

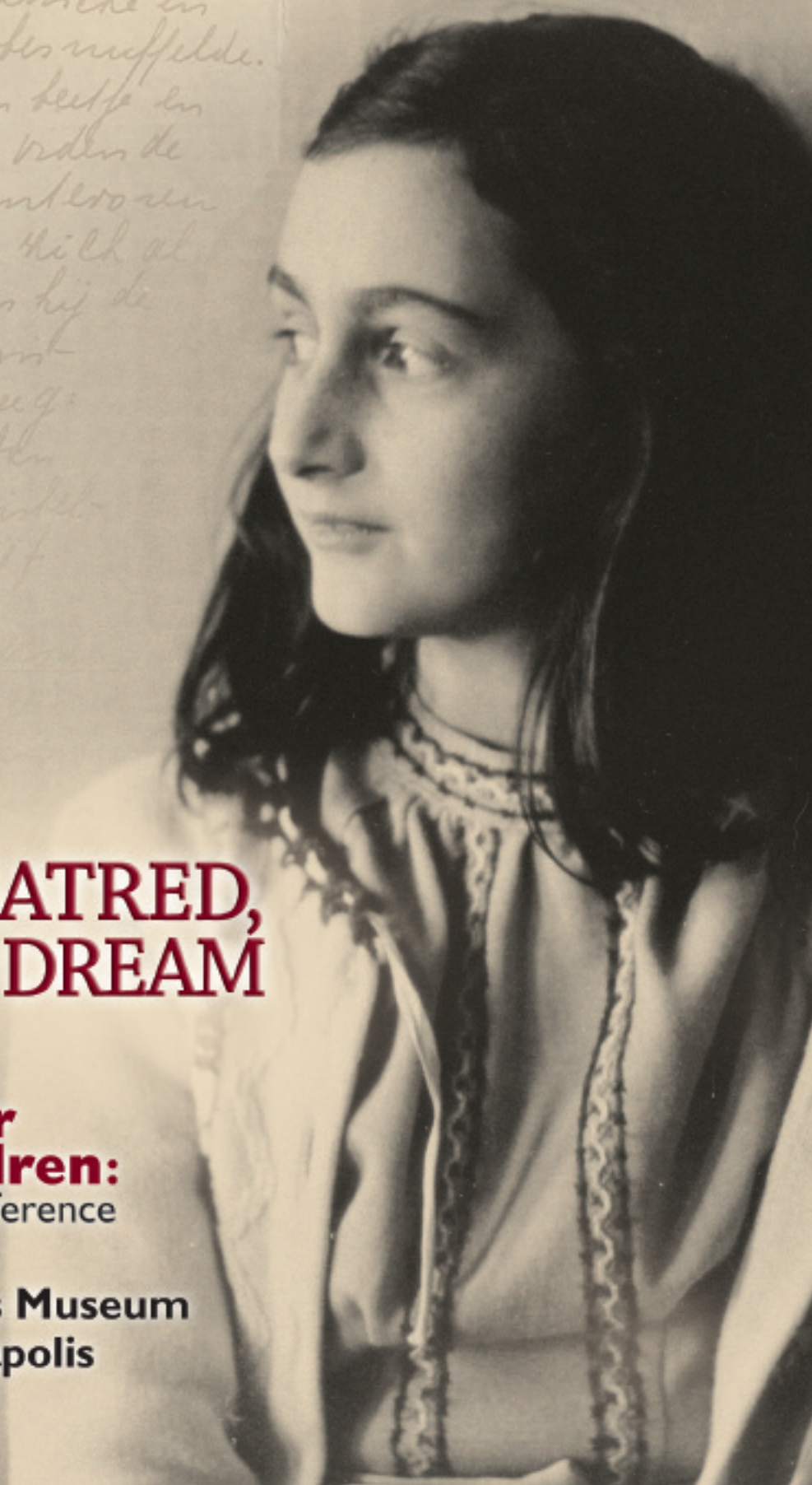
A UNIT OF STUDY FOR GRADES 6-9

...de de helle dag met een wonder  
op het oost veld te kijken,  
hij omke hupper- praktische en  
lichtleerling, makee besnuffelde.  
...tam en, hij sleep een beetje en  
dan thee met Mrs, vreden de  
je boel dat Guep van looren  
nacht had en volde thich al  
ik thinn. Tooral toen hij de  
gebifte <sup>massif</sup> dephlyvint  
...en in handen kreeg  
...en leydressen ten  
...Spelike mistet  
...het fidele kellyf  
...en de felye  
...de het felye  
...gunde  
...de

## ANNE FRANK: FACING HATRED, DARING<sup>TO</sup> DREAM

The **Power**  
of **Children:**  
Making a Difference

The **Children's Museum**  
of Indianapolis



# The **Power** of **Children:** Making a Difference

## **ANNE FRANK:** **FACING HATRED,** **DARING<sup>TO</sup> DREAM**

A UNIT OF STUDY FOR GRADES 6–9

### ACKNOWLEDGEMENTS

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### The Children's Museum of Indianapolis

The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences for children and families. It is one of the largest children's museums in the world and serves people across Indiana as well as visitors from other states and nations. The museum provides special programs and guided experiences for students as well as teaching materials and professional development opportunities for teachers.



### VISIT THE MUSEUM

Field trips to the museum can be arranged by calling (317) 334-4000 or (800) 820-6214. To plan your visit or learn more about educational opportunities, visit the Teacher section of **The Children's Museum** Web site: [www.childrensmuseum.org](http://www.childrensmuseum.org).



# ANNE FRANK: FACING HATRED, DARING TO DREAM

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## INTRODUCTION

### The Power of Children: Making a Difference

# ANNE FRANK: FACING HATRED, DARING<sup>TO</sup> DREAM

**Enduring Idea:** The stories of ordinary children in history can inspire young people today to fight prejudice and discrimination and make a positive difference in the world.

We often think of history in terms of famous people and events. In fact, ordinary people, including children, make history. **The Power of Children: Making a Difference**, a groundbreaking exhibit at **The Children's Museum of Indianapolis**, tells the stories of three such children — Anne Frank, Ruby Bridges and Ryan White — and how they made a positive difference in spite of hatred, racism and discrimination. The exhibit goes on to explore the actions of young people who are making a difference in their communities today. Visitors of all ages will be inspired to consider the steps they can take to fight prejudice and injustice.

This unit of study introduces students to Anne Frank, a Jewish girl who became a teenager during the World War II. As she faced Nazi hatred and the daily terror of being captured, Anne continued to write about her innermost thoughts and feelings in a diary. This simple, life-affirming act created a book that brought inspiration to a world darkened by war and genocide. Through Anne's story, students will learn how all of our lives are affected by historic events and circumstances. Anne's words will inspire them to discover how individuals can take responsibility and use their talents to help others in a variety of ways.

*Hope lives when  
people remember.*

— SIMON WIESENTHAL



Anne Frank in 1941.



## WHAT'S AHEAD?

### LESSON 1

#### In the Path of History Pre-visit experiences

In this lesson students read a biographical sketch of Anne Frank. They learn how she faced the hatred that destroyed her world and work in teams to gain understanding of the historical context. They create a History Path that shows the interaction of historical events with the lives of the Frank family and consider the consequences of individual choices and decisions.



### LESSON 2

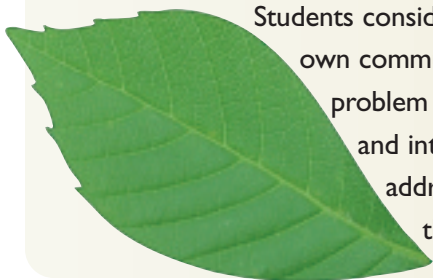
#### Anne Frank: The Power of Words Pre- or post-visit experiences

Students learn about Anne through her written words in the diary she kept while her family was in hiding. They examine the discrimination and dangers faced by the Frank family and how Anne pursued her dream of becoming a writer. They learn how Anne's diary survived to bring inspiration to people around the world.

### LESSON 3

#### The Tree of Promise: Making a Difference Post-visit culminating experiences

Students consider how they can make a difference in their own communities. They identify and research a problem or a need that relates to their own talents and interests. They develop an action plan to address the problem and, after carrying out their plan, evaluate the results.



## WHAT WILL STUDENTS LEARN?

### Indiana's Academic Standards

This unit of study helps students to achieve specific national and state academic standards in language arts and social studies. It is closely related to service learning, character education and life skills programs in Indiana schools.



## WHAT WILL STUDENTS BE ABLE TO DO?

### Students will

- maintain a journal of their thoughts and ideas as they learn about Anne Frank and her time
- create a time line of events leading to World War II and the Holocaust
- examine the interaction of historical and personal events that relate to the story of the Frank family
- consider how historical events and circumstances may affect their own lives
- weigh the consequences of individual choices and decisions
- write a short narrative about how a fictional character responds to an event or situation in history
- read selections from Anne Frank's diary as a primary source that recorded the daily life of a Jewish family in hiding
- examine the text of the diary for examples of hatred, discrimination and hardship faced by the Franks and other families
- give examples of how Anne worked to realize her dream of becoming a professional writer
- consider the ways that Anne's diary brought inspiration to people across the world
- assess their own talents and interests and identify a project to make a difference in their own school or community
- develop and carry out an action plan for their project
- evaluate the outcomes of their project to determine if it had the result they intended



*In 1940, at the age of 16, Illo Heppner and her mother fled Germany to join her father in Shanghai, China. Among the few things she took with her was a memento of her childhood, this Mickey Mouse toy tea set. Although life was very difficult in Shanghai's Jewish ghetto, she survived and met her future husband there. Mrs. Heppner and her husband moved to Indiana in 1954. In 1978, she donated the tea set to The Children's Museum of Indianapolis.*



Ryan White



Anne Frank



Ruby Bridges

## MUSEUM LINKS

### The Power of Children Exhibit

This unique exhibit at **The Children's Museum of Indianapolis** immerses students in Anne's story and helps them place it within the historical context of World War II and the Holocaust. As they follow the History Path to the reproduction of the Amsterdam building that contained the Franks' hiding place, they will learn of the hardships the Franks faced as a Jewish family in the Netherlands under Nazi occupation. Inside the building, students will find an office space in Otto Frank's business along with artifacts and primary documents of the time. They will learn more about the Frank family, the others who shared their secret hiding place and the non-Jewish friends who helped them. First-person interpretation and a sound and light show demonstrate how Anne sought refuge in her hidden room and her writing. Outside the building, students engage in interactive experiences to learn more about the rest of the story, including the tragic end of

Anne's life and the experiences of other Holocaust victims and survivors. Students will discover the worldwide impact of Anne's diary and will visit exhibits featuring two children who made a difference in other times and places, Ruby Bridges and Ryan White. In the final section of the gallery, students encounter the stories of young people who are addressing problems in the world today. They explore ways they can take action by using their time and talents to help others. Before they leave the exhibit, they can add a leaf to the *Tree of Promise* with their own promise to make a difference.

### The Children's Museum Web Site

Visit **The Power of Children** Web site and link to the *Tree of Promise* network, where students can make a promise and invite others to join in an electronic version of the *Tree of Promise*. They can also learn about volunteer opportunities based on their

talents and interests, and find information about projects carried out by **The Power of Children** award winners who are making a difference in their own communities today. The Web site provides a link to the Anne Frank House, where students can learn more about the Secret Annex and the old chestnut tree that comforted Anne.

### Student Work on the Web

On the **The Power of Children** Web site, you can view examples of student work related to this unit of study. You also can post your students' work online to share with parents and other teachers. See the Museum Links section at the end of each lesson in the online version of this unit for direct links to selected exhibit artifacts and other gallery experiences that will enhance student interest and learning. Visit [www.childrensmuseum.org/powerofchildren/](http://www.childrensmuseum.org/powerofchildren/)



## GETTING STARTED

## Classroom Environment

Understanding the story of Anne Frank requires confronting the time in which she lived. This historical background includes the rise of the Nazis to power in Germany, the subsequent invasion of other European nations, World War II and the Holocaust.

To students these events may seem too disturbing to deal with or something that is part of a very distant past and unrelated to their own lives. To prepare them for the immersive experience of the exhibit and unit of study, create an environment that is rich in primary sources from the period, including quotations and recordings made by people from the time, as well as film clips, photos, maps and posters. Identify quotes from Anne's diary and place them throughout the room, along with quotes from others who wrote about their experiences. See the **Resources** section for suggestions on visual aids, diaries, memoirs, reference books and Web sites.

Unfortunately, the prejudice and hatred that produced the Holocaust have not disappeared from the world. Establish a center for human rights information in the classroom. Include current newspaper and magazine articles about efforts to address human rights issues today. Encourage students to bring in articles, and discuss student contributions to the topic frequently as you prepare for Lessons 2 and 3 in this unit.



*During World War II, people in the United States were encouraged to help in the war effort by growing fruits and vegetables in their own gardens and by canning and preserving the fresh foods for the winter. This made more food available for troops overseas.*

It is important to acknowledge that studying the Holocaust and other acts of genocide naturally arouse deep emotions for both adults and students. Make sure that your classroom is a safe environment for honest and nonjudgmental discussions. Establish and help students practice ground rules for

open discussions. Provide quiet areas where students can reflect and write. In addition to the journal incorporated into each of the lessons in this unit, some students may want to keep a personal diary where they can express their thoughts without having to share them with the class.





### Family Connections

Family and community members can be powerful resources for learning about Anne and her times. Although their numbers are decreasing, there are still Holocaust survivors and U.S. servicemen who liberated concentration camps living in some communities.

Their first-person accounts of these experiences are unforgettable and help students understand how the Holocaust affected ordinary people. Local Jewish community organizations are good sources of information and resources. Some families may have visited the U.S. Holocaust Memorial Museum in Washington, D.C., or another museum with exhibits on the Holocaust. There also may be someone in the community

who has visited the Anne Frank House in Amsterdam and would be willing to share what they've learned with students. Provide families with the Web addresses for the Anne Frank House and the United States Holocaust Memorial Museum (see the **Resources** section) and encourage them to explore the sites together. Community members and organizations also are excellent sources of information on local issues and how children and young adults can take individual responsibility to prevent cruelty and injustice as they engage in problem solving and service to their communities.

## LESSON I IN THE PATH OF HISTORY



Otto Frank with Margot and Anne in 1931. In her photo album, Anne wrote the caption “Papa with His Kids” under this picture. Margot and Anne affectionately called their father “Pim.”

This lesson introduces students to Anne Frank through a biographical sketch. Working in teams, students construct a History Path that helps them develop understanding of the historical context of her story. They consider how larger events and circumstances may affect their own lives and weigh the consequences of individual choices and decisions. Using the insights they have gained, each student writes a short story about how a fictional character responds to an event or situation in history.



Anne Frank's diary has been translated in 65 languages. This German edition was published in 1957.

### Objectives

#### Students will

- read a biographical sketch and historical background about Anne Frank and her time
- summarize reading by creating charts showing events in her life
- use a journal to record thoughts and reflections on what they learn about Anne and her time in history
- create a History Path in the classroom showing the interaction of historical and personal events
- identify current events and circumstances and speculate about how they may affect their own lives
- consider how they might react to a historic event that requires them to make a decision
- use a graphic organizer to examine the consequences of a decision
- write a short story about a fictional character who responds to a historical event or situation with a decision
- use a graphic organizer to plan the story of this character and the turning point that causes him or her to take action



**You Will Need ...****Materials**

- Quotes from Anne Frank's diary
- A copy of *Anne Frank: Diary of a Young Girl*
- Photo of Anne Frank, page 19
- Overhead or LCD projector
- Notebooks for Student Journal
- Markers
- Construction paper
- Resource books and Web sites
- Student handouts:
  - Biographical Sketch, *Facing Hatred, Daring to Dream* page 20
  - Decision T graphic organizer, page 25
- Newspapers, news magazines and online news media

**Time**

Five or more class periods

**Word Power**

<b>Adolf Hitler</b>	<b>Nazi</b>
<b>Allies</b>	<b>neo-Nazi</b>
<b>anti-semitism</b>	<b>occupation</b>
<b>bystander</b>	<b>perpetrator</b>
<b>collaborator</b>	<b>propaganda</b>
<b>diary</b>	<b>persecution</b>
<b>disinformation</b>	<b>prejudice</b>
<b>deportation</b>	<b>rescuer</b>
<b>fascism</b>	<b>victim</b>
<b>Holocaust</b>	



*Berend Phillip Bakker and his wife Jeltje (front row center) were part of the Westerweel group, a Dutch rescue operation. During World War II, they hid a Jewish child, Harry Leo Davids (front row right), pretending he was one of their own children.*

**Focus Questions**

- What historical events and circumstances affected Anne Frank's life?
- Why were Anne and her family the targets of hatred and discrimination?
- Did other people of the time have similar or even more tragic stories?
- How did Anne find inspiration in the face of hatred?
- Why do we remember Anne today?
- How are all our lives influenced by historic events?
- Why are our individual choices and decisions important?
- What consequences might our actions have?

