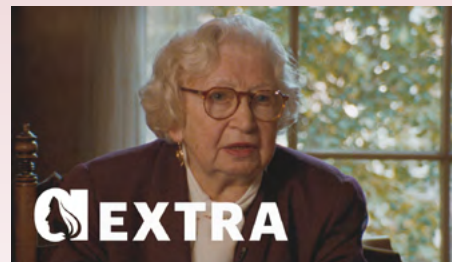




Otto with the helpers, October 1945. From left to right: Miep Gies, Johannes Kleiman, Otto Frank, Victor Kugler, and Bep Voskuijl.



The actresses who play the two helpers Miep Gies (L) and Bep Voskuijl (R) in the Anne Frank video diary.



This video tells the story of the help the Frank family received when they had to go into hiding. They were supported in large and small ways. Why did people help others, and how dangerous was it?

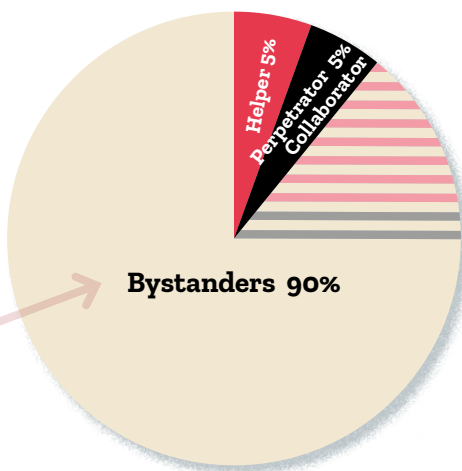
TASK 1

Watch episode 8 ► *I'm suffocating* and the accompanying ► *EXTRA Making choices*

TASK 2

Look at the diagram and read the text

In the history of the persecution of the Jews, many people faced difficult choices and dilemmas. Not everyone made the same choices. People took on different roles. These roles can still be distinguished today.



Most people were bystanders during the war. This group did not play a clear role, and little is known about them.

It is an oppressive thought that we cannot help our fellow humans and compatriots without endangering our own lives and the lives of our children.

Han de Booy
in *Wij weten niets van hun Lot* ('We know nothing of their fate') by Bart van der Boom.

Dutch victims of the persecution of the Jews
102,000 people

Read Ed van Tijn's quote, highlight the roles you recognise, and add the descriptors.

- > perpetrator
- > collaborator
- > bystander
- > helper

It is impossible to know in advance what you would do. It really is. For instance, you don't know what you will do if you see someone being beaten up. Most people will walk on because they are scared. You cannot condemn these people. You can, however, condemn people for joining in. And you can admire people for intervening.

Ed van Thijn
former mayor of Amsterdam

TASK 3

Do the group assignment in pairs

a) Read the quotes and look at the photos. Which quote belongs to whom?

Quote A	Quote D
Quote B	Quote E
Quote C	Quote F

b) Now read the stories behind the photos and get started on the questions.

A	B	C	D	E	F
<i>Tomorrow at dawn, my life will be ended by order of the Queen.</i>	<i>They were my friends, I could not let them get butchered by the Nazis.</i>	<i>Just you wait, you won't laugh once you're inside the bunker.</i>	<i>In the course of the war, I enlisted in the navy of Nazi Germany. I chose to go to the Eastern Front.</i>	<i>Discrimination, in any form, is evil and could destroy the world.</i>	<i>We find ourselves on the border line, in the fullness of life. But we cannot move one step, for in front of us is this perfect emptiness.</i>



Suze Arts
© National monument Kamp Vught / Image bank WWII.



David Koker
© NIOD.



Jan Montyn
From Naar eer en geweten ('In good conscience'), p.168.



Janny Brilleslijper
© Personal archive Rob Brandes.



Victor Kugler
© Anne Frank House Collection.

