

NAEP Language Arts Samples

The Fiction Of Anne Frank

Anne Frank is best known as the writer of *Anne Frank: The Diary of a Young Girl*. She kept this diary while she, her parents, her sister, and four other Jews hid in the "Secret Annex" (the attic of a building in Holland) to escape persecution by Hitler and the Nazis during World War II. Anne was thirteen years old when she began keeping her diary on June 12, 1942. Two years later, in August 1944, the Nazis raided the Annex. Anne died seven or eight months later in a concentration camp. She was fifteen years old.

Anne's diary was first published in 1947. Since then it has been translated and published throughout the world. Through the publication of her diary, Anne has come to symbolize to the world the six million Jews killed by the Nazis.

Although Anne's diary is read throughout the world, her fiction is not as well known. In 1943-1944, Anne wrote a number of stories and began a novel, now published in *Tales from the Secret Annex*. Anne states in her diary that she wanted to be a famous writer. Her fiction, like her diary, shows that she was indeed talented. The following excerpt is from her unfinished novel, *Cady's Life*.

Cady's Life

by Anne Frank

It was a hard time for the Jews. The fate of many would be decided in 1942. In July they began to round up boys and girls and deport them. Luckily Cady's girlfriend Mary seemed to have been forgotten. Later it wasn't just the young people, no one was spared. In the fall and winter Cady went through terrible experiences. Night after night she heard cars driving down the street, she heard children screaming and doors being slammed. Mr. and Mrs. Van Althenoven looked at each other and Cady in the lamplight, and in their eyes the question could be read: "Whom will they take tomorrow?"

One evening in December, Cady decided to run over to Mary's house and cheer her up a little. That night the noise in the street was worse than ever. Cady rang three times at the Hopken's and when Mary came to the front of the house and looked cautiously out of the window, she called out her name to reassure her. Cady was let in. The whole family sat waiting in gym suits, with packs on their backs. They all looked pale and didn't say a word when Cady stepped into the room. Would they sit there like this every night for months? The sight of all these pale, frightened faces was terrible. Every time a door slammed outside, a shock went through the people sitting there. Those slamming doors seemed to symbolize the slamming of the door of life.

At ten o'clock Cady took her leave. She saw there was no point in her sitting there, there was nothing she could do to help or comfort these people, who already seemed to be in another world. The only one who kept her courage up a little was Mary. She nodded to Cady from time to time and tried desperately to get her parents and sisters to eat something.

Mary took her to the door and bolted it after her. Cady started home with her little flashlight. She hadn't taken five steps when she stopped still and listened; she heard steps around the corner, a whole regiment of soldiers. She couldn't see much in the darkness, but she knew very well who was coming and what it meant. She flattened herself against a wall, switched off her light, and hoped the men wouldn't see her. Then suddenly one of them stopped in front of her, brandishing a pistol and looking at her with threatening eyes and a cruel face. "Come!" That was all he said, and immediately she was roughly seized and led away.

"I'm a Christian girl of respectable parents," she managed to say. She trembled from top to toe and wondered what this brute would do to her. At all costs she must try to show him her identity card.

"What do you mean respectable? Let's see your card."

Cady took it out of her pocket.

“Why didn’t you say so right away?” the man said as he looked at it. “So ein Lumpenpack!” Before she knew it she was lying on the street. Furious over his own mistake, the German had given the “respectable Christian girl” a violent shove. Without a thought for her pain or anything else, Cady stood up and ran home.

After that night a week passed before Cady had a chance to visit Mary. But one afternoon she took time off, regardless of her work or other appointments. Before she got to the Hopken’s house she was as good as sure she wouldn’t find Mary there, and, indeed, when she came to the door, it was sealed up.

Cady was seized with despair. “Who knows,” she thought, “where Mary is now?” She turned around and went straight back home. She went to her room and slammed the door. With her coat still on, she threw herself down on the sofa, and thought and thought about Mary.

Why did Mary have to go away when she, Cady, could stay here? Why did Mary have to suffer her terrible fate when *she* was left to enjoy herself? What difference was there between them? Was she better than Mary in any way? Weren’t they exactly the same? What crime had Mary committed? Oh, this could only be a terrible injustice. And suddenly she saw Mary’s little figure before her, shut up in a cell, dressed in rags, with a sunken, emaciated face. Her eyes were very big, and she looked at Cady so sadly and reproachfully. Cady couldn’t stand it anymore. She fell on her knees and cried and cried, cried till her whole body shook. Over and over again she saw Mary’s eyes begging for help, help that Cady knew she couldn’t give her.

“Mary, forgive me, come back . . .”

Cady no longer knew what to say or to think. For this misery that she saw so clearly before her eyes there were no words. Doors slammed in her ears, she heard children crying and in front of her she saw a troop of armed brutes, just like the one who had pushed her into the mud, and in among them, helpless and alone. Mary, Mary who was the same as she was.

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I Am One

I am only one,
But still I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything
I will not refuse to do the something that I can do.

—Edward Everett Hale

Edward Everett Hale, “I Am One,” from Against the Odds. Copyright © 1967 by Charles E. Merrill. Reprinted by permission of the publisher.