## EXPERIENCE I

## Anne Frank: Facing Hatred, Daring to Dream

This experience introduces students to Anne Frank and her time in history through a brief biographical sketch. Students initiate a journal to record their thoughts and feelings.



The Star of David is an ancient symbol of Judaism. The Nazis forced Jewish people in Germany and most of the countries they occupied to wear a yellow six-pointed star in order to single them out for discrimination and acts of hatred. The word “Jood” means “Jew” in Dutch. From the permanent collection of the Children’s Museum of Indianapolis

- Discuss the meaning of the quotations with students and point out that Anne made these statements in a diary she wrote when she was a young teenager.
- Show students Anne’s photo on page 19 and ask what they know about her. Help clear up misconceptions and explain that she was a Jewish girl who was growing up as the **Nazis** came to power in Germany and the rest of Europe in the 1930s and 1940s. They enforced a political system call **fascism**.
- Tell students that the Nazis used existing **prejudice** against Jews to gain popular support as they began a hate campaign to **persecute** and eventually murder anyone they identified as Jewish.
- Explain that **prejudice** is a negative belief or judgment about other persons or things. Often these ideas are based on little or no evidence or experience or on **disinformation**, intentional efforts to mislead people with false information.
- Introduce Anne’s biographical sketch on page 20 and have students read it for meaning.
- After a brief discussion using some of the **Focus Questions**, have students read the biography again and take notes on major historical events and significant personal events in Anne’s life.
- After students have read the sketch and taken notes, have them create two large classroom charts, one of events in Anne’s life and one of historical events, using chart paper and colored markers.

## Academic Standards

## National Academic Standards

## English Language Arts — Standard 1:

Reading; Standard 5: Writing Strategies and Process

## Social Studies — Standard 2: Time, Continuity and Change, Middle Grades (b)

## World History — Historical Thinking — Standard 1: Chronological Thinking

## Indiana’s Academic Standards

English Language Arts — Reading: 6.2.4, 6.2.7, 7.2.7, 8.2.9, 9.2.3, 9.2.8; Writing: 6.4.1, 7.4.1, 8.4.1, 9.4.1, 9.4.6

Social Studies — Chronological Thinking: 6.1.19, 6.1.20, 7.1.18; History – Modern Era: 6.1.16

## Procedures

- Read aloud some of the quotations from Anne’s diary that have been placed around the room and help students to discuss their meaning. For example:

*I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more.*

— Anne Frank, July 15, 1944



- Post the charts side by side and help students add any important missing information.
- Discuss some of the decisions made by Anne and her family, such as Anne's decision to keep a diary and her parents' decision to go into hiding.
- Ask students if they have additional questions about Anne and her life. Some questions may be factual in nature and can be easily answered or students can be encouraged to look for the answers as they do more research. More profound concerns and feelings should be acknowledged and students should be given opportunities to discuss them.



**Teacher Tips**

Students may feel angry or disturbed about what they are learning and have difficult questions, such as: "How could they [the Nazis] do that to Anne and her family?" Explain to students that many adults have the same questions but the answers aren't easy. Help students understand that usually there isn't a simple explanation for events in history. There are usually multiple causes; different circumstances, decisions and actions might have produced different outcomes. Use the Pyramid of Hate lesson provided on the Anti Defamation League Web site (see **Resources**) to help students with the concept of prejudice.

Discuss the importance of individual choices and responsibility. Introduce the words **bystander**, **perpetrator**, **collaborator**, **victim** and **rescuer** and discuss the differences in these groups.

**THE HOLOCAUST**

The **Holocaust** was the systematic, state-sponsored persecution and murder of approximately 6 million Jews by the Nazi regime and its collaborators. In Hebrew it is referred to as the *Shoah*, the Destruction. Soon after they gained power in Germany, the Nazis began persecution of Jews with a propaganda campaign that identified them as an inferior and untrustworthy group. The Nazis went on to pass laws that discriminated harshly against Jews. After invading most of Europe, the Nazis implemented a secret plan to murder all Jews in Europe. Jews in most of the occupied countries were rounded up and sent to concentration camps. Many were death camps designed specifically to kill large numbers of people as quickly as possible. In most camps those who were considered unable to work were killed shortly after arrival. Those who were able to work were

imprisoned in the inhumane conditions of the camps and worked until they died of exhaustion, starvation and disease. Few survived. Over half of the Jewish population of Europe was murdered. Not all Jews were sent to camps. Many were killed by invading Nazi troops. Others managed early escapes by obtaining visas. A few were able to hide. Some were able to join resistance groups.

**Other targeted groups**

The Nazis also carried out mass killings of more than 5 million people who belonged to other groups that they considered to be "racially inferior." These groups included people with disabilities, some Slavic peoples (Poles, Russians and others) and the Roma and Sinti. (The Roma and Sinti people prefer to be called these names instead "Gypsies," because this word is an insult.) Other groups were persecuted because their beliefs or behavior didn't conform to Nazi ideas. These groups included Communists, Socialists, Jehovah's Witnesses and homosexuals. Jehovah's Witnesses were targeted because their religious beliefs opposed swearing allegiance to the Nazis or to any government. Members of rival political parties and anyone who resisted Nazi rule were imprisoned and often killed. Millions of Polish and Soviet civilians also were murdered in an attempt to stamp out resistance to Nazi invasions of these nations and open new territories for Germans.

**Four of the many symbols Nazis used to target specific groups.**



German Political Prisoner



Jewish Miscegenist



Homosexual



Jewish Emigrant



**Journal Reflections**

Introduce the journal and explain to students that they will use journal writing to reflect on their thoughts as they learn more about Anne and her time. Encourage students to illustrate and personalize the appearance of their journals. As a prompt, use one

of the questions generated in student discussions or questions like these: Why do you think Anne decided to keep a diary? Can you imagine a situation that would make you want to keep a diary? Instead of keeping a diary, what might you do instead?

## EXPERIENCE 2

### History Path

In order to develop a historical perspective for the story of Anne Frank, students work in teams to interpret time lines of the events that led up to World War II, the Holocaust and its outcomes. They explore the interaction of people and their historical context as they create a time line in the form of a History Path through the classroom.



Unemployed people in Hanover wait in long lines for public assistance in 1930. The writing on the wall in the background says, "Vote Hitler." The world-wide Depression caused unemployment and great suffering in Germany and the rest of the world. One out of every three Germans was without a job.



The Nazis used people's desperation to gain political power. This swastika was worn on a Nazi party arm band.

From the permanent collections of The Children's Museum of Indianapolis

### Procedures

- Ask students: Do you think that everyone is influenced by historical events? Do people also have the opportunity to influence history? Suggest that they continue to think about this discussion as they learn more about Anne and her family.
- Explain that they will use time lines to research the Frank family and the historical background of the time. (See the time lines on pages 61–63.)

### Project: History Path

- Explain to students that in order to see the interaction of historic and personal events more clearly they will create a History Path on the floor of the classroom. Help students lay out the path around the classroom using painter's tape.
- Have a team of students create signposts by recording major historical events or turning points on pieces of construction paper and making them into tabletop signs or taping them to walls in chronological sequence along the History Path.
- Have a second team use the Frank family's time line to create sets of stepping-stones by using construction paper and markers. They can then record a major event or turning point on the stones, cut them out and tape them on the History Path with painter's tape so that their relationship to the historic events can be seen.
- Continue to use the History Path as students read selections from Anne's diary to better understand its place in history.

© 1930, Walter Ballhaus, akg-images, LTD



### Academic Standards

#### National Academic Standards

##### English Language Arts —

Standard 1: Reading; Standard 7: Research; Standard 8: Using Informational Resources

##### Social Studies — Standard 2:

Time, Continuity and Change, Middle Grades (b and d)

##### World History — Era 8: A Half-Century of Crisis and Achievement, 1900-1945, Standards 4A and 4B

#### Indiana's Academic Standards

##### English Language Arts —

Reading: 6.2.1, 6.2.4, 6.2.7, 7.2.1, 7.2.7, 8.2.9, 9.2.3, 9.2.4; Writing: 6.4.5, 7.4.5, 7.5.5, 8.4.1, 8.4.4, 8.4.11, 9.4.6, 9.4.4

##### Social Studies — History —

Chronological Thinking and Historical Research: 6.1.18, 6.1.20, 6.1.22, 7.1.16, 7.1.17, 7.1.20  
World History and Civilization: WH.8.4, WH.9.4



*Otto Frank took this photo of Edith with Margot and Anne in downtown Frankfurt am Main in March 1933. Soon the family would leave Germany forever.*

### Journal Reflections

Discuss students' journal entries from Experience 1. Use questions like these to encourage students to continue their reflections:  
What might have happened if Anne hadn't followed through with her decision to keep a diary?  
Do you think that Anne's decision to write and the way she acted on that decision had any consequences? What were they? Have you ever made a decision that affected someone else?

## EXPERIENCE 3

### Your Life and Times

Students examine the idea that individuals influence and are influenced by their times as they identify current events or circumstances and speculate about how those may affect lives. Using a graphic organizer they consider the possible consequences of their decisions and responses to these situations. Students apply what they've learned by writing a short story about a character who reaches a personal turning point as he or she responds to a historical event or situation.



#### Procedures

- Help students calculate the time that has passed since 1940. Point out that there are people living today who experienced World War II. Ask them if they know anyone 75 years old or older, such as a great-grandparent.
- Explain that anyone 75 or older would have been a young person at the time. Have students speculate about how the historical events of the time may have affected the lives of these people.
- If possible, invite an older member of the community to visit the classroom and discuss his or her experiences and memories with students.
- Ask students if there are events and circumstances in the world today that are affecting their lives. Have each student use print or online media to identify at least one event or set of circumstances that is important to their future.
- Have students use a sheet of construction paper to develop a time line of their own lives from their date of birth to the present. They should be careful to leave room so they can extend the time line. Have them include the event or circumstances they've selected and place it on the time line.
- Discuss the following questions with students: What may be different in your life because of this historic event? How will you react to the event? What decisions will you make? How will your decisions affect your life and the lives of others? What personal responsibility do you have for the outcome? How will you make your own path through history?
- Introduce a graphic organizer, such as the **Decision T** on page 25. At the top of the T, write down one of the decisions discussed in class. On one side of the T, write the possible positive consequences. Write the possible negative consequences on the other side.
- Encourage students to experiment with other graphic organizers, such as a flow chart or a cause and effect chart.



**Academic Standards**

**National Academic Standards**

**English Language Arts** — Standard 7: Research

**Social Studies** — Standard 2: Time, Continuity and Change, Middle Grades (b)

**World History** — Historical Thinking – Standard 1: Chronological Thinking

**Indiana’s Academic Standards**

**English Language Arts** — Writing Process: 6.4.1, 6.4.8, 6.4.9, 6.4.10, 7.4.1, 7.4.8, 7.4.9, 7.4.10, 8.4.1, 8.4.7, 8.4.8, 8.4.9, 9.4.1, 9.4.10, 9.4.11; Writing Applications: 6.5.1, 7.5.1, 8.5.1, 9.5.1

**Social Studies** — History – Historical Research: 6.1.20, 6.1.21, 7.1.17, 7.1.18

**World History and Civilization** — WH.8.4



**Teacher Tips**

Students may use Web sites such as those created by the U.S. Holocaust Memorial Museum in Washington, D.C., the Anne Frank Center in New York or the Anne Frank House in Amsterdam to find time lines and background information. (See the **Resources** section.) If students use the Web to explore the topic of World War II and the Holocaust, they may encounter anti-Semitic and **neo-Nazi** sites. Prepare them for this possibility and help them use critical thinking and media literacy skills. Encourage them to evaluate sources for credibility and learn to cross-check information and evidence from a variety of sources.



Anne attended an Amsterdam Montessori school for preschool and elementary classes. Anne is seated (center left) with her third grade classmates and teacher, Mr. Jan van Gelder.



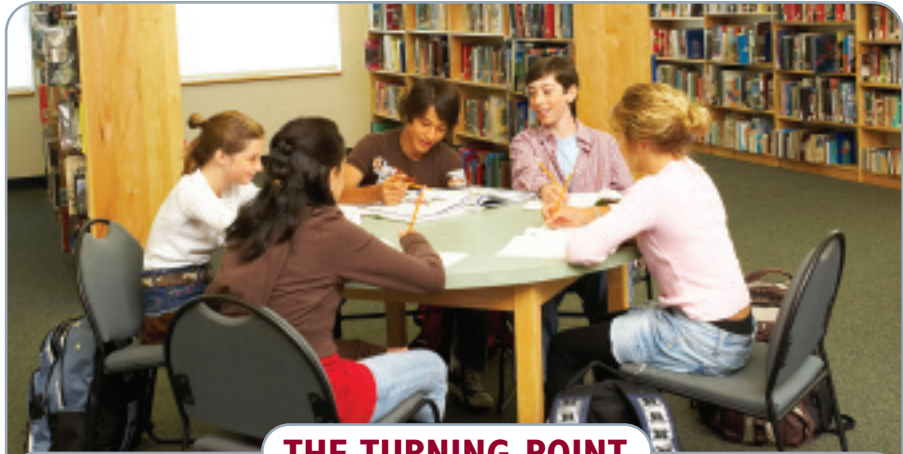
**Journal Reflections**

Have students use a page in their journals to create a graphic organizer showing the possible outcomes of a decision they might make. Then have students extend their individual time lines into the future and predict what their lives may be like as a result of a decision inspired by a historical event.

## ASSESSMENT

### The Turning Point

Students explore the idea that individuals influence and are influenced by the events and circumstances of their times. They write a short story telling how a fictional character reacts to a historical event or situation with a decision and a course of action. The story should focus on the consequences of the character's actions. To prepare for the assessment, set up discussions about the nature of individual choices, actions and responsibilities using scenarios from Anne's biography. For example, ask students: How do you think Anne's non-Jewish friends reacted? Were they afraid to talk to her or visit her after it was forbidden by the Nazis? What choices did they make? Discuss the idea of a **turning point**, a moment when a person or a character has to make a decision. Ask: What was the turning point for the Franks? What decision did they make? Discussion of examples like this, based in the past or present, should help students begin to develop a plot line. As a pre-writing activity, have students create a graphic organizer that serves as a guide for planning the story.



### THE TURNING POINT

#### Assignment

Provide these instructions to students along with editing checklists, scoring criteria and other writing aids.

- Imagine a character, perhaps a person like you, living at a specific time in the past, present or future. Like everyone, this person is a part of history.
- Now imagine that because of historical events, this person has a decision to make. This decision could be called a **turning point** because it will have consequences for the main character and others.
- Consider when and where your story will begin. Use a graphic organizer, such as a time line, cause and effect chart or a Decision T as you start to organize the events that will take place.
- Decide on a point of view. Who will be the speaker telling the story? Will it be the character himself or herself or will it be another character, such as a friend or family member who is involved in the story? Will the storyteller be a third person, a narrator who is not involved?
- Use the graphic organizer to guide you as you start to write. What will be the main problem or conflict that leads the character to make a decision? What will be the consequences of the decision? How will the conflict be resolved?
- Use a variety of strategies to tell your story. Descriptive details should make readers feel that they are experiencing the same things your characters experience. Use dialogue and action to move the story along. Create a sense of suspense to keep your readers interested.
- When you've finished a first draft of your story, review your work and revise your writing to make sure that your meaning is clear and that events in the story are well-organized. Check to see that you've used one point of view throughout the story. If you have changed from one narrator to another, be sure that this works to make the story more effective.
- Decide on a title if you haven't done so already. Edit and proofread your story for spelling and grammar.

## Scoring Criteria

This assignment will be scored based on the student's ability to

- identify a historical event or situation and show its relationship to a fictional character
- use a graphic organizer to plan the elements of the story
- write a narrative that has a plot, point of view, setting, conflict and resolution
- write a narrative that focuses on a turning point, a decision that has consequences for the central character and others
- write using a range of narrative strategies such as descriptive details, suspense, dialogue and action
- edit and proofread work using an editing checklist
- evaluate work and revise writing for clarity, word choice, organization, point of view and transition of ideas

## Scoring Rubric

This rubric provides a framework for assessing a student's ability to create a short narrative telling how a character responds to a historical event by making a decision.

### Partial:

The student creates a character and identifies a historical event or situation and makes an attempt to show the relationship between the character and the historical setting. The narrative fails to focus on a decision that the character makes in response to the historical context. The elements of the narrative are not well-planned and may lack an understandable plot or consistent point of view. The student's writing shows little evidence of self-evaluation and revision and fails to use a variety of narrative strategies, such as descriptive details, dialogue and action.

### Essential:

The student creates a character and shows how the character interacts with his or her historical context by focusing on a decision and its consequences. The student uses a graphic organizer to plan the elements of the story. The narrative has a coherent plot and point of view. The student employs descriptive details effectively and writing shows evidence of proofreading and editing. The narrative may fail to show a strong chain of cause and effect and may need further work to establish clarity and smooth transition of ideas. The student may still lack a command of narrative strategies, such as suspense, dialogue and action.