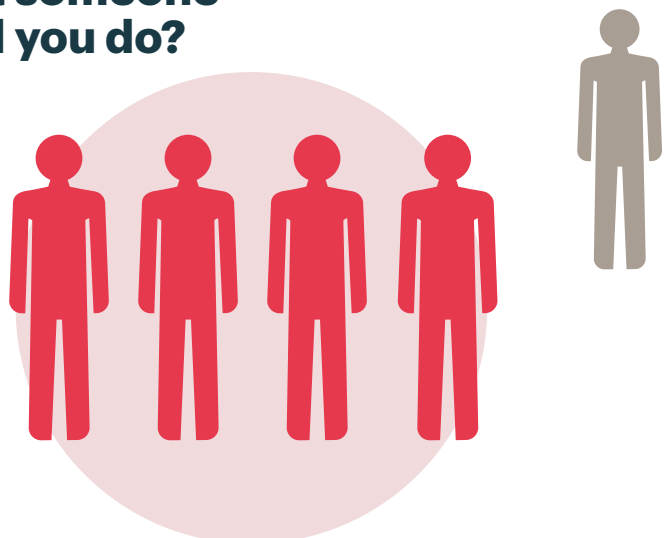


Ans van Dijk
Source CC BY-SA 2.0-IISG-Wiki.

TASK 4

What do you do when you see that someone is being excluded, and what could you do?

Discuss this question with the whole class. Then pick one example (an experience or example contributed by yourself or your classmate) and discuss the role they assumed at the time and the options they had.



Disclosure (group assignment)

Victor Kugler

1900 – 1981



*They were my friends,
I could not let them get butchered by the Nazis.*

"Without Mr Kugler's help and consent, my family and my friends would not have been able to go into hiding in the Secret Annex of the building in which my business was located. After I had had to relinquish the management of my affairs because of the Nazi laws, Mr Kugler was appointed director of Specerijenzaak Gies & Co.

He was very helpful in preparing our hiding place in the building. During our time in hiding, Mr Kugler came to our hiding place almost every day. He brought newspapers, magazines, and other supplies and tried to give us as much moral support as possible. His help lasted from the time we went into hiding until our arrest, so from 6 July 1942 until 4 August 1944." - Otto Frank.

Victor Kugler's Registration Card for Camp Amersfoort, AFS collection

Polizeiliches Durchgangslager Amersfoort	
Familienname: <u>Kugler</u>	Häftling Nr. <u>7005</u>
Vorname: <u>Victor Gustaaf</u>	Schutzhaft angeordnet:
geb. am <u>6.6.00.</u> in <u>Hohs Elbe</u>	am: _____ durch (Behörde): _____
Beruf: <u>Kaufmann</u>	Bisherige Parteizugehörigkeit:
Religion: <u>Kath.</u> Staat: <u>Niedl.</u>	Vorstrafen:
verh. <u>ledig</u> <u>verheiratet</u> <u>ja</u> Kinder: <u>—</u>	
letzter Wohnort: <u>Silversum</u>	
Adr. d. nächsten Angehörigen: <u>Beirou</u>	
<u>wie oben</u>	
Grund: <u>aus Arb. Eins. (Judenbegünstigung)</u>	eingeliefert: <u>11.9.44</u>
	entlassen: <u>26 SEP 44</u>
	überführt: _____
	zurück: _____
	<u>Arb. Eins. Reich</u>
	<u>Z</u>
	<u>DOSS</u>
	<u>9/7/81</u>

What choice(s) did Victor make and what role(s) could be attributed to him?

Perpetrator / Collaborator

Helper

Victim

Bystander

Jan Montyn

1924 – 2015



In the course of the war, I enlisted in the navy of Nazi Germany. I chose to go to the Eastern Front.

"I was an enterprising boy, looking for answers, but not finding them anywhere. In the Youth Storm, which I joined in 1942, they had the answers. At least, they helped me escape the stuffy atmosphere at home. Some old school friends took me along. Sports, field trips, campfires. It was exciting, a real adventure. In the Youth Storm, we didn't have political discussions. I was completely unaware of what was going on with the Jews.

At home, we didn't discuss the topic either. My Jewish friend Chiel had moved to Amsterdam. Later, I received a letter saying he would be going to Poland for work. I really believed it. Much to the chagrin of my parents, I increasingly went my own way. Then I met Hein at one of the Youth Storm weekends. He became my best friend. Hein came up with the idea of going to Utrecht. To a recruitment day of the German navy, the Kriegsmarine. We were shown wonderful propaganda films about far-away lands. It was an easy choice to make. In that respect, the German propaganda machine did a great job." From Naar eer en geweten ('In good conscience'), p.168.

What choice(s) did Jan make and what role(s) could be attributed to him?

