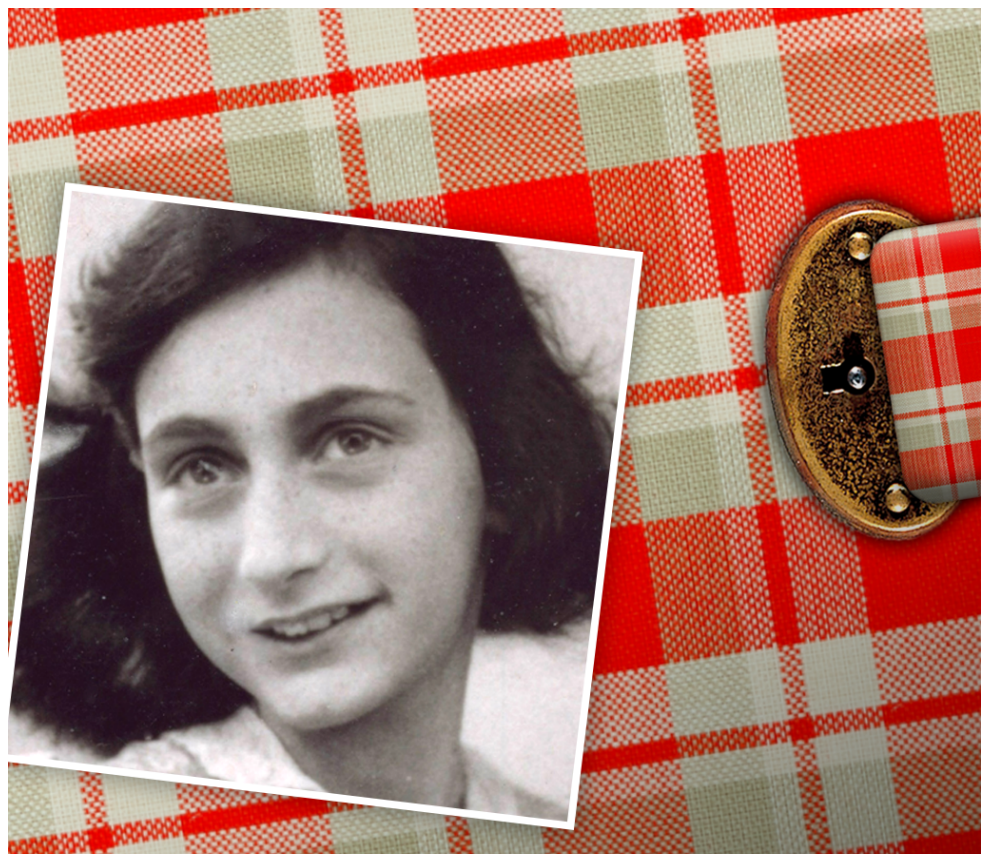


THE DIARY OF A YOUNG GIRL DIGITAL EDITION



01/02/2013

Teachers' Pack

This pack has been designed for use by teachers with their students in the classroom. You need to purchase a copy of The Diary of Young Girl by Anne Frank Digital Edition from the iTunes or Nook app store to use this pack.

The Diary of a Young Girl Digital Edition

TEACHERS' PACK

INTRODUCTION

Overview

This pack has been designed for use by teachers with their students in the classroom. You need to purchase a copy of *The Diary of Young Girl by Anne Frank* Digital Edition from the iTunes or Nook app store to use this pack.

In this pack you will find lesson plans to accompany *The Diary of a Young Girl* Digital Edition aimed at familiarising students with the story of Anne Frank and her family and introducing them to the history of World War II and the Holocaust.

A full contents list is on page 4.

Approach

The Digital Edition contains a wealth of additional material to accompany the *Diary* to help students engage with the text and to help them understand its significance as a personal story, a work of literature and a historical document. The *Diary* should always be the students starting point in their studies and the activities have been designed to make the themes of the text relevant to the their lives. The consistent feature of all the activities contained in the pack is an emphasis on the close reading of specific *Diary* entries, using the Digital Edition's added functionality to explore extra historical and audio-visual material.

About this pack

The pack includes a range of cross-curricular activities applicable to subject areas such as History, English Literature, English Language and RE and opens up moral and ethical questions applicable to the Citizenship curriculum.

The activities are gradated into three levels: Introductory, Intermediate and Advanced. These are roughly equivalent to Key Stages 2-3, 3-4 and 4-5 as described below, although there are many opportunities for differentiation.

It may be helpful for teachers and students to refer to a cast list, particularly the names of, and a few details about, the people who helped Anne Frank and the others in the Secret Annexe. This is provided on page 3 of this pack.

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Level 1: Introductory

These, shorter, thought-provoking activities are appropriate for KS2 & KS3. They employ a variety of fairly simple exercises to help students attend to passages in the Digital Edition of the *Diary* and explore their meaning.

Level 2: Intermediate

These lesson plans and educational strategies are appropriate for KS3 & KS4. They have multi-media opportunities and use creative pedagogy but are more complex and demanding than the introductory activities, engaging with moral and emotional questions.

Level 3: Advanced

These longer lesson plans follow the Story Trails provided within the Digital Edition and are aimed at Gifted and Talented KS4 and KS5. For classroom convenience, the relevant diary extracts are reproduced at the end of each lesson plan, with the accompanying comments as they appear in the Digital Edition.

How to use *The Diary of a Young Girl* Digital Edition

There are several key features to the app:

- Full diary text (the Pressler edition) with enhanced content including keywords, photos, audio-visual material, maps, 3-D house and room layouts, selected facsimile pages
- Timelines: layered to show Anne's life and the wider context of World War II
- Story Trails: page-by-page guides to key educational themes applicable to current curricula

Please see the associated document, "Introduction to the Diary app", for detailed information about the app itself. This is also available at <http://www.beyondthestory.com/annefrank>.

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WHO'S WHO?

The Hidden: People in Hiding in the Secret Annexe

(With the pseudonyms given by Anne in parentheses.)

- Otto Frank
- Edith Frank
- Margot Frank
- Anne Frank
- Hermann van Pels (Hermann van Daan)
- Auguste van Pels (Petronella van Daan)
- Peter van Pels (Peter van Daan)
- Fritz Pfeffer (Albert Dussel)

THE HELPERS (IN 1942)

Miep Gies was thirty-three and had worked for Otto Frank for nine years, becoming his secretary and also a good friend of the family. Born to poor parents in Vienna, Miep was adopted by a family in Holland at the age of ten. She considered herself Dutch rather than Austrian. Her husband, Jan was in the Dutch Resistance; with Jo Kleiman he bought ration cards on the black market to provide for those in hiding – very risky.

Johannes (Jo) Kleiman aged forty-seven, was the bookkeeper for Otto's business. He'd known Anne's father for almost twenty years and they'd been close friends since Otto moved to Amsterdam in 1933. They played cards together once a week. Jo Kleiman's wife called into the Secret Annexe occasionally.

Victor Kugler aged forty-two, had studied hard to better himself. His mother was unmarried and had to sew clothes for a living. Viktor Kugler dealt with the spice side of the business. When funds were short, he 'cooked the books' to help finance the needs of those in hiding. This was risky. He was married but didn't tell his wife about the Secret Annexe.

