

## Introduction

In the Netherlands, in 1942, a young girl went into hiding with her family because people wanted to imprison them. They wanted to avoid being taken against their will to camps where human life had no value--where people were murdered, not because of something they had done, but because of who they were. They were Jews.

From time to time our world goes mad and people misunderstand people because they're different. Some people hate that way all the time. In every form, this is prejudice, this is bigotry, this is racism, this is hatred. Call it what you may: this is intolerance.

In *Forget Me Not*, a young boy filled with this kind of hatred--a neo-Nazi who hates Jews--suddenly finds himself face-to-face with the consequences of his beliefs. Barriers of time fall away and he meets and comes to terms with one of the victims, Anne Frank, a young girl from the Netherlands.

This is a deeply moving story that students will remember. Videos from this series--*In Search of the Heroes*--have a reputation for reaching students on a personal level, conveying the feelings as well as the integrity of their actions.

## Using The Video

*Forget Me Not* is a springboard to launch a whole study into dealing with man's inhumanity to man. It can be used to start a section on Anne Frank or on any of a number of related historical and social topics. The objective of this material is to teach students about the destructiveness of racial and ethnic intolerance. Teaching ideas and historical background included in this guide are available to supplement your study.

# The Mat Fritzlinger Story

Mat Fritzlinger is not a real person, but he represents the hatred and intolerance that exists in the world today.

- **The angry young man**--Mat Fritzlinger is a young man not unlike other young people today. He is angry, and he chooses to express his anger with hatred. What is he angry about? We can only guess--injustice, the unfairness of life, the way he's been treated or criticized. Regardless, his anger has caused him to accept a heinous philosophy of bigotry. He believes that people of specific cultures or races are the cause of the world's problems. He believes that some races or cultures are better than others. He believes that great tragedies such as the Holocaust, the slaughter of millions of people by the Nazis during WWII, never happened--that it's all a conspiracy to rewrite history.
- **Choices**--Mat starts out on a school tour to the Museum of Tolerance of the Simon Wiesenthal Center. He separates from the group and encounters exhibits from the Holocaust and other human tragedies. With a can of black spray paint, he defaces the exhibits.
- **The library**--As he proceeds, Mat passes through an entry and finds himself in a library with a very interesting librarian. Libraries are places of imagination and travel, and suddenly Mat finds himself transported to Amsterdam, in the Netherlands, in the midst of a hunt for Jewish saboteurs. It is WWII, and he is one of the Jews with a yellow star on his breast. Mat had been looking at the Holocaust from a distance: now he is in it. He had been one of the haters: now he is one of the hated.
- **The hiding place**--Mat finds sanctuary for the moment with a family in a secret apartment. A young girl named Anne--the Anne Frank of literary fame--has beckoned him off the street as the Nazi soldiers are about to find him. He spends some time with Anne and her family and begins to understand how hatred destroys lives and dreams. But the change is not an easy one. Before the transition is complete, Mat makes some choices with very severe consequences.
- **Fantasy vs. reality**--Mat Fritzlinger is a fictional character. He never existed, but there are Mat Fritzlinger's in our world today, and there is some of Mat's hatred in many, many people. The story in the video is a fictional rendition. There was never a Mat who went to the hiding place of the Frank family. But the lessons to be learned from Mat are very real. Hatred is not the answer. Hatred hurts. Hatred destroys.
- **The reality of the Holocaust**--Today there are groups that spend time and money denying the Holocaust ever occurred. The Holocaust was real. There were millions of witnesses of the horrors, many of whom are still alive today, many of whom still have the physical marks of evidence. There are also bones, skeletons, photographs, and the actual prisons and burial grounds. To say there was no Holocaust is to rewrite history with a strange Stalinesque perversion of reality.
- **We must never forget**--The Holocaust was much too real, and tragedies that follow the pattern of the Holocaust continue in our world today. Look at Bosnia, Rwanda, Somalia, Cambodia and the communist nations. In these places and in

others, people were murdered simply because they belonged to one group or another. Could this happen in America? Is it happening now? We must always be vigilant in educating about the dangers of intolerance. We must never forget the lessons of the Holocaust and Nazi Germany.

# The Miep Gies Story

Miep Gies, who introduces the video and whose character is represented in the story, is a real person who was one of the main protectors of the Anne Frank group when they were in hiding.