### Exceptional:

The student creates a character and establishes a strong relationship between the character and the historical context by showing how historical events create a conflict that requires a personal decision. The student uses a graphic organizer to design the plot and establish a strong chain of cause and effect as the character faces the consequences of his or her decision leading to the resolution of the conflict. The student shows a good command of narrative strategies including use of descriptive details, suspense, dialogue and action. The student proofreads and evaluates his or her own writing and carries out revisions that result in clarity, tight organization, effective use of point of view and smooth transition of ideas.

## Extending Experiences



*This Nazi eagle and swastika emblem was placed on SS boxcars carrying Jews and other prisoners to concentration camps. From the permanent collection of The Children's Museum of Indianapolis.*

- Visit the Anti-Defamation League Web site for an in-depth examination of prejudice, stereotyping and discrimination. (See the **Resources** section, page 59.)
- To help students understand how the Nazis were able to manipulate public opinion, engage students in a study of persuasion, propaganda and disinformation using examples from both the past and the present.
- Have students conduct oral history interviews with community and family members who are 75 or older about their memories of the World War II era.



## Museum Links

In **The Power of Children** exhibit students can follow Anne's History Path to discover more about the Franks and their time through family photographs. Artifacts, documents and audiovisual elements illustrate how Hitler's rise to power forced the family to move to the Netherlands and how the Nazis isolated and encouraged hatred of Jews. An interactive display demonstrates how the yellow star that many Jews were forced to wear on their clothing was intended to separate them from other people and make them targets for persecution. Other interactive experiences help students understand that many everyday activities, such as going to public places and visiting with non-Jewish friends, were forbidden to Jewish families like the Franks. In a special display case, students will see a replica of Anne's diary, hear audio recordings that quote passages from the diary and learn about Anne's dream of becoming a writer. They also will discover that her dream has been realized. Her diary has been translated into 65 languages and more than 25 million copies have been sold. The power of Anne's words reach around the world.

### Exhibit Artifacts on the Web

To view selected exhibit artifacts and a facsimile of Anne's diary, visit **The Power of Children** Web site at [www.childrensmuseum.org/powerofchildren/](http://www.childrensmuseum.org/powerofchildren/). See the on-line version of this unit of study for direct links.



### Teacher Tips

## The Diary in Context

Anne Frank's diary is both a work of literature and a primary source that records the experiences of a specific family in hiding from the Nazis. It is the historical situation and knowledge of the outcome that gives the diary its poignancy and meaning. It is extremely important to prepare students by teaching some fundamental historical background. Although this information does not need to be presented in graphic detail, basic facts should be presented honestly. Teaching the diary provides an excellent opportunity for language arts and social studies teachers to work together to help students develop a larger frame of reference for Anne's story. This should include the stories of other Holocaust victims and survivors. If this is done, students will gain a deeper understanding of a work written by a girl who, like millions of others, found herself in the path of Nazi persecution. In confronting this history, help students to realize that these events were not inevitable. They were the result of choices and decisions made by people of the time. Help students consider individual responsibility and the consequences of their own choices today.



This edition of Anne Frank's diary in Hebrew was published in 1992.

There are a number of excellent teaching resources from institutions and organizations dedicated to teaching about the Holocaust. These include *Teaching About the Holocaust: a Resource Book for Educators* and *Guidelines for Teaching About the Holocaust*, from the U.S. Holocaust Memorial Museum, and *Echoes and Reflections: A Multimedia Curriculum on the Holocaust*, from the Anti-Defamation League. (See the **Resources** section for Web sites on page 59.)



*Anne Frank in the winter of 1941-42. On her 13th birthday, June 12, 1942, Anne Frank received a diary bound in red and white checked cloth from her parents. She pasted this photograph of herself inside the front cover and wrote: Gorgeous photograph isn't it!!!*



## ANNE FRANK: FACING HATRED, DARING TO DREAM

### Hard Times

Anne Frank was born in Frankfurt, Germany, on June 12, 1929. Her sister, Margot, was three years older. Their parents, Otto and Edith Frank, were German Jews whose families had lived in Germany for centuries. Otto Frank and his brothers had fought for their country in World War I but Germany had lost the war and times were hard. The same year Anne was born, the Great Depression brought even more poverty and unemployment to people around the world. Germans were discouraged and desperate for a change.



Otto Frank with Margot and Anne in 1931.

### Hitler and Hatred

At that time, Jews had the same rights and responsibilities as other German citizens. There was an elected government and several political parties. The National Socialist German Workers' Party, called the **Nazi** Party, began in 1920 as a small group that promised to make Germany a world power again. The Nazi leader was Adolf Hitler, a powerful public speaker with a deep hatred of Jews. He took advantage of existing **prejudices** against Jews to increase his influence.

In the July 1932 elections, the Nazis won 37 percent of the vote and became the strongest party in the parliament. In February 1933, Hitler seized complete control of the government and transformed Germany from a democracy to a **dictatorship**. The first anti-Jewish laws were soon passed and Hitler's political opponents were put into concentration camps. Hitler's police could arrest anyone who spoke out against him or refused to follow Nazi orders. Hitler took control of newspapers, books, radio programs and movies so that people received only information that was approved by Nazi officials. He also started a propaganda campaign that accused Jews of being disloyal and dangerous to Germany.

### A New Life in the Netherlands

When Hitler came to power, Otto and Edith Frank decided that their family had to leave Germany. Anne was only 3 years old in March 1933 when the

Franks moved to the city of Amsterdam in the Netherlands. They found a home and Otto started the Dutch branch of Opekta, a small company that manufactured products for making homemade jam.



Edith Frank with Margot and Anne in 1933.

The Franks soon made many friends, both Jewish and non-Jewish, and began to live an ordinary life in their new home. The Netherlands had a long history of accepting people of different backgrounds and Amsterdam was a beautiful city. It had a large Jewish population and a rich cultural life. The Netherlands shared a border with Germany but it had been neutral during World War I and had not been invaded. The Franks and other Jewish refugees thought they would be safe in their new country.





This Opekta box is part of the permanent collection of The Children's Museum of Indianapolis.

## Nazi Invasion

In Germany, Hitler started to manufacture weapons and build up a large army. From 1935 to 1939, his government passed a series of laws that discriminated against anyone he considered inferior or dangerous to the Nazi cause. Jews were the major target but other groups, such as disabled people and the mentally ill, were also persecuted. Many German Jews tried to leave for neighboring countries or other parts of the world but it was difficult to find a country that would accept them. There were worldwide economic problems and high unemployment due to the Depression. Most nations, including the United States, didn't want large numbers of immigrants.

In 1939 the Nazis launched an invasion of Poland, beginning World War II. The next year, when Anne was 10, Hitler's armies invaded the Netherlands. By 1941 they controlled most of Europe. Jews and other minority groups in most occupied countries were subject to the same harsh laws as in Germany. First, Jews were identified and isolated from the rest of the population. Every Jew over six had to wear a yellow star. Jews were forbidden to own businesses, to use cars or streetcars, to go to public places or to associate with non-Jews. They weren't supposed to have bicycles, radios or pets. Jewish and non-Jewish children were not allowed to go to school together. Two years later, Nazis began to round up Jews for **deportation** to what the Nazis called "work camps" throughout occupied Europe. At the time, little was known about the camps but there were rumors that people were being treated brutally there.

## The Turning Point

*I was stunned. A call-up: everyone knows what that means. Visions of concentration camps and lonely cells raced through my head.*

— Anne Frank, July 8, 1942

Otto Frank saw what was happening and tried to find a way to leave the Netherlands for the United States even before the Nazi occupation. The **visas** he requested for the family were never granted. By 1941, Germany and the United States were at war and there

were restrictions on immigration. It was too late to escape but Otto and Edith had a secret backup plan. Part of Otto's office building in an old canal house was an **annex**. The upper floors would make a perfect hiding place. To carry out the plan, they needed the cooperation of Dutch friends. Otto's business partners, Johannes Kleiman and Victor Kugler, agreed to hide the Franks. Otto's secretary, Miep Gies, her husband, Jan, and another secretary, Bep Voskuijl, also decided to help. Under Nazi law it was illegal to help Jews hide or escape. All of the helpers knew they would be risking their lives.



Miep Gies was one of the people who chose to help the Franks hide from the Nazis.

On June 12, 1942, Anne celebrated her 13th birthday. One of her gifts was a diary. On July 5, 16-year-old Margot received a call-up notice to report to a Nazi work camp. This was the turning point for the Franks. They decided to put their secret plan into action early the next morning. Packing only a few

personal items into their school bags, Anne and Margot went into hiding in the Annex with their parents. The first thing Anne packed was her diary. On Wednesday, July 8, 1942 she wrote:

*... I stuck the craziest things in the bag, but I'm not sorry. Memories mean more to me than dresses.*

## The Annex

The Franks were soon joined by another Jewish couple, Hermann and Auguste van Pels, their 16-year-old son, Peter, and a dentist named Fritz Pfeffer. For the next two years, the group of eight people hid in the Annex, unable to talk or move around freely during the day for fear of being heard by people in the warehouse below. They suffered from the tension of sharing a small space and the desperate fear of being discovered by the Nazis. Even so, they felt lucky. Most Jews in the Netherlands didn't have a hiding place or enough money and friends who were willing to risk hiding them. As the war continued, Miep and the other helpers smuggled in food even though there was little to eat in Amsterdam. They also provided books, news of the outside world and friendship.

Anne's diary became a refuge where she could privately express her most intimate thoughts and feelings. Like anyone her age, she sometimes gossiped and complained. As she grew and matured she also described her love of nature and her desire to be a writer. On March 28, 1944, she heard a

Dutch radio broadcast from England announcing plans to publish eyewitness accounts of the war, including diaries and letters. Anne began to rewrite her diary. If it were accepted for publication, she would call it *The Secret Annex*. She might even write a novel!

*I finally realized that I must do my schoolwork to keep from being ignorant, to get on in life, to become a journalist, because that's what I want. I know I can write. . . . I want to be useful, or bring enjoyment to all people, even those I've never met. I want to go on living even after my death!*

— Anne Frank, April 5, 1944

## The Rest of the Story

On June 6, 1944, the **Allies**, including the United States, Canada and Great Britain, landed troops on the coast of Normandy in France. Another member of the Allied forces, the Soviet Union, pushed toward Germany from the east. The battle to overcome Hitler's armies had begun. The Franks and their friends were overjoyed to think that they might soon be free. Unfortunately, help would come too late. On Aug. 1, 1944, Anne recorded the last entry in her diary. On the morning of Aug. 4, Nazi police arrived at the Opekta building and arrested the eight people living in the Annex. They also arrested Victor Kugler and Johannes Kleiman. When the police were gone, Miep Gies and Bep Voskuijl went to the Annex. Scattered on the floor, they found photo albums, schoolbooks, Anne's diary and other papers.

Miep hid the items in her desk. Later the Nazis came to the Annex and carried everything that remained away. Only Anne's pictures were left on the wall of her room.



*Jewish women, who have been selected for forced labor at Auschwitz-Birkenau in 1944, are marched toward their barracks carrying bedrolls.*

The Frank family, the Van Pels family and Fritz Pfeffer were sent to Westerbork, a transit camp for Jewish prisoners in the Netherlands, and later to the Auschwitz concentration camp in occupied Poland. At the end of October, Margot and Anne were transferred to Bergen-Belsen, a camp near Hanover, Germany. That winter, as Soviet troops neared Auschwitz, the Nazis tried to destroy evidence of their atrocities. They blew up the gas chambers and evacuated the prisoners on foot. Most died on the death march. Otto Frank



In 1942, 11-year-old Nina Lederova was sent to Terezin concentration camp where she painted this picture. Nina died at Auschwitz in 1944.

was in the camp infirmary at Auschwitz and managed to avoid evacuation. He was still at Auschwitz on Jan. 27, 1945, when the camp was liberated by Soviet troops.

Germany surrendered on May 8, 1945, and the war in Europe was over. After he was freed from Auschwitz, Otto Frank made his way back to Amsterdam looking for his daughters. He found Miep and Jan and stayed at their home. Soon, he learned that his entire family was gone. Edith had died of starvation and exhaustion on Jan. 6, 1945, at Auschwitz. Margot and Anne had become sick with typhus, a disease spread by the filthy conditions in the camps. Both died in March, only a few weeks before British troops liberated Bergen-Belsen. Of the eight people from the Annex, only Otto Frank survived.

## Remembering Anne

*I hope Anne's book will have an effect on the rest of your life so that insofar as it is possible in your own circumstances, you will work for unity and peace.*

— Otto Frank

Miep had been saving the diary for Anne. When she learned of Anne's death, she gave the diary and papers to Otto. When Otto read the diary he was impressed by his daughter's spirit and insight. Friends encouraged him to share her thoughts and ideals and fulfill her dream of becoming a writer. Due to Otto's efforts, *The Secret Annex* was published in the Netherlands in June 1947. Later the book would be known as *The Diary of a Young Girl*. Eventually it would be translated into 65 different languages and would be read by more than 25 million people around the world. In

1960, the Annex was saved from destruction and turned into a museum called The Anne Frank House, which has nearly 1 million visitors every year. Until he died in 1980 at the age of 91, Otto Frank worked to promote human rights and mutual respect among people of all backgrounds. He wanted this to be Anne's legacy.

## Remembering Millions

Why do we remember Anne? She was one of 6 million Jews who were murdered in the **Holocaust**. One and a half million of those who died were children. The Nazis also killed more than 5 million people who were identified with other minority groups. Perhaps Anne's diary has had such a powerful impact because it reminds us that each one of these people was a unique human being with hopes, dreams and talents to offer the world. By remembering Anne, we also remember the millions of individual lives that were lost and the millions of voices that were silenced.

*.... I know what I want... If God lets me live, ... I'll make my voice heard, I'll go out into the world and work for mankind. I now know that courage and happiness are needed first.*

— Anne Frank, Feb. 23, 1944





After the war in October, 1945, Otto Frank was photographed with four friends who helped hide his family in the Secret Annex. Back row: Johannes Kleiman and Victor Kugler. Front Row: Miep Gies, Otto Frank and Bep Voskuijl.

*In those dark days during the war we didn't stand on the sidelines. We offered a helping hand, we committed our very lives. We couldn't have done any more than that.*

— Miep Gies, 1998

# DECISION T

## Graphic Organizer

What decision will you make? \_\_\_\_\_

POSSIBLE POSITIVE CONSEQUENCES	POSSIBLE NEGATIVE CONSEQUENCES

## LESSON 2

### ANNE FRANK: THE POWER OF WORDS

In this lesson students learn Anne's story through her own words in selections from her diary. They discover how she and her family faced extreme hatred, discrimination, isolation and fear. They will examine the ways that Anne grew and changed as a person during her time in hiding and how the diary she had begun as a way of coping with her situation became an inspiration to people around the world.



After Nazi police arrested the residents of the Annex along with Johannes Kleiman and Victor Kugler on August 4, 1944, Miep Gies and Bep Voskuijl discovered a scene like this. The Frank family photo albums, school books and Anne's diary, including notebooks and loose pages, were scattered on the floor of the Annex. Miep and Bep saved as much as they could. Miep hid the 300 pages that made up Anne's diary, hoping to return it to her after the war.

#### Objectives

##### Students will

- identify the diary form as a literary genre and compare it to an autobiography
- consider the meaning of diaries and journals to people during this historical period and their importance to us today as primary sources
- read selections from Anne's diary
- make conclusions about what they read, supporting them with evidence from the text
- use their journals to record thoughts and feelings about what they read and to plan future writing
- consider the meaning of Anne's diary for people in her time and in the present
- evaluate the importance of Anne's writing from several perspectives: personal, historical, social and literary
- examine selections from diaries and journals of other people who went into hiding
- write a persuasive letter to express their ideas on a topic of concern today

#### Word Power

call-up notice	isolation
concentration camps	prejudice
diary	primary sources
discrimination	



## Focus Questions

Use some of these questions to inspire student thinking and discussion and as advance organizers for reading selections from Anne's diary.

- What kind of a person was Anne? What personal qualities did she have?
- What were the circumstances in Amsterdam as she began her diary?
- What are some examples of prejudice and discrimination imposed on Jewish people at the time?
- What problems and dangers did Anne's family face?
- How did Anne grow and change during the two years she lived in isolation?
- What was Anne's dream? What were her talents? What did she want to accomplish in life?
- What kinds of writing strategies did Anne use? Why do you think she used them? What is the effect of these strategies?
- How did writing her diary help Anne deal with the constraints of living in hiding? How did her diary survive and become published?
- What difference did Anne's life make for people during her time?
- What difference did Anne make for us today? Why should we remember her and others who died in the Holocaust?
- How can you fight prejudice and discrimination in your own school or community?



This passport photo was issued to 11-year-old Gertrud Levy, a German Jewish refugee child, before her departure from Germany on a Kindertransport to England in 1939.

