

VANCOUVER HOLOCAUST EDUCATION CENTRE

A History for Today

A N N E
F R A N K

SCHOOL PROGRAM TEACHER'S GUIDE

Anne Frank – A History for Today

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LESSONS & TEXT

Adara Goldberg

RESEARCH

Katie Powell

DESIGN

Illene Yu

COPY EDITING

Rome Fox

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INTRODUCTION

For her 13th birthday on June 12, 1942, Anne Frank received a diary as a gift. Just weeks later, her family moved into the Secret Annex, their Amsterdam hiding place to escape deportation. For nearly two years, Anne carefully recorded her thoughts, feelings, and observations in her now-iconic diary. Anne's life was cut short by typhus in March 1945 at Bergen-Belsen concentration camp, but her diary survived. Nearly seventy years later, Anne's spirit lives on through her diary, one of the most widely read books in the world today.

In preparation for its 20th anniversary and in honour of its founding members, the Vancouver Holocaust Education Centre is pleased to present an innovative exhibit and school program examining

the relationships between identity, moral decision-making, and documentation relating to hiding and survival during the Holocaust, as well as the legacy of this history for all Canadians.

In 1933, the Franks' escaped Nazi persecution in Germany and sought asylum in the Netherlands. The family enjoyed seven years of freedom before their safe haven crumbled. Through photos, narratives, and artefacts, *Anne Frank – A History for Today* illuminates the rise of National Socialism, the plight of German Jewish refugees, and the travails of hiding through the lens of one Jewish family. A companion exhibit, *Out of the Archive*, highlights the diversity of experiences of local Holocaust survivors through artefacts in the VHEC collection.

SCHOOL PROGRAM TEACHER'S GUIDE

This teaching resource facilitates student engagement with historical context, artefacts and individuals featured in the Anne Frank exhibit. The activities are recommended for grades 6 through 12. An investigation of primary source material fosters historical and critical thinking skills in students. This guide complements class visits to the 90-minute interactive exhibit tour and workshop, and is divided into two sections. Support materials are provided at the end of each lesson. The pre-visit lessons introduce students to National Socialism, and opens up discussion about Jewish life in prewar Germany and Austria. Post-visit exercises address thematic issues raised during the school program, and offer students the opportunity for further reflection on the exhibit and other instances of historical injustice.

Lesson plan objectives correspond to six concepts outlined by the Historical Thinking Project. According to this initiative of the University of British Columbia's Centre for the Study of Historical Consciousness, to think historically students need to be able to:

- 1. Establish historical *significance***
- 2. Use primary source *evidence***
- 3. Identify *continuity and change***
- 4. Analyze *cause and consequence***
- 5. Take *historical perspectives***
- 6. Understand the *ethical dimension of history***

For more information about these six concepts and the Historical Thinking Project, please visit: www.historicalthinking.ca

Additional Holocaust education resources can be found on the VHEC's website: www.vhec.org

Note: Although the lessons in this guide can be conducted pre or post-visit to the VHEC, the student readings and classroom activities can support learning in classrooms across British Columbia and Canada.



Anne Frank's 10th birthday party, June 12th 1939.

Courtesy The Anne Frank House. AFF Basel, CH / AFS Amsterdam, NL.

PRE-VISIT LESSON 1

LIFE AS IT WAS



OBJECTIVES

Students gain a critical understanding of A) National Socialism in Germany and Austria, 1933-1939, and B) the effect of Nazism on Jewish life leading up to the Second World War. Groups should come prepared to discuss and explore ideas of citizenship, identity, and belonging under Nazism.

TEACHER PREPARATION

- Make copies of *Readings: Life As It Was* and *Nazism in Germany & Austria*. Distribute the readings to students at the beginning of the lesson, or assign as homework. If incorporating the *Supplemental Readings: Antisemitism and the Holocaust* and *Antisemitism, the Holocaust and European Jewish Culture*, distribute and assign as homework the day before the pre-visit lesson.
- Reproduce copies of *Dossier: Life As It Was* and distribute to students in groups of four or five.

LINKS TO HISTORICAL THINKING CONCEPTS

Use Primary Source Evidence

Students respond to the prewar photographs and consider what they reveal about prewar Jewish life in Germany, Austria and the Netherlands. Students also examine the Nuremberg Race Chart and consider how the implementation of race laws impacted Jewish life during this time.

Establish Historical Significance

Students respond to the film clip about Anne Frank's early life, and consider her family's response to the rise of the Nazi state. What do these experiences reveal about the early stages of the Holocaust?

Analyze Cause & Consequence

Students consider how the Nazis' early persecution of Jews contributed to the Holocaust. How did these policies contribute to individual and communal decisions to flee Nazism?

Analyze Continuity & Change

Students learn about how the rise of Nazism affected the Jewish communities in Germany and Austria.

Take Historical Perspective

Students consider the perspective of individuals who fled Nazism.

READING & PAIR DISCUSSION: PREWAR PHOTOGRAPHS

THIS ACTIVITY IS GEARED TOWARDS STUDENTS IN GRADES SIX TO EIGHT, BUT CAN BE APPLIED AT ALL GRADE LEVELS.

Pre-assign students *Reading: Life As It Was*.

Explain to students that they are going to examine pre-Second World War photographs belonging to Jews like the Frank family who lived in Germany, Austria and the Netherlands.

In pairs or small groups, students examine the photographs in *Dossier: Life As It Was* and respond to the following questions:

- When do you think these photographs were taken? What do you see in the pictures that might suggest when they were taken?
- What do the photographs reveal about the people depicted?
- What do the photos reveal about the society at the time they were taken?
- How do these photos compare to your own family and school photographs? How are they similar and how are they different?
- What questions do these photographs raise?

READING: THE RISE OF NAZISM

Students work individually to summarize *Reading: Nazism in Germany & Austria*, noting the steps taken by the Nazis to persecute Jews after coming to power in 1933. Senior secondary school teachers may wish to incorporate optional *Supplemental Readings: Antisemitism and the Holocaust* and *Antisemitism, the Holocaust and European Jewish Culture*.

Present a classroom screening of *The Short Life of Anne Frank*, (www.youtube.com/watch?v=i0G3mTRh9ro) created by the Anne Frank House. Only show students the first 4:09 minutes. Alternatively, ask students to view in the library or the night before as a take-home assignment. Students should listen carefully, and note the incidents of persecution that affected the Frank family and other Germany Jews.

As a class, students discuss their notes generated in response to the video.

- How did life change for the Jews after the Nazis' rise to power?
- How did your understanding of the rise of Nazism change after viewing *The Short Life of Anne Frank*?
- Based on your readings and the film clip, why would Jews seek to leave Germany and Austria during the 1930s? What do you think were some of the obstacles to leaving?

READING: LIFE AS IT WAS

Jews had lived in Germany and Austria since Roman times. By 1871, Jews were emancipated and granted most rights of citizenship. A period of assimilation, including intermarriage and conversion, followed. Jews made vital cultural and economic contributions and many served alongside their countrymen in the First World War.

By the 1930s, there were 566,000 Jews in Germany and 185,000 in Austria. Most Austrian Jews lived in the capital city of Vienna and contributed greatly to cultural, scientific and economic life. The community was divided between middle and upper class Central European Jews who adhered to Liberal/Reform observance and more recent immigrants from Eastern Europe who tended to be working class and Orthodox.

German Jews constituted less than one percent of the population. Historically prohibited from many professions, Jews were disproportionately represented in commerce, law, medicine, journalism, academia and the arts. Germany was also home to a vibrant Jewish culture, which included Jewish educational institutes, rabbinical seminaries, and Zionist and other youth groups.

During the interwar Weimar Republic, German Jews were able to advance in politics within the democratic and socialist parties. But economic and political instability in the 1930s contributed to the rise of fascism and a resurgence of antisemitism in Germany.

The earliest Jewish presence in Dutch provinces could also be traced back to the Roman era. Jews earned full rights and privileges of citizenship early (1796), achieving complete emancipation by 1831. Amsterdam was a hub of Jewish life and culture, earning it the moniker "the Jerusalem of the West," for its rich array of synagogues, educational institutions, and youth movements. The primarily city-dwelling Jews were integrated into the dominant Protestant culture and spoke the local vernacular by the end of the First World War. More than half of the 140,000 Dutch Jews, representing roughly two percent of the population, lived in Amsterdam by 1939. By 1941, the numbers swelled to 159,806, including 19,561 persons of mixed parentage. In Amsterdam, Jews accounted for less than ten percent of the city's population.

The Netherlands became host to approximately 25,000 German Jewish refugees fleeing the Nazi state between 1933 and 1941. These refugees settled mainly in city centres, establishing German-speaking neighbourhoods, businesses, and relationships. Shared religious and cultural traditions bound the German and Dutch Jews and all lived in relative comfort until the Nazi occupation of May 1940.

