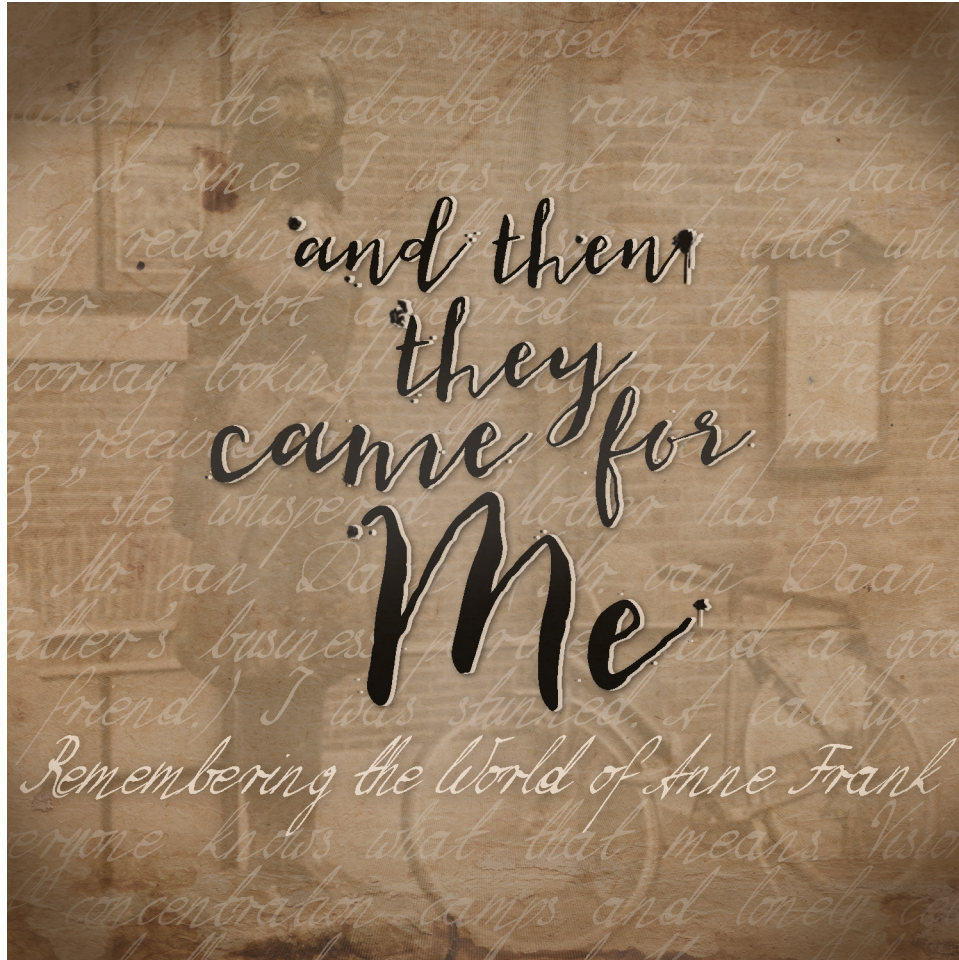


PLAY GUIDE



And Then They Came for Me: Remembering the World of Anne Frank by James Still

Presented on the LCT Main Stage: February 16 and 17, 2019



418 W. Short Street
Lexington, KY 40507
859.254.4546
www.lctonstage.org

Major Contributors:



Dear Educator –

Lexington Children's Theatre is proud to be producing our 80th season of plays for young people and their families. As an organization that values the arts and education, we have created this Play Guide for teachers to utilize in conjunction with seeing a play at LCT.

Our Play Guides are designed to be a valuable tool in two ways: helping you prepare your students for the enriching performance given by LCT's performers, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Academic Standards (KAS), including the National Core Arts Standards for Theatre. Teachers have important voices at LCT, and we rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections, or any of our programming, your thoughts are greatly appreciated. Please email Jeremy Kisling, our Associate Artistic Director in Charge of Education, at jkisling@lctonstage.org.

