

bio.

CLASSROOM



Anne Frank: The Life of a Young Girl Classroom Guide

Translated into fifty languages, *The Diary of Anne Frank* is one of the most well-read books in the world. Frank's gripping descriptions of life in hiding has given the Holocaust a human face and voice, particularly for young readers. Frank's diary captures the daily desperation Jewish people endured as the Third Reich implemented the "Final Solution," sending millions of Jews to their deaths in concentration camps throughout Europe. *Anne Frank: The Life of a Young Girl* sheds new light who Anne Frank really was—a vivacious and confident girl who became trapped in the living horror of the Holocaust.

This poignant 1-hour program personalizes Frank by featuring the candid recollections of those who knew her, as friends and family members describe her outlook on life and her determination to write. They tell the story of an ordinary young girl who used her special talents to capture the depth of the human spirit. Educators and their students will find that *The Diary of a Young Girl* provides new insights of Frank's classic, giving students the opportunity to consider how and why one girl's diary became the window through which so many have viewed the immense devastation of the Holocaust.

Curriculum Links:

Anne Frank: The Life of a Young Girl would be useful for classes on World History, World Culture, Literature, Religion, Ethics and the Holocaust. It is appropriate for middle school, high school, and college students.

Vocabulary:

Ask students to define the terms below. They may also want to write down their own list of terms to define as they watch.

- [absurd](#)
- [articulate](#)
- [cower](#)
- [ferocious](#)
- [incorrigible](#)
- [ominous](#)

- [poignant](#)
- [premonition](#)
- [privation](#)
- [relinquish](#)

Discussion Questions:

1. Over six million Jews perished in the Holocaust. How do you think one teenage girl, Anne Frank, has become such a prominent symbol of the Holocaust?
2. The Franks moved to Amsterdam in 1933 from Germany. Why was the Frank family forced to leave Germany? What were their other options?
3. What was Hitler's "Final Solution?" How was it planned and executed?
4. Anne Frank began to edit and rewrite her diary in 1944. What prompted Anne to do this? Were you surprised by how carefully she thought about her writing?
5. What was Anne Frank's original reason for starting her diary? Do you think her primary reasons were personal, or did she plan all along for her diary to be read?
6. How do the recollections of Anne's friends and family members add to what you already know about her from reading her diary? Does she seem different to you after hearing the stories of her childhood?
7. Perhaps the most famous line from Anne Frank's diary is "people are truly good at heart." Do you agree with this statement?
8. When Otto Frank said that he felt like he had not known his daughter after reading her diary, what do you think he meant?
9. How did life in the concentration camp change Anne's relationship to her family, particularly her mother and her sister?
10. Why do you think so many of the Dutch people were willing to cooperate with the Nazi's and turn in the Jewish people hiding in their communities?
11. What do you think Anne Frank's goal was in writing her diary? Do you think she would be happy to know how popular it has become?
12. What do you think Anne Frank's life would have been like had she not perished in the concentration camps? What do you think is the legacy she has left the world?

Extended Activities:

1. *The Diary of Anne Frank* is a literary classic that has been translated into at least fifty languages. The publication of her diary, the many translations, and the process of editing offers valuable insights into the enormous reach of Frank's gripping words. In groups of four or five, research the history of Frank's diary at the library or on the Internet. Create a poster which includes important details about Frank's book. Include on your poster relevant facts such as the year of publication, the number of translations, and key dates from Frank's life. You can also include images from the many versions of the book, key quotes from Anne Frank's diary, and other facts you uncover as you do your research. Share your findings with your class or group. (To the teacher: these posters could be displayed on your classroom bulletin boards or in your school hallways.)

2. In her diary entry from January 28, 1944, Anne Frank wrote, "That's something we should never forget; while others display their heroism in battle...our helpers prove theirs every day by their good spirits and affection." While throughout Frank's story there are many people who supported the Nazi's to exterminate the Jewish population, there are also many people throughout her book who tried to help the

Frank family and others. While reading *The Diary of Anne Frank*, chose a passage which you think represents “heroism”—either that of Anne Frank or someone who helped Anne and her family. Write a short essay about what “heroism” during World War II meant and how you think the people and acts from your passage represent what a hero can be.

3. Activity for high school students: *The Diary of Anne Frank* presents high school students with the opportunity to share their knowledge and reading comprehension skills with younger students. An excellent way to teach elementary and middle school students about the Holocaust is to pair high school students with their younger counterparts. Have the older students choose key passages from Anne Frank’s diary and read them to younger students. They can start their presentations of her diary with a short amount of background information on Anne Frank’s story and key terms and definitions pertaining to the Holocaust.

4. Since *The Diary of Anne Frank* was published, there have been many efforts throughout the world to preserve the memories of Holocaust survivors. Using the Internet, locate some of these stories and transcripts from their testimonies. Write a short paper of two to three pages describing the testimony of one survivor, being sure to include their country of origin, where they were sent during the Holocaust, and how they survived. You may want to include a map with your paper pinpointing the locations discussed in your paper. If possible, conduct oral histories with Holocaust survivors or World War II veterans in your community. Find out if there is a local or regional archive which collects these stories.

5. Imagine that it is your task to create a time capsule to teach people two hundred years from now about the Holocaust. Chose five items (these can be books, photographs, timelines, etc.) to go in this time capsule. Write a short essay about why you have chosen these items and how you think they would help inform about the Holocaust and why it should never be repeated.

Resources

Books

- Abramson, Ann. *Who Was Anne Frank?* (Grosset and Dunlap, 2007).
Adler, David. *We Remember the Holocaust* (Henry Holt, 1995).
Bachrach, Susan. *Tell Them We Remember: The Story of the Holocaust* (Little, Brown, 1994).
Boas, Jacob. *We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust* (Scholastic Paperbacks, 1996).
Frank, Anne, et al. *The Diary of Anne Frank: The Revised Critical Edition* (Doubleday, 2003).
Muller, Melissa. *Anne Frank: The Biography* (Metropolitan, 1998).

Websites:

Read more about Anne Frank on Bio.com:

<http://www.biography.com/articles/Anne-Frank-9300892>

The United States Holocaust Museum site:

www.ushmm.org

The Anne Frank center, with lesson plans and additional background information:

<http://www.annefrank.com/>

The official web site of the Anne Frank House:

<http://www.annefrank.org/>

