



Teacher's Notes: Anne Frank

Learning Objectives:

The students will be able to identify Anne Frank and Adolf Hitler.

The students will be able to define a concentration camp, diary, secret, hide

The students will be able to identify a star, a diary, a concentration camp, Anne Frank, Hitler

The students will be able to summarize the text.

The students will be able write in a diary.

The students will be able to answer WH questions.

Activities

1. Students do image searches of Adolf Hitler, Anne Frank, concentration camps. Have students save and insert them into a PowerPoint or Word document. Students can type a word or sentence under each picture.
2. Have students write about their day.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1: Anne Frank was a teenager during World War II. World War II was a long time ago. It was during the 1940s. That was before you were born. It was before your parents were born. Anne Frank was a teenager in the 1940s. A teenager is the ages from 13 to 19. Let's count from 13 to 19.

Point: Anne Frank, hair, eyes, nose, pencil, paper

WH Questions: When was Anne Frank a teenager? During what war was Anne Frank a teenager? What are the ages of teenagers?

Yes/No: Is Anne Frank a teenager now? Was Anne Frank a teenager a long time ago? Is a two year old a teenager? Is a 13 year old a teenager? Is a 17 year old a teenager?

Opinion/Experiences: How old are you? Are you a teenager? What color is Anne Frank's hair. Raise your hand if you have dark hair like Anne. Anne is holding a pencil. She likes to write. Do you like to write? If so, what do you like to write?

Peer to Peer Interaction: After you read Page 1, ask students, "Who was a teenager during WWII?" The answer is the main idea card "Anne Frank." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 2: Anne Frank and her family lived in a country called Germany. Germany was not a good place for Jewish people to live in the 1940s. People who are Jewish practice a different religion than people who are Christians. Have students view a video showing what Germany looks like.

<https://www.youtube.com/watch?v=T48UedD2eA>

Point: Germany

WH Questions: Where did Anne Frank live?

Yes/No: Did Anne Frank live in Germany? Did Anne Frank live in the United States? Was Germany a good place for Jewish people to live?

Opinion/Experiences: Anne Frank lived in a country called Germany. What country do we live in?

Peer to Peer Interaction: After you read Page 2, ask students, “Where did Anne Frank live? The answer is the main idea card “Germany.” Students will find the main idea card and read it to their partner.

Teacher will prompt them to ask their partner some of the questions talked about above.

Page 3: Adolf Hitler was the leader of Germany. Hitler did not like people who were Jewish. He did not want Jewish people to be in Germany. He wanted to kill people who were Jewish. Have students view the following video showing pictures of Hitler. Pause at each pictures and have students point to which person is Hitler. <https://www.youtube.com/watch?v=XwoddTtUoYs>

Point: Hitler, eyes, nose, moustache, Nazi symbol

WH Questions: Who was the Nazi leader in Germany?

Yes/No: Was Hitler the leader in Germany? Did Hitler like Jewish people? Did Hitler want Jewish people to die

Opinion/Experiences: Do you think Hitler was a nice person? Why/Why not? Point to Hitler’s moustache. Do you know anyone who has a moustache?

Peer to Peer Interaction: After you read Page 3, ask students, “Who was the Nazi leader in Germany?”

The answer is the main idea card “Adolf Hitler.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about Adolf Hitler.

Page 4: Anne had a mother, father and sister. Anne and her family were Jewish. They were scared of Hitler. They decided to leave Germany. They moved to Amsterdam. Amsterdam is a large city in a country called the Netherlands. Have students view the following video which shows what Amsterdam looks like. <https://www.youtube.com/watch?v=GQo3EGlwgz4>

Point: Germany, Amsterdam

WH Questions: What did Anne and her family do? Where did they move to? Why did Anne and her family leave Germany?

Yes/No: Was Anne and her family Jewish? Did Anne and her family stay in Germany? Did Anne and her family move? Did they move to Amsterdam?

Sharing Opinion/Experiences: Have you ever moved before? Do people who move have to pack up everything in their house? How do you think Anne felt about moving?

Peer to Peer Interaction: After you read Page 4, ask students, “What did Anne and her family do?” The answer is the main idea card “moved.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 5: The Germans invaded Amsterdam. That means that Germany was now in charge of Amsterdam. Hitler was in charge of Amsterdam now. Hitler made everyone who was Jewish wear yellow stars on their clothing. He wanted the soldiers and all of the people to know who was Jewish. Jewish people who get big trouble if they did not wear the Jewish star. The soldiers would send them to jail. Have students view the following video of different pictures of people wearing the yellow star. Pause at each picture and have the students point to the stars.

<https://www.youtube.com/watch?v=kCN24nZ7TX0>

Point: men, women, children, hats, yellow star, yellow star on clothing

WH Questions: What did Jewish people have to wear on their clothing?

Yes/No: Did Germany invade Amsterdam? Did Jewish people have to wear blue stars on their clothing? Did Jewish people have to wear yellow stars on their clothing?

Opinion/Experiences: Look at the people in the picture? Do they look happy? Do you think they like having to wear a yellow star?

