



A graffiti painting of Anne Frank by street artist Kobra.



Luna, in the role of Anne, reads The Diary of a Young Girl on the filmset.



Silence reigns in the Secret Annex. The people in hiding are arrested by a team led by one Austrian and two Dutch police officers. This is the first time in 760 days they set foot outside, but they are not free and are deported via the Westerbork transit camp to the Auschwitz concentration and extermination camp.

TASK 1

Watch episode 15 ► Discovered and the accompanying ► EXTRA Relevance for Today

TASK 2

The mission of Otto Frank

Otto Frank was the only one of the eight people from the Secret Annex to survive the war. He dedicated the rest of his life to reconciliation and human rights around the world. He had Anne's diary published around the world and turned the hiding place into a museum - as a warning from the past, with an eye to the future.

a)

Eleanor Roosevelt displays the Universal Declaration of Human Rights, which she drafted for the United Nations with people from various countries.



When and why was the UN established?

b)

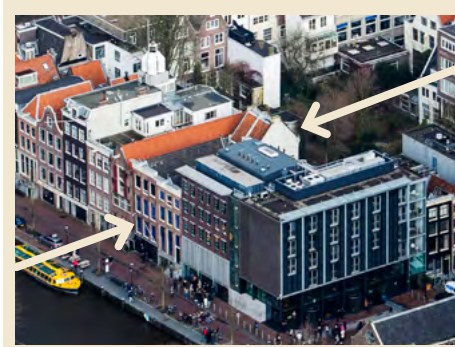
In 1947, Contact Publishers published the original Dutch version of The Diary of a Young Girl ('Het Achterhuis').



Why is Anne Frank's story still relevant today?

c)

On 3 May 1960, the Anne Frank House opened to the public. The hiding place had become a museum. This is an aerial photo from 2020.



Should the hiding place continue as a museum? Explain your answers.

Human rights as a guideline

Looking back at the time when Anne lived, which human rights were violated? Go to the appendix and complete the assignment.

EXTRA
Relevance for Today

TASK 4

What do you take away from Anne Frank's story?

Many viewers of the Anne Frank video diary posted comments on YouTube such as: 'This must never be forgotten,' 'I hope there will never be another war,' and 'no more discrimination!' These are valuable messages for the future, but it is not quite so simple.

Read the quotes from the people below. These can help you create your own personal message.

a) Read the reflections of the following four people on this part of history.

Otto Frank on the past



We cannot change what happened anymore. The only thing we can do is to learn from the past and to realise what discrimination and persecution of innocent people mean.

Eleanor Roosevelt on the diary



This is a remarkable book. Written by a young girl – and young people are not afraid to tell the truth – it is one of the wisest and most moving commentaries on war and the effect of war on people that I have ever read.

Malala about Anne



I first heard about Anne when I was eleven years old. I wrote in my diary about living under a terrorist regime, where girls were not allowed to go to school. Anne's story inspired me to believe in the power of my words and my voice to change the world.

Barack Obama about the museum



The story and voice of one young girl remind us of both the terrible cruelty that we are capable of, but more important, the resilience and beauty of the human spirit. May this place serve as a reminder to all of us to combat anti-Semitism, racism, and discrimination in all its forms.

b) Write or create your own lyrics/vlog/blog/poem/song/rap song.

Write about the significance of the history of the Second World War for our times and the future. Alternatively, you can make a vlog about this topic. You are free to choose a format for your personal message.

APPEAL

Are you between 16 and 20 years old? Do you think it's important to stand up against prejudice and discrimination and in favour of equal rights for all? Do you want to get to know other young people and set up projects together? Then sign up for the ► [Youth Network](#). #timetorespond

Human rights as a guideline

EXTRA
Relevance for Today

The Universal Declaration of Human Rights was drafted in response to the crimes of the Nazis. If we mean to respect and guarantee people's freedom, they need certain rights. The Declaration states, for instance, that people have equal rights, regardless of their origin. Discrimination is therefore prohibited. People also have the right to freedom of expression, the right to choose their religion, and the right to independent justice.

a) Which quote from Anne best fits which human right? Pair them up!

ARTICLE 1

All human beings are born free and equal in dignity and rights.