## You Will Need ...

### Materials

- Photo of Anne Frank, page 19
- Student copies of *Anne Frank: Diary of a Young Girl*
- Visual Aids:
  - Map of Secret Annex, page 41
  - Call-Up Notice, page 40



### Time

Three to four class periods

## Kindertransports

Between December, 1938 and September, 1939, nearly 10,000 refugee children from central Europe were allowed to enter Great Britain. They arrived in a series of transports which came to be known as *Kindertransports*. Seventy percent of the children were Jewish. They were assisted by Jewish organizations and the Refugee Children's Movement (RCM). After a few weeks they were placed in foster homes, youth hostels and agricultural farm schools. Some were reunited with surviving family members after the war. Many never saw their families again.

## EXPERIENCE I

## Anne: In Her Own Words

Students meet Anne and her family by reading her first entries, beginning with the day she receives the diary until just before the family goes into hiding. They describe the circumstances in the Netherlands as Anne's story begins and find evidence in the text of the prejudice, discrimination and danger the Franks and other Jewish families faced.



Anne works at her desk in her fifth-grade Montessori classroom in 1941, her last year in elementary school. After the summer of 1941, Jewish children were required to attend segregated schools.

## Academic Standards

## National Academic Standards

## English Language Arts —

Standard 1: Reading; Standard 2: Reading Literature; Standard 5: Writing Process

## Indiana's Academic Standards

## English Language Arts — Reading:

6.2.7, 6.3.5, 7.2.4, 7.2.7, 8.2.9, 9.2.8, 9.3.12; Writing: 6.4.1, 7.4.1, 8.4.1, 9.4.1, 9.4.5

## Procedures

Before beginning this experience, have students read the following entries in Anne's diary: June 12 through June 14, 1942; June 20, 1942, first entry; and July 1 through July 5, 1942.

- Show students Anne's photograph on page 19 again and ask them to analyze it. Ask: Why do you think this photo was taken? What might have been the occasion? How does Anne look both similar and different from teenagers today?
- Emphasize that although hair styles and clothing were different in the 1940s Anne's thoughts and feelings were very much like those of any 12- or 13-year-old today.
- Ask students if any of them have kept a diary. If so, would they be upset if someone were to read it? Why?

- Explain that a diary is usually a private record of daily events, thoughts and feelings but some diaries have been published. Diaries written by people in the past provide valuable insights into daily life and important events. They are called **primary sources** because they were written by people who experienced the events they describe. Ask students if they think this makes them more accurate than accounts written later in history. Why or why not?



- Discuss some of the reasons for keeping a diary. For example, a traveler might keep a diary as a reminder of places he or she has visited. Ask students to suggest some other possible reasons for keeping a diary.
- Remind students of the historical background they explored in Lesson 1. Ask them: Why do you think diaries were important to people during World War II? Why are the diaries written then important to us now?
- Have students compare a diary to an autobiography they have read. For example, both a diary and an autobiography usually are written from the first person or “I” perspective. Ask students how this makes them different from other forms of nonfiction.



*In Germany and most of the countries they occupied, the Nazis required Jews over the age of 6 to wear yellow stars on their outer clothing. The word “Jude” means “Jew” in German.*

- Explain that a diary often provides important insights about an individual. Ask students what impressions they’ve formed about Anne’s personality based on what they’ve read so far. They should give examples from the text to support their impressions. Is there anything about her that surprises them?

- Discuss with students Anne’s reasons for keeping a diary. Point out that Anne seems very popular but feels that she doesn’t have any real friends. Is she like anyone they know?
- Ask students if Anne’s life sounds ordinary. Is there any evidence that her situation was not so normal after all? Why had she not been able to celebrate much on her birthdays in 1940 and 1941?
- Have students refer back to their timelines in Lesson 1. What were the circumstances in the Netherlands at the time?
- Explain to students that **prejudice** is a negative opinion or judgment about a person or a group of persons. **Discrimination** amounts to acting on these prejudices by treating that person or persons unfairly.
- Have students find evidence in the diary entries that Anne and her family, along with other Jews, were the targets of prejudice and discrimination. For example, the last part of the first entry on June 20, 1942, lists some of the many things that were forbidden for Jews in Nazi-occupied Amsterdam.
- Point out that the hate campaign against Jews began with less serious acts of discrimination, such as passing laws that prevented Jews from going to movies or swimming pools. Gradually, the Nazis passed laws that were more and more severe.



## THE SWASTIKA

*The swastika was an ancient symbol found in many cultures. The Nazis adopted the symbol and made it their own. This swastika was worn on a Nazi party armband.*

From the permanent collection of The Children's Museum of Indianapolis



### Journal Reflections

Encourage students to use their journals to reflect on their reading of Anne's diary by responding to questions like these:

- What are some of the anti-Jewish laws Anne mentions in her diary? How do you think this affected her life? Which of these laws would be most difficult for you?
- What kind of power do words have? How do words hurt or help other people? How have you been hurt or helped by someone's words?
- What are some examples of prejudice and discrimination today? What could you do to reduce prejudice and discrimination in your school or community?

## ANTI-SEMITISM



From the permanent collection of The Children's Museum of Indianapolis

Hitler could not have carried out his hate campaign against Jews without a preexisting atmosphere of anti-Semitism, the result of a long history of prejudice and discrimination. Jews were persecuted for their religious beliefs during ancient times by the Greeks and Romans and later by the early Christian church. Jews suffered and many were killed in Europe during the Middle Ages as religious fervor inspired suspicion and hatred of non-Christians. Persecution continued in various forms for centuries. In some European cities Jews were forced to live in ghettos, neighborhoods set apart from the rest of the population. Restrictive laws limited the kinds of work they could do and the kinds of businesses they could own.

By the 18th and 19th centuries European Jews had begun to experience greater political and social freedom. Unfortunately, a new racist ideology began to develop at the end of the 19th century and the beginning of the 20th century. Supporters of these ideas identified certain groups of people as inferior to their own group and used false "scientific" claims to

bolster their ideas. The Nazi party in Germany adopted and expanded these ideas. Although Jewish people were quite diverse and had been an integral part of society in most European countries for centuries, Nazis identified them wrongly as a "race" and claimed that they were inferior to people of so-called "Aryan blood." The Nazis began persecution of Jews not for their religious beliefs but for their heritage.

When Adolf Hitler and the Nazi party gained power in 1933, they made extreme racism part of government policy in Germany and the countries they eventually occupied. From 1933 to 1945 they carried anti-Semitism to its most extreme manifestation in the Holocaust. Unfortunately, the defeat of the Nazis and the end of World War II did not put an end to anti-Semitism or genocide. Prejudices against Jews persist today and neo-Nazi ideas are still present in various parts of the world. Genocide, the large-scale murder of people simply because they are identified as members of a specific group, has continued into the 21st century.

**Jacket**

*Prisoners in many concentration camps were required to wear uniforms. This uniform jacket was worn by a Frenchman who survived and later immigrated to Israel.*

From the permanent collection of  
The Children's Museum of Indianapolis.



*These children wearing adult-size prison camp uniforms were photographed at Auschwitz in January 1945, soon after the camp was liberated by Soviet troops.*



## EXPERIENCE 2

### The Secret Annex

Students read selections from Anne's diary and identify the turning point that forced her family to act on plans to go into hiding in the Annex. Students consider the very real dangers, fears and hardships the family suffered and the roles played by the people who helped them. They examine the diary to learn how Anne used her writing to cope with an increasing sense of isolation and use some of Anne's writing strategies in their own writing.



This aerial photograph taken after the war shows the location of the canal house at 263 Prinsengracht and the Annex behind the building. From one window of the attic, Anne could see the Westertoren, the clock tower of the old West Church, the Westerkerk.

#### Academic Standards

##### National Academic Standards

##### English Language Arts —

Standard 1: Reading; Standard 5: Writing Strategies and Process; Standard 6: Writing Genres and Techniques

##### Indiana's Academic Standards

##### English Language Arts —

Reading: 6.2.7, 7.2.7, 8.2.9, 9.3.6, 9.3.7; Writing: 6.5.1, 6.5.6, 6.5.7, 7.5.1, 7.5.6, 7.5.7, 8.5.1, 8.5.6, 8.5.7, 9.5.1, 9.5.7, 9.5.8

#### Procedures

Before beginning this experience, have students read the following entries in Anne's diary: July 8 through Aug. 21, 1942; Oct. 9, 1942; Oct. 20, 1942; Nov. 19, 1942; and Jan. 13, 1943.

- Discuss with students the turning point that caused the Frank family to act on their plans to go into hiding. Ask: What was a **call-up notice**? Who received it? What did it mean?
- Ask students if they think Anne and her sister Margot fully understood the danger their family faced. What were some of the things that could have limited their awareness?
- Have students identify the people who helped the Frank family go into hiding. People who helped Jews are sometimes called **rescuers**. Ask: Do you think it was dangerous to help a Jewish family? Why do you think they did it? Were they heroes? Why is it sometimes difficult to help other people?





Otto Frank and Anne (center) walk with other guests at the wedding of Miep and Jan Gies, on July 16, 1941.

*My story is a story of very ordinary people during extraordinarily terrible times. Times of which I hope will never, never come again. It is for all of us ordinary people all over the world to see that they do not.*

— Miep Gies

- Have students give examples that show how Anne feels about the Secret Annex at first. Do her thoughts about her hiding place seem to change over time? What was the most difficult part of being in hiding for Anne? If you were in her situation what would be the most difficult for you?
- Ask students: How do the people in the Annex learn what is happening to Jews in the outside world? How do they feel? What is their greatest fear?
- Ask students: What personal qualities does Anne have that help her cope with her situation? What do you think the diary means to Anne? How does writing help her deal with the isolation she feels?



### Journal Reflections

#### A Day in Your Life

- Have students reread the diary entry for July 8, 1942, where Anne describes the events on July 5 that changed her life forever.
- Discuss how Anne's writing strategies, such as suspense and dialogue, make this diary entry interesting and dramatic.
- Have students use the diary form to write a brief autobiographical account of a memorable day in their lives. It might be a birthday or the day a special gift was received. It might be a day that brought changes, such as moving to a new home or a new school.
- Ask students to record what happened on this day and how they felt. Encourage them to use descriptive words, suspense

and dialogue to make their writing more engaging. They should use the first-person perspective and should try to describe the day clearly so that the reader shares their feelings and experiences.

- As an alternative students might invent a significant day in their lives and write about it. Some authors use the diary form to create works of fiction. In this case, it's another way of telling a story.
- Suggest that students begin the entry with a salutation, such as "Dear Diary," or give their diary a name, like "Dear Kitty," as Anne did. Make sure students understand that this "diary entry" is really part of their journals and is not private. It is intended to have an audience and they will share what they write with the class.

## EXPERIENCE 3

### The Power of a Book

As students read later selections from Anne’s diary they discover how she has grown and changed. They learn of her hopes, dreams and ambitions and how she decides to polish and edit her diary for publication. They consider the power of her words and the difference Anne’s diary made for people in her time and today.

*As long as this exists,” I thought, “this sunshine and this cloudless sky, and as long as I can enjoy it, how can I be sad?*

— Anne Frank, Feb. 23, 1944

#### Procedures

Before beginning this experience, have students read the following 1944 selections from Anne’s diary: Feb. 23; March 7; March 16 (second entry); March 29; April 3 through April 5; April 11; May 22 through May 25; June 6; June 13; and July 21 through Aug. 1.

- Ask students: Does Anne seem to have changed since her first diary entries? Is her point of view different? What does she say in the diary about the way she sees herself now? How does writing help her cope with the tensions of growing up in hiding? What other things give her hope and comfort?
- In addition to recording her thoughts and feelings, Anne documents everyday life in the Annex. Have students cite specific details from their reading. For example: How do people in the Annex spend their time? What work is there to do? What kind of recreation do they have? What do they have to eat? What kinds of precautions do they take to avoid discovery? Where do they get news of the outside world?



One of the windows in the attic of the Secret Annex provided a view of a courtyard behind the building and a chestnut tree, seen here as it flowers in the spring.

#### Academic Standards

##### National Academic Standards

**English Language Arts** — Standard 1: Reading; Standard 2: Reading Literature; Standard 5: Writing Strategies and Process; Standard 6: Writing Genres and Techniques

##### Indiana’s Academic Standards

**English Language Arts** — Reading: 6.2.7, 7.2.7, 8.2.7, 9.2.8, 9.3.6, 9.3.12; Writing: 6.5.5, 6.5.6, 6.5.7, 7.5.4, 7.5.6, 8.5.4, 8.5.6, 8.5.7, 9.5.4, 9.5.7, 9.5.8





Peter van Pels and his family went into hiding with the Franks just before his 16th birthday.

*When I write I can shake off all my cares. My sorrow disappears, my spirits are revived! But, and that's a big question, will I ever be able to write something great?*

— Anne Frank, April 5, 1944

- Ask students: What news inspired Anne to begin thinking more seriously about herself as a writer? Do you think this caused her to change the way she wrote in any way? What would you do if you decided to publish your own diary? Would you edit it or change it in any way?
- Explain to students that when Anne realizes that her diary might be published she begins rewriting and editing some entries. She has used all her diary pages by now and writes on scraps of paper and in old notebooks.

*That night I thought I was going to die. I waited for the police and I was ready for death, like a soldier on a battlefield. I'd gladly have given my life for my country.*

— Anne Frank, April 11, 1944

- Have students analyze Anne's two-part diary entry on April 11 when the residents of the Annex believe they are in the greatest danger. How does Anne convey the suspense of this moment? How does the entry begin and end? What details make the account so vivid? How does this experience seem to affect Anne? What is her dream? What does she want to achieve in life?
- Discuss Anne's diary entries in May, June and July with the class. Ask students to find evidence of the circumstances in the Netherlands as the

Allied invasion begins and continues. How has the situation become more desperate for people both inside and outside the Annex? What is Anne's mood in her final entry on Aug. 1, 1944?

- Discuss the rest of Anne's story: how the worst fears of the Annex residents were realized when they were betrayed and arrested on Aug. 4, 1944.
- Explain to students how Anne's diary and papers were saved and eventually published. Ask students: How do you think people at the time reacted to the diary? What do you think Anne's words meant to them?
- Ask students: How has Europe changed since Anne's time? How has it not changed? Are there still violations of human rights and even **genocide** in some parts of the world, such as Africa? What do Anne's words mean for us today?



News of the war came via forbidden broadcasts from the BBC on a 1940s radio similar to this. From the permanent collection of The Children's Museum of Indianapolis.



## NOTES ON THE DIARY



Anne Frank's diary was first published in Dutch in 1947. Its original title was *The Annex*. Later it was published under its present title, *Anne Frank: The Diary of a Young Girl*. From the permanent collection of The Children's Museum of Indianapolis.

After hearing the March 1944 radio broadcast from London, when a member of the Dutch government in exile spoke of publishing letters and diaries, Anne began to edit and rewrite her diary. Later, Anne gives everyone in the diary a code name. For example, the van Pelses are called the van Daans and Fritz Pfeffer is called Albert Dussel. Students may find it interesting to speculate about Anne's possible reasons for changing people's names.

Anne was continuing her work when the residents of the Annex were arrested in August 1944. After the war,

Otto Frank decided to fulfill Anne's wish and published the diary in 1947. Otto omitted passages that he thought were inappropriate or unimportant. He used the Frank family's real names and left Anne's code names for the others in place. The Anne Frank-Fonds (The Anne Frank Foundation) in Basel, Switzerland, inherited the copyright to Anne's work from Otto Frank and has published subsequent editions of the diary. Over the years, the identities of the Franks' helpers have become well known and later editions of the diary use their actual names.



## Journal Reflections

**Words of Inspiration**

Ask students: What quote from Anne's diary inspires you? Have students record their favorite quotes in their journals and answer the following questions: Do these words have power for you? Why? Do you think these quotes would be important to people of Anne's time? Why?

## ASSESSMENT

### Dear Kitty: A Letter to the World

Students create a letter addressed to Anne or another person on a topic that is of concern to them. To prepare students for the assessment discuss the ways that letters are used to express views and persuade readers.

#### Discussion:

- Remind students that Anne's diary entries are written in the form of letters to a friend. She usually begins entries with "My dearest Kitty" and often closes with "Yours, Anne."
- Pretending to write to a friend allows Anne to express her ideas freely. Sometime she records personal or everyday details of her life. At other



times she writes about events in the outside world that concern her, such as the persecution of Jews by the Nazis. In a way, the diary entries become Anne's letter to the world.

## A LETTER TO THE WORLD

### Assignment

Provide "A Letter to the World" instructions to students along with editing checklists, scoring criteria and other writing aids.

- If you could write a "letter to the world" what would you write about? In her diary, Anne pretends she is writing a letter to a close friend, "Kitty." This allows her to express her ideas freely.
- Write a letter about a problem or issue in the world today that concerns you. Consider who your audience will be.
- What kind of research will you need to do so that you understand the topic? What are the most important things for other people to know?
- Decide on your position on the issue. How will you persuade your readers to share your point of view? What writing strategies will you use to accomplish your goal?
- After you write a first draft of your letter, review it carefully.
- Edit the draft for correct grammar, spelling, punctuation and sentence structure. Create a final draft of your letter, making the necessary improvements.
- Explain to students that letters are sometimes written for the purpose of expressing opinions and feelings about an issue. Often these letters attempt to persuade readers to share the writer's point of view or to take action to solve a problem.
- Provide students with examples of persuasive letters, such as letters to the editor of the local newspaper, or engage students in reading selections from historic letters, such as "Letter From Birmingham Jail" (1963) by Dr. Martin Luther King Jr.
- Explain that sometimes letters like these are not intended for just one reader. They are really created for a larger audience.
- Discuss the authors' purposes in writing these letters and the strategies they use to persuade their readers.

