

Unit Title: Anne Frank and Miep Gies

Grade Level: 7

Presenter: Deb Cates, O. L. Slayton Jr. High, Lubbock, TX

Length: 9 Weeks

I. Abstract

Anne Frank's diary is a chronicle of World War II which humanizes the experience of Jews in hiding. Equally as interesting is the story of Miep Gies, an employee of Otto Frank, who was a vital link between the people in hiding in the Secret Annexe and the outside world. Through the study of Anne Frank: The Diary of a Young Girl, Anne Frank Remembered (Miep's story), and Anne Frank Beyond the Diary: A Photographic Remembrance, students will recognize the hardships faced by Anne, Miep, and their countrymen during the war years. They will also understand the inner and outer conflicts of both Anne and Miep and see how their perspectives of the war were very different as the protected and the protector. The focus of this unit is the literature. It will be taught in conjunction with the history and geography component in the Core Knowledge Sequence in students' social studies class.

II. Overview

A. Concept Objectives

1. Develop a sense of historical empathy. See through the eyes of people who were there.
2. Recognize the sanctity of life and the dignity of the individual; understand governmental policies that disregard the value of human life or condone inhuman practices.
3. Understand that the concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place.
4. Understand the inner and outer conflicts of a character or person.

B. Content from Core Knowledge Sequence

1. Autobiography - Diary of a Young Girl
2. World War II and the Holocaust
3. Expository writing

C. Skills to be taught

1. Comparing and contrasting
2. Using graphic sources
3. Using similes and metaphors
4. Drawing conclusions

III. Background Knowledge

A For teachers: see attached sheets on Anne Frank and Miep Gies.

B. For students:

1. Geography of western and central Europe (Grade 7)
2. The rise of Totalitarianism in Europe (Grade 7)
3. Literary terms (Grade 6)

IV. Resources

A. Anne Frank: The Diary of a Young Girl

B. Anne Frank Beyond the Diary: A Photographic Remembrance

- C. Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family

V. **LESSONS**

Note: My students will be reading the diary outside class and Anne Frank Remembered and Anne Frank Beyond the Diary in class.

Lesson One: Keeping a Journal

A. Objectives:

1. Lesson Content
 - a. Introduction to Diary of a Young Girl.
2. Concept Objective
 - a. Students will understand the inner and outer conflicts of a person.
 - b. Students will understand how journal keeping expresses those conflicts.
3. Skill Objective
 - a. Students will write to express, discover, record and develop, reflect on ideas, and to problem solve.
 - b. Students will choose the appropriate form for his/her own purpose for writing a journal.

B. Materials:

1. notebook paper
2. folder with brads and pockets
3. pen

C. Procedures/Activities:

1. Ask students to bring a folder with brads and pockets and put thirty sheets of notebook paper in the brads.
2. Tell them this folder will be their personal journal for the next two weeks. What they write in it is personal and for their eyes only, but it is their responsibility to keep it away from other people who may want to read it.
3. Have students put the dates of the journal on the last 14 pages in the back of their folders.
4. They will receive a participation grade for keeping the entries, but I will not read what they wrote. They may choose to share some of their writing at a later time.
5. Give each student a list of topics (Appendix A) to keep in the pocket of the folder. They may choose some or all of these topics for entries.
6. Their daily entries should have the date on the top line and contain what they did that day and any events that had some effect on them. Entries should be about one-half a page to a full page.
7. Ask the students during the two weeks if they are writing every day.

D. Evaluation:

Students will bring journals to class for teacher to check for completion, and class will discuss how they felt about writing, the advantages and disadvantages, and how journals can be an important record as well as means of expression. Students may choose to share entries with the class. Do they see that they have common concerns? If the teacher has also kept a journal, she/he may want to share.

Students may remove the personal journal entries from the folder because they will be using it for a reading response log. Students are encouraged to keep writing in their journals.

Lesson Two: Reading Anne's Diary

A. Objectives:

1. Lesson Content
 - a. Diary of a Young Girl
2. Concept Objective
 - a. Students will develop a sense of historical empathy by seeing through the eyes of Ann Frank.
3. Skill Objectives:
 - a. Students will analyze Anne's character including her traits, motivations, conflicts, point of view, relationships, and changes she undergoes as the diary progresses.