Perpetrator / Collaborator

Helper

Victim

Bystander

Disclosure (group assignment)

Janny Brandes-Brilleslijper

1916 – 2003



*Discrimination, in any form, is evil
and could destroy the world.*

Janny Brilleslijper was a Jewish resistance fighter. During the war, Jannie was involved in the illegal newspaper Het Signaal and the trade in ID cards. She also helped people go into hiding in villa 'Het Hooge Nest' in Huizen. Het Hooge Nest was one of the largest hiding places in the Netherlands, sometimes housing more than 25 people at a time. In July 1944, Jannie, her sister Lientje, and other family members were betrayed and deported to concentration camps.

Janny and her sister Lientje were the only members of their family to survive the war. They were liberated from Bergen-Belsen concentration camp, where they had spent the last weeks with Margot and Anne Frank. After the war, Janny informed Otto Frank that his two daughters had died.

What choice(s) did Janny make and what role(s) could be attributed to her?

Perpetrator / Collaborator

Helper

Victim

Bystander

Ans van Dijk

1905 – 1948



*Tomorrow at dawn my life
will be ended by order of the Queen.*



Ans van Dijk was a Jewish woman. When the Nazis occupied the Netherlands, she (like the Frank family) had to go into hiding. She went into hiding in Marco Polostraat in Amsterdam, and helped two other Jewish women find places on that same street. These two women were betrayed and in turn betrayed Ans's hiding address. Ans was arrested by police officer Pieter Schaap. Schaap

gave her a choice: she could either work as a spy for the SD or be sent to a concentration camp. Ans promised to work for the SD and was released. She infiltrated the resistance movement and offered help to Jews looking for hiding places. Many of them were deported because of her betrayal, including her own brother and his family. After the war, Ans was held responsible for the betrayal of some 700 Jews, most of whom were murdered in concentration camps. After the war, Ans was sentenced to death.

What choice(s) did Ans have and what role(s) could be attributed to her?

Perpetrator / Collaborator

Helper

Victim

Bystander

Disclosure (group assignment)

Suze Arts

1916 – 1991



*Just you wait, you won't laugh
once you're inside the bunker.*

Suze came from Tilburg and worked as a camp guard (Aufseherin) in the Vught concentration camp during the war. She was pregnant with her second child when she started working in Vught. She became involved in an incident in which ten women died after being locked in a bunker for punishment. Just before liberation, she tried to flee but was arrested and tried for her war crimes. Former prisoners who testified against her during the trial were particularly negative about Suze Arts. They called her "inhuman", "sadistic", and "savage".

What choice(s) did Suze have and what role(s) could be attributed to her?

- Perpetrator / Collaborator**
- Helper**
- Victim**
- Bystander**

David Koker

1921 – 1945



*We find ourselves on the border line, in the fullness of life.
But we cannot move one step, for in front of us
is this perfect emptiness.*

David was a Jewish student, who lived with his family in Amsterdam until he was picked up from his home in 1943 and taken to Camp Vught. During his imprisonment in Vught, David kept a diary and wrote poetry.

On 2 June 1944, the Koker family was deported to Auschwitz-Birkenau. David saw his chance to throw a little note from the train: "Dear friends, we are nearing the border. It is disappointing, but we were prepared and feel confident. I think of you a lot (...) I have brought your letters and pictures with me. They are my dearest possessions. When will we see each other again? It may be a long time. But we will make it. (...) Lots of love, thanks for everything. Goodbye."

David did not survive the war and died at the age of 23.

What choice(s) did David have and what role(s) could be attributed to him?

- Perpetrator / Collaborator**
- Helper**
- Victim**
- Bystander**

Bonus question

**Review your answers to task 3a.
Did the quotes match the people? Explain your thinking:**

annefrank

video diary

EXTRA

To accompany the Anne Frank video diary, we have created seven educational EXTRAs that tie the episodes to the context of the persecution of the Jews and the Second World War. It is helpful to view the EXTRAs with the class before working on the activities. The activities share the following components:

- 1 Students watch the EXTRA in the classroom.
- 2 Students interpret the historical source material themselves.
- 3 Students work on group assignments in small groups.
- 4 Students engage in a whole-class discussion about the critical thinking question shown at the end of the EXTRA.