- **Her early life**--Miep Gies (when properly pronounced, Miep rhymes with "keep" and Gies sounds like "geese") was born in Vienna, Austria. After World War I, her family sent 10-year old Miep to Holland because of her poor health. She grew up with her adopted family. In 1933, she went to work as a secretary for Otto Frank, the father of Anne Frank. When the Nazis entered Holland in 1940, Miep was given a German passport, but when she refused to join the women's organization of the Nazis, her passport was invalidated.
- **Miep and Jan**--In 1941, she married Jan Gies, a young Dutchman. Jan worked in the Dutch underground resistance, and helped many Jews hide from the Nazis. Marrying a Dutchman also kept Miep in Holland rather than having to return to Austria during World War II.
- **The protector**--Miep was one of the main contacts for Anne Frank and the others who hid in the secret apartment of their business. She brought them food, not an easy job with wartime rationing. She also brought gifts and news from the outside. Although others visited those in hiding, Miep was the main lifeline to survival, risking her life daily. Anne Frank had a particular fondness for Miep and looked forward to her visits. When the group in hiding was discovered by the Nazis, Miep was in the office. She was questioned by the police but was not arrested along with the others. However, the police indicated they knew of her husband's activities. At great personal risk, she took money to the Gestapo to attempt to buy the freedom of the prisoners from the corrupt Nazi guards. Unfortunately, it could not be done.
- **The diary**--Miep helped to save Anne's papers after the arrest. The Nazis had left these behind as "worthless." It was Miep and her friend Elli who gave the papers to Otto Frank after the war. Today Miep Gies continues to live in the Netherlands. She has written a book *Anne Frank Remembered*.



# The Life of Anne Frank

The world took notice of Anne Frank because in her diary she spoke for millions of victims of racial hatred. She wrote with a beauty and sensitivity that make her one of the unique writers of our times. Before that she was an ordinary Jewish girl in Amsterdam.

## Before the Secret Annex

- **Birth**--Anne Frank was born on June 12, 1929 to Otto and Edith Frank in the city of Frankfurt, Germany. Anne had a sister, Margot, who was 3 years older. Frankfurt was a large financial center. Otto Frank was in the banking business.
- **The rise of the Nazis**--Some leaders in Germany had negative ideas about the Jewish communities of the cities of Europe. Germany had lost a great deal in World War I and had to pay for the damages to other countries. In the years following the war, they suffered through inflation and then depression. German pride had been injured, and the Germans were ready for a savior, but what they got was Adolph Hitler. Hitler brought an ideology of the supremacy of the German people. He blamed the Jews for the nation's troubles, and spread hatred about other groups such as Gypsies and Jehovah's Witnesses. When Hitler's Nazi party came to power in 1933, anti-Semitism (hatred of Jews) became public policy. Jews were denied jobs. Jewish children had to attend separate schools. There were limits on where Jews could go, where they could shop, and when they could be on the streets.
- **The move to Amsterdam**--In the summer of 1933, when Anne was 4 years old, Otto Frank moved his family to the Netherlands to escape the hatred of the Nazis. He developed a business in food and chemical products and prospered. Anne went to a Montessori kindergarten and grade school.
- **The Nazis come to Amsterdam**--Hitler wanted to control all of Europe. In 1939, German armies invaded Poland. Because of this, England and France declared war on Germany. World War II had begun. In May, 1940, Germany invaded the Netherlands, and the Franks and other Jews in Amsterdam were again controlled by the Nazis. Jews were forced to wear badges--a yellow "Star of David." Anne was forced to go to an all-Jewish school. Businesses owned by Jews were to be liquidated and Otto Frank passed the business into the hands of trusted non-Jewish friends. In December, 1940, the business was moved to 263 Prinsengracht, the building that was to become famous for its secret annex.
- **Occupied Amsterdam**--During the two years following the Nazi invasion, life became more and more difficult for the Franks. Mr. Frank began to devise a plan to move his family into hiding. In June, 1942, the Nazis informed the Franks that Anne's older sister, Margot, was to be taken away. The time for decision had come, and the Franks secretly hid in a suite of rooms at the back of 263 Prinsengracht. This was in the early part of July, 1942. The entry to the rooms was hidden with a bookcase.
- **The Diary begins**--One month before the family went into hiding, Anne began her diary. She told of her friends and flirtations in the light and giddy manner of a

precocious adolescent. During WWII, many adults and children kept diaries. Anne's was to become the most famous because of her beautiful writing ability, her sincerity, and the way she gave a name and a face to the victims of the Holocaust.

