



Anne Frank

A HISTORY FOR TODAY

EDUCATION MATERIAL

INFORMATION FOR GUIDES // BACKGROUND INFORMATION FOR EACH OF THE EXHIBITION
PANELS // QUESTIONS TO ASK VISITORS OR STUDENTS // EXHIBITION GLOSSARY

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Preface

Dear future guide and teacher,

We would like to thank you for deciding to become a guide for the exhibition 'Anne Frank – A History for Today'. This exhibition not only provides information, but also aims to provoke and arouse curiosity. As a guide/teacher, you can help engage visitors in interesting discussions and provide them with extra information that you consider to be important.

We created this manual for you, so that you can easily find some relevant background information about the exhibition and to make sure that you have a few tips and 'tricks' handy for successful guiding. The information given here is just to give you some ideas as to what might work well, but you can structure and lead the guiding in the way that you think works best. Discussions with your fellow teachers about 'what works' can also be very useful.

After the section on tips and tricks to be a guide, you'll find a description of some of the images in the exhibition. We provide you with some additional information that you can use during your tour so that you can give the audience just that little bit extra that makes a tour fascinating. Of course you can use other images as well!

INTRODUCTION

The exhibition 'Anne Frank – A History for Today' was created by the Anne Frank House in Amsterdam (Holland), which was established in 1957 to preserve and maintain the Secret Annex, where Anne and seven other Jews hid for more than two years during the Second World War. Nowadays, the Anne Frank House maintains the Annex as a museum and spreads Anne Frank's ideals as outlined in her diary, which she wrote in hiding. Anne Frank's life story encourages people to work together for a free and democratic society, in which people tolerate each other despite their differences.



THE EXHIBITION

In the exhibition 'Anne Frank – A History for Today', the history of Anne Frank is presented to trigger people to think about human rights and to encourage people to take action where needed.

It is important to keep in mind that the exhibition is not only a story about a Jewish girl who was forced to go into hiding during The Second World War. Thanks to Anne Frank's diary, her story can serve as a symbol for the countless unknown stories that have been forgotten from this period. The Anne Frank House decided to create the traveling exhibition to reach as many people in their communities as possible. Also, the international exhibition can serve to help people organizing other events to support the overall project - much more than a book or film could do.

The history of Anne Frank is the common thread that runs throughout the entire exhibition. The Frank family's story reflects world events during and after the Nazis' came into power. In this way, the exhibition shows how persecuted people such as the Franks were affected by political decisions and by the actions of individuals.

Aims of the exhibition

- 1 To inform visitors about the history of the Holocaust from the perspective of Anne Frank and her family. To show historical facts and events that governed their lives, thus illustrating the effects of National Socialism on a Jewish family.
- 2 To show visitors that differences between people exist in all societies (cultural, ethnic, religious, political or otherwise). In many countries, however, there are people who consider themselves superior to others, and deny them the right to equal treatment. To show also that these ideas might lead to discrimination, exclusion, persecution, and even murder.
- 3 To encourage visitors to analyze the concepts of tolerance, mutual respect, human rights, democracy, and their meaning for us.
- 4 To convince visitors that the creation of a society in which differences between people are respected is not something automatic. In addition to laws (and their implementation), it is essential that each individual is committed to defending the rights of others to the best of his or her ability.



ABOUT GUIDING



What is your role?

Being a guide/teacher in the exhibition is very important for the success of the overall project in your community. This is not always an easy task, but guides around the world tell of the positive experiences they have as guides. You are one of the people who will be responsible for what the visitors to the exhibition come away with. Part of your responsibility will be to collect the information needed to conduct a tour and to engage young people in a (short) discussion about the themes in the exhibition. Most importantly, you will be called upon to transmit to the best of your ability the ideals that Anne Frank writes about in her diary.

There is more than one way to be a good guide/teacher. You have the space to explore your own ideas and to interact with the group in ways that can better help them understand the exhibition.

Here are some general tips that might help you:

- The more opportunities you can give visitors to do or say something themselves, the more likely they are to absorb the information.
- The more you are able to relate the exhibition to events experienced by the visitors, their families or the communities they come from, the more likely they are to understand the information you provide them with.
- The more you can assist your group in understanding how historical events affected the lives of ordinary people like the Frank family, the more visitors will be able to grasp the implications of events that happened long before most of them were born.
- Try not to see the exhibition as a closed chapter in history. If people can leave the exhibition wanting to 'know more' or 'do something' you have accomplished a lot.
- Think of a message that you would like the visitors to walk away with, but be careful not to preach – people do not like this.
- Be careful with your opinion (by saying, for instance 'that was horrible' or 'that was great'). Instead try to draw out different opinions that exist in the group.