READING: NAZISM IN GERMANY AND AUSTRIA

When Adolf Hitler became Chancellor of Germany in April 1933, he swiftly took over all mechanisms of government and functions of state, turning the fragile democracy into a dictatorship. The new regime targeted “racial enemies” and political opponents for persecution.

The National Socialist German Workers Party (Nazi Party) was a right-wing political party established by disgruntled former soldiers after Germany’s defeat in World War I.

Antisemitism was a central tenet of Nazi ideology. From 1933 until the outbreak of war in 1939, the Nazis implemented more than 400 decrees and regulations that restricted all aspects of Jewish life. The first wave of legislation excluded Jews from professions, public organizations and educational institutions. The Nuremberg Laws of 1935 classified Germans with three or four Jewish grandparents as Jews, regardless of their religion, and deprived Jews of German citizenship.

Anschluss, the incorporation of Austria into Germany in March 1938, was followed by widespread antisemitic actions and political violence. On *Kristallnacht*, the “Night of Broken Glass,” of November 9–10, 1938, Jewish homes, synagogues and institutions throughout Germany and Austria were attacked and 30,000 male Jews were arrested. Most were imprisoned in Dachau, Buchenwald, Sachsenhausen and other concentration camps. Hundreds of thousands were desperate for refuge. Some western countries relaxed their immigration policies; most looked the other way.

DOSSIER: LIFE AS IT WAS



Louise (left) with cousin Emmy (centre) and sister Elly (right), Naarden, Netherlands, 1939.

Courtesy Louise Sorensen.

DOSSIER: LIFE AS IT WAS



Bronia (Schwebel) Sonnenschein (lower left) standing with her sister Paula, and parents Amelia and Abraham. Vienna, early 1930s. Bronia, Paula and Amelia survived, her father perished in the Holocaust.

Courtesy Dan Sonnenschein .

DOSSIER: LIFE AS IT WAS



Top: Gideon Rosenbluth (second from left) with brother Eli, parents Martin and Mizzi and sister Raja in Northern Germany, circa 1927.

Bottom: Gideon Rosenbluth (left), and his older brother Eli, Berlin, 1924.

Courtesy Gideon Rosenbluth and Vera Rosenbluth

DOSSIER: LIFE AS IT WAS



The Josephy family, Rostock, Germany, 1926.

Courtesy the Josephy family.

SUPPLEMENTAL READING: ANTISEMITISM AND THE HOLOCAUST

Antisemitism means prejudice against or hatred of Jews. The term became widespread in the 1870s, but Christian antisemitism, intolerance for the Jewish religion, had existed in Europe for many centuries. Riots against Jewish populations were often sparked by false rumours that Jews used the blood of Christian children for religious rituals. At times, Jews were also blamed for everything from economic conditions to epidemics to natural disasters.

The Nazi party, which was founded in 1919 by Adolf Hitler, argued for the removal of all Jews from Germany. Nazism gained popularity, in part, by disseminating propaganda that blamed the Jews for Germany's loss in the First World War and for the country's economic problems. This false accusation against Jews is particularly striking because Jews composed less than 1% of the German population when Hitler came to power in 1933 and were very integrated into German society.

Unlike Christian antisemitism, which was hatred of Jews based primarily on religion, Nazi antisemitism defined Jews as an undesirable "race." Drawing on eugenics, the Nazi party defined Jews as an "inferior" racial group, rather than a religious one, that threatened the purity of the "Aryan" race.

The Holocaust, the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945, is considered to be history's most extreme example of antisemitism. Prior to the Second World War, Jews were stripped of their German citizenship and discriminated against through antisemitic laws. After the Second World War broke out in 1939, Jews and other "inferior" people, such as Roma and Sinti (Gypsies), Slavs, and homosexuals, were worked to death and murdered in concentration and death camps.

¹**Jew:** Someone of the Hebrew or Jewish people. Someone who is either born into or converts to Judaism, the religion, philosophy and way of life of the Jewish people.

²**Nazism:** The ideology of the Nazi party, which stressed nationalism, imperialism, anti-Communism, militarism, racism and antisemitism.

³**Eugenics:** A racial theory that was popular in many Western nations at the time. According to eugenics, observation, family genealogies and intelligence tests could be used to define which groups had "superior" or "inferior" qualities.

⁴**Roma and Sinti:** Roma (Gypsies) originated in India as a nomadic people and entered Europe between the eighth and tenth centuries. They were called "Gypsies" because Europeans mistakenly believed they came from Egypt. This minority is made up of distinct groups called "tribes" or "nations." Most of the Roma in Germany and the countries occupied by Germany during World War II belonged to the Sinti and Roma groupings.

⁵**Slavs:** Ethnic group of peoples inhabiting mainly eastern, southeastern and east central Europe, including Russians, Poles and Czechs, among others. Nazis considered Slavs to be an inferior race that was only suited for enslavement.

⁶**Concentration and death camps:** The Nazis established concentration camps shortly after assuming power in 1933 to imprison and isolate political opponents and those considered to be racially undesirable, such as Jews, and Sinti and Roma. Most of the approximately 1,800 camps were transit or labour camps. After the occupation of Poland, death or extermination camps were established for the purpose of mass murder at Auschwitz-Birkenau, Treblinka, Sobibor, Belzec, Chelmno and Majdanek.

SUPPLEMENTAL READING: EUROPEAN JEWISH CULTURE AND PREWAR JEWISH LIFE

When the Nazis came to power in Germany in 1933, Jews were living in every country of Europe. A total of roughly nine million Jews lived in the countries that would be occupied by Germany during World War II. By the end of the war, two out of every three of these Jews would be dead, and European Jewish life would be changed forever.

In 1933 the largest Jewish populations were concentrated in eastern Europe, including Poland, the Soviet Union, Hungary, and Romania. Many of the Jews of eastern Europe lived in predominantly Jewish towns or villages, called shetls. Eastern European Jews lived a separate life as a minority within the culture of the majority. They spoke their own language, Yiddish, which combines elements of German and Hebrew. Although many younger Jews in larger towns were beginning to adopt modern ways and dress, older people often dressed traditionally, the men wearing hats or caps, and the women modestly covering their hair with wigs or kerchiefs.

Jewish communities in southeastern Europe were primarily concentrated in urban centres in Yugoslavia, Bulgaria and Greece; however, Jews could also be found in rural areas and other regions, such as Albania, which had a small Jewish population of approximately 200. Jewish communities consisted mainly of Sephardic Jews, who came to the region after they were expelled from Spain and Portugal during the 15th century. The majority lived in close-knit communities and followed traditions influenced by their Judeo-Spanish heritage. Many of them spoke Ladino, a language that is based on elements of Hebrew and Spanish.

In comparison, the Jews in western Europe — Germany, France, Italy, the Netherlands, and Belgium — made up a small percentage of the population and tended to adopt the culture of their non-Jewish neighbours. They dressed and talked like their countrymen, and traditional religious practices and traditional culture played a less important part in their lives. They tended to have had more formal education than eastern European Jews and to live in towns or cities.

Adapted from the United States Holocaust Memorial Museum Holocaust Encyclopaedia.

PRE-VISIT LESSON 2

UNDER SIEGE

OBJECTIVES

Students will gain an understanding of A) the context in which Dutch Jews and Jewish refugees lived under the Nazi occupation of the Netherlands, and B) the reality of life in hiding.

TEACHER PREPARATION

- Make copies of *Reading: "A Call-Up."* Distribute the reading to students in class or assign as pre-visit lesson homework.

LINKS TO HISTORICAL THINKING CONCEPTS

Analyze Cause & Consequence

Students evaluate how National Socialist ideology spread, and led to the systematic persecution of Jews throughout occupied Europe.

Identify Continuity & Change

Students investigate how the rise of Nazism contributed to the mass exodus of Jews to countries of asylum in the 1930s. Also, students research the plight of contemporary refugees.

Take Historical Perspective

Students consider the perspective of individuals who fled Nazism. Also, students reflect on other responses to Nazi occupation, including resistance.

Establish Historical Significance

Students respond to a virtual tour of the Secret Annex and consider the realities of life in hiding.

Understand the Ethical Dimensions of History

Students reflect on the dangers of resisting Nazi authority for both Jews and their non-Jewish helpers.

CLASSROOM DISCUSSION: REFUGEES

When the Frank family fled Nazi Germany for the Netherlands, they became refugees. The dictionary defines a refugee as a person who flees to a shelter or place of asylum to escape persecution or political instability.

Introduce the term refugee to students. As a class, engage students in a discussion using the following prompts:

- What is a refugee?
- What circumstances might cause somebody to flee his or her home?
- What obstacles might prevent a person from leaving?
- What are examples of refugees from the present day?

READING & DISCUSSION: "A CALL-UP"

Students' work individually to summarize *Reading: "A Call-Up,"* noting the anti-Jewish measures enacted after the Nazi occupation and the effect of such actions on Jews in the Netherlands.