### **The Frank Family in Hiding**

- **The people of the annex**--Eight people eventually came to live in the secret annex. There were the four members of the Frank family (Otto Frank, Edith Frank, Margot and Anne), three from the Van Pels family (Herman and Auguste Van Pels and their son Peter), and an elderly dentist named Friedrich Pfeffer.
- **The Dutch protectors**--In addition, four people acted as helpers for the people in the annex, and brought them food, supplies and news of the outside world (Johannes Kleiman, Victor Kugler, Miep Gies and Bep Voskuil). These protectors had placed themselves at great personal risk because they could have been arrested and jailed for helping Jews. All of these people worked at the business that had belonged to Mr. Frank. Miep Gies was the woman who saved the diary after the Frank's had been captured. Also, her husband Jan worked in the Dutch underground resistance. Miep co-authored a widely read personal story: *Anne Frank Remembered*.

### **After the Secret Annex**

- **The Arrest**--Anne was never to have the opportunity to grow into full womanhood. On August 4, 1944, between 10:00 and 10:30 am, a German car pulled up before 263 Prinsengracht with a German officer, Karl Silberbauer, and several Dutch officials. They entered the warehouse, secured the building, and began a search that led to the bookcase that concealed the secret annex. The Franks had spent 2 years and 30 days in hiding, but now they were prisoners of the Gestapo.
- **The saving of the diary**--As the Gestapo men searched the annex for valuables such as money, the briefcase in which Anne kept her writings was opened and the papers were scattered on the floor. Little did these men realize the eventual value of these materials. However, the two women, Bep and Miep, had known of Anne's intense feelings about these papers and gathered them up for safe keeping.
- **The concentration camps**--At first, the members of the secret annex were sent to Westerbork reception camp in Holland. At least the family members were together there, and were able to visit each other. But on September 2, they were herded into railway cattle cars, and taken east to the dreaded Auschwitz death camp, where the men and women were separated. Their heads were shaven, and the suffering was brutal. After some two months, on October 30, Margot and Anne were separated from their mother and Mrs. Frank died in the Auschwitz gas chamber. The two girls were sent to the Bergen-Belsen concentration camp, along with Mrs. Van Pels who went with a separate group. At Bergen-Belsen the

- prisoners slowly starved, and typhus was rampant. All three women eventually died, either of starvation, sickness, or both.
- **The survival of Otto Frank**--At the gates of Auschwitz, Mr. Frank was separated from his family for the last time. In January, 1945, the German guards left the camp to the advancing Russian army. Most of the prisoners, including Peter Van Pels, were herded along with the troops, but Mr. Frank was in the camp infirmary and was left behind. Mr. Frank tried to convince Peter to hide in the infirmary, but he was afraid. Peter was never heard from again. Mr. Frank was taken to Russia, and from there, he returned to Holland after the war. He was the only one of the original 8 residents of the secret annex to survive. Mr. Van Pels died in the Auschwitz gas chambers and Mr. Pfeffer died at the Neuengamme camp in Germany.
  - **The road to publication**--After Mr. Frank returned to Holland, Miep brought him Anne's diary. He was deeply moved by his daughter's writings. At first he made a transcription of the key portions of the diary for circulation to family members, but soon the diary came to the attention of key publishers.

*We must remind ourselves that the Holocaust was not 6 million.*

*It was one, plus one, plus one . . .*

--Judith Miller, journalist

# The Significance of Anne's Story

*In Search of the Heroes* was designed to encourage reading and literacy for all ages. We strongly encourage you to incorporate Anne Frank's diary in your lesson plans.

- **The story is literature**--Anne is a beautiful writer. Her sentences are clear. Her thoughts are written with verbal clarity. Her prose has flow and rhythm. She has wonderful insights about herself and those around her. The honesty is striking. She writes from the heart and her writing changes the life of the reader.
- **The story is an incredible description of the pain and joy of adolescence**--This is an intensely personal story of a girl passing from cheeky adolescence to the self-reflective maturity of an idealistic young woman. Anne is impeccably honest with her feelings. She describes first love with sincerity and stinging joy. She is perceptive about people. When you read the diary, you can see, feel, and remember.
- **The story is a triumph of the human spirit**--Anne Frank had every reason to hate, but she loved and forgave. In the end, despite having had to live in secret for more than two years, and despite knowing all the horrors of the time--the Gestapo, the gas chambers, theft, anarchy--Anne was still able to believe that deep down people must be good. She could still see beauty from her window. She could still grow within herself.
- **Anne gave a name and a face to the Holocaust**--But the greatest significance of Anne's diary is the intimate identification with a victim of Hitler. It's one thing to know there's been a tragedy: it's something else to learn that your dear friend has been killed. From a small secret house, from the concentration camps, from among the bombs, death, and hatred comes the small sweet voice of a young girl who simply tells the truth, and her tragedy becomes ours. We feel the horror. We feel the wretched uselessness of intolerance.

