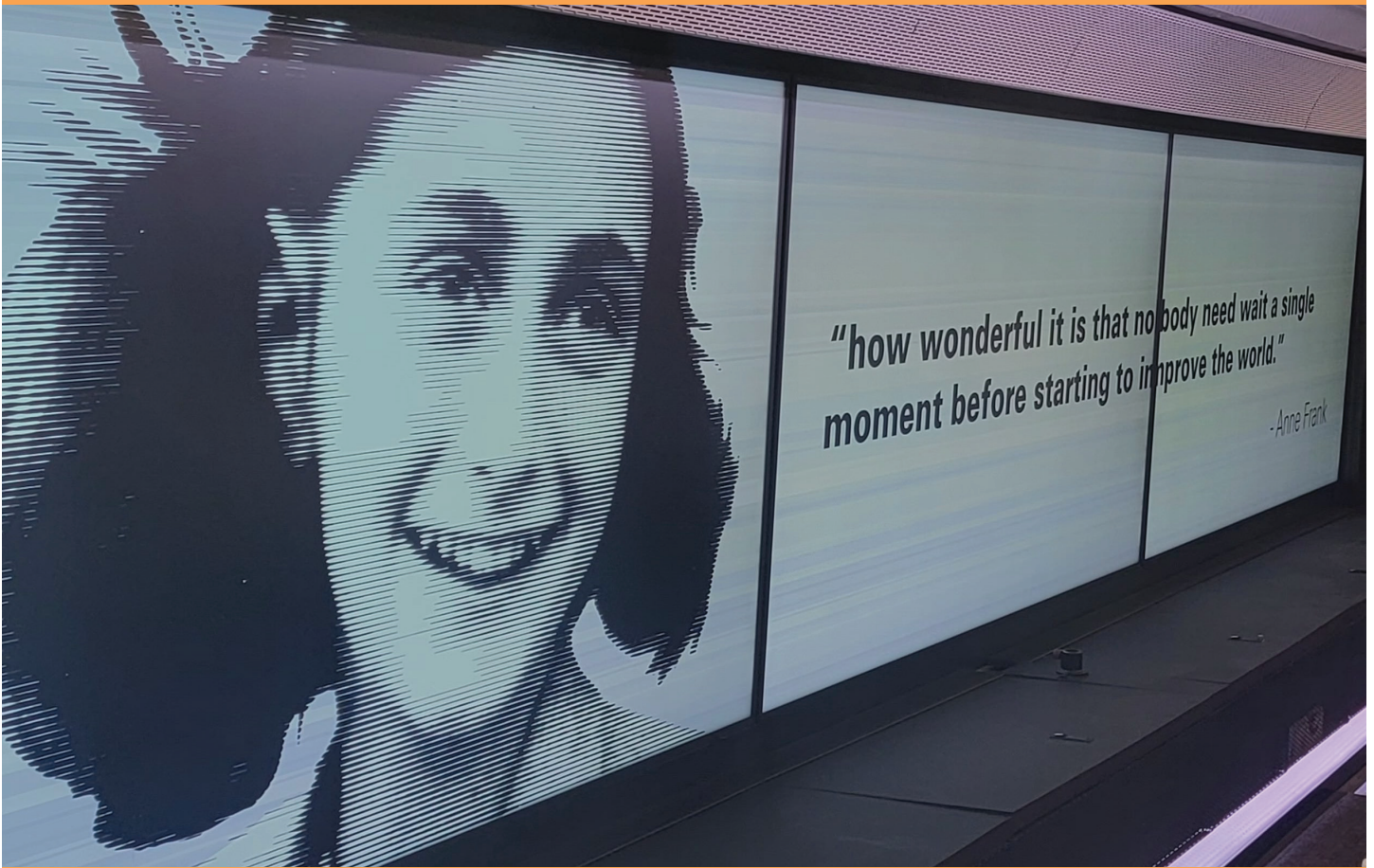




Teacher's Guide



STORY OF ANNE FRANK

SUPPLEMENTAL LESSONS TO THE MMOT'S HOLOCAUST WORKSHOP

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A NOTE ABOUT THIS TEACHER'S GUIDE

Dear Educators,

On behalf of the Simon Wiesenthal Center's Mobile Museum of Tolerance (MMOT), thank you for booking our Story of Anne Frank workshop and inviting us to visit your school. The MMOT is based on the Museum of Tolerance in Los Angeles (MOTLA), a recipient of the Global Peace and Tolerance Award from the Friends of the United Nations. The MOTLA is a human rights laboratory and education center dedicated to challenging visitors to understand the Holocaust in both historic and contemporary contexts as well as confronting all forms of prejudice and discrimination in our world today.