In groups of four or five, students reflect on their understanding of the fate of Jews in Nazi-occupied Holland, using the following prompts:

- What anti-Jewish measures were put into place after the Nazis occupied the Netherlands?
- Based on your understanding of Nazism, how did the occupation of the Netherlands differ from the rise of Nazism in Germany?
- The Frank family was among thousands of German Jewish refugees who sought asylum in the Netherlands. Do you think their decision to enter hiding was influenced by past experiences under Nazism? How do you think other Jews responded to the takeover?

As a class, debrief on how Dutch Jews and Jewish refugees in the Netherlands responded to the Nazi occupation.

ACTIVITY: EXPLORING THE SECRET ANNEX

In her diary, Anne wrote, *“The Annex is an ideal place to hide in. It may be damp and lopsided, but there’s probably not a more comfortable hiding place in all of Amsterdam. No, in all of Holland.”* Explain to students that they are going to view a narrated walkthrough of the building at Prinsengracht 263, the premises of the Secret Annex. The hiding place was virtually recreated through Anne’s descriptions and drawings.

Screen the narrated walkthrough

(www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/#/house/0/hotspot/5205/video/).

Computer access permitting, assign small groups of students one space in the Secret Annex: Anne’s room; the communal area; the bookcase; the front room; or the attic (www.annefrank.org/en/Subsites/Home/About-the-house/).

Ask students to observe the spaces carefully and respond to the following questions:

- Describe the hiding space. What do you see?
- What does the house reveal about its residents?
- Do you think the hiding space was detectable to outsiders?
- What do the spaces teach us about life in hiding?

Debrief as a class about the conditions and risks of life in hiding.

EXTENSION: OTHER RESPONSES TO PERSECUTION

THIS ACTIVITY IS BEST SUITED FOR SECONDARY STUDENTS.

The Frank family responded to Margot’s receipt of a call-up by going into hiding. Not all persecuted persons under Nazism had this option.

Using the United States Holocaust Memorial Museum (www.ushmm.org) and Yad Vashem (www.yadvashem.org) websites as reference, students write a research paper about another individual or group’s response to persecution during the Holocaust or another genocide. Holocaust examples include: the Bielski partisans, the Ringelblum Oneg Shabbat archive, and Jehovah’s Witnesses.

READING: “A CALL-UP”

Soon after the German occupation of the Netherlands in May 1940, anti-Jewish measures were enacted. Within months, Jews were banned from the civil service and required to register all Jewish-owned businesses and assets, and Jewish children forbidden from attending public schools or frequenting public spaces. In April 1942, the introduction of the *Judenstern* (Star of David) badge on the clothing of all Jews paved the way for further segregation and persecution.

German authorities and Dutch collaborators began to round-up Jews across the country en masse in July 1942. Some young Jews were conscripted for forced labour in Germany; many more were deported first to Westerbork and Vught transit camps, and then to the Auschwitz-Birkenau and Sobibor death camps in German-occupied Poland.

On July 5, 1942, Anne’s older sister Margot received a call-up notice to report to Nazi authorities. Anne recorded her reaction to the news in her diary:

“At three o’clock...the doorbell rang. I didn’t hear it, since I was out on the balcony, lazily reading in the sun. A little while later Margot appeared in the kitchen doorway looking very agitated. ‘Father has received a call-up notice from the SS [for Margot],’ she whispered... I was stunned. A call-up; everyone knows what that means. Visions of concentration camps and lonely cells raced through my head.”

The notice did not come as a surprise to Anne’s parents. Otto Frank, with the help of his most trustworthy employees, had begun preparations for the family to enter hiding in the “Secret Annex,” a section of his office building at Prinsengracht 263, Amsterdam. Only his most trustworthy employees — including his secretary, Miep Gies — knew of his plans. To protect Margot from a grim fate in a foreign labour camp and hopefully evade further deportation notices, the Frank family abandoned their comfortable Amsterdam apartment during the night and went into hiding.

Between July 6, 1942 and August 4, 1944, eight people lived in the Secret Annex: Otto, Edith, Margot and Anne Frank; Hermann, Auguste and Peter van Pels; and Fritz Pfeffer. All of the occupants were German Jewish refugees. Of 107,000 deported Jews, only 5,200 returned to the Netherlands. Of 159,806 Jewish persons registered by German authorities in January 1941 (including 25,000 German Jewish refugees and 19,561 persons of mixed parentage), fewer than twenty percent survived the Holocaust. Otto Frank was the only resident of the Secret Annex among them.



Moveable bookcase hiding the entrance to the Secret Annex.

Courtesy Anne Frank House, 2010. © Anne Frank House, photo by Cris Toala Olivares.

POST-VISIT LESSON 1

RESCUE DURING THE HOLOCAUST

OBJECTIVES

Students will become familiar with the subject of rescue during the Holocaust and the actions of individuals who risked their lives to help Jews. Students will also consider the relationship between individual identity and the moral complexities of rescue.

TEACHER PREPARATION

- Make copies of *Reading: Rescue During the Holocaust*. Distribute the readings to students at the beginning of the lesson, or assign as homework.
- Reproduce copies of *Dossier: Rescuer Profiles*, and distribute to students in class.

LINKS TO HISTORICAL THINKING CONCEPTS

Use Primary Source Evidence

Students respond to pieces of historical evidence relating to rescue efforts during the Holocaust, and consider what they reveal about rescuer identity.

Identify Continuity & Change

Students reflect upon the outcome of wartime rescue efforts on Jewish victims and their helpers.

Take Historical Perspective

Students examine the actions of wartime rescuers, and consider the obstacles to successful rescue missions.

Establish Historical Significance

Students consider the implications of responding to human rights violations during the Second World War and the present day.

Understanding the Ethical Dimensions of History

Students evaluate the eligibility criteria for the Righteous Among the Nations award, and reflect on the complicated circumstances surrounding wartime rescue.

READING: RESCUE & IDENTITY

Students work independently to summarize *Reading: Rescue During the Holocaust*, noting the relationship between individual identity and moral decision-making.

Students create an identity chart for an imaginary hero. Include biographical information, personality traits, strengths, weaknesses, motivations, etc. Based on these observations, answer the following questions:

- How do you define a hero?
- What action did your imaginary hero take?
- What motivated your hero to act?
- What challenges did your hero face?

GROUP ACTIVITY: HOLOCAUST RESCUER PROFILES

Ask students to critically review *Dossier: Rescuer Profiles*. In pairs or small groups, students create an identity chart for one of the featured rescuers, and respond to the following prompts:

- Describe the actions the rescuer took.
- Describe the circumstances he or she acted under. For instance, did they act in response to immediate chaos? Or, were their actions thoroughly considered in advance?
- What do you think motivated the rescuer to act?
- What obstacles or challenges did the rescuer face?
- The act of rescue is not inevitable. Consider alternative courses of action the rescuer might have taken.

Share your findings as a class and consider:

- Did the rescuers share character traits? Do you think these traits are innate or learned?
- What do you think motivated the rescuers actions?
- What do you think prevented others from helping?
- How do the rescuers compare to your imaginary heroes?
- Do you think a person can be identified as a rescuer if they fail to save a life?

CLASS DEBATE: HONOURING THE RIGHTEOUS

THIS ACTIVITY IS BEST SUITED FOR SENIOR SECONDARY STUDENTS.

Righteous Among the Nations is a title awarded by Yad Vashem on behalf of Israel and the Jewish people to non-Jews who risked their lives to save Jews during the Holocaust. A stringent set of criteria determine eligibility for the award. These include: active involvement of the rescuer in saving one or more Jews from threat of death or deportation; risk to the rescuer's life, liberty or position; the initial motivation being the intention to help Jews, not the promise of payment or personal gain; and testimony from those who were helped or bore witness to the actions.

Stage a debate in the classroom, as a "4 Corners Debate." Students are to engage in the debate as if they are Yad Vashem officers judging the eligibility of applicants for Righteous Among the Nations recognition.

Present students with the statement: Rescuers who received financial gain in exchange for helping Jews should be honoured as Righteous Among the Nations.

Ask students if they agree or disagree, and to write a paragraph or list of points explaining their opinion. In the meantime, post four signs around the room: Strongly Agree, Agree, Disagree and Strongly Disagree.

Ask students to stand under the sign that describes their opinion. Allow for debate; encourage students to justify and explain their position; students are able to move between positions.

Debrief the process. Consider the complicated circumstances surrounding rescue, namely the high monetary costs of protecting Jews and the risks to the rescuer and their family. In the post-debate discussion, consider how shifting historical perspectives affects understanding of the issues.

