MAGAZINE ARTICLE

Preparing to Read

A Tragedy Revealed: A Heroine's Last Days

Informational Text Focus

Text Structure and Organization For any text to be clear, it requires structure and organization. Three of the most common structural patterns are:

- **Chronological order:** Events are described in the order in which they happen. This pattern is often used in historical writing. Usually, when a text uses chronological order, it makes **cause-and-effect relationships** clear. A text about World War II, for example, might explain the causes of the war and the war's effect on a country.
- **Order of importance:** Details that support the author's argument are presented from least to most important or from most to least important.
- **Logical order:** Details are arranged into related groups so that their connections are clear. For example, a review of a movie may discuss its plot, characters, and soundtrack.

Into Action "A Tragedy Revealed" uses all three structural patterns listed above. Use this chart to identify the organization of the article's supporting details.

Structural Pattern	Details from the Text That Fit That Pattern
Chronological order	1. "In the summer of 1942 . . . during the Nazi occupation of Holland." (page 931)
Order of importance	
Logical order	

Writing Focus

Preparing for **Constructed Response**

As you read, take note of the main ideas presented by Ernst Schnabel. Record the main ideas in your *Reader/Writer Notebook*. This will make the essay's structure more evident.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Vocabulary

annihilation (uh ny uh LAY shuhn) *n.:* complete destruction. *We still mourn the Nazi's annihilation of six million Jews.*

inexplicable (ihn ihk SPLIHK uh buhl) *adj.:* unable to be explained. *There were inexplicable sounds coming from below.*

premonition (prehm uh NIHSH uhn) *n.:* feeling that something, usually bad, will happen. *The residents had a premonition their hiding place would be found.*

emaciated (ih MAY shee ay tihd) *v.* used as *adj.:* extremely thin, as from starvation. *Anne's eyes still shined brightly in her thin, emaciated face.*

raucous (RAW kuhs) *adj.:* loud and rough. *They were frightened by the raucous shouting outside the window.*

Language Coach

Oral Fluency Because most of the Vocabulary words above have many syllables, they may seem hard to pronounce. Use the pronunciation guide in parentheses to sound out each word. The capital letters indicate which syllable gets the most stress. Then, read aloud the sentences following the definitions to practice using the words in conversation.

Learn It Online

Learn more about text structures online at:

go.hrw.com L8-929 Go

Selection Resources

Collection 8 Resources, on-level practice and assessment, p. 28

PowerNotes, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

The Holt Reader, p. 296

The Holt Reader, Adapted Version, p. 266

Holt Audio Tutor

Differentiating Instruction, modified lesson plans and leveled assessment

Holt English Language Development, systematic instruction and scaffolded content

Supporting Instruction in Six Languages, selection summary

Resources for Teaching Advanced Students, lesson plans

Analyzing Visuals Transparencies, p. 70

ThinkCentral Online Assessment, Selection Test

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students supply the Vocabulary word that completes each sentence.

1. Tony had a _____ that he would lock his keys in the car. [*premonition*]
2. The unfamiliar lights in the sky were _____. [*inexplicable*]
3. The _____ of the building was saddening. [*annihilation*]
4. The territorial tigers were engaged in a _____ fight. [*raucous*]
5. The hungry, stray cat looked _____. [*emaciated*]

Language Coach

Use **Language Coach** to help English-language learners acquire word-attack skills.

Give students other examples of multisyllabic words from the text, such as *embarrassment*, *concentration*, and *recollection*.

Informational Text Focus

Give students a copy of the Informational Text Focus graphic organizer before they read. (See **Collection 8 Resources.**) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

As they read, have students note main ideas in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online

The **PowerNotes** presentation for this lesson includes a short video that introduces the selection. The video is also available on the online version of this page. Preview at **go.hrw.com.**

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Direct Teach

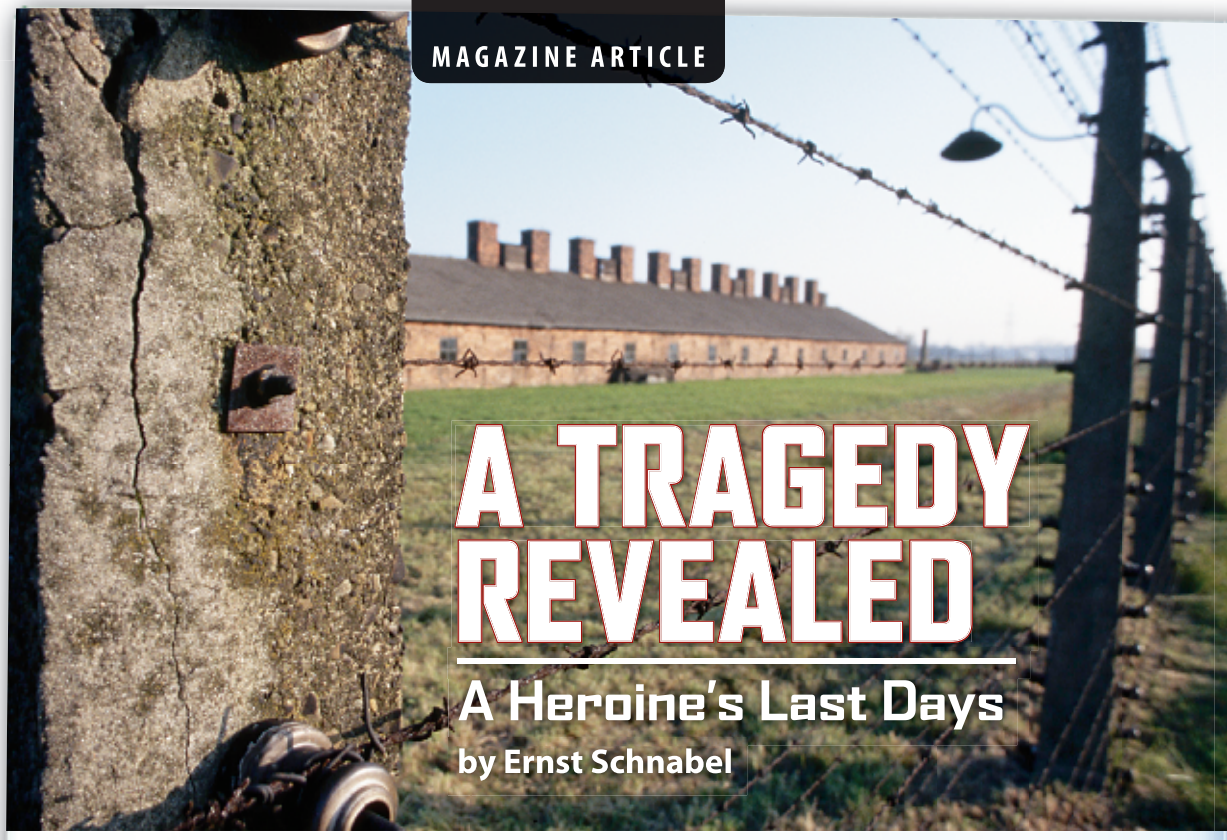
Guided Practice

Model and Apply

- Provide students with copies of the Informational Text Focus graphic organizer for "A Tragedy Revealed: A Heroine's Last Days." (See **Collection 8 Resources**.)
- Tell students that to understand a text's **structural pattern,** they will need to pay attention to how the author organizes the details. For example, words such as *now, until,* and *then* can signal a chronological text structure. Tell students that by paying attention to a text's structural pattern, they can remember important ideas from the text and understand how they are related.
- Model adding information about the text's structural pattern to the graphic organizer. Point out that there is a shift in focus from watching Anne Frank in the film to the author's motivation for writing the article and a description of his process. The author uses logical order within the overall text structure. Add this information to the graphic organizer. Tell students to continue thinking about organizational patterns as they read.

