Teacher Resource
Anne Frank

Focus Questions

1. Briefly summarise the BTN *Anne Frank* story.
2. Where was Anne Frank from? Find using Google Maps.
3. What did Anne Frank call her diary?
4. How old was Anne when she started keeping a diary?
5. Where did Anne Frank and her family flee from before arriving in the Netherlands?
6. What political party was Adolf Hitler a leader of?
7. How were Jewish people treated by the Nazis?
8. What happened to Anne Frank's family when the Nazis invaded the Netherlands?
9. How did you feel watching the BTN *Anne Frank* story?
10. What questions do you have about this story?

Activity

Personal Response

Students will write a personal response to the BTN *Anne Frank* story. Leave a comment on the BTN A*nne Frank* story page. Ask students to finish one or more of the following incomplete sentences:

- This story made me feel….
- It was interesting to learn that…
- This story made me wonder…
- Anne Frank's story is important because...
- Five words that I would use to describe Anne Frank…

Class Discussion

Hold a class discussion about the information raised in the *Anne Frank* story. Students will then create a class mind map about Anne Frank. Use the following questions to guide discussion:

- Who was Anne Frank?
- Who were the Nazis and how did they treat Jewish people?
- Why did she and her family hide in the annex at her father's work?
- What was life like for Anne and her family hiding in the annex?
- What did Anne write about in her diary?
- What happened to Anne and her family when they were discovered by German soldiers?

Students may find it useful to watch the BTN Second World War story which explains the events that led up to the Second World War and gives a brief history of the war. The Who was Anne Frank? video gives an overview of Anne's life.

Key Learning

Students will learn more about the life of Anne Frank and the treatment of Jewish people during WWII.

Curriculum

HASS / Inquiry and skills – Year 5 & 6
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Locate and collect relevant information and data from primary sources and secondary sources.

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

HASS / Inquiry and skills – Year 7
Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.
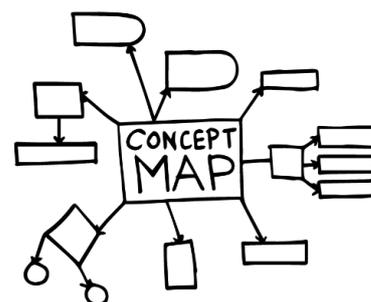
⚙ Activity

Anne Frank Timeline

Students create a timeline to sequence the main events in Anne Frank's life. Use the timeline template at the end of this activity to record key dates and events. Here is some information they may like to include:

- When and where was Anne Frank was born?
- Anne and her family move to the Netherlands
- Germany invades the Netherlands
- Anne receives a diary
- Anne and her family go into hiding in the Secret Annex
- The Annex is raided and the people in the Secret Annex were put in prison.
- The people from the Secret Annex were sent to Auschwitz.
- Anne and her sister Margot are taken to Bergen-Belsen concentration camp.
- Anne and Margot die in the concentration camp.
- WWII ends
- Anne's book was published
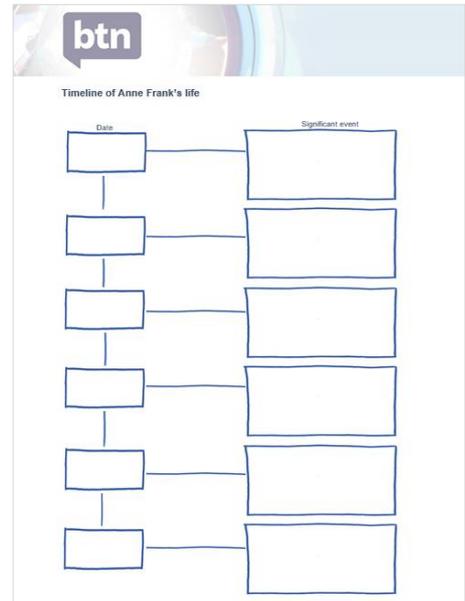
⚙ Activity

Anne Frank Research

Discuss the story as a class and ask students to pose questions about Anne Frank, her life hiding in the annex and after she was sent to a concentration camp. Students will develop an appropriate question to guide an inquiry about Anne Frank (below are some example key questions). Alternatively, students may want to choose to investigate a question about the Holocaust and the treatment of Jewish people during WWII.

- What historical events affected Anne Frank's life?
- How were Jewish people treated during WWII?
- How did the German invasion of the Netherlands affect Jewish people living there during WWII?
- What did a typical day in the Secret Annex look like?
- How did writing her diary help Anne deal with living in hiding?
- What impact did Anne Frank's diary have on the world?
- Why do we remember Anne Frank today?

Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way.

- Primary sources – Through using primary sources, that is a document like a diary, paintings or a physical object, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.

- Secondary sources – Secondary sources are documents written after an event has occurred, providing "second-hand" accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

As part of their research, students will need to:

- Use appropriate terms and concepts in their presentation and refer to evidence and sources.
- Write down the name of the source of the information.

- Look for facts and opinions that answer their inquiry question/s.
- Write down using their own words facts and opinions from the source.

Students can present the information in one of the followng ways:
- A 'Did You Know' Facts sheet
- Prezi presentation
- Oral presentation
- An infographic using Canva

⚙ Activity

Anne Frank – Create a biography

Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Discuss what type of information is included in a biography and what they tell us about a person. The Civics and Citizenship website has some examples of biographies for students to look at.
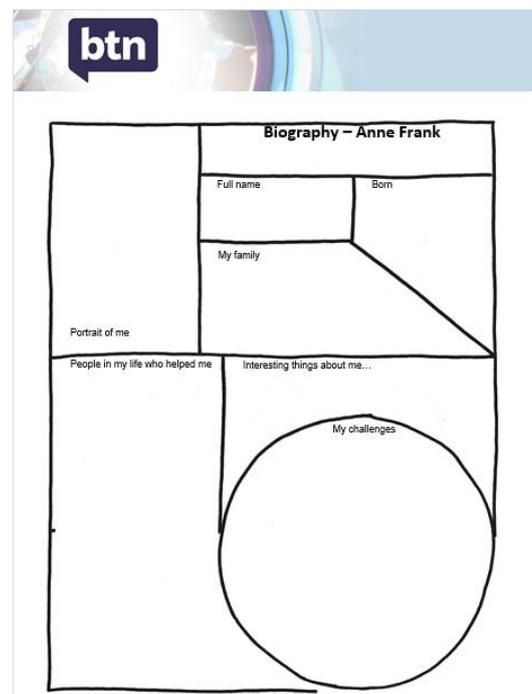
Using the Biography template at the end of this activity, students will find and record information about Anne Frank. Alternatively, students may want to choose another person in Anne's family or one of the people that helped them while they were hiding in the Secret Annex.

Some possible areas of research include:
- Where was Anne Frank born? Locate using Google Maps.
- When was she born?
- When and why did her family move to Amsterdam?
- Why did her family hide in the Secret Annex above her father's business?
- What challenges did she face while she was hiding in the Annex?
- Why did Anne record her thoughts in a diary?
- What happened when Anne and her family were discovered by German soldiers?
- What do you admire about Anne Frank?
- Sketch a portrait of Anne Frank. Explore and experiment with different techniques and media to produce a portrait.

Further investigation
- Imagine you could sit down and talk to Anne Frank. What questions would you ask about her life?

⚙ Activity

Virtual Tour – The Secret Annex

Students go on a virtual tour of the Secret Annex where Anne and her family hid for more than two years during WWII.

Start the virtual tour here. To move from room to room in the Secret Annex, click on the door icon.

The tour starts in the secret bookcase. Students can explore the space where the revolving bookcase hid the entrance to the Secret Annex. Use the toggle to move around the room then watch the video to learn more about how the revolving bookcase works. Students then respond to the following questions:

- Look around the space. What words would you use to describe the space?
- Why were the Nazis searching Dutch people's houses?
- Why was the secret bookcase built?
- How does the secret bookcase work?
- What happened on the 4th of August 1944?

Otto, Edith and Margot Frank's room

- Look around the room. What can you see?
- What does the room tell you about the Frank family?
- Click on the icon that describes a day in the Secret Annex. Watch the short video that describes the daily routine. What did you learn watching the video? What was surprising?

Anne Frank's room

- Look around Anne's room. What words would you use to describe it?
- How did Anne decorate her room?
- What game did Anne play when she was bored?
- Who did Anne share the room with? How did she feel about sharing the space?
- Click on the icon that describes Anne's diary and watch the short video.
- Who did Anne address her letters to and what did she write about in her diary?
- Why was Otto Frank surprised when he read Anne's diary?

Students can explore other rooms in the Secret Annex and respond to these questions:
- What does the room tell us about what life was like living in the Secret Annex?
- What challenges did the people hiding in the Secret Annex face?