EXTENSION: IDENTITY AND ACTION

Based on their understanding of rescuers and perpetrators, students write a journal entry in response to the following prompt:

- "In spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death.... I can feel the sufferings of millions and yet, if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that peace and tranquility will return again." (Anne Frank)

READING: RESCUE DURING THE HOLOCAUST PAGE 1

The act of rescue was rare during the Holocaust. Less than one-half of one percent of those under Nazi occupation helped Jews. Why some people chose to help while others remained indifferent in the face of Nazi efforts to exterminate European Jewry challenges our most basic assumptions about human nature. Those who helped were not saints, but rather ordinary people capable of making ethical decisions and acting on them at a critical moment in time.

The obstacles to rescue were many. Fear was pervasive in most of the countries under Nazi domination. In Poland, the Nazis made it very clear that death was the punishment for any Gentile (non-Jew) who assisted Jews. To help a Jew meant risking the lives of one's family, neighbours and fellow townspeople — a daunting prospect for the most heroic of individuals. Historical anti-Semitism (hatred of Jews), deeply rooted in Western culture, also played an important role in discouraging sympathy for the Jews.

Those that have studied rescue during the Holocaust have not been able to identify traits shared by helpers or rescuers. Nechama Tec has characterized rescuers as having had a high level of individuality and a commitment to helping the needy. Samuel and Pearl Oliner have suggested that rescuers were more likely to have had close family relationships and a caring, non-authoritarian upbringing. Altruistic behaviour does not appear to be linked to factors such as age, sex, class, education or religion.

Although the term "rescuer" and "helper" are often used interchangeably, in reality, only a few people were in a position to successfully rescue Jews. Most could at best only help. They helped by hiding Jews, falsifying documents and securing food and clothing. Yet, despite the helpers most valiant efforts, betrayal by suspicious or fearful neighbours was a constant threat.

Smuggling Jews into neutral countries generally required the concerted efforts of organized groups, or even a nation as in the case of Denmark. Some helpers joined resistance groups or other underground organizations, but many acted independently. Some individuals, such as Oskar Schindler, are well known but most are known only to the individuals they rescued.

Churches and foreign diplomats were often permitted relative independence by the Nazis, putting them in the best position to help. As a result, many Jews were issued life saving visas and other safe passes or found asylum in churches, convents and orphanages. Geography, political climate and other external factors also played a role in the act of rescue. Jews found refuge more readily in the more sympathetic countries of Belgium, Denmark and Italy than in Poland, where the death penalty for helping a Jew was more severely enforced by the Nazis.

READING: RESCUE DURING THE HOLOCAUST PAGE 2

It appears that most individuals did not seek out opportunities to rescue but responded when faced with desperate need or a direct request for help. Some rescuers may have been motivated by friendship with Jews, some by financial gain and others simply by moral or religious conviction.

Most who helped are reluctant to acknowledge that what they did was in any way extraordinary or heroic. It is common for rescuers to assert that they only did what they had to, that it was their duty and that they simply could not have acted otherwise.

People's actions during the Holocaust challenge us to think about the responsibility of individuals, groups and nations today. The stories of rescue tell us something about the nature of human response during moral crisis and provide evidence that opportunities to fight injustice did and can exist.

Adapted from by "The Role of Rescuers" in Diplomat Rescuers and the Story of Feng Shan Ho, produced by the Vancouver Holocaust Education Centre in partnership with Visas For Life: The Righteous Diplomats and Manli Ho.

DOSSIER: RESCUER PROFILES PAGE 1

**1. Chiune Sugihara**

Chiune Sugihara was born in January 1900 to a Japanese Samurai family who instilled in him a strict code of ethics. This value set included love and respect for family and children, internal strength and resourcefulness. Three weeks before all consulates in Kovno, Lithuania were to be closed down in August 1940, Jewish communal leadership approached Japanese Consul General Chiune Sugihara for help in securing Japanese transit visas. Though the Japanese government rejected the leaders' proposal, Sugihara elected to grant Jewish refugees visas at the risk of his own professional integrity and personal safety. In the weeks before his departure from Kovno, the Consul General issued at least sixteen hundred visas to Jews. Several of those rescued by Sugihara eventually moved to Vancouver.

**2. Raoul Wallenberg**

The son of an aristocratic Swedish family, Raoul Wallenberg studied law in France and architecture and engineering in the United States. He first encountered Jewish refugees while working in Palestine with his Hungarian Jewish business partner. In the spring of 1944, the deportation of Hungarian Jews to Auschwitz-Birkenau began. The Swedish Foreign Ministry, with the support of the American War Refugee Board, sent Wallenberg to Budapest to offer protection to the those Jews that remained. Wallenberg issued several hundred Swedish passports to Hungarian Jews and established "safe houses" where Jews could seek refuge. His language skills and self-assured manner enabled him to remove persons from trains destined for Auschwitz. Wallenberg was taken in for questioning by the Soviet army on suspicions of being a spy. He presumably died at a Soviet labour camp. Wallenberg is honoured as one of the Righteous Among the Nations, and has been named an honorary citizen of Canada.

DOSSIER: RESCUER PROFILES PAGE 2



3. Village of Le Chambon-sur-Lignon

Le Chambon-sur-Lignon, a village in the mountains of south-central France, was home to a Protestant community that had historically suffered persecution as a religious minority. The village residents empathized with Jews as the people of the Old Testament and felt it their moral responsibility to help their “neighbours” in need. Under the leadership of their pastor and his wife, André and Magda Trocmé, the village aided in the rescue of 5,000 Jewish refugees at the risk of their own lives. The residents hid Jews in their homes for up to four years, armed them with forged identification and ration cards, and helped hundreds escape to neutral Switzerland. According to Magda Trocmé, “None of us thought we were heroes, we were just people trying to do our best.”



4. Miep Gies

Miep Gies was born in 1909 Vienna, Austria, to a poor Christian family. As a young woman, Gies immigrated to the Netherlands. In the 1930s, she was employed as Otto Frank’s personal secretary, with whom she shared her abhorrence of Nazi policy. When the German army occupied Amsterdam, Otto enlisted the help of four trusted employees, including Gies, to hide his family in a back corner of his office building. For two years, the helpers provided the Franks and four other hidden Jews with food, moral support and news of the outside world. While in hiding, Otto’s daughter Anne kept a diary. In August 1944, the hidiers were betrayed by an anonymous caller and deported to the East. Two of the helping employees arrested. After their departure, Gies returned to the annex and found Anne’s diary. Of the eight Jews in hiding, only Otto Frank returned.

DOSSIER: RESCUER PROFILES PAGE 3

**5. Alice Schiffer De Ruyck**

Stefka and Hubert Kollmann and their daughters, Inge and Lydia, were living in Brussels, Belgium in 1942 when the situation for Jews became desperate. The couple turned to a close friend and gentile neighbour, Lydia Wegielski, for help in saving their daughters. Lydia's cousin Alice Schiffer agreed to take Inge and Lydia to her small village of Anzegen and protect her for them until the occupation ended.

She adopted the girls and had them baptized, which enabled their entry into the Catholic convent Li'Institut St. Vincent de Paul. Throughout the war, Alice cared for the girls, visiting them in the convent and relaying news. Hubert Kollmann was captured by the Gestapo and deported to his death at Auschwitz, while Stefka was hidden by Lydia Wegielski. Inge and Lydia survived the war. In 1979, Alice Schiffer De Ruyck was recognized by Yad Vashem as Righteous Among the Nations.

6. Dr. J.T. Zwaan

Albert and Duifje (Delia) van Haren were living in Gorinchem, Holland at the time of the German invasion in May 1940. Thanks to Albert's role in the local Jewish leadership, the family managed to remain in their hometown through November 1942. As the threat of deportation crept closer, Albert turned to a gentile doctor, J.T. Zwaan for help. According to Duifje, the "good doctor" composed an official letter confirming that one Albert J. van Haren suffered from troubles that rendered him unable to perform heavy labour. This false explanation temporarily delayed Albert's deportation to forced labour in the East, and bought the Jewish family time to go into hiding. Little more is known about the doctor, his motivations in providing false documentation, or his fate. Duifje and Albert van Haren survived the Holocaust.

