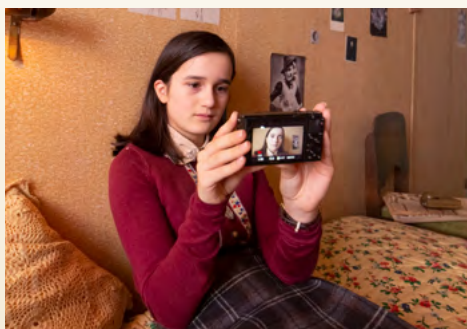




Luna as a cheerful Anne, at home on Merwe-deplein.



Luna as Anne, who was often sad during their time in hiding. There are no actual pictures of Anne taken while she was in hiding.



This video tells the story of how Anne, as a fifteen-year-old, feels like there are two Annes inside her. To the outside world, she pretends to be different from how she feels inside. You may be able to relate... Perhaps Anne was most herself when she was alone with her diary?

#### TASK 1

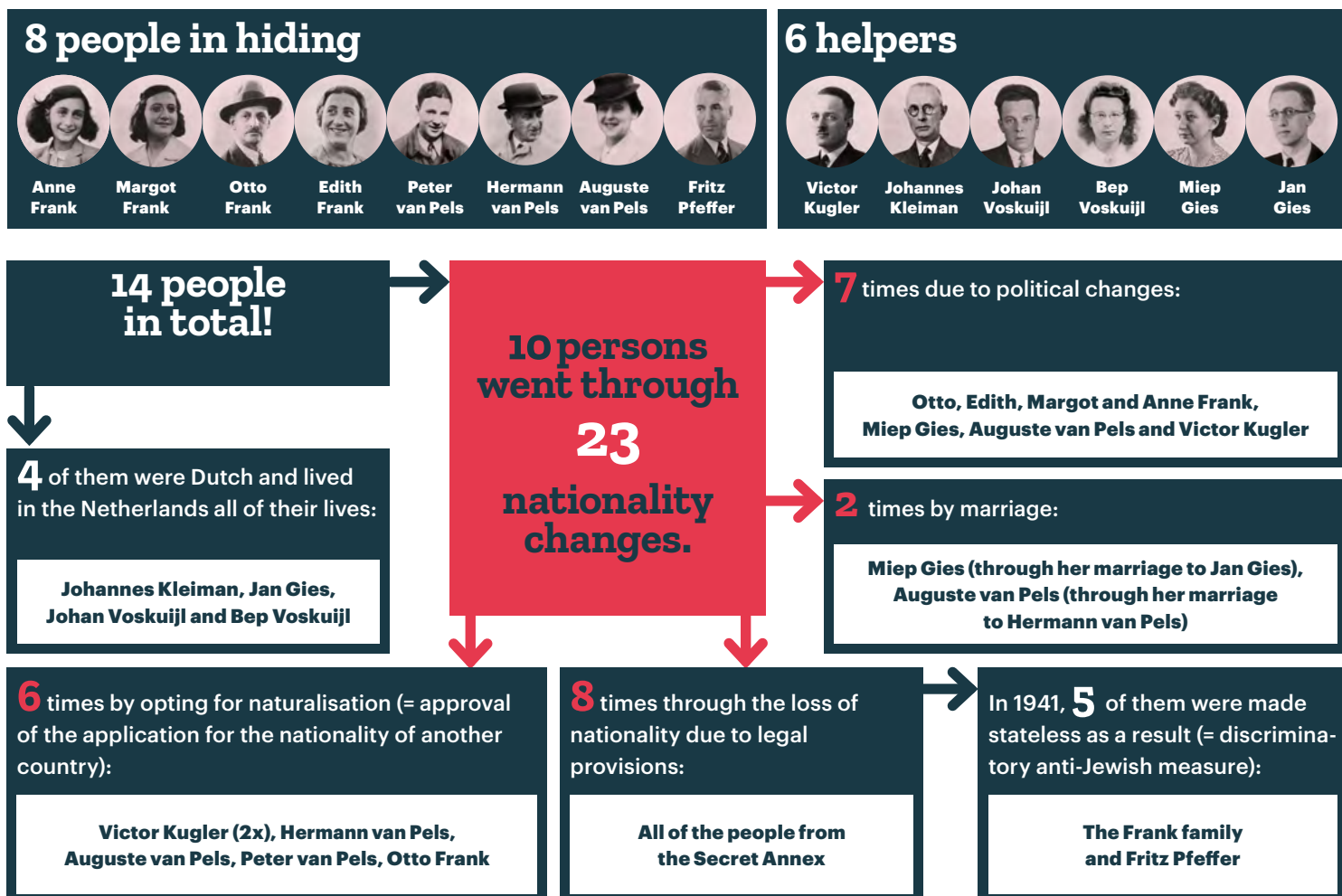
Watch episode 14 ► **The two Annes**  
and the accompanying ► **EXTRA Who are you?**

#### TASK 2

### Nationality

The people connected with the Secret Annex were very diverse. Those living in hiding had in common that they were all Jewish. The dividing line between Jews and non-Jews was invented by the Nazis. It was also the reason Jews had to go into hiding in the first place: because the Nazis labelled their Jewish identity as a bad thing.

