

# **THE SAPLING PROJECT EDUCATOR GUIDE**

Anne Frank Center USA

2014

## Table of Contents

### I. Overview

Anne Frank

The Sapling Project

This Guide

### II. Memory and Remembrance

Introduction and Guiding Questions

Activity #	Guiding Question	Activity Description	Standards addressed	Related Handouts and Resources
1	How is the author shaping her story?	Comparing two drafts of a diary entry	CCSS.ELA-LITERACY.CCRA.R4, CCSS.ELA-LITERACY.CCRA.R5, CCSS.ELA-LITERACY.CCRA.R9	Handout #1: Comparing Original and Revised Diary Entries
2	How might someone else's story be different	Comparing two accounts of the same story	CCSS.ELA-LITERACY.CCRA.R6 CCSS.ELA-LITERACY.CCRA.R9	Handout #2: The Overnight: Two Versions of the Same Story
3	How might someone else's story be different?	Considering and writing a story from another point of view	CCSS.ELA-LITERACY.CCRA.R6 CCSS.ELA-LITERACY.CCRA.W3	
4	How does an author decide what is worth writing about, or a publisher decide what is worth publishing?	Role play debating the publication of Anne Frank's diary	CCSS.ELA-LITERACY.CCRA.SL1 CCSS.ELA-LITERACY.CCRA.SL2	CBC Digital Archives, VE-Day countdown: Food prices soar in Dutch famine zone, April 21, 1945  National Public Radio, Author Talks About Post-World War II Era, January 25, 2009,
5	How can a tree help us remember the past? Are trees effective memorials? Why or why not?	Poetry analysis	CCSS.ELA-LITERACY.CCRA.R4 CCSS.ELA-LITERACY.CCRA.SL1 CCSS.ELA-LITERACY.CCRA.SL3	Handout #3: Halina Birenbaum, The Trees are Silent
6	What is the relationship between trees and people?	Researching symbolism and trees in literature and world cultures	CCSS.ELA-LITERACY.CCRA.R2 CCSS.ELA-LITERACY.CCRA.W6 CCSS.ELA-LITERACY.CCRA.W7	Handout #4: The Chestnut Tree

			CCSS.ELA-LITERACY.CCRA.SL5	
7	What do you want people to remember about the world or the time you live in?	Writing activity: Keeping a diary	CCSS.ELA-LITERACY.CCRA.W10	
8	What do you want people to remember about the world or time you live in? Why? How can you help them remember this?	National and local history; memorial design	CCSS.ELA-LITERACY.CCRA.SL1 CCSS.ELA-LITERACY.CCRA.SL5 CCSS.ELA-LITERACY.CCRA.W7	Memory Walk program, Anne Frank Center
9	What do you want people to remember about the world or time you live in? Why? How can you help them remember this?	Adding student voices to a national conversation	CCSS.ELA-LITERACY.CCRA.W6	Leave a Leaf interactive, Anne Frank Center

### III. Taking a Stand

#### Introduction and Guiding Questions

Activity #	Guiding Question	Activity Description	Standards addressed	Related Handouts and Resources
1	What stories can we find, in literature and history, of people taking a stand for what they believe in?	Writing to support an argument	CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.W1	
2	What stories can we find, in literature and history, of people taking a stand for what they believe in?	Letter writing, defending a decision	CCSS.ELA-LITERACY.CCRA.W3, CCSS.ELA-LITERACY.CCRA.SL1	
3	What stories can we find, in literature and history, of people taking a stand for what they believe in?	World events; comparison across historical and geographical settings	CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.R6, CCSS.ELA-LITERACY.CCRA.R9	BBC News, Diary of a Pakistani schoolgirl, 2009
4	What stories can we find, in literature and history, of people taking a stand for what they believe in?	World events; comparison across historical and geographical settings	CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.R6, CCSS.ELA-LITERACY.CCRA.R9	Handout #5: Zlata's Diary
5	What do you believe in strongly enough to take a stand?	Understanding and applying the Universal Declaration of Human Rights	CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.R8, CCSS.ELA-	United Nations, Universal Declaration of Human Rights.  Handout #6: Shocking Global Human Rights Violations of 2013

			LITERACY.CCRA.R10, CCSS.ELA- LITERACY.CCRA.SL1	
6	What do you believe in strongly enough to take a stand?	Researching and presenting an argument	CCSS.ELA- LITERACY.CCRA.SL6, CCSS.ELA- LITERACY.CCRA.W2, CCSS.ELA- LITERACY.CCRA.W7	TED Talks by Kimberley Motley, Enrique Penalosa, and Franz Lanting,  Handout #7: “Taking a Stand” Worksheet
7	What do you believe in strongly enough to take a stand?	Art-making: Creating a symbolic sculpture	CCSS.ELA- LITERACY.CCRA.W7, CCSS.ELA- LITERACY.CCRA.R7, CCSS.ELA- LITERACY.CCRA.SL2	Information on works of art: <ul style="list-style-type: none"> <li>• Joel Shapiro – Loss and Regeneration, 1993</li> <li>• Ai Weiwei – Oil Spills, 2006 and Descending Light, 2007</li> </ul> Guggenheim Museum’s Learning Through Art on-line lesson plan “What Have You Got to Say?”  Handout #7: “Taking a Stand” Worksheet
8	What do you believe in strongly enough to take a stand?	Adding student voices to a national conversation	CCSS.ELA- LITERACY.CCRA.W6	Leave a Leaf interactive, Anne Frank Center

#### IV. Making Change

Guiding questions:

- What does it mean to uphold one’s ideals?
- How does change happen?
- What changes are needed now? What does it take to make change? How can each individual contribute?

Activity #	Guiding Question	Activity Description	Standards addressed	Related Handouts and Resources
1	What does it mean to uphold one’s ideals?	Text analysis	CCSS.ELA- LITERACY.CCRA.R1, CCSS.ELA- LITERACY.CCRA.SL1	Handout #8: Holding on to Ideals
2	What does it mean to uphold one’s ideals?	Interview family and community members	CCSS.ELA- LITERACY.CCRA.SL1, CCSS.ELA- LITERACY.CCRA.W6, CCSS.ELA- LITERACY.CCRA.W7	

3	How does change happen? What changes are needed now?	Create a Civil Rights timeline	CCSS.ELA-LITERACY.CCRA.W7, CCSS.ELA-LITERACY.CCRA.R7, CCSS.ELA-LITERACY.CCRA.R10	Locations page of the Sapling Project website  Handout #9: Civil Rights and the Contemporary African American Experience
4	How does change happen? What changes are needed now?	<i>Research Civil Rights-related events and create timelines for different groups.</i>	CCSS.ELA-LITERACY.CCRA.W7, CCSS.ELA-LITERACY.CCRA.R10, CCSS.ELA-LITERACY.CCRA.SL1	
5	What changes are needed now? What does it take to make change? How can each individual contribute?	<i>Putting ideas into action: Create a plan to make change in the school.</i>	CCSS.ELA-LITERACY.CCRA.SL1, CCSS.ELA-LITERACY.CCRA.SL5	iCivics, National Association of Student Councils, Generation Citizen Resources, Not in Our School Campaign.
6	What changes are needed now? What does it take to make change? How can each individual contribute?	<i>Social practice art project</i>	CCSS.ELA-LITERACY.CCRA.R7, CCSS.ELA-LITERACY.CCRA.SL1	Michael Rakowitz's website.  Randy Kennedy, "Outside the Citadel, Social Practice Art Is Intended to Nurture," New York Times, March 20, 2013
7	What changes are needed now? What does it take to make change? How can each individual contribute?	Adding student voices to a national conversation	CCSS.ELA-LITERACY.CCRA.W6	Leave a Leaf interactive, Anne Frank Center

## V. Resources

## Overview

### Anne Frank

Anne Frank was a German-Jewish teenager who was forced to go into hiding during the Holocaust. She and her family, along with four others, spent over two years during World War II hiding in an annex of rooms above her father's office in Amsterdam.

Anne Frank was born in Germany on June 12, 1929. Her family moved to Amsterdam (in The Netherlands) in 1933, because antisemitic sentiment under Hitler's Third Reich led to Jews in Germany being discriminated against, harassed, and physically harmed. By 1942, Amsterdam was occupied by the German Army, and—like every other European Jew—the Franks were living in fear of the Nazis and their anti-Jewish decrees. On July 6, 1942, the family was forced to go into hiding.

For the two years that Anne lived in the hiding place she called “Het Achterhuis” (translated as “The Secret Annex”), she wrote down her thoughts and feelings, first in diaries and then on loose paper, with the idea of publishing her writing. She wrote about her life with the seven other people in hiding—her parents, her sister, the van Pels family (called the Van Daans by Anne), and Fritz Pfeffer (called Alfred Dussel by Anne), as well as the war going on around her and her hopes for the future. It was a 1944 radio broadcast made by the Dutch government in exile, asking people to save their wartime diaries for publication, that encouraged Anne to revise her diary entries. The diary that we read today is largely the text that Anne intended for publication.

On August 4, 1944, the Nazis raided the Secret Annex and arrested the eight residents. Anne's writing remained behind in the Annex. In March of 1945, seven months after she was arrested, Anne Frank died of typhus at Bergen-Belsen. She was fifteen years old. Her father, Otto, survived the war, and published Anne's writings in 1947, originally under the title *Het Achterhuis* (*The Secret Annex*).

## The Sapling Project

As Anne wrote about her own hopes and dreamed of a better future, she often looked out upon a large horse chestnut tree in the garden behind the Secret Annex. She wrote about the tree in her diary:

February 23, 1944

*“The two of us looked out at the blue sky, the bare chestnut tree glistening with dew, the seagulls and other birds glinting with silver as they swooped through the air, and we were so moved and entranced that we couldn’t speak.”*

April 18, 1944

*“April is glorious, not too hot and not too cold, with occasional light showers. Our chestnut tree is in leaf, and here and there you can already see a few small blossoms.”*

May 13, 1944

*“Our chestnut tree is in full bloom. It’s covered with leaves and is even more beautiful than last year.”*

Anne’s tree was a white horse chestnut tree, of a variety found throughout the Northern hemisphere. As decades passed, the tree became infected with a moth and fungus infestation. Sadly, the aging chestnut tree behind the Secret Annex blew over in a wind storm in 2010. However, in the few years before the tree’s demise, the stewards at the Anne Frank House created saplings that have since been distributed to numerous locations around the world. The Anne Frank Center USA received eleven of the saplings to donate to organizations across the US.

The eleven saplings commemorate the fight against intolerance in its many forms. For many of us, the Holocaust – one of the most horrible instances of intolerance the world has ever seen – feels far away and long ago. But intolerance and discrimination can be found throughout the history of the United States, and are still present in many places, both nationally and internationally. In our own history, we might look at the treatment of Native Americans, slavery, segregation, and the ongoing struggle for full civil rights for women, homosexuals, and people of color.

The eleven saplings are planted in places where they can help us remember not only moments of intolerance, but also the fight against it. Like Anne's diary, the trees can simultaneously help us to remember the past and think about how to create a better future.

### **This Guide**

This guide is intended to help teachers use the book or play *Anne Frank: Diary of a Young Girl*, or ideas or excerpts from this text, to teach about the larger issues of historical memory, intolerance and injustice, and the role of each individual in standing up for what is right. While this guide is written with a middle school audience in mind, many of the activities are easily adaptable for older or younger students.

The guide is organized in three sections:

- **Memory and Remembrance**
- **Taking a Stand**
- **Making Change**

Each of these sections starts with some background context for teachers, which teachers might also choose to share with students. It then offers a set of questions, and activities through which students can explore these questions and share their own ideas. The activities are not meant to be considered comprehensively or in a particular order; rather, they provide a menu of options from which teachers can choose.



## Memory and Remembrance

In the 1950s, when Anne Frank's diary was published in English, it made a powerful impact on Americans. At the time, the diary was one of the few documents sharing what it was like to be a Jew in Europe during the Holocaust. Anne's thoughtful writing helped people to understand what it was like to live, and grow up, in the shadow of fear and persecution. Since then, Americans have made a clear choice to remember the Holocaust through books, public spaces, and museums.

As a society, we make choices about what to remember and how to remember it. Every monument, testimonial, memoir, or other form of memorial was selected and built by a person or a group of people. Someone decided that Martin Luther King, Jr., Franklin Delano Roosevelt, and the Korean War all deserved memorials on the National Mall in Washington, DC; no one has yet decided to build a national monument on the mall to Harriet Tubman or the War of 1812. Who gets to make these decisions? Who and what do we remember, and why?

This section of the guide addresses the following guiding questions:

- How does a book help us remember the past? How is the author shaping her story? How might someone else's story be different? How does an author decide what is worth writing about, or a publisher decide what is worth publishing?
- How can a tree help us remember the past? Are trees effective memorials? Why or why not? What is the relationship between trees and people?
- What do you want people to remember about the world or time you live in? Why? How can you help them remember this?

## Activities

1.

How is the author shaping her story?

**CCSS.ELA-LITERACY.CCRA.R4, CCSS.ELA-LITERACY.CCRA.R5, CCSS.ELA-LITERACY.CCRA.R9**

The book called *Anne Frank: Diary of a Young Girl*, is actually a manuscript that Anne wrote based on her diary, and which she intended to publish to share her experience with the world. Handout #1 shares two versions of one diary entry. The first excerpt is from the original diary. The second is from the revised manuscript, also found among Anne's papers in the attic, which Anne intended for publication. Ask students to read and compare the two versions.

Discussion questions:

- What are some things you notice about these entries as you read them?
- What did Anne change as she edited her manuscript?
- Why might she have made these changes?
- What do you think of her revisions? Are they effective, and if so, how?

## HANDOUT #1

### COMPARING ORIGINAL AND REVISED DIARY ENTRIES

*Source: Anne Frank, The Diary of Anne Frank: Critical Edition. Ed. David Barnouw and Gerrold van der Stroom, trans. Arnold J. Pomerans and B.M. Mooyaart-Doubleday. NY: Doubleday, 1986.*

Original diary entry from July 8, 1942:

I still have a whole lot to write in my diary, on Sunday Hello came over to our place, on Saturday we went out with Freddie Weiss, and over to oasis of course. On Sunday morning Hello and I lay on our balcony in the sun, on Sunday afternoon he was going to come back, but at about 3 o'clock a policeman arrived and called from the door downstairs, Miss Margot Frank, Mummy went down and the policeman gave her a card which said that Margot Frank has to report to the S.S.

Mummy was terribly upset and went straight to Mr. van Pels he came straight back to us and I was told that Daddy had been called up. The door was locked and no one was allowed to come into our house any more. Daddy and Mummy had long ago taken measures, and Mummy assured me that Margot would not have to go and that all of us would be leaving the next day. Of course I started to cry terribly and there was an awful to do in our house. Daddy and Mummy had taken a whole lot of things out of the house already, but when it comes to the point one is bound to miss so much....

Revised diary entry from July 8, 1942

Dear Kitty,

Years seem to have passed between Sunday and now, so much has happened, it is as if the whole world had turned upside down, but I am still alive, Kitty, and that is the main thing, Daddy says. Yes, I'm still alive indeed, but don't ask where or how. You wouldn't understand a word, so I will begin by telling you what happened on Sunday afternoon.

At three o'clock (Hello had just gone, but was coming back later) someone rang the front doorbell, I was lying lazily reading a book on the veranda in the sunshine so I didn't hear it. A bit later, Margot appeared at the kitchen door looking very excited. "The S.S. have sent a call-up notice for Daddy," she whispered "Mummy has gone to see Mr. van Pels already."

It was a great shock to me, a call-up; everyone knows what that means. I picture concentration camps and lonely cells – should I be doomed to this? "Of course he won't go," declared Margot while we waited together "Mummy has gone to the v.P.'s to ask whether we should move into our hiding place tomorrow. The v.P.'s are going with us, there will be 7 of us in all." Silence. We couldn't talk any more, thinking about Daddy, who, little knowing what was going on, was visiting in the Joodse invalide;\* waiting for Mummy, the heat and suspense all made us very overawed and silent.

Suddenly the bell rang again. "That is Hello," I said, "Don't open the door, Margot held me back, but it was not necessary as we heard Mummy and Mr. v.P. downstairs, talking to Hello, then they came in and closed the door behind them. Each time the bell went Margot or I had to creep softly down to see if it was Daddy, not opening the door to anyone else....

*\*The Joodse invalide provided shelter for needy and elderly Jews.*

2.

**How might someone else's story be different?**

**CCSS.ELA-LITERACY.CCRA.R6, CCSS.ELA-LITERACY.CCRA.R9**

Miep Gies (who Anne called Miep Van Santen in her manuscript) was a co-worker of Otto Frank's, and was instrumental in arranging for the Secret Annex and providing the Franks with food and other necessities during their time in hiding. On October 20, 1942 Anne wrote about Miep and her husband Henk spending the night in the Secret Annex. Miep also wrote about this, in her book *Anne Frank Remembered*, which was first published in 1987.

As students to read Anne's version of this overnight (Handout #2). As a class, or individually, have students consider these questions:

- What do you know about the evening from reading her account of it?
- What questions do you still have?

Next, ask students to read Miep's version of the same event (Also in Handout #2). Use these questions to guide discussion or an individual assignment:

- What do you notice about Miep's account of the evening?
- Where do the two versions differ? What does this tell us about the perspective of the two writers?
- How might a third account be different from either Miep's or Anne's?

## HANDOUT #2

### THE OVERNIGHT: TWO VERSIONS OF THE SAME STORY

#### *Sources:*

*Anne Frank, The Diary of a Young Girl: The Definitive Edition. NY: Doubleday, 1995.*

*Miep Gies and Alison Leslie Gold, Anne Frank Remembered. NY: Simon and Schuster, 1987.*

#### Anne Frank, diary entry, October 20, 1942:

We had lots of fun on Monday. Miep and Jan spent the night with us. Margot and I slept in Father and Mother's room for the night so the Gieses could have our beds. The menu was drawn up in their honor, and the meal was delicious. The festivities were briefly interrupted when Father's lamp caused a short circuit and we were suddenly plunged into darkness. What were we to do? We did have fuses, but the fuse box was at the rear of the dark warehouse, which made this a particularly unpleasant job at night. Still, the men ventured forth, and ten minutes later we were able to put away the candles.

I was up early this morning. Jan was already dressed. Since he had to leave at eight-thirty, he was upstairs eating breakfast by eight. Miep was busy getting dressed, and I found her in her undershirt when I came in. She wears the same kind of long underwear I do when she bicycles. Margot and I threw our clothes on as well and were upstairs earlier than usual. After a pleasant breakfast, Miep headed downstairs. It was pouring outside and she was glad she didn't have to bicycle to work.

Miep Gies, *Anne Frank Remembered*:

Anne and the others had been after us to come and sleep upstairs in the hiding place. There was something always imploring about the way they asked, so one day I took some things from home with me to work, some nightclothes for Henk and myself.

When I announced to Anne and Mrs. Frank that we would finally come to spend the night, the enthusiasm was extraordinary. You'd have thought Queen Wilhelmina herself was about to make a visit. Rubbing her hands together, Anne was filled with excitement. "Miep and Henk will be sleeping over tonight," she ran to tell the others upstairs.

Hoping to moderate her mood, I told Mrs. Frank, "We don't want any fuss."

Mrs. Frank smiled, put her hand on my shoulder, and squeezed. On my way out, I repeated my request to Mr. Frank, who was climbing downstairs: "Now, no fuss, please."

With a smile on his face, he shook his head. "No, no, of course not."....

Each of our friends greeted us happily as we made our way upstairs. "The last worker has gone," I informed them. Right away, there were voices, footsteps, the toilet flushing, a cabinet shutting. Already, it was noisy upstairs: the place had come alive.

Anne directed us toward the bedroom she shared with Margot. At Anne's insistence, Henk and I had been allotted their room. Anne and Margot were going into the room with their parents for the night. Anne pulled me to her bed, neatly made up, and told me she wanted me to put my things there. Amused, I told her that I'd be honored, and put my night things on her bed, and Henk's on Margot's bed.

Miep Gies, *Anne Frank Remembered* (con't):

Shortly, it was time for the radio broadcasts, and the entire group tramped down to Mr. Frank's office below to pull up chairs and gather around the Phillips radio on the table. The whole room bristled with excitement when the near-and-yet-so-far voice of Radio Orange came through the radio. "Here is Radio Orange. All things went well today. The English..." and on it went, filling us with hope and with information, our only real connection to the still-free outside world.

When it was time to sit down to eat, Henk and I were given seats of honor, as we had been at our anniversary dinner. All nine of us squeezed in around the table.

This time, Mrs. Frank and Margot had supervised the cooking. The food was tasty and filling. With the blackout frames up and the electric light on, along with the heat from the cooking, the room became toasty-warm, cozy. We sat long over coffee and dessert, talking, our friends devouring the novelty of our presence. They seemed to be insatiable for our company.

As I sat, I became aware of what it meant to be imprisoned in these small rooms. As this feeling registered, I felt a taste of the hopeless fear that these people were filled with, day and night. Yes, for all of us it was wartime, but Henk and I had the freedom to come and go as we pleased, to stay in or go out. These people were in a prison, a prison with locks inside the doors.

Reluctantly, we said good-nights, remembering that Mr. and Mrs. Van Daan could not go to bed until we'd gone. Henk and I and the Frank family trooped down the stairway to the floor below. Here we said a second round of good-nights, and Henk and I got ready for bed in our little room, surrounded by Anne's movie-star faces on the wall.



Miep Gies, *Anne Frank Remembered* (con't):

I climbed into Anne's hard little bed, which was very toasty with blanket upon blanket, so many blankets that I couldn't imagine how Anne could ever be taken with a chill. The room was cool otherwise, and as I settled in as cozily as I could, I could hear every sound being made in the other rooms: Mr. van Daan coughing, the squeak of springs, the sound of a slipper dropping beside a bed, the toilet flushing, Mouschi landing on his padded feet somewhere above me.

The Westertoren clock struck and fifteen-minute intervals. I'd never heard it so loud; it echoed and reverberated through the rooms. The church was right across the street from the Annex. In the office, the building blocked the sound. During the day, by the time I heard the ringing in my front office, the sound had been muted and cushioned by the entire building. It was soothing and distant.

All through the night I heard each ringing of the Westertoren clock. I never slept; I couldn't close my eyes. I heard the sound of a rainstorm begin, the wind come up. The quietness of the place was overwhelming. The fright of these people who were locked up here was so thick I could feel it pressing down on me. It was like a thread of terror pulled taut. It was so terrible it never let me close my eyes.

For the first time I knew what it was like to be a Jew in hiding.

3.

**How might someone else's story be different?**

**CCSS.ELA-LITERACY.CCRA.R6, CCSS.ELA-LITERACY.CCRA.W3**

Ask students to imagine that someone Anne writes about – perhaps Margot, Peter, or Mr. Dussell -- had kept a diary. How would their perspective differ from Anne's? Have each student pick one incident that Anne describes which features at least one other character. They should read the entry in the diary that describes this event carefully, considering:

- What do they know about this event or moment from Anne's writing?
- In what ways is Anne's perspective coloring or biasing the retelling of the event?

Then ask students to write about that incident from the perspective of the person they chose.

Student should try to fully imagine this person's voice:

- Try to imagine his or her perspective – how is the story different from another point of view?
- Try to imagine his or her voice – how does this person sound?

Discussion questions:

- How is the account they imagined different from what Anne wrote?
- What are the implications for reading about historical events in newspaper accounts, letters, or diaries?

4.

**How does an author decide what is worth writing about, or a publisher decide what is worth publishing?**

**CCSS.ELA-LITERACY.CCRA.SL1, CCSS.ELA-LITERACY.CCRA.SL2**

In *Anne Frank: The Book, The Life, The Afterlife*, the writer Francine Prose describes how difficult it was to get Anne's diary published:

“The edited typescript was passed from hand to hand and across desks that included those of Jan Romein and his wife, Annie, two prominent Dutch intellectuals who thought the book should be published but were unable to convince anyone who had the power to do so. The manuscript was rejected by every editor who read it, none of whom could imagine that readers would buy the intimate diary of a teenage girl, dead in the war. In addition, the Dutch had no desire to be reminded of the suffering they had so recently endured, and, regardless of what the Dutch cultural minister in exile had promised in his radio broadcast, it was assumed that there would be little interest in a first-person account by one of the Nazis’ young victims.”

Have students role play Jan Romein, Annie Romein, publishers who have decided to reject the diary, and undecided Dutch publishers. The job of the students playing the Romeins is to try to convince the others to publish the book. The job of the publishers who have rejected the book is to convince the others that it should not be published. The undecided publishers must decide: will they publish the book or not? Have students consider: How will the Romeins try to convince someone to publish the book? How will the publishers argue their own side?

Before students begin this role play, have them learn a little more about the context of Holland in and after World War II. Two radio broadcasts may be useful in providing information about the Dutch winter of 1944:

- National Public Radio, Author Talks About Post-World War II Era, January 25, 2009, <http://www.npr.org/templates/story/story.php?storyId=99851367>
- CBC Digital Archives, VE-Day countdown: Food prices soar in Dutch famine zone, April 21, 1945, <http://www.cbc.ca/archives/categories/war-conflict/second-world-war/eyes-front-peter-stursberg-reporting/ve-day-countdown-food-prices-soar-in-dutch-famine-zone.html>

5.

**How can a tree help us remember the past? Are trees effective memorials? Why or why not?**

**CCSS.ELA-LITERACY.CCRA.R4, CCSS.ELA-LITERACY.CCRA.SL1, CCSS.ELA-LITERACY.CCRA.SL3**

Read the poem by Halina Birenbaum, a Holocaust survivor, provided as Handout #3. Then discuss the following questions:

- The author uses the word “silent” or “silence” eight times in the poem. Why?
- Find the lines in which the author attributes to the trees the power to witness or remember. Can trees witness or remember? If so, in what way? If not, why does she ask them to?
- Are the trees in the poem symbols of hope, figures of betrayal, or memorials to horror? Or something else? Give evidence to support your answer.

As an extension to this discussion, you might have students write their own poems using trees as metaphors or symbols to help remember an event, moment, or place.

### **HANDOUT #3**

#### **HALINA BIRENBAUM, “THE TREES ARE SILENT”**

*Source: Andrew M. Kobos, Shoah (website), Poetry by Halina Birenbaum. Accessed at <http://www.zwoje-scrolls.com/shoah/halina.html>*

The trees have seen and heard a lot  
Have imbibed and covered much  
But even when rustling  
They remain silent

They would not tell us about  
That what they have witnessed

They tell us  
Neither about the wonders  
That happened in their shadows  
Nor the horrors

They climb toward light  
Like we they are thirsty of sun  
Dye in darkness  
Wither of atrocities

And do keep silent – always remain silent

With their shade of secret they shroud  
Wipe out equally well the traces of  
Love and crime

... And in Auschwitz too  
The trees grew and climbed to the sky  
Imbibing into themselves  
The screams the fire the smoke

And they did stubbornly keep silent

And I  
When being marched amongst them  
Found in them signals of life  
The proof of existence  
That was forbidden to me

I stared at the trees  
Breathing in their fresh smell mixed  
With the smell of burnt human beings

With my eyes I passed on them  
My desires  
My cry for life  
For the faith  
That life be  
Also allowed to me

I prayed that the traces be preserved  
Of my existence once in this world...

Many like me confessed to the trees  
Begged for remembrance  
Wanted to climb up to their tops  
To fly away

Traces of those have vanished  
Have been blown away  
Dispersed

The trees saw and heard all these  
But in their habit  
Kept growing and getting green  
And they kept silence

They did not lament over human suffering  
Perhaps they even laughed at it?

Became drunk with the stench of burned people  
With a diabolic spell got bewitched?  
And were turned into something different  
Than had been until then?

The trees have perpetually been silent

To me, the little one, it was granted to survive  
In order to tell  
About the German Nazi monsters  
About their victims and the witness-trees

About trees' keeping silent  
In the face of every sight  
Of every calamity

Yet  
I did love and still do love trees  
To their shades I confide  
My pain my longing my daydreams

In their rustle I unite  
With my loved ones  
Doomed and perished

And with the world  
That once had existed  
but has been destroyed  
And I within it – We

In the solemn silence of the trees  
Their inveterate mysterious keeping silent  
THEN there was hope

And today  
A consolation



6.

**What is the relationship between trees and people?**

**CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.W.6, CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.SL.5**

Anne Frank mentioned the chestnut tree outside her window three times in her book. Ask students to read these three diary entries (Handout #4), and to think about the following questions:

- Why does Anne mention the tree in her diary? What significance might it have for her?
- What significance do trees have for you?

Ask students to research literary or symbolic references to trees. They might look at books, poems, movies or television shows, songs, or world religions. Each student should find at least three instances in which trees are referenced or used to signify something important.

As a class, create a tree collection sharing student findings. This might take the form of a powerpoint, a book, or a class exhibition.

Then, as a class, discuss:

- What significance do different people or cultures attach to trees, and why?

## HANDOUT #4

### THE CHESTNUT TREE

*Source: Anne Frank, The Diary of a Young Girl: The Definitive Edition. NY: Doubleday, 1995.*

February 23, 1944

“The two of us looked out at the blue sky, the bare chestnut tree glistening with dew, the seagulls and other birds glinting with silver as they swooped through the air, and we were so moved and entranced that we couldn’t speak.”

April 18, 1944

“April is glorious, not too hot and not too cold, with occasional light showers. Our chestnut tree is in leaf, and here and there you can already see a few small blossoms.”

May 13, 1944

“Our chestnut tree is in full bloom. It’s covered with leaves and is even more beautiful than last year.”

7.

**What do you want people to remember about the world or the time you live in?**

**CCSS.ELA-LITERACY.CCRA.W10**

Ask each student to keep a diary for at least a week, writing in it at least three times.

Then ask students to reflect on the following questions:

- What did you choose to write about?
- What would a future reader learn about your life and your world from reading your diary?

8.

**What do you want people to remember about the world or time you live in? Why? How can you help them remember this?**

**CCSS.ELA-LITERACY.CCRA.SL1, CCSS.ELA-LITERACY.CCRA.SL5, CCSS.ELA-LITERACY.CCRA.W7**

Memorials are visible reminders of people, places and events that have shaped our nation's history.

Some memorials are buildings, others are works of art, and still others are parks or trees.

Select two or three memorials in your community or your state for students to think about. Discuss these memorials briefly with students, and ask them to locate images and information about these memorials to share with the class.

As a class, discuss:

- What does this memorial look like?
- What do we know about this memorial?
- Who created or sponsored this memorial?
- How do you think people respond to this memorial as they walk by?
- Is this memorial controversial in any way?

Working in small groups ask students to design a memorial they feel should be constructed in their community. Use large paper or poster paper to display final designs, and have students use post-it notes on these displays to explain or draw attention to specific details.

Have students consider:

- What person, place or event they are commemorating?
- What is the location of their memorial?
- How would they design their memorial?
- What text, if any, would they want included?
- What do they want visitors to remember having viewed their memorial?

*To explore this concept further:*

*The Anne Frank Center USA, in collaboration with the Anne Frank House in Amsterdam, offers **Memory Walk**, an interactive program where students visit memorials in their own community and consider what messages they send. An Educator and Videographer works with students in your school over a period of two-three days to delve into these questions by visiting these memorials and designing student-lead interviews which are then filmed on site and compiled into a short video piece.*

*Memory Walk programs are currently being piloted in the United States, and videos from the first two sites in Columbia and Charleston, South Carolina, can be found on the Anne Frank House YouTube channel here:*

*<https://www.youtube.com/playlist?list=PLVVZaYbkATqcbRMvFHL09tOSd4R8iKy4B>*

*For more information on bringing a Memory Walk program to your school please contact The Anne Frank Center USA by email at [exhibits@annefrank.com](mailto:exhibits@annefrank.com) or by calling (212) 431-7993.*

9.

**What do you want people to remember about the world or time you live in? Why? How can you help them remember this?**

**CCSS.ELA-LITERACY.CCRA.W.6**

Ask your students to join the national conversation about what we need to remember about the past, and what future generations need to remember about our world today, by visiting the “Leave a Leaf” interactive on the Anne Frank Center website.

## **Taking a Stand**

On March 29, 1944 Anne Frank heard a radio broadcast in which a representative of the Dutch government called for citizens to share their diaries and letters with the government after the war, to document their experience. After this broadcast, Anne began revising her diary, so that she could share her experience with the world.

Anne's diary is important because it did just what Anne intended it to. It has been translated into approximately 65 languages, and more than 30 million copies have been sold. When it was published in the United States in 1952, it sold over 50,000 copies within a year. It was soon made into a play, and then a film. For many Americans, reading Anne Frank's book caused them to confront the horrors of the Holocaust for the first time. By the 1960s, the diary was frequently read in schools. The book became an example of how the experiences of one teenage girl can impact millions of people.

A number of the entries in the diary reflect Anne's sense that an individual can make a difference in the world. At the time, Anne owed her life to the "helpers" who hid the Frank family in the Secret Annex:

"That's something we should never forget; while others display their heroism in battle or against the Germans, our helpers prove theirs every day by their good spirits and affection". (January 28, 1944)

And Anne wrote bitterly that the "common man" was responsible for the unending war:

"I don't believe the war is simply the work of politicians and capitalists. Oh no, the common man is every bit as guilty; otherwise, people and nations would have rebelled long ago!" (May 3, 1944)

The Holocaust marks one of the low points of humanity, unparalleled in its devastating impact: the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to

the so-called German racial community. Nearly 11 million people, including political dissidents, homosexuals, Roma gypsies, people of color and the disabled were murdered by the Nazis during the Second World War because of their beliefs, nationality, or ethnicity.

But other countries are not exempt from a history of atrocities. The United States treated Native Americans abysmally, forcing them to leave their homes and live on reservations. The brutal legacy of slavery, and the ongoing disenfranchisement and oppression of minorities along with many other instances of injustice in our history, including anti-immigrant policies, antisemitism, and homophobia, underscore the need to stand up to intolerance in our communities . As Anne understood it, the “common man” is responsible for both intolerance and for justice, for mistreating and for helping our fellow humans. Everyone has a choice.

This section of the guide is intended to help students understand what it means to take a stand, and to identify instances where they feel strongly enough to take a stand. It addresses the following guiding questions:

- What stories can we find, in literature and history, of people taking a stand for what they believe in?
- What do you believe in strongly enough to take a stand?

## Activities

1.

**What stories can we find, in literature and history, of people taking a stand for what they believe in?**

**CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.W1**

Ask each student to write an essay arguing whether they believe that Anne Frank's diary constitutes "taking a stand." Before students begin writing, discuss the following as a class:

- What does it mean to "take a stand"? What examples can you think of from history of people taking a stand?
- Does Anne's diary constitute "taking a stand"? Give evidence for your response.
- If so, what is she taking a stand for or against? Again, give evidence.

2.

**What stories can we find, in literature and history, of people taking a stand for what they believe in?**

**CCSS.ELA-LITERACY.CCRA.W3, CCSS.ELA-LITERACY.CCRA.SL1**

Miep Gies, one of the people who helped to hide the Franks, wrote a book entitled *Anne Frank Remembered*. She starts the prologue to her book with the line, "I am not a hero." Discuss as a class:

- Do you think that Miep Gies, and the other Dutch citizens who hid Jews, should be called "heroes"? Why or why not?
- Imagine that one group in your community is being persecuted and murdered. Would you offer to hide members of that group? Why or why not?
- Imagine that a friend wrote you a letter asking you to hide a persecuted family. Write a letter back, letting them know whether you can accept this responsibility, and explaining your decision.

3.



**What stories can we find, in literature and history, of people taking a stand for what they believe in?**

**CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.R6, CCSS.ELA-LITERACY.CCRA.R9**

Malala Yousafzai, a Pakistani teenager, was shot in 2012 because of her public stance for human rights, in particular the education of women. Like Anne Frank, Malala kept a diary. Unlike Anne, Malala wrote her diary as a blog for the British Broadcasting Corporation (BBC), for immediate public consumption. In her autobiography, Malala writes that her BBC contact “told me about Anne Frank, a thirteen-year-old Jewish girl who hid from the Nazis.... Later her diary was published and is a very powerful record.”

Ask the class to read Malala’s diary on the BBC website:

[http://news.bbc.co.uk/2/hi/south\\_asia/7834402.stm](http://news.bbc.co.uk/2/hi/south_asia/7834402.stm)

- What are some things you notice while reading Malala’s diary?
- What are some questions you have? If students have factual or contextual questions, can they work together to answer them through research?
- What are similarities and differences between this diary and Anne’s?
- Why might writing this diary (as well as giving interviews to journalists) have resulted in someone shooting her?

4.

**What stories can we find, in literature and history, of people taking a stand for what they believe in?**

**CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.R6, CCSS.ELA-LITERACY.CCRA.R9**

Zlata Filipović lived through the Balkans War in the early 1990s. From the age of 11, she kept a diary that records the experiences of everyday life in a time of war. This diary was published in 1994. In 2006, Zlata worked with Melanie Challenger to edit a book, *Stolen Voices: Young People’s War Diaries, from World War I to Iraq*.

Ask students what they know or imagine that it would be like to live through a war. Make a list of students' answers, using three columns: What we know, What we imagine, and Questions.

Read the excerpts from *Zlata's Diary* on Handout #5. (If possible, read the entire book as a class, or excerpts from different diaries in *Stolen Voices*.) Discuss the following questions:

- How was Zlata's experience similar to Anne Frank's? Different?
- What new ideas do students have about living in a time of war? Does reading the diaries help them imagine, as well as learn specific information?

Add to the list of students' knowledge, imagination, and questions about war.

## HANDOUT #5

### ZLATA'S DIARY

*Source: Zlata Filipović, Zlata's Diary: A Child's Life in Wartime Sarajevo. NY: Penguin Books, 2006*

April 9, 1992

Dear Mimmy:

I'm not going to school. All the schools in Sarajevo are closed. There's danger hiding in these hills above Sarajevo. But I think things are slowly calming down. The heavy shelling and explosions have stopped. There's occasional gunfire, but it quickly falls silent. Mommy and Daddy aren't going to work. They're buying food in huge quantities. Just in case, I guess. God forbid!

Still, it's very tense. Mommy is beside herself, Daddy tries to calm her down. Mommy has long conversations on the phone. She calls, other people call, the phone is in constant use.

Zlata

April 12, 1992

Dear Mimmy:

The new sections of town – Dobrinja, Mojmiro, Vojničko polje – are being badly shelled. Everything is being destroyed, burned, the people are in shelters. Here in the middle of town, where we live, it's different. It's quiet. People go out. It was a nice warm spring day today. We went out too. Vaso Miškin Street was full of people, children. It looked like a peace march. People came out to be together, they don't want war. They want to live and enjoy themselves the way they used to. That's only natural, isn't it? Who likes or wants war, when it's the worst thing in the world?

I keep thinking about the march I joined today. It's bigger and stronger than war. That's why it will win. The people must be the ones to win, not the war, because war has nothing to do with humanity. War is something inhuman.

Zlata

May 5, 1992

Dear Mimmy:

The shooting seems to be dying down. I guess they've caused enough misery, although I don't know why. It has something to do with politics. I just hope the "kids"<sup>1</sup> come to some agreement. Oh, if only they would, so we could live and breathe as human beings again. The things that have happened here these past few days are terrible. I want it to stop forever. PEACE! PEACE!

I didn't tell you, Mimmy, that we've rearranged things in the apartment. My room and Mommy and Daddy's are too dangerous to be in. They face the hills, which is where they're shooting from. If only you knew how scared I am to go near the windows and into these rooms. So, we turned a safe corner of the sitting room into a "bedroom." We sleep on mattresses on the floor. It's strange and awful. But it's safer that way. We've turned everything around for safety. We put Cicko<sup>2</sup> in the kitchen. He's safe there, although once the shooting starts there's nowhere safe except the cellar. I suppose all this will stop and we'll all go back to our usual places. Ciao!

Zlata

---

<sup>1</sup> "Kids" is a term for politicians

<sup>2</sup> Zlata's canary bird

5.

**What do you believe in strongly enough to take a stand?**

**CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.R8, CCSS.ELA-LITERACY.CCRA.R10, CCSS.ELA-LITERACY.CCRA.SL1**

The world was so horrified by the Holocaust that in 1948 the United Nations passed the Universal Declaration of Human Rights, hoping to ensure that nothing like this could ever happen again. Have students read the Declaration (<http://www.un.org/en/documents/udhr/>).

Next, ask students to read the excerpts from Jodie Gummow's 2013 article on Alternet (Handout #6). For each of the three situations Gummow describes as human rights abuses, discuss as a class:

- Does this violate the Universal Declaration of Human Rights? Give evidence to support your answer.
- How might people who are dealing directly with this issue take a stand? What would “a stand” look like?
- Is this something that you would be willing to take a stand against? Why or why not?
- If you said yes, how might you do that? What would it look like?

Ask each student to pick one of the situations described, and research how people have taken a stand.

## **HANDOUT #6**

### **SHOCKING GLOBAL HUMAN RIGHTS VIOLATIONS OF 2013**

*Source: Jodie Gummow, "14 Shocking Global Human Rights Violations of 2013," Alternet, December 26, 2013.*

*Accessed at <http://www.alternet.org/civil-liberties/14-shocking-global-human-rights-violations-2013?page=0%2C0>*

**Unsafe labor conditions in Bangladesh led to world's worst garment industry tragedy as thousands died in horrific building collapse.**

On April 24, the Rana Plaza factory in Dhaka, Bangladesh, which housed six factories that produce clothing for Western brands, collapsed, killing over 1000 factory workers and injuring over 2500 people. While the owners of the factory came under fire for ignoring previous warnings of cracks in the wall, many pointed the blame at global corporations like Walmart and the Gap for exploiting workers for cheap labor and failing to provide adequate fire and building safeguards in factories where their products are made. Worldwide protests ensued with a view to putting pressure on major retailers to sign a legally binding accord aimed at improving labor conditions in Bangladesh, which to date has 100 signatories.

**A chemical weapons attack in Syria.**

Syria's ongoing civil war, which in almost three years has claimed the lives of approximately 100,000 people, continued full force and throttle. In August, Syrian government forces under ruthless leader Bashar al-Assad were suspected of launching chemical weapon attacks on two Damascus suburbs, killing hundreds of civilians including children. Following the attack, an influx of disturbing and emotionally wrenching video footage infiltrated social media. In September, Russia and the United States announced an agreement that would lead to the abolition of Syria's chemical weapons. The Organization for the Prohibition of Chemical Weapons was subsequently tasked with ensuring all chemical weapons and equipment in Syria be destroyed by mid-2014, though many remain skeptical about Assad's compliance with the order.

**New wave of repression against civil society swept Saudi Arabia as women continued to protest against de facto ban on driving.**

With more than 40,000 political prisoners in detention and democracy silenced by threats of intimidation and arrests, 2013 was one of the worst years for human rights in Saudi Arabia, according to activists. In addition, women faced major oppression. While women will now be allowed to vote in 2015, Saudi females are still not allowed to drive, despite the fact there is no express law making it illegal. In protest this October, women in Saudi Arabia defied the de facto ban on driving by getting behind the wheel in a brave display of civil disobedience, as part of their Women2Drive campaign. The move prompted threats of punishment by the government and resulted in the detention of 14 women.

6.

**What do you believe in strongly enough to take a stand?**

**CCSS.ELA-LITERACY.CCRA.SL.6, CCSS.ELA-LITERACY.CCRA.W.2, CCSS.ELA-LITERACY.CCRA.W.7**

Ask students to identify something that they feel is worth taking a stand for or against. You may want to use the worksheet included as Handout #7 to help students find a topic and articulate its importance. Students may also want to do some research on this topic.