1. Chiune Sugihara. www25.0038.net/~sempo/ 2. Raoul Wallenberg. www.judiska-museet.a.se 3. Village of Le Chambon-sur-Lignon. Jewish children saved by residents of Le Chambon. www.ushmm.org 4. Miep Gies. www.annefrank.org 5. Alice Schiffer De Ruyck. Alice Schiffer De Ruyck was honoured by Yad Vashem as Righteous Among the Nations for hiding Inge Manes (née Kollmann) and her sister Lydia during the war. Courtesy the Inge Manes Collection – VHEC Collection

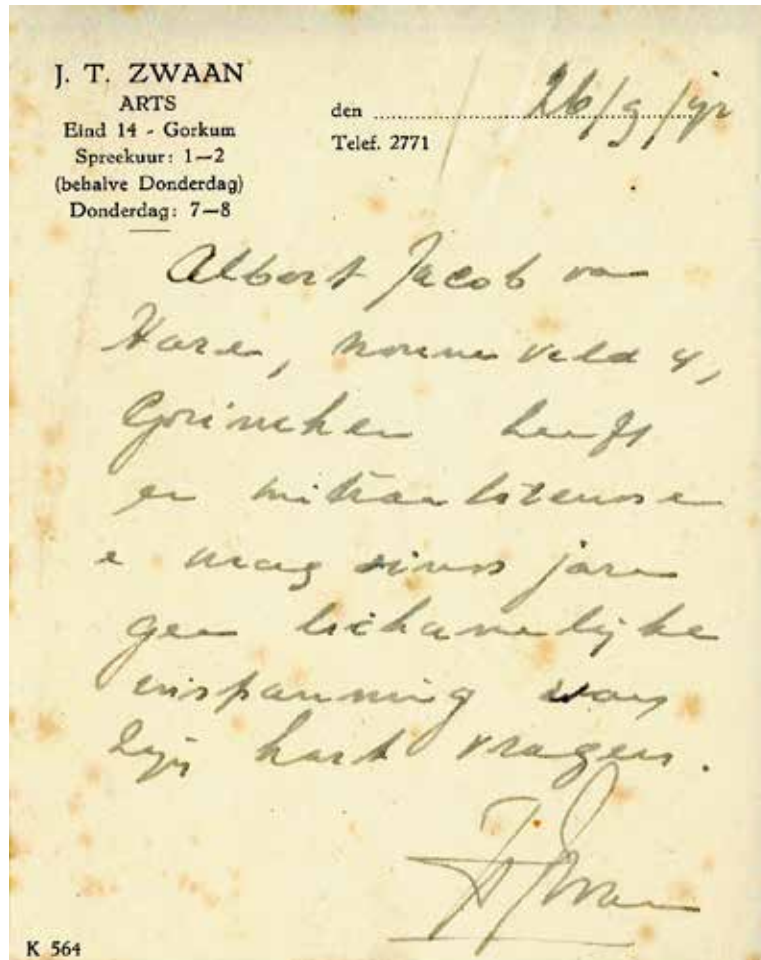
DOSSIER: ACTS OF COURAGE



Schutzpass (safe pass) belonging to Erika Fleischer (née Erika Eszther Vilscek). Issued in Budapest, Hungary, August 24, 1944. Recipients of this pass were privy to the protection of the Swedish Crown, with a reduced threat of deportation after Hungary fell under German occupation. Fleischer and her family spent the final months of the war in a Raoul Wallenburg “safe house” in Budapest.

Courtesy the Erika Fleischer Collection – VHEC Collection

DOSSIER: ACTS OF COURAGE



A note written by a gentile doctor, J.T. Zwaan, attesting that Albert J. van Haren was not able to do heavy work due to his heart troubles, November 26, 1942. This was a false explanation given by the doctor, which delayed van Haren 's deportation to the East for forced labour.

Courtesy the Duifje (Delia) van Haren Collection - VHEC Collection

POST-VISIT LESSON 2

MAKING CONNECTIONS

OBJECTIVES

Students reflect upon the ongoing resonance of Anne Frank, the significance of preserving sites of memory, and the implications of free speech in contemporary society.

TEACHER PREPARATION

Reproduce copies of *Document: Universal Declaration of Human Rights* and *Reading: Justin Bieber & Anne Frank*, and distribute to students at the beginning of the lesson. Alternatively, distribute in digital form.

LINKS TO HISTORICAL THINKING CONCEPTS:

Identify Continuity & Change

Students respond to media statements about the memory of Anne Frank, and consider Anne's iconic place in popular culture. Students also evaluate the correlation between the Holocaust and current human rights concerns.

Establish Historical Significance

Students research the sites of memory or memorials relating to the Holocaust and other historical moments.

Analyze Cause & Consequence

Students reflect on the creation of the United Nations Declaration of Human Rights as a response to the Holocaust.

Understand the Ethical Dimensions of History

Students consider the relationships between freedom of speech laws and human rights.

READING & GROUP DISCUSSION: POPULAR CULTURE

Students work individually to summarize *Reading: Justin Bieber & Anne Frank*, making note of the various responses to the singer's guestbook message.

In pairs or small groups, students discuss the responses to the pop star's message. Ask students to consider their personal response to the statement? Do they think it was a demonstration of ignorance or shameless self-promotion? Or, was it genuine thoughtfulness?

Debrief the public responses and student opinions as a class, considering the role of popular culture in interpreting and transmitting history.

PERSONAL RESPONSE: SITES OF MEMORY

THIS ACTIVITY IS BEST SUITED FOR SENIOR SECONDARY STUDENTS.

After the war, Otto Frank's two companies at Prinsengracht 263 moved to a new location. The building, which housed the Secret Annex, was faced with the threat of demolition. Thanks to the success of Anne Frank's published diary, and international interest in the hiding place, the building was saved and restored. The Anne Frank House opened to the public in 1960.

Using the case of the Secret Annex as a starting point, ask students to research another site of memory related to the Holocaust, another genocide, or a critical moment in history. Some examples include the Auschwitz-Birkenau State Museum, the Peace Memorial Park (site of the first atomic bomb dropped in Hiroshima), and Kigali Genocide Memorial Centre. Each student should prepare a short document, dramatic reading, or piece of art about the site to present to the class.

ACTIVITY: FREE 2 CHOOSE

THIS ACTIVITY IS BEST SUITED FOR SECONDARY STUDENTS.

Explain to students that the **Universal Declaration of Human Rights** was adopted by the United Nations General Assembly on 10 December 1948, in response to the human rights violations and mass violence during the Second World War and the Holocaust.

Students work in pairs or small groups to summarize *Document: Universal Declaration of Human Rights*. Based on their understanding of the document, students respond to the following prompts:

- Define human rights.
- Which people or groups experience protection of their human rights?
- Who is responsible for upholding the provisions of the Declaration?
- What are the limitations to the Declaration? Is there anything you would add?

Explain to students that **Free2Choose** is an interactive film and educational programming designed to promote critical thinking around human rights among youth. Through the Anne Frank House, student-produced film clips offer examples of how human rights can come into conflict with each other, or with the democratic rule of law. Each film aims to elicit meaningful discussions about controversial topics.

Screen **Free2Choose** clips to students in small groups. Alternatively, screen two or three clips as a class, or assign as homework.

Free2Choose Austria: “Mein Kampf” (www.youtube.com/watch?v=egAB8p2qIRo)

Free2Choose Austria: Religious Symbols in Classrooms (www.youtube.com/watch?v=Sw-4u1J1uyA)

Free2Choose Czech Republic: Facebook (www.youtube.com/watch?v=So2OVlryxow)

Free2Choose Czech Republic: Anti-Roma Hate Crimes (www.youtube.com/watch?v=FU3WRH-Z5Pc)

As a class, discuss the human rights concerns and agendas presented in the clips. Ask students to consider why these particular subjects were chosen for debate, and what issues might be highlighted if the videos were produced by Canadian high school students.

OPTIONAL EXTENSION: Based on their understanding of pressing human rights questions in Canadian society or their communities, ask students to create a storyboard, script or film clip in the style of **Free2Choose**. Students may work individually or in groups and present their finished product to the class.

READING: JUSTIN BIEBER & ANNE FRANK

In April 2013, Canadian pop singer Justin Bieber visited the Anne Frank House and spent more than one hour exploring the museum where Anne and seven other Jews hid from the Nazis during the Second World War. A tour guide explained that Anne had once plastered her room with photos of actors such as Greta Garbo, read popular magazines and loved going to the movies. At the end of his visit, Bieber left the following message in the guestbook: *“Truly inspiring to be able to come here. Anne was a great girl. Hopefully she would have been a belieber.”*

His message drew international attention and generated major waves in social media. An official statement from the Anne Frank House praised the pop star: “We think it is very positive that he took the time and effort to visit our museum. He was very interested in the story of Anne Frank and stayed for over an hour. We hope that his visit will inspire his fans to learn more about her life and hopefully read the diary.” Eva Schloss, Anne’s stepsister, defended Bieber, noting that while the comment was childish, Anne enjoyed following film stars, music, and the popular culture of her time. Social media users decried the singer, labeling Bieber’s message as ignorant, insensitive and disparaging towards the memory of Anne and the millions of other victims of the Holocaust.

DOCUMENT: UNIVERSAL DECLARATION OF HUMAN RIGHTS

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Adapted from the United Nations Universal Declaration of Human Rights (www.un.org/en/documents/udhr/)

Action / Aktion - German word meaning “action” but used to refer to any non-military campaign. An Aktion would be an operation undertaken for political or racial reasons. For example, Aktion 14f13 was the code name for the murder of the disabled.

