Preparing to Read

from The Diary of a Young Girl / *from* My Childhood Under Fire: A Sarajevo Diary

Literary Focus

Conflict and Character Narratives, whether fiction, nonfiction, or dramatic, revolve around **conflict,** a character's struggle to achieve a goal. As characters face conflict and take steps to resolve it, we in turn gain insight into their hopes, fears, strengths, and weaknesses. The diary entries that follow are accounts of how two young girls faced conflict in times of war. As you read, consider what the diary entries reveal about the writers.

TechFocus As you read these diary entries, think about what you might want to say in a modern form of a diary: a blog.

Reading Focus

Comparing Characters As you read these selections, observe the similarities and differences in the ways that two girls react to the historical conflicts they live through.

Into Action Create a chart like the one below to record each character's reactions.

Character/ Writer	Historical Conflict	Character's Opinions	Character's Emotions
Anne			
Nadja			

Writing Focus

Think as a Reader/Writer

Find It in Your Reading Diaries are usually written for personal use, but they can also be works of literature. Note in your *Reader/Writer Notebook* how the writers use specific, carefully chosen words to express themselves, their feelings, and their opinions.

Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

***from* The Diary of a Young Girl**

liberation (lihb uh RAY shuhn) *n.:* release from imprisonment or enemy occupation. *When the troops withdrew, the city celebrated its liberation.*

cherished (CHEHR ihsht) *v.* used as *adj.:* valued; well loved. *Her ideals are her most cherished possession because they give meaning to her life.*

***from* My Childhood Under Fire: A Sarajevo Diary**

invasion (ihn VAY zhuhn) *n.:* act of entering by force. *When soldiers entered the city, our citizens protested the invasion.*

reigns (raynz) *v.:* predominates; is widespread. *When war ends, peace reigns.*

Language Coach

Oral Fluency What do *eight* and *sleigh* have in common? These words contain the letters *ei,* pronounced "ay," and the *g* that follows is silent. Which of the Vocabulary words above follows that pattern? With a partner, list three other words that contain that letter combination and pronunciation.

Learn It Online

Master these words. Visit Word Watch at:

go.hrw.com L8-917 Go

Supporting Instruction in Six Languages, selection summary

ThinkCentral Online Assessment, Selection Test

ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, use this activity to check students' understanding.

1. His signed baseball is his most _____ possession. [*cherished*]
2. A feeling of hopelessness _____ over the people of the city. [*reigns*]
3. The _____ of the city caused fear among the people. [*invasion*]
4. They celebrated their _____ from the tyrant. [*liberation*]

Language Coach

Use **Language Coach** to help English-language learners acquire word-attack skills. ***Answer:*** *The word* reigns *follows the same pattern. Other words include* weigh, freight, *and* neighbor.

Literary Focus

As you read and discuss the selection with students, have them note details about the characters and their conflicts.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record the carefully chosen words in their **Reader/Writer Notebooks.** Students can use their notes to complete the Writing Focus activity.

Learn It Online

Word Watch provides an audio pronunciation of each word, plus synonyms, antonyms, the word used in a sentence, and a brief history of the word's origin. Preview at **go.hrw.com.**

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Selection Introduction

More About the Writers

- In 1944, **Anne Frank** and her family were discovered by the Germans. Anne died in a concentration camp at the age of 15. It is believed she died from typhus.
- **Nadja Halilbegovich's** *My Childhood Under Fire* has been the recipient of the New York Public Library's Books for the Teen Age List and SSLI Best Book Award for Social Studies (Grade K-6).

Think About the Writers

To help students answer the question, have them focus on the historical events that each girl experienced. Then, have them write their answers to the question in their **Reader/Writer Notebooks.**

For Independent Reading

- If students enjoyed reading nonfiction, recommend Kathleen Krull's *Lives of the Athletes: Thrills, Spills (and What the Neighbors Thought).*
- If students want to read another story about characters who face hardships, suggest *Goodbye, Vietnam** by Gloria Whelan. In this novel, a family must flee Vietnam.

HRW LIBRARY *This title is available in the HRW library.

MEET THE WRITERS



Anne Frank

(1929–1945)

A Lasting Voice

Anne Frank was born to a Jewish family in Frankfurt, Germany, in 1929. Her family immigrated to Amsterdam, the Netherlands, when she was four. Anne had a happy childhood until 1940, when German forces invaded and occupied the Netherlands. Jewish citizens began to be deported and killed. Anne and her family went into hiding in an attic, where she began her diary, which served as the basis for the play *The Diary of Anne Frank.*

For more information on Anne Frank, see Build Background (pages 835–838) and "A Tragedy Revealed: A Heroine's Last Days" (pages 932–948).