B. Materials:

1. Anne Frank The Diary of a Young Girl
2. folder with paper in brads (Reader Response Log)
3. pen, pencil, highlighter

C. Key Vocabulary:

1. sweet biscuits, Rin-Tin-Tin, pogrom, capitulation, shank's mare, Zionist

D. Procedures/Activities:

1. Read to or have students read orally the diary entries for Sunday, June 14, 1942, through Sunday, July 5. (There is an audiotape available for purchase.)
2. Discuss the meanings of the vocabulary words as they appear in the text.
3. Have students get their folders and a pen. Write "Anne" at the top of the first page. Skip over eight pages and write "Miep" at the top.
4. Have students write down Anne's character traits in their reader response logs in the "Anne" section.
5. Ask students if they see any similarities between Anne and themselves.
6. Put students into small groups of three or four. On their own sheet of paper, make a list of the Anti-Jewish Decrees that are in place in Holland. Students will keep the list in a pocket of their log.
7. In the "Anne" section, make note of how these decrees are affecting her and her family. This activity may be continued in the small groups.
8. If students have personal copies of the book, teach them how to annotate information in the margins of their books and highlight important quotes.
9. Assign students to read entries for Wednesday, July 8, through Saturday, July 11. On the list of people (Appendix B) write a short description of each person based on Anne's information. Use quotations from the book.

E. Evaluation/Assessment:

Students will compare and discuss their lists of characteristics for Anne and the other characters.

Lesson Three: Meet Miep

A. Objectives:

1. Lesson Content:
 - a. Anne Frank Remembered

2. Concept Objective:
 - a. Students will develop a sense of historical empathy by seeing through the eyes of Miep Gies.
3. Skill Objectives:
 - a. Students will learn about the non-Jewish woman who helped the Franks and analyze her traits, motivations, conflicts, point of view, relationships, and changes she undergoes.
 - b. Students will compare Anne's description of Miep to their impressions of her from the text.
 - c. Students will recognize how the author's perspective or point of view affects the text.
- B. Materials:
 1. copies of Anne Frank Remembered for each student
 2. reader response log
 3. pen
- C. Key Vocabulary:
 1. chignon, Fascist, refugee, Nazi, Aryan, anti-Semitic, depravity, antidote, euphoria, plight, queuing, indolence, acquiesce
- D. Procedures/Activities:
 1. Give each student a copy of Anne Frank Remembered.
 2. Read the Prologue together.
 3. Read all of Part One titled "Refugees" (Chapters 1 through 7).
Look at all the photographs of Miep, the Secret Annexe, and the Franks.
Reading only during class may take a few days.
 4. Have students write in the "Miep" half of their reader response log pertinent information about Miep's life, family, relationship with the Franks, and feelings about her adopted country.
 5. On the list of characters (Appendix B) add Miep's descriptions of the people.
 6. Have students compare their lists of Anti-Jewish Decrees with the information in Miep's book. Add any that are additions.
 7. Assign students to read Friday, August 14, 1942, through Saturday, November 28 in Anne's diary for outside reading.
 8. In the "Anne" part of their reader response log, have them write information about the conflicts Anne is having with other members of the Annexe, her feelings about events in her adopted country, and her views on the newest member, Dr. Dussel.
- E. Evaluation/Assessment:

Students will use their books and their lists to make a matching test of the people in the diary and in Miep's book with their characteristics or something they said that is characteristic of them. They will need to include a key with the test.

Lesson Four: Anne's Life in Photographs

- A. Objectives:
 1. Lesson Content
 - a. Anne Frank: Beyond the Diary

2. Concept Objective:
 - a. Students will understand that the concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place.
 3. Skill Objectives:
 - a. Students will use graphic sources of information such as maps, timelines, illustrations, and photographs to understand Anne's life and the times in which she lived.
 - b. Students will draw conclusions from information gathered from multiple sources.
- B. Materials:**
1. a copy of Anne Frank Beyond the Diary for each student
 2. reader response log
 3. pen
- C. Procedures/Activities:**
1. Give each student a copy of Anne Frank Beyond the Diary.
 2. Allow time for the students to look through the books and read the text.
 3. Point out the maps and diagram of the Annexe.
 4. Students will discuss what they have read and seen in this book and make observations about what they have read in Anne's diary and Miep's book.
 5. Assign students to read entries for Monday, December 7, 1942, through Wednesday, March 10, 1943, in Anne's diary.
- D. Evaluation/Assessment:**
Students will make note of new information and reflections on the information from this book in their reader response logs.

