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# All About Anne

by Menno Metselaar and Piet van Ledden; illustrated by Huck Scary

# TEACHER RESOURCE GUIDE

by Lawrence Swartz







# about









created by anne frank house

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# **TEACHER RESOURCE GUIDE**

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Second Story Press

# **ABOUT THIS BOOK**

This book tells Anne Frank's life story using words and pictures from the Anne Frank House Museum in Amsterdam. It provides historical detail about the girl behind the diary and the life of her family and the other people who hid in the Secret Annex.

The book answers questions most frequently asked about Anne Frank, the persecution of the Jews, and World War II, and ultimately raises other questions that come to mind before, during, and after reading the book.

# LEARNING GOALS

- To share known facts, and gain new facts about Anne Frank's life story
- To investigate and report information about the life and death of Anne Frank
- To make text to text connections between verbal and visual text and the *Diary of a Young Girl*
- To raise questions about the life and legacy of Anne Frank and those who went into hiding in The Annex
- To understand and gain information about the political circumstances of World War II and the persecution of Jews
- To become familiar with the resources, artefacts, and contents of The Anne Frank House.
- To interpret a variety of text features including illustrations, maps, photographs, drawings, etc.

# PART A: INTRODUCING ALL ABOUT ANNE

# **1. MINDS ON: EXAMINING THE COVER**

# Part I: Discussing the Cover

Invite students to examine the images that appear on the front and back cover of *All About Anne*. Ask the students: What information do you gain when you look at an image? What information do we learn from each of these images?

# Part II: Answering Questions

On the back cover of the book three questions are highlighted. The answers to these questions will be learned as students read the book.

- 1. Display the questions on a chart or white board. Have students work independently to answer each of the three questions:
  - i. Who betrayed Anne Frank?
  - ii. Did the people in hiding get bored?
  - iii. Why did Hitler hate the Jews?
- 2. Students work in groups of three or four to share their responses to these questions. How were answers similar or different?

# Part III: Raising questions

After examining images from the front and back cover of the book, students work in groups to brainstorm questions about Anne Frank that that they expect will be answered in the book.

# 2. A QUIZ ABOUT ANNE FRANK: ACTIVATING PRIOR KNOWLEDGE

Students may or may not be familiar with facts about this heroic girl. By answering the questions in the quiz, students will have the opportunity to identify and share information they know about Anne Frank. Copies of the quiz can be given to students and they can work independently or in pairs to answer each question. The intention of the quiz is to activate students' prior knowledge about the life of Anne Frank. Students are encouraged to use the book *All About Anne* and/or the Internet to confirm facts and gain new information about Anne.

**NOTE:** The quiz activity will be repeated after students have read the book. Students will prepare quiz questions for others to answer. (see page **oo** of Teacher Guide).

See reproducible oo.

# A QUIZ ABOUT ANNE FRANK (reproducible)

# Answer the following TRUE or FALSE

1. Anne's name was really Anna. O TRUE O FALSE
2. Anne Frank received a diary on her 13th birthday. O TRUE O FALSE
3. Anne only had one notebook to record her thoughts. O TRUE O FALSE
4. Anne's sister, Margot, also wrote a diary. O TRUE O FALSE
5. The Frank family were German. O TRUE O FALSE
6. Anne Frank had a brother named Peter. O TRUE O FALSE
7. Anne was never able to look at the world outside The Annex. O TRUE O FALSE
8. The Frank family hid in the Annex because no country would accept Jews during the war. O TRUE O FALSE
9. The Annex where the family hid was above Otto Frank's factory. O <b>TRUE FALSE</b>
10. The entire Frank family perished in the concentration camp. $\bigcirc$ TRUE $\bigcirc$ FALSE
PART B: Fill in the blank with the correct answer

11. Anne Frank's diary is written in the \_\_\_\_\_\_ language.

12. Anne Frank names her diary \_\_\_\_\_\_.

13. The Anne Frank House is in the city of \_\_\_\_\_\_.

14. The residents of The Annex were in hiding for \_\_\_\_\_ years.

15. *The Diary of a Young Girl* has been translated in over \_\_\_\_\_ languages

# ANSWERS

# PART A

- 1. **FALSE** Anne's legal name was Annelies Marie Frank. She would sign off diary entries with the name Anne F. Frank.
- 2. TRUE
- 3. **FALSE** Anne had several notebooks. Not all of them were found. She also wrote short stories and listed quotations from people she admired.
- 4. TRUE
- 5. **TRUE**
- 6. **FALSE** Anne had an older sister named Margot. Anne formed a romantic relationship with Peter Van Pels whose family also lived in the Annex.
- 7. **FALSE** On weekends, Anne was able to look out the attic window and see a large chestnut tree, the sky, and the birds.