# Heroes of the Day

Many people helped to save Jews and other persecuted groups during the Nazi reign of terror. Their example is so important to people of all nations who put their lives in danger to save the innocent. These are excellent names for students to do library research.

Many of the individuals listed below received the medal "Righteous Among the Nations" from the government of Israel and **Yad Vashem** (The Martyrs' and Heroes' Remembrance Authority) in Jerusalem.

- **Elizabeth Abegg**--Abegg's home in Berlin, the capital of Germany, was a place of rescue and help for the Jews right under the noses of the Gestapo. She fed Jews, sold her own possessions to get money, got ration cards and visas, and found safe places for them in and out of the country. Her help to a group in hiding helped save at least 24 Jewish children.
- **Corrie ten Boom**--a Dutch woman who saved the lives of many Jews in her native Holland during the Nazi occupation. Eventually caught, she was sent with her family to a concentration camp. Her father died in the prison hospital and her sister, Betsie ten Boom, died in Ravensbruck concentration camp. After 14 months, Corrie was discharged from Ravensbruck and spent most of her later years traveling throughout the world sharing her story with vast audiences.
- **George Ferdinand Duckwitz**--Duckwitz was a naval attaché in the German embassy in Copenhagen, Denmark. From 1939 on, he passed secret information to the Danish resistance alerting the underground and the neutral Swedish government when boats coming into port were for the purpose of deporting Jews. This gave them time to mount a scheme that succeeded in saving all but a few of the Jews of Denmark.
- **The White Rose Group**--Hans Scholl, his sister Sophie, and their friend Christopher Probst wrote and distributed four leaflets in Munich, Germany, calling for Germans to resist in any form the "evil Nazi regime," including passive refusal to obey, and sabotage of the government. The three were caught, declared traitors, and were beheaded on February 22, 1943.
- **Raoul Wallenberg**--a Swedish aristocrat who was attached to the embassy in Budapest, Hungary. He designed and printed thousands of Swedish citizenship papers and gave them to Jews. He also furnished houses for them, got food and clothing to Jews on deportation trains and removed them from death marches. He saved at least 70,000 lives.
- **Oskar Schindler**--a German businessman in charge of a ceramics firm in Poland, arranged to keep 500 Jewish workers safe in his factory during roundups and deportations. He eventually moved back to Germany to open an armaments factory where he brought his workers with him. He also managed to get 300 of the workers family members out of Auschwitz, the only known example of such an accomplishment. He is responsible for saving at least 1,500 Jewish lives.
- **Andrew Sheptitsky**--The Greek Orthodox Archbishop of Lvov, who denounced the German invaders. He banned religious services for all who accepted Hitler's gospel of murder, hid Jewish children and adults in his church, stored the Torah

scrolls there, and arranged for 150 Jews to be concealed in convents. Although hundreds of monks and nuns knew of the Jews' presence, not a single Jew was betrayed. His example influenced many Ukrainian people to also save Jews.

- **Doctor Adelaide Hautval**--The daughter of a French Protestant pastor, she was imprisoned in France because she was traveling without a permit to help her sick mother. In January 1943, she was sent to Block 10 in Auschwitz where the Nazis, in the name of "medical science," conducted experiments upon Jewish women. As the only doctor assigned to their day-to-day care, she did what she could, hiding sick women on the upper level of the bunks and not reporting epidemics. She became known as the "angel in white" to the condemned women. She lived to testify at several trials after the war involving the German doctors at the camp.