Bep (Elisabeth 'Elli' Voskuil) was twenty-three and had worked as Otto's secretary for five years. Tall and desperately shy, she was a trusted employee. Otto Frank confided in her about the Secret Annexe just before they moved in. Bep was one of eight children; there was never enough food at home for all of them. It helped her family that she could eat in the Secret Annexe.

Level 1: Introductory activities

THREE SHORT PRIMARY ACTIVITIES

Activity 1

PACKING YOUR SUITCASE

Discussion Point: A

Anne's father, Otto Frank, had planned for the family to move to the Secret Annexe for a long time, but they had to move about ten days before they intended. Anne needed to pack very quickly.

Research:

Read Anne's diary entry for Wednesday, 8 July 1942 from 'Margot and I started packing' to 'nothing else mattered', clicking on the keywords for extra information.

Create:

Students should make a packing list of all the things they would take with them if they were going into hiding. They can then create a collage or drawing.

Activity 2

FAVOURITE THINGS

Discussion Point:

Anne has lots of different sides to her personality. She is bookish serious and quiet, yet she is also sporty, frivolous and talkative.

Research:

Read the following diary entries and click on the suggested keyword:

- Saturday, 11 July 1942 (near the beginning of entry) and keyword '**Film star collection**'
- Wednesday, 14 October 1942
- Thursday, 30 December 1943 and keyword '**Juliana**'
- Friday, 28 January 1944
- Thursday, 1 October 1942 (from halfway through entry)

Create:

Students should make a list of Anne's favourite activities and answer the following questions. What did Anne like to do before and after she went into hiding? Do you think Anne misses the things she used to do? Do you enjoy any of the same pastimes? Make a list of your own. Do you have a special favourite?

Activity 3

ROLE MODELS

Discussion Point:

Anne took inspiration from lots of role models. These included her father; Joop (the heroine in her favourite book) and the Dutch and English royal families. Anne herself has become a role model for generations of young women.

Research:

Read the following diary entries and click on the suggested keyword:

- Saturday, 11 July 1942 (near the beginning of entry) and keyword **'Film star collection'**
- Thursday, 30 December 1943 (postscript) **'Juliana'**
- Friday, 28 January 1944.

Create:

Students should think about who are their own role models. They should then write three short descriptions of their role models, explaining why they admire them – 1) a friend or family member; 2) a fictional character; 3) a famous person. x

PRIVATE DIARIES AND AUTOBIOGRAPHICAL LETTERS

Subject Area: English

Overview

In this activity students will discuss the difference between fiction and non-fiction texts and perform a close reading of entries in Anne. They will think about the differences between diaries, autobiographies, biographies and letters and create their own diary entries and autobiographical accounts.

Learning Objectives / Learning Outcomes

Students will:

- closely read text extracts for evidence
- distinguish essential information
- acquire some understanding of the difference between fiction/non-fiction
- acquire some understanding of the difference between autobiography/memoir and a diary
- research some details of Anne Frank's life
- consider what life was like for Jews living under the Nazi regime
- consider the similarities and differences between their own lives and that of Anne Frank
- begin to keep a diary of their own (optional)
- learn letter-writing skills
- write a simple autobiographical sketch

Lesson Plan

Introduction

Define and discuss the difference between fiction and non-fiction texts such as diaries, autobiographies, biographies and letters: how would the children describe Anne's book?

Task 1: Research using the Digital Edition

Read together Anne's opening entry, 12 June 1942, and then her entry for Saturday, 20 June 1942: '*Writing in a diary is a really strange experience for someone like me.*' These set out Anne's life story and her motivation for keeping a diary. Take time to discuss any issues that come up, clarifying any points that may be confusing. When reading these passages, tap on keywords to see audio-visual material and commentaries to supplement the text.

Paragraph 1:

- Was Anne an experienced writer?
- Why did she choose to keep a diary?
- Paragraph 2:
 - What does this tell us about Anne? Was she always 'happy-go-lucky'?
 - Who was Anne writing this diary for? [At this stage] Did Anne intend other people to read it?

Paragraphs 3/5:

- Is it true that Anne doesn't have a friend? Discuss this passage.

Paragraph 6:

'Since no one would understand a word of my stories to Kitty if I were to plunge right in, I'd better provide a brief sketch of my life, much as I dislike doing so.'

This seems to contradict Anne's earlier statement. Now she seems to think that someone might be interested in *'the musings of a thirteen year old girl'*. Does Anne have an audience, a readership, in mind after all? (Explain to the students that Anne made the decision to publish her writing in March 1944, after hearing a broadcast requesting diaries and correspondence for a proposed archive. At that stage she went back through her diary entries and edited them, reviewing and clarifying details.)

The rest of the diary entry for 20 June 1942 is an autobiographical sketch. It tells us about Anne's family background and also about the restrictions imposed on Jewish people by the Nazis. See p.9 for a History lesson plan using this passage. You could also look at the History timeline and Anne's timeline.

Task 2: Private diaries

This is an excellent point for the children to start diaries. If possible, make this an important activity, with a few minutes regularly set aside for diary entries. (It could also be a time-filler for odd moments during the week.) The activity should be done in silence and the teacher should respect the children's privacy. It would be ideal to find an attractive diary, but Anne herself quickly filled the red-checked notebook and resumed her writing in exercise books and on loose sheets of paper.

Task 3: Autobiographical letters

This is an activity to be read and reviewed by the teacher. This is an opportunity to begin a pen-pal friendship with children in other towns or countries. The teacher may have colleagues (in other schools) with whom to create a reciprocal project. Alternatively, the children could write to a friend (real or imaginary), to a relative, or to their own teacher. The addressee would affect the content of their letter - an aunt wouldn't need to be told entire family details. The letter should contain, as Anne's does, a mixture of personal history and social circumstances. If they are writing to someone abroad, the students might describe their own education system and traditions, for example, explaining which days are free. (In Holland, Anne had Wednesday afternoons off but most children attended school on Saturday mornings.)

THE IMPACT OF THE SECOND WORLD WAR ON OUR SOCIETY

Subject Area: History / Citizenship / English

Overview

This activity uses *The Diary of a Young Girl* to think about social changes that have taken place since 1930 and help students to understand society today. They will research the Nazi restrictions on Jewish children, learn about the Kindertransport and think about what it feels like to come to a new country on your own. They will then write their own short story about meeting a child who has left a foreign country and arrived in the students' own home town / city.

Learning Objectives / Learning Outcomes

Students will:

- closely read text extracts for evidence
- distinguish essential information
- research some details of Anne Frank's life
- discover some facts about European history in the 1930s and '40s and see how that impacted on society in Britain and the USA
- consider what life was like for Jews living under the Nazi regime
- consider the similarities and differences between their own lives and that of Anne Frank
- think about the lives of people living in other places and times, and people with different values and customs
- consider the nature and consequences of racism and of discrimination

Lesson Plan

Introduction

Conflict in Europe created an influx of refugees to Britain and the USA. Immigrant numbers were restricted, and most people did not have the contacts or money required to emigrate to another country. Between November 1938 and September 1939, Britain took in nearly 10,000 (mostly Jewish) children, from Germany and Austria and Czechoslovakia (now Czech Republic).