# 8. TRUE

- 9. TRUE
- 10. **FALSE** Anne Frank's mother, Edith, died in a concentration camp in Auschwitz. Anne and Margot died of typhus in Bergen-Belsen. Otto Frank survived.

## PART B

- 11. Dutch
- 12. Kitty
- 13. Amsterdam
- 14. two years
- 15. 70 languages

# **3. IDENTIFYING TEXT FEATURES**

The information in *All About Anne* is presented in multi-modal texts that include verbal text, organized into five chapters, photographs, illustrations, maps, drawings, documents, and captions. The resource can be introduced to the students by taking a walk through the book identifying some of the text features. Encourage students to:

- 1. Make predictions about why they think the headings, captions, and visual images have been included.
- 2. Notice and respond to the different ways information is presented on each page.
- 3. Another feature of this resource is answers to frequently asked questions. The first example appears between pages 6 and 7. Draw students' attention to the question, the answer, and the photograph that accompanies this text feature. Note: These features have been designated with a large question mark symbol.

## **Exploring Text Features**

- Why have the publishers decided to cut some pages in half? Is this an appealing feature?
- What do we learn about Anne (or life in Germany) by looking at this photograph? Note: Attention can be drawn to any single image. Alternatively, students can suggest particular images that they are curious about. (example, page 2, page 7, page 29)
- How do the drawings and illustrations created by Huck Scarry help us to further understand the life of the residents in The Annex? (e.g., page 19, page 22, page 23)
- Why are such artefacts as advertisements, envelopes, journal pages, and signs included in this resource?
- Which photograph do you find particularly interesting? Why?
- How do the chapter titles help the reader understand the chronological events?
- The publishers of this resource have chosen to include colour in the book to balance the black-and-white images. In what ways has colour successfully been introduced throughout the resource? How might the reading of the book be different if everything was in black and white?

# PART B: QUESTIONS FOR DISCUSSION

# BEFORE READING ALL ABOUT ANNE

- 1. Why do you think people around the world continue to be fascinated by the diary of a young adolescent girl?
- 2. Have you read Anne Frank's diary? What would you tell someone about this iconic diary? Why should people of different ages, genders, and/or different cultures read *The Diary of a Young Girl*?

# DURING READING ALL ABOUT ANNE

- 3. Why do you think the authors of this book chose to begin with the prologue "Happy Birthday to you..."? What do we learn about Anne and her friends from examining the photo taken on her tenth birthday?
- 4. Anne's family tree is featured on page 5.
  - i. How is the information of the Frank family presented?
  - ii. Why do you think people research and create family trees?
  - iii. Are you familiar with a family tree that presents the current and past relationships in your own family?
- 5. Chapter One: A German Girl gives background information about the rise of The National Socialist German Labour Party (NSDAP) led by Adolf Hitler whose supporters were known as Nazis. What were some factors that led to the rise of this party? How did the party destroy the rights of the Jewish people in Germany?
- 6. What did the Frank Family choose to do to combat the threat of the Nazis?
- 7. In Chapter Two: A New Country we learn how the Nazi party focused the Aryan race and stripped Jews and immigrants of their rights. Do you see any similarities to the treatment of the people in the world today?
- 8. What information from the text and from the visual images do we learn about Anne Frank's life before her family went into hiding?

- 9. Chapter Three: War! Anne's parents gave up their plans to flee Amsterdam and chose to go into hiding to wait out the war. Describe the plan (e.g., Where would the hiding place be? Who would help them? What would the living arrangements look like? How would they survive from day to day?). What challenges would a family face hiding in a place such as the Secret Annex above a factory?
- 10. How did Anne prepare herself to go into hiding? What are some things you would take with you if you were in Anne's situation?
- 11. The photographs and illustrations that are presented in Chapter Four: In Hiding give the readers information about life in the Secret Annex for Anne, her family, and their friends.
  - i. Examine the images closely to give information about the people, their relationships, the artefacts, the living arrangements for life in the Secret Annex.
  - ii. Give a title for one or more of these photographs or drawings.
  - iii. Which of these images might you choose to put on the cover of *All About Anne*. Why?
- 12. In this chapter we learn some ways that the residents of the Secret Annex overcame their boredom. What are some of the ways different people coped with boredom?
- 13. In order for the residents of the Secret Annex to survive they depended on the loyalty, compassion, and resourcefulness of several people, including Victor Kugler and Miep Geis and Bep Voskuijl.
  - i. Why might people choose to help others even though this might be dangerous?
  - ii. What were some of the tasks of the helpers?
  - iii. What do we learn about Victor Kugler's commitment and role in helping others?
- 14. Describe the relationship that Anne had with Peter. Why was this relationship important to both of them?
- 15. Describe the events of Friday August 1944, when the hiding place was discovered, and the residents of the Secret Annex were captured. How did you feel when you read about the police breaking into the Secret Annex?