Structural Pattern	Details from the Text that Fit That Pattern
Logical order	"Last year in Amsterdam . . ." describes the film; "Last year I set out to follow the fading trail . . ." shifts the focus to how the author researched Anne's life.

MAGAZINE ARTICLE



A TRAGEDY REVEALED

A Heroine's Last Days

by Ernst Schnabel

Close-up of the barbed-wire fence at the Auschwitz-Birkenau Concentration Camp.

Read with a Purpose

Read this article to find out what happened to Anne Frank after she was taken prisoner.

Last year in Amsterdam I found an old reel of movie film on which Anne Frank appears. She is seen for only ten seconds and it is an accident that she is there at all.

The film was taken for a wedding in 1941, the year before Anne Frank and seven others went into hiding in their "Secret Annex." It has a flickering, Chaplinesque[1] quality, with people popping suddenly in and out of doorways, the nervous smiles and hurried waves of the departing bride and groom.

Then, for just a moment, the camera seems uncertain where to look. It darts to the right, then to the left, then whisks up a wall, and into view comes a window crowded with people waving after the departing automobiles. The camera swings

1. **Chaplinesque** (chap lih NEHSK): like the old silent movies starring Charlie Chaplin (1889–1977).

Selection Readability	
Easily Accessible **Accessible** Challenging	selection contains multiple organizational patterns; historical content of serious subject matter
Lexile	**990**

Selection Summary

The author takes readers through the emotional story of Anne Frank's time in hiding, her arrest by the Occupation Police, her days spent in concentration camps, and the last days before her untimely death.

farther to the left, to another window. There a girl stands alone, looking out into space. It is Anne Frank.

Just as the camera is about to pass on, the child moves her head a trifle. Her face flits more into focus, her hair shimmers in the sun. At this moment she discovers the camera, discovers the photographer, discovers us watching seventeen years later, and laughs at all of us, laughs with sudden merriment and surprise and embarrassment all at the same time.

I asked the projectionist to stop the film for a moment so that we could stand up to examine her face more closely. The smile stood still, just above our heads. But when I walked forward close to the screen, the smile ceased to be a smile. The face ceased to be a face, for the canvas screen was granular and the beam of light split into a multitude of tiny shadows, as if it had been scattered on a sandy plain. A

Anne Frank, of course, is gone too, but her spirit has remained to stir the conscience of the world. Her remarkable diary has been read in almost every language. I have seen a letter from a teenaged girl in Japan who says she thinks of Anne's Secret Annex as her second home. And the play based on the diary has been a great success wherever it is produced. German audiences, who invariably greet the final curtain of *The Diary of Anne Frank* in stricken silence, have jammed the theaters in what seems almost a national act of penance. B

Last year I set out to follow the fading trail of this girl who has become a legend. The trail led from Holland to Poland and back to Germany, where I visited the moss-grown site of the old Bergen-Belsen concentration camp at the village of Belsen and saw the common graves shared by Anne Frank and thirty thousand others. I interviewed forty-two people who knew Anne or who survived the ordeal that killed her. Some had known her intimately in those last tragic months. In the recollections of others she appears only for a moment. But even these fragments fulfill a promise. They make explicit a truth implied in the diary. As we somehow knew she must be, Anne Frank, even in the most frightful extremity, was indomitable.

The known story contained in the diary is a simple one of human relationships, of the poignant maturing of a perceptive girl who is thirteen when her diary begins and only fifteen when it ends. It is a story without violence, though its background is the most dreadful act of violence in the history of man, Hitler's annihilation of six million European Jews.

In the summer of 1942, Anne Frank, her father, her mother, her older sister, Margot, and four others were forced into hiding during the Nazi occupation of Holland. Their

A **Informational Focus** **Text Structure** How are the text's details organized up to this point?

B **Read and Discuss** What point is the author making?

Vocabulary **annihilation** (uh ny uh LAY shuhn) *n.*: complete destruction.

Differentiating Instruction

English-Language Learners

Remind students of their previous knowledge of Anne Frank, by reviewing *The Diary of Anne Frank,* read earlier in the collection. Encourage students to recall facts they learned about Anne Frank and explain that these facts are prior knowledge that will help them understand "A Tragedy Revealed: A Heroine's Last Days." Ask students to state any questions they may have after reading *The Diary of Anne Frank.* Respond to student questions.

Readers Gaining Proficiency

Help students identify text structure as you read the first paragraphs on p. 930. Call attention to the use of the pronoun "I" and how, in the article's beginning, Schnabel writes about seeing Anne Frank on film. Note how the author describes the blurring of Anne's face on the screen and then on p. 931, shifts his focus to Anne and her impact on society. Explain that this is a logical organizational pattern.

See **Differentiating Instruction** for lesson plans and strategies for teaching readers gaining proficiency.

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Point out that, as they read, students should look for the events that occurred after Anne Frank's arrest.

Comprehension

A Informational Focus

Possible response: *Up to this point, the text is in chronological order.*

B Read and Discuss

Possible response: *The author explains the enduring and far-reaching influence of Anne Frank.*

Extend the Discussion

Finding Details When was this selection written? How do you know? ***Possible response:*** *It was written in 1958. The author describes watching the film 17 years after it was made at a wedding in 1941.*

Determining Author's Purpose The author begins by describing a film in which he briefly saw Anne Frank. Why do you think the author begins this way? What is significant about the description of Anne disappearing as he walked nearer to the screen? ***Possible response:*** *The author begins with the reference to the film to make readers aware of Anne Frank's life. His description of how the image of her face fades as he walks closer to the screen is symbolic of her disappearance from normal life and her eventual death.*

Guided Practice

Model and Apply

- Model for students how to recognize **text structure** as you read the last paragraph on p. 931. Explain that the author continues to write using a **logical order** form of organization.
- As students continue reading, have them identify the point at which the author uses a primarily **chronological order** text structure.
- **Listen-Talk-Write** Have a student read aloud the second column on p. 932 and the first column on p. 933. Direct students to listen for a chronological text pattern. Then, have student pairs discuss the point at which the shift occurs. Finally, students should write a paragraph to summarize the shift in organizational patterns. Students should identify that in the paragraph that begins "It was midmorning . . ." the author begins to tell the story of what happened on the day of Anne Frank's arrest. Here the author uses chronological order to tell the events as they happened.

refuge was a tiny apartment they called the Secret Annex, in the back of an Amsterdam office building. For twenty-five months the Franks, the Van Daan family, and later a dentist, Albert Dussel,[2] lived in the Secret Annex, protected from the Gestapo[3] only by a swinging bookcase which masked the entrance to their hiding place and by the heroism of a few Christians who knew they were there. Anne Frank's diary recounts the daily pressures of their cramped existence: the hushed silences when strangers were in the building, the diminishing food supply, the fear of fire from the incessant Allied air raids, the hopes for an early invasion, above all the dread of capture by the pitiless men who were hunting Jews from house to house and sending them to concentration camps. Anne's diary also describes with sharp insight and youthful humor the bickerings, the wounded pride, the tearful reconciliations of the eight human beings in the Secret Annex. It tells of Anne's wishes for the understanding of her adored father, of her despair at the gulf between her mother and herself, of her tremulous and growing love for young Peter Van Daan. C

The actual diary ends with an entry for August 1, 1944, in which Anne Frank, addressing her imaginary friend Kitty, talks of her impatience with her own unpredictable personality. The stage version goes further: It attempts to reconstruct something of the events of August 4, 1944, the day the Secret Annex was violated and its occupants finally taken into a captivity from which only one returned.

What really happened on that August day fourteen years ago was far less dramatic than what is now depicted on the stage. The automobiles did not approach with howling sirens, did not stop with screaming brakes in front of the house on the Prinsengracht canal in Amsterdam. No rifle butt pounded against the door until it reverberated, as it now does in the theater every night somewhere in the world. The truth was, at first, that no one heard a sound.

