



Scene from the video diary. Sign Forbidden for Jews at the entrance to a park.



From May 1942, every Jew in the Netherlands over the age of six had to wear a yellow Star of David on their clothes.



When the Nazis occupied the Netherlands in 1940, the Jews in the Netherlands were discriminated against, persecuted, and eventually murdered. This video tells the story of the gradual exclusion the Frank family faced during that time. How did it work, and what were the consequences?

TASK 1

Watch episode 1 ► My most beautiful gift and the accompanying ► EXTRA Discrimination

TASK 2

View the historical source material and answer the questions

In the EXTRA Discrimination, we see how the lives of Jews, such as the Frank family, were curtailed by the introduction of anti-Jewish measures. The Nazis were the ones who introduced the bans, but others obeyed their instructions and carried them out. The persecution of the Jews did not just happen; many people played a role in the process. Their work ultimately resulted in the murder of 6 million innocent people.

b) What do you see? What is the link between them?

a) Write down three things you can deduce from the sources.



Over time, the Nazis implemented more than 100 measures targeting the Jews.

Anti-Jewish decrees

04/06/41 freedom of movement is restricted for Jews

01/09/41 Jewish children are made to go to separate schools

15/09/41 Signs with the inscription 'Forbidden for Jews' are put up. Jews are no longer allowed to enter parks, zoos, cafes, restaurants, hotels, guesthouses, theatres, cabarets, music halls, cinemas, sports facilities, concerts, public libraries, reading rooms, or museums.

07 and 08/10/41 Raids on Jews in the eastern part of the Netherlands, the cities of Arnhem, Apeldoorn, and Zwolle.

26/10/41 Ban on all Jewish magazines.

1

2

3



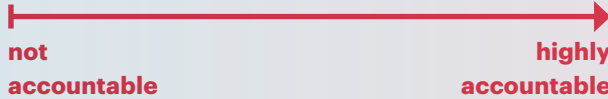
Scene from the video diary.

TASK 3

Do the group assignment in groups of up to 4 students

INSTRUCTION

- 1 Cut out the cards on this sheet.
- 2 Place them on an imaginary line from:



- 3 Substantiate your opinions and listen to what others have to say.

There is no good or bad answer!



Who were responsible at the time?

This question is hard to answer. Not least because the answer may differ from one person to the next.

Times have changed. Which groups are discriminated against today and by whom?



TASK 4

Discuss this question with the whole class

Then pick one example and try to agree on the responsible parties.



EXTRA Discrimination

<p>Anton Mussert</p> <p>The leader of the NSB</p>	<p>The Dutch National Railways</p> <p>107,000 Jews were taken to concentration and extermination camps in Dutch National Railways (NS) trains</p>	<p>An SS guard in Auschwitz</p>
<p>Adolf Hitler</p> <p>The leader of Nazi Germany</p>	<p>A Dutch police officer</p> <p>arrested Jews in raids</p>	<p>A school principal</p> <p>compiled lists of Jewish children at his school</p>
<p>Adolf Eichman</p> <p>was in charge of the deportation of the Jews</p>	<p>A shopkeeper</p> <p>hung a sign Forbidden for Jews in his shop and refused to sell to Jews</p>	<p>Rudolf Höss</p> <p>Camp commander in Auschwitz</p>
<p>A member of the NSB</p>	<p>A fireman on the train to Westerbork</p>	<p>----- ----- -----</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 review 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 group assignments in groups of four.
- 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 informational video that comes with this episode: EXTRA Discrimination. This EXTRA accompanies episode 1 of the Anne Frank video diary.

When the Nazis occupied the Netherlands in 1940, Jews were discriminated against, persecuted, and eventually murdered. This video tells the story of the gradual exclusion the Frank family faced during that time. How did it work, and what consequences did it have?

Step 2

INTERPRETING

Students view and interpret historical source material. Discuss their findings with the whole class.

Source: list of anti-Jewish measures

This list contains a number of anti-Jewish measures. As from September 1941, Jews in the Netherlands were no longer allowed to go to the cinema.

Source: cinema ticket

Some Jews organised film screenings at home, and so did the Frank family. Anne and her friend Jacqueline made actual tickets for these performances.

The ticket for the film shown on Sunday, 1 March 1942, that Jacqueline has always held on to, shows the row and seat number. The ticket has even been stamped.

Source: photo of the home cinema setup

This photo shows an excerpt from the video diary of the movie night that Anne hosted at her home.