## Scoring Criteria

This assignment will be scored based on the student's ability to

- create a persuasive letter on a topic of concern
- address the letter to an individual while keeping the purpose of reaching a larger audience in mind
- state a clear position on the issue or topic
- support the position with relevant evidence, details, examples, reasoning and emotional appeals
- anticipate and address readers' concerns and counterarguments
- use a variety of word choices to make writing more interesting and precise
- review and revise writing to improve organizational structure
- edit and rewrite the letter for grammar, spelling, punctuation and sentence structure

## Scoring Rubric

This rubric provides a framework for assessing a student's ability to create an effective persuasive letter.

### Partial:

The student selects a topic and writes a letter but fails to use effective strategies for persuading the reader. The student may be able to state a position but does not show evidence of having researched the topic enough to present a convincing argument. Relevant data, details, examples or other evidence may be weak or missing. The student uses faulty reasoning or fails to use effective emotional approaches and has not considered readers' perspectives and arguments. The letter does not show evidence of editing and revision for accuracy and good organizational structure.

### Essential:

The student creates a persuasive letter on a topic of personal concern or interest and states his or her position clearly. The letter shows a good command of the topic based on research and the student provides some relevant evidence, reasoning or emotional appeals that support his or her position. The student makes an attempt to anticipate readers' arguments but may not be able to counter those concerns effectively. The composition shows evidence of editing and revisions but could be made more effective by improvements in organization and more effective word choices.

### Exceptional:

The student creates a highly effective persuasive letter on a topic of personal concern and develops a clear, compelling argument. The letter presents a knowledgeable position based on thorough research and presents detailed examples, data and other evidence. The student uses sound reasoning as a persuasive tool and has been careful to establish rapport with readers. He or she uses emotional appeals effectively and successfully addresses readers' potential counterarguments. Organizational structure, word choice and use of language conventions enhance the effectiveness of the composition.

## Extending Experiences

- Discuss the way electronic communications are taking the place of the handwritten letters of the past. Encourage students to create an electronic version of their letters.
- **Powerful Poetry:** Students select powerful words and phrases from Anne's diary and create a list poem either in groups or as individuals.
- **Power Words:** Students work in pairs or teams to list some of the powerful words and expressions they used in their persuasive letters. Have students use the words to inspire other writing projects or work with the visual arts teacher to develop student artworks based on the power words.
- Help students analyze persuasive letters in American history. There are a number from the World War II period as well as letters from earlier periods. For example, students might read Abigail Adams' letter to her husband, John Adams, attempting to persuade him that rights for women should be part of the U.S. Constitution.

## Museum Links — A Visit to the Museum

In **The Power of Children** exhibit a facsimile of a Dutch call-up notice for a "work camp," similar to the one Margot Frank received, highlights the turning point that caused the Franks to act on their plan to go into hiding in Amsterdam. Interactive experiences allow students to consider what it would be like to go into hiding and to live for two years isolated from the rest of the world. The sound and light show and

gallery theater interpretations with live actors help to bring Anne's words to life. Artifacts and the stories of other Holocaust victims and survivors help students begin to understand the magnitude of human suffering and loss.

See the online version of this unit on **The Power of Children** Web site for a direct link to selected exhibit artifacts.




**Teacher Tips**

On an emotional level, students should be able to relate to the Anne they meet in the diary very easily. Her contradictions and changes in mood, her desire to be independent of her parents and her frustrations are natural for a person her age. She was also in a situation that would be extremely difficult even for the most mature individual. In addition to understanding Anne's feelings as a teenager, this lesson provides an opportunity for students to develop appreciation for Anne's power as a writer. Like other writers, she edited and rewrote diary entries in order to improve her work and make it meaningful for her readers. Help students identify specific writing strategies that Anne used to give a sense of immediacy and drama to her diary entries. Some of the devices Anne used effectively, such as characterization and imagery, are typical of other forms of literature. Provide examples of other diaries that have been published and help students compare and contrast the diary form with other nonfiction genres, such as autobiography and biography.

Help students understand that Anne's diary tells the personal story of a girl who comes of age as she hides from the Nazis. Because the diary ends just before the family is betrayed and arrested, it isn't a source of information about concentration camps and other aspects of the Holocaust. Students need to learn the rest of the story from other first-



*The two of us looked out at the blue sky, the bare chestnut tree glistening with dew, the seagulls and other birds glinting with silver as they swooped through the air, and we were so moved and entranced that we couldn't speak.*

— Anne Frank, February 23, 1944

person sources and primary documents. The accounts of Holocaust survivors, speaking both in person and on video, help students develop empathy and understand that the victims of the Holocaust were real people with thoughts and feelings like their own. Reading other works of literature for young adults helps students gain a broader perspective on the Holocaust. (See the Resources section for titles.)

The assessment for this lesson requires students to write a persuasive letter on a topic that concerns them. Prepare students as the unit develops by highlighting newspaper, magazine and online accounts of local, national and international issues, especially those dealing with human rights. The Resources section lists several Web sources of human rights information.

## CALL-UP NOTICE TRANSLATION

### Summons!

By this summons you are ordered to participate in the police-monitored work camp in Germany and therefore are required to report on June 15, 1942 at 1:50 a.m. to the Central Station, Amsterdam.

Your baggage may include:

- 1 suitcase or backpack**
- 1 pair of work boots**
- 2 pairs of socks**
- 2 pairs of underwear**
- 2 under shirts**
- 1 pair of work clothes (overalls)**
- 2 wool blankets**
- 2 pairs of bed sheets**
- 1 food bowl**
- 1 drinking cup**
- 1 spoon**
- 1 sweater or sweatshirt**

and also supplies for a 3-day march and valid food ration cards.

### Prohibited items include:

Money, savings account books, objects made of precious metals — gold, silver, platinum — (with the exception of wedding bands), living creatures.

Failure to obey this summons will result in penalties imposed by the Security Police. This notice will allow you to use the train for free.

By the order of Officer Worlein, Chief Commander

## MAP OF SECRET ANNEX



*This drawing shows the interior layout of the Secret Annex.*



## LESSON 3

### THE TREE OF PROMISE: MAKING THE DIFFERENCE

In this lesson students use the skills they've gained in the previous two lessons as they consider the roles and responsibilities of citizens in a democracy. They identify ways young people can make a positive difference in their own communities today. They examine examples of projects carried out by **The Power of Children** award winners and inventory their own talents and interests. They consider how their interests and abilities relate to problems and needs they want to address. After researching and selecting a problem, they develop an action plan, carry out their projects and evaluate the results. Skills and content in this lesson relate closely to school life skills, service learning and character education programs.



Anne and Peter liked to spend time in the attic where they could talk privately, breathe fresh air and see the chestnut tree and sky.

#### Objectives

##### Students will

- identify the rights and responsibilities of a citizen in a democracy
- compare the roles of a citizen in a democracy and a dictatorship
- examine a citizen's right and responsibility to participate in a democracy and make a positive difference
- examine the nature of a promise or commitment
- inventory their own talents and assets
- work with a team to develop an action plan to meet a need in their own community
- work with a team to carry out and report on their project
- prepare a written report on project process and outcomes, including their own contributions and those of team members

*How wonderful it is that nobody need wait a single moment before starting to improve the world.*

— Anne Frank

**Focus Questions**

- What are the roles and responsibilities of a citizen in a democracy?
- Why are the actions of individuals and groups of individuals important?
- What are some of the different ways young people can make a difference in their own community and in the world?
- What is the nature of a promise or commitment?
- Do you have to be famous to make a difference?
- Can small actions create a positive change?
- What talents and interests do you have that you could use to help others?
- What do you really care about?
- What are the major steps to take in order to be effective in making a difference?
- How can you tell if your efforts have been successful?



*The Annex (center), seen from the rear courtyard; From the attic window Anne could see the chestnut tree, beautiful even in winter.*

**Word Power**

- |              |                  |
|--------------|------------------|
| assets       | problem          |
| commitment   | promise          |
| citizen      | responsibilities |
| democracy    | rights           |
| dictatorship | totalitarian     |
| inventory    | talents          |
| need         |                  |

**You Will Need ...**

**Materials**

**Student Handouts:**

- Time, Talent and Treasure Inventory
- Action Plan
- Flip chart and paper
- Computer with Internet access



**Time**

Experiences 1 and 2 can be completed in three to four class periods. Experience 3, which involves carrying out an action plan, is a long-term service learning experience.

## EXPERIENCE I

### Speaking Up

In this experience students discuss the question: “What is an individual’s responsibility as a citizen in a democracy?” They explore the idea that citizens have the obligation to be both critical and constructive. They consider how Anne Frank used her talent as a writer to make a difference and identify abilities and other assets they can use to recognize and solve problems. They discuss the importance of small contributions of time and effort and complete an inventory of their own talents and assets.



**2007 Power of Children Award Winners:** From left to right, Weston Luzadder, Evanne Offenbacher, Brittany Oliver, Keegen McCarthy and Brandon Taylor. These young people recognized a need in their communities and made a commitment to take action and make a difference. Visit *The Power of Children* Web site at [www.childrensmuseum.org/powerofchildren/](http://www.childrensmuseum.org/powerofchildren/) to learn more about their projects.

### Academic Standards

#### National Academic Standards

##### Social Studies — Standard 6:

Power, Authority and Governance, Middle Grades (a); Standard 10: Civic Ideals and Practices, Middle Grades (b, d, and j)

##### Civics and Government —

Standard I: Civic Life, Politics and Government, (B) Limited and unlimited Government; Standard 5: Roles of Citizens, (B) Rights, (C) Responsibilities

#### Indiana’s Academic Standards

##### Social Studies: Civics and

Government: 6.2.7, 8.2.4, 8.2.7; United States Government: USG.1.4, USG.5.3, USG.5.7

### Procedures

- Present students with the quotation: *All it takes for evil to triumph is for good men to do nothing* (attributed to Irish statesman Edmund Burke, 1729–1797). Discuss the meaning of the quotation as it relates to the Frank family and the millions of others who were persecuted by the Nazis.
- Remind students of the people who decided to help the Franks. Ask: What consequences did they face? Was making a decision to resist the Nazis an easy choice? How did they follow up on their decision?
- Explain that some people in Germany and the occupied countries did try to resist the Nazis. Others cooperated with them. Many people did nothing and did not speak up.



- Discuss with students how life under a dictatorship is different from living in a **democracy**. In a democracy the power of government is limited and people have certain rights. In a **dictatorship** or a **totalitarian** government there may be no limits on the powers of the government and no guarantees of political or personal rights.
- Ask students: What is a constitution? Have students identify some of the rights that are guaranteed by the U.S. Constitution, such as freedom of religion, freedom of speech and the press, the right to petition the government, and the right to assemble and associate with other people.
- Help students examine what these rights mean and ask: Along with these rights, what **responsibilities** does a citizen have?
- Discuss with students that one of a citizen's most important responsibilities is to participate in a thoughtful way. Citizens are not expected to remain silent or do nothing about issues and problems. They have both the right and the responsibility to identify problems and work to solve them in constructive ways.
- Explain that in this lesson students will have the opportunity to carry out a project in which they identify a need or a problem and work together to make a positive difference.
- Discuss the persuasive letters from Lesson 2. Remind students that they “spoke up” in writing and expressed concerns about something they cared about.
- Point out that even though the Nazis had taken Anne's rights away, she resisted by documenting her experiences and expressing herself. She used one of her greatest talents, her ability to write. She worked to develop this talent so that her writing would be more effective.
- Write this question on the chalkboard or a flip chart: “If you care about something and want to make a difference, which of your talents would be most helpful?”
- Discuss the idea that everyone has special talents and help students think of the wide variety of **talents** they have seen in others, such as artistic talent, the ability to talk to people, the ability to use computers or solve problems. Write student contributions on the board or flip chart.
- Ask students: Do you think it is necessary to be extraordinarily talented or to have large amounts of money or other possessions in order to make difference?
- Point out to students that in addition to talents, everyone “owns” other things that they can use to help others.
- Engage students in a discussion of **assets**, they have. For example, a cell phone could be used to call a family member or friend who is lonely. Help students think of possible assets they could use and help them to realize that time is one of their most valuable treasures.
- Introduce the Time, Talent and Treasure Inventory on page 52. Ask students to think carefully about the talents and other assets they have as they complete the inventory.



### Journal Reflections

Help students think more deeply about the topics addressed in this experience by asking them to write about questions like these:

- When have you spoken up about something that you thought was wrong? Was it hard to do? What happened as a result? What do you think Anne would say about speaking up?
- When you did the inventory, did you realize that you had a talent you hadn't thought about? What was it? Now that you recognize this talent, what will you do?

## EXPERIENCE 2

### Planning to Make a Difference

Students learn about the accomplishments of **The Power of Children** award winners, people their own age who have made a difference in their communities. They consider why it is important to have both a plan and the commitment to follow through. They explore their own concerns and work in teams to identify and research a problem that relates to their talents and interests.



#### Academic Standards

##### National Academic Standards

**English Language Arts** — Standard 5 – Writing Strategies and Process;  
Standard 7: Research; Standard 8: Using Informational Resources

##### Indiana's Academic Standards

**English Language Arts** — Writing: 6.4.1, 6.4.5, 6.4.6, 7.4.1, 7.4.5, 8.4.1,  
8.4.4, 9.4.4

#### Procedures

- When students have finished the inventory, focus on the last question. Ask: Why is caring deeply about something not enough? What else do you need to make a difference?
- Help students identify other important elements in bringing about positive change, such as gathering information, identifying a specific need, making a plan, taking action and evaluating results.
- Use **The Children's Museum** Web site to introduce profiles of **The Power of Children** award winners. Place students in pairs to read the descriptions of projects carried out by Indiana students in Grades 6–12.

*We can't save anyone from the past, but we can save the future.*

— Student,  
Random Acts of Kindness Project  
Honey Creek Middle School,  
Terre Haute, Ind.



Keegan McCarthy, a 2007 Power of Children Award winner, is 13-years-old and attends St. Jude Catholic School in Indianapolis. After Keegan was diagnosed with Leukemia in 2006, he formed “Keegan’s Clan,” a group of friends and family members who raise funds for research and assistance to young cancer patients. The “Clan” raised \$45,000 the first year and \$35,000 the second.

- Ask students: What do these kids have in common? Students will discover that all of the award winners identified a need, created a plan to address that need and then followed through.
- Ask students: What is a **commitment**? Discuss the importance of caring enough about something to make a commitment or a **promise** to do something and sticking with it.
- Emphasize the importance of having a plan and following through as students work in teams using the Action Plan on page 53–54. Place students in teams of three to five students who share similar concerns. Help students begin focusing their concerns and come to consensus as they work on **Step 1**.
- Help students move from a general concern to a specific statement of a **problem**. For example, if a group is concerned about children who are ill, encourage them to think about specific problems they may have observed in their own community or school. For example, students might make this observation: Children who have cancer need toys and friendship.
- Guide students through **Step 2** as they research the problem. Encourage them to think about what they need to know. Ask teams: Are there people in the school and community who deal with problems like this on a regular basis? Could they be a source of information?
- Help students determine what types of research will be most helpful and use their talents effectively. Information on some types of issues can be found online and in print. Other types of problems may require going into the field to make observations or interview experts.
- Make sure that students use appropriate features of electronic sources to find information. Students should use good note-taking skills, document sources and create a notebook or file folder to save information they will need later for oral and written reports.
- After they have researched the problem, help students complete **Step 3** to identify a specific part of the problem or a **need** that they are able to address, such as: “Many children suffer from cancer. We need to raise money to help them.”



### Journal Reflections

Reinforce what students have learned from the experience of creating an action plan by asking them to write about questions like these: What surprised you about the problem you identified? What did you find out that you didn't know before? What have you learned about working in a team?





## EXPERIENCE 3

### Taking Action

Students select an action that can be carried out, plan the steps needed and consider how they will determine if they've been successful. In the final assessment for the lesson, they evaluate the project and their own contributions to their team's performance.



Young volunteers for Keep Indianapolis Beautiful and NeighborWoods work with The Children's Museum to plant trees in urban neighborhoods.