- 16. How did Otto Frank learn about the fate of his daughters and his wife? (Chapter Five: Anne's Death)
- 17. Chapter Six is entitled Otto's Return and Anne's Diary.
  - i. Describe what happened when Otto returned to Amsterdam and the factory?
  - ii. What do we learn about Anne's diary and how it became so famous? Why do you think it became so famous?

# AFTER READING ALL ABOUT ANNE

- 18. i. If you have read *The Diary of a Young Girl*, how did your reading of *All About Anne* confirm your understanding of events, and/or give you new information about Anne Frank and her family's life?
  - ii. What information from the verbal and visual text did you find most interesting?
  - iii. After reading *All About Anne* are you encouraged to reread her diary (or read it for the first time)?
- 19. Do you feel that the visual images (drawings, photographs, maps, advertisements) give you as much new information as the verbal text? Were you more engaged with visual or verbal text?
- **20.** *All About Anne* is a book created by Anne Frank House, which is visited by thousands and thousands of international tourists each year.
  - i. Why is it important that the Secret Annex was preserved and shared with the world?
  - ii. f you had the opportunity to visit Amsterdam, what would you specifically be intrigued to see in the Secret Annex?
- 21. What memorials are you familiar with in your community? In your country? Around the world? What memorials have you visited (or would like to visit)? Why are memorials important for today's society? Future societies?

# PART C: RESPONDING TO ALL ABOUT ANNE

# Activity #1: ANNE FRANK: Post-Reading Quiz

Option #1: Students can work independently or with a partner to prepare questions that they might ask others in order to test their knowledge about Anne Frank and her life. The quiz can have ten to fifteen questions featuring True/False and/or Fill-in the-blank formats. Once completed, students can exchange quizzes.

#### OR

Option #2: Each student can contribute one or two questions that they would include on a quiz to assess someone's knowledge about Anne Frank. The teacher can collect and present quiz questions for the whole class to answer.

# Activity #2: PLANNING AND DELIVERING A REPORT

The six chapters in the book *All About Anne* present chronological information about Anne Frank's life that includes her world before going to the Secret Annex, hiding in the Secret Annex, and after being discovered there. The information in each chapter focuses on a different time period.

- Chapter 1: A German Girl (1929 1934)
- Chapter 2: A New Country (1934 1940)
- Chapter 3: War! (1940 1942)
- Chapter 4: In Hiding (1942 1944)
- Chapter 5: Anne's Death (1944 1945)
- Chapter 6: Otto's return and Anne's Diary (1945 )

Students can be divided into groups, with each group assigned one of the chapters of this resource. (Note: it is best if multiple copies of the book are available to distribute to the different groups).

Each group can investigate information from verbal and visual texts that appear in the chapter and then prepare a report to share with others in the class or in the school community.

**NOTE:** An alternative way to have students plan and prepare a report, is to have students work independently or perhaps in pairs to focus on a single chapter.

# Activity #3: FURTHER INQUIRY and RESEARCH

From the final page of *All About Anne*:

Everything about Anne in one book? Of course, that's not possible.

"Hopefully you even have some new questions. We can often find answers on our website www.annefrank.org or in other books about Anne Frank. If you cannot find the answer to your question anywhere, please let us know: Mignvraag@annefrank.nl

Students can work independently or in pairs to brainstorm new questions they have about Anne Frank, the experience of the family hiding, the Holocaust. Students might use these questions to conduct further inquiry about the topic. Some students may wish to take advantage of the invitation to investigate the answers on the Anne Frank website (www.annefrank.org) or by contacting Mignvraag@annefrank.nl

# Activity #4: QUESTIONS AND ANSWERS

An important text feature included in *All About Anne* are pages that present frequently asked questions that readers of *The Diary of a Young Girl* and visitors to the Anne Frank House have raised. These questions have been compiled by The Anne Frank Foundation and throughout the resource, the questions are presented on half-cut pages. This feature has been designated with a large question mark icon (?).