Peer to Peer Interaction: After you read Page 5, ask students, “What did Jewish people have to wear on their clothing?” The answer is the main idea card “yellow.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 6: It became dangerous and scary for Jewish people in both Germany and Amsterdam. Hitler’s soldiers started to arrest people who were Jewish. They made the Jewish people get on trains. The trains took the Jewish people to concentration camps. Concentration camps were like jails but much much worse! The Jewish people were not given much food to eat at the concentration camps. Many of the Jewish people got sick and died. Have students view the following video showing what one concentration camp looks like today. <https://www.youtube.com/watch?v=449ZOWbUkf0>

Point: people by the trains, train, skinny people, legs, shirts

WH Questions: Who were put on trains? Who were taken to concentration camps? How did the Jewish people get to the concentration camps?

Yes/No: Did Jewish people have to go to concentration camps? Did Jewish people take a car to the concentration camps? Did Jewish people take a train to the concentration camps?

Opinion/Experiences: Were concentration camps nice places to go? Were concentration camps terrible? How do you think the Jewish people felt at the concentration camps? Do you think Anne wanted to go to a concentration camp?

Peer to Peer Interaction: After you read Page 6, ask students, “Who were put on trains?” The answer is the main idea card “Jewish.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 7: Anne Frank and her family did NOT want to go to a concentration camp. Anne’s father knew a man who owned a building. Anne and her family hid in the upstairs of the building. They had to keep the lights off. They had to close the curtains. They had to be very quiet. Have students view the following video which shows the secret annex where Anne and her family lived.

<https://www.youtube.com/watch?v=Lb2igROPUNA>

Point: building, windows, people, rooms

WH Questions: What did Anne and her family do?

Yes/No: Did Anne and her family hide from the Nazi soldiers? Could they be loud when they were hiding?

Opinion/Experiences: Have you ever hid from somebody? Have you ever played hide and go seek? How do you think Anne felt when she was hiding?

Peer to Peer Interaction: After you read Page 7, ask students, “What did Anne and her family do?” The answer is the main idea card “hide.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 8: Anne and her family hid for two years. They could not go outside for two years. They had to be quiet for two years. Anne could not run and play. Anne wrote a lot. She wrote in a diary. The diary was a book where she wrote about her feelings.

Point: bat, eyes, ears, leaves, plant

WH Questions: What did Anne write in? What did Anne write about? How long was Anne hiding for?

Yes/No: Did Anne play ball? Did Anne write in a diary? Did Anne write about her feelings?

Opinion/Experiences: Anne wrote about her feelings in her diary? How do you think Anne felt having to hide from the Germans? Do you like to write? What do you write about? Have you ever written about your feelings?

Peer to Peer Interaction: After you read Page 8, ask students, “What did Anne write in?” The answer is the main idea card “diary.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 9: One day, the Nazi soldiers found Anne and her family. The soldiers sent Anne and her family to concentration camps? Look at the picture. These are people who were sent to concentration camps? Do they look happy?

Point: men standing, man sitting.

WH Questions: Who found Anne and her family? Where did Anne and her family get sent to?

Yes/No: Did the Nazi soldiers find Anne and her family? Did the Nazi soldiers take Anne and her family to concentration camps? Are concentration camps fun places to go to?

Opinion/Experiences: How do you think Anne felt when the Nazi soldiers found her? How do you think Anne felt about going to a concentration camp?

Peer to Peer Interaction: After you read Page 9, ask students, “Where did Anne and her family get sent to?” The answer is the main idea card “diary.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 10: The concentration camps were terrible! Anne and her family did not get much food to eat. The camps were dirty. They did not have clean places to sleep. They did not have nice clothes to wear. They did not get to clean their clothes. A lot of people got sick and died. Anne died. Look at the picture. This is Anne Frank and her sister’s gravestone. It shows the year they both were born and the year that they both died. Find Margot’s name. When was Margot born? When did Margot die? Find Anne’s name. When was Anne born? When did Anne die? Anne and Margot both died on the same year. Show students how they can figure out how old Anne and Margot were when they died.

Point: gravestone, star on gravestone

WH Questions: What happened to Anne at the concentration camp? What happened to her sister at the concentration camp? What happened to Anne’s mother at the concentration camp? What was Anne’s sister’s name?

Yes/No: Did Anne die at the concentration camp? Did Anne's father die at the concentration camp? Did Anne's sister die at the concentration camp? Did Anne's mother die at the concentration camp?

Opinion/Experiences: How do you think Anne's father felt when he found out his family died? Have you ever felt sad?

Peer to Peer Interaction: After you read Page 10, ask students, "What happened to Anne at the concentration camp?" The answer is the main idea card "died." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 11: Anne's diary was kept in the building that she and her family were hiding. The person who owned the building found the diary and gave it to Anne's father. The diary was turned into a book. It is called **The Diary of Anne Frank**. The book is about Anne's life when she was hiding from the Nazi soldiers. You can buy the book. You can also borrow the book at the library. Have students view the following short cartoon of Anne Frank's life. <https://www.youtube.com/watch?v=IQ85nd-VWvE>

Point: diary, picture of Anne Frank, hand, pen

WH Questions: Who found Anne's diary? What did Anne's diary get turned into? What can people who read Anne's book learn about?

Opinion/Experiences: Do you like to read books? Would you like to read Anne's book?

Peer to Peer Interaction: After you read Page 11, ask students, "What did Anne's diary get turned into?" The answer is the main idea card "book." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.