

# annefrank

## video diary EXTRA

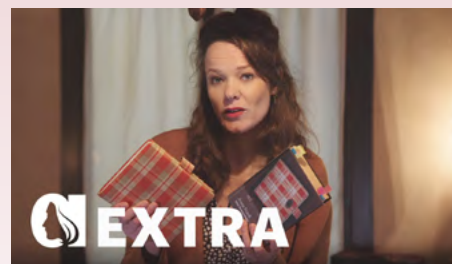
### EXTRA Anne's Diary Activity



Luna as Anne with a facsimile of the red-checked diary.



The diary has been translated into over 70 languages.



From 12 June 1942 to 1 August, Anne kept a diary. She was not the only one who kept a diary during the war. Many other young people did so as well. This video teaches why Anne Frank's diary became so well known.

#### TASK 1

Watch episode 3 ► [My big dream](#)  
and the accompanying ► [EXTRA Anne's Diary](#)

#### TASK 2

Study these photos and answer the following questions



Anne Frank's actual room in the Secret Annex. This one is empty. After the arrest, the Nazis took away all of the furniture and their other belongings.



Do you want to see all of the rooms in the Secret Annex? You can visit the [Secret Annex online](http://www.annefrank.org/secret-annex).  
► [www.annefrank.org/secret-annex](http://www.annefrank.org/secret-annex)



These two photos are from the film set where the video diary was shot. The set was furnished. Everything was recreated and furnished to resemble the actual Secret Annex.

a) Why do you think Otto Frank decided to leave the rooms in the Secret Annex empty?

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b) Which detail of this reconstruction is decidedly fake?

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**TASK 3**

# Do the group assignment in pairs

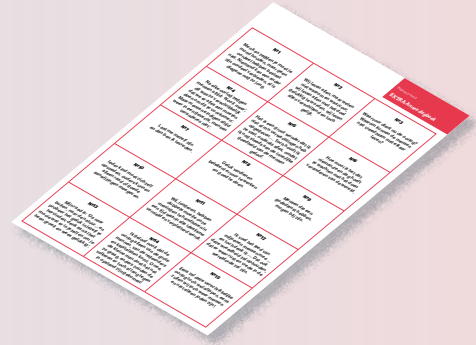
Because Anne wrote down her experiences and thoughts, we now know more about the time and conditions in which she lived. People have been recording their experiences and thoughts for centuries, even before World War II, and we still do so today.

**INSTRUCTIONS**

- 1 Read the quotes on page 3. Pick one that appeals to you.  
**Quote number**
- 2 Decide: **Who** might have said this and **when**?

- Student**
- Influencer**
- Philosopher**
- Teacher**
- Vlogger**
- Politician**
- Human Rights Activist**
- Writer**
- Other:**

- Middle Ages**
- Roman Era before Christ**
- 20th century**
- Now**
- Other:**



- 3 Discuss your answers with your partner.

**TASK 4**

# What do people living 75 years from now need to know about this period in time?

Discuss this question with the whole class. Next, pick one of the examples mentioned and consider **what** we record these days, **how** we do it, and **why**.



Do you want to know more about life in the Secret Annex? Read The Diary of a Young Girl, by Anne Frank.