The *first-of-its-kind* in the United States, the MMOT is a free traveling human rights education center, which brings a message of tolerance directly to schools and communities across the state of Illinois. The MMOT's 32-seat wheelchair accessible vehicle serves as a self-contained classroom in which an Illinois licensed educator teaches students from all different backgrounds about the dangers of dehumanization in historical times. It connects the past to the present and its relevance in the United States. This workshop is in alignment with Illinois Standards. (<https://mmot.com/wp-content/uploads/2023/09/Standards-crosswalk-Anne-Frank-Anne-Frank.pdf>)

Aimed at students grades 5-8, the 45 minute Story of Anne Frank workshop on the MMOT introduces students to the Holocaust in an age-appropriate manner. Using photos, the MMOT educator will provide a historical narrative of Anne, her family and the people who lived with her in the Secret Annex during the Nazi occupation of Amsterdam, before launching into an immersive short film using Anne's own words to portray her life in hiding. Students will then engage in a facilitated dialogue and share their reflections on Anne's story and the anti-Semitism, dehumanization, stereotypes and discrimination they saw in the video. This will be followed by a discussion and video about Upstanders, like Miep Gies who helped hide Anne, and will end with students writing down one thing they can do to make a difference.

It is always important to acknowledge the sensitivity of the topics discussed in this workshop. The MMOT provides a space for respectful discourse and understands that the topics may trigger difficult feelings. For educators who wish to prepare students for the visit or delve further into these topics post-visit, we have created this Teacher's Guide with the hope that participating teachers might use it as a catalyst for inquiry and action. This guide contains definitions relevant for the workshop, dialogue starters, activities, handouts, and additional resources.

Sincerely,

The Mobile Museum of Tolerance Staff



BEFORE THE MMOT VISIT

FRONTLOADING

During the visit to the MMOT, you and your students will be immersed in the story of Anne Frank. This guide is an opportunity to frontload ideas and themes that will be discussed on the bus. Talking about these themes beforehand will help students maximize their time in the MMOT by giving them a head start on information so they understand more deeply and are able to grasp the information being presented. More importantly, it can help reduce stress when students are in an immersive experience.

THE PURPOSE OF HISTORICAL NARRATIVES

The Diary of Anne Frank is one of the most well-known historical narratives ever written. As adolescents are developing intellectually and emotionally, the story of Anne Frank is the perfect developmentally appropriate avenue to discuss the Holocaust because it tells the story of a single individual the same age as middle school students. Individual stories are never simply individual; they are told in historically specific times and settings and link all of us together in the process of self-narration. Students can see themselves reflected in many aspects of the story of Anne Frank. Students no doubt have been exposed to many other historical narratives in their educational careers as well.

ACTIVITY 1

Ask the students what they believe is the purpose of historical narratives. Answers will vary, but be sure to highlight the following reasons:

- One of the defining features of historical narratives is their believable recounting of human events.
- Historical narratives have the power to disclose the intentions of the people involved, the difficulties they encountered and the complex world in which such historical figures actually lived.
- They give accounts of real-life experiences by a person who actually lived through those events. As such, historical narratives present direct, firsthand knowledge.

ACTIVITY 2

Have the students read through the definitions of terms listed in the **Glossary of Terms** handout. Inform the students that when they visit the MMOT, they should look for examples of each of the words during the workshop.



HANDOUT: GLOSSARY OF TERMS

ANTI-SEMITISM: A certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed towards Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

BYSTANDER / BYSTANDER EFFECT: A passive witness to an event or problem, such as bullying. By not taking action, they may allow the situation to continue or become worse. The bystander effect is a theory that states that an individual's likelihood of helping a victim decreases as the number of people who simultaneously witness the crime increases.

DEHUMANIZATION: The act of regarding, representing, or treating a person or group as less than human; the process of depriving a person or population of human qualities or attributes such as compassion, dignity, individuality, etc.