### Academic Standards

#### National Academic Standards

##### English Language Arts —

Standard 4: Communication;  
Standard 5: Writing Strategies  
and Process; Standard 6: Writing  
Genres and Techniques; Standard  
12: Purposes for Writing

#### Indiana's Academic Standards

##### English Language Arts — Writing:

6.4.3, 6.4.8, 6.4.9, 6.4.10, 7.4.3,  
7.4.8, 7.4.9, 7.4.10, 8.4.7, 8.4.8,  
8.4.9, 8.4.11, 9.4.5, 9.4.6, 9.4.10,  
9.4.11, 9.4.12; Listening and  
Speaking: 6.7.4, 6.7.5, 6.7.6, 7.7.3,  
7.7.4, 8.7.3, 8.7.5, 9.7.3

### Procedures

- Guide students as they complete **Step 4** of the Action Plan. Help students identify one action they can take that will address the need. For example, if students have decided they need to raise money for a particular cause, there are many different possibilities.
- Encourage students to think of actions that complement their goals. For example, the team that wants to raise money for toys for young cancer patients should inform other students of the need. They might decide to enlist the aid of other students and carry out a walkathon where sponsors contribute a certain amount of money for every lap a student walks around the track or gym. By walking students are participating in the effort and improving their own health. This is also a way of making a larger number of people aware of the problem.

- In **Step 5** help students think carefully about both the material and human resources they will need to carry out their plan. Make sure students consider these questions: Will you need money to implement your plan? What will you need it for? How much will you need?
- Ask students: Whose permission and cooperation do you need? Do these people include school officials, parents, other students or community members? What do these people need to know about your project? How will you communicate with them? Help students use appropriate communications skills to contact others who need to be involved.
- As teams implement their plans in **Step 6**, make sure they are following a realistic time line. Set up a regular schedule for informal reports to make sure team members understand their responsibilities.
- Emphasize the importance of ongoing evaluation in **Step 7**. Help students understand that they need to identify problems or setbacks to their plans as early as possible so that they can make necessary changes.
- Teams also need to evaluate the outcomes of their projects. Help them identify concrete evidence of success. For example, signs of success might be that a certain number toys were purchased and delivered to local hospitals.
- When teams haven't been able to meet their goals, it's important to help them focus on the things they've learned that can be applied to future projects. Teams also may

discover benefits that they hadn't expected, such as making other students more aware of the need.

- When projects have been completed, have teams prepare oral reports describing their projects and their results. Teams should use posters, photographs, charts or other visual aids to enhance their presentations. Evaluate teams on the basis of presentation content as well as listening and speaking skills. The assessment on page 50 provides a tool for evaluating individual performance using criteria for a written report.

Students can visit **The Power of Children** Web site and link to the *Tree of Promise* network where they can make a promise and invite others to join them.

*Thou shall not be a perpetrator; thou shall not be a victim; and thou shall never be a bystander.*

— Yehuda Bauer,  
Professor of Holocaust Studies,  
Hebrew University of Jerusalem,  
January 1998



### Journal Reflections

After projects are completed, ask students to reflect on the personal meaning of the project by responding to questions like these:

- When have you made a promise you didn't keep? What happened as a result? How did that make you feel?
- Which of your talents was most important in this project? Did you develop a talent you already had or discover a new talent?
- Now that you've completed the project, what have you learned about yourself? What might have happened without a plan?

## ASSESSMENT

Students write a brief report on their completed project, including both its successes and unexpected problems. They accurately describe their own contributions to the effort as well as those of their teammates, identify important things they have learned from the experience and how they expect to apply this learning to the future. Provide the instructions for **A Promise Kept** along with editing checklists and scoring criteria.

### Teacher Tips

Lesson 3 is designed as a long-range community project that might be developed over several weeks or an entire semester. It is intended for small groups of students but might be adapted to become one large group project or individual projects, depending on the age and needs of students. The Action Plan also can be adjusted so that it is more or less open-ended or can be simplified for younger students. The Assessment provides a way of assessing individual student performance as a member of a team. There are many organizations that provide ideas and resources for service projects. (See the **Resources** section for Web sites.)

## A PROMISE KEPT

### Assignment

Write a report several paragraphs long on the development of your project. Explain any problems you had and tell about the results. Describe the contributions made by you and your teammates. Proofread and edit your writing and revise your work to improve its organization and meaning. Consider your word choices and make changes that will make your report clear and interesting for your readers. Be sure to address all the questions below.

### Describe Your Project

- What was the problem and the related need that your team identified?
- Did any difficulties come up or did anything unexpected happen? What was it? Why do you think this happened?
- What would you do differently?
- Did your project accomplish its goals? What impact did you have? How do you know you made a difference? Did you have any successes you didn't expect?

### How Did Your Team Work Together?

- What were some of the strengths other team members provided?
- What strengths did you contribute?
- How did working with a team help you reach the goal? Were there any problems?

### What Were Your Contributions?

- What were your research responsibilities? How did you do your research? What sources of information did you use? What was one important thing that you discovered?

- What responsibilities did you have for carrying out the plan? Did you complete your work on time?
- Are you satisfied with your performance? Why or why not?

### What Did You Learn?

- What are some of the most important things you learned from this experience?
- How do you think you will use what you've learned in the future?

### Bibliography

- What print and electronic sources did you use in your research?
- What other sources did you use? If you interviewed someone, list that person's name, title, date of the interview and the topic discussed.





## Scoring Criteria

This assignment will be based on the student's ability to

- summarize the project and assess its difficulties and accomplishments
- evaluate the strengths and contributions of team members
- evaluate his or her own strengths and contributions to the project
- accept responsibility for what he or she did or did not do
- identify problems as well as their causes and solutions
- reflect on what he or she learned and speculate on how the learning can apply to experiences in the future
- document project information sources consulted
- write a well-organized report that has an introduction, body and conclusion
- support ideas with examples
- edit and revise work for meaning, organization, clarity and word choice

## Scoring Rubric

This rubric provides a framework for assessing a student's ability to effectively assess the outcomes of the team's project and his or her own performance.

### Partial:

The student writes a report about the project but the composition is brief and may be incomplete. The student may have difficulty identifying his or her own contributions and the contributions of others. After reading the report, it may be difficult to determine if the student understood and carried out his or her responsibilities. The report may be poorly organized and may lack specific examples. There is little evidence that the student has edited and revised the composition.

### Essential:

The student writes a complete report and provides an accurate account of his or her strengths and contributions as well as those of team members. The student describes his or her responsibilities objectively and can cite at least one significant thing learned as a result of the project. The student may be less adept at assessing the problems or difficulties encountered during the project and may be unable to speculate about how learning can be applied to future experiences.

Writing shows evidence of editing to correct errors but needs further revision to strengthen organization and consistency of ideas. Additional examples and details are needed to support ideas.

### Exceptional:

The student writes a report that engages the reader and provides a full account of the project and its outcomes. The student accurately and objectively evaluates his or her strengths and contributions, as well as those of team members. The student demonstrates insight into problems that arose during the project and accepts full responsibility for both accomplishments and failures. The student can reflect upon and evaluate the learning experience and speculate about future applications. The report shows evidence of the student's research and a variety of sources are correctly cited. Examples, evidence and details are used effectively. Word choices and sentence structures are interesting and precise. The organizational structure clearly communicates and supports the major ideas and conclusions of the report.

## Museum Links

Students can visit the **Take Action** section of **The Power of Children** exhibit to learn what kids in Indiana and other parts of the world are doing to make a difference. They can access information about **The Power of Children** award winners and their projects and explore service opportunities electronically. See the online version of this unit for a direct link to information on **The Power of Children** award winners and their projects.

### Tree of Promise



Students can link to the *Tree of Promise* network, based on the chestnut tree outside the Secret Annex that inspired Anne Frank. Here they can make their own promise in an electronic version of the *Tree of Promise*. Go to: [TreeOfPromise.org](http://TreeOfPromise.org)

## TIME, TALENT AND TREASURE INVENTORY

What are some of the things you like to do the most?

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What are some of your talents? \_\_\_\_\_

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Here are some activities. Check the ones where you have talents.

- writing
- talking with people
- using the Web for research
- using the computer to create graphic designs
- using the computer for word processing
- creating artwork
- taking care of animals
- taking care of other people
- using books and newspapers for research
- playing sports
- organizing activities
- working with and coaching other people
- other: \_\_\_\_\_

Which of these is your greatest talent? \_\_\_\_\_

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What could you do to develop this talent further?

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How do you spend your time? \_\_\_\_\_

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Could you use some of this time to help others?

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How much time could you spend helping others on weekdays, on the weekend, during the summer?

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What are some of your other assets? (An asset is something valuable that belongs to you. For example, if your family owns a lawn mower, you could ask permission to use it to cut the grass for a neighbor who is sick.)

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What do you really care about? (What interests you? What concerns you? What are you passionate about? For example, are you concerned about homeless people? Do you want to help older people who are lonely and in retirement homes? Are you worried about the environment? Are you concerned about stray animals? Do you care about children with illnesses, such as cancer?)

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## ACTION PLAN

Plan to make a difference! Work with your team to complete the steps in this action plan.

### Step 1. Identify a Problem:

Make a list of the concerns your group cares about the most. Discuss and select one.

**Write down the concern you have identified.** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Step 2. Research the Problem:

How can you find out more about this topic? Remember, there may be people and organizations in your community who care about this same issue.

**List some of the sources of information you might use:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Decide who will be responsible for getting information from different sources. Everyone will have to use note-taking skills. Think about the special talents and assets of each member of the team.

**Write down the names of each team member and their research responsibility.**

Name	Responsibility	Deadline
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

After the team has done some research, discuss your findings.

**List some of the things that you now know about the topic.** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Step 3. Identify a Need:

Now that you know more about the problem, discuss some of the things that are needed to help improve the situation. Identify one **need** your team can address. **Write the need here.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Step 4. Decide on the action you will take**

Discuss the ways your team could help to solve this problem. Choose one action that you can carry out. Keep the amount of time and resources you might need in mind.

**Write the action here: Our team will** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Step 5. Find Resources**

Make a commitment as a team to stick with your plan and carry it to completion. Think carefully about some of the things you will need and what you will need to do to fulfill your promise.

What resources will you need to carry out the plan?  
 \_\_\_\_\_  
 \_\_\_\_\_

In addition to the team, who needs to be involved?  
 \_\_\_\_\_  
 \_\_\_\_\_

What steps does the team need to take to follow through? \_\_\_\_\_

Who will be responsible? \_\_\_\_\_

What will they do? \_\_\_\_\_

When will the work be done? \_\_\_\_\_

**List the steps or tasks, the person responsible and the deadline:**

Task	Name	Deadline
1.		
2.		
3.		
4.		
5.		

**Step 6. Take Action**

Begin your work. Meet as a group to discuss your progress. Report on your progress to your teacher and the rest of the class halfway through the project. Make sure you can meet your deadlines.

**Step 7. Evaluate — How are you doing?**

Have any problems come up as you work to carry out your plan? Have you had to change your plans?

Is there new information about the problem that you didn't know when you started?

**List problems, changes and new information.**

\_\_\_\_\_  
 \_\_\_\_\_

How will you know if you've been successful? **List signs of success.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please review books, videos and Web sites carefully to make certain they are suitable for your students.

### For Students

Boas, Jacob. *We Are Witnesses: Five Diaries of Teenagers Who Died In the Holocaust*. New York: Scholastic Paperbacks, 1996.

Boas uses the diaries of five teenagers to outline the history of the Holocaust. The first four stories contrast starkly against the final account from Anne Frank, providing a new understanding of the singular nature of each experience.

Filipovi, Zlata. *Zlata's Diary: A Child's Life in Sarajevo*. New York: Viking, 1994.

Zlata, a teenage girl growing up in war-torn Sarajevo, documented her daily thoughts and feelings in a diary. Like Anne Frank, she challenges the idea of ethnic cleansing, violence and war in her entries.

Filipovic, Zlata, and Melanie Challenger, eds. *Stolen Voices: Young People's War Diaries, from World War I to Iraq*. New York: Penguin, 2006.

This book, edited by the author of *Zlata's Diary*, provides selections from diaries written by young people living in the war-torn countries of World War I Germany; World War II Russia, Austria, New Zealand, Singapore, the United States, Holocaust Lithuania and Poland; Vietnam; Israel; Palestine; and Iraq. Entries are juxtaposed with appropriate historical context as Anne Frank and 14 other children attempt to make sense of their violent, rapidly changing environments.

Frank, Anne. *Anne Frank: The Diary of a Young Girl*. The Definitive Edition. New York: Anchor Books/Doubleday, 1995.

This edition brings together the various versions of the diary, edited

by Otto Frank and most recently by Mirjam Pressler. It is the most complete and comprehensive to date but remains readable and moving.

Greenfeld, Howard. *The Hidden Children*. New York: Ticknor & Fields, 1993.

This nonfiction book tells the stories of 15 men and women who spent their childhoods hidden away from the atrocities of the Holocaust in orphanages and corners of people's homes. Yet, as these stories point out, the loss of their childhoods was an atrocity in itself.

Heuvel, Eric. *A Family Secret*. Amsterdam: Anne Frank House/Resistance Museum Friesland, 2005.

Written and illustrated by Heuvel, this graphic novel tells the story of Jeroen, a Dutch teenager who discovers a trunk in the attic. When he finds the scrapbook his grandmother kept during World War II, she tells him about the family secret she has hidden for many years. The graphic format emphasizes the hardships of the Nazi occupation and brings immediacy to the agonizing choices people were forced to make. Even students who are reluctant readers will turn page after page.

Hoose, Phillip. *It's Our World, Too! Stories of Young People Who Are Making a Difference*. New York: Farrar, Straus and Giroux, 2002.

This book tells the stories of 14 teenagers who are working for different causes around the world, including human rights, the needy and the environment. Hoose also provides practical suggestions for planning, organizing, publicizing and raising funds for student action projects.

Lowry, Lois. *Number the Stars*. New York: Yearling, 2005.

This fictionalized version of a true story tells how 10-year-old Annemarie Johansen and her family attempt to hide her best friend, Ellen Rosen, from the Nazis and smuggle her family out of Denmark.

Levine, Karen. *Hana's Suitcase*. Morton Grove, IL: Albert Whitman, 2003.

This is the true story of Fumiko Ishioka and her students at a children's Holocaust education center in Tokyo. A display featuring a suitcase painted on its side with a child's name, "Hana Brady," inspires Fumiko's students to ask "Who was Hana? What happened to her?" In her search for the answers, Fumiko traces clues back over 60 years to a small town in the former Czechoslovakia at the time of the Nazi invasion. This award-winning book has been recognized by numerous organizations, including the American Library Association, the Jewish Book Council, the National Council for the Social Studies and the International Reading Association.

Maarsen, Jacqueline van. *My Friend Anne Frank*. New York: Vantage Press, 1996.

Jacqueline van Maarsen was best friends with Anne Frank. Her book features many of the undelivered letters Anne wrote to her from her hiding place. Maarsen combines her remembrances of occurrences during and after World War II with quotes from Anne's diary. Her story of Anne creates the picture of a real person who became a victim of the Holocaust.

## RESOURCES

Millman, Isaac. *Hidden Child*. New York: Farrar, Straus and Giroux, 2005. After his parents are arrested and deported to concentration camps, Isaac Millman experiences both the kindness and the cruelty of strangers in Nazi-occupied France. With the help of Héna Sztulman, who finds 7-year-old Isaac on the street, he is finally hidden in the home of a caring widow, Madame Devolder. To escape detection, he must pretend not to be Jewish and takes the name Jean Devolder. After the war, Isaac is adopted by the Millman family in the United States. They help him go to school and finish his education. He eventually learns that both of his parents died in the Nazi death camps. An artist, Millman tells his story in simple language, using his own illustrations and remaining photos of his family.

Orgel, Doris. *The Devil in Vienna*. New York: Dial Books, 2004. The setting for this novel is Vienna, months prior to the Nazi annexation of Austria in March 1938. The book is partially based on Orgel's personal experiences but weaves its story through the fictional diary entries of a 13-year-old Jewish girl struggling to maintain her friendship with the daughter of a Nazi.

Pressburger, Chava, ed. *The Diary of Petr Ginz*. New York: Atlantic Monthly Press, 2007. This nonfiction book features the diary of a 14-year-old Jewish boy who died in 1944 in an Auschwitz concentration camp. Petr's diary entries include his poems and artwork and create a picture of a typical yet also atypical teenager who observes resistance to German occupation. Edited by Petr's sister, the book provides annotated summaries to outline the fates of his friends, family members and acquaintances.

Pressler, Mirjam. *Anne Frank: A Hidden Life*. New York: Dutton Children's Books, 2000. This source draws from Anne Frank's diary entries previously held from the public and Pressler's editing of the "definitive edition" of *The Diary of Anne Frank*. The story told is of the two years spent in the Secret Annex, the arrest of Anne's family and their fates in the German camps. The book also uses accounts from camp survivors to create a picture of Anne's final days.

Richter, Hans Peter. *Friedrich*. Peter Smith Publications, 1992. This novel tells the story of a Jewish boy and his family living in Germany during Hitler's rise to power in the 1930s and their experiences during the Holocaust. Told from the perspective of Friedrich's best friend, the book is organized chronologically from the implementation of anti-Jewish laws to the end of World War II.

Rol, Ruud van der, and Rian Verhoeven. *Anne Frank*. Amsterdam: Anne Frank Foundation, 1992. This book provides a useful companion to the diary and answers many questions that students might have about Anne's two years in the Secret Annex. The book includes photographs of the Frank family and their hiding place in the Annex. The colorful layout and the clear, simple wording of the text make it attractive to students.