Task 1: Research

Find Anne's diary entry for Saturday, 20 June 1942 in the Digital Edition. Read it closely, tapping on any keyword that comes up.

- Read from: *'I started right away at the Montessori nursery school.'*

- Read up to: 'Jacque always said to me, 'I don't dare do anything any more, 'cause I'm afraid it's not allowed.'

Anne's Timeline

- Look at the caption and photograph for January 1941 onwards. This will tell you about life for Anne as a Jewish child living in Nazi-controlled Holland during World War II.

History Timeline

- Look at the captions and photographs for November 1938 and December 1938.

Task 2: The Kindertransport

As a whole class discuss the research that the students have done in Task 1. Talk about why they think parents of Jewish students sent their children abroad, sometimes on their own as part of the Kindertransport. How might the children have felt about leaving their families? What might it be like to travel to a new country where you don't speak the language? Do the students think the parents made the right decision to send their children away?

You may want to show the following documentary film, which is suitable for younger audiences:

The Children Who Cheated the Nazis (Golden Reed Productions Ltd)

<http://www.childrenwhocheatedthenazis.co.uk/>

RECOMMENDED BOOKS FOR FURTHER READING:

Gold, A. L. (1997) *Hannah Goslar Remembers: A Childhood Friend of Anne Frank*, London: Bloomsbury Publishing Plc

Kent, E.J. and Gina Swartzmann (1994) *The Disappearance of Goldie Rappaport*, London:

Lowensohn Leverton, Berthe, *I Came Alone* (Kindertransport)

Kerr, J. (1995) *When Hitler Stole Pink Rabbit / Out of the Hitler Time*, London: Collins

Weil, J. (2002) *Life With a Star*, London: Penguin (first published in 1964)

Task 3: Creative Writing

The students will write a short story imagining that they are welcoming a child who has immigrated alone to their home town / school. What do they think the child would be feeling / thinking? What do they think it's important for the child to know about the place? How would they help them settle in?

ANNE FRANK QUIZ

Overview

In this activity students will read or listen to three passages from the beginning of the diary and explore the Anne Frank timeline. They will then complete a short factual quiz.

Learning Objectives / Outcomes

Students will:

- research the historical context in which the *Diary* is written
- practise reading / listening particularly carefully
- learn to extract essential information
- find it satisfying to memorise small details and answer questions correctly

Resources

- *The Diary of a Young Girl* Quiz Sheet (See following page)
- Keyword captions and audio on the following passages from *The Diary of a Young Girl* Digital Edition:
 - Passage about writing in the diary: keyword **'Kitty'**, 12 June 1942
 - Miep Gies: Keyword **'Miep'** (with video), Thursday, 9 July 1942
 - The van Daan family arrive: keyword **'Mrs van Daan (was carrying a hatbox)'**, Friday, 14 August 1942
 - Passage about Peter van Daan: keyword **'Peter'**, Wednesday, 2 September 1942
- Anne Frank Timeline from the Digital Edition
- History Timeline from the Digital Edition

Lesson Plan

This activity provides an opportunity for independent work. The worksheet can be completed as a 'blind test' after studying the diary in depth, or as a comprehension exercise. If you choose the latter, you may wish to follow the structure suggested below.

Introduction

Read together as a class or play the audio of Anne describing the process of writing. Have an introductory discussion with the class about the history and significance of the Diary. Give them the worksheet and split them into small groups.

Task

In their small groups, students should read the suggested passages and explore the timeline. They can then use the Digital Edition and the material they have read to help them complete the worksheet.

Conclusion

As a whole class, share the answers and discuss what has been learned.

The Diary of a Young Girl Quiz

1) Look at the six events below. Put them in order:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___

A. Anne is given the Diary for her thirteenth birthday and writes her first entry.	B. Mr and Mrs van Daan and their son Peter join the Frank family in hiding. They come a day early because it is too dangerous to wait any longer.	C. Jewish children in Holland are no longer allowed to attend non-Jewish schools. Anne leaves the Montessori School and moves to the Jewish Lyceum.
D. Anne and her family go into hiding at 263 Prinsengracht. The hiding place is an annexe above a warehouse.	E. Life becomes difficult for Jews in Germany when Hitler comes to power. Anne's family leave Frankfurt and move to Amsterdam.	F. Anne's sister Margot receives a call up to Westerbork transit camp.

2) When was Anne Frank living in hiding? Mark the dates on the timeline.

1870 1890 1910 1930 1950 1970 1990 2010

|-----|-----|-----|-----|-----|-----|-----|

3) Why do you think Anne wrote her Diary? List as many reasons as you can.

4) What do you know about Miep Gies?

--

5) Circle the true sentences.

Anne tries out different names for her diary but finally fixes on Jackie.	Anne always gets all grade As on her report card.	Mr Dussel is a dentist.
The door to the annexe is hidden behind a bookcase.	Anne likes Peter van Daan as soon as he arrives in the annexe.	To fill her time, Anne studies shorthand and reads Greek myths.

Level 2: Intermediate

ANNE'S BIRTHDAYS: A MIXED-MEDIA CELEBRATION

Overview

These are creative and practical activities that also promote a close reading of the text. Students will research *The Diary of a Young Girl* Digital Edition, to examine how Anne celebrated her birthday, both before going into hiding, and during her time in the Secret Annex. Finally, they will create a poster and write a birthday poem for Anne.

The Importance of Celebration

Throughout their months in hiding, the celebration of religious festivals and birthdays helped to maintain a sense of normality and continuation. Jewish festivals affirmed their Jewish identity, while Christian and secular traditions were followed too. These gatherings, aided by Miep, Bep and the other helpers, were important markers in a largely undifferentiated year that broke the monotony and also raised people's spirits. Otto Frank, Miep and her friends took time and trouble to organize thoughtful gifts that could make people feel special even during this period of deprivation. In turn, the Annex community made a grand dinner for the first wedding anniversary of Miep and Jan on 18 July 1942; on another occasion, they invited them to dinner and to stay the night (20 October 1942). These visits delighted the children.

Anne's Birthday

Birthdays feature throughout the Diary, particularly Anne's own; the notebook itself was a present for her thirteenth birthday and opens on that date, 12 June 1942. A few days later (20 June 1942) Anne described herself arriving in Amsterdam (after staying with her grandmother) 'as a birthday present for Margot'. A candle was lit in her grandmother's memory, along with Anne's birthday candles (20 June 1942). For Anne's fourteenth birthday, Otto wrote her a poem in German and Margot translated it into Dutch (13 June 1943). A year later, Anne was growing into a young woman with an admirer; Peter secretly arranged for Miep to buy her a posy of flowers. Anne's presents that year were a mixture of practical and frivolous, a reflection of her own diverse interests: art history, jewelry, sweets – and vital exercise books for her writing. The long gift list demonstrates how considerate and resourceful people were, making the effort to create a normal birthday in abnormal circumstances.