#### a) Study the infographic



**b) Fill in the missing words**

Who was Anne Frank? Use Anne's quotes and the infographic as sources.

**Anne Frank was born a Prussian. In 1933, her nationality changed to**

**On 25 November 1941, the new Reichsbürgergesetz came**

**into force depriving German** **residing abroad, like Anne**

**Frank, of their citizenship. Statelessness is the absence of**

**After losing her German nationality, she was later declared**

**and sent to concentration camps.**

On 9 October 1942, Anne Frank wrote in her diary:

*Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler made us stateless long ago.*

On 9 April 1944, Anne Frank wrote in her diary:

*(...) my first wish after the war is to become a Dutch citizen. I love the Dutch, I love this country, I love the language and I want to work here. And even if I have to write to the Queen herself, I won't give up until I've reached my goal!*

**c) Why do you think Anne was eager to become a Dutch citizen after the war?**

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**TASK 3**

**Personal interests**

The EXTRA contains questions about the way Anne Frank saw herself and how she was seen by others. The theme is identity. If you answer the question, 'Who are you?' yourself, your answer may look very different in a few months' time. Identity cannot be put into a single word. You are not just one thing. Your identity is always changing in different respects.

On 25 March 1944, Anne wrote: 'I've changed quite drastically, everything about me is different: my opinions, ideas, critical outlook. Inwardly, outwardly, nothing's the same.'

Study the pictures and read the information in the appendix, then answer questions a and b.

**a) What do the pasted-on pictures tell us about the changes Anne went through as a person in those two years?**

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**b) Do you think the experience of living in hiding changed her? How?**

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**TASK 4**

**How do you see yourself and does that match the way others see you?**

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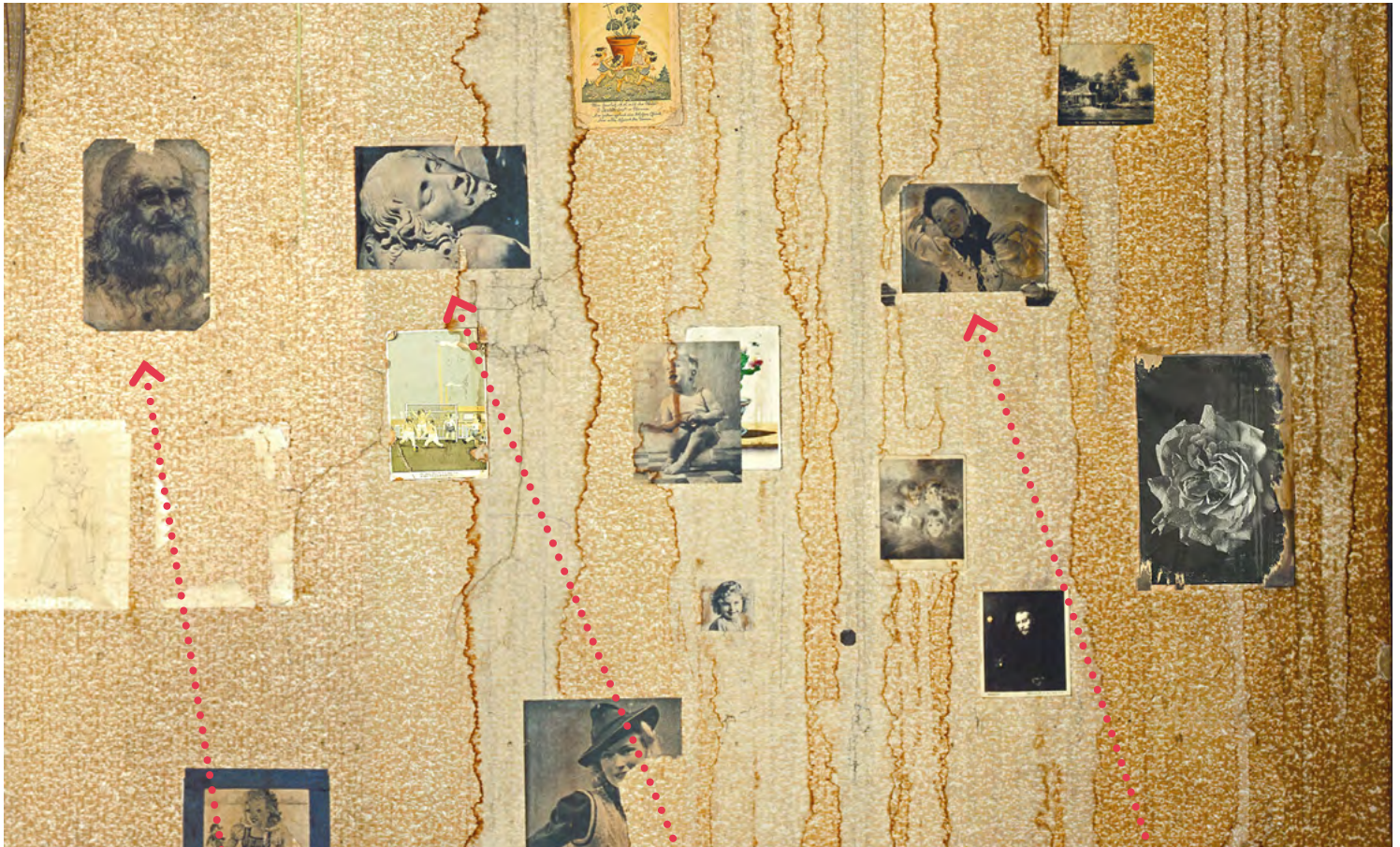


