4% of the vote and are asked to form a coalition of government.
January 30, 1933	Hitler is appointed Chancellor of Germany.
February 1933	Freedom of speech and assembly is suspended by the Nazi government.
Spring 1933	The Gestapo (Secret State Police) is established. Dachau, the main concentration camp for political prisoners, is built.
April 1933	The Nazis declare a boycott of Jewish businesses and medical and legal practices. A law excluding non-Aryans removes Jews from government and teaching positions.
May 10, 1933	Books by Jews, political enemies of the Nazi state and other "undesirables" are burned in huge rallies throughout Germany.
Summer 1933	The Franks decide the family must move to the Netherlands due to increasing tensions in Germany.

A Timeline of Europe and the Frank Family Cont.

January 1934	Forced sterilization of the racially “inferior,” primarily ROMA (“Gypsies”), African-Germans, and the “unfit” (the mentally and physically disabled), begins.
Fall 1935	The Nuremberg Laws are passed defining Jews as non-citizens and making any marriage between Aryans and Jews illegal.
August 1, 1936	The Olympic Games open in Berlin. Ant-Semitic signs are removed during the games.
March 12, 1938	Germany annexes Austria.
November 9-10 1938	<i>Kristallnacht</i> , a state-sponsored pogrom in Germany and Austria, results in synagogues and Jewish-owned businesses being looted and destroyed, and 30,000 Jews transported to concentration camps.
March 15, 1939	The Nazis occupy Czechoslovakia.
September 1, 1939	Germany invades Poland. World War II begins.
September 1939	Hitler implements the “Tiergarten 4” program, killing the institutionalized, physically disabled and mentally handicapped.
April and May 1940	Germany invades Denmark, Norway, the Netherlands, France, Belgium, and Luxembourg. Jewish children are made to wear the yellow star.
December 7, 1941	Japan attacks the U.S. fleet at Pearl Harbor. The next day the United States enters World War II.
December 11, 1941	Germany declares war on the U.S.
March 1942	Sobibor, Belzec, and Auschwitz-Birkenau all become fully operational death camps, followed by Treblinka in July.
June 12, 1942	Anne Frank receives a diary for her thirteenth birthday.

A Timeline of Europe and the Frank Family Cont.

July 5, 1942	Margot receives a call-up notice to report for deportation to a labor camp. The family goes in hiding the next day.
July 13, 1942	The Van Pels family (called Van Daan in Anne's diary), another Jewish family originally from Germany, joins the Frank family in hiding.
November 16, 1942	Fritz Pfeffer (called Alfred Dussel by Anne), the eighth and final resident of the Secret Annex, joins the Franks and Van Pells.
June 1943	SS leader Himmler orders the "liquidation" of all the Jewish ghettos in Poland and the Soviet Union by forcing their residents into death camps.
June 6, 1944	The allies invade Western Europe (D-Day).
August 4, 1944	The residents of the Secret Annex are betrayed and arrested. They are taken to a police station in Amsterdam and eventually to the Westerbork Transit Camp.
September 3, 1944	The eight prisoners are transported in a sealed cattle car to Auschwitz. This would be the last transport to ever leave Westerbork.
September 1944	Hermann Van Pels (Mr. Van Daan) is murdered in the gas chambers shortly after arriving in Auschwitz.
October 1944	Anne and Margot Frank are transferred to the Bergen-Belsen concentration camp.
November 26, 1944	Himmler orders troops to destroy the crematoria at Auschwitz to hide the Nazi war crimes.
December 20, 1944	Fritz Pfeffer dies at the Neuengamme Concentration Camp in Germany.
January 6, 1945	Edith Frank dies at the Auschwitz-Birkenau, the women's subcamp.

A Timeline of Europe and the Frank Family Cont.

January 27, 1945	Otto Frank is liberated from Auschwitz by the Russian Army. He is take first to Odessa and then to France before he is allowed to make his way back to Amsterdam.
March 1945	Anne and Margot Frank die at Bergen-Belsen within days of each other.
Spring 1945	Mrs. Van Pels dies at the Theresienstadt camp in Czechoslovakia. Peter Van Pels, after surviving a death march from Auschwitz, dies in Austria at the Mauthausen Concentration Camp, just days before it was liberated.
May 5, 1945	Germany surrenders, and the war ends in Europe, less than two months after Anne's death.
May 7, 1945	Otto Frank arrives in Amsterdam, where he is reunited with Miep and Jan Gies. He concentrates on finding Margot and Anne.
June 3, 1945	Otto Frank visits a Mrs. Brillesliiper who was with his daughters in Bergen-Belsen. She tells him of Anne's and Margot's deaths in Bergen-Belsen.
August 1945	The Nuremberg trials of Nazi war criminals begin.
November 1945	Fifteen hundred copies of Anne's diary are published by Contact publishers in Amsterdam.
Summer 1947	The diary is translated into English.
1959	The American film version of <i>Diary</i> is produced with Millie Perkins as Anne.
August 19, 1980	Otto Frank dies in Switzerland.