HOLOCAUST: The systematic bureaucratic state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in January 1933, believed that the Germans were racially superior and that the Jews, deemed inferior, were an alien threat to the so-called German racial community. (USHMM)

JEW: Any person whose religion is Judaism and is part of the Jewish people which traces back to biblical times. In the broader sense of the term, a Jew is any person belonging to the worldwide group that constitutes, through descent or conversion, a continuation of the ancient Jewish people, who were themselves descendants of the Hebrews of the Bible (Old Testament). Jewish people make up 0.2% of the world population. Today, the largest Jewish community in the world lives in the state of Israel. The second largest group lives in the United States.

NAZI: A member of a German political party that controlled Germany under Adolf Hitler from 1933 to 1945; a person who wants to use power to control and harm other people especially because of their race, religion, etc.

PREJUDICE: A prejudgment (opinion or feeling), usually negative, formed without adequate knowledge or reason. Prejudice is based on limited knowledge or experience with the group. Simplistic judgments and stereotypes are made and projected onto the group.

PROPAGANDA: The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another's cause.

RESISTANCE: The refusal to accept or comply with something; the attempt to prevent something by action or argument; a force that opposes or works against the motion of another.

SCAPEGOAT: An individual or group unfairly blamed for problems not of their making.

STEREOTYPE: A simplistic characteristic or trait of an individual, often negative, that is generalized to be common among all people within an identity group.

TOLERANCE: A fair and objective attitude towards those whose opinions and practices differ from one's own. The commitment to respect human dignity.

UPSTANDER: A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

ACTIVITY 3

Review the **Secret Annex Handout** with the students. Each of the twelve cards have a photo with the initials, age (as of August 1942) and three short facts about one of the people hiding in the Secret Annex or someone assisting those in hiding.

Explain that the cards involve Anne Frank, her family, the four people who hid with Anne's family in the Secret Annex, and the four people who assisted in hiding and feeding them. Have your students get into groups of four. While in the groups, have the students read their cards out loud and spend a few minutes answering the following questions together:

- How do you think these people are connected to each other? Are they family? Friends? Strangers?
- What facts stand out to you? Is there anything that you relate to on any of the cards?

Suggestions for after activity follow-up discussion:

- Eight of the twelve people hid for two years in a space the size of a small house. How do you think it felt to live like that?
- Some of the people knew each other before moving into the Secret Annex while others were strangers. Do you think living through this situation would be easier with people you know or do not? Why?
- Anne Frank's diary is one of the most widely read books about the Holocaust today. Yet, she was just an ordinary teenage girl when she wrote it. Why do you think her diary is so popular today?
- We will hear more from Anne's diary when we visit the MMOT. Based on our discussions of the people hiding in the Secret Annex and their relationships to each other, do you have any predictions as to what Anne writes about?





A.F.

AGE: 13 yrs.

DATE OF BIRTH: June 12, 1929

PLACE OF BIRTH: Frankfurt, Germany

PROFESSION: Student (unofficial)

CURRENT LOCATION:

Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT A.F.

1. Obsessed with Hollywood and movie stars.
2. Enjoys being the center of attention.
3. Dreams of becoming a journalist and publishing a novel.



A.D. / F.P.

AGE: 53 yrs.

DATE OF BIRTH: April 30, 1889

PLACE OF BIRTH: Giessen, Germany

PROFESSION: Dentist

CURRENT LOCATION:

Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT A.D. / F.P.

1. Has a young son living with relatives in another country.
2. Writes secret letters to his fiancée, who belongs to another religion.
3. Religion is an important part of his life.



E.F.

AGE: 42 yrs.

DATE OF BIRTH: January 16, 1900

PLACE OF BIRTH: Aachen, Germany

PROFESSION: Homemaker

CURRENT LOCATION:

Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT E.F.

1. Worked for her family's company as a young woman.
2. Has two siblings who live in the United States.
3. Immigrated to the Netherlands as a young adult and struggled to adjust to her new country.



M.F.

AGE: 16 yrs.

DATE OF BIRTH: February 16, 1926

PLACE OF BIRTH: Frankfurt, Germany

PROFESSION: Student (unofficial)

CURRENT LOCATION:

Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT M.F.

1. Enjoys reading, rowing, and playing tennis.
2. Studies Latin by mail under a false name.
3. Wants to become a midwife as an adult.



O.F.

AGE: 53 yrs.

DATE OF BIRTH: May 12, 1889

PLACE OF BIRTH: Frankfurt, Germany

PROFESSION: Businessman

CURRENT LOCATION:

Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT O.F.