Rol, Ruud van der, and Menno Metselaar. *A History for Today: Anne Frank*. Amsterdam: Anne Frank House, 1996. This book gives a brief overview of events surrounding the life of Anne Frank and the legacy of her diary. Personal reflections from other people who lived during the Holocaust help readers to identify with multiple viewpoints and identify

with a broader human context surrounding Anne Frank's story. Historic images and contemporary photographs of survivors emphasize the human tragedy of the Holocaust. There are only a few small graphic images of concentration camps, but their presence makes this a resource for older students.

Rosenberg, Maxine B. *Hiding to Survive: Stories of Jewish Children Rescued From the Holocaust*. New York: Clarion Books, 1994. The introduction to this book covers the history of Hitler's claim to power and the increase in anti-Semitic persecution throughout Europe. The remainder of the text presents 14 stories of children forced to leave their homes and the people who hid them from the death and devastation of the Holocaust.

Rubin, Susan Goldman. *Searching for Anne Frank: Letters From Amsterdam to Iowa*. New York: Harry N. Abrams, 2003. Goldman uses personal accounts and interviews to tell the story of Juanita Wagner from Iowa, who became pen pals with Anne Frank in 1939. Chapters alternate between descriptions of Juanita's and Anne's lives and that of their sisters before and during the war. While their correspondence is brief and experiences different, the book gives a firsthand view of the lives of children during the war.

Spiegelman, Art. *Maus: A Survivor's Tale*. New York: Pantheon, 1992. Spiegelman, as both the writer and the cartoonist of this biography, tells the story of his father's survival of and reaction to the Holocaust. In spite of the graphic novel format, the nonfiction book creates an emotional response and may be best suited for mature students.



Warren, Andrea. *Surviving Hitler: A Boy in the Nazi Death Camps*. New York: Harper Trophy, 2002.

Jack Mandelbaum, a Polish boy in the Nazi death camps, struggled to survive from the age of 12 until his escape at age 18. This nonfiction account, based on Jack's memoirs, describes the moments of hope and small miracles that helped him through his time in the camps. The book ends with Jack's immigration to the United States and his contribution to the founding of the Midwest Center for Holocaust Education.

Whiteman, Dorit Bader. *Lonek's Journey: The True Story of a Boy's Escape to Freedom*. New York: Star Bright Books, 2005.

This nonfiction book follows a young Polish boy named Lonek Jaroslawicz, his family's attempted escape from Poland, their enslavement in Siberian gulags and their transport by train to Tashkent, Uzbekistan, as refugees. Together with 1,000 orphans, Lonek makes a long journey to Palestine to escape starvation and hardship in Poland during the 1940s. Whiteman includes maps, discussion questions and a glossary of terms.

Zar, Rose. *In the Mouth of the Wolf*. Philadelphia: Jewish Publication Society of America, 1983.

This suspense-filled autobiography tells the true story of a girl who survives the Holocaust through luck and by using her wits. At one point, living under false papers, she works as a nanny in the home of an SS commandant. Winner of the Jewish Librarians' Best Book Award.

## For Teachers

Anne Frank Foundation. *The Anne Frank House: A Museum With a Story*. Amsterdam: Anne Frank House, 2000.

This publication from the Anne Frank House presents images and artifacts from their collection to illustrate the life of Anne Frank, her family and the others hidden from the Nazis. Excerpts from Anne's diary are also used to illuminate the time line of events listed in this book.

Anne Frank House, comp. *Anne Frank in the World: 1929-1945*. New York: Alfred A. Knopf, 2001.

Compiled by the Anne Frank House, this book includes photographs that provide key information about the historical period. These photographs illustrate the life of Anne Frank before her family was forced into hiding. The book sheds light on the events prior to, during and following the Holocaust. It includes important information and discussion of anti-Semitism and postwar Nazism, racism and racial violence, and the need to fight prejudice in our daily lives.

Freedom Writers, with Erin Gruwell; foreword by Zlata Filipovic. *The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*. New York: Doubleday, 1999.

This is a story of a young female teacher helping at-risk students to face their own prejudices and reach for personal greatness through reading *The Diary of Anne Frank* and *Zlata's Diary*. It is an excellent source for teachers who want to inspire students to make a difference in their world by starting a diary of their own.

Friedman, Ina R. *Flying Against The Wind: The Story of a Young Woman Who Defied the Nazis*. Lodgepole Press, 1995.

This is the true story of Cato Bontjes van Beek, a 22-year-old German woman who resisted Nazi rule. She continued to stand up for human rights even while facing death in 1943 in Berlin's Plötzensee Prison. Based on diaries, letters and personal accounts, the book includes a reproducible guide with questions, activities, additional reading, photographs, a glossary and an index.

Gies, Miep, with Alison Leslie Gold. *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family*. New York: Simon and Schuster, 1988.

Miep Gies describes how she and her husband, Jan, hid the Frank and Van Pels families for two years to prevent them from being deported to concentration camps. She details the challenges she faced in caring for the Franks in secrecy and shares her impressions of Anne as she grew up in hiding.

Gruwell, Erin. *Teach With Your Heart: Lessons I Learned From the Freedom Writers*. New York: Broadway Books, 2007.

A memoir written by the teacher who inspired The Freedom Writers describes the challenges and joys of teaching. Gruwell also informs teachers and parents about what she learned from her students. Personal updates on the lives of the Freedom Writers are included in this book.

Kopf, Hedda Rosner. *Understanding Anne Frank's 'The Diary of a Young Girl': A Student Casebook to Issues, Sources, and Historical Documents*. Westport, CT: Greenwood Press, 1997).

This collection of documents and interviews provides historical and

## RESOURCES

literary context for the events described in Anne Frank's diary. Kopf draws parallels between Anne's diary and *Zlata's Diary* and discusses many issues, including children of the Holocaust, the history of anti-Semitism in Germany and the stories of other Holocaust victims. Each chapter concludes with a list of resources and topics for oral and written discussion.

Lewis, Barbara. *The Kids' Guide to Service Projects*. Minneapolis, MN: 1995.

This practical book by the author of *The Kids' Guide to Social Action* offers more than 500 service learning ideas for upper elementary and middle school students.

Metselaar, Menno, and Ruud van der Rol. *The Story of Anne Frank*. Anne Frank Foundation, 2004.

This book provides a wealth of photographs, including many previously unpublished pictures of the Frank family. It conveys an idea of what their lives were like before the war and allows readers to develop a clearer picture of daily life in the Secret Annex.

Metselaar, Menno, Maaïke Miedema and Ruud van der Rol, eds. *Anne Frank – Her Life in Letters*. Amsterdam: Anne Frank House, 2006.

Created as a companion piece for an exhibition at the Amsterdam Historical Museum, this book focuses on the idea of moving to a different home, what it meant to the Frank family and what it means to children today. Selections from letters that the Franks wrote from the Netherlands to friends and family in Germany and Switzerland are included as well as excerpts from Anne's diary, where she writes letters to an imaginary friend, "Kitty." The book includes profiles of five teenagers from around the world who have had to

move to a new home in another country. In a way, their feelings are much like Anne's except that today, they stay in touch with friends and family by e-mail, Web cam and cell phone.

Moger, Susan. *Teaching the Diary of Anne Frank*. New York: Scholastic, 1998.

This teaching resource provides copies of primary documents, preparatory exercises, a glossary of terms and lists of valuable materials to aid teachers and students in the discussion of Anne Frank's diary entries. The book also deals with the meaning of events leading to the Holocaust.

Lee, Carol Ann. *Anne Frank and Children of the Holocaust*. New York: Penguin Group, 2006.

Lee sheds new light on the life of Anne Frank as she shares poignant accounts of other children personally affected by the Holocaust. Startling statistics, photographs, first-person interviews and journal entries make this book a valuable class resource.

Volavkova, Hana, ed. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942–1944*. New York: Schocken Books, 1993.

A collection of poems and artwork produced by children in Terezin, a "model" camp in Czechoslovakia used by the Nazis for the purposes of propaganda. The writing and artworks of these children, who were later murdered at Auschwitz, demonstrate their perseverance and imagination and emphasize the tragedy of their loss.

Zapruder, Alexander, ed. *Salvaged pages: Young Writers' Diaries of the Holocaust*.

This collection of 14 Holocaust diaries by young people throughout Europe includes Zapruder's outstanding research. The personal accounts of these people make this an important resource for reading circles and classroom projects.



In 1942, at the age of 9, Judita Marie Freidmannova was sent to Terezin concentration camp where she created this drawing. Judita died at Auschwitz in 1944.

## Multimedia

### *A Friendship in Vienna*

This movie is based on the partly autobiographical book *Devil in Vienna* by Doris Orgel, which focuses on the complex relationship between a Jewish girl and the daughter of a Nazi soldier in 1938. (Disney Educational Productions, 1998; 94 mins.)

### *Anne Frank Remembered*

This Academy Award-winning documentary provides eyewitness stories, family photos, letters and archival footage to tell the story of the Frank family. The film includes Anne's life in hiding, her final days in the Bergen-Belsen camp, her father's return home after the war and the publication of Anne's diary. (Sony Pictures, 1995; 122 mins.)

### *The Journey of Butterfly*

This concert documentary is based on the book *I Never Saw Another Butterfly*, about the children imprisoned in the Nazi camp at Terezin, Czechoslovakia. The film presents their poems, drawings, paintings, music and personal histories. Nine survivors of the camp give their testimonies with a vocal performance by a children's choir in the background. This makes an excellent companion to Hana Volavkova's book. (Bolthead Communications, 1996; 62 mins.)

### *The Upstairs Room*

Based on the Newbery Honor book by Johanna de Leeuw Reiss, this movie tells the fictionalized account of the author's life as a Dutch Jew during the Holocaust. Watercolor drawings and voiceover narration tell the story of Annie de Leeuw and her sister, who were hidden from the Nazis by a Christian family in the upstairs room of a farmhouse in the Netherlands. (Random House Video, 1986; 32 mins.)

## Organizations and Web sites:

### The Anti-Defamation League:

**www.adl.org**

The ADL provides anti-bias materials and programs. The Education page of the Web site includes a bibliography of children's literature, curriculum materials for elementary, middle school and high school, and *Echoes and Reflections*, multimedia materials on Holocaust education. See *Hate Hurts — How Children Learn and Unlearn Prejudice* and go to [www.adl.org/guide/MiddleSchool.asp](http://www.adl.org/guide/MiddleSchool.asp) for an activity dealing with prejudice, stereotyping, discrimination and scapegoating.

### Anne Frank Center, New York:

**www.annefrank.com**

This sister organization of the Anne Frank House organizes exhibits and distributes educational materials in the United States and Canada. Resources for students include study materials, an illustrated "scrapbook" version of Anne Frank's diary and answers to most frequently asked questions. The teacher link of the Web site features curriculum materials to download, suggested readings, helpful background information, timelines and historical context information that can also be downloaded from the site.

### Anne Frank House:

**www.annefrank.org**

The museum Web site of the Anne Frank House in Amsterdam provides an education portal with teaching materials, online lessons, student experiences, classroom activities, teachers' weblog, and information about programs, books and resources offered by the museum. Students can visit a virtual version of the chestnut tree that Anne Frank could see from the Secret Annex and add their thoughts by creating a leaf for the tree.

### Bureau of Jewish Education, Indianapolis: **www.bjeindy.org**

The Bureau's Maurer Library partners with the Indianapolis-Marion County Public Library as a major resource for Jewish education and the community in general. The Maurer Library's collection includes reference materials, fiction and non-fiction books for adults and children, audio and video recordings, and online resources. The Library provides teacher workshops and a Holocaust Trunk, which is circulated to schools around the state.

### Character Counts:

**www.charactercounts.org**

As part of the Josephson Institute, Character Counts provides character education seminars and materials. The monthly online newsletter features lesson plans, free resources, articles and the stories of students and teachers who are working to make ethical ideas part of school programs. Character Counts programs focus on six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

### The Children's Museum of Indianapolis:

**www.childrensmuseum.org**

Visit the Museum's Web site to learn more about **The Power of Children** awards for extraordinary middle and high school students who have made a positive difference in their communities. The site also features the interactive *Tree of Promise* and the *Take Action* page with links to organizations that engage students and families in community service opportunities.



## RESOURCES

### **Facing History and Ourselves:**

**[www.facinghistory.org](http://www.facinghistory.org)**

The Facing History and Ourselves site provides professional development institutes and workshops to help teachers teach about the Holocaust as well as present-day genocide, prejudice and discrimination. Some of their institutes are provided online. See their highlighted resources in the online campus portion of the menu. Features include: lessons and units for review; classroom strategies for learning about difficult topics in history; resources to download or purchase; and a search function to look for exhibitions and resources on Anne Frank.

### **Indiana Department of Education:**

**[www.doe.state.in.us](http://www.doe.state.in.us)**

The Service Learning page provides information on funding opportunities, professional development, resources, materials, links to programs and organizations, plus news of kids who are making a difference nationally and in their own communities.

### **Learn and Serve America:**

**[www.learnandserve.org](http://www.learnandserve.org)**

As part of the Corporation for National and Community Service, Learn and Serve America provides basic background information and links to state and national community service and service learning programs.

### **United States Holocaust Memorial Museum: [www.ushmm.org](http://www.ushmm.org)**

This site offers extensive resources for teachers and students, including teaching materials, resources, workshops and tips on how to discuss the Holocaust with students. It also provides online workshops and art and writing contests for students.

### **Web English Teacher:**

**[www.webenglishteacher.com/frank.html](http://www.webenglishteacher.com/frank.html)**

This site features *Anne Frank: Diary of a Young Girl* and other resources for teaching about the Holocaust, including an exhaustive list of Web sites, movies, lesson plans and classroom ideas to accompany the study of *The Diary of Anne Frank*.

### **Youth Philanthropy Initiative of Indiana (YPII): [www.ypin.org](http://www.ypin.org)**

YPII is a network of more than 40 organizations with the common goal of involving youth in giving and service to the community. The organization provides an online monthly newsletter, information on partnerships and resources, and links to other organizations. YPII helps young people learn that they have “time, treasure and talent” they can use for the common good.

## TIME LINE

### Important dates 1914–1945

1914–1918	World War I
1919	The Treaty of Versailles deals harshly with Germany and creates economic hardships.
1923	Hitler tries and fails to overthrow German government in Munich.
1929	New York stock market crashes; the Great Depression continues to spread worldwide.
1932	Nazi Party wins 37% of July vote and becomes strongest party in parliament.
1933	Adolf Hitler is first appointed Chancellor and then seizes complete control of the German government.
1933–1935	Hitler's Nazi government passes anti-Jewish laws in Germany.
1935	Nuremberg Laws enacted declaring that Jews are no longer citizens.
1938	Germany annexes Austria and invades Czechoslovakia the next year with little international protest.
1938	<i>Kristallnacht</i> , Nov. 9. Organized attacks by the Nazis against Jewish businesses, property, synagogues and individuals in Germany; Jews are arrested and sent to concentration camps.
1939	Germany invades Poland. Britain and France declare war on Germany and World War II begins.
1940	Italy declares war on Britain and France.
1940	Germany invades Belgium, France, the Netherlands and Luxembourg.
1940	Germany attacks England by air and begins the <i>blitz</i> (extended aerial bombing) of London.
1941	Japan, Germany's ally, attacks Pearl Harbor; the United States declares war on Japan and Germany.
1941	Nazi leaders develop what they call the "final solution," a code term for a secret and systematic plan to kill all the Jews in Europe.
1942	U.S. and British forces land in North Africa.
1943	German troops surrender to the Soviet army at Stalingrad.
1943	Mussolini is defeated in Italy and his government is overthrown; German and Italian troops in North Africa surrender to the Allies.
1944	June 6 — Allies land in Normandy.
1945	The Soviet Army captures Berlin.
1945	May 8 — Germany surrenders and the war ends in Europe.
1945	Aug. 6 — the United States drops the atomic bomb on Hiroshima, followed by a second bomb a few days later at Nagasaki.
1945	Aug. 14 — Japan surrenders and World War II ends.