Please use the Teacher Response form following a performance. We are thrilled that you rely on LCT to provide your students a quality theatrical experience, and we hope this resource helps you in your classroom.

LCT's Education Department

The mission of our education programming



The mission of Lexington Children's Theatre's Education Department is to **provide students of all ages with the means to actively explore the beauty, diversity, complexity, and challenges of the world around them through the dramatic process.** We strive for young people to develop their own creative voice, their imagination, and their understanding of drama and its role in society.

Your role in the play

You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students' energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and on stage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment; they cannot pause or rewind us like a DVD, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Your students are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role you played as an audience.

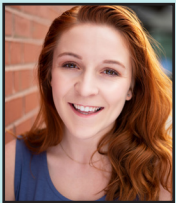


Meet the Actors – And Then They Came for Me



Emily Asbury

(Mutti, Anne Frank) Emily is excited to return to Lexington after spending her fourth summer in the Outer Banks of North Carolina portraying Queen Elizabeth I in *The Lost Colony*. Previous LCT credits include *Amelia Earhart* (Amelia), *Jack and the Wonder Beans* (High Tall Giant Woman), *Elephant & Piggie's "We Are in a Play!"* (Piggie), *The Lion, the Witch, and the Wardrobe* (Lucy, etc.), *Junie B. Jones is Not a Crook* (Mrs.), and *Diary of a Worm, a Spider, and a Fly* (Mrs. McBee). Other theatre: *A Christmas Carol* (Ghost Past) at West Virginia Public Theatre, *Tales of a Fourth Grade Nothing* (Mom) with Two Beans Productions, and three national tours with Chamber Theatre Productions. Emily is certified as an Advanced Actor/Combatant with the Society of American Fight Directors and a proud graduate of Otterbein University. Thanks to Mom, Dad, and Speck the dog! www.emilyasbury.com.



Caitlyn Joyce

(Young Eva, Ed's Mother) Caitlyn is beyond excited to help share this important and moving story with the Lexington community. She hails from Lynchburg, Virginia and holds a BFA in Musical Theatre at East Carolina University. Go Pirates! This is her first time performing with Lexington Children's Theatre. You may have seen her as a choir member in the 80th anniversary of *The Lost Colony* in Manteo, North Carolina or at Carowinds Theme Park in the high energy show *TURN IT UP* in years past! Other acting credits include *Much Ado About Nothing* (Hero), *Twelfth Night* (Viola), and *Annie Get Your Gun* (Annie Oakley). She is so thankful to share the stage today with fellow keepers of the dream.



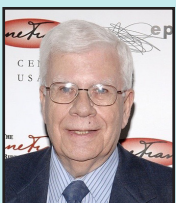
John Michael
McDonald

(Young Ed, Pappy) John Michael is overwhelmingly excited to return to the LCT stage. He holds a BFA in Acting from the University of Central Florida. He performed in LCT's productions of *The Ugly Duckling* and *The Legend of Sleepy Hollow* in the fall of 2017 and then in *The Lieutenant of Inishmore* with Beth Marshall Presents in January 2018. He most recently closed *Stolen* and recorded the original cast album as well as *A Christmas to Remember* with Blue Gate Musicals. Other favorite credits include Orsino/Malvolio in *Twelfth Night* and *The Family Comedy Improv Show* at Emerald Coast Theatre Company, Macbeth in *Macbeth*, Betty/Edward in *Cloud Nine*, Jack in *Man and Superman*, and Billy in *Chicago*. You may also find him running the streets as the atmosphere character Spider-Man at Universal Studios Florida. He thanks his family for their love and support and most importantly his Heavenly Father for guiding him every step of the way.