Lesson Five: Focus on Miep

- A. Objectives**
1. Lesson Content:
 - a. Anne Frank Remembered
 2. Concept Objective:
 - a. Students will understand Miep's inner and outer conflicts.
 3. Skill Objectives:
 - a. Students will use graphic sources of information such as maps, timelines, illustrations, and photographs to understand Anne's life and the times in which she lived.
 - b. Students will compare conflicts of Anne and Miep.
- B. Materials**
1. a copy of Anne Frank Remembered for each student
 2. reader response log
 3. pen
- C. Key Vocabulary:**
1. *razia*, resettlement, prudent, insatiable, languor, capriciousness, "full of spit and vinegar," retribution, prognosis, reciprocate, coyness, clandestine
- D. Procedures/Activities:**
1. Begin reading "Part Two: In Hiding" in Anne Frank Remembered; read Chapter 8 through p. 160 of Chapter 12.

2. Discuss events from both Miep's and Anne's viewpoints. Have students read orally from both books the accounts of Dr. Dussel's arrival, the St. Nicholas Day, or when Anne needs glasses.
 3. Assign students to read entries for Friday, March 12, 1943. through Thursday, July 29 in Anne's diary.
- E. Evaluation/Assessment:
Ask students to write in the "Anne" section of their log what Anne worries about and with whom she has conflicts. In the "Miep" section write what Miep worries about.

Lesson Six: The War Drags On

- A. Objectives:
1. Lesson Content:
 - a. Anne Frank Remembered
 2. Concept Objective:
 - a. Students will understand the conflicts faced by those in hiding and those who hid them.
 - b. Students will recognize the sanctity of life and the dignity of the individual.
 3. Skill Objectives:
 - a. Articulate and discuss themes and connections that cross cultures.
 - b. Understand the conflicts faced by those in hiding and those who hid them.
 - c. Students will use similes and metaphors to describe the war.
- B. Materials;
1. a copy of Anne Frank Remembered for each student
 2. reader response log
 3. pen
- C. Key Vocabulary:
1. fatuous, patronage, tolerant, lethargy, elixir
- D. Procedures/ Activities:
1. Read the remainder of "Part Two: In Hiding," from p. 160 through p. 189 in Anne Frank Remembered.
 2. Read entries for Monday, November 8, 1943, through Friday, January 7, 1944.
- E. Evaluation/Procedures:
Ask students to write similes and metaphors describing what the war is like for the members of the Annexe and for the people living on the outside in Holland. Share responses; keep papers in their logs.

Lesson Seven: The Final Months in Hiding

- A. Objectives:
1. Lesson Content:
 - a. Diary of a Young Girl
 2. Concept Objective:
 - a. Students will develop a sense of historical empathy.
 3. Skill Objectives:
 - a. Students will analyze characters using quotes.
 - b. Students will draw conclusions from the text.

- B. Materials:
1. a copy of Anne Frank: The Diary of a Young Girl for each student
 2. reader response log
 3. pen
- C. Key Vocabulary:
1. delve, furbelow, solace, din, impudent, somber, cynical, asylum, unadulterated, pedantic, supercilious
- D. Procedures/Activities:
1. Have students read the remaining entries from Wednesday, January 12, 1944, to Tuesday, August 1, 1944.
 2. Students will record quotations from the diary that they feel best represent Anne in the “Anne” section of their logs.
- E. Evaluation/Assessment:
- Students will share quotations they have chosen and written.