Step 3

GROUP ASSIGNMENT

Method

- Hand out the worksheets and scissors
- Make groups of 4
- Have the groups work on the assignment for approx. 10 minutes
- Discuss and compare the lines of accountability with the whole class. What were the results of the group discussions?

Carrying out the group assignment

Who can be held accountable?

There are several ways to carry out this assignment. The purpose of the assignment is to have the students reflect on the accountability of the various perpetrators.

Additional info on the perpetrators involved

Adolf Hitler

Adolf Hitler was 'der Führer'. Under his leadership, the persecution of the Jews became a reality.

Adolf Eichmann

Adolf Eichmann was a strong organiser who was responsible for transporting Jews from all over Europe to the death camps. He knew very well what was in store for the Jews, and he was what was later called 'ein Schreibtischtäter' ('desk criminal').

EXTRA

Video Diary Episode 1
My most beautiful gift

For whom

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

Duration

30 minutes

Themes;

WWII, persecution of the Jews, discrimination, and accountability

Format

Individual and group assignments plus whole-class wrap-up

Supplies

Movie EXTRA Discrimination Worksheets PDF (download & print at 100%)
Scissors

Learning objectives

Students realise that the persecution of the Jews was not an irreversible process but that it was always about people making decisions (often under pressure); Students reflect upon the different levels of accountability and the actions that contributed to the persecution of the Jews.

TIP Watch the film clip

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

Rudolf Höss

Höss knew and saw everything. He took pride in managing 'his' Auschwitz as best he could. He would sometimes be moved by the things he witnessed and take a ride on horseback to get rid of the unpleasant sensations.

SS guard at Auschwitz

'Befehl ist Befehl' or 'an order is an order', and this certainly applied to the SS elite soldiers. They considered it their destiny and their duty to do this work. The vast majority of them (80%) were never convicted.

Member of the NSB

In the Netherlands, about 5 per cent of the population collaborated with the Nazis. Among these, we include citizens who became members of the National Socialist Movement, the Dutch National Socialist party. NSB supporters were primarily members of the middle class, shopkeepers, civil servants, and small farmers.

A shopkeeper

From September 1941, a whole series of bans intended to exclude Jews from social life came into effect. The 'Forbidden for Jews' signs were everywhere. From June 1942, shopkeepers were required to hang 'Forbidden for Jews' signs on their walls. However, some of them refused to do so.

A school principal

On 9 July 1941, every school principal received a request to compile a list of their Jewish students. One week later, the rector of the municipal lyceum for girls where Margot Frank went, submitted a list with the names of the Jewish students. This gave the Nazis the information they needed. After the summer of 1941, Jewish students were expelled and made to attend separate schools. Some school principals refused to provide such lists.

Anton Mussert

Anton Mussert, the founder and leader of the NSB, was a militant National Socialist. After the liberation, he was found guilty of high treason and sentenced to death.

Dutch police officer

Many police officers in the Netherlands were to some extent involved in rounding up Jews. Most did so reluctantly, but they did not refuse the assignment. They were very law-abiding.

Fireman on the train to Westerbork

Until the great train strike near the end of the war, all trains ran as usual. But the staff of the Dutch Railways preferred not to serve on the train that took Jews to Westerbork. And so, those who didn't object were paid extra.

The Dutch National Railways

Without objection, the Dutch National Railways (NS) provided thousands of cattle cars to deport people from

Westerbork to the concentration and death camps: 107,000 people in total. Only 5,000 survived. The NS made a lot of money from the transports. In 2005, the then director apologised on behalf of the NS. Compensation was paid in 2019.

Step 4

CRITICAL THINKING QUESTION

At the end of the EXTRA *Discrimination*, the students are asked a question: These are different times. Which groups are discriminated against today, and by whom?

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

Then write down some examples and try to name the responsible parties.

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 (found in the DHL) to the assignments?

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. You have two options:

TIP Together with the group, draw up discussion rules before you start. You can refer to these during the activity when you see fit. 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.

- 1 Have your students work on the assignment individually. Discuss the findings with the whole class, provided this is technically feasible.
- 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).

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 individually. Students reflect on the critical thinking question and fill in their answers online.
- 2 You then ask them to create a short post/vlog/blog about the critical thinking question. They can use examples from the media to do this, personal experiences they are comfortable sharing, or discriminatory comments they witnessed.
- 3 Start an online discussion about the critical thinking question: What is discrimination, and is it always easy to recognise?