Nadja Halilbegovich

(1979–)

The Power of a Diary

Nadja Halilbegovich was born in Bosnia and Herzegovina, a part of the former Yugoslavia in southeastern Europe. She grew up in a middle-class family in Sarajevo, the capital of Bosnia and Herzegovina. "We owned a comfortable apartment in Sarajevo and a cottage in the countryside, where we spent our weekends," Nadja writes.

In 1992, when Nadja was twelve, civil war broke out in Yugoslavia. The streets of Sarajevo became filled with soldiers. Bombings were frequent, and many innocent civilians died. The war lasted three years. Nadja writes, "On May 31, 1992, I opened my notebook and began to write. Instantly this diary became a friend who listened to all that I desperately needed to share."

Nadja survived the war and is now a peace activist and a singer.

Think About the Writers What similarities do you see in the lives of these two girls? What common experiences led them to start diaries?

Build Background

In this feature, you will read two diaries written by girls from different countries and times. *The Diary of a Young Girl* was written by Anne Frank in the 1940s, during the Nazi occupation of the Netherlands in World War II. *My Childhood Under Fire* was written by Nadja Halilbegovich in the 1990s, during the Yugoslavian civil war.

Preview the Selections

The excerpts you will read from *The Diary of a Young Girl* are from the actual diary of **Anne Frank,** which her father published after World War II. The authors of the play *The Diary of Anne Frank* (page 839) based their character of Anne on the person revealed in this diary.

In *My Childhood Under Fire: A Sarajevo Diary,* a thirteen-year-old girl, **Nadja Halilbegovich,** starts a diary as her home city is caught up in the larger Yugoslavian civil war of the 1990s.

Learn It Online

The Writers' Lives feature of the Interactive Student Edition offers additional information about Anne Frank. Audio or video segments are provided for some authors. Preview at **go.hrw.com.**

go.hrw.com L8-918 Go

DIARY

from

The Diary of a Young Girl

by **Anne Frank**

Read with a Purpose

Read these diary pages to discover the real-life voice of Anne Frank.

Wednesday, 3 May, 1944

. . . Since Saturday we've changed over, and have lunch at half past eleven in the mornings, so we have to last out with one cupful of porridge; this saves us a meal. Vegetables are still very difficult to obtain; we had rotten boiled lettuce this afternoon. Ordinary lettuce, spinach, and boiled lettuce, there's nothing else. With these we eat rotten potatoes, so it's a delicious combination! A

As you can easily imagine, we often ask ourselves here despairingly: "What, oh, what is the use of the war? Why can't people live peacefully together? Why all this destruction?"

The question is very understandable, but no one has found a satisfactory answer to it so far. Yes, why do they make still more gigantic planes, still heavier bombs, and, at the same time, prefabricated[1] houses for reconstruction? Why should millions be spent daily on the war and yet there's

A **Read and Discuss** Anne provides a lot of detail in this first paragraph. What picture is she creating for us?

1. **prefabricated:** constructed in pieces for easy shipment and assembly.



Anne at age 10

Selection Readability	
Easily Accessible **Accessible** Challenging	unfamiliar situations; historical context; complex syntax
Lexile	**1110**

Selection Summary

In this diary, Anne Frank chronicles her feelings and experiences while hiding from the Nazis. She questions the need for war and looks at the qualities that she herself possesses.

Direct Teach

Think About/Talk About

Read with a Purpose Ask students to read the Read with a Purpose statement. Point out that the key phrase in the statement is "real-life voice." Ask students how they expect Frank to sound.

Comprehension

A Read and Discuss

Possible response: *She is creating a picture of the living conditions that she and her family are experiencing.*

? Extend the Discussion

Finding Details In paragraph 2, what question do Anne and her family find themselves asking? ***Possible response:*** *They ask what the use of the war is. They also wonder why people cannot live together peacefully.*

Interpreting Why do you think that no one has been able to satisfactorily answer the question? ***Possible response:*** *Later in the diary, Anne attempts to answer it by saying there is an urge in people to kill, destroy and murder. Perhaps we refuse to recognize this urge or are able to rationalize the violence.*

Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer. (See **Collection 8 Resources.**)
- Tell students that the **characters** live during a historical **conflict.**
- Model adding details to the graphic organizer. Read aloud the third full paragraph on this page. Point out that the paragraph contains some of Anne's opinions. Add these opinions to the graphic organizer.