# Personal interests

## EXTRA Who are you?

This is one of the picture walls in Anne Frank's room in the Secret Annex, as it looked in 1944. From the start of the period in hiding (1942), Anne pasted pictures on the walls.

- 1 Look closely at the picture and read the captions.
- 2 Connect the caption to the correct picture.
- 3 Then answer questions a and b on page 2.



1944

Detail of the marble Pietà (1498-1499), created by Michelangelo (1475-1564).



1942

Two of the four Lane sisters: Rosemary Lane (1913-1974) Priscilla Lane (1915-1995). From an article about the lives of the Lane sisters (all singers and actresses) and their home near Hollywood.



1944

Leonardo da Vinci (1452-1519) Self-portrait in chalk, from the last period of his life (1512-1515).



1942

Postcard of girl doing laundry.



1944

Joyce van der Veen with a pedagogical article on blushing by Sis Heyster.



1942

Postcard drawn by Margret Boriss. Published by a Jewish publisher in Munich in the 1930s. In her drawings, she typically depicted the grown-up world in a childlike way.

# 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 starting to work on the activities. The activities share the following components:

- 1 Students watch the EXTRA in the classroom.
- 2 Students interpret the historical source material and additional information themselves.
- 3 Students work on a group assignment in groups of two or four, or work on the assignment at home.
- 4 Students engage in a whole-class discussion about the critical thinking question shown at the end of the EXTRA or share their answers below the EXTRA on YouTube.

### Step 1 WATCHING THE VIDEO TOGETHER

Watch the EXTRA *Who are you?*

This video tells the story of how Anne, as a fifteen-year-old, feels like there are two Annes inside her. To the outside world, she pretends to be different from how she feels inside. You may be able to relate... Perhaps Anne was most herself when she was alone with her journal?

### Step 2 INTERPRETING

Students study and interpret information about the main characters from the Diary and Anne Frank's quotes.

Discuss this infographic and connect it to the present through these questions: How do you feel about your passport? What does your native country say about your identity? How would you change your nationality if it was up to you?

### Step 3 GROUP ASSIGNMENT

Students view one of the picture walls from Anne Frank's room in the Secret Annex as it looked in 1944.

#### Answer questions a and b

Anne's interests changed during her stay in the Secret Annex, and it shows in the pictures she pasted over in 1944. Anne's interests can be deduced from the different pictures. While in hiding, she became more interested in history and mythology. With Margot she studied hard 'so as not to remain stupid'. The tale called *Movie Star Illusions*, in which Anne described a meeting with the Lane Sisters, ended with the words that she was "cured of all celebrity illusions for good".

Research into the pictures showed that Anne put her money where her mouth was. Under the picture of Michelangelo's sculpture is a picture of the Lane Sisters, and a map of the French-German border area was pinned on top of the American actress Sally Eilers.

#### EXTRA

Video Diary Episode 14  
*Two Annes*

#### For whom

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

#### Duration

30 minutes

#### Themes

WWII, persecution of the Jews, discrimination, identity, nationality

#### Format

Individual and group assignments plus whole-class wrap-up.

#### Supplies

Video EXTRA *Who are you?*  
Worksheets PDF (download & print at 100%)

#### Learning objectives

Students give meaning to the word identity and reflect on the concept of diversity, then and now;  
Students think about their own identity and how they may be perceived by others.

**TIP** Together with the group, draw up discussion rules before you start. You can refer back to these rules during the discussion, if necessary. Include rules such as: we take a positive approach, listen to each other, react to the substance of what is said, rather than the way it is said.

A number of children's photos and drawings also had to make way for more grown-up images. For example, Anne stuck Hermes on top of a girl with a jump rope, Paracelsus over a girl with a parasol, and a self-portrait of Leonardo da Vinci over a girl doing the laundry with her dolls.

### Step 4 CRITICAL THINKING QUESTION

At the end of the EXTRA *Who are you?*, the students are asked a question: How do you see yourself and does that match the way others see you? Discuss this question with the whole group.

Anne Frank was born a Prussian. In 1933, her nationality changed to

German

On 25 November 1941, the new Reichsbürgergesetz came

into force depriving German

Jews

residing abroad, such as Anne

Frank, of their citizenship. Statelessness is the absence of

nationality

After losing her German nationality, she was later declared

stateless

and sent to concentration camps.



## 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 collectively and watching the video together.

### 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 individually. 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 to be discussed with the whole class. 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) in which they answer the thinking question: How do you see yourself and does that match the way others see you?
- 3 Start an online discussion about the critical thinking question. Who can relate?