Lesson Eight: “The Darkest Days”

- A. Objectives:
1. Lesson Content:
 - a. Anne Frank Remembered
 2. Concept Objective:
 - a. Students will understand governmental policies that disregard the value of human life or condone inhumane practices.
 3. Skill Objectives:
 - a. Students will compare and contrast the experiences of Anne Frank and Miep Gies.
 - b. Students will use graphic organizers.
- B. Materials:
1. a copy of Anne Frank Remembered for each student
 2. reader response log
 3. pen
- C. Key Vocabulary:
1. interlude, pillage, incriminating, atrocities, strafing, adamant, succumb
- D. Procedures/Activities:
1. Read “Part Three: The Darkest Days” of Anne Frank Remembered which begins on the day of the arrest of the Annex members, goes through the end of the war, and tells what happened to all the members of the Annex.
 2. Students will record quotations from the book that they feel best represent Miep in the “Miep” section of their logs.
- E. Evaluation/Assessment:
1. Students will share quotations they have chosen and written.
 2. Students will make a Venn diagram (or other graphic organizer) and list similar and different experiences.
Students will write a compare/contrast composition about Anne and Miep from their graphic organizers.

VI. Culminating Activities

- A. Students will prepare questions for guest speakers: one is a Holocaust survivor who lives in our city, and one is a World War II Veteran who served in France, Germany, Belgium, and Holland (my father-in-law).
- B. Students may choose from the following activities:
 - 1. Read the play about Anne Frank or select another play about the Holocaust and perform a scene for the class.
 - 2. Select excerpts from the diary and write and perform a monologue.
 - 3. Research and find other primary sources (accounts, poems, artwork) of Holocaust victims and bring them to share with the class.
 - 4. Write five diary entries from another Annexe member's point of view.
 - 5. Choose quotes from either Anne's diary or Miep's book. Mount them and make a collage around them.
 - 6. View the documentary Anne Frank Remembered and write a review of it.

VII. Bibliography

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Background Information on Anne Frank

1. Anne Frank is born on June 12, 1929, in Frankfurt am Main, Germany.
2. Her parents are Otto Frank, also born in Frankfurt am Main, and Edith Hollander Frank, born in Aachen, Germany near the Dutch border.
3. Anne has only one sibling, her sister Margot, who is three years older.
4. When Hitler comes to power in Germany in 1933, Mr. Frank goes to Amsterdam in September and establishes a business, Opekta-Works.
In December Mrs. Frank and the girls join him there.
5. In 1934 Anne attends the Montessori School.
6. Mr. Frank establishes a second business, Pectacom B.V., in 1938.
7. By May 1940, Germany invades and controls Holland; life for the Jews there becomes more and more restrictive.
8. In 1941 Jews are forced to attend only Jewish schools, so Anne and Margot go to the Jewish Lyceum in Amsterdam.
9. On her thirteenth birthday, June 12, 1942, Anne receives a diary.
10. From June 14, 1942, until August 1, 1944, Anne writes in her diary; she addresses it as "Kitty," her best friend.
11. Less than a month after Anne's birthday, Margot receives a summons to report for deportation to Germany to a forced labor camp.
12. On July 6, one day after Margot's summons arrives, the Franks go into hiding in the building that houses Otto Frank's business at 263 Prinsengracht.
13. Miep Gies, an employee of Mr. Frank's, and her husband Henk agree to help the family in any way they can. Other non-Jewish employees who help them are Elli Vossen and her father and Mr. Kraler and Mr. Koophuis.
14. On July 13 Mr. and Mrs. Van Daan and their son Peter join the Franks in hiding. Mr. Van Daan has been Mr. Frank's business partner for several years, but the families did not know each other very well.
15. On November 16, 1942, Dr. Albert Dussel, a dentist and also a Jew who emigrated to Holland from Germany, joins the group in hiding in the Secret Annexe. He and Anne share a tiny room; Margot and her parents are in another. The Van Daans share the room which is also used as the kitchen, dining, and sitting areas.
16. Mr. Frank instructs Margot, Anne, and Peter in their studies so they won't be behind when the war is over and they go back to school.
17. In their twenty-five months in the Secret Annexe, the group faces many hardships including living in such close quarters, having to be silent during the day while workers are below them in the building, boredom, food shortages, and three break-ins during the night. Tension, anxiety, and fear of being discovered increases as time passes.
18. Despite such despicable conditions, Anne manages to keep an optimistic tone in her diary entries. She is a bright, lively, and spoiled girl who is turning into a woman.
19. Anne is closest to her father and is often at odds with her mother, Mrs. Van Daan and Dr. Dussel. Margot is very quiet and withdrawn. Anne and Peter become friends and then develop romantic feelings for each other.
20. The group enjoys visits from their protectors and nightly radio broadcasts from England with factual reports about the war.
21. On August 4, 1944, the members of the Secret Annexe are arrested and sent to Westerbork Concentration Camp.
23. On September 3, 1944, the Franks, the Van Daans, and Dr. Dussel are sent to Auschwitz.
24. Mr. Van Daan dies in the gas chambers in Auschwitz in September 1944.

