



## *Teaching Anne Frank*

1. How to begin? *Terrible Things: An Allegory of the Holocaust*, Eve Bunting
2. What storyline or plot makes sense for this historical event and why?
3. How to balance the tensions and pull between:
  - Chronologic or thematic
  - Individual or collective
  - Tragic and redemptive
4. The Franks, a German family.
5. In 1933, Jews made up \_\_\_\_\_ % of German population.
6. Germans (under Nazis) a different kind of ethnic exclusion
  - Jews bore no \_\_\_\_\_ or \_\_\_\_\_ markers of difference.
  - In 1930s Germany economy \_\_\_\_\_ and at \_\_\_\_\_.
  - Otto Frank and \_\_\_\_\_.
7. Possible pitfalls:
8. Looking for Refuge: To Emigrate one has to Immigrate
9. Context of the Frank story (1933-1940)  
([http://www.annefrank.com/2\\_life\\_timeline\\_1.htm](http://www.annefrank.com/2_life_timeline_1.htm))
10. To continue on, hide, or "pass"? Few choose to hide or pass:
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11. Gender as a factor in hiding or passing.

12. Factors in “passing” as gentile?

13. To Hide: The Moment of Decision

- Why?
- When?
- What is needed?
  
- Why help?
- Define compassion:

14. Difficulties/personal impact of hiding or passing

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**“Acceptance, hostility, ambivalence, resentment, shame, and regret were only some of the emotions we hidden children had.”**

- Nechama Tec, who survived by “passing” as Aryan

15. For older students:

Video: *Secret Lives: Hidden Children & Their Rescuers During World War II.*