Eva Geiringer
Schloss

(Herself) Eva Schloss was born on May 11, 1929 in Vienna, Austria as Eva Minni Geiringer. She is known for her work on *History vs. Hollywood* (2001), *Pauw & Witteman* (2006) and *This Morning* (1988). She was married to Zvi Schloss in 1952; they were married 64 years before Zvi passed away in 2016. They have three children. She was awarded the MBE (Member of the Order of the British Empire) in the 2012 Queen's New Years Honours List for her services to Education through the Anne Frank Trust. She is currently 89 years old.



Ed Silverberg

(Himself) Ed Silverberg was born on June 8, 1926 in Gelsen-Kirchen, Germany as Helmuth Silberberg. He is affectionately known by the nickname "Hello," which is how he is referenced in Anne Frank's diary. Following the liberation of Brussels in 1944, Ed immigrated to the United States and married his wife, Marlise. They have two children and two grandchildren. He lived in Hackensack, New Jersey. Ed passed away in 2015 at the age of 89.



Mark Tucker

(Heinz, Ed's Father, Hitler Youth) Mark is thrilled to return to Lexington Children's Theatre after appearing in the touring company for the past two years. Audiences may remember him from *The Legend of Sleepy Hollow*, *The Ugly Duckling*, *The Red Badge of Courage*, or *Cows Don't Fly* and other known facts. He performed most recently as George Putnam in *Amelia Earhart*, and a myriad of magical characters in *Jack and the Wonder Beans* this fall at LCT. Mark earned his BFA in Acting from Emory & Henry College. When not performing, Mark enjoys coaching and teaching Shakespeare to students. Mark would like to thank all the staff and crew of LCT for keeping the imagination alive for people of all ages.

What to know – before the show!

Meet the Playwright



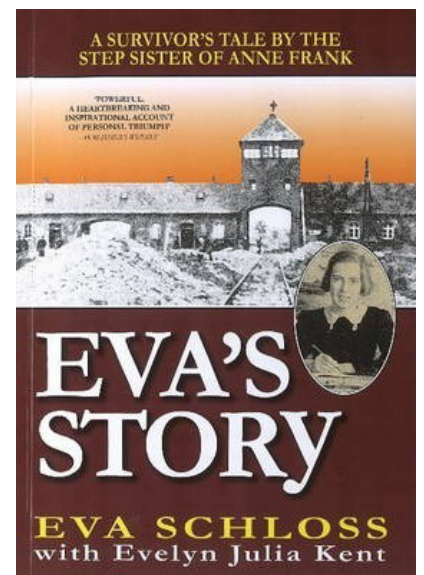
James Still is an American writer and playwright. Still grew up in a tiny town in Kansas and graduated from the University of Kansas. His award-winning plays have been produced throughout the United States, Canada, Europe, Japan, China, Australia and South Africa. He is a two-time TCG-Pew Charitable Trusts' National Theatre Artist with the Indiana Repertory Theatre where he is the IRT's first-ever playwright in residence (1998–present). He currently lives in Los Angeles.

This is not a “historical play”—it is a play about families and their histories...I hope that audiences will remember Anne and Ed and Eva and their experiences as young people during the Holocaust. The only way that we will remember the Holocaust is if we hear from the people who were actually there. Then, I am convinced, we'll never be able to forget.

—James Still, introduction to *And Then They Came for Me*

And Then They Came For Me

And Then They Came For Me is a multimedia play written by James Still that tells the story of Eva Schloss and Ed Silverberg, childhood friends of Anne Frank. The play was co-commissioned by George Street Playhouse and Young Audiences of New Jersey. James Still conducted taped interviews with Eva and Ed in 1995, followed by a videotape session in 1996. Basing his script on these moving and often haunting memories, the playwright has created an inspiring piece that broadens the viewer's understanding of what families experienced during the Holocaust. One of the challenges of producing the play is interweaving the videotaped interviews with the action of the play. Timing is important, for example, when the actors hold live conversations with the pretaped videos. This type of performance is known as “multimedia” and refers to content created by combining different artistic forms. Another convention of this multimedia play is when the actors speak directly to the audience members, challenging them with facts and personal testimonies. When characters break the reality of the world of the play, this technique is called “breaking the fourth wall.” This production of *And Then They Came For Me* helps achieve an important guideline set forth by the U.S. Holocaust Memorial Museum: translating statistics into people. “In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Teachers need to show that individual people are behind the statistics, comprised of families of grandparents, parents, and children. First-person accounts and memoir literature provide students with a way of making meaning out of collective numbers.”