**a) What and how?**

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**b) Why?**

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<p style="text-align: center;"><b>Nº1</b></p> <p>People can tell you to shut up, but they can't keep you from having an opinion. You can't forbid someone to have an opinion, no matter how young they are!</p>	<p style="text-align: center;"><b>Nº2</b></p> <p>We're all alive, but we don't know why or what for; we're all searching for happiness; we're all leading lives which are different and yet the same.</p>	<p style="text-align: center;"><b>Nº3</b></p> <p>What's the point of the war? Why, oh why can't people live together peacefully?</p>
<p style="text-align: center;"><b>Nº4</b></p> <p>After every war, people always say: 'Never again, this was so awful that we have to do everything we can to prevent this from happening again.' And yet, they always end up fighting; people do not change.</p>	<p style="text-align: center;"><b>Nº5</b></p> <p>It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.</p>	<p style="text-align: center;"><b>Nº6</b></p> <p>How wonderful it is that nobody need wait a single moment before starting to improve the world.</p>
<p style="text-align: center;"><b>Nº7</b></p> <p>Let me be myself and I'll be satisfied.</p>	<p style="text-align: center;"><b>Nº8</b></p> <p>Earning happiness means working and doing good.</p>	<p style="text-align: center;"><b>Nº9</b></p> <p>People who are religious should be glad.</p>
<p style="text-align: center;"><b>Nº10</b></p> <p>Every child has to raise itself. Parents can only advise their children or point them in the right direction.</p>	<p style="text-align: center;"><b>Nº11</b></p> <p>It's twice as hard for us young people to hold onto our opinions at a time when ideals are being shattered and destroyed.</p>	<p style="text-align: center;"><b>Nº12</b></p> <p>I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel ... that this cruelty, too, shall end, that peace and tranquility will return once more.</p>
<p style="text-align: center;"><b>Nº13</b></p> <p>My advice is: "Go outside and try to recapture the happiness within yourself; think of all the beauty in yourself and in everything around you and be happy."</p>	<p style="text-align: center;"><b>Nº14</b></p> <p>I don't believe the war is simply the work of politicians and capitalists. Oh no, the common man is every bit as guilty, otherwise people and nations would have rebelled long ago!</p>	<p style="text-align: center;"><b>Nº15</b></p> <p>One day this terrible war will be over. The time will come when we'll be people again and not just Jews!</p>

# annefrank

## video diary EXTRA

To accompany the Anne Frank video diary, we have created seven educational EXTRAs that tie the episodes to the context of the persecution of the Jews and the Second World War. It is helpful to view the EXTRAs with the class before working on the activities. The activities share the following components:

- 1 Students watch the EXTRA in the classroom.
- 2 Students interpret the historical source material themselves.
- 3 Students work on the group assignment in small groups.
- 4 Students engage in a whole-class discussion about the critical thinking question shown at the end of the EXTRA.

### Step 1 WATCHING THE VIDEO TOGETHER

Watch EXTRA **Anne's Diary** with the group. Anne kept a diary from 1942 to 1 August 1944. She was not the only one who kept a diary during the war. Many other young people did so as well. This video tells why Anne Frank's diary became so well known.

### Step 2 INTERPRETING

Students individually study and interpret the photographs. Then, they discuss their findings with the whole class.

Photo 1: Anne Frank's room, empty, as it can be visited in the Anne Frank House. When Otto Frank returned after the war and opened the museum, he decided to leave the rooms in the Secret Annex empty. He did not like the idea of refurbishing them, and the emptiness of the rooms reflected the emptiness he experienced when he was the only one of his family to survive the war.

Photo 3: The reconstruction of the writing-table was also used for the film recordings of the Anne Frank video diary. The only thing 'wrong' with the photo is the vlog camera lying on the table.

### Step 3 GROUP ASSIGNMENT

#### Method

- Divide the students into pairs
- Have the pairs work on the assignment

for approx. 10 minutes

- Discuss and compare the answers with the whole class. What were the results of the group discussions?

#### Carrying out the group assignment

All the quotes below are Anne Frank's. They come from her diary and other work, like her *Tales*. Most of the quotes come from the last stage of Anne's writing. After hearing Minister Bolkenstein's radio appeal to hand in war diaries after the war, she decided to rework everything she had written up to that point into a novel she wanted to publish after the war.

#### Additional info on the quotes

##### Nº1

People can tell you to shut up, but they can't keep you from having an opinion. You can't forbid someone to have an opinion, no matter how young they are!

— Anne Frank, 2 March 1944

##### Nº2

We're all alive, but we don't know why or what for; we're all searching for happiness; we're all leading lives that are different and yet the same.

— Anne Frank, 6 July 1944

##### Nº3

What's the point of the war? Why, oh why can't people live together peacefully?

— Anne Frank, 3 May 1944

#### EXTRA bij

Video Diary Episode 3

*My biggest dream*

#### For whom

Students in lower secondary school (history, citizenship, social studies)

#### Duration

30 minutes

#### Themes

WWII, The Secret Annex, and diaries

#### Format

Individual and group assignments plus whole-class wrap-up

#### Supplies

Video EXTRA Anne's Diary

Worksheets PDF (download & print at 100%)

#### Learning objectives

Students learn about Anne's work; Students become aware of the fact that Anne's themes (war, human behaviour, identity, happiness) are relatable and eternal.