QUOTE

ARTICLE 5

No one shall be subjected to torture or to other inhuman treatment.



QUOTE

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention, or exile.



QUOTE

ARTICLE 17

Everyone has the right to own property and shall not be arbitrarily deprived of it.



QUOTE

ARTICLE 19

Everyone has the right to freedom of opinion and expression.



QUOTE

A

**Anne Frank,
6 May 1944**

Break-ins, murders, and thefts are daily occurrences. Even the police and night watchmen are getting in on the act. Everyone wants to put food in their stomachs, and since salaries have been frozen, people have had to resort to swindling. The police have their hands full trying to track down the many girls of fifteen, sixteen, seventeen and older who are reported missing every day.

B

**Anne Frank,
19 November 1942**

We're so fortunate here, away from the turmoil. We wouldn't have to give a moment's thought to all this suffering if it weren't for the fact that we're so worried about those we hold dear, whom we can no longer help. I feel wicked sleeping in a warm bed, while somewhere out there my dearest friends are dropping from exhaustion or being knocked to the ground. I get frightened myself when I think of close friends who are now at the mercy of the cruellest monsters ever to stalk the earth. And all because they're Jews.

C

**Anne Frank,
19 November 1942**

Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding.

D

**Anne Frank,
11 April 1944**

As young as I am, I have more life courage, more right and unblemished sense of justice than mother. I know what I want, I have a goal, I have opinions, a religion and love. Let me be myself, and I'll be satisfied. I know that I'm a woman, a woman with inner strength and a great deal of courage!

E

**Anne Frank,
25 May 1944**

The world's been turned upside down. The most decent people are being sent to concentration camps, prisons, and lonely cells, while the scum of the earth rules over young and old, rich and poor. One gets caught for black-marketeering, another for hiding Jews or other unfortunate souls. Unless you're a Nazi, you don't know what's going to happen to you from one day to the next.

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

- 1 Students watch the EXTRA in the classroom.
- 2 Students reflect on questions about 'Learning from history'.
- 3 Students link quotes to human rights.
- 4 Students work individually (or in pairs) on a writing or practical assignment based on the critical thinking question.

and the Second World War. It is helpful to view the EXTRAs with the class before starting to work on the activities. The activities share the following components:

Step 1 WATCHING THE VIDEO TOGETHER

Watch the EXTRA Relevance for Today. This EXTRA accompanies episode 15 of the Anne Frank video diary.

Silence reigns in the Secret Annex. The people in hiding are arrested by a team led by one Austrian and two Dutch police officers. This is the first time in 760 days they set foot outside, but they are not free and are deported via the Westerbork transit camp to the Auschwitz concentration and extermination camp.

Step 2 REFLECTIONS

Students reflect on three questions and formulate their own answers. For inspiration, they can go on the Internet.

2a

The UN was established in 1945 to prevent wars and improve cooperation between countries.

2b

Own answer.

2c

Own answer.

Step 3 HUMAN RIGHTS AS A GUIDELINE

Answers can be found in the appendix.

Article 1 **B**

Article 5 **E**

Article 9 **C**

Article 17 **A**

Article 19 **D**

Step 4 CRITICAL THINKING QUESTION WRITING OR PRACTICAL TASK

Students work independently (or in pairs) on a creative personal message about the relevance of the past for our world today. What do they take away from Anne Frank's story? What is the message, according to them?

EXTRA

Video Diary Episode 15

Discovered

For whom

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

Duration

30 minutes

Themes

WWII, human rights, discrimination, equal rights

Format

Individual assignments

Supplies

Video Extra Relevance for Today
Worksheets PDF (download & print at 100%)

Learning objectives

Students discover how the past is relevant to our world today.

TIP Have students look up for themselves what human rights are and which there are. To do this, go to the website ► <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

TIP Tell students about the Anne Frank House Youth Network!
► [Youth Network](#) of the Anne Frank House!

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, 2, and 3 (duration approx. 15 min)

The first three 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 4

Assignment 4 is a reflection assignment in which students write a text (format of their own choice) or make a vlog about the relevance of the history of World War II. In the EXTRA, the three young actors answer this question in the interview. Students can share their end products with each other.