- 1 Which best describes the story?
- A. During World War II, a girl named Mary suddenly runs away from home.
 - B. A girl moves away from her friend because the girl's father joins the military.
 - C. Two girls contemplate how World War II affects their friendship,
 - D. A girl is in despair when her friend is taken away by the military.

- 2 What does Cady have difficulty understanding?
- A. Why the German army was willing to take Mary's family to a safe place
 - B. Why Cady and Mary were treated so differently by the German army
 - C. How Mary could forget to say goodbye before she left
 - D. Why Mary's family was so worried about their safety

- 3 How does the poem "I Am One" help you understand Anne Frank's life? Use information from the introduction to the story to explain your ideas.

- 4 What does the phrase "brandishing a pistol" mean in the story?
- A. Cleaning its barrel
 - B. Carefully aiming it at a moving target
 - C. Holding it in a threatening manner
 - D. Loading ammunition into it

- 5 Explain what the author means when she says that slamming doors symbolized the closing of the door of life.

- 6 In the poem, what does the author mean when he writes "I am only one, but still I am one"?
- A. Life is difficult if you act as an individual.
 - B. Even one person acting alone can make a difference.
 - C. Everyone has an obligation to be counted.
 - D. You can always count on yourself to solve difficult problems.

- 7 Tell about an experience or situation you know about when one person was able to make a difference.

8 **Writing Prompt**

Informative: Save a Book

A novel written in the 1950's describes a world where people are not allowed to read books. A small group of people who want to save books memorize them, so that the books won't be forgotten. For example, an old man who has memorized the novel *The Call of the Wild* helps a young boy memorize it by reciting the story to him. In this way, the book is saved for the future.

If you were told that you could save just one book for future generations, which book would you choose?

Write an essay in which you discuss which book you would choose to save for future generations and what it is about the book that makes it important to save. Be sure to discuss in detail why the book is important to you and why it would be important to future generations.

Here is the next part of Bridget's rough draft for her report. This part has certain words and phrases underlined. Read the draft carefully. Then answer the following questions.

Storms are the violent and dangerous aspects of weather. The kind of storm we see most often is
(14) (15)
the thunderstorm? A thunderstorm happens when theres' a great difference in the temperature
(16)
between the air close to the earth and the air higher up. A thunderstorm often happens on a
(17)
hot and muggy summer afternoon. The hot air near the earth is pushed up by cooler air around
(18)
it. Moisture-laden, threatening clouds form, and it starts getting darker. Then lightning flashes,
(19) (20)
thunder rolls and winds blow. The storm usually lasts a few minutes. When it was over, the sky
(21) (22)
usually clears.

Sometimes thunderstorms come with Tornadoes. A tornado is the more violent kind of storm. A
(23) (24) (25)
tornado comes up suddenly. At first it looks like a thick dark cloud coming from a distance. Then
(26) (27)
an funnel-shaped piece dangles down from the cloud. When the funnel touches the ground it
(28)
picks up everything in its path.



- 9 In sentence 15, most often is the thunderstorm? is best written—
- most often is the thunderstorm.
 - more often is the thunderstorm?
 - most often is the thunderstorm!
 - As it is written.
- 10 In sentence 18, hot air near the earth is best written—
- hot, air near the earth
 - hot air, near the earth
 - hot, air, near the earth
 - As it is written.
- 11 In sentence 20, thunder rolls and winds blow is best written—
- thunder rolls and winds, blow
 - thunder rolls, and winds blow
 - thunders, rolls and winds blow
 - As it is written.
- 12 In sentence 23, come with Tornadoes is best written—
- come with tornadoes
 - comes with tornadoes
 - comes with Tornadoes
 - As it is written

- 13 In sentence 24, the more violent kind of storm is best written—
- the much more violent kind of storm
 - the more violenter kind of storm
 - the most violent kind of storm
 - As it is written
- 14 In sentence 27, an funnel-shaped piece is best written—
- a funnel-shaped piece
 - an funnel-shaped piece
 - an Funnel-Shaped piece
 - As it is written
- 15 Imagine that the article shown below appeared in your local newspaper. Read the article carefully; then write a letter to your principal arguing for or against the proposition that classes at your school should begin and end much later in the day. Be sure to give detailed reasons to support your argument and make it convincing.

Studies Show Students Need To Sleep Late

Night Owls Versus Early Birds

The *Journal of Medicine* announced today the results of several recent studies on the sleep patterns of teenagers and adults. These studies show that adults and teenagers often have different kinds of sleep patterns because they are at different stages in the human growth cycle.

The study on teenagers' sleep patterns showed that changes in teenagers' growth hormones are related to sleeping patterns. In general, teenagers' energy levels are at their lowest in the morning, between 9 a.m. and 12 noon. To make the most of students' attention span and ability to learn, the study showed that most teenagers need to stay up late at night and to sleep late in the morning.

They called this pattern "the night owl syndrome."

Studies of adults (over 30 years of age) showed the opposite sleep pattern. On average, adults' energy levels were at their lowest at night between 9 p.m. and 12 midnight and at their highest between 6 and 9 a.m. In addition, a study of adults of different ages revealed that as adults get older they seem to wake up earlier in the morning. Thus, adults need to go to sleep earlier in the evening. Researchers called this sleep pattern "the early bird syndrome."

Researchers claim that these studies should be reviewed by all school systems and appropriate changes should be made to the daily school schedule.