What to know – before the show!

The Nuremburg Laws

These laws, issued on September 15, 1935, were the Nazis' first step in formalizing their systematic extermination of German-born Jews. The laws were presented as preserving the purity of Aryan blood by delegitimizing the Jewish population and restricting their personal freedoms in German society. Shortly thereafter, the laws were expanded to include Romani (gypsies), persons of mixed ancestry, communists, homosexuals, and any other non-Aryans. After the initial passing of these laws, more restrictions were added. Finally, in 1943, the Jews were placed beyond the protection of any judicial process and the police were made the sole arbiters of punishment and death.

As a whole class activity, the teacher will list on the board what the students consider to be their individual rights. Divide the list into three categories: personal, political, and human rights. Allow for some expansion into rights they might not yet possess, for example "being 18 years old to vote."

Now, have the class imagine they are one of the affected groups of people from these new laws. Read from the list of laws that limited the individual rights of Jews in Germany at this time. You can do this by having one person read the list, or print individual restrictions on note cards and distribute them to the class. As each law is read, erase the corresponding individual right the students listed on the board. After you have read all of them out loud, see how many, if any, are still on the board.

Using all of this evidence, imagine such rights were removed from you today in your town. Have individual students write a diary extract describing the restrictions that have the most significant impact on them and explain why.

LAWS RESTRICTING GERMAN-BORN JEWS

- Public burning of books by Jews and anti-Nazis
- Jewish businesses had to mark the windows with "Jew" written on it, later forced to give up their businesses
- Random attacks on Jews and Jewish property, Kristallnacht November 9-10, 1938
- Police and the courts no longer protect Jews
- Police stand by shops to discourage people from going inside
- "Kosher"- ritual slaughter of animals banned, affecting religious practice
- Jewish students excluded from exams in medicine, dentistry, pharmacy and law
- Jews excluded from military service
- Law for "The Protection of German Blood and German Honour" forbade mixed marriages
- Jews no longer allowed to vote and lose German citizenship
- Benefit payments to large Jewish families stopped
- Jews banned from parks, restaurants and swimming pools
- Jews no longer allowed electrical/optical equipment, typewriters or records
- Passports for Jews to travel abroad restricted, some forbidden to leave the country
- Special identity cards issued to Jews
- Jews excluded from cinema, theatre, concerts, exhibitions, beaches and holiday resorts
- Jewish students expelled from German schools and universities
- Jews evicted from their homes without reason and notice
- Jews' radios confiscated
- Jewish curfew established, from 8 PM to 6 AM
- Jews' telephones confiscated
- Jews no longer receive ration cards for clothes
- Jews over the age of 6 forced to wear a Yellow Star of David with "Jew" written on it at all times
- Jews forbidden to use public telephones
- Jews forbidden to keep dogs, cats and birds
- Jews hand over fur coats and woolen items
- Jews not allowed to receive eggs or milk
- Blind or deaf Jews no longer allowed to wear arm-bands identifying their condition in traffic
- All schools closed to Jewish children
- Jews are forbidden to visit Christians in their homes
- Jews are not allowed on public transportation (buses, trains, bicycles, etc.)
- Synagogues were forced to close down

What to know – before the show!

Word Find

Search horizontally, vertically, diagonally and backwards for all 16 words. Put your skills to the test and see how many you can find!