Practical suggestions

- **Venue:** The exhibition venue is relevant to your work. For instance, if extra rooms are available these can be used for additional activities and discussions for small groups.
- **Time of visit:** Each group comes to the exhibition at a specific time. The visitors will be influenced by what they have already experienced on that day or week, or by what they have seen on the news. This can give you the opportunity to refer to current affairs (in an informative way, without overtly giving your own opinion), or it might restrict you if the group is not focused at that moment.
- **Duration:** Find out in advance how much time the group has and structure your guiding according to this. Leave about ten minutes for questions and answers at the end of the guiding. Most school groups allow a maximum of 1½ hours to visit the exhibition, which includes the showing of a 25-minute DVD. This will differ per exhibition venue.
- **Group size:** This always varies. Usually, the smaller the group the better because it gives more opportunity for discussion and everybody can see the information you are trying to point out. Groups larger than 20 are more difficult to manage. You can also divide the group in half, so that one group can start with the movie and the other with the exhibition. Some guides like to start with a small group discussion.
- **Guide in pairs:** If you feel comfortable doing this, share the guiding with an other person. This gives you some extra support. But make sure it is clear who will do what.
- **Dealing with difficult visitors:** Almost all tours are uneventful, but once in a while there is a disruptive person among the visitors. Many guides will ignore remarks that are made quietly and do not disrupt the others in the tour. But sometimes remarks are made that cannot be ignored, or a direct question is posed that is disrespectful to you, the other visitors or to the victims shown in the exhibition. In such cases you can always ask for help from the person responsible for the venue. If a school group comes with a teacher you can ask the teacher for help. This might mean stopping the tour for a brief moment to take the teacher aside. Try to avoid getting into unpleasant discussions with a particular person. Otherwise you will lose the attention of the whole group and also lose your focus.
- Though the subject is a moving one, guides should try to keep their own emotions under control.
- When certain individuals in the group are not paying attention, try not to focus too much on them – this will make you more uncomfortable and also de-motivate the visitors who are paying attention.
- Gather together with other guides and share your experiences, both positive and negative. Sharing experiences is always helpful in improving the guiding you are doing.



GUIDING

Preparation

You can prepare yourself for your task even before you see the exhibition for the first time. For instance, you could (re-)read Anne Frank's diary and/or watch the DVD "The Short Life of Anne Frank". There are also many informative movies about the Holocaust, such as Schindler's List, SHOAH, and Europa.

The same applies to the history of the Second World War: if you no longer feel sure of some of the more general facts concerning the period 1930-1945, look them up in a history book or ask acquaintances who might have more detailed knowledge. Remember though, we do not expect you to be a professional historian and know every detail. Most important is to get people to reflect on the past, present and future and their own role in actively spreading the ideals of Anne Frank. You should also think about the message you would like to get across. This could be a thought, a reflection about what happened, and it could also be related to present events. Of course, the message should be related to the themes and topics that are discussed in the exhibition.

The guiding should always have three parts:

Before beginning the tour, you should find out what the group already knows and explain what you intend to do during the course of the tour, i.e. you should create an atmosphere which enables all the members of the group to come to terms with the subject matter and with the exhibition.

The main section of the guiding relates to the key points of the exhibition. The members of the group should be focusing on the questions that the exhibition poses and you are there to help them interpret the information that they are exposed to.

The closing section of the tour provides an opportunity for reflection: the members of the group might talk about what surprised them in the exhibition, what they did not expect, or what really struck them. They may also relate the lessons they have learned in the exhibition to society today or to their own lives. Some might even mention what they think they can do personally, or as a school class, after leaving the exhibition to prevent intolerance around them. One aim is to prevent visitors from thinking that what they have just seen in the exhibition is a closed chapter and that this visit to the exhibition is just like any other experience they might have in school.

The Beginning

Beginnings are important. The more you know about the group before it arrives the better. Try to find out from the organizers whether the subject of the Holocaust or the Second World War has ever been taught at school and if so, when and how. Is there anything special you should know about the group? How old are the pupils?

As the group arrives, have a few words with the teacher (s). You can find out whether anything has happened that day or week which might have influenced the pupils' concentration. Also, a brief chat can help teachers reassure themselves that you are somebody they can entrust the class with. In addition, he or she can help you in case the group does not pay attention.

At the beginning, the group might be mulling around, lacking focus. You need to gain their concentration and invite them to actively participate in the tour from the very beginning. It is vital that you give the participants an opportunity to say something (no matter what!) very early on. At this point, the only priority needs to be that the group members feel engaged in the tour. Experience has shown that if people do not have an opportunity to speak at the beginning of a tour, they often say nothing at all for its entire duration.