**TIP** Watch the video ► [Van dagboek naar camera!](#) ('From diary to camera!') together with the students. This video explains how the series was created.

##### Nº4

After every war, people always say: 'Never again, this was so awful that we have to do everything we can to prevent this from happening again.' And yet they always end up fighting; people do not change.

— Anne Frank, *Tales from the Secret Annex - Cady's Life (in Dutch)*

##### Nº5

It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

— Anne Frank, 15 July 1944



**Nº6**

How wonderful it is that nobody need wait a single moment before starting to improve the world.

— Anne Frank in *Tales*, 26 March 1944

**Nº7**

Let me be myself, and I'll be satisfied.

— Anne Frank, 11 April 1944

**Nº8**

Earning happiness means working and doing good.

— Anne Frank, 6 July 1944

**Nº9**

People who are religious should be glad.

— Anne Frank, 6 July 1944

**Nº10**

Every child has to raise itself. Parents can only advise their children or point them in the right direction.

— Anne Frank, 15 July 1944

**Nº11**

It's twice as hard for us young people to hold onto our opinions at a time when ideals are being shattered and destroyed.

— Anne Frank, 15 July 1944

**Nº12**

I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel ... that this cruelty, too, shall end, that peace and tranquillity will return once more.

— Anne Frank, 15 July 1944

**Nº13**

My advice is: "Go outside and try to recapture the happiness within yourself; think of all the beauty in yourself and in everything around you and be happy."

— Anne Frank, 7 March 1944

**Nº14**

I don't believe the war is simply the work of politicians and capitalists. Oh no, the common man is every bit as guilty, otherwise people and nations would have rebelled long ago!

— Anne Frank, 3 May 1944

**Nº15**

One day this terrible war will be over. The time will come when we'll be people again and not just Jews!

— Anne Frank, 11 April 1944

**Step 4****CRITICAL THINKING QUESTION**

At the end of the EXTRA Anne's diary, the students are asked a question: What do you think should be recorded for posterity? What do people living 75 years from now need to know about this period in time?

Discuss this issue with the whole class. Begin by discussing it in small groups and then move on to a plenary discussion.

Then discuss some of the examples given or have students present them. As a group, try to come up with reasons for recording things and how this is done in our day and age.

**TIPS FOR ONLINE TEACHING****In advance**

Download the worksheet and teacher guide. Then, send the worksheet to your students and give them clear instructions on what you expect them to do. *Are they all working on the assignments at the same time? Which assignments do you want them to do on their own and which ones will they do in groups? How and via which platform do they collaborate? How much time do they have for each assignment? Where do you want them to hand in the worksheet? How do you communicate the answers to the assignments (found in the Teacher's Guide)?*

**Tasks 1 and 2 (duration approx. 15 min)**

The first two assignments can be done individually: students can watch the video and fill in the worksheets independently.

If technically feasible, you can opt for starting at the same time and watching the video together.

**TIP** Together with the group, draw up discussion rules before you start. Then, you can refer back to these rules during the activity. Include rules such as: we take a positive approach, hear one another out, react to the substance of what is said, rather than the way it is said.

**TIP** Have students create a vlog (in pairs) about an important current event that should not be forgotten.

**Task 3 (duration approx. 15 min)**

Task 3 is intended as a group assignment. There are two options:

- 1 Have your students work on the assignment on their own. They can enter their answers online.
- 2 Have them work on the assignment in groups. In this case, decide in advance how you want students to work together (in pairs or groups of four). They can enter their answers online

**Task 4 (duration approx. 15 min)**

Task 4 is meant for a whole-class discussion. Here are some suggestions:

- 1 Have the students work on this assignment on their own. Students reflect on the critical thinking question and enter their answers online.
- 2 Have students create a vlog (individually or in pairs) about an important current event that should not be forgotten.
- 3 Start an online discussion about the critical thinking question: What do they feel should be recorded for posterity, and how would they go about it?