

# The Second World War, Anti-semitism & Anne Frank

This activity was inspired by Sharon Langham's work on Slave Rebellions and devised by Johanne Brander and Hanne Mellor at Tornhoj School in Aalborg, Denmark. The activity is simple. You print on card and cut up the information, and then try to fit the cards on the timeline. It can be done mathematically, but a little research in history books and Anne Frank's diary will speed up the process.

We want to encourage the use of history materials produced in different countries to reveal different interpretations from different points of view, so please send us more of these kinds of activities.

The webaddress for this activity is <http://www.collaborativelearning.org/annefrank.pdf>  
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## COLLABORATIVE LEARNING PROJECT

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Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive teaching materials in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter "PAPERCLIP" is also updated regularly.

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Early 1800s	1889	1919	1920s	1920s	1920s
1929	1929	1932	1933	1933	1933
1933 STARTER	1938	1938 CRYSTAL NIGHT	1938	1940	1940
1940	1940	1941	1942	1942	1944 D-DAY
1944	1944	1945	1945	1946	1997

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At the beginning of the 19th Century Jews are no longer required to live in the ghetto. The law declares them equal although anti-semitism never fully disappears.	Otto Frank, Anne's father is born on May 12th, in Frankfurt's Westend, 44 years before he moved to Amsterdam.	The National Socialist German Workers party (NSDAP) is founded 22 years before the Jewish neighbourhood in Amsterdam is sealed off.	On November 12 in the same year as "crystal night" the first mass arrest of Jews takes place.	7 years after the Frank family flees from Germany, the Jewish population in Holland is about 140,000, 24,000 of whom are refugees.	57 years before 1997, the Dutch Government, not convinced of the Jews' need to flee from Germany, restricts the number of immigrants allowed into Holland.
In the same year as the Nazis shrewdly use the apparent human need for a scapegoat, NSDAP recruits more and more followers	During the same period of time as NSDAP recruits more & more followers, Hitler blames not only what he calls the weak government for all the problems in Germany, but also the Jews.	120 years after the low levels of anti-semitism, the Nazis shrewdly use the apparent human need for a scapegoat.	5 years before the liberation of Denmark, on May 10th, Holland is invaded. Five days later the whole country is under German occupation	Denmark is occupied by Germany on April 9th, 7 years after Hitler seizes total power in Germany.	In February this year the Jewish neighbourhood in Amsterdam is sealed off and 400 Jewish men & boys are grabbed & taken away. No one knows where to. This happens 8 years after the Frank family flees from Germany.
The same year as political and social tension grew in Germany, Anne was born on June 12th in Frankfurt.	11 years before the occupation of Denmark The Great Depression causes social and political tension in Germany. e.g. in Frankfurt one fourth of the population no longer has a steady income.	About 130 years after Jews were no longer required to live in the ghetto, Hitler wins the election in Germany.	2 years before D-Day, on July 6, the Frank family goes into hiding. They do so the day after Margot got the call to report to a "Labour Camp".	Two years after the occupation of Holland, Mr. & Mrs. Van Daan & their son Peter join the Frank family in the "Secret Annex".	On June 6th, D-Day 156,000 allied soldiers land in northern France.  <b>STARTER</b>
In the same year as the Frank family leaves Germany Hitler seizes total power on March 23rd.	7 years before the invasion of Holland, on April 1st, Joseph Goebbels declares the official boycott of the Jewish shopkeepers, doctors and lawyers	On April 11, 10 days after Goebbels declares the official boycott of the Jewish shopkeepers, all public servants with at least one Jewish grandparent are fired	3 months after D-Day, on September 5, the southern part of Holland is liberated	A month before the liberation of the southern part of Holland, on August 4th, the German police make a raid on the "Secret Annex". All the occupants are arrested and sent to concentration camps.	56 years after the birth of Otto Frank, on May 5th, Denmark is liberated.
Otto Frank and family leave Germany for Amsterdam.  <b>STARTER</b>	Four years before the Frank family moves into the "Secret Annex" Jews are barred from schools and universities in Germany.	On November 9-11 scores of synagogues and thousands of Jewish owned shops all over Germany and Austria are ransacked and burned. This is known as "Crystal Night" <b>STARTER</b>	The first atomic bomb is dropped on Hiroshima at 8.15a.m., August 8. Denmark is liberated in the same year.	One year after the first atomic bomb was dropped, 22 of the most important Nazi leaders are tried by the International Tribunal in Hamburg.	65 years after Hitler won the election in Germany certain political organisations blame specific groups of refugees for all that is wrong, just as Hitler blamed the Jews.