

# Europeana Learning Scenario

## Title

Letters to Anne Frank

## Author(s)

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## Abstract

Starting from the idea that education is not memorizing that Hitler killed six million people, but focusing on the fact that it means understanding how millions of ordinary Germans were convinced that it was required, and it is learning how to spot the signs of history repeating itself, this learning scenario aims to teach students about a young girl, Anne Frank, who lived during that period of time. This lesson is targeted at students aged 16-17 who learn history by the means of English and French, and it addresses issues such as democracy, civism and human rights, inter-personal relationships, and the European socio-cultural patrimony. It makes use of the materials in the [Europeana Collection](#) about [Holocaust](#) and [Anne Frank](#)

## Keywords

Democracy, Civism and human rights, Inter-personal relationships, Holocaust, Anne Frank

## Table of summary

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Subject	English, History, French
Topic	Anne Frank and the Holocaust
Age of students	16 – 17 years old
Preparation time	3 hours
Teaching time	50 minutes
Online teaching material	<a href="#">Anne Frank</a> .
Offline teaching material	The book – The Diary of A Young Girl by Anne Frank (in English and Romanian) Pictures Paper, worksheets, flipchart paper, pen-markers, board
Europeana resources used	<a href="#">Anne Frank</a> <a href="#">Anne Frank2</a> <a href="#">Anne Frank3</a>



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## Integration into the curriculum

The lesson will be taught during a regular English class dealing with History which the 11th graders study in the second semester of the school year 2019 / 2020.

The lesson addresses these standards defined in the national curriculum:

1. Democracy, civism, and human rights
2. Inter-personal relationships
3. The European socio-cultural patrimony

## Aim of the lesson

By the end of the lesson students will have become aware of the violation of human rights during the Holocaust (World War II), and understand how people's lives were affected. They will have learned about Anne Frank, her diary, and they will have learned how to write a letter.

## Outcome of the lesson

By the end of the lesson, students will have improved their knowledge about the Holocaust, the life a young girl had during that period of time, and the impact it had on people in general. They will have written letters, and they will have shared ideas and information with their mates.

## Trends

Project-based learning

Collaborative learning

Student-centered learning

## 21<sup>st</sup> century skills

**Critical thinking** – students will analyse the information they are provided with (text, pictures, video) and they will be asked to compare and contrast it. They will analyse different historical sources related to the Holocaust and they will be able to draw their own conclusions, by reflecting and evaluating the information.

**Creativity** – based on the knowledge they will acquire, students will be able to write letters including ideas about the time period they learn about, the violation of the human rights, the differences and similarities between their own lifestyles and the one led by Anne Frank and other teenagers at the time. They can include drawings or pictures / images in their letters.

**Collaboration** – students will work in pairs and in groups and they will be given responsibilities according to their skills (for instance the most talented ones will create good quality drawings, they will write good informative texts, they will use the online space to share their findings).

**Communication** – students will communicate in English and Romanian during the lesson and after it. They will make use of face-to-face and online communication, and they will communicate with the teacher, their classmates, but also students and teachers who are interested in the topic of the lesson.

**Activities**

Name of activity	Procedure	Time
Warm-up	<p>Informal conversation about their feelings on that day. Students will be asked about World War II and Holocaust.</p> <p>Students will answer individually, and the interaction is teacher – class – individual.</p>	
Watching a short video and discussing it	<p>Students will be shown a picture of Anne Frank and one of her diary, and they will be asked to come up with guesses related to the person and the diary.</p> <p>Then, the students will watch a short video (in French) presenting an exhibition in Paris related to Anne Frank, as well as short information about the Holocaust and the events preceding it. After watching the videos, students will say if their guesses related to the person and the diary were right or wrong, and they will come up with new things or ideas learned while watching the short video.</p> <p>Students will watch the video found here: <a href="#">Anne Frank2</a></p> <p>They will be invited to share their knowledge on different things learned from the video, and they will focus the discussion around these questions:</p> <ul style="list-style-type: none"> <li>• How do you think people were feeling at the time?</li> </ul> <p>Which events are mentioned in the video?</p>	
Reading	<p>Students will be provided with an excerpt from The Diary of a Young Girl - Anne Frank (in English), and they will be asked to read it individually and in silence, and then to think about the lifestyle of the young girl. They will analyze the historical text in order to identify the characteristics of the daily life of a teenager before and during the Holocaust, and then, in groups they will speak about similarities and differences to their own lifestyle.</p> <p>Each group will receive sheets of paper, marker pens, and they will be invited to write about life then and now. Then, based on their findings, they will be asked to write a letter to Anne Frank, where they will express their feelings, their hopes for the future, and the promises for a world where such things will never happen again.</p> <p>The gifted students will draw on the letters, and when they are ready, each group will read the letter out in front of their peers, and then the letters will be set up in a small class exhibition.</p> <p>The interaction during this activity is Teacher – class – individual – group</p>	
Final conclusions	<p>Students will come up with their own conclusions related to the way war affects people’s lives in general, and teenagers’ in particular. The discussion will be focused on the questions:</p> <ul style="list-style-type: none"> <li>• What do we have to do in order to avoid such things to happen again?</li> <li>• Can you identify any signs if history were to repeat?</li> <li>• What can we do not to forget and not to repeat the mistakes of the past?</li> </ul>	

Name of activity	Procedure	Time
	The interaction is teacher – class – individuals.	
Homework	Students will be asked to choose a letter from the class exhibition and reply it as if they were Anne Frank. They will read the letters out during the next class.	

### Assessment

Students will be assessed by the means of questions coming both from the teacher and the other students attending the lesson. In this way, the teacher makes sure the other students pay attention to what it is being presented, and that the students who make the presentation did their work properly and they understood the meaning of the reading text.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

At the end of the lesson, students are invited to give feedback on the lesson and the activities they took part in. Then, they will be asked to fill in a short questionnaire anonymously and they will express what they learned, how they felt during the lesson, what they liked and what they didn't like during the activities. They will have to argue and support their ideas with examples.

### Teacher's remarks

While the students fill in the questionnaire, the teacher will write notes immediately after the implementation of the lesson, using this form:

Immediate Evaluation of the Lesson

Name..... Lesson date ..... Level ..... Length of lesson .....

1. What are your general feelings about the lesson today and why?
2. To what extent did the students managed to achieve the lesson aims?
3. To what extent were your own self training aims achieved?
4. Look back at the plan. With hindsight, what did you learn from the lesson and what would you change if you used it again?
5. What action points (things to work on) can you list, as a result?

### About the Europeana DSI-4 project

[Europeana](http://Europeana) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

**Annex**