Antisemitism - Opposition or hatred of Jews. As a term, it came into wide-spread use in the 1870’s. Subsequently, it has come to denote hatred of Jews, in all of its forms throughout history.

Appel - French word for roll call. Process of forcing concentration camp prisoners to line up outdoors to be counted, often for several hours and under all weather conditions.

Aryan - Originally a linguistic term referring to the Indo-European group of languages. Before the end of the nineteenth century, the term had taken on racial definitions, often referring to people whose ancestors were northern European and thus “purer” than “lesser” races. The Nazis viewed Jews and other non-Aryans such as Gypsies (Roma) and Poles as either inferior or subhuman.

Aryanization - Term used to describe the confiscation of Jewish-owned businesses and their transfer to German ownership.

Auschwitz - A concentration camp established in 1940 near Oswiecim, Poland. In 1942, it became a death camp. It contained a labour camp, the death camp Birkenau, and the slave labour camp, Buna-Monowitz. Up to 1.5 million Jewish men, women and children were murdered in this camp and 100,000 victims from other ethnic and cultural groups. Only 7,650 survivors were found alive at liberation.

Bergen-Belsen - A Nazi concentration camp in what is today Lower Saxony in northwestern Germany. It began as a Prisoner-of-War camp in 1940 and was converted to a concentration camp in 1943. Approximately 50,000 people, mostly Jews, died in the complex, including Anne and Margot Frank/

Birkenau - The sub-camp of Auschwitz with four gas chambers, also known as Auschwitz II. The Auschwitz gassings took place here – as many as 6,000 a day.

Cattle Car - Jews were most often transported to concentration camps by train in freight cars — sometimes referred to as cattle cars. The cars were packed tight and sealed off, and passengers had no food or water. Many people inside the cars, especially the old and very young, died before the train reached its destination.

Concentration Camps - Immediately after assuming power on January 30, 1933, the Nazis established camps where they “concentrated” and imprisoned perceived enemies of the state. Enemies of Nazism included real and imagined political opponents including: Communists, Socialists, Monarchists, trade unionist, Jehovah’s Witnesses, Roma and Sinti people, homosexuals and others deemed “anti-social.” The general round-up of Jews did not begin until 1938. Before then, only Jews who fit the other categories were interned in the camps. The first three camps were Dachau, Buchenwald, and Sachsenhausen.

Dachau - One of the first concentration camps, it opened in March 1933 as a prison for political

opponents of the Nazi regime. Although, Dachau did not have a poison gas, mass murder program, there were 31,591 registered deaths out of 206,206 registered prisoners. The total number of non-registered deaths is not known. The camp was liberated on April 29, 1945.

Death March - In retreating from Allied soldiers at the end of the war, Nazis forced large numbers of prisoners to march long distances under heavy guard and under intolerable conditions. Approximately 250,000 prisoners were murdered or otherwise died on these marches between the summer of 1944 and the end of the war.

Deportation – Part of the Nazi program to remove Jews from Germany, and increase living space for ethnic Germans. Initially an effort to rid German land of Jews, deportation eventually became a means to deliver Jews to concentration camps and implement the Final Solution.

Displaced Persons - Refugees who no longer had families or homes to return to after the war. They faced economic deprivation and feared reprisals or even death if they returned to their prewar homes. Immediately after the war it was estimated that there were between 1.5 million and 2 million displaced persons including 200,000 Jews, mainly from Eastern Europe.

Final Solution - Nazi code name for the plan to destroy the Jews of Europe.

Gas Chamber - Underground room where victims were gassed. Prisoners were told that they were showers intended for sanitation

APPENDIX: GLOSSARY

purposes. After gassing the bodies of the victims were brought to the crematorium.

Gestapo - A political police unit established in 1933. Its official name was Geheime Staatspolizei or secret state police. The Gestapo acted above the law and were notorious for their brutality.

Ghetto - The ghetto was a section of the city where all Jews from the surrounding areas were forced to live. Surrounded by barbed wire or walls, ghettos were often sealed to prevent people from entering or leaving. Established mostly in Eastern Europe, ghettos were characterized by overcrowding, starvation and forced labour. All were eventually destroyed as the Jews were deported to death camps.

Hitler, Adolf - Nazi party leader from 1921 to 1945. He became the German Chancellor on January 30, 1933 and President on August 2, 1934. He committed suicide in his Berlin bunker on April 30, 1945 following Germany's defeat by the Allied powers.

Holocaust - The destruction of 6 million Jews by the Nazis and their followers in Europe between the years 1933-1945. Other individuals and groups were persecuted and suffered grievously during this period, but only the Jews were marked for complete annihilation. The term "Holocaust" —literally meaning "a completely burned sacrifice" — suggests a sacrificial connotation to what occurred. The word Shoah, originally a Biblical term meaning widespread disaster, is the modern Hebrew equivalent.

Liberation - Period of time during

which concentration camps were entered and captured by Allied forces.

Liberators - Soviet, British, Canadian and American troops who entered the concentration camps after the Nazis had left.

Nazi - Name for the National Socialist German Workers Party. (NSDAP)

Nazism - The ideology of the National Socialist German Workers Party and the party's system of rule from 1933 to 1945. Also a form of fascism. The ideology included: 1) anti-liberalism and anti-parliamentarianism, 2) anti-communism and anti-socialism; 3) the Führer principle which replaced parliament with a hierarchical dictatorship based on the concepts of leader and follower, command and obedience; 4) nationalism, 5) racism and antisemitism, 6) imperialism and 7) militarism.

Ravensbrück - A concentration camp for women located outside of Berlin. Opened on May 15, 1939, a men's camp was added in April 1941, and Uckermark, a camp for 1,000 children, was also established. Out of 132,000 prisoners, 92,000 women from 23 nations were murdered at this site. Inmates were forced to work for the armaments industry and Siemens, who had built a factory adjacent to the camp. Those unable to work were killed in the gas chambers of Uckermark which operated from December 1944 to April 14, 1945. The camp was liberated by the Soviet Army.

Round-up - Term used to refer to the Nazi collection of Jews and other victims for deportation, labour or

murder.

Selection/Selektion - Term for choosing whom to kill. The process of selecting victims for the gas chambers by separating them from those considered fit to work.

Star of David - A six-pointed star formed of two equilateral triangles; a traditional symbol of Judaism. Used by the Nazis as an identification marker for Jews. By Nazi decree, Jews over the age of six had to wear a yellow Star of David badge or blue and white armband on their clothing.

Swastika - Symbol of the Nazi party. A cross with equal arms each of which is bent at a right angle. It appeared on Nazi uniforms and flags.

Typhus - An infectious disease and common cause of death in the camps. Characterized by fever, exhaustion and nervous symptoms, typhus was most often spread by lice and fleas, which thrive under unsanitary conditions.

World War II - The war fought from 1939 -1945 between the Axis and the Allied powers. The war began when Germany invaded Poland in September 1939. Germany surrendered on May 7, 1945. On August 6, 1945, the U.S. dropped the first atomic bomb on Hiroshima, Japan; nine days later, Japan surrendered. The war ended with the signing of a peace treaty on September 2, 1945.

Zyklon B - A pesticide and commercial name for prussic acid. As a deadly poisonous gas, it was used by the Nazis to kill large numbers of victims. Among the different gases used, Zyklon B was one of the most efficient and deadly.

APPENDIX: TIMELINE — ANNE FRANK IN HISTORY

1925

MAY 12

Otto Frank (b.1889) and Edith Hollander (b.1900) get married in Aachen, Germany.

1926

FEBRUARY 16

Margot Frank is born in Frankfurt, Germany.

1929

JUNE 12

Anne Frank is born in Frankfurt, Germany.

1929-1932

The Wall Street crash and fall of the New York Stock Exchange signal a worldwide economic crisis, The Great Depression.

The National Socialist German Workers Party (Nazi Party) becomes a major political party.

1933

JANUARY 30

Adolf Hitler appointed Chancellor of Germany by President von Hindenburg.

MARCH 22

Dachau, the first concentration camp, opens. Political opponents of the Nazis are detained.

APRIL

Otto Frank moves to Amsterdam from Frankfurt, Germany. Edith and Margot follow that December.

APRIL 1

The first state-directed boycott of Jewish shops and businesses in Germany.

APRIL 7

The first Nazi laws excluding Jews from Civil Service, medical professions and the Arts are enacted. Schools and universities are Aryanized. Jewish children have restricted access to public education.

JULY 14

Law permitting the forced sterilization of Gypsies, the mentally and physically disabled, African-Germans and others considered "unfit." East European Jewish immigrants stripped of German citizenship.

SEPTEMBER 15

Otto Frank establishes the Opekta company in Amsterdam.

1934

FEBRUARY 16

Anne Frank's uncles bring her to Amsterdam.

AUGUST 2

Hitler proclaims himself Führer und Reichskanzler (Leader and Reich Chancellor). Armed Forces must now swear allegiance to him.