Other birthdays mentioned in the diary include:

- Mrs van Daan, 29 September / 1 October 1942 and 29 September 1943
- Mr K / Margot, 16 February 1944
- Otto Frank / Mr van Daan, 31 March 1944

Resources

- *The Diary of a Young Girl* Digital Edition
- large (A1) sheets of cartridge paper;
- felt tip pens, pencils and crayons
- masking tape and glue
- magazines / newspapers and fabric / paper scraps for collage
- scissors

Learning Objectives / Learning Outcomes

Students will:

- understand the importance of celebration for those in hiding
- appreciate the contrast between Anne's life in hiding and her former life at home
- look at a comparison between gifts and celebrations before and during Anne's time in the Secret Annexe
- explore how life in hiding impacted on Anne and the others in the Secret Annexe
- discover Anne's diverse interests and how time was spent in hiding
- research the *Diary* and make a practical and creative response to what they learn about Anne's birthday celebrations
- make a collage/mixed media poster and compose a poem.

Lesson Plan

Introduction

In the Secret Annexe, everyone tried to live normally in abnormal circumstances. A great effort was made to acknowledge everyone's birthday, to break the monotony and to make them feel special. The helpers would look for presents, but as the war continued, it became harder to supply gifts.

Task 1: Research Anne's Birthday

Search through the *Diary* for entries each year around Anne's birthday, 12 June. Divide the class into three groups, each group will research Anne's birthday for one year between 1942 and 1944 (They should be reminded to look at entries around that date as well as on Anne's actual birthday). Each group will closely read and discuss the extract(s) and note the gifts. Students should also check all of Anne's birthdays on Anne's Timeline, beginning with 12 June 1939.

Task 2: Make a Collage / Drawing / Mixed Media Poster

Students should put the date on their posters, and Anne's age. Illustrate the poster with collage, drawings and words (media of choice), showing the presents and other celebration that Anne had that year. Groups can then discuss the content of their posters. How does each birthday differ? What does this tell you about Anne's life, circumstances and interests at that time?

Task 3: Write a Poem

As you will see from the research for Task 1, in 1943 one of Otto's gifts to Anne was a birthday poem. Following his example, students will write their own birthday poems for Anne. They should use wit, humour and imagination and make reference to other members of the Annexe family, as well as their wishes for Anne for the coming year. She will spend the whole year in hiding in the Annexe so would appreciate being amused and entertained. Odes, limericks and other rhyming forms should be encouraged.

EMPATHY SKETCHES: THE 'CHARACTER' OF ANNE

Subject Areas: Art / English / History / Citizenship

Overview

In this activity, students will annotate a drawing as a way to understand how historical events impacted on Anne's thoughts and emotions. They will use an inside / outside methodology – writing the historical events on the outside of the sketch, and annotating the inside of the sketch with their own empathetic comments.

Learning Objectives / Outcomes

Students will:

- use and develop their imagination
- be helped to explore and articulate complex feelings and responses
- enter more fully into a relationship with the *Diary's* characters and events and this enables some of the issues which the *Diary* raises to emerge more naturally
- have to imagine, guess, empathise and speculate
- learn about the restrictions the Nazis placed on Jewish children

Resources

- *The Diary of Young Girl* Digital Edition
- A4 Paper and pens (as each student will make outline drawings of their hands. Alternatively, you can teach this as a front-led class, with one large image of a hand (a clipart will do) on a flip-chart or whiteboard, that can be seen by all the students.

Lesson Plan

Introduction

Tell the students that this activity is entirely personal and private and does not have to be shared with the class if the student doesn't wish. Ask them to draw an outline around their own hand. On the outside of each finger and their thumb they should write five different events that have happened in their life – these could be as simple as 'I was born', 'I went to the cinema', 'I had a birthday party'. With older or more able students, you could also ask them to introduce some significant national or international news events that have taken place during their lifetime. On the corresponding inside of each finger they should say how the event made them feel and what it made them think about. Invite a couple of students who would like to share an example to do so. Use this activity as the trigger for a discussion about how external events can impact on internal thoughts and feelings.

Task 1: Research

Divide the class into five groups. Each group should research one of the following sets of diary entries, reading and discussing Anne's writing and clicking on keywords to find extra information from captions and audio-visual material.

1. The diary entries for Sunday 5 July 1942 and Wednesday 8 July 1942. These cover Otto Frank's decision that the family will go into hiding as a response to Margot's call up to Westerbork.
2. The diary entries for Sunday 13 December 1942 and Thursday 22 December 1942. These cover rationing, the plight of Jewish children in Amsterdam, and the difficulties of life in the Annexe.
3. Sunday 17 October 1943 and Friday 29 October 1943. These cover issues of money and health and we get a sense of how being in hiding was affecting Anne mentally and physically.
4. Thursday 30 December 1943 and Sunday 2 January 1944. These cover the food, Bep's generosity to Anne and Anne's relationship to her mother.
5. Tuesday 6 June 1944 and Friday 9 June 1944. These cover D-day and the response to it by the members of the Annexe.

Task 2: Anne's Hands

Each student should do an outline drawing of their hand as they did in the introductory activity. However, this time the external events they write on the outside of the fingers and thumb are taken from their diary passage(s) and the internal feelings and thoughts they write on the inside of the hands are Anne's thoughts and feelings in response to the events. Ask the students to discuss their annotated drawings with the others in their group who have done drawings based on the same passages.

Conclusion

Each group takes it in turn (chronologically is best) to feed back on the events and emotions from their passages to the rest of the class. Do Anne's emotional and intellectual responses to life in hiding change across the two years, and if so how much does this depend on external circumstances?

PETER VAN DAAN: CREATING A BIOGRAPHY

Subject Areas: English Literature / Citizenship

Overview

In this activity students will follow a guided process to help them research and write about Peter van Daan. They will create their own short biographies of Peter.

Learning Objectives / Outcomes

Students will:

- learn the definitions of 'biography' and 'autobiography'.
- research Peter van Daan in preparation for writing a biography
- use and develop their capacity for empathy
- have to draw on the full range of their own language resources
- become self-confident when they feel they are in charge of the material
- produce their own piece of creative writing

Resources

The Diary of Young Girl Digital Edition: all the following passages contain material about Peter. Student can research them by clicking on the keywords to access additional material, including captions, photographs, audio recordings and video.

- Wednesday 2 September 1942
- Monday 21 September 1942
- **'Freedom in the Annexe'** - this is located just before Monday 23 August 1943
- Thursday 6 January 1944
- Monday 14 February 1944
- Sunday 12 March 1944
- Tuesday 2 May 1944
- Thursday 11 May 1944
- Afterword: keyword **'Peter van Pels'**.

Lesson Plan

Introduction

Discuss with the class the difference between an *autobiography* (an account of a person's life as written by the person themselves) and a *biography* (an account of a person's life as written by someone else). What might the differences be in terms of perspective, authority, accuracy etc.? Is *The Diary of Anne Frank* an autobiography or a biography? (The answer to this question could be more nuanced with an older / more able group). Anne, while writing her own, autobiographical diary, is constantly creating biographical sketches of the other occupants of the Annexe and their helpers.

Task 1: Research

Read the extracts of the *Diary* suggested above, clicking on the key words to see information captions and listen to / watch audio-visual material. Students should answer the following questions, with reference to the material they have researched.