## IMPORTANT DATES FOR THE FRANK FAMILY

May 12, 1889	Otto Frank is born in Frankfurt am Main, Germany.
January 16, 1900	Edith Holländer is born in Aachen, Germany.
May 12, 1925	Otto Frank and Edith Holländer are married.
Feb. 16, 1926	Margot Frank is born in Frankfurt.
June 12, 1929	Anne Frank is born.
Summer 1933	Edith, Margot and Anne go to stay with Grandmother Holländer in Aachen. Otto looks for a home in Amsterdam, the Netherlands.
Sept. 15, 1933	Otto establishes the Opekta company in Amsterdam.
October 1933	Anne's grandmother, Alice Frank Stern, moves to Basel, Switzerland.
Dec. 5, 1933	Edith and Margot join Otto in Amsterdam. Anne joins the family in February 1934.
1934	Anne starts Montessori school.
March 1939	Grandmother Holländer moves to Amsterdam to live with the Franks.
Dec. 1, 1940	Otto Frank moves the Opekta company to the canal house at 263 Prinsengracht.
Summer 1941	Anne and Margot start school at the Jewish Lyceum.
June 12, 1942	Anne receives the diary for her 13th birthday.
July 5, 1942	Margot receives a call-up notice to report for deportation.
July 6, 1942	The Frank family goes into hiding in the Secret Annex behind the Opekta canal house.
July 13, 1942	The Van Pels family joins the Franks in the Secret Annex.
Nov. 16, 1942	Fritz Pfeffer moves into the Secret Annex.
Aug. 4, 1944	The families in the Secret Annex are discovered and arrested by the Nazis.
Aug. 8, 1944	The Franks, the Van Pelses and Fritz Pfeffer are sent to the concentration camp in Westerbork, the Netherlands.
Sept. 3, 1944	The people from the Secret Annex are transferred to the Auschwitz concentration camp in Poland. Mr. Val Pels is killed a few weeks later.



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October 1944 Anne and Margot are moved to the concentration camp at Bergen-Belsen, Germany.

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Dec. 20, 1944 Fritz Pfeffer dies in Neuengame concentration camp.

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Jan. 6, 1945 Edith Frank dies at Auschwitz.

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Jan. 27, 1945 Otto Frank is freed when Auschwitz is liberated by the Soviet Army.

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March 1945 Anne and Margot Frank die at Bergen-Belsen.

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May 5, 1945 Peter van Pels dies at the Mauthausen concentration camp.

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Spring 1945 Mrs. Van Pels dies at the Theresienstadt concentration camp.

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June 3, 1945 Otto Frank returns to Amsterdam.

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Summer 1947 Anne Frank's diary is published in Dutch in the Netherlands.

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## GLOSSARY

**Adolf Hitler:** Leader of the National Socialist German Workers' Party 1920–1945 and Germany's chancellor 1933–1945, he rose to power on a platform of anti-Communism, anti-Semitism and nationalism following his country's defeat in World War I.

**Allies:** Nations, typically associated by treaty, that provide friendly assistance to one another. Countries united against Germany and its allies during World War I and against the Axis powers — Germany, Italy and Japan — during World War II are called the Allies or Allied forces.

**annex:** An addition to or extension of a main building.

**anti-Semitism:** Hatred and discrimination against Jewish people.

**assets:** Anything of value belonging to a person, such as money, property or personal skill.

**bystander:** A spectator rather than a participant in an event.

**call-up notice:** A government order to report to the police.

**citizen:** A member of a society with rights in and responsibilities to it, such as political participation and obeying the law.

**collaborator:** Someone who works with others toward a common goal. Nazi collaborators worked with the occupying forces to discriminate against Jewish citizens.

**commitment:** A promise or agreement, often in writing.

**concentration camp:** A type of detention facility where prisoners of war or political refugees are held against their will. Jews, political opponents and other innocent people were detained in the Nazi concentration camps, where many died.

**democracy:** Government by the people or by their elected representatives, with policies decided by majority vote.

**deportation:** The forced exile of people from their homeland; the transportation of the Jews from Nazi-occupied countries to concentration camps.

**diary:** A personal record, often written or recorded daily, that describes experiences and events in the life of its author.

**dictatorship:** Government by one person with absolute power that is not restricted by laws or a constitution.

**discrimination:** Unfair treatment of a person or group based on prejudice.

**disinformation:** False information used intentionally to confuse or deceive other people.

**fascism:** A political theory advocating an authoritarian government focused on national unity, usually based on ethnicity or race.

**genocide:** The systematic murder of an entire racial, national or religious group.

**Holocaust:** From the Greek *holos* + *kaustos*, meaning completely burned by sacrificial fire; called the *Shoah*, the Destruction, in Hebrew, the systematic persecution and murder of about 6 million Jews by the Nazis during World War II.

**inventory:** A list of traits, preferences, attitudes, interests or abilities used to evaluate personal characteristics or talents.

**isolation:** Separation between persons or groups, such as when personal contact is not allowed.

**Nazi:** A shortened form of the name of the National Socialist German Workers' Party, or *Nationalsozialistische Deutsche Arbeiterpartei*, under Adolf Hitler. **Nazism** refers to the ideas and policies of the German government during the Third Reich (empire), 1933–1945.

**need:** Something that is necessary but lacking.

**neo-Nazi:** A member of any social or political movement after World War II seeking to revive Nazism.

**occupation:** Control of a country by a foreign military power, usually by force.

**parliament:** A type of legislature, such as in the United Kingdom, made up of elected or appointed citizens who vote on laws for an entire country.

**perpetrator:** A person who commits a crime against another person.

**persecution:** The persistent mistreatment of a person or group of people based on race, religion or politics.

**prejudice:** Bias that prevents objective consideration of an issue or person; a pre-judgment made without benefit of knowing all the facts.

**primary sources:** Original manuscripts or other documentation containing information recorded at or close to the time of an event by people who participated in or witnessed it.

**problem:** The difference between a need and its solution; an issue that needs to be resolved.

**promise:** A commitment or pledge to do (or not do) a particular thing in the future.

**propaganda:** Persuasive but not necessarily factual information spread for the purpose of promoting a specific idea or cause.

**rescuer:** A person who saves someone else from danger or violence. Rescuers helped save the lives of many Jewish people in Nazi-occupied Europe.

**responsibilities:** The obligations one person has to other people, groups or society.

**rights:** The benefits of participation and security guaranteed to a citizen in a group or society.

**talents:** A person's natural abilities, such as artistic or athletic skill.

**totalitarian:** A type of political system based on the absolute power of a dictator to control every aspect of citizens' lives.

**turning point:** An event marking a unique or historical change of direction or one on which important developments depend; a significant moment in a person's life when a decision changes his or her future.

**visa:** An official government document authorizing travel to another country for a specific reason and a specific amount of time.



## THE POWER OF CHILDREN — EXHIBIT ARTIFACTS

### Anne Frank – Facing Hatred, Daring to Dream

This is a partial list that gives the locations of artifacts you and your students can experience in the Anne Frank exhibit area. Many artifacts will be rotated with similar or identical objects for conservation purposes.

#### History Path — Rise of Nazi Power

- Nazi Party armband
- SS cap
- German eagle from SS boxcar

#### History Path — Teaching Hatred

- Hitler Youth trumpet banner
- Hitler Youth trumpet
- Hitler Youth bronze figure
- Nazi propaganda children’s book: *Trust No Fox*

#### History Path — Star Case

- Star of David
- Star of David grouping
- Dutch registration form — Graphic reproduction
- Dutch registration poster — Graphic reproduction
- Book: *Een Zomerzotheid*
- Postcard: H.R.H. The Princess Elizabeth of York
- Postcard: H.R.H. The Princess Margaret Rose of York
- Sewing basket with thread, thimble, scissors, pincushion, etc.
- Vase
- Pitcher, glass or tea cup
- Coat or sweater
- Jood star for coat or sweater — Reproduction

#### History Path — Diary Display

- Dutch replica of Anne’s diary — Anne Frank House

#### Anne’s Room — The Franks Go Into Hiding

- Satchel display: Fountain pen

#### Anne’s Room — Opekta desk

- Dutch ration cards with original cover
- Opekta box
- Opekta bottles
- Opekta stickers for bottles
- Opekta advertisement flyer
- Opekta brochure
- Magazine: “Cinema & Theater” (April 1944)

#### The Rest of the Story — What Happened

- Concentration camp uniform

#### History Snapshot — We Were There Too

- Mickey Mouse toy tea set

#### History Snapshot — Everyday Life

- Radio
- Child’s gas mask
- Ration book
- War poster: *Grow Your Own, Can Your Own*
- Window sign: *Remember Pearl Harbor*
- Sheet music: *Bell Bottom Trousers*
- *Life* magazine: “Steel Worker” (1943)
- Nancy Ann Storybook doll
- Our Army Peg-Kraft model
- Comic book: *Captain America #20*

#### The Power of Anne

- Anne Frank diary, 2nd edition Dutch
- 16" bronze of Anne Frank
- Various publications of diary

You can view selected artifacts electronically by going to the Web version of this unit, where you will find direct links to objects in the exhibit, or visit [www.childrensmuseum.org](http://www.childrensmuseum.org)

## NATIONAL ACADEMIC STANDARDS

This unit of study addresses the following national standards.

### **Standards for the English Language Arts** — International Reading Association/National Council of Teachers of English

**Standard 1** — Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction classic and contemporary works.

**Standard 2** — Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

**Standard 4** — Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**Standard 5** — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Standard 6** — Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurate language and genre to create, critique and discuss print and non-print texts.

**Standard 7** — Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience.

**Standard 8** — Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

**Standard 12** — Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### **Expectations of Excellence: Curriculum Standards for Social Studies** — National Council for the Social Studies

**Standard 2** — Time, Continuity and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

**Middle School** — The learner can  
b) identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity.  
d) identify and use processes important

to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating and weighing evidence for claims, checking credibility of sources and searching for causality.

**Standard 6** — Power, Authority and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.

**Middle School** — The learner can:  
a) examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.

**Standard 10** — Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic.

**Middle School** — The learner can:  
b) identify and interpret sources and examples of the rights and responsibilities of citizens.  
d) practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.  
j) examine strategies designed to strengthen the “common good” which consider a range of options for citizen action.

**National Standards for Civics and Government** — Center for Civic Education

**Grades 5–8**

**Standard 1** — What are civic life, politics and government?

B) What are the essential characteristics of limited and unlimited government? Students should be able to describe the essential characteristics of limited and unlimited governments.

**Standard 5** — What are the roles of the citizen in American democracy?

- B) What are the rights of citizens? Students should be able to evaluate, take and defend positions on issues involving personal and political rights.
- C) What are the responsibilities of citizens? Students should be able to evaluate, take and defend positions on the importance of personal and civic responsibilities to the individual and society.

**National Standards for World History** — National Center for History in the Schools

**Historical Thinking**

**Standard 1: Chronological Thinking**

Students should be able to:

- Distinguish between past, present, and future time.
- Identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
- Establish temporal order in constructing their own historical narra-

tives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.

- Measure and calculate calendar time by days, weeks, months, years, decades, centuries and millennia, from fixed points of the calendar system: BC (before Christ) and AD (Anno Domini, “in the year of our Lord”) in the Gregorian calendar and the contemporary secular designation for these same dates, BCE (before the Common Era) and CE (in the Common Era); and compare with the fixed points of other calendar systems such as the Roman (753 BC, the founding of the city of Rome) and the Muslim (622 AD, the hegira).
- Interpret data presented in timelines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
- Reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.
- Compare alternative models for periodization by identifying the organizing principles on which each is based.

**Era 8: A Half-Century of Crisis and Achievement, 1900-1945**

**Standard 4: The causes and global consequences of World War II**

4A. Grades 5–12: Students should be able to demonstrate understanding of the multiple causes of World War II by explaining the ideologies of

fascism and Nazism and analyzing how fascist regimes succeeded in seizing power in Italy, Germany and Spain.

4B. Grades 5–12: Students should be able to demonstrate understanding of the global scope and human costs of the war by analyzing how and why the Nazi regime perpetrated a “war against the Jews,” and describing the devastation suffered by Jews and other groups in the Holocaust.



## INDIANA'S ACADEMIC STANDARDS

This unit of study addresses the following state academic standards.

### English Language Arts

#### Reading

- 6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.
- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.
- 6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.
- 7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).
- 7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- 7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
- 8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).
- 8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.
- 9.2.3 Generate relevant questions about readings on issues or topics that can be researched.
- 9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 9.2.8 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.
- 9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
- 9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
- 9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

#### Writing

- 6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 6.4.3 Write informational pieces of several paragraphs that engage the interest of the reader; state a clear purpose; develop the topic with supporting details and precise language; and conclude with a detailed summary linked to the purpose of the composition.
- 6.4.5 Use note-taking skills.
- 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- 6.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- 6.5.1 Write narratives that establish and develop a plot and setting and present a point of view that is appropriate to the stories; include sensory details and clear language to develop plot and character; and use a range of narrative devices, such as dialogue or suspense.
- 6.5.5 Write persuasive compositions that state a clear position on a proposition or proposal; support the position with organized and relevant evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.
- 6.5.6 Use varied word choices to make writing interesting.
- 6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.
- 7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.
- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

- 7.5.1 Write biographical or autobiographical narratives (stories) that develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view; develop complex major and minor characters and a definite setting; and use a range of appropriate strategies, such as dialogue, suspense, and the naming of specific narrative action, including movement, gestures, and expressions.
- 7.5.4 Write persuasive compositions that state a clear position or perspective in support of a proposition or proposal; describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.
- 7.5.5 Write summaries of reading materials that include the main ideas and most significant details; use the student's own words, except for quotations; and reflect underlying meaning, not just the superficial details.
- 7.5.6 Use varied word choices to make writing interesting and more precise.
- 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.
- 8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 8.4.4 Plan and conduct multiple-step information searches using computer networks.
- 8.4.7 Review, evaluate, and revise writing for meaning and clarity.
- 8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.
- 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 8.5.1 Write biographies, autobiographies, and short stories that; tell about an incident, event, or situation, using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.
- 8.5.4 Write persuasive compositions that include a well-defined thesis that makes a clear and knowledgeable appeal; present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; and provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 8.5.6 Write using precise word choices to make writing interesting and exact.
- 8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.
- 9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- 9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- 9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
- 9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.
- 9.5.1 Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience; locate scenes and incidents in specific places; describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings; and pace the presentation of actions to accommodate changes in time and mood.
- 9.5.4 Write persuasive compositions that organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last; use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy; clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; and address readers' concerns, counterclaims, biases, and expectations.
- 9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.

9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

### Listening and Speaking

- 6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.
- 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.
- 6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
- 7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.
- 8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.
- 9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.

### Social Studies

#### History — Modern Era

6.1.16 Define political ideologies of the nineteenth and twentieth centuries.

#### Chronological Thinking and Historical Research

6.1.18 Create and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries

that comprise Europe and the Americas.

- 6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs, and chance in history.
- 6.1.21 Differentiate between fact and interpretation in historical accounts, focusing on the event by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.1.22 Use a variety of information resources to evaluate and present historical data on the people, places, events, and developments in the history of Europe and the Americas.
- 7.1.16 Identify the historical context in which events occurred.
- 7.1.17 Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.
- 7.1.18 Analyze cause-and-effect relationships, bearing in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.
- 7.1.20 Form and respond to historical questions and use a variety of information resources to find and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.

#### Civics and Government

- 6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.
- 8.2.4 Examine functions of the national government in the lives of people.
- 8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/nongovernmental or organizations that comprise civil society.

### World History and Civilization

WH.8.4 Identify and analyze the causes, events, and consequences of World War II.

WH.9.4 Explain issue and problems of the past by analyzing the interests and viewpoints of those involved.

### United States Government

USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.

USG.5.3 Analyze the roles of citizens in Indiana and the United States.

Example: Voting in public elections, being informed on civic issues, participating in voluntary associations, and participating in political activities.

USG.5.7 Describe the actions citizens can take to monitor and influence local, state, and national government as individuals and members of interest groups.

## SOURCES OF IMAGES AND QUOTATIONS

### Images

**Cover:** ©AFF Basel CH/AFS Amsterdam NI

**Table of Contents: Upper right** – Peter van Pels, ©AFF Basel CH/AFS Amsterdam NI; **Lower left** – Otto Frank and Anne with guests at wedding of Jan and Miep Gies, 1941 - ©AFF Basel CH/AFS Amsterdam NI; **Lower Right** – Anne Frank, 1941 – ©AFF Basel CH/AFS Amsterdam NI

**Page 2: Background** – Attic window – ©Stichting Particam/Maria Austria; Right – Anne Frank – ©AFF Basel CH/AFS Amsterdam NI

**Page 3: Top** – Anne Frank, ©AFF Basel CH/AFS Amsterdam NI; **Left** – Diary and papers - ©AFS Amsterdam NI; **Right** – The Annex today – ©AFS Amsterdam NI

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### Abbreviations

**AFF** – Anne Frank Fonds, Basel, Switzerland

**AFS** – Anne Frank Scitcting, Amsterdam, the Netherlands

**USHMM** – United States Holocaust Memorial Museum, Washington, D. C.

### Quotations

Anne Frank: All quotations from Anne Frank’s diary are taken from *Anne Frank: The Diary of a Young Girl*, The Definitive Edition, edited by Otto Frank and Miriam Pressler, translated by Susan Massotty, published by Anchor Books/Doubleday, 1995.

Otto Frank: The quotation from Otto Frank is taken from *Anne Frank: Beyond the Diary, A Photographic Remembrance*, by Ruud van der Rol and Rian Verhoeven, American edition published by Puffin Books, 1990, quoting an earlier source.

Miep Gies: The quotation from Miep Gies is from a 1998 interview which can be referenced on the Web site of the Anne Frank House at: [www.annefrank.org](http://www.annefrank.org)