D	Z	F	K	S	A	F	I	S	H	N	V	R	O	G
I	G	U	R	R	Q	U	E	I	O	H	E	J	Y	Z
V	P	L	I	F	O	I	S	B	V	D	L	P	E	N
A	R	O	S	T	L	T	M	C	N	V	S	F	U	M
D	E	Z	T	L	R	S	A	A	H	I	G	R	A	I
F	J	G	A	T	B	M	T	R	E	W	E	C	F	T
O	U	A	L	H	E	S	T	S	T	M	I	G	U	C
R	D	H	L	W	Y	H	O	H	B	E	W	T	K	I
A	I	P	N	B	J	I	G	E	Y	J	P	H	Z	V
T	C	E	A	Y	Y	E	R	N	A	Z	I	R	Y	R
S	E	B	C	C	N	G	E	E	D	U	A	P	E	N
R	M	N	H	O	L	O	C	A	U	S	T	X	T	P
G	R	O	T	A	R	O	B	A	L	L	O	C	I	H
Y	L	G	W	O	P	A	T	S	E	G	Y	E	H	S
E	C	S	E	B	Y	A	Z	D	O	S	M	I	C	C

ALLIES
AUSCHWITZ
AXIS
BYSTANDER
COLLABORATOR
GESTAPO
GHETTO
GYPSIES

HOLOCAUST
KRISTALLNACHT
NAZI
NUREMBERG LAWS
PERPETRATOR
PREJUDICE
STAR OF DAVID
VICTIM

What to know – before the show!

Contextual Article

Meet the Children



Meet Eva Schloss

Eva Geiringer was born in Vienna, Austria, on May 11, 1929. She is Anne Frank's stepsister and a Holocaust survivor. Shortly after the annexation of Austria by Germany in 1938, the Geiringer family immigrated to Belgium and finally to the Netherlands. The Nazis invaded the Netherlands in 1940. In July 1942, Eva's brother, Heinz, was ordered to report to a work camp, and the family went into hiding. The men were sent to hide in the countryside, and the women stayed in an Amsterdam home, where a hiding place was built in the bathroom. On the night the space was finished, the Germans raided the house, but Eva and her mother, Fritzi, were safely hidden.

On May 11, 1944, on Eva's 15th birthday, the Germans burst in and arrested Eva and Fritzi. Heinz and Erich had also been arrested, the family having been betrayed by a traitor in the underground. Eva and her mother were imprisoned at Birkenau, a concentration camp in Poland. Eva's father and brother did not survive the ordeal, but she and her mother were freed in 1945 by Russian troops. They returned to Amsterdam in the Netherlands, where Eva continued her schooling and then studied art history at the University of Amsterdam. Her mother, Elfriede Geiringer, married Otto Frank, father of Anne Frank, in November 1953.

Eva currently lives in London with her and her late husband(2016) Zvi Scholss, three daughters. Eva Schloss reports on her family's experiences during the Holocaust at educational institutions. For her dedication to this work, Northumbria University in England awarded Schloss an honorary doctorate in 2001. Schloss is a co-founder of the Anne Frank Trust UK.



Meet Ed Silberberg

He was born as Helmuth Silberberg on June 8, 1926, in Gelsen-Kirchen, Germany. He would later change his name. In 1938 on Kristallnacht, a mob broke into the Silberberg home, looted the house, and beat Ed's mother. Ed's parents sent him by train to Amsterdam to find safe refuge with his grandparents, who had moved there when Hitler was elected in 1933. Mr. and Mrs. Silberberg eventually tried to join their son, but they were unable to travel any further than Belgium because the border between Belgium and the Netherlands was closed.

In Amsterdam, Ed and Anne Frank became friends. He is mentioned several times in her diary by his nickname, "Hello." It was given to him by his grandfather who disliked the name Helmuth. He was 16, and adored Anne, but she wrote in her diary that she was "not in love with Hello, he is just a friend, or as mummy would say, one of my 'beaux'", though Anne also remarked in her diary on how much she enjoyed Hello's company, and also speculated that he might become "a real friend" over time. Their friendship ended abruptly in 1942 when the Franks went into hiding, but Anne did not forget her friend.