It was midmorning on a bright summer day. In the hidden apartment behind the secret bookcase there was a scene of relaxed domesticity. The Franks, the Van Daans, and Mr. Dussel had finished a poor breakfast of ersatz[4] coffee and bread. Mrs. Frank and Mrs. Van Daan were about to clear the table. Mr. Van Daan, Margot Frank, and Mr. Dussel were resting or reading. Anne Frank was very likely at work on one of the short stories she often wrote when she was not busy with her diary or her novel. In Peter Van Daan's tiny attic room Otto Frank was

2. **Van Daan . . . Dussel:** In her diary, Anne made up names. The Van Daans were really named Van Pels, and Albert Dussel was really Fritz Pfeffer.
3. **Gestapo** (guh STAH poh): Nazi secret police force, known for its use of terror.
4. **ersatz** (ehr ZAHTS): artificial. Regular coffee beans were unavailable because of severe wartime shortages.

C **Read and Discuss** What have we learned about Anne Frank and her diary?

Differentiating Instruction

Readers Gaining Proficiency

Students may have difficulty understanding the switches the author makes within the article between the past (the events of the early 1940s) and the time the article was written (after 1958) and between Anne's experiences told through the perspectives of numerous witnesses and Schnabel's own experiences in researching Anne. As you read the article with students, pause to ask them to identify where the information is coming from and whether it is describing the past or the time Schnabel actually wrote the article.

Advanced Learners

Acceleration On p. 931, the author states that Anne Frank's "spirit has remained to stir the conscience of the world." Have students evaluate this philosophical statement. Have small groups discuss the statement and whether or not they believe it is supported by known facts about Anne Frank. Then, have students think of other people, both historical and modern-day, that they think have stirred the conscience of the world. Students should support their choices with facts about the person.



Analyzing Visuals **Viewing and Interpreting** What might it have been like to hide in the midst of a busy city such as this?



Front of Anne Frank House, Amsterdam, The Netherlands.

chiding the eighteen-year-old boy for an error in his English lesson. "Why, Peter," Mr. Frank was saying, "you know that *double* is spelled with only one *b*."

In the main part of the building four other people, two men and two women, were working at their regular jobs. For more than two years these four had risked their lives to protect their friends in the hide-out, supplied them with food, and brought them news of a world from which they had disappeared. One of the women was Miep, who had just got married a few months earlier. The other was Elli, a pretty typist of twenty-three. The men were Kraler and Koophuis,[5] middle-aged spice merchants who had been business associates of Otto Frank's before the occupation. Mr. Kraler was working in one office by himself. Koophuis and the two women were in another.

I spoke to Miep, Elli, and Mr. Koophuis in Amsterdam. The two women had not been arrested after the raid on the Secret Annex. Koophuis had been released in poor health after a few weeks in prison, and

5. **Kraler and Koophuis:** The author continues to use Anne's made-up names. Kraler and Koophuis were really named Victor Kugler and Johannes Kleiman.

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *So far, the reader has learned that Anne Frank kept the diary from the time she was 13 to 15. People around the world read it or watch it in theater productions, and are deeply moved by its contents. The diary describes, through the eyes of an insightful teenager, the tense living situation as Anne and the others lived in hiding and in fear.*

Extend the Discussion

Comparing and Contrasting How does the ending of Anne Frank's diary compare to the ending of the stage version? Why do you think there a difference? ***Possible response:*** *Anne's actual diary ends before her discovery and arrest. The stage version includes a dramatic reenactment of her capture. The authors of the stage version probably added the last scene for drama. By showing her capture, it provides audiences with a dramatic climax and a deeper emotional connection to the events.*

Evaluating In paragraph 1 on this page, the author describes the heroism of Miep, Elli, Kraler, and Koophuis. Why are they described as heroes? ***Possible response:*** *They would have been punished if the government discovered that they allowed Jews to hide in the building, yet they were steadfast in their belief that the Nazi treatment of Jews was wrong.*

Learners with Diverse Needs

The text has many multisyllabic words that may impede students' comprehension. In reading aloud the article with students, substitute synonyms for any unknown words for which the context is not immediately clear. Reading the article in sections and summarizing just before each change in organizational pattern should help students better understand the selection.

Invite students to read "A Tragedy Revealed: A Heroine's Last Days" in **The Holt Reader, Adapted Version.**

Analyzing Visuals

Viewing and Interpreting: *It must have felt very isolating to be confined to a few rooms in a busy city. In such an active city, even late at night, someone is awake and about. It makes the possibility of discovery more likely.*

Guided Practice

Model and Apply

- Remind students that the author interviewed many people to gather first-hand accounts of the events in Anne Frank's life.
- Continue to model identifying the author's **organizational patterns**. Read the paragraph that begins "Elli, now a mother…" Point out that the author learned the information in this paragraph from Elli. This paragraph describes what happened when the Occupation Police first arrived at the building.
- Continue reading to point E on p. 934. As you begin each paragraph, model a similar think-aloud, identifying whom the information came from and how it fits into the chronological and logical order text patterns.
- **Think-Pair-Share** Tell students that at this point in the article, the author has incorporated different structural patterns. Group students into pairs to discuss which pattern they feel is dominant to this point. After student pairs have completed their discussion, ask volunteers to share with the whole class. Ask volunteers to explain their rationale. (See p. T28.)

Kraler, who now lives in Canada, had eventually escaped from a forced labor camp. D

Elli, now a mother, whose coloring and plump good looks are startlingly like those of the young women painted by the Dutch masters,[6] recalled: "I was posting entries in the receipts book when a car drove up in front of the house. But cars often stopped, after all. Then the front door opened, and someone came up the stairs. I wondered who it could be. We often had callers. Only this time I could hear that there were several men. . . ."

Miep, a delicate, intelligent, still young-looking woman, said: "The footsteps moved along the corridor. Then a door creaked, and a moment later the connecting door to Mr. Kraler's office opened, and a fat man thrust his head in and said in Dutch: 'Quiet. Stay in your seats.' I started and at first did not know what was happening. But then, suddenly, I knew."

Mr. Koophuis is now in very poor health, a gaunt, white-haired man in his sixties. He added: "I suppose I did not hear them because of the rumbling of the spice mills in the warehouse. The fat man's head was the first thing I knew. He came in and planted himself in front of us. 'You three stay here, understand?' he barked. So we stayed in the office and listened as someone else went upstairs, and doors rattled, and then there were footsteps everywhere. They searched the whole building."

Mr. Kraler wrote me this account from Toronto: "A uniformed staff sergeant of the Occupation Police[7] and three men in civilian clothes entered my office. They wanted to see the storerooms in the front part of the building. All will be well, I thought, if they don't want to see anything else. But after the sergeant had looked at everything, he went out into the corridor, ordering me again to come along. At the end of the corridor they drew their revolvers all at once and the sergeant ordered me to push aside the bookcase and open the door behind it. I said: 'But there's only a bookcase there!' At that he turned nasty, for he knew everything. He took hold of the bookcase and pulled. It yielded and the secret door was exposed. Perhaps the hooks had not been properly fastened. They opened the door and I had to precede them up the steps. The policemen followed me. I could feel their pistols in my back. I was the first to enter the Franks' room. Mrs. Frank was standing at the table. I made a great effort and managed to say: 'The Gestapo is here.'" E

Otto Frank, now sixty-eight, has remarried and lives in Switzerland. Of the eight who lived in the Secret Annex, he is the

6. **Dutch masters:** seventeenth-century painters, including Rembrandt, Frans Hals (frahns hahls), and Jan Vermeer (yahn vuhr MEHR).

7. **Occupation Police:** police organized by the German forces while they occupied the Netherlands.

D **Informational Focus** **Text Structure** How has the structural pattern of the article changed?

E **Read and Discuss** What is happening here? What mood has been created by these accounts?