Prepare a good opening phrase: greet the group and introduce yourself. The pupils do not know you (unless you have paid a preliminary visit to the school to orient yourself) and the more personal your introduction is (but not too personal), the more likely it is that they will work with you. You can for instance talk about what motivated you to become a guide and maybe what you personally have learned from the exhibition (though you might want to leave this until the end).

After introducing yourself, you can ask, for instance, what the group has done so far today, what they think of Anne Frank, what particularly interests them about her. You can ask how they have prepared for the visit (the teacher might have mentioned something and you can get this confirmed). Some pupils may have read the diary and remember something about it or have some questions about what they read (you can then mention that you will try to answer those questions as the tour proceeds). You can ask whether any of them keep a diary themselves and what this means to them? If so, how does it differ from Anne's diary? Is there anything unusual in reading someone else's diary?



During the guiding, you will most likely be confronted by different pupil reactions – interest, surprise, pity, disgust, skepticism, dismissal, and boredom. Always try to remember why you decided to do this work and why you feel the exhibition is important. It could be helpful to meet with the other guides beforehand and talk about why the exhibition is important to everybody and what they think the main things are that they want to get across.

Doing the guiding

During the actual guiding through the exhibition, it will be up to you to arouse the participants' interest in the history of Anne Frank, to teach them about the Holocaust and encourage them to reflect on their own attitude towards human rights. A few tips:

- Instead of telling the group that the Franks were an ordinary family, try to have them discover this themselves. The more people discover things themselves, the more they feel part of the process of learning something. In the same way, attempt to have the pupils come to the realization that the Franks were innocent victims and that they were in no way responsible for the horrible things they were forced to experience.
- Try to get the pupils to realize that the Nazis were ordinary people as well and that many ordinary Germans came to believe the Nazi promises through very effective propaganda. However, it is also good to point out that not all Germans joined the Nazis. Many opposed the Nazis in small ways and more significantly, some Germans took great risks to help Jews that they did not even know. They risked their jobs and even their lives. Return frequently to the subject of what these historical issues can mean to us today.

Make sure that you use words that are not too difficult for the age and ability of your group and fully explain unusual words (such as 'scapegoats'). We have defined some key concepts in the glossary.

Be aware of the attention span of your group. For pupils and a number of the teachers, these events took place long before they were born. You can ask the teachers and the pupils why, in their opinion, this history is important to our world today (a good question especially at the end). You can help make cautious connections to today's world to generate responses (do we still have genocides today, do we still have racism, are there still Nazis or people who believe in some of the same things that Hitler's Nazis believed in?).

As much as possible, make use of the photographs on the panels, any objects that might be present, any talks that you might have heard (for instance from a survivor) and even the atmosphere created by the exhibition. These are the things that make the exhibition come to life for the pupils. You can use, for example, a quotation from the exhibition or from Anne's Diary for discussion purposes. However, do not end up just reading all the time.

Be aware of your time limitations

Your actual time for guiding is usually an hour or less. It is impossible, however to have a standard plan for every guided tour. Some groups will ask more questions than others and this means that you might have to talk about less photos or topics, and have more discussion. As has been already stated, the most important thing is to interact with the group and to get them to participate as much as possible. A successful tour is a tour where the pupils comment, ask questions of clarification, offer their opinions and engage in (brief) discussion. Nevertheless, there are some basic points for conducting a good guided tour, and we will talk about this in the next paragraphs.

Be aware of the chronological nature of the exhibition

Pupils will usually expect to be shown the exhibition chronologically. The difficulty is that it is impossible to focus on each panel (let alone every picture) in the time that you have available. In our experience, a chronological tour works best if you choose no more than 30 photographs to show your visitors. Even if your tour lasts 45 minutes, this still only means less than 1½ minutes per picture (allowing for moving from one panel to the next). Concentrate on these photographs (unless your group is particularly interested in some of the other pictures) and pass all the others with just a few explanatory words.



Closing the tour

Most tours end when the final panels have been presented and hopefully discussed in brief. It is good to have an idea of how much time you still have, if any. Hopefully, you were able to make sure during your tour that you had some time left at the end for discussion. Some closing statements, no matter how short, are appropriate. Remember, the pupils have just been introduced to (or learned more about) one of the darkest periods in human history. This deserves some reflection. You cannot read the minds of the pupils, but most will be effected in some way by what they have seen and heard.

Once in a while, for whatever reason, it can happen that you cannot keep the attention of the group. In such situations there is no harm in asking the teacher whether you should finish early and ask the pupils to pay attention for another 10 minutes so that you can finish your program.

