



Anne (centre) in Beekbergen, summer 1941.



Luna as Anne on the film set. Anne liked being in the attic of the Secret Annex where she could look out of the window.



For five years, the Netherlands was occupied by Nazi Germany, and the population lacked freedom. The Frank family spent more than two years in hiding in the Secret Annex. This video tells the story of the lack of freedom in the Secret Annex and what this meant to Anne. What is it like to have to go into hiding?

TASK 1

Watch episode 11 ► Longing for Freedom and the accompanying ► EXTRA Freedom

TASK 2

Searching for information

Start by reading the mini timeline.

a) Which of the words below best fits the quote? Fill it in.

- > **War**
- > **Persecution of Jews**
- > **Desire for freedom**

1929 — 1933

Anne's life was endangered when the Nazis came to power in Germany and deprived the Jews of their freedoms. Anne's parents fled to the Netherlands, where they could live in freedom.

1940 — 1942

But their freedom came to an end when German troops occupied the Netherlands in May 1940. Their freedom was restricted, slowly but surely, as the Nazis introduced anti-Jewish measures. Jews were discriminated against.

1942 — 1944

Anne's parents saw no other option than going into hiding.

I long to ride a bike, dance, whistle, look at the world, feel young and know that I'm free, and yet I can't let it show. Just imagine what would happen if all eight of us were to feel sorry for ourselves or walk around with the discontent clearly visible on our faces. Where would that get us?
Anne Frank, 24 December 1943

The sun is shining, the sky is deep blue, there's a magnificent breeze and I'm longing — really longing — for everything: conversation, freedom, friends, being alone.
Anne Frank, 12 February 1944

The nicest part is being able to write down all my thoughts and feelings, otherwise I'd absolutely suffocate.
Anne Frank, 16 March 1944

b) What did freedom mean to Anne while she was in hiding? What did she long for?

Our freedom was severely restricted by a series of anti-Jewish decrees [...] but life went on.
Anne Frank, 20 June 1942

One day this terrible war will be over. The time will come when we'll be people again and not just Jews!
Anne Frank, April 1944

TASK 3

Forbidden for Jews

Study the illustration. Read the anti-Jewish measures in the appendix. For each measure, find the corresponding part of the illustration and colour it red.



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Ready? What do you notice?

TASK 4

What does freedom mean to you?

Discuss this question with the whole class. Use the statements below and decide whether you agree or disagree.

<p>You only feel truly free when the other person feels free too.</p> <p>←————→</p> <p>AGREE DISAGREE</p>	<p>My freedom ends where someone else's begins.</p> <p>←————→</p> <p>AGREE DISAGREE</p>	<p>People are free when they can live in freedom with other people.</p> <p>←————→</p> <p>AGREE DISAGREE</p>	<p>People experience freedom differently; this creates tensions.</p> <p>←————→</p> <p>AGREE DISAGREE</p>	<p>Freedom requires rules and agreements drawn up by the government.</p> <p>←————→</p> <p>AGREE DISAGREE</p>
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Anti-Jewish measures

Read the following anti-Jewish measures. One or more images can be linked to each measure. Colour these red. There are, of course, many more anti-Jewish measures than can be seen in this picture.

1941

January

- 1 Jews are no longer allowed to go to the cinema.
- 2 All Jews have to register. The Nazis determine that a person is considered Jewish if they have one Jewish grandfather or grandmother.

June

- 3 Jews are no longer allowed to go to the pool or the beach.
- 4 Jews have to transfer their money to Nazi-controlled banks.

July

- 5 Jews' ID documents are stamped with a capital J.

September

- 6 Jewish pupils have to transfer to Jewish schools.
- 7 Public parks are Forbidden to Jews.
- 8 Concert halls and theatres are Forbidden to Jews.
- 9 Clubs and sports facilities are Forbidden to Jews.
- 10 Public libraries, reading rooms, and museums are Forbidden to Jews.

1942

May

- 11 Jews over the age of 6 are forced to wear yellow Stars of David with the word 'Jew' on their clothing.

June

- 12 Jews are not allowed to enter the homes or gardens of non-Jews.
- 13 Jews are only allowed in non-Jewish shops between three and five pm.
- 14 Jews are only allowed to go to Jewish barbers.
- 15 Jews are not allowed to use public transport or their own modes of transportation. In Amsterdam, they are still allowed to ride bikes and take the ferry.
- 16 Jews are not allowed to use public phone booths (still common at the time).

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 themselves.
- 3 Students work on a 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 the EXTRA Freedom. For five years, the Netherlands was occupied by Nazi Germany and its people lacked freedom. The Frank family spent more than two years in hiding in the Secret Annex. This video tells the story of the lack of freedom in the Secret Annex and what this meant to Anne. What is it like to have to go into hiding?

Step 2 INTERPRETING

Students study and interpret Anne Frank's quotes individually. Discuss their findings with the whole class. Each student may interpret a quote differently and connect it to other keywords.

The nicest part is being able to write down all my thoughts and feelings, otherwise I'd absolutely suffocate.
Anne Frank, 16 March 1944

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Anne Frank, April 1944

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Anne Frank, 24 December 1943

Step 3 GROUP ASSIGNMENT

After completing the group assignment, the drawing will have turned red. Jews were increasingly restricted in their movements and discriminated against. This drawing shows that Jews ultimately had nowhere left to go.

Step 4 CRITICAL THINKING QUESTION

At the end of the EXTRA Freedom, the students are asked a question: What does freedom mean to you? Discuss this question with the whole class. Discussing the statements can help the discussion along.

EXTRA

Video Diary Episode 11
Longing for freedom

For Whom

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

Duration

30

Themes

WWII, persecution of the Jews, discrimination, freedom

Format

Individual and group assignments plus whole-class wrap-up

Supplies

Video Extra Freedom
Worksheets PDF (download & print at 100%)
Appendix (download & print at 100%)

Learning objectives

Students give meaning to the word freedom; Students are aware of how freedom relates to living with others; Students are familiar with the various anti-Jewish measures that Anne Frank faced; Students realise what lack of freedom meant to Anne.

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: do they recognise scapegoating?
- 3 Start an online discussion about the critical thinking question.

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.