# Vocabulary

- **Allies**--During World War II, these were the 49 nations opposed to the Axis countries, and included the United States, Great Britain, the Soviet Union, and France.
- **Anti-Semitism**--Discrimination and persecution of Jewish people.
- **Axis nations**--During World War II, these included Germany, Italy, and Japan, and others, which fought against the Allies.
- **Black market**--The illegal buying and selling of goods in violation of official controls.
- **Concentration camps**--Guarded prison camps created by the Nazis for political and other prisoners. It was to these camps that Jews, gypsies, Jehovah's Witnesses and others considered "asocial" were taken. It was official Nazi policy to eliminate all the Jewish people by sending them to the death camps where huge numbers were starved to death, succumbed to disease, or were murdered.
- **D-day**--The day of the Allied invasion of Europe on the coast of France: June 6, 1944.
- **Final Solution**--Hitler's plan to kill all the Jews in Europe--the "Final Solution of the Jewish Question."
- **Genocide**--The intentional and systematic destruction of a religious, racial, national, or ethnic group.
- **Gestapo**--The state secret police of Nazi Germany. This is a shortened reference for the title *Geheime Staats Polizei* meaning Secret State Police in English. The Gestapo was a ruthless police intelligence agency with paid informants and secret operations.
- **Gypsies**--A nomadic group of people in Europe. They came to Europe in the 1400s, probably from India and were persecuted extensively. It is believed that the Nazis killed some 500,000 Gypsies in the Holocaust.
- **Hero**--A man or woman of distinguished courage or ability, admired for brave deeds and noble qualities.
- **Holocaust**--From the Greek *holokaustos*, or the Latin *holokauston*, meaning "burnt whole;" as in the case of a great fire in which victims are sacrificed. It has come to symbolize the murder of 6 million Jews and others by the Nazis.
- **Jewish Badge**--One of a number of symbols of Jewish identity that the Nazis required Jews to wear as a part of their campaign of hatred. In the Netherlands, Jews such as the Frank family were required to wear a yellow six-pointed star.
- **Kristallnacht** (Crystal Night)--A German word for "Night of the Broken Glass" (pronounced "crystal-knocked). A night of rioting in Germany, November 9, 1938, when Jewish property was destroyed and many Jews were killed. This was the beginning of the Nazi campaign to annihilate the Jews.
- **Nazis**--Members of Adolf Hitler's National Socialist Party, a political party started in Germany that was based on hate, prejudice and rule by threat of violence. From the German *Nationalsozialist*.
- **Persecution**--Bullying and ill-treatment, especially because of race or religion.
- **Reich**--The German word for "empire" pronounced to rhyme with "bike." The Nazi's hoped to establish a Greater German Reich.

- **SS**--Abbreviation for the German word *Schutzstaffel* (Defense Protective Units). SS troops fought on the battlefield, but were best known for carrying out the campaign against the Jewish people of Europe.
- **Star of David**--A six-pointed star traditionally used by Jewish people as a symbol of cultural identity. The star can be made by placing two opposing isosceles triangles over each other.
- **Typhus**--A serious illness often brought on by bad diet and dirty living conditions. Anne Frank and her sister Margot may have died from Typhus.



## Harsh Rules of Hatred

The following were rules for Jewish residents of areas controlled by the Nazis. These rules affected everyone who had at least one Jewish grandparent.

- In many places, Jews had to wear a yellow 6-pointed star.
- They were limited in the use of public transportation.
- They had to hand in their bicycles.
- Attendance was prohibited at theaters, movies, and sporting events.
- They could shop only at Jewish stores and only between 3-5 pm.
- Children had to attend Jewish schools and couldn't visit Christian friends.
- All Jews had to be indoors by 8 pm.
- They could not hold government jobs.
- Non-Jewish citizens were ordered not to go to Jewish doctors or hire Jewish lawyers.
- Jewish teachers were fired.
- Jews who owned stores had to mark windows with the word Jew and eventually had to sell their businesses to non-Jews.
- Jewish residents had no political rights
- Marriage between Jews and non-Jews was forbidden.

## Important Resources

- **Local library**--Many cities have collections or special sections devoted to the Holocaust and tolerance.
- **Museum Visit**--Check to see whether there is a museum in your area with displays and research on the Holocaust. Recommend this as an out-of-class project or take your students on a field trip. If there is no such facility, then make your own museum. Have the students make poster displays with pictures from magazines.
- **The United States Holocaust Museum**--If you're visiting our nation's capital, be sure to stop at the United States Holocaust Museum at 100 Raoul Wallenberg Place SW, Washington, DC 20024-2150, telephone 202-488-0400.
- **The Simon Wiesenthal Center**--Headquarters in Los Angeles, with offices also in New York, Toronto, Miami, Jerusalem, Paris and Buenos Aires, the Wiesenthal Center is dedicated to the preservation of the memory of the Holocaust through education and awareness, with the goal that no people shall ever again fall victim to an atrocity of such magnitude. [www.wiesenthal.com](http://www.wiesenthal.com)
- **Anne Frank Center, USA**--584 Broadway, Suite 408, New York, NY (212-431-7993). A not-for-profit organization committed to preserving the legacy of Anne Frank, and dedicated to educating people about the dangers of discrimination and violence. They have several exhibits on tour around the country. [www.annefrank.com](http://www.annefrank.com)
- **Yad Vashem** (The Martyrs' and Heroes' Remembrance Authority)--Established in 1953 in Jerusalem (Israel) as central worldwide organization devoted to the Holocaust. Your students may not have the opportunity to visit Israel, but they can be made aware of this organization with an international message.
- **Literature Resources**--An excellent recent publication is *Anne Frank: The Diary of a Young Girl, The Definitive Edition*. Classroom sets are available at an educational discount from Bantam Doubleday Dell (800-323-9872). Also note the book co-authored by Miep Gies: *Anne Frank Remembered*.
- **Local synagogues and temples**--If there is a local Jewish congregation in your area, contact their educational department for suggestions on field trips and resources.
- **Holocaust Memorial Day**--Each year there is a day to memorialize the Holocaust (Yom HaShoah), typically in late April or early May. This would be a great time to study the Holocaust with you classes. Check your internet resources for more information.