The closing comments should ideally allow reflection on the link between the exhibition themes and life in today's world. This is the moment to talk about the relevance of the exhibition for the pupils and their lives.

Every tour should end with an expression of thanks to the group for having listened attentively – this indicates that the tour is now really over. If you wish, you can also thank the teacher, from whom you may well get an idea of what the impact was of your presentation. Also ask them to inform the exhibition organizers of any further work they might undertake in school.

Have a look at several examples of how to end your guided tour:

- 1 A common way to end one's tour is to summarize some of the main things the students saw in the exhibition and to also come back to one or more key comments that the group made.
- 2 You might want to focus on the main lessons in the exhibition and a message that the pupils can take with them. Be careful that this message is not too preachy.
- 3 You can invite the pupils to come visit the exhibition again so that they see the rest of the photos and information. They can also be invited to come back with their friends and family members.

- 4 It is not a bad idea to make suggestions for the teachers and pupils as to how they can engage in activities that are a good follow-up to the exhibition. Often, communities that host the exhibition have a number of other events planned, like talks, plays, music and films.
- 5 If the pupils have a lot of extra time you can suggest ways in which they can make good use of their time in the exhibition. For example, you can ask the pupils, individually or in small groups, to go around the exhibition once more to find the photograph which impressed them most or you can also ask them to write their reflections about the exhibition. Many exhibition venues provide a 'guest book' or some other way for people to write down what they think.

With all this now said, we turn to the actual content.

The exhibition is very suitable for guided tours. On the next pages, you will find background information on specific photos that you will find in the exhibition. This selection of photos tells the main story of the exhibition. Hopefully, this will help you build structure into your own tour. We see the descriptions below as guidelines that can help you piece together what you think you should be focusing on during your tours. You will see a number of questions that can serve to help you reflect on this history yourself or to be introduced into your tours.

PANEL 1

INTRODUCTION



This exhibition is about the life and times of Anne Frank. Anne was one of the nearly six million Jews who were murdered by the Nazi regime and their sympathizers throughout Europe. Because of Anne's diary we can get an impression of what it was like to live in constant fear of discovery and death during the period referred to as the Holocaust or SHOAH.



PANEL 2 POVERTY IN THE TWENTIES AND THIRTIES

Catalogue pages 8-15

This panel depicts the situation in Germany during the late 1920s. There was a worldwide economic crisis that deeply affected Germany. As a consequence, the Nazi party was able to increase its popularity by offering solutions to German citizens. In addition to the economic crisis, the victors of the First World War forced Germany to pay war-reparations. The so-called Treaty of Versailles, which was signed after this war, placed high demands on Germany. Unemployment grew quickly at the end of the 1920s and early 1930s and the NSDAP took advantage of the miserable conditions to push for radical changes in society.

Photos 1 and 2: Otto Frank and Grandmother Frank during World War I.

Catalogue pages 8-11

During the First World War, many Jews fought in the German army, like Anne's father, or supported the war effort in other ways, like her grandmother. After the war, Jews were often blamed for Germany's defeat.

Photo 3: 'Kinder in Not' women collecting money for needy children.

After Germany lost the First World War (or Great War), the Allied Forces signed the Treaty of Versailles, which laid down the conditions for peace after the war. Germany was forced to pay heavy reparations. Millions of people in Germany lost their jobs and lived in poverty. Many people rejected the heavy penalties and wanted revenge.

Questions:

- What were the consequences of the Treaty of Versailles?
- Do you think the Second World War have happened without the First World War?
- Was it fair for Germany to pay reparations?
- Do you know of other demands on Germany that were part of the Treaty of Versailles?
- If you were a head of state, what would you do with a defeated country and its citizens?

Photo 4: Economic Crisis. Children playing with worthless money.

Money had become worthless because of the economic crisis. In 1923, inflation was at its worst. The government had printed more money to pay employees their salaries. Because of this, German money lost all of its value.

Photo 5: Book cover of 'Mein Kampf' (My struggle).

In 1924, while he was in prison after a failed coup attempt, Adolf Hitler started to write down his views and ideas. His book, called *Mein Kampf*, was widely circulated after Hitler came to power. This book contained the key ingredients of National Socialism, including Anti-Semitism. Hitler took advantage of the anti-Semitism that already existed among many in Germany to launch a hate campaign against Jews. Once he was in power, Hitler could turn anti-Semitism into a state ideology.