## Introducing the feature:

Choose one of the questions and answer pages to demonstrate how the question is presented, how the explanation is given, and how effective the photograph has been in supporting the verbal text.

Activity Option #1: Individual students could be assigned to read one of the question-and-answer items and then report information to others.

Activity Option #2: Students can brainstorm additional questions that they might have posed to the Anne Frank Foundation. Students can create their own question-and-answer page, using the same format as the ones presented in the book. In lieu of a photograph, an illustration can be created.

These questions and answers can be compiled in a collaborative resource or power point presentation.

# Activity #5: DIARIES: Sharing Thoughts and Feelings

#### Part A: Discussing Diaries

On 16 March 1944, Anne Frank wrote: "The best thing of all is that at least I can still write down what I think and feel, otherwise I would suffocate." Anne received her diary on June 12, 1942 and recorded her thoughts and feelings throughout her time in hiding. The Diary of Anne Frank, also referred to as *The Diary of a Young Girl*, was published after the war.

Invite the students to share their stories of diaries by asking:

- What are some other published diaries, or novels written in diary form, that you are familiar with?
- Why does reading diaries, like *The Diary of a Young Girl*, have a strong appeal to many readers?
- Have you ever kept a diary?
- Did you write frequently/consistently?
- What did you enjoy about writing a diary?
- Should a diary always be kept private?
- What is your opinion of Anne Frank's diary? If you haven't read it, are you interested in finding a copy to read?

## Part B: Writing a Diary Entry

#### Option #1: A Response to All About Anne

Students can respond to *All About Anne* by writing an entry in a reading response journal by considering the following:

- What do you think the residents of the Secret Annex were thinking and feeling each night as they went to sleep?
- How are you like Anne? Do you share any qualities or interests?
- What do you think Anne would have become if she had survived the Holocaust?
- How does knowing the history and some of Anne's life make you feel?
- What are some different emotions you felt when reading about Anne Frank and the others in the Secret Annex?

Option # 2: Anne's Diary: Final Entry + "One More Entry"

1. The last entry in Anne's Diary was written on Tuesday August 1, 1944. Here is an excerpt of final words that can be shared with the students.

"... when everybody starts hovering over me, I get cross, then sad, and finally end up turning my heart inside out, the bad part on the outside and the good part on the inside, and keep trying to find a way to become what I'd like to be and what I could be if...if only there were no other people in the world.

Yours, Anne M. Frank.

- 2. If available find a copy of Anne's diary and read the complete August 1st entry. Students can share their responses to this writing by discussing their feelings, their questions, their connections, and their understanding of Anne's circumstances.
- 3. Have students imagine that Anne was able to write one final entry in her diary as she heard the police coming up the stairs to arrest the residents of the Secret Annex. What would she want to tell her family and friends, the world?

Once completed. Students can share excerpts of their diary entries with a partner.

# Activity #6: PROMOTING ANNE FRANK HOUSE

After reading *All About Anne*, students can consider different ways to promote the Anne Frank House to encourage others to learn about Anne Frank and perhaps visit the museum. Students can present their persuasive pieces in one of the following ways:

- Designing a new **BOOK COVER** for the resource *All About Anne*. Will one or more images be included? How will the text be presented? Will questions be featured on the front or back cover?
- Preparing a **BROCHURE** to persuade and inform others who might want to visit the Anne Frank House in Amsterdam.
- Creating a **POWERPOINT PRESENTATION** to present to schools to help them learn more about Anne Frank, her life, her death, her diary, her legacy.

#### OR

# PLANNING A FIELD TRIP TO ANNE FRANK HOUSE

Have students image that they will be given the opportunity to visit Amsterdam to tour the Anne Frank House.

Invite the students to work in groups and create a video (iPhone or PowerPoint) piece to persuade the school administration, teachers, and their parents of the value of going to the Anne Frank House in Amsterdam. In the planning of the video, encourage students to consider doing the following:

- Present an outline of earning opportunities and goals for the trip.
- Explain how visiting the house is different from learning through the book.
- Describe what they will see and experience in the visit.