- What is Peter's name in the *Diary*, and what is his name in real life? Why do you think Anne has changed it?
- What does Peter look like?
- Is Peter clever? What makes you think that he is / isn't?
- Find out about Peter's family. Does he have any siblings? What are his parents like?
- Peter has a pet. What is her name and can you describe her?
- What kind of things does Peter do with his time while he is in hiding?
- What is Anne's first impression of Peter?
- Does Anne's view of Peter change while they are in hiding? If so, how and why?
- What happens to Peter and what does Otto Frank say about this?
- What do you think about Peter? Do you like him? Respect him? Care about his fate? Why?

Task 2: Writing

Student should use the material they have gathered while answering the questions above to write a biographical essay titled 'Life of Peter van Daan'

PORTRAIT OF A RESCUER: MIEP GIES

Subject Areas: History / Literature / Citizenship / Religious Education

Overview

Students will research details about the life and actions of Miep Gies in order to build up a character study of Anne's helper. The aim is also to further understanding of the difficulties and dangers for those in hiding and for their helpers. It will pose the question: what makes someone prepared to risk their life and safety in order to save others?

Learning Objectives / Outcomes

Students will:

- closely read text extracts for evidence
- distinguish essential information
- acquire some understanding of the helpers' burden of responsibility
- acquire some understanding of the needs of those in hiding
- acquire some understanding of the dangers for helpers as well as those helped
- research some details of Miep's life
- consider Miep's relationship with Otto Frank in business
- consider Miep's relationship with those in hiding
- ponder whether events and other factors in Miep's life might have affected her decision to help those in hiding
- build a written portrait of Anne's helper
- consider the qualities that are required to be a resister and rescuer

Resources

- *The Diary of a Young Girl* Digital Edition keywords, as listed below, referring to Miep Gies, (with captions and audio-visual material):
 - Keyword '**Miep**' (with video) (essential), Thursday, 9 July 1942
 - Keyword '**Miep's accounts**' (with video), Friday, 9 October 1942
 - Keywords '**Miep and Jan**', Tuesday, 20 October 1942
 - Keyword '**Library**', Tuesday, 13 July 1943
 - Keyword '**Shoes**', Tuesday, 10 August 1943
 - Keyword '**Cake**', Friday, 24 December 1943

- Keyword '**Christmas**', Wednesday, 29 December 1943
- Keyword '**Miep**', Friday, 28 January 1944
- Keyword '**helpers**', Friday, 28 January 1944
- Keyword '**Margot's**', Wednesday, 16 February 1944
- Keywords '**food cycle**', Monday, 3 April 1944
- Keyword '**Mr van Hoevan**', Thursday, 25 May 1944 (second Entry)
- Keyword '**Whitsun**', Friday, 26 May 1944
- Keyword '**fifteen**' (with video), Tuesday, 13 June 1944
- Keywords '**jars of jam**', Saturday, 8 July 1944
- Keyword '**Miep Gies**', Afterword
- Keyword '**Miep Santrouschitz Gies**' (with video), Afterword
- Keywords '**Prison in Amsterdam**' (with video), Afterword
- Keywords '**Miep gathered up**' (video), The Legacy of Anne Frank
- Keywords '**Anne's writings**', The Legacy of Anne Frank
- large sheets of paper (A1 or A3, depending on group size)
- fine / medium / thick felt tip pens (depending on size of paper)

Lesson Plan

Introduction

Miep Gies, together with a few friends and colleagues, risked her own life to hide eight people in the Annexe at 263 Prinsengracht. Miep always claimed that there was nothing special about her – but why would someone risk their life for others? Was there something special in her upbringing, in the influences on her own life? Is it possible to predict (or encourage) altruistic behaviour? Ultimately, these questions may be unanswerable, but we can use the evidence to build a written portrait of this remarkable woman.

Task 1 (15 – 20 minutes): Who is Miep Gies?

Split the class into small groups, preferably no more than five (we suggest groups of three). In the middle of a large (minimum A3) sheet of paper, write the name MIEP GIES. Using the evidence from the given keywords (and any other extract from the Diary), write down everything you know about Miep. You should quote from the Diary and also add your own viewpoint, based on what you have read.

Note – To save time, the 20 listed key words could be distributed between the groups. If there are more iPads available, the keywords could be shared between group members.

Task 2 (5 minutes): The most important details

Select three to five points that you consider to be the most significant about Miep's identity, character, life and actions. This requires group discussion.

Task 3 (5 to 10 minutes): Share with the class (silent reading)

Arrange the Character Portraits on the floor or walls and let the students walk around, reading each other's views and findings.

Task 4 (5 to 10 minutes): Share with the class (feedback and discussion)

Draw out details of Miep's life and some of the ways in which she tried to help those in hiding.

Conclusion: What have we learned?

What are the qualities that sum up Miep Gies? What are the special factors that might have influenced Miep's decision to hide others? Is this altruistic behaviour predictable, or teachable? Can we draw any lessons for ourselves, in our own lives, from Miep's example of bravery and kindness?

OVERVIEW THROUGH CREATIVE READING AND WRITING

Subject Areas: English Literature / Citizenship/ History

Overview

This lesson requires the students to already have some familiarity with *The Diary of a Young Girl*. Students will read the poem *Anne Frank Huis* by Andrew Motion, which reflects on his visit to the Annexe where Anne was hidden. They will use the app to research the content of the poem, so that they understand all the historical, geographical and biographical references. Once they have fully explored the meaning of the poem, they will write their own creative piece explaining what learning about the life of Anne Frank means to them.

Learning Objectives / Outcomes

Students will:

- undertake a careful, close reading of a poem
- research specific references, gaining an understanding of the historical context and Anne Frank's situation
- question the moral questions around reading a diary.
- be encouraged to empathise with both Anne Frank and Andrew Motion's response to her, and explore their own responses to reading the diary
- reflect on the similarities and differences between Anne's life and their own lives.
- complete a piece of creative writing

Resources

- *The Diary of Young Girl* Digital Edition
- Follow the link below to the Poetry Archive webpage containing a copy of the poem and a recording of Andrew Motion reading it aloud.

<http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=213>

Lesson Plan

Introduction

As a group, recap what students know about Anne Frank and the Annexe. Then read the poem together and / or play the recording of Andrew Motion reading the poem. Andrew Motion says that growing up there were few books in his house, yet *The Diary of a Young Girl* was one of them.

Why do the students think that his parents, who were not big readers, thought the diary was important enough to make sure that Andrew Motion read it?

Tell the students that Andrew Motion's father was an allied soldier who fought in World War II. Do they think it was a good book for Andrew Motion to read to understand more about his father's own history?

What are the students' first impressions of the poem?

Task 1: Research

In small groups the students should use the Digital Edition to research the content of the poem. The following are suggestions of information they can look up.