Developing Oral Fluency

Use the quote from Mr. Kraler to give students practice in reading out loud. Remind them that the quote is Mr. Kraler's account of the Occupation Police demanding that he show them the office. Tell them that fluent readers read quotes with expression, varying their tones and pausing briefly when they encounter commas or periods. Students should use their voice to convey the mood of the quotation.

You may wish to play the **Holt Audio Library** recording of this selection before the activity.

Group activity Have students practice reading the quote aloud to other students. Tell them to read the quote as if they are Mr. Kraler and are telling the story to the author. Tell them to listen to the expression that other students use while reading aloud.

only survivor. A handsome, soft-spoken man of obviously great intelligence, he regularly answers correspondence that comes to him about his daughter from all over the world. He recently went to Hollywood for consultation on the movie version of *The Diary of Anne Frank*. About the events of that August morning in 1944 Mr. Frank told me: "I was showing Peter Van Daan his spelling mistakes when suddenly someone came running up the stairs. The steps creaked, and I started to my feet, for it was morning, when everyone was supposed to be quiet. But then the door flew open and a man stood before us holding his pistol aimed at my chest.

"In the main room the others were already assembled. My wife and the children and Van Daans were standing there with raised hands. Then Albert Dussel came in, followed by another stranger. In the middle of the room stood a uniformed policeman. He stared into our faces.

"'Where are your valuables?' he asked. I pointed to the cupboard where my cash box was kept. The policeman took it out. Then he looked around and his eye fell on the leather briefcase where Anne kept her diary and all her papers. He opened it and shook everything out, dumped the contents on the floor so that Anne's papers and notebooks and loose sheets lay scattered at our feet. No one spoke, and the policeman didn't even glance at the mess on the floor as he put our valuables into the briefcase and closed it. He asked us whether we had



The common living room, dining room, and room of the Van Pels family in the Anne Frank House.

Differentiating Instruction

Auditory Learners

To deepen students' understanding of these pages, assign one student to read each section of text that corresponds to a different speaker. Assign roles for the author, Elli, Miep, Mr. Koophuis, Mr. Kraler, and Mr. Frank. Hearing the text spoken by different voices will help students associate the events with the corresponding speaker.

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *The author uses accounts of four different people to complete a chronological retelling of the events of the morning. By using the different perspectives, the author gives us a more complete version of the events. Even though we know the outcome, the mood is suspenseful.*

Analysis

Informational Focus

Possible response: *The author switches from a logical order, in which he compares and contrasts the end of Anne Frank's diary to the end of the stage version, to a chronological order, in which he describes what happened on the morning the Franks were captured.*

Extend the Discussion

Speculating In Mr. Kraler's account, he states that the sergeant "knew everything." What speculation can you make about how the Franks' location was revealed based on this statement? ***Possible response:*** *Someone who knew of the Franks' location turned them in to the police. It was probably not one of the four people interviewed: Elli, Miep, Mr. Koophuis, or Mr. Kraler.*

Guided Practice

Model and Apply

- Point out the Vocabulary words *inexplicable* and *premonition* on p. 936. Remind students that word-attack skills help with **multisyllabic words**.
- Write the following words from the selection on the board: *rearrangements, optimistic, interrogated, destination, concentration camp,* and *anticipated*.
- For each word, model word-attack skills, including identifying prefixes, root words, and suffixes. For example, point to the word *rearrangement* and identify the word parts and their meanings. The prefix *re–* means "again;" *arrange* is a verb that means "to position or to place"; the suffix *–ment* means the "state or quality of" and changes the verb *arrange* to a noun. Put the meanings together and *rearrangements* means "the reorganizing of things."
- **Think-Pair-Share** Have students work with a partner to analyze the remaining words and write sentences incorporating them.

any weapons. But we had none, of course. Then he said, 'Get ready.'"

Who betrayed the occupants of the Secret Annex? No one is sure, but some suspicion centers on a man I can only call M., whom the living remember as a crafty and disagreeable sneak. He was a warehouse clerk hired after the Franks moved into the building, and he was never told of their presence. M. used to come to work early in the mornings, and he once found a locked briefcase which Mr. Van Daan had carelessly left in the office, where he sometimes worked in the dead of night. Though Kraler claimed it was his own briefcase, it is possible the clerk suspected. Little signs lead to bigger conclusions. In the course of the months he had worked in the building, M. might have gathered many such signs: the dial on the office radio left at BBC[8] by nocturnal listeners, slight rearrangements in the office furniture, and, of course, small inexplicable sounds from the back of the building.

M. was tried later by a war crimes court, denied everything, and was acquitted. No one knows where he is now. I made no effort to find him. Neither did I search out Silberthaler, the German police sergeant who made the arrest. The betrayers would have told me nothing.

Ironically enough, the occupants of the Secret Annex had grown optimistic in the last weeks of their self-imposed confinement. The terrors of those first nights had largely faded. Even the German army communiqués[9] made clear that the war was approaching an end. The Russians were well into Poland. On the Western front Americans had broken through at Avranches and were pouring into the heart of France. Holland must be liberated soon. In her diary Anne Frank wrote that she thought she might be back in school by fall.

Now they were all packing. Of the capture Otto Frank recalled: "No one wept. Anne was very quiet and composed, only just as dispirited as the rest of us. Perhaps that was why she did not think to take along her notebooks, which lay scattered about on the floor. But maybe she too had the premonition that all was lost now, everything, and so she walked back and forth and did not even glance at her diary." F

As the captives filed out of the building, Miep sat listening. "I heard them going," she said, "first in the corridor and then down the stairs. I could hear the heavy boots and the footsteps, and then the very light footsteps of Anne. Through the years she had taught herself to walk so softly that you

8. **BBC:** British Broadcasting Corporation.

9. **communiqués** (kuh myoo nih KAYZ): official bulletins.

F **Read and Discuss** What have we learned about the day of the capture?

Vocabulary **inexplicable** (ihn ihk SPLIHK uh buhl) *adj.:* unable to be explained.
premonition (prehm uh NIHSH uhn) *n.:* feeling that something, usually bad, will happen.

Differentiating Instruction

Advanced Learners

Acceleration Refer students to the paragraph that begins "M. was tried later . . ." Explain that the most famous of war crimes courts was held in Nuremberg, Germany. Tell students to research the Nuremberg trials, and have them share their research with the class in the format of their choice.

See **Resources for Teaching Advanced Students** for lesson plans and strategies for teaching advanced learners.

could hear her only if you knew what to listen for. I did not see her, for the office door was closed as they all passed by."

At Gestapo headquarters the prisoners were interrogated only briefly. As Otto Frank pointed out to his questioners, it was unlikely, after twenty-five months in the Secret Annex, that he would know the whereabouts of any other Jews who were hiding in Amsterdam.

The Franks, the Van Daans, and Dussel were kept at police headquarters for several days, the men in one cell, the women in the other. They were relatively comfortable there. The food was better than the food they had had in the Secret Annex and the guards left them alone.

> "Anne was very quiet and composed, only just as dispirited as the rest of us."

Suddenly, all eight were taken to the railroad station and put on a train. The guards named their destination: Westerbork, a concentration camp for Jews in Holland, about eighty miles from Amsterdam. Mr. Frank said: "We rode in a regular passenger train. The fact that the door was bolted did not matter very much. We were together and had been given a little food for the journey. We were actually cheerful. Cheerful, at least, when I compare that journey to our next. We had already anticipated the possibility that we might not remain in Westerbork to the end. We knew what was happening to Jews in Auschwitz. But weren't the Russians already deep into Poland? We hoped our luck would hold.

"As we rode, Anne would not move from the window. It was summer outside. Meadows, stubble fields, and villages flew by. The telephone wires along the right of way curved up and down along the windows. After two years it was like freedom for her. Can you understand that?"

Among the names given me of survivors who had known the Franks at Westerbork was that of a Mrs. de Wiek, who lives in Apeldoorn, Holland. I visited Mrs. de Wiek in her home. A lovely, gracious woman, she told me that her family, like the Franks, had been in hiding for months before their capture. She said: "We had been at Westerbork three or four weeks when the word went around that there were new arrivals. News of that kind ran like wildfire through the camp, and my daughter Judy came running to me, calling, 'New people are coming, Mama!'