Encourage students to use the following in the creation of the video or PowerPoint:

- Selected photographs from the book
- Quotations from the book
- Testimonies from people who have visited the house (role play, created)

- Educational reasons for going to the house in brief monologues.
- Music

Students can share their presentations with the class and consider what one they would present to the administration, teachers, and parents to persuade them of the educational value of a possible trip.

# FURTHER READING

# **Reading About Anne Frank**

## NOTE: Anne Frank House website; www.annefrank.org

- Churnin, Nancy; illus Yevgenia Nayberg Martin & Anne: The kindred spirits of Dr. Martin Luther King, Jr. and Anne Frank
- Folman, Ari; Illus. David Polonsky *Anne Frank's Diary: The Graphic Adaptation* (note: recommended for 12+)
- Frank, Anne. Anne Frank: The Diary of a Young Girl
- Gies, Miep Anne Frank Remembered: The story of the woman who helped to hide the Frank family
- Gold, Alison Leslie Memories of Anne Frank: Reflections of a Childhood Friend
- Gottesfeld, Jeff; Illus. Peter McCarty *The Tree in the Courtyard: Looking Through Anne Frank's Window* (picture book)
- Miller, David Lee *The Cat Who lived with Anne Frank* (picture book)
- Van der Rol, Ruud Anne Frank: Beyond the Diary: A photographic remembrance

## Media Connections: Prime Video

The following are suggested films and documentaries that can be shown to the whole class to gain further understanding of Anne Frank's life.

Alternatively, students can investigate one of the following titles and prepare a short report summarizing what the video is about, what information they learned by watching the video, what things they wondered about during or after viewing the video.

Anne Frank Remembered (Oscar winning documentary) (1996) The Attic: The Hiding of Anne Frank (movie, 1988) The Diary of Anne Frank (movie, 1959) The Diary of Anne Frank (Acorn TV movie, 2009) The Last Seven Months of Anne Frank (documentary, 2000) My Daughter, Anne Frank (movie, 2015) No Asylum: The Untold Story of Anne Frank's Story (documentary, 2016)

# **Reading about The Holocaust**

## **Picture Books**

- Bat Zvi, Pnina and Margie Wolfe; illus. Isabelle Cardinal The Promise
- Gallez, Christophe; illus. Robert Innocenti Rose Blanche
- Johnston, Tony The Harmonica
- Kacer, Kathy; illus. Gillian Newland The Magician of Auschwitz
- Lewis, J. Patrick Wren and Sparrow
- Renaud, Anne; illus. Richard Rudnicki Fania's Heart
- Upjohn, Rebecca; illus. Renné Benoit The Secret of the Village Fool
- Zee, Ruth Erika's Story

# **Historical Fiction**

- Arato, Rona The Ship to Nowhere (Also: The Last Train)
- Dauvillier, Loic Hidden: A Child's Story of the Holocaust
- Kacer, Kathy *The Secret of Gabi's Dresser* (Also: *Hiding Edith, Shanghai Escape, To Hope and Back*)
- Lowry, Lois Number the Stars
- McKay Sharon E. The End of the Line
- Watts, Irene N.; illus. Kathryn E. Shoemaker Good-bye Marianne: A Story of Growing Up in Nazi Germany

## For Older Readers

- Boyne, John The Boy in the Striped Pajamas
- Spinelli, Jerry Milkweed
- Stamper, Vesper What the Night Sings
- Yolen, Jane The Devil's Arithmetic
- Zusak, Markus The Book Thief

#### Nonfiction

- Kacer, Kathy We Are Their Voice: Young People Respond to the Holocaust
- Kacer, Kathy and Jordana Lebowitz *To Look a Nazi in the Eye: A teen's account of a war criminal trial*
- Levine, Karen Hana's Suitcase
- Rubenstein, Eli with the March of the Living Witness: Passing the Torch of Holocaust Memory to New Generations
- Setterington, Ken Branded by the Pink Triangle
- Wees, Janet When We Were Shadows

# ADDITIONAL RESOURCES

Secret Annex Online https://www.annefrank.org/en/anne-frank/secret-annex/

Videos:

https://www.annefrank.org/en/education/product/63/reading-writing-with-anne-frank/ https://www.annefrank.org/en/anne-frank/who-was-anne-frank/

A longer video [28 minutes]: https://www.annefrank.org/en/education/product/132/video-het-korte-leven-van-anne-frank/

A Digital lesson: https://www.annefrank.org/en/education/product/36/digital-lesson-about-anne-frank/

Of interest to teachers: https://olt.storiesthatmove.org/en/dashboard/