1. Served as a lieutenant in World War I.
2. Opened businesses that sold spices, herbs, and pectin (an ingredient in jam/jelly).
3. Speaks English and loves reading Charles Dickens novels.



P.v.D / P.v.P.

AGE: 15 yrs.

DATE OF BIRTH: November 26, 1926

PLACE OF BIRTH: Osnabrück, Germany

PROFESSION: Student (unofficial)

CURRENT LOCATION:

Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT P.v.D / P.v.P.

1. Briefly worked as an upholsterer's apprentice.
2. Has a pet cat named Mouschi.
3. Dreams of moving to the Dutch East Indies.



P.v.D. / A.v.P

AGE: 41 yrs.

DATE OF BIRTH: September 29, 1900

PLACE OF BIRTH: Buer, Germany

PROFESSION: Homemaker

CURRENT LOCATION:
Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT P.v.D. / A.v.P

1. Most prized possession is a fur coat.
2. Enjoys reading biographies
3. Spends a lot of time in the kitchen.



H.v.D./H.v.P.

AGE: 44 yrs.

DATE OF BIRTH: March 31, 1898

PLACE OF BIRTH: Osnabrück Germany

PROFESSION: Businessman

CURRENT LOCATION:
Prinsengericht, 263, Amsterdam, Netherlands

3 FACTS ABOUT H.v.D./H.v.P

1. Works primarily with spices and herbs.
2. Likes telling jokes.
3. Enjoys detective and romance novels.



M.G.

AGE: 53 yrs.

DATE OF BIRTH: February 15, 1909

PLACE OF BIRTH: Vienna, Austria

PROFESSION: Office Worker

CURRENT LOCATION: Amsterdam, Netherlands

3 FACTS ABOUT M.G.

1. Taken by a Dutch foster family at age 11.
2. Enjoyed weekly dance lessons and trips to the movie theater as a young woman.
3. Lived to be 100 years old!



B.V.

AGE: 23 yrs.

DATE OF BIRTH: July 5, 1919

PLACE OF BIRTH: Amsterdam, Netherlands

PROFESSION: Secretary

CURRENT LOCATION: Amsterdam, Netherlands

3 FACTS ABOUT B.V.

1. Works for the same company as her father.
2. Comes from a working-class family with seven siblings.
3. The youngest employee in her office.



J.K.

AGE: 45 yrs.

DATE OF BIRTH: August 17, 1896

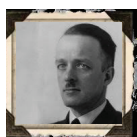
PLACE OF BIRTH: Koog aan de Zaan, Netherlands

PROFESSION: Bookkeeper

CURRENT LOCATION: Amsterdam, Netherlands

3 FACTS ABOUT J.K.

1. Helps others despite his own health issues.
2. Has an uplifting and cheerful personality.
3. Father to a teenage daughter.



V.K.

AGE: 42 yrs.

DATE OF BIRTH: July 6, 1900

PLACE OF BIRTH: Vrchlabí, Czech Republic

PROFESSION: Business Manager

CURRENT LOCATION: Amsterdam, Netherlands

3 FACTS ABOUT V.K.

1. Worked as an electrician for most of his career.
2. Kept his life secret from his family for two years.
3. Immigrated to Canada in the 1950's.

AFTER THE MMOT VISIT (GRADES 5-8)

DEEPENING YOUR EXPERIENCE

After your visit to the MMOT, students may still be processing what they've experienced. It is important to follow up to ensure that the experience continues well beyond the MMOT visit. After all, the whole idea of going to a museum (or in our case, having a museum come to you) is to learn something new and expand your mind. If your students reflect on what they have learned and talk about it after, they'll have a much richer experience.

ACTIVITY: GRATITUDE JOURNAL (Grades 5-8)

One thing that Anne's diary reveals is that in the face of the worst the world has to offer, people can still be full of gratitude for even the smallest of things. Gratitude is the quality of being thankful. Having gratitude means that you can name and show appreciation for something or someone. It means that you are able to return kindness. On the other hand not to have gratitude is to be thankless.

Before starting the activity, read out loud the following excerpt from Anne Frank's diary which she wrote a few days before Christmas in 1942:

Tuesday, 22 December, 1942

Dear Kitty,

The "Secret Annex" has heard the joyful news that each person will receive an extra quarter of a pound of butter for Christmas. It says half a pound in the newspapers, but that's only for the lucky mortals who get their ration books from the government, not for Jews who have gone into hiding, who can only afford to buy four illegal ration books, instead of eight.