"The newcomers were standing in a long row in the mustering square,[10] and one of the clerks was entering their names on a list. We looked at them, and Judy pressed close against me. Most of the people in the camp were adults, and I had often wished for a

10. **mustering square:** place of assembly for inspection and roll call.

Differentiating Instruction

Visual/Spatial Learners

To help students understand the chronological order of events, have them plot the events of the article on a time line. The time line should begin in 1942 with Anne Frank in the Secret Annex. Students may choose to end the time line in 1945 with Anne's death. Or, students may continue the time line by adding events about Schnabel's research.

Students may also benefit from plotting the locations mentioned on a map. Students can trace the trail of Anne Frank from Frankfurt all the way to Bergen-Belsen.

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *The author has explained that it was a typical morning in the Secret Annex. The people inside no longer feared their capture. In fact, they had a false hope that the war would soon end and they would be free.*

Extend the Discussion

Making Judgments Do you think Schnabel made the right decision in not attempting to contact M. or Silberthaler? ***Possible responses:*** *Yes; interviews with the two men would probably have revealed nothing. No; it is possible that seventeen years after the events, the two might have been willing to reveal new information.*

Monitoring Your Reading What is "ironic" about the Secret Annex occupants' optimism? ***Possible response:*** *On the day of their capture, the occupants were at ease, thinking they would not be discovered.*

Guided Practice

Model and Apply

- Tell students that the extensive quote from Mrs. de Wiek contains a great deal of information about Anne, as well as information about how the Jews were treated in the camps.
- Model for students how to use a Double Entry Journal to enhance comprehension of this material. Have students draw a line down the middle of a sheet of paper. Tell students to label the left column *Quotes from Text* and the right column *My Notes*. Draw the same on the board for students to see.
- Tell students to record significant, important, or perplexing passages on the left. For example, begin with the text on p. 937 where Mrs. de Wiek says that news of new arrivals ran like "wildfire through the camp." Add that to the left column on the board.
- Tell students that they will write their own interpretations, summaries, questions, and restatements on the right. For example, you might interpret the quote by writing *New people bring news*.
- **Double-Entry Journal** Have students continue to use the Double Entry Journal until the end of Mrs. de Wiek's quote on p. 942. (See p. T28.)

young friend for Judy, who was only fifteen. As I looked along the line, fearing I might see someone I knew, I suddenly exclaimed, 'Judy, see!'

"In the long line stood eight people whose faces, white as paper, told you at once that they had been hiding and had not been in the open air for years. Among them was this girl. And I said to Judy, 'Look, there is a friend for you.'

"I saw Anne Frank and Peter Van Daan every day in Westerbork. They were always together, and I often said to my husband, 'Look at those two beautiful young people.'

"Anne was so radiant that her beauty flowed over into Peter. Her eyes glowed and her movements had a lilt to them. She was very pallid at first, but there was some-





(above)The women's barracks in the Auschwitz-Birkenau Concentration Camp. (right) The personal effects of the people deported to Auschwitz around 1945 litter the train tracks leading to the camp's entrance.

Analyzing Visuals

Viewing and Interpreting
How do you think Anne and Peter were able to be happy in such oppressive conditions?

Cross-Curricular Connection

HISTORY: Auschwitz
Around the world, Auschwitz has come to symbolize the terror of the Holocaust because more than a million Jews died in this concentration camp. The concentration camp is located in Poland, which was occupied by the Germans during World War II. Auschwitz was first used in 1940 to imprison Poles. Later, Gypsies, Soviet prisoners of war, as well as POWs from other nationalities, were transported to Auschwitz. In 1942, Jews began arriving. Today, the public can tour Auschwitz.

thing so attractive about her frailty and her expressive face that at first Judy was too shy to make friends.

"Anne was happy there, incredible as it seems. Things were hard for us in the camp. We 'convict Jews' who had been arrested in hiding places had to wear blue overalls with a red bib and wooden shoes. Our men had their heads shaved. Three hundred people lived in each barracks. We were sent to work at five in the morning, the children to a cable workshop and the grown-ups to a shed where we had to break up old batteries and salvage the metal and the carbon rods. The food was bad, we were always kept on the run, and the guards all screamed 'Faster, faster!' But Anne was happy. It was as if she had been liberated. Now she could see new people and talk to them and could laugh. She could laugh while the rest of us thought nothing but: Will they send us to the camps in Poland? Will we live through it?

"Edith Frank, Anne's mother, seemed numbed by the experience. She could have been a mute. Anne's sister Margot spoke little and Otto Frank was quiet too, but his was a reassuring quietness that helped Anne and all of us. He lived in the men's barracks, but once when Anne was sick, he came over to visit her every evening and would stand beside her bed for hours, telling her stories. Anne was so like him. When another child, a twelve-year-old boy named David, fell ill, Anne stood by his bed and talked to him. David came from an Orthodox family, and he and Anne always talked about God." G

Anne Frank stayed at Westerbork only three weeks. Early in September a thousand of the "convict Jews" were put on a freight train, seventy-five people to a car. Brussels fell to the Allies, then Antwerp, then the Americans reached Aachen. But the victories were coming too late. The Franks and their friends were already on the way to Auschwitz, the camp in Poland where four million Jews died.

Mrs. de Wiek was in the same freight car as the Franks on that journey from Westerbork to Auschwitz. "Now and then when the train stopped," she told me, "the SS guards[11] came to the door and held out their caps and we had to toss our money and valuables into the caps. Anne and Judy sometimes pulled themselves up to the small barred window of the car and described the villages we were passing through. We made the children repeat the addresses where we could meet after the war if we became separated in the camp. I remember that the Franks chose a meeting place in Switzerland.

"I sat beside my husband on a small box. On the third day in the train, my husband suddenly took my hand and said, 'I want to thank you for the wonderful life we have had together.'

"I snatched my hand away from his, crying, 'What are you thinking about? It's not over!'

11. **SS guards:** Nazi special police, who ran the concentration camps.

G **Read and Discuss** What information has Mrs. de Wiek given us about the Franks?

Think About/Talk About

Comprehension

G Read and Discuss

Possible response: *Mrs. De Wiek describes the arrival of the Franks at Westerbork and how each family member dealt with their situation. She describes Anne's beauty, cheerful attitude, and her resemblance to her father.*

? Extend the Discussion

Recognizing Philosophical Assumptions At the beginning of the article, the author describes Anne Frank as "indomitable." How does Mrs. de Weik's description of Anne support his description? ***Possible responses:*** *Anne is happy at the concentration camp. Because she was a strong person, she remained in high spirits even in such a desperate situation.*

Finding Details How were Mrs. de Wiek and others able to tell if newcomers to the concentration camp were "convict Jews"? ***Possible responses:*** *The "convict Jews" had to wear blue overalls and wooden shoes. Also, upon their arrival, they had pale faces, from a lack of sunlight, because they had been in hiding for some time.*

Differentiating Instruction

English-Language Learners

Students may be confused by the term "convict Jews." Ask students whom they think started using this term to describe Jews who had been arrested in their hiding places. Make sure they understand that the label of "convict" was given by the Nazis.

Explain that the phrase "Brussels fell to the Allies," means that the Allies defeated the Germans in Brussels.

See **Differentiating Instruction** for lesson plans and strategies for teaching English-language learners.

Analyzing Visuals

Viewing and Interpreting: Their happiness may have come from their feelings for each other; although they had been discovered and arrested, they were still together. Ironically, they had more freedom in the concentration camp then they did while in hiding.