25. In October, Anne and Margot are transported to Bergen-Belsen.
26. Dr. Dussel dies in Neuengamme Concentration Camp on December 20, 1944.
27. Mrs. Frank dies in Auschwitz on January 6, 1945.
28. The Russian Army liberates Auschwitz, and Mr. Frank is freed on January 27, 1945.
29. Margot and Anne die of typhus in Bergen-Belsen in February or March of 1945.
30. Peter Van Daan dies in Mauthausen.
31. Mrs. Van Daan dies in the spring of 1945 in Theresienstadt.
32. Otto Frank returns to Amsterdam on June 3, 1945.
33. Anne's diary is first published in 1947.

Background Information on Miep Giep

1. Hermine Santrouschitz (Miep's given name) is born in Vienna, Austria, on February 15, 1909.
2. After WWI, there are severe food shortages, and Hermine is very ill. Her parents send her to the Netherlands to live with the Nieuwenhuis family to regain her health in 1920. She is eleven.
3. The Nieuwenhuises start to call Hermine "Miep," an affectionate Dutch nickname.
4. In 1925, Miep's adoptive family takes her to Vienna to see her parents. Miep, now sixteen, wishes to live in Amsterdam, and her parents agree that she would be happier there than in Vienna.
5. In 1933, Miep goes to work for Otto Frank at Travies and Company and meets four-year-old Anne Frank.
6. In 1937 Miep and her boyfriend Henk Gies start going to the Franks' house for dinner.
7. The Germans attack Holland; the Dutch surrender in May of 1940.
8. Miep and Henk marry on July 16, 1941.
9. On July 9, 1942, when the Franks go into hiding, Miep and Henk help them transport some of their clothing and belongings to the Secret Annexe.
10. The Van Daans join the Franks in the Annexe on July 13, 1942.
11. Dr. Albert Dussel joins the families in hiding on November 17, 1942.
12. In May of 1943, Karel van der Hart, a young Jewish man, comes to live in hiding with Miep and Henk. He must leave a few times when there is danger of his being caught.
13. Henk joins the Dutch Resistance in 1943.
14. During the twenty-five months that the members of the Secret Annexe are in hiding, from July 1942 to August 1944, Miep shops every day for food for them, Karel, Henk, and her. It becomes more and more difficult to find any food at all.
15. Miep and Henk and a few other employees of Mr. Frank's company (Elli Vossen, Jo Koophuis, and Mr. Kraler) visit the people in hiding daily for as long they can and bring them books and other items. They try to keep up the spirits and morale of those in hiding.
16. On August 4, 1944, the Franks, Van Daans, Dr. Dussel, Mr. Koophuis, and Mr. Kraler are taken away by the Nazis. Elli leaves the office before the Nazis notice her. Miep is not taken into custody, but she is warned not to run away.
17. Miep, Elli, and Frits van Matto (another employee) clean up the mess in the Secret Annexe. Miep gathers up Anne's diary and the loose pages of her writing and put them in her desk drawer, intending to keep them safe for Anne until she returns. The diary remains in Miep's desk throughout the war. Miep also picks up Anne's combing shawl which Anne wears when combing her hair.
18. Miep takes charge of and runs the business.

19. On August 5, 1944, an employee suggests that Miep go see the Austrian Nazi who took away the Annexe members to offer to “buy back the people they arrested yesterday.” She bravely goes to the Gestapo and tries to make a deal, but she is thrown out.
20. Mr. Koophuis returns from prison camp in September 1944.
21. Food becomes increasingly scarce in winter; there is no coal, gas, streetcars, occasionally, no electricity. Miep and others go into the country searching for food. The Germans reduce rations to 500 calories per day.
22. On May 1, 1945, Hitler kills himself; on May 4, the Germans surrender.
23. The Allies drop food parcels from airplanes to the hungry Dutch people.