We are all going to bake something with our butter. I made some biscuits and two cakes this morning...

Yours,

Anne

Anne's ability to be so grateful for a little extra butter, so she could bake some biscuits for her family, is a reminder to all of us to stop, take some deep breaths, and enter a space of being grateful for what – and who – is around us. Too often in today's hectic world, full of 24-hour-a-day news and tv, the internet literally at our fingertips and ads bombarding us with the idea that to be happy we must want to buy more, more, more, it can be difficult to find a quiet space of gratitude.

AFTER THE MMOT VISIT

Give the students the “**GRATITUDE JOURNAL**”

STEP 1:

Ask the students to list at least **5 THINGS** they are grateful for in their life on the handout. Inform them that gratitude is personal, but answers might include being grateful for your home, a pet that brings you comfort, food, a hobby that brings you joy or a book you particularly love and moves you.

STEP 2:

Discuss with the students that it is just as important to be grateful for the people in our lives who love and support them. This could include parents and/or guardians, a close friend, a spiritual leader, a teacher they trust, an artist whose work speaks to them, and even a character in a film/show with whom they identify. Since they have just visited the MMOT and learned about Anne Frank, they could also be grateful for Anne’s life, her wisdom and all that she has taught us through her written words. Ask the students to now list **5 PEOPLE** they are grateful for on their handout.

STEP 3:

As a last step, instruct the students to do one more action. Look at the lists they have written. Circle **ONE** thing in the first list that feels like it might be the most important thing they are grateful for. Consider these questions:

- Where did you get the item from?
- Did someone give this item to you?
- Can you write, text, or email the person who gave this item to you a note of gratitude? I’m sure it would mean the world to them that you are remembering, honoring, and being grateful to them for that item.

Instruct the students to now review their second list and select one person to whom they can reach out. Encourage them to write a heartfelt note expressing their gratitude to that person. Trust me it will surprise them!

CONCLUSION:

Gratefulness is something that needs to be cultivated. Much like a garden needs regular watering and weeding in order to grow, so does gratitude. When nurtured, it continues to grow and grow. Take care of the people and things in your life that you are grateful for, and in return you will discover joy and inner peace. You and your students might find it just as delicious as a special biscuit on a holiday morning.

Gratitude Journal

MUSEUM OF TOLERANCE

Gratitude is the quality of being thankful. Having gratitude means that you can name and show appreciation for something or someone. It means that you are able to return kindness.

Write down **5 THINGS** for which you are grateful and be sure to write a sentence about **WHY** you are grateful for them:

1.

2.

3.

4.

5.

Write down **5 PEOPLE** for whom you are grateful and be sure to write a sentence about **WHY** you are grateful for them:

1.

2.

3.

4.

5.

MUSEUM OF TOLERANCE

AFTER THE MMOT VISIT (GRADES 7-8)

DEEPENING YOUR EXPERIENCE

After your visit to the MMOT, students may still be processing what they've experienced. It is important to follow up to ensure that the experience continues well beyond the MMOT visit. After all, the whole idea of going to a museum (or in our case, having a museum come to you) is to learn something new and expand your mind. If your students reflect on what they have learned and talk about it after, they'll have a much richer experience.

WRITING AS RESISTANCE

ACTIVITY HANDOUT: Writing About Social Issues

Ask the students to define what they think the term "resistance" means. Resistance during the Holocaust took on many forms. One of those forms was in keeping a diary or a journal.

Memory played a vital role in resisting the horrors of the Holocaust and The Diary of Anne Frank is a powerful example of this resistance for the young author. It was Anne's memory of her time in the Secret Annex. Keeping a diary is also a form of spiritual resistance. This was a way for Anne to maintain her humanity, integrity and dignity in the face of Nazi degradation. Here are a few other ways that keeping a diary was a form of resistance:

WRITING AS RESISTANCE - Most underground resistance groups published illegal newspapers and bulletins. This was a way to keep people informed and to keep up morale.

INFORMATION GATHERING AS RESISTANCE - There were many couriers during the war who delivered messages and documents. They worked under tremendous risk to bring news and information in and out of the various ghettos.