Guided Practice

Model and Apply

- As you read p. 939 and the beginning of p. 940, point out the shift from Mrs. de Wiek's exact words to those of the author. Tell students to look for beginning and ending quotes. Explain to students that though the point of view changes, the text remains in chronological order at this point.
- **Turn-and-Talk** After reading through p. 941, have student pairs discuss the chronological order of the section. Tell them to discuss or outline the events in the order in which they occurred. How does the section begin? ***Possible response:*** *It begins with Mr. and Mrs. de Wiek and the Frank family on the train from Westerbork to Auschwitz.* How does the section end? ***Possible response:*** *It ends with the changes in Anne at Auschwitz and how her charm remained.*

"But he calmly reached for my hand again and took it and repeated several times, 'Thank you. Thank you for the life we have had together.' Then I left my hand in his and did not try to draw it away."

On the third night, the train stopped, the doors of the car slid violently open, and the first the exhausted passengers saw of Auschwitz was the glaring searchlights fixed on the train. On the platform, kapos (criminal convicts who were assigned to positions of authority over the other prisoners) were running back and forth shouting orders. Behind them, seen distinctly against the light, stood the SS officers, trimly built and smartly uniformed, many of them with huge dogs at their sides. As the people poured out of the train, a loudspeaker roared, "Women to the left! Men to the right!"

> "Thank you. Thank you for the life we have had together."

Mrs. de Wiek went on calmly: "I saw them all as they went away, Mr. Van Daan and Mr. Dussel and Peter and Mr. Frank. But I saw no sign of my husband. He had vanished. I never saw him again.

"'Listen!' the loudspeaker bawled again. 'It is an hour's march to the women's camp. For the children and the sick there are trucks waiting at the end of the platform.'

"We could see the trucks," Mrs. de Wiek said. "They were painted with big red crosses. We all made a rush for them. Who among us was not sick after those days on the train? But we did not reach them. People were still hanging on to the backs of the trucks as they started off. Not one person who went along on that ride ever arrived at the women's camp, and no one has ever found any trace of them."

Mrs. de Wiek, her daughter, Mrs. Van Daan, Mrs. Frank, Margot, and Anne survived the brutal pace of the night march to the women's camp at Auschwitz. Next day their heads were shaved; they learned that the hair was useful as packing for pipe joints in U-boats.[12] Then the women were put to work digging sods of grass, which they placed in great piles. As they labored each day, thousands of others were dispatched with maniacal efficiency in the gas chambers, and smoke rising from the stacks of the huge crematoriums[13] blackened the sky.

Mrs. de Wiek saw Anne Frank every day at Auschwitz. "Anne seemed even more beautiful there," Mrs. de Wiek said, "than she had at Westerbork. Of course her long hair was gone, but now you could see that her beauty was in her eyes, which seemed to grow bigger as she grew thinner. Her gaiety had vanished, but she was still alert and

12. **U-boats:** submarines.
13. **crematoriums** (kree muh TAWR ee uhmz): furnaces in which prisoners' bodies were cremated (burned to ashes).

Differentiating Instruction

Verbal/Interpersonal Learners

Students can read these pages aloud to deepen their understanding of the emotional events described. Have them pay particular attention to Mrs. de Wiek's account of the events that occurred on the train to Auschwitz.

Group activity Have students discuss the feelings of the people on board the train. Students should discuss how they think children might react differently to the ride than adults. How might people's perceptions of the future affect their current state of mind?



Analyzing Visuals

Viewing and Interpreting
What do you think was the artist's intent in documenting the daily life of prisoners at the Theresienstadt Concentration Camp?

The Blind of Theresienstadt by Leo Haas. Watercolor.

sweet, and with her charm she sometimes secured things that the rest of us had long since given up hoping for.

"For example, we each had only a gray sack to wear. But when the weather turned cold, Anne came in one day wearing a suit of men's long underwear. She had begged it somewhere. She looked screamingly funny with those long white legs but somehow still delightful.

"Though she was the youngest, Anne was the leader in her group of five people. She also gave out the bread to everyone in the barracks and she did it so fairly there was none of the usual grumbling.

"We were always thirsty at Auschwitz, so thirsty that at roll call we would stick out our tongues if it happened to be raining or snowing, and many became sick from bad water. Once, when I was almost dead because there was nothing to drink, Anne suddenly came to me with a cup of coffee. To this day I don't know where she got it.

"In the barracks many people were dying, some of starvation, others of weakness and despair. It was almost impossible not to give up hope, and when a person gave up, his face became empty and dead. The Polish woman doctor who had been caring for the sick said to me, 'You will pull through. You still have your face.'

"Anne Frank, too, still had her face, up to the very last. To the last also she was moved by the dreadful things the rest of us

Analyzing Visuals

Leo Haas (1901–1983) spent many years as a prisoner in work camps and concentration camps. He secretly drew scenes documenting life in the camps and ghettoes. Today, his work provides a valuable record of what occurred.

Viewing and Interpreting: *The artist hoped to visually capture what was happening and to memorialize the people who suffered.*

Think About/Talk About

Extend the Discussion

Interpreting What might have happened to the children and the sick who boarded the trucks? Why would the Nazis do this? ***Possible response:*** *The children and the sick were likely killed. The Nazis tricked them into separating themselves from those more healthy and able to work. It was an easy way to get rid of those too young or weak to work.*

Finding Details According to Mrs. de Wiek, how did Anne change during her time at Auschwitz? ***Possible response:*** *Anne's eyes were more stunning because her head was shaved. She lost some of her cheerfulness, but remained calm, strong, sweet, and charming.*

Identifying Cause and Effect Why does Mrs. de Wiek change her reaction to her husband's statement and hand-holding? ***Possible response:*** *The first time he talks and holds her hand, Mrs. de Wiek is in denial. The second time, she realizes that it is very likely that they will never see each other again, and that they might die at Auschwitz.*

Guided Practice

Model and Apply

- With students, model adding to the Informational Text Focus graphic organizer. Have students identify the overriding **structural pattern** on these pages. Suggest that they find a sentence to add to the chart that identifies the structural pattern [*chronological order*] used on these pages. For example, students may record the sentence that begins "Late in October the SS selected . . ."
- Remind students that recognizing structural patterns within a text can increase their understanding and their recall of the facts in the selection. This can help them on standardized tests and in reading and remembering important documents.

had somehow become hardened to. Who bothered to look when the flames shot up into the sky at night from the crematoriums? Who was troubled that every day new people were being selected and gassed? Most of us were beyond feeling. But not Anne. I can still see her standing at the door and looking down the camp street as a group of naked Gypsy girls were driven by on their way to the crematorium. Anne watched them going and cried. And she also cried when we marched past the Hungarian children who had been waiting half a day in the rain in front of the gas chambers. And Anne nudged me and said, 'Look, look! Their eyes!' Anne cried. And you cannot imagine how soon most of us came to the end of our tears."

Late in October the SS selected the healthiest of the women prisoners for work in a munitions factory in Czechoslovakia. Judy de Wiek was taken from her mother, but Anne and her sister Margot were rejected because they had contracted scabies.[14] A few days later there was another selection for shipment from Auschwitz. Stripped, the women waited naked for hours on the mustering ground outside the barracks. Then, one by one, they filed into the barracks, where a battery of powerful lights had been set up and an SS doctor waited to check them over. Only those able to stand a trip and do hard work were being chosen for this new shipment, and many of the women lied about their age and condition in the hope that they would escape the almost certain death of Auschwitz. Mrs. de Wiek was rejected and so was Mrs. Frank. They waited, looking on.

"Next it was the turn of the two girls, Anne and Margot," Mrs. de Wiek recalled. "Even under the glare of that light Anne still had her face, and she encouraged Margot, and Margot walked erect into the light. There they stood for a moment, naked and shaven-headed, and Anne looked at us with her unclouded face, looked straight and stood straight, and then they were approved and passed along. We could not see what was on the other side of the light. Mrs. Frank screamed, 'The children! Oh, God!'"