One evening, Ed was out past the curfew restriction for Jews and was arrested and loaded onto a truck. He made a daring escape and hid for the rest of the night, returning to his grandparents the next day. Fearing for Ed's life, his grandparents felt he should be with his parents. A distant cousin trying to get to Switzerland agreed to escort Ed to the Belgian border, where he arranged for Ed to receive a false passport. Once the family was reunited, a friend of Ed's parents hid the family in a house on the outskirts of Brussels for 26 months. The Silberberg family was liberated by the British Army on September 3, 1944, the day that Anne Frank and her family were sent to Auschwitz. After the war, Ed immigrated to the United States, changing his name to Edward Silverberg. He married his wife Marlise and lived in Hackensack, New Jersey, until he passed away in 2015.



Meet Anne Frank

Anne Frank was born in Frankfurt, Germany, on June 12, 1929. When Hitler rose to power in 1933, Otto Frank took his family and immigrated to Amsterdam. In 1940, when the Nazis invaded the Netherlands, the Franks began to develop a plan to go into hiding. Otto designated the upper floor of his business office as a hiding place, which they called the Secret Annex. His staff agreed to assist them by bringing them food and other supplies. In July 1942, the Franks moved into their hiding place and shortly thereafter were joined by the van Pels family: Hermann, Auguste, and 16-year-old Peter, and then in November by Fritz Pfeffer, a dentist and friend of the family. This small space was home for eight people for the next two years. It was there that Anne wrote her diary detailing her love of life.

Otto's former typist, Miep, found Anne's diary and gave it to Otto after the war. Anne's words moved him deeply, and with the encouragement of family members and friends, he published it. *The Diary of a Young Girl* quickly became a best seller, inspiring readers worldwide.

What to know – after the show!

Acrostic Poem

Create an acrostic poem in response to testimonies heard during the performance about the survivor's experiences during the Holocaust. An acrostic is a poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence. Select a word that takes on significant meaning to you, for example, alone, survivor, victim, witness, oppression, etc.

WR-05-1.1.2, WR-053.5.2, RD-05-4.0.1

Axis
Living in hiding
Liberation
It cannot be forgotten
Ending Hitler's reign
Second World War

Bully or Bystander?

Historians have said that there were four distinct groups of people during the Holocaust:

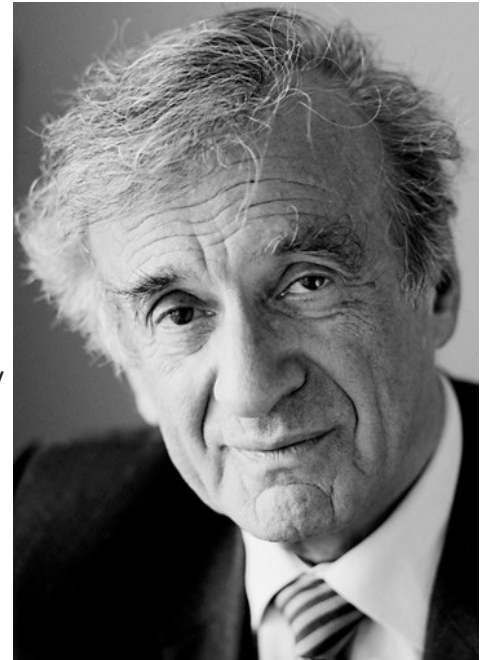
Victims: Jews and other groups who became targets of Nazi hatred

Perpetrators and Collaborators: Nazis and other people who supported the Nazis

Rescuers: Non-Jews who risked their lives to save Jews and other targeted groups

Bystanders: People who were aware, but took no part in what was happening. It may surprise you to learn that it was the bystanders that, by far, composed the largest group. The large majority of Europeans took the role of bystander as they witnessed the persecution of the Jews at the hands of the Nazis, but did nothing to stop it.