Step 1

WATCHING THE VIDEO TOGETHER

Watch the EXTRA video *Making choices* with the class. This video tells the story of the help the Frank family received when they had to go into hiding. *We can distinguish both large and small forms of helping others in the lives of the Frank family. Why did people help others, and how dangerous was it?*

Step 2

INTERPRETING

Students read and interpret Ed van Thijn's quote and the diagram with the division of roles. Discuss their findings with the whole class. Why does the majority of the population (90%) take on the role of 'bystander'? The black-and-red shaded area shows the nuance in the group of bystanders and the fluidity of roles. So, the larger part of the population remained indifferent to the persecution of their fellow citizens, but some people took on the roles of helpers or perpetrators.

It is impossible to know in advance what you would do. It really is. For instance, you don't know what you will do if you see someone (a victim) being beaten up. Most people (bystanders) will walk on because they are scared. You cannot condemn them. You can, however, condemn people for joining in (collaborators). And you can admire people for intervening (helpers).

Bring up the fact that during the Second World War, the Nazis made other

victims, such as the Roma and Sinti, people with disabilities, political adversaries and homosexuals.

Step 3

GROUP ASSIGNMENT

Method

- Divide the student into pairs.
- Have the pairs work on the assignment for approx. 10 minutes.
- Then hand out the disclosures of the personal stories (make sure you have printed 15 copies).
- Have the groups work on the questions accompanying the disclosure of the personal stories for another 10 minutes.
- Discuss all six stories with the whole group. What role(s) do they attribute to the individuals in the stories, and how do they feel about the choices that were made?

Step 4

CRITICAL THINKING QUESTION

At the end of the EXTRA *Making Choices*, the students are asked: What do you do when you see that someone is being excluded, and what could you do?

Discuss this question with the whole class. Begin by discussing it in small groups and then move on to a plenary discussion.

Then discuss some of the examples listed. Try to think of the options individuals have to fight discrimination and exclusion.

EXTRA

Video Diary Episode 8
I'm suffocating

For whom

Students in lower secondary school (history, citizenship, social studies)

Duration

30 minutes

Themes

WWII, persecution of Jews, choices, roles, dilemmas

Format

Individual and group assignments plus whole-class wrap-up

Supplies

Video Extra Making choices PDF
Worksheets (download & print at 100%)

Disclosure (with the group assignment)

Learning objectives

Students recognise that people played different roles: victim, perpetrator, helper, bystander. Students learn that these roles were fluid, people could take on multiple roles; Students think about the dilemmas and choices people faced, and their actions; Students reflect on contemporary examples of acting in the face of discrimination, and zoom in on these same roles that can still be distinguished today.

TIP Watch the video

► [Van dagboek naar camera! \('From diary to camera!'\)](#) together with the students. This video explains how the series was created.

TIP Looking to expand the learning process? Have the groups do online research on a person of their choice and have them prepare a short presentation. Afterwards, hand out the relevant disclosures.

TIPS FOR ONLINE TEACHING

In advance

Download the worksheet and teacher guide. Then, send the worksheet to your students and give them clear instructions on what you expect them to do.

Are they all working on the assignments at the same time? Which assignments do you want them to do on their own, and which ones will they do in groups?

How and via which platform do they collaborate? How much time do they have for each assignment? Where do you want them to hand in the worksheet? How do you communicate the answers to the assignments (found in the Teacher's Guide)?

Tasks 1 and 2 (duration approx. 15 min)

The first two assignments can be done individually: students can watch the video and fill in the worksheets independently.

If technically feasible, you can opt for starting collectively and watching the video together.

Task 3 (duration approx. 15 min)

Task 3 is intended as a group assignment. There are two options:

- 1 Have your students work on the assignment individually. They can enter their answers online.
- 2 Have them work on the assignment in groups. In this case, decide in advance how you want students to work together (in pairs or groups of four). They can enter their answers online.

In either case, send them the disclosures of the personal stories after completing Part 1 of the group assignment.

Task 4 (duration approx. 15 min)

Task 4 is meant to be discussed with the whole class. Here are some suggestions:

- 1 Have the students work on this assignment on their own. Students reflect on the critical thinking question and enter their answers online.
- 2 Have students create a vlog (individually or in pairs) in which they answer the critical thinking question.
- 3 Start an online discussion about the critical thinking question: Try to think of the options that individuals have for fighting discrimination and exclusion.

TIP Together with the group, draw up discussion rules before you start. You can then refer back to these rules during the discussion, if necessary.

Include rules such as: we take a positive approach, hear the other one out, react to the substance of what is said, rather than the way it is said.