The chronicle of most of the other occupants of the Secret Annex ends at Auschwitz. Mrs. Frank died there of malnutrition two months later. Mr. Frank saw Mr. Van Daan marched to the gas chambers. When the SS fled Auschwitz before the approaching Russians in January 1945, they took Peter Van Daan with them. It was bitter cold and the roads were covered with ice and Peter Van Daan, Anne Frank's shy beloved, was never heard of again.

From Auschwitz, Mr. Dussel, the dentist, was shipped to a camp in Germany, where he died. Only Otto Frank remained there alive until liberation. Anne Frank and Mrs. Van Daan and Margot had been selected for shipment to Bergen-Belsen.

14. scabies: skin disease that causes severe itching.

H **Read and Discuss** What does Mrs. de Wiek mean when she says that Anne "still had her face"?

Differentiating Instruction

Advanced Learners

Acceleration Point out the paragraph on the previous page that begins "Anne Frank, too, still had her face . . ." Ask students what they know of the term *Gypsy*. How is it used today? What is the origin of the term? Invite students to research Gypsies, the distinct ethnic group that migrated from India to Europe in the fourteenth and fifteenth centuries. Have students compare the treatment of Gypsies to the treatment of Jews.

Learners with Diverse Needs

Students may have difficulty understanding that even though the Nazis killed millions of Jews, they selected healthy ones to work. Have students follow along as you read the paragraph that begins "Late in October . . ." Ask students to summarize why Anne was approved.

See **Differentiating Instruction** for lesson plans and strategies for teaching learners with diverse needs.

Last year I drove the 225 miles from Amsterdam to Belsen and spent a day there walking over the heath.[15] The site of the old camp is near the city of Hannover, in the state of Lower Saxony. It was June when I arrived, and lupine was in flower in the scrubland.

My guide first showed me the cemetery where fifty thousand Russian prisoners of war, captured in one of Hitler's great early offensives, were buried in 1941. Next to them is a cemetery for Italians. No one knows exactly whether there are three hundred or three thousand in that mass grave.

About a mile farther we came to the main site of the Bergen-Belsen camp. Amid the low growth of pine and birches many large rectangular patches can be seen on the heath. The barracks stood on these, and between them the worn tracks of thousands of bare feet are still visible. There are more mass graves nearby, low mounds overgrown with heath grass or new-planted dwarf pines. Boards bearing the numbers of the dead stand beside some mounds, but others are unmarked and barely discernible. Anne Frank lies there.

The train that carried Anne from Auschwitz to Belsen stopped at every second station because of air raids. At Bergen-Belsen there were no roll calls, no

15. **heath (heeth):** area of open wasteland covered with low-growing plants.

Read and Discuss What picture is the author giving us of Bergen-Belsen as it is today?



A memorial stands at one of the several mass graves at the site of the former Nazi concentration camp, Bergen-Belsen, in Belsen, Germany. The inscription reads 'Here Rest 1,000 Dead, April 1945.'

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *The phrase "still having your face" describes the people who still had hope. Those "without the face" had a blank, almost "dead" look to them. Their face was devoid of emotion. Anne still "had her face," enabling her to remain calm, caring, and courageous.*

Read and Discuss

Possible response: *The author describes Bergen-Belsen as a vast unmarked cemetery, with barely discernible evidence of the many who lived and died there.*

Extend the Discussion

Evaluating What details in this section of the article further show Anne's indomitable spirit and how it inspired others to try to survive? ***Possible responses:*** *Anne "still had her face." She remained aware and empathetic. She encouraged Margot to stand tall, so that they both were selected to leave Auschwitz.*

Drawing Conclusions Based on the information you have read, what conclusions can you reach about Anne's character? ***Possible responses:*** *She was a natural leader; she responded to adverse situations with ingenuity and resourcefulness; she was empathetic and caring.*

Guided Practice

Model and Apply

- Use the Reciprocal Teaching strategy to build student accountability.
- Have students read the text on pp. 944–945. Write *Who? Where? Why? How? When?* on the board. Tell students to work independently for three to five minutes and write questions about the text they just read using these stems.
- **Reciprocal Teaching** Organize students into small groups. Have students share their questions. Have groups select two questions to answer and find evidence in the text to support their answers. (See p. T28.)

organization, almost no sign of the SS. Prisoners lived on the heath without hope. The fact that the Allies had reached the Rhine encouraged no one. Prisoners died daily—of hunger, thirst, sickness.

The Auschwitz group had at first been assigned to tents on the Bergen-Belsen heath, tents which, one survivor recalls, gave an oddly gay, carnival aspect to the camp. One night that fall a great windstorm brought the tents crashing down, and their occupants were then put in wooden barracks. Mrs. B. of Amsterdam remembered about Anne: "We lived in the same block and saw each other often. In fact, we had a party together at Christmastime. We had saved up some stale bread, and we cut this up and put onions and boiled cabbage on the pieces. Over our feast we nearly forgot our misery for a few hours. We were almost happy. I know that it sounds ghastly now, but we really were a little happy in spite of everything."

One of Anne Frank's dearest childhood friends in Amsterdam was a girl named Lies Goosens.[16] Lies is repeatedly mentioned in the diary. She was captured before the Franks were found in the Secret Annex, and Anne wrote of her great fears for the safety of her friend. Now the slim and attractive wife of an Israeli army officer, Lies lives in Jerusalem. But she was in Bergen-Belsen in February 1945, when she heard that a group of Dutch Jews had been moved into the next compound.



Anne Frank (second from left) with a group of friends. The Granger Collection, New York.

Lies said, "I waited until night. Then I stole out of the barracks and went over to the barbed wire which separated us from the newcomers. I called softly into the darkness, 'Is anyone there?'

"A voice answered, 'I am here. I am Mrs. Van Daan.'

"We had known the Van Daans in Amsterdam. I told her who I was and asked whether Margot or Anne could come to the fence. Mrs. Van Daan answered in a breathless voice that Margot was sick but that Anne could probably come and that she would go look for her.

"I waited, shivering in the darkness. It took a long time. But suddenly I heard a voice: 'Lies? Lies? Where are you?'

16. **Lies Goosens** (lees KOH sihns).

Differentiating Instruction

Advanced Learners

Acceleration Help students make connections between the text and the world today. Remind them of their research on the Nuremberg Trials. Then, have them research the United Nations and the Convention on Genocide. Students should also research the trials of individuals, including leaders from Serbia and Rwanda, for their role in carrying out genocide.

"I ran in the direction of the voice, and then I saw Anne beyond the barbed wire. She was in rags. I saw her emaciated, sunken face in the darkness. Her eyes were very large. We cried and cried as we told each other our sad news, for now there was only the barbed wire between us, nothing more, and no longer any difference in our fates.

"But there was a difference after all. My block still had food and clothing. Anne had nothing. She was freezing and starving. I called to her in a whisper, 'Come back tomorrow. I'll bring you something.'

"And Anne called across, 'Yes, tomorrow. I'll come.'

"I saw Anne again when she came to the fence on the following night," Lies continued. "I had packed up a woolen jacket and some zwieback[17] and sugar and a tin of sardines for her. I called out, 'Anne, watch now!' Then I threw the bundle across the barbed wire.

"But I heard only screams and Anne crying. I shouted, 'What's happened?' And she called back, weeping, 'A woman caught it and won't give it to me.' Then I heard rapid footsteps as the woman ran away. Next night I had only a pair of stockings and zwieback, but this time Anne caught it."

In the last weeks at Bergen-Belsen, as Germany was strangled between the Russians and the Western Allies, there was almost no food at all. The roads were blocked, the railroads had been bombed, and the SS commander of the camp drove around the district trying unsuccessfully to requisition supplies. Still, the crematoriums worked night and day. And in the midst of the starvation and the murder there was a great epidemic of typhus.

Both Anne and Margot Frank contracted the disease in late February or early March of 1945. Margot lay in a coma for several days. Then, while unconscious, she somehow rolled from her bed and died. Mrs. Van Daan also died in the epidemic.