⭐ Useful Websites

Who was Anne Frank? Anne Frank House
https://www.annefrank.org/en/anne-frank/who-was-anne-frank/

The Secret Annex – Anne Frank House
https://www.annefrank.org/en/anne-frank/secret-annex/

A typical day in the Secret Annex - Anne Frank House
https://www.annefrank.org/en/anne-frank/go-in-depth/typical-day-secret-annex/

Second World War – BTN
https://www.abc.net.au/btn/classroom/second-world-war/11460762

Anne Frank: A Life in Hiding – Newsround
https://www.bbc.co.uk/newsround/46987263

Timeline of Anne Frank's life

Date	Significant event
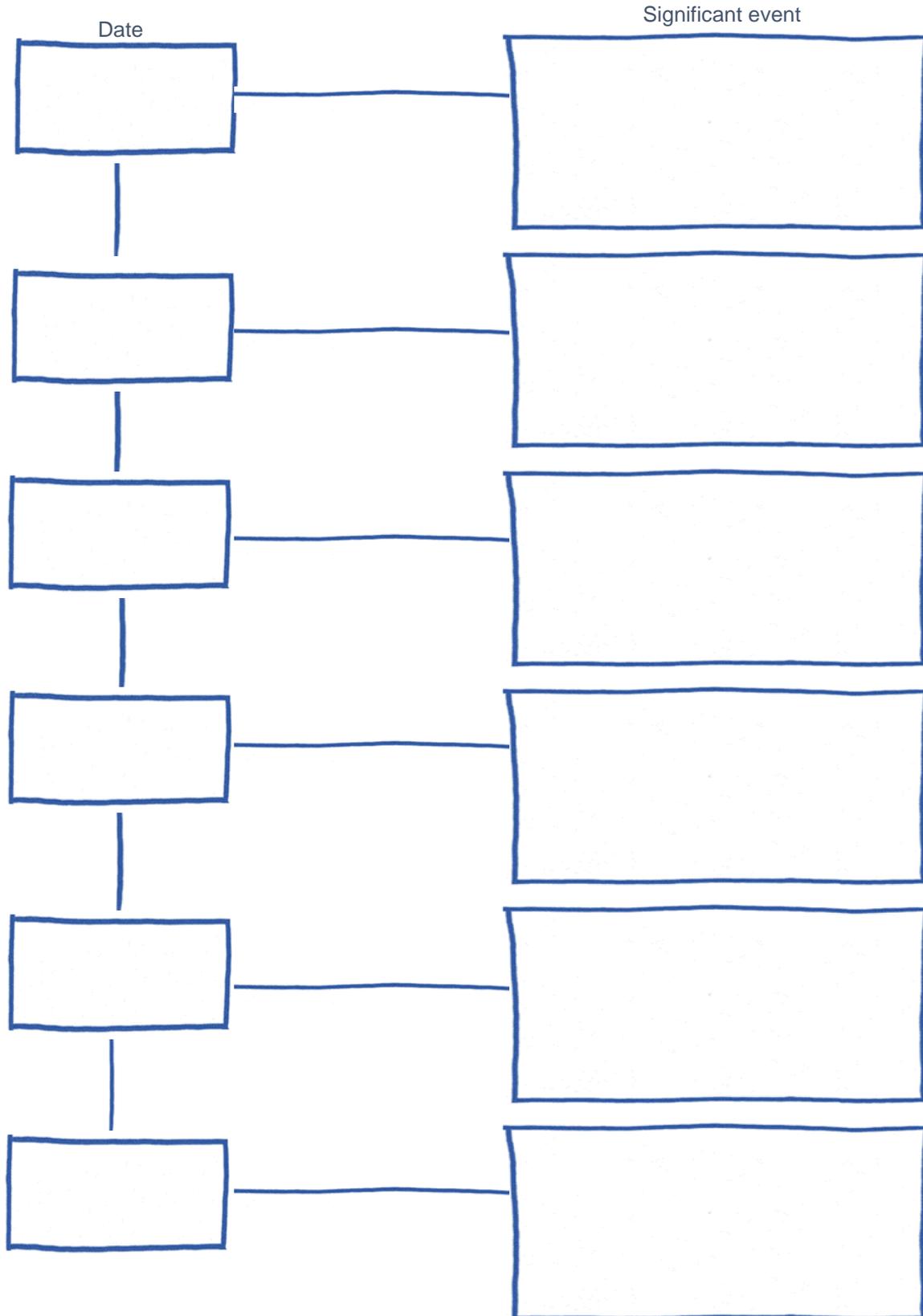
Biography – Anne Frank

Full name

Born

My family

Portrait of me

People in my life who helped me

Interesting things about me

My challenges