## Recommended Links

Some recommended sites to visit when studying Anne Frank, the Holocaust, and Tolerance include:

- **The Simon Wiesenthal Museum of Tolerance:** [www.wiesenthal.com](http://www.wiesenthal.com)
- **The Anne Frank House:** [www.channels.nl/annefran.html](http://www.channels.nl/annefran.html)
- **The Anne Frank Center (New York):** [www.annefrank.com](http://www.annefrank.com)
- **United States Holocaust Memorial Museum:** [www.ushmm.org](http://www.ushmm.org)
- **Yad Vashem:** [www.yad-vashem.org.il](http://www.yad-vashem.org.il)

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## Disclaimer

The movie *Forget Me Not: The Anne Frank Story* is a fictionalized account of an historical event. Some characters have been changed and others added for dramatic effect.

It is in no way a dramatization of Anne Frank's diary. We do, however, strongly recommend that students read Anne's great literary book, as well as Miep Gies' and Allison Gold's *Anne Frank Remembered* in addition to viewing the film and using this guide.

It is important to remember that the handbook, the video, and the *Forget Me Not Cards* are all a part of interdisciplinary and multi-cultural studies of history, biography, literature, geography, tolerance, and intolerance and should be included in the broader scope of any curriculum.

## Essay Topics

- The history of the Holocaust.
- The history of the Jewish people.
- Concentration camps (including work camps, death camps, etc.) during World War II. How many, where, what happened there?
- Why did Hitler want to exterminate people?
- Germany today compared with Germany during WWII.
- Resistance to the Nazis in Germany during WWII.
- Response of the Allies to persecution of Jews in WWII.
- What were some of the causes of World War II?
- If you were to meet a survivor of the Holocaust, what would you say to them?
- How could we keep the Holocaust or any other such crime against humanity from happening again?
- If you had to leave your house suddenly like the Frank family, what would you take with you and why?
- Describe the prejudices in America. Have we ever had a "Holocaust experience" in America?
- Describe prejudice in your school.
- What would it be like to live in hiding?
- Describe your favorite passage in *Forget Me Not*.
- The following is a list of some of the most recent world events in which intolerance was a factor:

Turkish slaughter of the Armenians

Khmer Rouge atrocities in Cambodia

United States hate groups

Los Angeles riots of 1992

"Apartheid" in the nation of South Africa

US quarantine of Asians during World War II

"Ethnic Cleansing" in the modern nation of Bosnia

Tiananmen Square in China

# Quiet Games

While Anne Frank was in hiding, the activities had to be quiet. How could an adolescent be asked to remain quiet for two years? Have your class try some of the following quiet-time activities with this in mind. All of these games can be done without talking, or with communications by hand motions.

- **Card toss**--Split a deck of cards among two or more teams. Draw a large circle, and place a wastebasket in the center of the circle. The teams sit in groups around the circle and take turns tossing single cards into the wastebasket. A card which lands in the wastebasket scores a point for the team. Have the students do the toss in complete silence. Excess noise by any one team (regardless of who is throwing) erases a point for that team.
- **Coin sort**--Have a student sit at a table with a set of coins in different denominations. Ten to twenty coins are appropriate. Place a blindfold on the student and have him or her sort the coins into groups of pennies, nickels, dimes, etc. Use a set time such as 30 seconds. At the end of the time, the student scores a point if all of the coins are grouped correctly. Place the coins on a pad so there will be no noise.
- **Chess**--Yes, chess. Why not! It's coming back. Some say it has never left. Other board games can include too much talking. With chess you sit there and look, and watch, and think. Competitive kids love it--even the wise guys and show offs. And talk about an intellectual challenge! If you don't know how to play it yourself, then learn, or bring in some outside expertise and learn with the kids.
- **Drawing in the Dark**--Have your students draw a picture blindfolded. Surprisingly, they can often make pretty good renditions. Then have them share their drawings with the class.
- **Games Anne played**--Reading, writing, compiling family trees (royal families of Europe), studying history, art, music, French, English, taking a correspondence course in shorthand, experimenting with hairstyles, making dance outfits, and watching the sky.
- **Make your own game**--Place the burden of inventing games on the students. They are in the secret annex and they must make their own quiet games. Have a contest to have them come up with the best quiet game using only things in their bedroom at home. No trips to the store allowed. Suggestions for Games are as follows:

Tic/Tac/Toe

Hide and seek

Making paper dolls

Sewing

Creating your own crossword puzzles

Shadow puppets

Puzzles

Telephone (the game where you pass the word in a whisper and see how it changes)

- **Quiet times for loud games**--The following are loud games students could try to play as quietly as possible, just to experience how difficult it is to be quiet and not be bored.

Duck, Duck, Goose

Blindman's Bluff

Ring Around the Rosie

Capture the Flag

Charades

Musical Chairs

Any board game with dice

Any card game where you have to shuffle the cards



## Classroom Activities

The following activities can be adapted to a range of age levels. The objective in all of these is to make students participants in their learning experiences rather than just being observers.

- **A Diary of your own**--Have your students keep a diary. This can be for a week. Warn your students if the diary is to be handed in to be checked by the teacher. Diaries can be very personal records, so the students will want to keep their writing on relatively neutral topics for the time of the exercise. In this sense, the diary will be more of a journal. Hopefully, the students will be encouraged to continue writing their thoughts and ideas as a personal record after the class exercise is complete. To give students some direction, give them a question each day to answer. For example: What do you do when you get up in the morning? What do you like to eat for lunch? Describe your bedroom at home. What do you do in the evenings? Describe a situation in the past few days in which you were happy.
- **Art project**--so many images come to mind when students finish viewing the video *Forget Me Not*. Have your students draw their impressions. Allow open creativity or you can direct them to a specific theme to meet your learning objectives.
- **Geography research**--Using a map of Europe, have students locate the major locations for the events in WWII or in the drama of Anne Frank: Amsterdam, Auschwitz concentration camp, and Bergen-Belsen Concentration camp. Anne was born in Frankfurt, Germany. Do this as a library research project.
- **Anne Frank's bedroom**--Have your students create a space the size of the bedroom in which Anne may have had to stay. Measure out a space about 2 yards by 5 yards. This approximates the size of the bedroom she shared with one other person for the two years in captivity. Have the students compare this space with the size of their own bedrooms.
- **Learning Dutch**--Anne wrote the diary in Dutch. Have your students learn a few phrases in Dutch. For example, dear Kitty is "Lieve Kitty."
- **Essays**--Essay topics are included in a separate section in this guide. Try a short essay--one to three pages--on these and any other topics of your choice.
- **The sound-free zone**--Create a "sound-free zone" in your classroom to duplicate conditions for being in hiding. In other words, students are not allowed to talk and they must act as though someone is listening at the walls. Then have them write about their thoughts and feelings during the "silent" time.
- **The Anne Frank meal**--Serve your students the type of meal Anne and her family had to eat during the final days of their hiding. At the beginning of their stay in the secret annex, the Frank family had a variety of foods to eat, mainly grain products and vegetables. However, toward the end food became scarce. There was war-time rationing, and all their food had to be smuggled. A typical meal in the final few months would consist of a potato or some vegetable soup.

