



# THE DIARY OF ANNE FRANK

A 5 PART DRAMA FOR THE BBC

RESOURCES FROM THE ANNE FRANK TRUST



## EPISODE 1

## HISTORY & ENGLISH

## KS3/S1

### LEARNING OBJECTIVES

- 👉 To consider how individuals were identified for call up to the concentration camps.
- 👉 To write a formal piece of writing stating differing sides of an argument.

Watch episode one and ideally read the Diary of Anne Frank p19 – 24 (Wednesday, 8th July, 1942)

### INTRODUCTION

Discussion points:

- What call-up papers are?
- Who were they for?
- How was it possible to track all these young Jewish people?

### MAIN BODY

Although the Franks had been living under the Nazi regime, the factor that pushed them into hiding was the call for Margot to return to Germany to a labour camp.

The Nazis were effective in calling Jews as they had tight records of where all those who had emigrated had moved to. They also had stamped a J for Jude (German for Jew) in every passport. The Dutch were co-operative in giving this information to the Nazis.

In the UK today the Government are looking to introduce ID cards for all people living in the country. They would hold information such as name, address, date of birth and perhaps finger prints and a picture of your iris in your eye. At present this is an idea but one day, people might be forced to carry an ID card all the time.

Brainstorm the pros and cons of this as a planning page for writing. This can be done as individually or as a class.

Ideas include:

- Could ID cards fight crime, terrorism and illegal working?
- What if your card is stolen?
- If you've got nothing to hide why should it bother you?
- ID cards could prevent underage people purchasing cigarettes and alcohol.
- What if it gets lost?
- Who is going to pay for ID cards?
- What if my personal information falls into the wrong hands?
- Can they be faked?
- How has personal information like this been used in the past?

Pupils should write report outlining the both sides of the argument before reaching a conclusion of their own opinion on the matter. If time allows, have a whole class debate.

### PLENARY

We have heard how personal information has been used historically to discriminate and persecute. We must be careful where and when we leave such information. Discussion around web safety and the distribution of personal data should be encouraged.