GUIDED IMAGERY
The Diary of Anne Frank

PURPOSE OF THE STRATEGY

The students will fictitiously be placed in Anne’s time period and free-write about how they feel. It will be a somewhat sensitive issue because the images will probably not be very rewarding. It will allow the students to convey their feelings of fear, excitement, and concerns. This is meant to be a powerful emotional connection with Anne but more at a level of awareness than fear.

DIRECTIONS

1. Build the Dream. Have the students relax, put away distractions, shut off lights, close eyes, and prepare to listen—stretch, get comfortable.
2. Inform students that what they will be listening could be difficult to understand. Let them know they need to be quiet and wait until the end to ask questions.
3. Play the sound track of an old World War II movie. (Sounds of soldiers marching, Hitler speaking, and eerie music)
4. Read the passage below slowly allowing the students time for reflection, pause after every line for about 15 seconds.
5. After the story and music have ended, invite students to write what they see and feel. Allow enough time for good thoughts and portrayal thereof.
6. Ask students to share their thoughts and feelings. Encourage different ideas and feelings.

ASSESSMENT

There is no set assessment but make sure the students begin to understand the feelings Anne would have went through.

Dialogue with the music:

You glance out the window. . . it is cold outside. . . lots of people are everywhere. . . you see your friends forced to separate between there families. . . you see the gold star on your jacket. . . you wonder if you’ll lose your parents. . . you see lines of soldiers. . . machine guns. . . tanks. . . foreign flags. . . cheering people. . . crying people. . . you are hungry and your stomach snarls. . . you see hear your mother coughing behind you. . . you wonder where your father is. . . you clutch your favorite toy hoping for support. . . the sky is turning black. . . you feel a tear fall to your cheek

Bécar, BYU