The death of Anne Frank passed almost without notice. For Anne, as for millions of others, it was only the final anonymity, and I met no one who remembers being with her in that moment. So many were dying. One woman said, "I feel certain she died because of her sister's death. Dying is easy for anyone left alone in a concentration camp." Mrs. B., who had shared the pitiful Christmastide feast with Anne, knows a little more: "Anne, who was very sick at the time, was not informed of her sister's death. But a few days later she sensed it and soon afterward she died, peacefully."

Three weeks later British troops liberated Bergen-Belsen. J

Miep and Elli, the heroic young women who had shielded the Franks for two years, found Anne's papers during the week after

17. **zwieback** (ZWEE bahk): sweetened bread that is sliced and toasted after it is baked.

Vocabulary **emaciated** (ih MAY shee ay tihd) *v.* used as *adj.*: extremely thin, as from starvation.

J Read and Discuss Now what has happened?

Cross-Curricular Connection

SCIENCE: Typhus

Typhus refers to a group of infectious diseases that are spread by fleas or lice and cause an extremely high fever and a severe rash. Typhus is easily spread when people live in unsanitary conditions, such as those experienced in the concentration camps. During World Wars I and II, typhus was responsible for millions of deaths. Because American soldiers would be exposed to the disease during World War II, extensive research was conducted and a vaccine was created.

Think About/Talk About

Comprehension

J Read and Discuss

Possible response: *Both Margot and Anne died of typhus. Then, just three weeks later, the British freed the prisoners at Bergen-Belsen.*

? Extend the Discussion

Evaluating Does Lies's account of Anne's condition and behavior at Bergen-Belsen support or refute Schnabel's contention about the strength of Anne's character?
Possible responses: *Lies's account refutes Schnabel's contention—Lies describes Anne as frail and weeping. She no longer seems indomitable; Lies's account supports Schnabel's contention; despite Anne's weakened condition, her return to the barbed wire fence demonstrates her refusal to give up.*

Comparing and Contrasting How does the situation at Bergen-Belsen differ from that at Auschwitz?
Possible responses: *Auschwitz was very organized, with SS troops everywhere; although people were being killed, Anne and some other prisoners remained hopeful. The camp at Bergen-Belsen was not well organized, few SS officers were seen, and the prisoners had no hope.*

Think About/Talk About

Comprehension

K Read and Discuss

Possible response: *It is strange that M. should give Elli the papers because it is believed that he is the one who directed the police to the Secret Annex. It is strange that he would protect Anne's writings when he caused her to be arrested.*

Analysis

L Informational Focus

Possible response: *The details are arranged in order of importance, from least to most important.*

Extend the Discussion

Determining Author's Purpose Schnabel says that Anne's death was "only the final anonymity." What is Schnabel trying to communicate with this statement? ***Possible response:*** *The author wants to say that the victims of the Holocaust were denied their individual humanity by the Nazi regime and therefore became anonymous.*

Check for Understanding

Monitor Students' Progress Use the Read with a Purpose follow-up question to assess students' understanding. ***Possible responses:*** *During Anne's final days, she maintained the indomitable spirit she displayed in her diary. Only illness and the death of her sister seemed to weaken her.*

the police raid on the Secret Annex. "It was terrible when I went up there," Miep recalled. "Everything had been turned upside down. On the floor lay clothes, papers, letters, and school notebooks. Anne's little wrapper hung from a hook on the wall. And among the clutter on the floor lay a notebook with a red-checked cover. I picked it up, looked at the pages, and recognized Anne's handwriting."

Elli wept as she spoke to me: "The table was still set. There were plates, cups, and spoons, but the plates were empty, and I was so frightened I scarcely dared take a step. We sat down on the floor and leafed through all the papers. They were all Anne's, the notebooks and the colored duplicate paper from the office too. We gathered all of them and locked them up in the main office.

"A few days later M. came into the office, M. who now had the keys to the building. He said to me, 'I found some more stuff upstairs,' and he handed me another sheaf of Anne's papers. How strange, I thought, that *he* should be the one to give these to me. But I took them and locked them up with the others." K

Miep and Elli did not read the papers they had saved. The red-checked diary, the office account books into which it overflowed, the 312 tissue-thin sheets of colored paper filled with Anne's short stories and the beginnings of a novel about a young girl who was to live in freedom—all these were kept in the safe until Otto Frank finally returned to Amsterdam alone. Thus Anne Frank's voice was preserved out of the millions that were silenced. No louder than a child's whisper, it speaks for those millions and has outlasted the raucous shouts of the murderers, soaring above the clamorous voices of passing time. L



Anne Frank, about age 12, c. 1941.

Thus Anne Frank's voice was preserved out of the millions that were silenced.

Read with a Purpose

What did you learn about Anne's final days?

K **Read and Discuss** Elli says that she thought it strange that M. should be the one to give her some of Anne's papers. Why would that be strange?

L **Informational Focus** **Text Structure** What order of importance do the details in the final paragraph reflect?

Vocabulary **raucous** (RAW kuhs) *adj.:* loud and rough.

SKILLS FOCUS pp. 947–948

Informational Skills
- Identify structural features and the purpose of each in nonfiction.
- Compare treatment, scope, and organization of ideas.

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

MAGAZINE ARTICLE

Applying Your Skills

A Tragedy Revealed: A Heroine's Last Days

Practicing the Standards

Informational Text and Vocabulary

1. What overall **organizational structure** does the article use?
   - **A** Chronological order
   - **B** Logical order
   - **C** Order of importance
   - **D** Question and answer

2. According to the author, what may have been a **cause** in the discovery of the Secret Annex?
   - **A** Mr. Koophuis was a traitor and reported the Annex occupants to the police.
   - **B** Mr. Van Daan was discovered listening to a radio in the downstairs office.
   - **C** There were small telltale signs, such as rearranged furniture and muffled sounds.
   - **D** The occupants of the Secret Annex were spotted entering the building.

3. What happened to Anne soon after her sister Margot died?
   - **A** Anne died of typhus.
   - **B** Anne was taken to Bergen-Belsen.
   - **C** Anne found an old friend, named Lies.
   - **D** Anne received a letter from her father.

4. What important role did Miep and Elli play after the capture of the people in the Annex?
   - **A** They published Anne's story in the local paper.
   - **B** They found and preserved the artifacts left behind in the Annex.
   - **C** They helped to assist another Jewish family.
   - **D** They turned M. in to the police.

5. If a newspaper article reports that a city was *annihilated,* it means that the city was —
   - **A** liberated
   - **B** founded
   - **C** destroyed
   - **D** evacuated

6. Which of the following words means the opposite of *emaciated*?
   - **A** hungry
   - **B** satisfied
   - **C** skinny
   - **D** fat

7. A *raucous* person is —
   - **A** loud
   - **B** crazy
   - **C** timid
   - **D** fast

Writing Focus — Constructed Response

Write a brief outline of the essay to show how the author uses the different structural patterns. How do these different text structures interact?

What Do You Think Now?

Why is it important to keep memories of the Holocaust alive?

Review

Independent Practice

Answers and Explanations

1. ***A*** *Although the author incorporates chronological order, logical order, and order of importance, the overall organizational structure is chronological.*
2. ***C*** *C is the only choice that was described in the article.*
3. ***A*** *B and C occurred before Margot's death. D was not mentioned in the article.*
4. ***B*** *B is the only detail described in the article.*
5. ***C*** Annihilated *means "destroyed."*
6. ***D*** Emaciated *means "extremely thin", so the opposite would be* fat.
7. ***A*** Raucous *means "loud."*

Writing Focus

Possible response: *Different text structures are used at different times for clarity and to make the subject moving and interesting.*

What Do You Think Now?

Ask students what was important to them about the information in this collection.

Assess

Collection 8 Resources, Selection Test, p. 31

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation