

# Anne Frank: Visiting the Anne Frank Traveling Exhibit

## Summary

### Quotation:

'I hope I shall be able to confide in you completely, as I have never been able to do in anyone before, and I hope that you will be a great support and comfort to me.'

-- Anne Frank, first diary entry (June 12, 1942)

## Materials

Anne Frank: The Diary of a Young Girl

Other background materials from bibliography and other sources, especially diaries and journals.

The four themes of the Exhibit

Picturing the Themes worksheet

Materials for compiling/publishing the students' journals

Optional: computer hardware and software for publishing

## Intended Learning Outcomes

Students will be ready for a meaningful visit to the International Exhibit, Anne Frank in the world: 1929-1945.

Students will know the four themes of the exhibit.

Students will know that 'discrimination existed in the past and still does today.'

## Instructional Procedures

See preface material from 'Anne Frank in the World, 1929 - 1945 Teacher Workbook.'

Pre-Visit: Present the vocabulary list to students to see if there are any new words for them. Devise learning strategies to help students acquire new vocabulary. Use read-aloud suggestions from the bibliography to reinforce key words.

Have students review the Picturing the Themes worksheet, highlighting the four themes. Be sure that all students understand the four themes and the explanations in the worksheet. Explain that the Anne Frank section of the Exhibit is organized around these four themes.

Introduce/Review the concept of a diary or journal. If students have read Anne Frank: The Diary of a Young Girl, ask them to recall features of the book and story. Or, read aloud from Anne's Diary or from the other examples. Have students list the characteristics of a journal (personal, private, confidential, first-hand, natural, everyday, usually unedited, possibly puzzling to strangers, reflective, subjective, sequential but not necessarily daily, etc.) or use the Turning Pages Curriculum to explore the nature of diaries.

During the Visit to the Exhibit (optional) Have students use the Picturing the Themes worksheet to find at least one example for each of the themes from the Exhibit. They may work individually or in pairs. Or four-to-eight small groups could also be responsible for one of the four themes.

Post Visit Give students a time to 'debrief' and to share the emotional impacts as well as the factual information resulting from their visit to the Exhibit. This can be done in their journals and/or orally in a large group or by small groups using the Picturing the Themes worksheet. If small groups were responsible for only part of the worksheet at the Exhibit, a class composite should be made.

Be sure that students have an opportunity to write about their Exhibit experiences and reactions. Use the student comments for class discussion.

Closure: Have students select a favorite entry from Anne Frank: The Diary of a Young Girl, enlarge it to poster size, and illustrate it. Display these posters in the classroom, school, or community.

Have the students search the school or public library for examples of published diaries and journals.

Discuss the quote from Anne Frank.

### Extensions

Combine these activities with the Turning Page Curriculum. Use the Exhibit Catalog, available for purchase at the Exhibit or from the Anne Frank Center in New York, to complete the picturing of the Themes worksheet. Use enrichment Activities found in the Variety of Lessons Curriculum. Use videos or films to familiarize students with the story of Anne Frank.

### Authors

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