

Learn Along:

ANNE FRANK – FRED MARCUS

Essential Question:

In order to survive the Nazi regime (government) the Frank family went into hiding. If available, what other options did Jewish families take to survive?

FOR THE TEACHER:

Lesson Background

This lesson is designed to help students place Anne's experiences into the larger picture of routes of escape taken by Jews in the 1930s and 1940s. It compares Anne's experiences in hiding with the experiences of Fred Marcus. Like Anne, Fred came from an urban, upper middle class, assimilated Jewish family. Unlike the Franks, Fred Marcus and his father were able to book passage to Shanghai, where Fred lived until he immigrated to the United States in 1949.

Skills

- Comparing multiple narratives in history: Although Anne, Henry, and Fred all lived during the Holocaust, they all experienced this event differently. In this project, students are directed to make explicit comparisons between the historical figures.
- Reading secondary sources, accessing primary sources via photographs and video survivor interviews
- How to read and use a timeline

Goals

After completing this project, students should be able to

1. Identify various options (or lack thereof) for Jewish families looking to flee Nazi Germany, occupied, and collaborating territories.
2. Identify common threads in the experiences of three urban, teenagers as they live through the Nazification of their countries.
3. Compare what life was like for Anne, Henry, and Fred.
4. Identify common threads in their stories (lack of food, income, fear, role of the radio), and significant differences based on each person's situation.

Instructions

This packet is meant to be used alongside a reading of *The Diary of Anne Frank*. One column addresses the major and minor life events in Anne's narrative. The other column matches Fred's story to Anne's. At times, this is chronological. At other times, it is thematic. For example, both Anne and Fred mention the changes and antisemitism they encounter at school. While for Anne these changes happen after the Nazi occupation of Holland in 1940-42, for Fred they happen earlier after the Nazi seizure of power in Germany, 1933.

Materials

- Packet
- Access to www.survivalandwitness.org
- Headphones (for students to use when listening to videos)

How to use this

This packet can be used in the following ways:

Extension/Research Project: After reading *The Diary of Anne Frank*, this can be used as an extension/research project that could take up several class periods. Students would use the packet as a chronological framework for research using the resources on www.Survivalandwitness.org and includes text, photographs, and video interviews. If students are working in groups, the teacher could divide the content into 3-4 sections and students could approach this as a jigsaw activity.

Warm up/Antiset/Closure: Each page represents an important date/event/theme from Anne Frank and asks students to compare it to a corresponding event in Fred Marcus' life. Each page could be used as a warm-up/antiset for that day's lesson on Anne Frank. As your class works through Anne's story, they will also construct the parallel story of Fred Marcus.

Differentiation options:

- For students really focusing on reading Anne's story (or struggling with reading comprehension, or with accommodated or reduced reading per a 504 (ex, dyslexia, dysgraphia):
 - they can focus on Anne's column, which asks them to summarize from the assigned parts of the diary (reinforces what they read in preparation for the activity).
 - Or, they can focus on Fred's life, which is accessible in videos
- For students with reading accommodations and/or students who benefit from audio-visual content, they can be tasked with watching the interview clips from Fred Marcus and summarizing the oral histories (no additional reading).
- For more advanced students who read Anne's diary easily, they can be tasked with reading the content about Fred's life from Survival and Witness. They are tasked with summarizing new reading material.

- For more advanced and GT students - they can be tasked with answering the same prompts provided for the other survivors: Jack Adler, Paula Burger, Henry Lowenstein. Challenges: ask students to compare the differences due to gender, urban vs. rural, assimilated vs. traditional, class, etc.

Interactive class timeline activity

As you work through the *Diary of Anne Frank*, students construct a physical timeline around the walls of the classroom. Begin by creating a chronology of most important dates in Anne's life:

- 1933: Nazi Seizure of power & Franks move to Amsterdam
- 1933-1938: Nuremberg Laws and increasing restrictions on Jewish life in Germany
- November 9, 1938: Kristallnacht
- May 1940: Nazi occupation of Western Europe including the Netherlands
- 1940-1942: Nazification of the Netherlands; persecution of Jews in Germany
- June 1941: Nazi invasion of the USSR, beginning of the Holocaust by Bullets and construction of the Death Camps
- etc.

One group of students will use the Holocaust Timeline on Survival & Witness

(<https://survivalandwitness.org/holocaust-timeline/>) in order to summarize the significant historical events for your given class or week of content. On a blank piece of paper, they will write up their findings and post it on the timeline in the classroom.

A second group of students will fill in what was happening to Anne in the same period. They will summarize the events from the assigned reading and post it on the timeline.

A third group of students will research the corresponding part of Fred's life in the same period of time (<https://survivalandwitness.org/table-of-contents/fred-marcus/>). They will summarize the events from their research and post it on the timeline.

As you go, your class will create a giant chronology that makes visible a) the overall historical narrative, b) how Anne fits into that narrative, and c) how Fred fits into that narrative. This could be done as a 10 min warm-up at the start of class.

Assessment options

- **Formative:** grading the packet
- **Analytical:** incorporate comparing Anne's life to Fred's life into a class discussion or essay
- **Analytical/thematic:** introduce students to a consideration of how differences manifest in Fred's and Anne's lives: What role did gender play in their experiences? Anne lived with her family and an abundance of roommates, how did that compare to Fred who lost his mother in 1938 and his father while in Shanghai?

Essential Question:

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Topic: Families and life pre-1938

Date/Event	Anne's experiences	Fred's Experiences
20 June 1942	Anne describes her family, why they moved to Holland in 1933, and her father's work. Who is in Anne's family? Why did they move to Holland in 1933? What was Otto Frank's job?	Using: https://survivalandwitness.org/holocaust-timeline/fred-marcus-is-born-in-berlin-germany/ Describe Fred's family. Watch the video clip and answer: What was Fred's life like in Berlin:
Analyze	What parts of Anne's and Fred's lives were similar ?	What parts of Anne's and Fred's lives were different ?

Topic: Antisemitism in school, pre - 1938

Date/Event	Anne's experiences	Fred's Experiences
<p>20 June 1942</p>	<p>Anne describes having to switch schools.</p> <p>Why did Anne change to the Lyceum?</p> <p>How did she feel about it?</p> <p>Looking back to the entry on June 15, how did she feel about her classmates?</p>	<p>Using: https://survivalandwitness.org/holocaust-timeline/antisemitism-in-the-classroom/</p> <p>What laws were passed that affected Jewish students at school?</p> <p>Watch the video clip and answer: What were 3 really big changes Fred faced at school?</p>
<p>Analyze</p>	<p>What parts of Anne's and Fred's lives were similar?</p>	<p>What parts of Anne's and Fred's lives were different?</p>

Topic: 1938, Kristallnacht, and restrictions on Jewish Communities, Part 1 (continued)

Diary Date/ Event	Anne's experiences	Fred's Experiences
<p>Diary, 20 June 1942</p>	<p>After the Nazi invasion in May 1940, Anne describes many restrictions on Dutch Jews, similar to those already established in Germany after 1938.</p> <p>List the restrictions she describes in her diary. Which would affect you the most?</p>	<p>What restrictions did Fred experience? In the Spring of 1938, he describes restrictions in businesses and restaurants. Read his experiences, watch his interview and summarize below https://survivalandwitness.org/holocaust-timeline/many-establishments-ban-jews/</p>
<p>Analyze</p>	<p>What parts of Anne's and Fred's lives were similar?</p>	<p>What parts of Anne's and Fred's lives were different?</p>

Topic: Preparing to leave Germany and/or go into hiding, Part 2

<p>Diary, 5-9 July 1942</p>	<p>In these three entries Anne describes her family's fear about being "called up" and how they put into effect their plan to go into hiding in the Annex. What preparations did they have to make in order to go into hiding? What parts of their lives did they give up in order to go into hiding?</p>	<p>After Kristallnacht in 1938, Fred's family faced a similar choice about whether to stay in Germany or leave. They decided to immigrate. Using Fred's video clip (https://survivalandwitness.org/holocaust-timeline/preparing-to-leave-germany/) investigate: Where did they consider immigrating to? Where did they decide to immigrate to and why? What did they have to do in order to immigrate?</p>
<p>Analyze</p>	<p>What parts of Anne's and Fred's lives were similar?</p>	<p>What parts of Anne's and Fred's lives were different?</p>
<p>Consider</p>	<p>If your family faced a decision similar to Anne's and Fred's, what do you think they would do?</p>	

Topic: Going into hiding/immigrating to Shanghai, Part 2

<p>Diary, 5-9 July 1942</p>	<p>How does Anne describe her journey into the Annex? What feelings does she express in her diary?</p>	<p>How does Fred describe his journey to Shanghai? What feelings does he express in his story? (https://survivalandwitness.org/holocaust-timeline/passage-from-berlin-to-shanghai/)</p>
<p>Analyze</p>	<p>What parts of Anne's and Fred's lives were similar?</p>	<p>What parts of Anne's and Fred's lives were different?</p>