- **Strawberry delight**--At one point, the Franks got a crate of fresh strawberries. Make a list of all the things you could make with those strawberries. Have a strawberry festival and eat nothing but strawberries.
- **Life without the tube**--Anne's family entertained and informed themselves with the radio. For an exercise in relating to these times, have your students go without TV or movies for a week (or some other time period). They can only listen to the radio for their entertainment. Have them write a journal of the experiences.
- **Cameo Interview/role playing**--Have a student take the part of one of the characters in the video, and be interviewed by others in the class. The student needs to prepare for the role, so give the assignment ahead of time--as much as a week in advance--so preparations can be made. Give the role player some specific questions that the class will ask (20 questions are appropriate); parents can help the students research the questions at home to help support the educational experience. Questions asked should reflect a knowledge of the historical events and attitudes of the times. On the day of the interview, students may want to dress in a costume of the 1940s to add effect and otherwise enrich the performance. If a video recorder is available, try making a recording of the interview to play back to the class.
- **Classroom visitor**--Have a visit to the class by a person who is familiar with the history and problems of the Holocaust. If there is a Jewish community center or congregation in your city or town, contact their offices for possible resources. Talk with the class about the visit ahead of time, and discuss possible questions for the guest speaker. If possible, ask the visitor ahead of time about the questions they would like students to ask and then prepare the class for these questions. These will help to build a dialogue and open the way for other questions.
- **Survivors in your area**--Perhaps there are survivors of the Holocaust in your city or town. If there is a Jewish synagogue nearby, check for names of possible survivors, relatives of survivors, or representatives who may be able to visit or talk with your class. There may be a survivor in your area who would not be in a position to visit, but would welcome letters from your students.
- **Wearing the badge**--Experience what it feels like to be completely cast out. The Jews had to wear yellow stars to identify themselves. Wear something similar to the yellow star around school for a day. Have a class discussion about how it felt to be stared at and singled out. Discuss those invisible "yellow stars" that people wear around the school and what we can do to avoid allowing these to dictate our actions towards these people.
- **Newspaper research**--Have your students do library research on victims of intolerance in our world today or in recent history. This can be done over a period of time by following newspaper reports, or by directing the students to specific social problems in our nation or to events in other countries around the world.
- **Museum Visit**--Check to see whether there is a museum in your area with displays and research on the Holocaust. Recommend this as an out-of-class project or take your students on a field trip. If there is no such facility, then make your own museum. Have the students make poster displays with pictures from magazines or from library resources.

# Video Quiz

The following quiz can be used after viewing the video.

1. Why did Mat paint on the displays in the museum?
2. Who were the Nazi's?
3. To which city was Mat transported to visit the Anne Frank family?
4. Which war was going on when Mat visited Anne Frank?
5. Why did the soldiers take Anne Frank and her family away?
6. Why did Mat reveal the location of the hiding place?
7. Did Mat Fritzlinger really go to visit Anne Frank?
8. What lesson did Mat Learn?

## Answers to the Video Quiz:

1. Because he considered himself a neo-Nazi, and he mistakenly felt this was the way to tell people about what he believed. Many other answers are possible.
2. They were members of Adolf Hitler's National Socialist Party. This group was based on hate, prejudice and rule by threat of violence.
3. Amsterdam
4. World War II.
5. They were Jews, and the Nazis wanted to murder all Jews.
6. He thought he could save himself?
7. No. This was a fictional account.
8. Many answers are possible, but in general, Mat learned tolerance for others.



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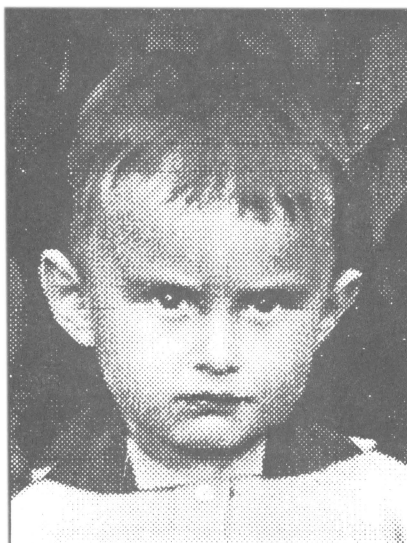
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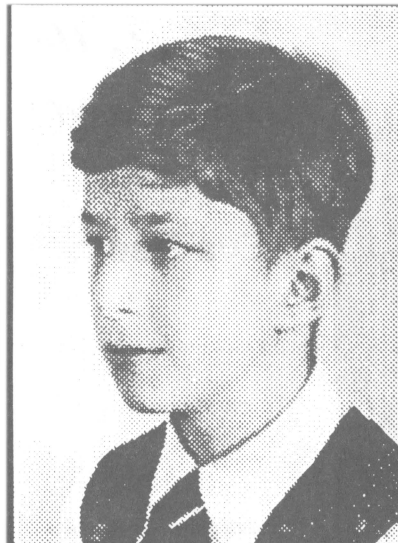
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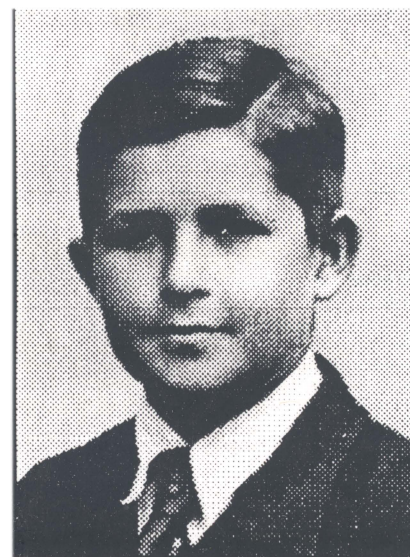
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