1935

SEPTEMBER 15

First of the "Nuremberg Laws," anti-Jewish racial laws enacted; Jews lose the right to German citizenship and to marry Aryans. Sexual relations between Jews and non-Jews forbidden. Aryan women under age 45 cannot work in Jewish homes.

1938

MARCH 12 - 13

Austria is peacefully annexed (Anschluss) by Germany. All antisemitic decrees immediately applied in Austria.

JULY 6 - 15

Representatives from thirty-two countries meet at the Evian Conference in France. Most countries including Canada refuse to admit Jewish refugees.

APPENDIX: TIMELINE — ANNE FRANK IN HISTORY

NOVEMBER 9 – 10

Kristallnacht (Night of Broken Glass): First state-organized riot in Germany and Austria directed against Jews and Jewish businesses. Hundreds of synagogues destroyed; Jewish homes and shops looted; nearly 30,000 Jewish men sent to concentration camps. Jews were later forced to pay for the damages.

NOVEMBER 1-12

Decree forcing all Jews to transfer retail businesses into Aryan hands. All Jewish pupils are expelled from German public schools and universities.

DECEMBER 1

The first Kindertransport leaves Berlin. 10,000 children will seek refuge in Britain during the war.

1939

MARCH 15

Germans invade Czechoslovakia.

SEPTEMBER 1

Germany invades Poland; Second World War begins.

OCTOBER 12

Germany begins deportation of Austrian and Czech Jews to Poland.

1940

APRIL – JUNE

Germany invades Denmark, Norway, Belgium, Luxembourg, Holland and France.

MAY 15

Nazi occupation of the Netherlands begins.

MAY 20

The first prisoners arrive at Auschwitz concentration camp, established at Oswiecim, Poland.

1941

JANUARY 10

Compulsory registration of all fully or partly Jewish people in Holland.

FEBRUARY 22

Deportations of Dutch Jews to concentration camps begins.

MARCH

Jews in the Netherlands are barred from entering hotels, restaurants, cafes, theatres, public libraries, swimming pools, and bathhouses.

SEPTEMBER

Jewish children are removed from Dutch public schools and universities.

JULY 31

Hermann Göring appoints Reinhard Heydrich to implement the "Final Solution."

DECEMBER 7

Japan attacks Pearl Harbour.

1942

JANUARY 20

Wannsee conference in Berlin; Nazi leaders meet to discuss "the Final Solution," the plan to exterminate the Jews of Europe.

MAY 2

All Jews in the Netherlands are ordered to wear the Yellow Star.

JUNE 12

Anne Frank receives a diary for her 13th birthday.

JUNE

First decree summoning Dutch Jews between the ages of 16 and 32 to register for work in Germany and Poland.

APPENDIX: TIMELINE — ANNE FRANK IN HISTORY

JULY 5

Anne's sister Margot receives an order to report to Nazi authorities.

JULY 6

The Frank family moves into the Secret Annex in Otto's office building at Prinsengracht 263, Amsterdam.

JULY 13

The Van Pels family joins the Franks in hiding.

NOVEMBER 16

Fritz Pfeffer enters the Secret Annex.

1942-1944

Hundreds of thousands of Jews hiding throughout Europe are caught and transported to concentration and death camps.

1944

JUNE 6

D-Day: Allied invasion at Normandy, France

AUGUST 4

The inhabitants of the Secret Annex are betrayed and arrested. Four days later, they are taken to Westerbork, the Dutch transit camp.

SEPTEMBER 3-6

The Franks, the Van Pels and Fritz Pfeffer are placed on a transport to Auschwitz, a concentration camp in Nazi-occupied Poland.

SEPTEMBER 6

Mr. Van Pels is put to death upon his arrival at Auschwitz.

OCTOBER 28

Anne and Margot Frank are taken from Auschwitz to Bergen-Belsen, a concentration camp in Germany.

NOVEMBER 24

Mrs. Van Pels is taken to Bergen-Belsen.

DECEMBER 20

Mr. Pfeffer dies in Neuengamme, a concentration camp in Germany.

1945

JANUARY 6

Edith Frank dies in Auschwitz.

JANUARY 18

Evacuation of Auschwitz-Birkenau begins. Peter van Pels is placed on a transport and death march, while Otto Frank is left behind.

JANUARY 27

The Russian Allies liberate Auschwitz and free the remaining prisoners, including Otto Frank.

MARCH

Margot and Anne die of typhus at Bergen-Belsen within a few days of one another.

APRIL

Eastern and Northern provinces of Holland are liberated by Canadian soldiers.

APRIL 9

Auguste van Pels dies during transfer to Germany, sometime between April 9 and May 8, 1945.

APRIL 15

Bergen-Belsen is liberated by British and Canadian soldiers.

MAY 8

Germany surrenders, the war ends in Europe.

JUNE 3

Otto Frank returns to Amsterdam. He is the only person from the Secret Annex to have survived the Holocaust.

AUGUST 6 & 9

The U.S. bombs Hiroshima and Nagasaki, Japan.

SEPTEMBER 2

Japan surrenders, end of Second World War.

NOVEMBER 1945 - OCTOBER 1946

International Military War Crimes Tribunal held in Nuremberg, Germany.

APPENDIX: RESOURCES

BOOKS AND ARTICLES

Barnouw, David & Gerrold Van Der Stroom. Eds. ***The Diary of Anne Frank: The Critical Edition***. New York: Doubleday, 1989.

Prepared by Netherlands State Institute for War Documentation, this volume contains three versions. Every aspect of the diary, including Anne's handwriting and the original diary pages are meticulously examined, providing both compelling proof and historical affirmation of its poignant testament.

Boonstra, Janrense and Marie-Jose Rijnders. ***Anne Frank House: A Museum with a Story***. Amsterdam: Anne Frank Foundation, 1992.

This book takes a brief historical look at the modest, canal-side house where Anne Frank wrote her diary during the Second World War. After betrayal and deportation, only Anne's father, Otto Frank, survived the war. The discovery and publication of the most widely translated book to emerge from The Netherlands, evoked interest in the former hiding place of Anne Frank. By the early nineteen-fifties, visits had already begun.

Flinker, Moses. ***Young Moshe's Diary: The Spiritual Torment of a Jewish Boy in Nazi Europe***. Jerusalem: Yad Vashem Publications, 1971.

Moshe Ze'ev Flinker (Maurice Wolf Flinker) was a Jewish youth born in The Hague on October 9, 1926. Following the 1940 Battle of the Netherlands, the family left The Hague for Belgium to evade Nazi rule and the rounding up of Jews by the Gestapo. The Flinkers stayed in Brussels, Belgium until their arrest in 1944. Moshe and his parents were deported to Auschwitz and murdered there.

Frank, Anne. ***The Diary of a Young Girl***. New York: Pocket Books, 1953.

This is the diary of a young Jewish girl, who spent two years in hiding in Holland during the war. It is a record of the thoughts and expressions of a young girl, living under extraordinary conditions, whose life ended tragically at age fifteen in the concentration camp of Bergen-Belsen.

Frank, Otto H. and Mirjam Pressler, Eds. ***Anne Frank: The Diary of a Young Girl: The Definitive Edition***. New York: Doubleday, 1995.

Anne Frank decided that when the war was over she would publish a book based on her diary. She began rewriting and editing her diary, improving the text, omitting passages she didn't think were interesting enough, and adding others from memory. At the same time she kept up her original diary. This definitive edition contains thirty percent more material from Anne's unedited diary, known as version A, and from the edited diary, known as version B, and from the edited version, C, which most readers are familiar with.

Gies, Miep. "Anne Frank's Legacy." ***Dimensions: A Journal of Holocaust Studies* vol. 11, no. 1** (1997): 24-26.

Miep Gies helped hide Anne Frank and her family for more than two years (1942-1944) during the Second World War. She discovered and rescued Anne's diary after the Franks were captured by the Nazis. This article is adapted from a speech Miep Gies delivered in June, 1996.

Gies, Miep and Alison L. Gold. ***Anne Frank Remembered: The Story of the Woman Who Helped Hide the Frank Family***. New York: Simon & Shuster, 2009.

Miep Gies and her husband assisted the Frank family and their friends in their Amsterdam hiding place, risking their lives each day to bring food,

news, and emotional support to the victims. This is Miep's own story which she remembers with simple honesty and clarity.

Hurwitz, Johanna. ***Anne Frank: Life in Hiding***. New York: A Beech Tree Paperback Book, 1988.

A biography of the life of Anne Frank. From July 1942 until August 1944 a young teenager named Anne Frank kept a diary. However, Anne's diary was unique. It chronicled the two years she and her family spent hiding from the Germans who were determined to annihilate all the Jews of Europe. This is a sensitive and thoughtful introduction to the Holocaust and to the life of one of its most well known victims.