ASSISTING JEWS BY HIDING AND FEEDING THEM AS RESISTANCE - Miep Gies was one of the many people who acted as an Upstander to save Anne and her family from the Nazis. Other Upstanders during the war also took tremendous risks to do what was right.

TELLING THE WORLD AS RESISTANCE - There were many efforts in concentration camps focused on informing the world about the brutality and cruelty of the Nazis and the systematic annihilation of the Jews.

DOCUMENTING AS RESISTANCE - The Nazis were famous for the efforts to hide the truth about what they were doing to the Jews. As another form of resistance, the Jews gathered documentary evidence of what was happening around them. Groups in many ghettos established secret archives and wrote about their experiences.

CULMINATING REFLECTIVE QUESTIONS

Ask the students the following reflective questions:

- Do people still keep diaries and journals today? Why?
- What do you think you would find in Anne Frank's diary? Why do you think it has become one of the most beloved and well-read books in history?
- People still write today, sometimes in very public ways. What are examples today in which people use writing as a form of resistance? Do you have any examples of people your own age who write and resist? What are they and why are they resisting?

HANDOUT: WRITING ABOUT SOCIAL ISSUES (GRADES 7-8)

Choose a particular social issue that is important to you (i.e. bullying, anti-Semitism, climate change, human rights, etc). Write your topic in the space provided and answer the reflection questions.

The social issue that is important to me: _____

- Why did you choose this topic/issue? Why is it important to you?
- Why is it important for the world to know about this issue?
- Who does this issue affect? Does it directly impact you or anyone you know personally?
- Do you see this issue being talked about on the news or social media? If so, how?
- How can you raise awareness about this issue?
- How does this issue inspire you to take action?

ADDITIONAL RESOURCES

These resources capture the experiences of people as told by the author and are related to topics covered during the MMOT experience. Consider using them prior to, and following the MMOT experience to spark students' curiosities, enrich their skills and knowledge of topics covered during the lesson, and to highlight potential sources of action.

Anne Frank: Her Life in Words and Pictures from the Archives of The Anne Frank House (\$12.99) by Menno Metselaar and Ruud van der Rol, is an archive of primary resources from the Anne Frank House. Filled with school photos and snapshots of Anne, her family, and the other occupants of the Secret Annex, this is an intimate compilation of Anne's life and story.

We All Wore Stars: Memories of Anne Frank from Her Classmates (\$20.99) is by Theo Coster, who was a student at the Amsterdam Jewish Lyceum and had among his classmates a young peer named Anne Frank. In this remarkable book, Coster and five of his fellow classmates gather their personal stories and memories of Anne.

Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family (\$16.19) is by Miep Gies. Miep Gies and her husband helped hide the Franks from the Nazis. She represents the thousands of unsung heroes of the Holocaust who risked their lives to bring support to the victims. This is her story in her own words.

The Anne Frank House website contains a wealth of primary sources all gathered and connected to the history of Anne Frank. Otto Frank was instrumental in the formation of the collection. <https://www.annefrank.org/en/>

Anne Frank: The Anne Frank House Authorized Graphic Biography (\$18), by Sid Jacobson and Ernie Colón, covers the lives of Anne's parents, Edith and Otto; Anne's first years in Frankfurt; the rise of Nazism; the Franks' immigration to Amsterdam; war and occupation; Anne's years in the Secret Annex; betrayal and arrest; her deportation and tragic death in Bergen-Belsen; the survival of Anne's father; and his recovery and publication of her diary. The full-color graphic biography will thrill all readers, and especially reluctant readers, with its visually and historically accurate text.

Anne Frank's Diary: The Graphic Adaptation (\$24.95), adapted by Aril Folman and illustrations by David Polonsky, is a second stunning graphic adaptation that will thrill all readers. This is the first graphic edition of The Diary and includes direct quotes from the definitive edition. It remains faithful to the original and compliments it with beautiful illustrations that interpret it and add layers of visual meaning to The Diary of Anne Frank.

The Anne Frank Poster (\$10.49) is an excellent resource for a classroom wall or at home. This poster contains one of Anne's most famous quotes – "How wonderful it is that nobody need wait a single moment before starting to improve the world." The poster will remind everyone who sees it that it is ordinary people caught up in extraordinary circumstances who produce positive change in our world.

Short on resources? Don't forget the power of partnering with your school librarian! Ask them for resources they have on this topic. Also, your local public library is another source of wisdom with easy-to-check-out resources!

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