Ask your students to brainstorm situations of oppression they have witnessed in their school or community. Break into small groups of four or five and create tableaux or frozen pictures of these incidents including the victim, perpetrator, and bystander. As a whole class, discuss what is happening in each tableau and what bystanders might do differently to change the outcome of the event, or become the rescuer. Next, activate the scene and allow words to be used. The goal is that the bystander can find a way to help the victim. Discuss the challenges the rescuer faces. Is it easy to take action? How does this action help the victim? How does it make the victim feel?



"To remain silent and indifferent is the greatest sin of all."
—Elie Wiesel

AH-E-3.1.35, AH-E-3.1.41, SS-05-2.3.2, PL-05-1.12

What to know – after the show!

Create A Memorial

What is a Memorial?

First, students will research and evaluate existing Holocaust memorials throughout the world. Pictures of some famous memorials have been provided, but we encourage you to expand your investigation. A few questions to keep in mind while you are searching:

Dates: Various dates in the memorial's history can be traced and help to produce a timeline of its history. For example, the dates the memorial was built and dedicated can often be found in contemporary newspaper records.



David Pride, Budapest, Hungary

People: You can find out who designed and built the memorial (this was often a local company), who attended the dedication service, who led the dedication service, who has responsibility for the memorial and who contributed to the cost of building it.

Design and materials: Examine the memorial and find out what material the main structure and components are made of, and how much these cost at the time. Try to find out why this particular design was chosen – is it significant to the community for some reason? What symbols or artifacts are incorporated into the design?

Inscription: Look at the memorial and any inscriptions or other wording on it. Is there any evidence or local reason why these words were chosen? Like the design, some inscriptions may hold a particular meaning for a community. Which events and names are included on the memorial? Does the memorial still have a commemorative function today?

Location: Look at where in the community the memorial is located, and consider why this location was chosen. Sometimes this will be fairly obvious, but other memorials have a more complex reason for their location and, like the design, the location can hold some significance for the community.



After the students have completed their research, explain that they will now design their own Holocaust memorial either individually or in small groups. They will need to think about many of the same questions listed above, writing a brief description of their answers. The final step will be creating a two- or three-dimensional representation of the final design. Remember to incorporate symbols, quotes, and dates to fully represent the idea behind the event you are commemorating.

AH-E-4.1.34, AH-E-4.1.42, AH-E-4.2.32

Paul Margetts, Holocaust Memorial Sculpture—Bruce Castle Museum, London

How to grow – after the show!

What to Read Next

Number the Stars by Lois Lowry

In 1943, during the German occupation of Denmark, ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis.

Maus by Art Spiegelman

Maus tells the story of Vladek Spiegelman, a Jewish survivor of Hitler's Europe, and his son, a cartoonist coming to terms with his father's story. In his cartoons, the Nazis are cats and the Jews are mice.

We Are Witnesses by Jacob Boas

A touching diary of five teenage victims of the Holocaust.

Four Perfect Pebbles by Lila Perl, Marion Blumenthal Lazan

If Marion can find four perfect pebbles of almost exactly the same size and shape, it means that her family will remain whole, then Mama and Papa and Albert and she will survive the concentration camp at Bergen-Belsen.

Night by Elie Wiesel

An autobiographical narrative in which the author describes his experiences in Nazi concentration camps, watching family and friends die, and how those stories shaped his life.

LCT teaches in YOUR school!

Would you like to see some of these play guide activities modeled in your classroom?

Book a workshop for your class with one of LCT's teaching artists! In our pre-show workshops, our teaching artists will engage students in acting skills and themes from the play through drama activities. In our post-show workshops, students will extend their play-going experience by strengthening their personal connection to the play and deepening their understanding of the themes and characters.



Call us at 859-254-4546 x 226 to book a pre or post-show workshop for your class!

To learn more about Lexington Children's Theatre and our programming for your school visit:
www.lctonstage.org/for-educators/in-school-experiences/