A Timeline of Europe and the Frank Family Quiz

Use the timeline on the previous page to answer these questions.

1. What year was Anne Frank born? _____
2. When were the Olympic games held in Berlin? _____
3. When did Germany annex Austria? _____
4. What year was Anne's diary publish by Contact Publishers? _____
5. When was the Frank family betrayed and discovered? _____

Rank these events in chronological order. Oldest (1) to Newest (10)

- The diary is translated in English. _____
- *Mein Kampf*, Hitler's autobiography and anti-Semitic plan is published. _____
- The Frank family must move to the Netherlands. _____
- Anne and Margot die at Bergen-Belsen within days of each other. _____
- The allies invade western Europe. (D-Day) _____
- Freedom of speech and assembly is suspended by the Nazi government. _____
- Germany invades Poland. World War II begins. _____
- Anne Frank receives a diary for her thirteenth birthday. _____
- Otto Frank dies in Switzerland. _____
- The Frank family goes into hiding. _____

A “diary” is often a joke in a lot of movies and TV shows. But really it’s just as simple as a place to keep your personal thoughts. Many people find this sort of writing helpful, calming, and therapeutic. Sometimes people like to treat it like a letter to themself.

Use the space below to brainstorm about your own life. Write down who you are, what you care about, what you like, what you don't like. Try to come up with as many things about your personal life as you can.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Using a separate sheet of paper, write a diary entry. Think of it like a letter to yourself. What are some things you want to remember about who you are right now? What advice would you give to future you about your current situation?

Fold up your diary entry and place in an envelope provided by your teacher. Seal the envelope and write "Do not open until 2028" on the outside.

Take the envelope home and put it in a safe place, to be opened in 2028.

Epilogue Activity 2!

On your feet after the show

TABLEAU RACE

Use your vocabulary page to review the definition of tableau. Teachers will need to guide this activity in a competition setting.

STEP ONE!

Group Up

Assign students into several groups of approximately four students per group. Once the groups have been decided, give each group a designated space in the room.

STEP THREE!

Compete

Once the class has a handle on tableaux, move into the competition portion. Call two groups at a time to the front of the class. The other students will act as the judges. Each group is then asked to become "blank" and has ten seconds to do so. One student from each group quickly explains what is happening in each group and the seated students will then vote for the best tableau in each setting. The group with the most points at the end wins!

Start to use tableaux based on *The Diary of Anne Frank*. Ask students to create scenes such as...

The Secret Annex, A Hanukkah Celebration, Hiding, Fear, A separated family, A family trying to escape.

Feel free to use any other tableau ideas you may have as well.

STEP TWO!

Rehearse

The teacher should ask each group to "become" a certain scene or setting. Students then work together within their groups to use their bodies to depict that particular setting by creating a frozen picture or a tableau.

The teacher should count down from ten, then one student from each group should quickly explain what each students is portraying in their tableau.

Encourage students to think abstractly and to create the whole setting, not just the people. They could be trees, animals, furniture, walls, etc...

Below are some examples of practice scenes to rehearse with and get students used to the tableau.

The beach, the jungle, a circus, Disney World, the zoo, a kitchen, a pet store, a camp site, etc...

STEP FOUR!

Reflection

Once everyone has had a fair chance and the game comes to an end, reflect on this exercise as a class. Discuss moments that were particularly interesting. Did any of your classmates surprise you? Did you surprise yourself? Did this experience give you a different point of view on what it was like to be the Frank Family? What are some other tableaux that we didn't see, but might be interesting to explore? How does this exercise help us gain insight beyond our own personal perspective?

To be completed after study guide and performance is finished

We care about what you want to see!

What stories do you want to see onstage? Do you have a favorite book you've read, on your own or in class, that you would want to see brought to life? Use the space below to list a few stories, novels, poems, or plays that you want to see performed as works of theatre. We use this input in planning our future shows, so your suggestion might just end up being our next show!

[illegible]

Send it back!

Turn this last page into your teachers so we can use the feedback to improve our programming. We are always interested in offering the best possible experience and your feedback is what makes that happen!

Teachers please either scan and email the surveys back to
improvplayhousetya@gmail.com or mail them to
Improv Playhouse 116 Lake St, Libertyville, IL 60048