

The Diary of a Young Girl by Anne Frank

Literature Set Teaching Guide

This literature set includes a variety of texts that provide historical context and thematic connections to help students gain a deeper understanding of Anne Frank's Holocaust diary. As students progress through this set, they will learn about the rise of Nazi Germany and how the Holocaust affected different groups of people. The instruction in this set also encourages students to draw conclusions about the time period and relate their learning to the experiences that Anne describes in her diary entries.

Target Grades & Subject(s): Grades 5-8; English/Language Arts, History

Learning Objectives

- Students will summarize sources to understand key events that occurred during the Holocaust and describe the challenges that Jews faced while in hiding and in concentration camps. (CCSS RI.2, WH.05)
- Students will analyze propaganda from Nazi Germany to understand prominent attitudes and beliefs from the time period. (CCSS RI/RH.1, RI/RH.7)
- Students will compare and contrast the themes of hope and freedom as presented in Anne Frank's diary and Maya Angelou's poem, "Caged Bird." (CCSS RL.2)

Texts in this Set (download texts [here](#))

Text 1: What was the Holocaust? (1 page)	
<p>Passage Summary: This text provides an overview of the Holocaust and how it affected certain groups of people. Students will also understand how World War I led to World War II.</p> <p>When & How to Use: Introduce this text before students begin reading the book to provide context about the time period. Discuss the role that antisemitic beliefs played in Nazi Germany's policies and actions during the Holocaust.</p>	<p>Extension Activity: Have students work in pairs to create a timeline major events that occurred during the Holocaust. In addition to the information provided in the text, encourage students to review other sources (e.g., U.S. Holocaust Memorial Museum's student website, Jewish Virtual Library, etc.). Remind students to refer to their timelines as they read Anne's diary.</p>
Text 2: Pogroms (1 page)	
<p>Passage Summary: This text provides a brief description of the pogroms that took place in Europe throughout World War II. It also includes a video testimonial of a Holocaust survivor who experienced the <i>Kristallnacht</i> pogrom.</p> <p>When & How to Use: In her diary, Anne mentions that some of her family fled Germany after pogroms in 1938. Use this text before the June, 20, 1942 entry to help students understand how these instances of street violence impacted Jewish communities.</p>	<p>Discussion Questions:</p> <ul style="list-style-type: none"> - What do pogroms suggest about public support for Nazi Germany's anti-Jewish policies and attitudes? - Anne's uncles fled Germany after pogroms in 1938, based on what Anne has shared in her diary, do you think things have gotten worse for Jews? Why or why not?
Text 3: The Impact of Nazi Propaganda (Middle School) (2 pages)	
<p>Passage Summary: This text explains how propaganda was used by the Nazi Party to acquire and maintain power, and to spread antisemitic beliefs. It includes several examples of Nazi propaganda.</p> <p>When & How to Use: Assign this text after students have read the July 8, 1942 entry, and Anne's family is preparing to go into hiding. Encourage students to consider how this type of propaganda relates to Anne's description of how Jews are being</p>	<p>Discussion Questions:</p> <ul style="list-style-type: none"> - How do you think propaganda like the examples you analyzed affected Anne's family? - What rhetorical strategies did Nazi propaganda use? How is this similar to or different from ads we see today?

<p>treated.</p>	
<p>Text 4: Nazi Concentration Camps (1 page)</p>	
<p><u>Passage Summary:</u> This text describes the purposes of Nazi concentration camps and how they were used prior to and during World War II.</p> <p><u>When & How to Use:</u> Have students read this text after reading the Oct. 9, 1942 entry to help them understand Anne's fears about people being sent to concentration camps.</p>	<p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> - Based on what you have learned about life in hiding and concentration camps, do you think it was wise for Anne's family to hide rather than report to the camps like they were instructed to do? - How do you think Germans responded to these camps?
<p>Text 5: Caged Bird (1 page)</p>	
<p><u>Passage Summary:</u> In this poem, Maya Angelou addresses themes of hope and freedom by comparing a caged and free bird.</p> <p><u>When & How to Use:</u> Introduce this poem after students have read the Feb. 23, 1944 entry. Ask students to compare and contrast the poet's description of the caged bird to Anne's attitudes and experiences while in hiding.</p>	<p><u>Discussion Question:</u> In what ways are Anne and her family like the caged bird described in the poem?</p> <p><u>Extension Activity:</u> Have students write a poem from Anne's perspective describing her life in hiding.</p>
<p>Text 6: Publication of Anne Frank's diary saved her 'Secret Annex' from destruction (4 pages)</p>	
<p><u>Passage Summary:</u> This article describes how the annex that Anne's family hid in became a designated as a historical site. It includes images of the annex and also offers explanations for why this site continues to be such a popular tourist site today.</p> <p><u>When & How to Use:</u> Assign this text after students have finished reading Anne Frank's diary. Encourage students to imagine what they might have felt like if they were in Anne's situation and were forced to hide in the annex with their family.</p>	<p><u>Extension Activity:</u> Have students design a new exhibit for the Anne Frank House Museum that highlights her experiences in hiding and teaches important lessons from the Holocaust. Students can prepare a poster, digital slide show, or 3D model of their exhibit. Students should also provide a written explanation to describe the components of their exhibit.</p>