Next, as a class, watch video clips of people articulating a stand they have taken. Three clips from TED talks you might view are:

- Kimberley Motley, How I defend the rule of law (watch until 2 min 54 sec)  
[http://www.ted.com/talks/kimberley\\_motley\\_how\\_i\\_defend\\_the\\_rule\\_of\\_law](http://www.ted.com/talks/kimberley_motley_how_i_defend_the_rule_of_law)
- Enrique Penalosa, Why buses represent democracy in action (watch until 3 min 33 sec)  
[http://www.ted.com/talks/enrique\\_penalosa\\_why\\_buses\\_represent\\_democracy\\_in\\_action#t-28424](http://www.ted.com/talks/enrique_penalosa_why_buses_represent_democracy_in_action#t-28424)
- Franz Lanting, Photos that give voice to the animal kingdom (watch the entire talk, 3 min and 30 sec)  
[http://www.ted.com/talks/frans\\_lanting\\_photos\\_that\\_give\\_voice\\_to\\_the\\_animal\\_kingdom](http://www.ted.com/talks/frans_lanting_photos_that_give_voice_to_the_animal_kingdom)

Finally, have students write their own speech or film their own “TED Talk” articulating their stand for or against something.



## HANDOUT #7

### WORKSHEET: TAKING A STAND

*What would you be willing to take a stand for or against?*

1. The words below relate to issues in the United States that many people feel very strongly about. Pick 1-3 words or phrases from the list below that relate to something that you feel strongly about, or add your own words to the list.

Poverty	Homelessness	Right to bear arms
Income inequality	Sexism	Gun control
Immigrant rights	Ageism	Prison reform
Illegal immigration	Death penalty	Food ethics
Access to education	Access to health care	Treatment of animals
Racism	Separation of church and state	Environmental ethics
Violence		(fill in your own topic here)
Gay rights	Freedom of speech	

2. Use at least one of the words and phrases you chose to write a sentence specifying what you would take a stand for, and why, following this model:

*I would take a stand for/ against* \_\_\_\_\_  
*because* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

7.

**What do you believe in strongly enough to take a stand?**

**CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.SL.2**

Writers like Anne Frank use language to express their ideas. Artists often use visual media to express their ideas.

Look at artists who create symbolic work in response to a topic. A few suggested works to look at are:

- Joel Shapiro – Loss and Regeneration, 1993  
<http://www.ushmm.org/information/about-the-museum/architecture-and-art/the-art-gravity-loss-and-regeneration>
- Ai Weiwei – Oil Spills, 2006 or Descending Light, 2007  
<http://www.phaidon.com/agenda/art/picture-galleries/2011/october/17/the-reason-why-ai-weiwei-is-the-worlds-most-powerful-artist/?idx=23>;  
<http://mousse magazine.it/ai-weiwei-continua/>

Look at these artworks one at a time, and ask students:

- What do you notice?
- The title of this artwork is (share the title). What new ideas does this give you about the work of art, and what the artist is trying to say?
- Is this artwork a successful at “taking a stand”? Why or why not?

Have students complete the “Taking a Stand” worksheet (Handout #7) to identify topics that they want to consider. Then ask them to research their chosen topics, and brainstorm words associated with it and their feelings about it. What shapes and colors might relate to these words?

Ask students to use these shapes, colors, and words to design a symbolic sculpture in response to their topic. They might create a plan by sketching, or making a construction paper collage. To create the final sculptures, use cardboard covered with papier mâché or plaster, or use air dry clay. Ask each student to write a label for, or catalog essay about, their sculpture, explaining how it relates to the issue that they want to take a stand for or against.

*This project is adapted from “What Have You Got to Say?” from the Guggenheim Museum’s Learning Through Art program. The Guggenheim’s full unit plan for this project is available at [http://media.guggenheim.org/ltl/making\\_art/pdfs/18/What%20have%20you%20got%20to%20say-FINAL%20nr.pdf](http://media.guggenheim.org/ltl/making_art/pdfs/18/What%20have%20you%20got%20to%20say-FINAL%20nr.pdf)*

8.

**What do you believe in strongly enough to take a stand?**

**CCSS.ELA-LITERACY.CCRA.W.6**

Ask your students to join the national conversation about what is worth taking a stand for or against, by visiting the “Leave a Leaf” interactive on the Anne Frank Center website.

## Making Change

Anne wrote in her diary that she had to hold on to her ideals, hoping that someday she would be able to take action:

I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the sufferings of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquillity will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them! (Diary, July 15, 1944)

Anne insisted that, even in the limited living conditions of the Secret Annex, she could contribute to creating a better world:

How wonderful it is that no one has to wait, but can start right now to gradually change the world! How wonderful it is that everyone, great and small, can immediately help bring about justice by giving of themselves! Open your eyes, be fair in your own dealings first! Give whatever there is to give! You can always—always—give something, even if it's a simple act of kindness! (From "Give," March 1944, in *Tales from the Secret Annex*.)

The trees planted as part of the Sapling Project commemorate sites of intolerance, but they also commemorate moments where people changed their world for the better. For example, the tree planted in Little Rock, Arkansas commemorates school segregation, but it also celebrates the nine African American students whose actions triggered a national uproar that ultimately ensured desegregation of American public schools.

The world is not yet perfect, and it likely never will be. Individuals will always be called upon to create a better world by speaking out and taking action. Often, it takes a large number of people to make real change. But that larger group consists of individuals who took action. Each individual, and each action, is important. As Mahatma Gandhi noted, it is up to each individual to "Be the change you want to see in the world."

This section of the guide teaches students about civic action through addressing the following guiding questions:

- What does it mean to uphold one's ideals?
- How does change happen?
- What changes are needed now? What does it take to make change? How can each individual contribute?

### Activities

1.

**What does it mean to uphold one's ideals?**

**CCSS.ELA-LITERACY.CCRA.R1, CCSS.ELA-LITERACY.CCRA.SL1**

Read the passage from July 15, 1944, from Anne Frank's diary (Handout #8). Then, as a class, discuss:

- What are some things that you notice, or that interest you, in this passage?
- What did it mean for Anne to uphold her ideals, while in the Secret Annex?
- What is the relationship between upholding ideas and carrying them out?
- What ideals do you have, and how do you uphold them?

## **HANDOUT #8**

### **HOLDING ON TO IDEALS**

*Source: Anne Frank, The Diary of a Young Girl: The Definitive Edition. NY: Doubleday, 1995.*

I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the sufferings of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquillity will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them! (July 15, 1944)

2.

**What does it mean to uphold one's ideals?**

**CCSS.ELA-LITERACY.CCRA.SL1, CCSS.ELA-LITERACY.CCRA.W6, CCSS.ELA-LITERACY.CCRA.W7**

As a class, discuss:

- What are “ideals”?
- What does it look like when someone upholds their ideals?
- How do you know if someone is upholding their ideals?

Ask each student to identify someone in their family or community who upholds their own ideals.

Next, brainstorm interview questions that elicit information about having an ideal and living up to it.

Once the class has generated five strong interview questions, each student should interview the person he or she identified. These might be paired with photographs, for a class publication.

Finally, as a class, read the interviews (or select 3-5 examples for the full class to read). What do the interviews say about upholding ideals? Generate a list of tips to help others uphold their own ideals. Include this list in the class publication.

3.

**How does change happen? What changes are needed now?**

**CCSS.ELA-LITERACY.CCRA.W7, CCSS.ELA-LITERACY.CCRA.R7, CCSS.ELA-LITERACY.CCRA.R10**

In what ways was the Civil Rights movement successful, and what work still needs to be done? Let students know that the class will be thinking about the treatment of African Americans in the United States, in the past and now. Explain to students that several of the sapling trees planted by the Anne Frank Center are located at sites related to abolition and the Civil Rights movement. These sites are:

- **Little Rock, Arkansas: Little Rock Central High School**, home of the Little Rock Nine, nine students who pioneered school desegregation by risking their lives to get an equal education at a previously all white high school.
- **Boston, Massachusetts: Boston Common**, the nation's oldest public park and a site for Civil War recruitment and antislavery meetings, as well as a speech given by Martin Luther King, Jr. during a Civil Rights rally.
- **Aurora, NY: Southern Cayuga Central School District**, a region at the forefront of the Civil Rights movement during the 19<sup>th</sup> Century, near the homes of abolitionists Harriet Tubman and William Seward.
- **Washington, DC: The U.S. Capitol**, site of the signing of the 13<sup>th</sup> Amendment to the Constitution, which outlawed slavery, and the Civil Rights Act of 1964, which outlawed discrimination based on race, color, religion, sex, or national origin.

Make lists of what students know about each of these events and figures. Assign students to do additional research and add information to the lists. To begin your research, visit the Locations page of the Sapling Project website: <http://www.annefranktreeusa.com/af/sapling.nsf/Locations.xsp>

As a class, create a timeline of the African American experience in the United States, using tape on the classroom wall or in a nearby hallway for your timeline. Ask students to add post-its or index cards for different people and events. They can do research in books, online, by talking to older family or community members. They can continue adding to the timeline as they learn.

As a class, read about the contemporary African American experience. Two documents, a letter and an article, are included as Handout #9. Students may want to do more research, perhaps googling "African American success." Then discuss as a class:

- What has changed in the past 300 years?
- What still needs to change?

Ask each student to add one imagined future event in the ongoing Civil Rights movement to the timeline.

## HANDOUT #9



## CIVIL RIGHTS AND THE CONTEMPORARY AFRICAN AMERICAN EXPERIENCE

### *Sources:*

*Lisa Delpit, Letter to her daughter Maya. From Facing History and Ourselves, accessed at*

*[https://www.facinghistory.org/sites/default/files/publications/Choices\\_Little\\_Rock.pdf](https://www.facinghistory.org/sites/default/files/publications/Choices_Little_Rock.pdf)*

*Rebecca Klein, Black Children Face The Most Barriers To Success In America, Asians The Least. Huffington Post,*

*April 1, 2014. Accessed at [http://www.huffingtonpost.com/2014/04/01/casey-foundation-achievement-gap\\_n\\_5065959.html](http://www.huffingtonpost.com/2014/04/01/casey-foundation-achievement-gap_n_5065959.html)*

### Letter from Lisa Delpit to her daughter, Maya

As much as I think of you as my gift to the world, I am constantly made aware that there are those who see you otherwise.

Although you don't realize it yet, it is solely because of your color that the police officers in our predominantly white neighborhood stop you to "talk" when you walk our dog. You think they're being friendly, but when you tell me that one of their first questions is always, "Do you live around here?" I know that they question your right to be here, that somehow your being here threatens their sense of security....

I did not have to be told much when I was your age. When I was growing up in Louisiana in the 1950s and 1960s, the color lines were very clearly drawn. I followed my mother to the back entrance of the doctor's office, marked "colored." I knew which water fountain I was supposed to drink from. On the bus ride to my all-black school, I watched white children walk to schools just two or three blocks from my house.

In large part, my childhood years were wrapped in the warm cocoon of family and community who all knew each other and looked out for one another. However, I remember clearly my racing heart, my sweaty-palmed fear of the white policemen who entered my father's small restaurant one night and hit him with nightsticks, the helpless terror when there were rumors in our school yard that the Ku Klux Klan would be riding, the anxiety of knowing my college-aged foster sister had joined the civil-rights marchers in a face-off against the white policemen and their dogs. And, I

remember, my Maya, the death of your grandfather when I was seven, who died of kidney failure because the “colored” ward wasn’t yet allowed the use of the brand-new dialysis machine.

Your world is very different, at least on its surface. In many ways now is a more confusing time to live....

As any mother would, I have a great need to protect you, but it is hard to know how. My childhood experience was different from yours....

When I was in my segregated, all-black elementary school, we were told by teachers and parents that we had to excel, that we had to “do better than” any white kids because the world was already on their side. When your cousin Joey was in high school, I remember berating him for getting a “D” in chemistry. His response was, “What do you expect of me? The white kids get C’s.” Recently a colleague tried to help an African-American middle-schooler to learn multiplication. The student looked up at the teacher and said, “Why are you trying to teach me this? Black people don’t multiply. Multiplication is for white people.” You know, Maya, I think that may be the biggest challenge you and other brown children will face — not believing the limits that others place upon you.

### Rebecca Klein, Black Children Face The Most Barriers To Success In America

From birth, the average black child in America is at a relative disadvantage, according to an Annie E. Casey Foundation study released Tuesday.

While more than 92 percent of white, Latino, American-Indian and Asian and Pacific Islander babies are born at normal birth weight, that number for African-Americans only reaches into the high-80s. The pattern of disadvantage for black children continues into elementary school and through high school in the form of standardized testing scores and high school graduation rates. Only 66 percent of African-Americans graduate from high school on time, while more than 90 percent of Asian-Americans and Pacific Islanders do.

As America becomes increasingly diverse, the Casey Foundation report looked at how five racial groups fare against a dozen milestones in stages of life from birth to adulthood, including the number of eighth-graders with math proficiency and the number of young adults who are in school or working. The report, titled the Race for Results, finds that while no group perfectly meets every milestone, Asian-Americans fare the best and African-Americans do the worst.

“We found that the gaps sort of start out relatively small and get bigger over time,” Laura Speer, Casey Foundation associate director of policy reform and advocacy, told The Huffington Post over the phone. “Look at the early childhood measures: The gaps between African-Americans, Latinos, whites are relatively small. But in the early childhood years, even a small gap can have a big impact in the long run.”

The report comes after a recent government study found that students of color are routinely discriminated against in school, with harsher discipline and less access to the best teachers than their white peers.

The Casey Foundation suggests further study to pinpoint what's causing the racial disparities and programs to eliminate them.

"Too often, the resources of public systems serving children and families are spent on programs that lack evidence and without input from the families and communities they are intended to serve," the report says.

4.

**How does change happen? What changes are needed now?**

**CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.R.10, CCSS.ELA-LITERACY.CCRA.SL.1**

According to the Stanford Encyclopedia of Philosophy, the phrase “Civil Rights Movement” is often used to describe “the struggle for equality of American blacks during the 1950s and 60s.” But it is more than that. The Stanford Encyclopedia continues:

“The aim of that struggle was to secure the status of equal citizenship in a liberal democratic state. Civil rights are the basic legal rights a person must possess in order to have such a status. They are the rights that constitute free and equal citizenship and include personal, political, and economic rights. No contemporary thinker of significance holds that such rights can be legitimately denied to a person on the basis of race, color, sex, religion, national origin, or disability.”<sup>3</sup>

Throughout the history of the United States, many groups have fought against threats to their Civil Rights. A few of these groups are: Women, gays, Muslim Americans, Native Americans, and Latinos.

Working in small groups, ask students to identify a minority group in the United States that they would like to research. As a group, students should research Civil Rights challenges and victories for this group, and create a timeline of that group’s Civil Rights struggle.

As they work, students should think about these two questions:

- What has changed in the past 300 years?
- What still needs to change?

Once timelines are completed, students should write or verbally share their answers to these two questions, noting a few critical historical moments as well as what still needs to change.

---

<sup>3</sup> Altman, Andrew, "Civil Rights", *The Stanford Encyclopedia of Philosophy* (Summer 2013 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/sum2013/entries/civil-rights/>>.

5.

**What changes are needed now? What does it take to make change? How can each individual contribute?**

**CCSS.ELA-LITERACY.CCRA.SL1, CCSS.ELA-LITERACY.CCRA.SL5**

Ask students to work as a class toward making a positive change in their school. This is a long-term class project that can be done in three steps:

1. Where is change needed? Identify an issue in your school or community that you want to address as a class.
2. What needs to happen for this to change? Articulate a goal.
3. How can you contribute in a positive way to making this change? Make an action plan.

Here are some tips and ideas to support a long-term activist project.

Identifying an issue in your school or community that you want to address as a class:

- The brainstorming process can be big and open – create an environment in which students both take the question seriously and feel free to address anything from changes in the curriculum to litter in the hallways. Solicit as many ideas as possible.
- Note that some issues are big and might both have complex reasons for existing, and take years to address. This is not a reason not to address them, but if students choose to tackle, for example, the issue of not enough electives in the curriculum, this is unlikely to be something that they can change in the next year. They might, however, be able to get a meeting with the school superintendent to discuss it, or get an article in the local newspaper, or generate a list of very specific recommendations.
- Ask students to explain how issues impact them or others negatively. Why is change needed in this area?
- You may want to note the many types of changes that citizen activists address. There are issues of equity and civil rights; there are also issues around standard of living. Both are

important areas, but they are very different. (For example, be careful that students don't equate litter in the hallway with segregation in the schools.)

- Some sample school issues include:
  - How the school looks (and smells!) – is it clean; is the building in good shape or does it need attention or repairs.
  - Student treatment – do students treat each other well and with respect; do teachers treat students well and with respect.
  - Electives or attention to student interest – is there time for students to pursue things that interest them; are the electives offered sufficient and well organized?
  - Work load – is there too much homework? Not enough homework?
  - Resources – does the school have the textbooks, equipment, etc that it needs to effectively teach students.

What needs to happen for this to change? How can you contribute in a positive way to making this change?