Character/ Writer	Historical Conflict
Anne	World War II

Character's Opinions	Character's Emotions
Anne treats this situation as an adventure; she says her life will be different from other girls.	

- **Think-Pair-Share** Organize students into pairs. Have them look for details on this page that reveal Anne's emotions and add their findings to the Reading Focus graphic organizer. (See p. T28.)

Think as a Reader/Writer

Find It in Your Reading Have students reread the paragraph that begins, "I am young and I possess . . ." Tell them that Anne identifies several of her positive qualities here.

Use It in Your Writing Tell students to write three brief sentences that point out their own positive qualities. Each sentence should start with "I am . . ." just like Anne's do.

not a penny available for medical services, artists, or poor people?

Why do some people have to starve while there are surpluses rotting in other parts of the world? Oh, why are people so crazy?

I don't believe that the big men, the politicians and the capitalists alone, are guilty of the war. Oh no, the little man is just as guilty; otherwise the peoples of the world would have risen in revolt long ago! There's in people simply an urge to destroy, an urge to kill, to murder and rage, and until all mankind, without exception, undergoes a great change, wars will be waged, everything that has been built up, cultivated, and grown will be destroyed and disfigured, after which mankind will have to begin all over again. B

I have often been downcast, but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my diary I treat all the privations[2] as amusing. I have made up my mind now to lead a different life from other girls and, later on, different from ordinary housewives. My start has been

2. **privations:** lack of necessities.



Anne in 1939

so very full of interest, and that is the sole reason why I have to laugh at the humorous side of the most dangerous moments.

I am young and I possess many buried qualities; I am young and strong and am living a great adventure; I am still in the midst of it and can't grumble the whole day long. I have been given a lot: a happy nature, a great deal of cheerfulness and strength. Every day I feel that I am developing inwardly, that the liberation is drawing nearer,

B **Literary Focus** **Conflict and Character** What do Anne's thoughts reveal about how the war is affecting her?

Vocabulary **liberation** (lihb uh RAY shuhn) *n.:* release from imprisonment or enemy occupation.

Differentiating Instruction

English-Language Learners

On the board, write *What I Know About Anne Frank*. Tell students to copy the header into their **eader riter oteboo** Then, organize students into mixed-ability groups. Have groups make a list of the details they have learned about Anne Frank. These details can be about her situation or her feelings and opinions. You may wish to assign a passage or excerpt to each group. After groups have finished, have them share their findings with the class.

Readers Gaining Proficiency

Read the selection aloud to students, a paragraph at a time. Discuss each paragraph so that students understand the point of Anne's words. Read aloud the questions that Anne asks beginning on p. 919. Lead a discussion about how the conflict may have produced or affected these questions. Ask students what these questions reveal about Anne. You may want students to work in small groups to answer these questions.

and how beautiful nature is, how good the people are about me, how interesting this adventure is! Why, then, should I be in despair?

Yours,
Anne

Saturday, 15 July, 1944

. . . "For in its innermost depths youth is lonelier than old age." I read this saying in some book and I've always remembered it, and found it to be true. Is it true, then, that grown-ups have a more difficult time here than we do? No. I know it isn't. Older people have formed their opinions about everything and don't waver before they act. It's twice as hard for us young ones to hold our ground and maintain our opinions in a time when all ideals are being shattered and destroyed, when people are showing their worst side and do not know whether to believe in truth and right and God.

Anyone who claims that the older ones have a more difficult time here certainly doesn't realize to what extent our problems weigh down on us, problems for which we are probably much too young but which thrust themselves upon us continually, until, after a long time, we think we've found a solution, but the solution doesn't seem able to resist the facts which reduce it to nothing again. That's the difficulty in these times: Ideals, dreams, and cherished hopes rise within us, only to meet the horrible truth and be shattered. C

It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness, I hear the ever approaching thunder, which will destroy us too, I can feel the sufferings of millions, and yet, if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that peace and tranquility will return again.

In the meantime, I must uphold my ideals, for perhaps the time will come when I shall be able to carry them out. D

Yours,
Anne

C **Reading Focus** **Comparing and Contrasting Characters** How is Anne's attitude in this entry different from that in the previous entry?

D **Read and Discuss** How does this passage fit in with what we know about Anne?

Vocabulary **cherished** (CHEHR ihsht) *v.* used as *adj.*: valued; well loved.