- For an overview of the historical circumstances during which Anne lived, students should read through the History Timeline. From the main menu, tap on "Timeline" then tap "World War 2".
- For an overview of Anne's life and how the Diary came to be published, students should read through Anne's Timeline.
- To explore a 3D drawing of the Annexe use the table of contents to find the entry for Thursday, 19 November 1942 (which is page 129 in the default font size), then tap on 'sharing' and tap on 'view location'.
- To find out more about the bookcase, students can click on the keyword on Friday, 21 August 1942 for a caption and photograph.
- To learn more about the Westerkerk (a church with ringing bells nearby to the Annexe) see the map of the area in which the Annexe is located by tapping on 'Westertoren clock' and then 'view location' in the entry for Saturday, 11 July 1942 (which is on page 53 in the default font size). The entry on Friday, 10 March 1944 describes how Miep caught a cold after attending a wedding at the church.
- Read the *Diary* entries for Thursday, 25 March 1943 and for Tuesday, 10 August 1943, to learn about what happened to the Westertoren church bells and Anne's emotional attachment to them.
- To find out about the collection of pictures of the princesses and famous actors that Anne put up on the wall, click on keyword 'Film Star Collection' in the entry for Saturday, 11 July 1942. You will be able to read a caption with more details, see a photograph and watch a video interview with Anne's friend Hanneli Goslar.

Task 2: Close Reading

Once the students have had time to research the content, bring them back together as a whole group and lead a close reading of the poem, asking the students to discuss the following questions:

When is the poem set? Use the phrase 'after twice her lifetime' and the timeline of Anne's life to work out the chronology.

Think about the phrase 'grief and anger'. Why might Andrew Motion choose these words? Who is feeling this grief and anger? One possibility is that Andrew Motion is referring to Anne's own emotions. Do you think this is an accurate account of her feelings as described in her diary? Another possibility is that Andrew Motion is referring to his own emotions. Why might he feel this way?

What does Andrew Motion mean by saying that anyone who climbs the stairs to the annexe, 'can never help / but break her secrecy again'? Why might he / we feel 'guilt'?

Think about the lines 'as if all time worked round / towards her fear, and made each stroke / die down on guarded streets'. How does knowing about the Westerkerk and Westertoren bells help you understand this imagery? How does Andrew Motion convey the sense of anxiety Anne and those in hiding must have felt?

What is meant by 'the Allied line in Europe'? You may wish to use the keyword invasion fever on Thursday, 3 February 1944, to help you explain. Otto Frank followed the progress of the Allied Forces on a map.

How do the students feel about the pictures she chose to pin up on her wall? In the poem, what meaning does Andrew Motion find in them?

What does Andrew Motion mean by 'chances like my own'. What does visiting the Anne Frank Huis make him feel about his own life?

Conclusion and Extension Activity

To conclude the discussion, you may wish to focus on how visiting the Annexe where Anne Frank lived makes Andrew Motion reflect on the differences between her existence and his own life and opportunities. As an extension activity either in class or as homework, ask the students to do a short piece of creative writing, exploring their own reactions to reading the Diary, and reflecting on how learning about her life makes them think differently about their own. This will be easiest as a short piece of prose, but some of them may wish to write a poem of their own.

Level 3: Advanced

LIFE IN HIDING

Subject Areas: History / English Literature / Citizenship

Overview

Through a close reading of a few extracts from *The Diary of Young Girl* Digital Edition, we shall examine how time was spent while in hiding in the Secret Annexe.

Resources

- *The Diary of a Young Girl* Digital Edition: go to the Story Trail called 'Life in Hiding' and use the keywords for further commentary and audio-visual material
- *History* Timeline
- *Anne's* Timeline
- flipchart A3 paper - each marked with one of the Story Trail steps
- felt tip pens
- masking tape (to pin up notes)

Learning Objectives / Learning Outcomes

Students will:

- consider the restrictions imposed on Jewish people by the Nazi regime
- understand the circumstances that led to Anne and her family being forced into hiding
- explore the contrast between Anne's life in hiding and her former life at home
- look at the advantages and disadvantages of being in the Secret Annexe
- appreciate the difficulties and challenges encountered
- investigate how life in hiding impacted on Anne and the others in the Secret Annexe
- understand how life was organised on a daily basis – routines and activities
- explore tensions created or exacerbated during life in hiding

Lesson Plan

Introduction

In the Secret Annexe, everyone tried to live normally in abnormal circumstances. Thus, they cooked, ate, slept, read, talked, joked and argued – yet walked around on tiptoe and spoke in whispers, for several hours each weekday.

Story Trail - Life in Hiding (Steps 1 – 10)

Divide the class into small groups (of about 3 students), each with one (or more) trail step and its accompanying commentary. Each group will closely read and discuss the extract(s).

Task 1 - Thinking and research

Consider these questions (and pose some of your own):

- Why did Anne and her family have to go into hiding?
- What did Anne miss about her former life outside the Annexe?
- What were the advantages of being in the Secret Annexe?
- What were the difficulties and challenges encountered?
- How did life in hiding impact on Anne?
- How was life organised on a daily basis?
- What were the tensions present during life in hiding?

Do this for 5 to 10 minutes without referring to any text; then for a further 10 to 15 minutes while referring to extracts provided. Make notes for each point.

Task 2: Compare Notes

Reconfigure into groups of about five or six. On large sheets of paper, with felt tip pens, students list points under the following headings:

- RESTRICTIONS ON JEWISH PEOPLE UNDER THE NAZIS
- LIFE IN HIDING - ADVANTAGES
- LIFE IN HIDING - DISADVANTAGES
- LIFE IN HIDING – TENSIONS
- LIFE IN HIDING - ROUTINE

Students can use the following extra features of the Digital Edition to help them research.

To find out more about the restrictions imposed on Jewish people by the Nazi regime, tap on the following keywords in the Digital Edition: 'home by ten to eight', in Anne's entry for Wednesday, 1 July 1942 (page 16); 'Jewish Hospital', in Anne's entry for Wednesday, 8 July 1942 (page 18).

Margot escaped on her bicycle. To find out more about Margot's escape, tap on keyword 'bicycle', in Anne's entry for Wednesday, 8 July 1942 (page 21).

To find out more about arrangements in the Secret Annexe, tap on keyword 'stuff', in Anne's entry for Friday, 10 July 1942 (page 25).

There are three keywords with commentaries for Anne's diary entry Friday, 14 August 1942: 'tidying up', 'Mastricht', and 'Switzerland'. Tap on these keywords to access information and video clips to discover what Anne's friends found when they went to visit her after the Frank family had fled. What did Jacque and Hanneli find and how did they react?

Use the Timelines for additional context and background information.

To ensure that the task is matched to the students' research, allow each group to choose their subject (from a large sheet of headed paper). When ready (about 10 minutes), each group in turn sticks up their sheet and feeds back to the rest of the class, discussing the issues that were raised in the *Diary* extracts.

Discussion point

Anne and her family had to leave very suddenly, without letting anyone know their true destination. Anne wasn't able to say goodbye to her closest friends. What did they think when Anne suddenly disappeared?

Conclusion

The positive aspects of life in hiding were that everyone lived in relative safety and comfort. Beyond the confines of the Secret Annexe, they would have been rounded up (arrested) immediately and taken away to prison and camps. For the time being, at least, they were safe and, very unusually, the whole family was in hiding together. While in hiding, Anne's nerves were frayed, but she was able to read and learn, developing and maturing intellectually quicker and more intensely than would have been likely in the outside world, with all its distractions. Most of all, she had time to develop as a writer. The negative aspects of life in the Secret Annexe were the restrictions and the resulting tensions between a varied group of people. Even the best relationships might falter under the pressures of constant contact, with nobody being able to part company or step outside, for months on end.