- You may want to conduct a “think aloud” to model this for students, using a very different type of issue. For example:

*“We are unhappy with one of the stores in our neighborhood, because we think that they don't treat their employees very well. We have heard that employees are underpaid and don't get breaks.*

*What needs to change? Ultimately, the store needs to treat employees better. They need to pay them better, and they need to give them breaks.*

*What can we do to contribute to this change? Well first, we should make sure that what we have heard is true. So the first thing we can do is talk to the employees. To do this, we will stand outside the store and talk to employees leaving or coming in. We will create a survey to ensure that we are asking consistent questions about their treatment. We will need to phrase questions delicately, since this is a sensitive matter.*

*We might want to get people to not shop at the store until they make change – a boycott. But maybe first we should share our concerns with the managers or owners, and see if they are planning to make any changes?*

*If we move forward with a boycott, we will need to convince as many people as possible to join this. How can we convince people? Here are some ideas: We could collect stories from employees about their treatment, and share them – maybe on a website or the news. We could make posters sharing our statistics. We could try to get news coverage of this issue. We could go door to door talking to people, or hand out flyers. But wait – first we need to clarify the boycott. Maybe a week is enough, at least to start? We need to clarify that we are asking people not to shop at the store for specific dates...”*

- Make sure that student suggestions are realistic. The sample strategies and additional resources below might be useful with this.
- If there are community organizers or strategic planners in your community (parents, local non-profits, etc.) you may want to see if one of them can talk to students as part of this project, or help with the brainstorm for this step of the project.
- Some sample strategies that students might adopt include:
  - Research – surveys; finding out what how other schools or districts address the same problems.
  - Fundraising - bake sales, raffles, performances with ticket sales, events.
  - Public relations - letter writing campaigns, blogs or newspapers sharing information; flyers or posters.
  - Protests or actions – for example, if the lunchroom is too crowded, refusing to go into the cafeteria.
  - Scheduling meetings and articulating persuasive arguments - the principal, the school board, a city councilperson, parents.
  - Education - school assemblies or guest speakers.

Additional resources that might be of use:

This short lesson from **iCivics** teaches students one way to make change.

<https://www.icivics.org/sites/default/files/uploads/Civic%20Action.pdf>

This document from the **National Association of Student Councils** provides a draft civic action plan at an imaginary high school. <http://www.nasc.us/Content/158/57275.pdf>

**Generation Citizen Resources** provides videos and links to articles showing examples of youth making changes in their communities. The Generation Citizen site

(<http://generationcitizen.weebly.com/>) also offers numerous other useful resources.

<http://generationcitizen.weebly.com/examples-of-youth-making-change.html>

The Quick Start Guide from the **Not in Our School Campaign** suggestions about identifying issues related to racism, intolerance, and bullying, and organizing in response these issues

(<http://www.niot.org/nios/quickstart>).

6.

**What changes are needed now? What does it take to make change? How can each individual contribute?**

**CCSS.ELA-LITERACY.CCRA.R7, CCSS.ELA-LITERACY.CCRA.SL1**

Michael Rakowitz is an artist who, through his art projects, addresses real-life problems. Art such as Rakowitz's is often called "social practice art."

To read more about social practice art, teachers and students might read:

Randy Kennedy, "Outside the Citadel, Social Practice Art Is Intended to Nurture," New York Times, March 20, 2013, at [http://www.nytimes.com/2013/03/24/arts/design/outside-the-citadel-social-practice-art-is-intended-to-nurture.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/03/24/arts/design/outside-the-citadel-social-practice-art-is-intended-to-nurture.html?pagewanted=all&_r=0)

Using Rakowitz's website, <http://michaelrakowitz.com/projects/>, ask students to read about three of Rakowitz's projects: paraSITE, RETURN, and The Visionaries.

- What makes these art projects?
- How are artists' solutions to problems different from solutions that come from politicians? How are they similar?
- Do students have a favorite project? If so, what draws them to that project?



Working as a class, ask students to envision an artistic response to a community problem. Time permitting, enact this response.

7.

**What changes are needed now? What does it take to make change? How can each individual contribute?**

**CCSS.ELA-LITERACY.CCRA.W.6**

Ask your students to join the national conversation about what they do to help change the world by visiting the “Leave a Leaf” interactive on the Anne Frank Center website.

## Resources

### Key text

Anne Frank, *The Diary of a Young Girl: The Definitive Edition*. NY: Doubleday, 1995.

### Books used in the creation of this guide:

Zlata Filipović, *Zlata's Diary: A Child's Life in Wartime Sarajevo*. NY: Penguin Books, 1994.

Zlata Filipović and Melanie Challenger, *Stolen Voices: Young People's War Diaries, from World War I to Iraq*. NY: Penguin, 2006.

Anne Frank, *Tales from the Secret Annex*. NY: Doubleday, 1984.

Anne Frank, *The Diary of Anne Frank: Critical Edition*. Ed. David Barnouw and Gerrold van der Stroom, trans. Arnold J. Pomerans and B.M. Mooyaart-Doubleday. NY: Doubleday, 1986.

Miep Gies and Alison Leslie Gold, *Anne Frank Remembered*. NY: Simon and Schuster, 1987.

Francine Prose, *Anne Frank: The Book, the Life, the Afterlife*. NY: HarperCollins, 2009.

Malala Yousafzai and Christina Lam, *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Boston, MA: Little, Brown and Company, 2013.

### Additional resources cited or used in this guide:

#### Social Studies:

BBC News, Diary of a Pakistani Schoolgirl, January 2009. Accessed at  
[http://news.bbc.co.uk/2/hi/south\\_asia/7834402.stm](http://news.bbc.co.uk/2/hi/south_asia/7834402.stm)

CBC Digital Archives, VE-Day countdown: Food prices soar in Dutch famine zone, April 21, 1945,  
<http://www.cbc.ca/archives/categories/war-conflict/second-world-war/eyes-front-peter-stursberg-reporting/ve-day-countdown-food-prices-soar-in-dutch-famine-zone.html>

Lisa Delpit, Letter to her daughter Maya. From Facing History and Ourselves, accessed at  
[https://www.facinghistory.org/sites/default/files/publications/Choices\\_Little\\_Rock.pdf](https://www.facinghistory.org/sites/default/files/publications/Choices_Little_Rock.pdf)

Jodie Gummow, "14 Shocking Global Human Rights Violations of 2013," *Alternet*, December 26, 2013. Accessed at <http://www.alternet.org/civil-liberties/14-shocking-global-human-rights-violations-2013?page=0%2C0>

Rebecca Klein, Black Children Face The Most Barriers To Success In America, Asians The Least. *Huffington Post*, April 1, 2014. Accessed at  
[http://www.huffingtonpost.com/2014/04/01/casey-foundation-achievement-gap\\_n\\_5065959.html](http://www.huffingtonpost.com/2014/04/01/casey-foundation-achievement-gap_n_5065959.html)

Franz Lanting, Photos that give voice to the animal kingdom (watch the entire talk, 3 min and 30 sec)  
[http://www.ted.com/talks/frans\\_lanting\\_photos\\_that\\_give\\_voice\\_to\\_the\\_animal\\_kingdom](http://www.ted.com/talks/frans_lanting_photos_that_give_voice_to_the_animal_kingdom)

Kimberley Motley, How I defend the rule of law (watch until 2 min 54 sec)  
[http://www.ted.com/talks/kimberley\\_motley\\_how\\_i\\_defend\\_the\\_rule\\_of\\_law](http://www.ted.com/talks/kimberley_motley_how_i_defend_the_rule_of_law)

National Public Radio, Author Talks about Post-World War II Era, January 25, 2009,  
<http://www.npr.org/templates/story/story.php?storyId=99851367>

Enrique Penalosa, Why buses represent democracy in action (watch until 3 min 33 sec)  
[http://www.ted.com/talks/enrique\\_penalosa\\_why\\_buses\\_represent\\_democracy\\_in\\_action#t-28424](http://www.ted.com/talks/enrique_penalosa_why_buses_represent_democracy_in_action#t-28424)

Sapling Project website: <http://www.annefranktreeusa.com/af/sapling.nsf/Locations.xsp>.

United Nations, Universal Declaration of Human Rights, <http://www.un.org/en/documents/udhr/>

## Literature

Andrew M. Kobos, Shoah (website), Poetry by Halina Birenbaum. Accessed at <http://www.zwoje-scrolls.com/shoah/halina.html>

## Art

Randy Kennedy, “Outside the Citadel, Social Practice Art Is Intended to Nurture,” New York Times, March 20, 2013, at <http://www.nytimes.com/2013/03/24/arts/design/outside-the-citadel-social-practice-art-is-intended-to-nurture.html?pagewanted=all&r=0>

Joel Shapiro – Loss and Regeneration, 1993 <http://www.ushmm.org/information/about-the-museum/architecture-and-art/the-art-gravity-loss-and-regeneration>

Learning Through Art / Solomon R. Guggenheim Foundation, “What Have You Got to Say?” [http://media.guggenheim.org/lta/making\\_art/pdfs/18/What%20have%20you%20got%20to%20say-FINAL%20nr.pdf](http://media.guggenheim.org/lta/making_art/pdfs/18/What%20have%20you%20got%20to%20say-FINAL%20nr.pdf)

Ai Weiwei – Oil Spills, 2006 or Descending Light, 2007  
<http://www.phaidon.com/agenda/art/picture-galleries/2011/october/17/the-reason-why-ai-weiwei-is-the-worlds-most-powerful-artist/?idx=23>; <http://moussemagazine.it/ai-weiwei-continua/>

Michael Rakowitz website, <http://michaelrakowitz.com/projects/>