Kirshenblatt-Gimblett, Barbara and Jeffrey Shandler, Eds. ***Anne Frank Unbound: Media, Imagination, Memory***. Bloomington: Indiana University Press, 2012.

An exploration of the diverse artistic, cultural and scholarly work that has been created in response to Anne Frank's diary.

Laskier, Rutka. ***Rutka's Notebook: A Voice from the Holocaust***. Jerusalem: Yad Vashem Publications, 2007.

The diary of Rutka Laskier, a fourteen year old Jewish girl living in Poland. Rutka records her experiences over four months in 1943. The diary was kept by Rutka's close friend for 61 years and was revealed to the public in 2006.

Lee, Carol Ann. ***The Hidden Life of Otto Frank***. New York: Harper Collins, 2003.

This book documents the life of Anne Frank's father, Otto Frank. It follows his life through the time of his early childhood as a member of a wealthy German Jewish household, his time in hiding, his experiences in concentration camps, and his life after the war.

Lindwer, Willy. ***The Last Seven Months of Anne Frank***. New York: Anchor Books, 1988.

This book contains the complete interviews conducted for the film documentary, "The Last Seven Months of Anne Frank." Only a small portion of each interview could be used for the film, which also provides a historical record of the women who recount their dramatic experiences here. The six women all knew Anne Frank in the last seven months of her life, and although they tell of their own experiences, many aspects of their stories also reflect the story of Anne Frank.

Prose, Francine. ***Anne Frank: The Book, The Life, The Afterlife***. Harper Perennial, 2010.

Francine Prose deftly parses the artistry, ambition, and enduring influence of Anne Frank's beloved classic, *The Diary of a Young Girl*. Prose unravels the complex, fascinating story of the diary and effectively makes the case for it being a work of art from a precociously gifted writer.

Van der Rol, Raud and Rian Verhoeven. ***Anne Frank: Beyond the Diary***. Penguin Group, 1993.

Anne's life before her family went into hiding is revealed, as well as the influences that formed her strong moral beliefs. Historical essays and photographs provide background information on the worsening political situation from which Anne was kept sheltered. Here also is evidence of the wretched conditions that marked the last years of Anne's life and testimonies of the last people to see Anne and Margot alive in Bergen-Belsen concentration camp.

APPENDIX: RESOURCES

Wolf, Diane Lauren. ***Beyond Anne Frank: Hidden Children and Postwar Families in Holland***. Berkeley and Los Angeles: University of California Press, 2007.

Following her interviews with seventy survivors, Wolf discusses the experiences of Jewish children who were hidden with Dutch families during the Holocaust while also contextualizing the policies of the wartime Dutch state.

YOUNG READERS

Alder, David A. ***A Picture Book of Anne Frank***. New York: Holiday House, 1993.

Traces the life of Anne Frank through visual depictions.

Barrett, Angela and Josephine Poole. ***Anne Frank***. Red Fox, 2007.

This picture book biography highlights Anne's early years. Available in French.

Boas, Jacob. ***We Are Witnesses***. New York: Henry Holt and Company, 1995.

The five diarists in this book did not survive the war. But their words did. This volume offers accounts of how five young people experienced the Holocaust.

Gold, Alison Leslie. ***Memories of Anne Frank: Reflections of a Childhood Friend***. New York: Scholastic Press, 1997.

Hannah Goslar relates her memories of Anne Frank to author Alison Leslie Gold, taking the reader beyond *The Diary of Anne Frank*.

Jacobson, Sid and Ernie Colón. ***Anne Frank: The Anne Frank House Authorized Graphic Biography***. New York: Farrar, Straus and Giroux, 2010.

Drawing on the unique historical sites, archives, expertise, and unquestioned authority of the Anne Frank House in Amsterdam, New York Times bestselling authors Sid Jacobson and Ernie Colón have created the first authorized and exhaustive graphic biography of Anne Frank.

Kohuth, Jane. ***Anne Frank's Chestnut Tree***. New York: Random House Books for Young Readers, 2013.

This reader for younger children between ages five and eight explores Anne Frank's story with a particular emphasis on the role of nature in Anne's diary.

Heuvel, Eric. ***A Family Secret***. Amsterdam: Anne Frank House and Resistance Museum of Friesland, 2003.

A graphic novel published by the Anne Frank House and Resistance Museum of Friesland, it follows the story of a young boy who discovers a scrapbook that was kept by his grandmother during the Second World War. He learns of her wartime experiences in Holland and of her friendship with a young Jewish girl named Esther.

Heuvel, Eric, Ruud van der Rol and Lies Schippers. ***The Search***. Amsterdam: Anne Frank House and the Jewish Historical Museum, 2007.

A graphic novel that follows the story of Esther, a Jewish child survivor who was in hiding on a Dutch farm during the war. The story discusses issues of loss and memory as Esther searches for information about her family.

FILMS

Anne Frank: A Legacy for our Time

GRADES 4 AND UP

Anne Frank's story encourages students to examine their own attitudes about human rights, prejudice, morality, and justice.

Dear Kitty

GRADES 5-9

The life of Anne Frank is told with quotations from her diary, photos from the family album, and historic film footage. Historical background is given on the Holocaust, anti-semitism, racism and fascism.

Freedom Writers

SENIOR SECONDARY AND UP

Based on the book *The Freedom Writers Diary* by teacher Erin Gruwell, *Freedom Writers* is about a young teacher who inspires her class of at-risk students to learn tolerance, apply themselves, and pursue education beyond high school.

Just a Diary (Dutch with English subtitles)

This video tells the story of Anne Frank from the perspective of a seventeen year old Dutch girl who is preparing to play the role of Anne in a school play. The video incorporates the life of Anne Frank, the history of the Holocaust, the rise of Hitler, the persecution of the Jews, the occupation of the Netherlands, and discusses what occurred in Nazi run concentration camps. The video makes use of historical footage and images of the Annex where the Frank family lived.

The Last Seven Months of Anne Frank

This moving documentary begins where Anne Frank's diary leaves off. The filmmaker has brought together eight women who were with the Frank family in the concentration camps of Westerbork, Auschwitz-Birkenau and Bergen-Belsen. These surviving eyewitnesses tell their harrowing stories and reveal hitherto unknown heart breaking details about the final months and days of Anne's life. A book by the same name exists which contains text of interviews used in this film.

The Short Life of Anne Frank

This documentary reviews Anne's life from her birth (1929) to death (1945) by combining archival film with diary quotes, and photographs. It also includes the only known motion pictures of Anne Frank and an afterward by her father. The film not only tells the story of Anne Frank, her diary, her family and the secret annex, but also the Second World War and the persecution of the Jews; making it an excellent educational tool for teaching about the Holocaust.

Raoul Wallenberg Lecture Series: My Choice to Care by Miep Gies

The University of Michigan's Raoul Wallenberg Lecture Series presented by Miep Gies, who helped hide Anne Frank and her family. Transcript included.

The World of Anne Frank

This is an informative docu-drama on Anne Frank and the Holocaust. Highlighted by dramatic re-creations from Anne's diary, the video is interspersed with documentary information including rare film footage, photographs and interviews with Anne's father and those who risked their lives to hide the Frank family.

WEBSITES

www.annefrank.org

The official homepage of the Anne Frank House.

www.miepgies.nl/en/Biography/

Website honouring the life and memory of Miep Gies, one of the six helpers for the eight Jewish people hiding in the Secret Annex.

www.ushmm.org/exhibition/hidden-children/stories_of_the_hidden/

The homepage for the exhibition *Life in Shadows: Hidden Children and the Holocaust* is presented by the United States Holocaust Memorial Museum, and focuses on the stories of children in hiding during the Holocaust. Also available on this site are teaching materials, access to library and photo archives, personal histories, oral testimonies and other resources.

www.virtualmuseum.ca/Exhibitions/Holocaust_orphans

www.virtualmuseum.ca/Exhibitions/Holocauste_orphelins

The hosting site for the Vancouver Holocaust Education Centre's online teaching exhibit, *Open Hearts Closed Doors: The War Orphans Project*, which provides an online teaching exhibit, which follows the stories of individual survivors as they emerged from the events of the Holocaust into displaced person camps, eventually creating new lives in Canada. This site is available in both English and French.

www.holocaustchild.org/index.php/about/chapters/

Website of the World Federation of Jewish Child Survivors of the Holocaust and Descendants, with links to personal narratives of hidden children and educational resources.

www.yadvashem.org

The official website for Yad Vashem: The Holocaust Martyrs' and Heroes' Remembrance Authority.

INTERACTIVE RESOURCES

Outside The Attic Walls: A Discovery Kit

This unique resource offered by the VHEC makes use of the power of artefacts in forging connections to the past. The objects included in the Discovery Kit are replicas of ones that belong to survivors of the Holocaust who, like Anne Frank were children in Holland. A teacher's guide with activities is also provided.

For reservations, please contact info@vhec.org or (604) 264-0499.