24. Henk, a social worker, is assigned to the Centraal Station to meet people who are returning to Amsterdam and help them obtain money, ration cards, and housing.
25. Victor Kraler returns to the office; he had escaped during a forced march to Germany.
26. On June 3, 1945, Otto Frank returns from Auschwitz and moves in with Miep and Henk. Otto knows that Edith, his wife, and Mr. van Daan are dead. He does not know where Anne and Margot are, but he is hopeful they are alive. He goes back to work.
27. Mr. Frank receives a letter that tells him Anne and Margot are dead. At that time, Miep gives him Anne’s diary and writings.
28. Miep learns of the deaths of Mrs. van Daan, Peter, and Dr. Dussel. She also learns from eyewitness survivors that Edith died at Auschwitz, and Margot and Anne were transferred to Bergen-Belsen where they died of typhus only weeks before the camp’s liberation.
29. Otto Frank begins to translate parts of Anne’s diary into German for his mother to read. Miep does not want to listen to or read it because it upsets her. Henk also does not read it.
30. A Dutch historian convinces Otto Frank to publish a small, edited version of Anne’s diary. Mr. Frank receives letters about her diary; he answers them all.
31. Miep resigns from her job in 1947; she finally reads Anne’s diary.
32. Miep and Henk have a son, Paul, on July 13, 1950.
33. Miep and Henk, Elli and her husband, and Jo Koophuis and his wife attend the first performance of the play *The Diary of Anne Frank* in Amsterdam on November 27, 1956.
34. On April 16, 1959, Mrs. Koophuis, Elli, and Miep are presented to Queen Juliana and Crown Princess Beatrix at the premiere of the movie at the City Theater in Amsterdam.
35. Mr. Koophuis is director of the business until his death in 1959.
36. Mr. Kraler moves to Canada where he lives until his death in 1981.
37. Elli leaves the business to be a wife and mother in 1946; she dies in 1983.
38. Otto Frank lives with Miep and Hank until 1952 when he emigrates to Switzerland. He remarries in November 1953 in Amsterdam and dies in 1980.
39. Investigations into the betrayal of the members of the Secret Annex in 1948 and 1963 reveal that someone received 7 1/2 guilders per Jew for turning them in, but no one is identified.
40. Henk Gies dies on January 26, 1993.

Appendix A

Journal Topics

Dates: _____

These are suggested topics for you to write about. They are in no particular order. You may choose as many or as few as you want.

Do you have a best friend with whom you feel comfortable talking to about anything?
Do you have any older or younger siblings? Are you close or do you argue often?

Is there a family member you feel very close to? What makes you feel that way?

Do you or your family have a pet or pets? How do you feel about him/her/them?

Have you ever had an argument with a friend?

Have you ever had an argument with your parents?

What qualities of yours make you most proud?

What are some things you would change about yourself if you could?

What are some of the favorite things you like to do with friends and/or family?

Have you ever been in love?

Is there a favorite place that you have lived or that you have visited?

What is one of your finest accomplishments?

What story/stories do your parents tell about you when you were little?

If you suddenly had to move away to a totally foreign place, what would you miss the most? What would you look forward to?

Tell about a favorite childhood memory or friend.

What is your favorite season? Why?

Do you have a favorite holiday?

Tell about a special birthday.

What do you like to do when you are all alone?

When do you feel most alone?

Appendix A

What do you dream about?

What would you like to do after high school? after college?

If you could have one wish, what would it be?

If you could be anything, what would you be?

What is something you would like learn ?

What is the most difficult problem you face today?

How do you cope with stress? anger? hurt feelings? disappointment?

What is your greatest fear?

What puts a smile on your face?

If you had to give up one of your most prized possessions, what would it be?

What is the best gift you ever gave?

Do you consider yourself to be an optimist? a pessimist?

What is one issue that you feel strongly for or against. Would you be willing to speak out publicly for that cause?

What is the greatest problem with teenagers today? with adults?

What will the world be like when you are grown up?

Appendix B

People in Anne's and Miep's Lives

Anne's Description

Miep's Description

Mr. Frank

Mrs. Frank

Margot

Mr. Kraler

Mr. Koophuis

Mr. Van Daan

Mrs. Van Daan

Peter Van Daan

Appendix B

Albert Dussel

Elli Vossen

Mr Vossen

Henk van Santen

Miep