FEAR

Subject Areas: History / English Literature / Citizenship

Overview

Through a close reading of a few extracts from *The Diary of Anne Frank*, we shall examine some of the dangers present and the resulting stress, for those in hiding in the Secret Annexe. The silent activity helps to focus students' attention.

Resources

- *The Diary of a Young Girl* Digital Edition - go to the Story Trail 'Fear' and use the keywords for further commentary and audio-visual material
- *History* Timeline
- *Anne's* Timeline
- Flip chart A3 paper, each marked with a Story Trail step
- Masking tape (to pin up notes)
- Felt tip pens

Learning Objectives / Learning Outcomes

Student will:

- consider the danger of discovery for all concerned (the helpers and the hidden)
- understand how the constant threat of discovery impacted on Anne
- appreciate the additional danger of bombs dropping on or near the Secret Annexe
- understand with how feeling of being trapped and powerless must have added to the stress of those in hiding, particularly Anne
- explore Anne's coping strategies for fear

Lesson Plan

This lesson requires a silent, close reading of the text and encourages students to connect their historical knowledge and understanding of *The Diary* to their own experience of coping with more ordinary, everyday fears. This exercise both emphasizes the unique and extreme situation for Anne, while reminding students that she was also a young teenager, not unlike them.

Introduction

Like the others in the Secret Annexe, Anne was in no doubt of the consequences of discovery. She had personal experience of Nazi restrictions, and from the Annexe even witnessed persecution of the Jews in the street. Anne was aware of the fate of European Jewry: she mentions gassings as early as 9 October 1942. Information came via the BBC; from vivid descriptions by the Van Daans (who arrived during a period of intense round-ups of Jewish people); and from Miep, who always answered Anne's questions truthfully. The threat of discovery was ever present. What were the moments when Anne felt most threatened? What did she fear most? Was Anne just afraid of capture, or did other things frighten her too? What did she do when she was scared?

Task 1: Feeling Frightened

In twos – briefly discuss how you cope when you feel frightened, what you do to feel calmer.

Fear, Story Trail (Steps 1 – 11)

Anne was in many ways an ordinary teenager. We shall look at extracts from the Diary to review Anne's description of her fears and she coped with them.

Task 2: Thinking and Research

Divide the class into small groups (2 to 3 students), each with one (or more) step headings from the Story Trail written onto an A3 piece of paper. Each group will closely read the extract(s), noting their own thoughts, comments and questions alongside the Trail steps. The students may find it easier to do this as mindmap.

N.B. This is a silent activity; the 'conservation' will be in writing. If time allows, students may walk around the room and read what other groups have written.

Research using the Digital Edition

Find the keyword 'burglar', Thursday, 25 March 1943 and watch the video extract. This gives more information about the break-in on 24 March 1943.

Task 3: Join up with another group and compare findings

In groups of 4 to 6, discuss (talking now) what you discovered from the close reading and silent conversation.

Task 4: Feedback

Each group in turn feeds back to the rest of the class, discussing the issues that were raised in the *Diary* extracts. The teacher should note important points on the board.

Conclusion

The discomfort of life in hiding was compounded by the constant threat and fear of discovery, as well as the terror of bombing raids without the possibility of shelter. The resulting stress added to the tensions between those in hiding at 263 Prinsengracht. Unfortunately, their fears were justified: on a quiet Friday morning in August 1944, everyone in the Secret Annexe was arrested and removed to prison and eventually to concentration camps.

RESISTANCE AND RESCUE

Subject Areas: History / English Literature / Citizenship / Religious Education

Overview

Through a close reading of a few extracts from *The Diary of a Young Girl*, we shall examine the needs of and dangers for both the helpers and the hidden. It is clear that the helpers were actively involved in resistance against the Nazis. This lesson seeks to draw out the ways in which those in hiding also managed to resist, not through fighting, but through maintaining important moral and ethical values – spiritual resistance.

Resources

- *The Diary of a Young Girl* Digital Edition – Story Trail: ‘Rescue and Resistance’ and use the keywords for further commentary and audio-visual material
- *History* Timeline
- *Anne’s* Timeline
- flip chart A3 paper, each marked with a Story Trail step
- felt tip pens
- masking tape (to pin up notes)

Learning Objectives / Learning Outcomes

Students will:

- consider the needs of the hidden and how their lack of autonomy impacted on their lives and behaviour
- understand what had to be done for those in hiding (both necessities and special treats)
- appreciate how hard it was for the helpers (even practicalities like carrying vast amounts of shopping – and extreme danger.)
- understand the stress and pressure on the helpers – Jo Kleiman developed an ulcer, Victor Kugler told nobody, not even his wife - he had to ‘cook’ the books to raise funds for necessities
- consider the special consideration shown by the helpers – particular acts of kindness / thoughtfulness

For general discussion

Students should also consider the following:

- Miep and Jan Gies also hid a Dutch student in their own home
- Who could the helpers turn to for help, or simply to 'off load'?
- Tradespeople were also tacitly complicit in the hiding (butcher, baker, greengrocer)
- The people in hiding were totally dependent, yet sought ways to 'give back' to their helpers
- Those in hiding decided to help another person, but worried it would be too much for their helpers (not that it would be too much for themselves)
- Anne Frank didn't question sharing her room – but there were many tensions created by being cooped up

Lesson Plan

Introduction

There were eventually eight people in hiding at the rear of 263 Prinsengracht. The 'helpers' (Anne's term) were friends and colleagues of Otto Frank, who risked their lives to hide his family and the others in the Secret Annexe.

We are going to consider what this meant for both parties, for all the people involved. We shall think about the practical difficulties and the dangers of resistance and rescue. In a world where defiance is met by deadly punishment, even the smallest gestures take on extreme importance.

Story Trail: Rescue and Resistance (Steps 1 to 8)

Divide the class into groups, each with one (or more) trail step and its accompanying commentary. Each group will closely read and discuss the extract(s). Each group has two A3 sheets of paper, one marked The Hidden and the other, The Helpers. All students are going to consider the implications for both these groups of people, The Hidden and The Helpers, (the focus will vary, depending on their *Diary* extract(s), knowledge and app research. Students will read and discuss the extracts, noting the main points on large paper with felt tip pens.

Task 1: Thinking and research

Consider the dangers and the needs affecting those in the Secret Annexe and also the people who sheltered them.

The Hidden What are the dangers? What do the Hidden need to keep going? What would they like? How does that need / requirement impact on their lives, their emotions and actions? In what ways can they maintain their self-respect, belief systems and common humanity?

The Helpers What do the Helpers need and want to provide for their friends? How will they do that? What are the dangers, difficulties and dilemmas facing them? Who else is involved in the chain of rescue and resistance?

Do this for 5 minutes without referring to any text; then 10 minutes while referring to extracts provided.

Task 2: Compare Notes

Create two sections, gathering together notes about The Hidden and, separately, notes about The Helpers. Each group pins up their A3 sheet for each section and take turns to feed back to the rest of the class, discussing the issues that were raised. The teacher should note important points on the board.