Think About/Talk About

Comprehension

C Reading Focus

Possible response: *Anne is finding it harder to maintain her opinions and hold on to her ideals.*

D Read and Discuss

Possible response: *Anne chooses to believe that people are "good at heart." She anticipates the war's end.*

Analysis

B Literary Focus

Possible response: *The war has shown Anne how cruel and destructive people can be.*

Check For Understanding

Monitor Students' Progress Guide the class in answering these comprehension questions.

1. What historical conflict is Anne facing? [*It is World War II, and the Nazis have taken control of the Netherlands.*]
2. Anne is able to laugh at her situation. What does this reveal about her? [*She says that she has been given a lot: a happy nature, a great deal of cheerfulness, and strength.*]
3. Describe Anne's writing abilities. [*She has a unique voice and mature writing style.*]

Learners with Diverse Needs

Provide students with a photocopy of p. 920. Also, supply them with colored pencils or highlighters. Select one paragraph on the page to study. Read it aloud. Then, go through the paragraph sentence by sentence to make sure students understand what Anne is saying. After you have worked through the paragraph, have students highlight, circle, or underline words or phrases that show Anne's feelings or thoughts.

SKILLS FOCUS p. 922

Literary Skills
- Analyze character.
- Analyze conflict.

Reading Skills
- Compare and contrast characters.

Vocabulary Skills
- Demonstrate knowledge of literal meanings of words and their usage.

Writing Skills
- Describe a person.

Review

Independent Practice

Reading Focus

Answers:

1. *She describes herself as young and strong, with a happy nature and buried talent.*
2. *She keeps them because she still believes that people are good at heart. She wants to have her ideals when this is over.*
3. ***Possible responses:*** *The character does not surprise me. These are some of the same thoughts expressed in the play; The character does surprise me. She is more mature and articulate than I expected.*
4. *Students will complete the Reading Focus graphic organizer with information about Anne.*

Vocabulary Check

5. *liberation; cherished*

Literary Focus

Possible Responses:

6. *Her conflict is about trying to retain her ideals. She resolves it by saying that when the war is over, these are the ideals she wants to have.*
7. *She may be able to reconcile these opinions because people are risking their lives to help her. She may feel that people's basic goodness outweighs their violent urges.*
8. *We know that the Nazis will discover Anne's family. We also know that Anne will not live through the war. This insight makes me feel sad and angry.*
9. *Anne is an articulate, mature fifteen-year old. She consciously chooses how she will live and react to a chaotic, terrible situation.*

Applying Your Skills

SKILLS FOCUS **Literary Skills** Analyze conflict; analyze character. **Reading Skills** Compare and contrast characters. **Vocabulary Skills** Demonstrate knowledge of literal meanings of words and their usage. **Writing Skills** Describe a person.

from The Diary of a Young Girl

Respond and Think Critically

Reading Focus

Quick Check

1. How does Anne describe herself in the first entry?
2. In the second entry, what reasons does Anne give for keeping her ideals?

Read with a Purpose

3. Does the character revealed in the excerpts from Anne's diary surprise you? If so, in what ways? If not, why not?

Reading Skills: Comparing Characters

4. Fill in the chart you made on the Preparing to Read page with your observations about Anne. As you read the next selection, fill in the row for Nadja. Then you will be able to compare two characters.

Character/ Writer	Historical Conflict	Character's Opinions	Character's Emotions
Anne			
Nadja			

Vocabulary Check

Fill in each blank with the correct Vocabulary word.

liberation cherished

5. The end of war brought _____ and the return of our _____ freedoms.

Literary Focus

Literary Analysis

6. **Interpret** What internal conflict does Anne express in the second diary entry? How does she resolve this conflict?
7. **Analyze** In the first entry, Anne writes, "There's in people simply an urge to destroy, an urge to kill, to murder and rage. . . ." In the second entry, she says that "in spite of everything I still believe that people are really good at heart." How do you think Anne was able to reconcile these seemingly contradictory opinions?
8. **Connect** **Dramatic irony** is created when the reader knows something a character does not know. What do we know as we read Anne's diary that Anne does not know? How does having this insight make you feel?

Literary Skills: Conflict and Character

9. **Analyze** Look over the chart you filled in for item 4. Now, write a short paragraph about Anne's character as it is revealed in her diary. Consider the opinions Anne expresses, the way she describes herself, and the way she deals with conflict.

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Review the words Anne uses to describe herself. Write a profile of yourself or someone else. Like Anne, choose your words and phrases carefully to give the reader a clear picture of the person you are describing.

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Students may have difficulty making a character profile. Have them select a friend or family member that they know well. Then, have them make a list of words that describe the person.