Research using the Digital Edition

Find the keyword '**Miep's accounts**' in Anne's entry for Friday, 9 October 1942. Tap on this keyword to access information and a video clip about Miep's interaction with Anne.

There are two keywords with commentaries for Anne's entry on Friday, 28 January 1944: '**helpers**', and '**Miep**'. Tap on to these keywords to access information and video clips to discover more about the helpers.

Discussion point

For those in hiding, their Helpers were the only personal contact with the outside world. What pressure and chain of responsibility did that create for the Helpers? What news and information did they provide for the people inside the Secret Annexe?

Conclusion

It is clear that the Helpers, with their brave and selfless actions, were actively involved in resistance against the Nazis. For those in hiding, with no freedom, there was a need to take control, to help others and to reciprocate kindness. A close reading of these *Diary* extracts reminds us that those in hiding also managed to resist, not through fighting (which was impossible), but through maintaining important humane, moral and ethical values and pursuits – their own spiritual resistance.

ANNE AS A WRITER

Subject Areas: English Literature / History / Citizenship)

Overview

This lesson requires the students to already have some familiarity with *The Diary of Anne Frank*. Anne's *Diary* has been read by millions of people around the world. It has been translated into more than 60 languages, the latest being the Digital Edition, taking readers beyond the story. What is the appeal of this book? How should it be categorized? Is it really a diary or is it memoir? Is it an important historical document, a work of juvenilia, or a work of great literature? During this session, students will make a close reading of some extracts from *The Diary*, paying particular attention to Anne's craft and to her own view of herself as a writer.

Resources

The Diary of a Young Girl Digital Edition – Story Trail: 'Anne as a writer' and use the keywords for further commentary and audio-visual material

Learning Objectives / Learning Outcomes

Students will:

- consider the chronology of Anne's diary entries
- explore the true classification of the book (diary or memoir?)
- discuss Anne's own editorial choices
- understand Anne's view of herself as a writer
- explore Otto Frank's role as an editor of the first edition
- review the critical reception of *The Diary*
- make a comparison of two Diary extracts with brief extracts from Anne's short stories

Lesson Plan

Introduction

Ask students how they would classify the book. What is the difference between a diary and a memoir / autobiography? The Diary is of course also written in the form of letters, addressed to an imaginary friend, Kitty. (Let students discover during the lesson, how the addressee's name varied in earlier drafts). Consider the following passage, quoting Judith Thurman, taken from Francine Prose's excellent investigation, *Anne Frank: The Book, the Life, the Afterlife*:

Judith Thurman got it right, as few have, when she questioned even calling the book, as Anne's American publishers did, *The Diary of a Young Girl*. 'That ingenuous title corresponds to what is in fact an epistolary autobiography of exceptional calibre. It takes the full measure of a complex, evolving character. It has the shape and drama of literature. It was scrupulously revised by its author, who intended it to be read. It is certainly not a piece of 'found art,' as one Dutch critic has suggested.'

Francine Prose (2009:14), quoting from Judith Thurman, 'Not Even a Nice Girl', *Cleopatra's Nose: 39 Varieties of Desire* (New York: Farrar, Straus & Giroux, 2007), p.101 in Prose, Francine (2009) *Anne Frank: The Book, the Life, the Afterlife*, New York: HarperCollins

Story Trail: Anne as a Writer, Steps 1 – 8

Divide the class into 7 groups, each with one trail step (1 to 8) and its accompanying commentary. Each group will closely read and discuss the extract(s). Step 1 is very short and should be given as an extra text to one group (or give to struggling / less advanced students). Step 9 is for the teacher's final summary.

Task 1: Thinking and Research

Allow time for students to read the entire passage and commentary in silence. They should then read it again, noting key words and points. They then discuss it with each other and paraphrase its content.

Discussion points:

What sort of decisions were made in Anne's editing process and why?

How do these changes affect our reading of the text / the meaning?

The first editions of the Diary did not explain that Anne, and later her father, had edited the Diary. What were the repercussions of this?

What sort of editorial decisions did Otto Frank make and why?

NB: Otto Frank and Anne used pseudonyms to avoid embarrassing people. Anne was going to call herself Anne Aulis but later settled on Anne Robin. It was Otto's editorial decision to use the real names of members of his family. Otto mostly made minor changes to the text, as is apparent in the commentaries below. However, Otto also cut some of the harsher criticisms made by Anne about her mother, his late wife Edith. Otto also edited out some of Anne's more explicit references to sex and her body; this was, after all a different era. Otto Frank put back his daughter's references to her relationship with Peter; he recognised the appeal of these descriptions of youthful romance. Anne had removed them, since her feelings for Peter had cooled by the time she started the editing process – by which time her passion once again focused on her craft and ambition.

Task 2: Compare Notes

Each group in turn feeds back to the rest of the class, discussing the issues that were raised in the *Diary* extracts. The teacher should note important points on the board.

Conclusion (5 minutes)

Teacher sums up the points raised in class, adding comments and information from Trail Step 9, on the Legacy of Anne Frank.

Additional information

FURTHER READING

Theo Coster (2011) *We All Wore Stars: Memories of Anne Frank from Her Classmates*, translated from the Dutch by Marjolijn de Jager, USA: Palgrave Macmillan

Frank, A. (ed. G.van der Stroom and S. Massotty) (2010) *Anne Frank's Tales From the Secret Annexe*, tr. from the Dutch by S. Massotty, London: Halban

Frank, O., and M. Pressler, eds. (1995) *Anne Frank: The Diary of a Young Girl*, tr. S. Massotty, New York & London: Viking Penguin

Gies, M. with A.L. Gold (1988) *Anne Frank Remembered: The Story of The Woman Who Helped to Hide the Frank Family*, London: Corgi Books (first published in 1987) Also available as audio book.

Gold, A. L. (1997) *Hannah Goslar Remembers: A Childhood Friend of Anne Frank*, London: Bloomsbury Publishing

Lee, Carol Ann (1999) *Roses from the Earth: The Biography of Anne Frank*, London and New York: Viking (published by Penguin in 2000)

Lindwer, W. (1991) *The Last Seven Months of Anne frank: the stories of six women who knew Anne Frank*, tr. from the Dutch by A. Meersschaert, London: Young Picador

Pettit, J. (1994) *A Place to Hide True Stories of Holocaust Rescues; Men and Women Who Risked Their Lives to Save Jewish People*, [Chapter 1: Miep]

London: Pan MacMillan Children's Books (first published in 1993)

Pressler, M. (1999) *The Story of Anne Frank*, tr. A.Bell, London: Macmillan Children's Books

Pressler, M. with Gerti Elias (2011) *Treasures from The Attic: The Extraordinary Story of Anne Frank's Family*, tr. From the German by Damion Searls, London: Weidenfeld & Nicolson (extracts only apply to Anne) Also available as audio book.

Prose, Francine (2009) *Anne Frank: The Book, the Life, the Afterlife*, New York: HarperCollins

Schnabel, E. (1961) *The Footsteps of Anne Frank*, London: Pan Books (first published in 1959)

Van der Rol, R. and R. Verhoeven (1995) *Anne Frank Beyond the Diary: A Photographic Remembrance*, New York & London: Puffin Books (first published in 1993)

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