Questions:

- It is now forbidden in many countries to buy 'Mein Kampf' in bookstores. Do you agree with this or do you think people should be able to buy it?
- Can you think of arguments to make it illegal for people to buy Mein Kampf?
- Can you think of arguments why it should be legal?
- Do you know the titles of other books that promote racist theories?

Photos 7 and 8: Hitler at the annual party rallies in Nuremberg, 1927 and 1929. NSDAP

National Socialism operated according to the so-called 'leader principle': Adolf Hitler was the absolute ruler. Both the party and society as a whole were organised along strictly hierarchical and bureaucratic lines.

The National Socialists wanted to regain all of the territories that Germany had lost under the terms of the Treaty of Versailles. Other territories where Germans lived would be brought together in one Greater Germany: they would all come 'Home into the Empire' (Heim ins Reich).



Racism was a major feature of National Socialism. The National Socialists believed in a hierarchy of 'races'. According to their worldview, the 'Aryan race' was superior and the 'Jewish race' inferior. Only 'true Germans' belonged to the 'Aryan race'. Through a variety of measures, German Jews were reduced to the status of second-class citizens in their own country: the country they had inhabited for many generations. As time passed, they were increasingly persecuted, and ultimately murdered by the millions in concentration and death camps. Other groups, including Roma ('Gypsies'), homosexuals, Jehovah's Witnesses and people with disabilities were also seen as 'undesirable' in the National Socialists' view of the world. This led to persecution, a denial of rights and in many cases their death.

Hitler and his Nazi followers hated the Jews. They took advantage of anti-Semitic feelings that had been present in Germany and elsewhere for centuries. Hitler used the Jews as a *scapegoat* for all the ills of German society. He blamed them in particular for Germany's defeat during the First World War and for the economic crisis that afflicted Germany from 1929 onwards.

Questions:

- Why do you think so few people voted for Hitler and the NSDAP before 1929 and why so many in 1932?
- What did Hitler promise the German citizens?
- Can you think of political parties today that share some of the same ideas as the NSDAP? What ideas?
- Now you know a little more about national-socialism, but what is nationalism and what is socialism? Was Nazism nationalist? Was it socialist?
- Do you know what anti-Semitism is? And why did it exist before the war?
- Do you think there is still prejudice against Jews nowadays? How is this expressed?
- Are people prejudiced against other minorities in your country? Has this changed in recent years?

Photo 9: Frank family

Catalogue pages 8-11

Otto Frank and Edith Hollander were married on 12 May, 1925, which was also Otto's birthday. In accordance with the wishes of Edith and her parents, the marriage took place in the Aachen Synagogue. Both families came from a liberal Jewish tradition, but were not strictly observant. They went to Italy on their honeymoon. Their first daughter, Margot, was born on 16 February 1926 and Anne was born on June 12, 1929.

Photos 10 and 11: Hitler at a gathering with fans in Munich / waiting in line for employment

Many Germans were poor in these years. Hitler presented himself as a saviour. He offered the Germans jobs and gave them hope. He also blamed the Jews for the problems that Germany was facing. Because things were so bad, many people did not realise what they were voting for; they just wanted a better way of life.

Questions:

- What is shown here? (photo 11)
- Can you see what is written on the wall and what it suggests?
- Is this propaganda in your view? Why or why not?
- Why is it clever to write on the wall?
- Can you give other examples of this kind of propaganda?



PANEL 3

THE RISE OF THE NSDAP

Catalogue pages 16-21

On this panel you can see how the power of the NSDAP (National Socialist Workers Party) was increasing. As soon as Hitler came to power, anti-Jewish measures were put into place. Not only the Jews were unwanted in Germany, all opponents of the party were in danger. Democracy was declining quickly in Germany. After 1933, all political parties except for the NSDAP were prohibited. Hitler had become a dictator.

Photos 18 and 25: Anti-Nazi demonstration / political prisoners

Not all Germans supported the Nazi's. There were many opponents, as can be seen in this picture from 1932. After Hitler came to power in 1933, it became very dangerous to offer resistance. The government started sending opponents to the first concentration camps (photo 25).

Photo 21: Election time

Residents of Berlin look at an election poster that says 'Hitler is our last hope'. Adolf Hitler was regarded in this way by many Germans because of the poor living conditions in Germany. People felt that something drastic had to be done.

Photo 27: Bullying

In this picture you clearly see some of the anti-Jewish measures that the Nazis took. These SA soldiers were putting up signs that said 'Don't buy at Jewish stores'. Everyday, life became more difficult and dangerous for Jews in Germany. From 1933 onwards, the Nazis passed laws that discriminated against Jews. In 1935, they passed the Nuremberg Laws, which defined who was a Jew. Jews were banned from working for the government, they were not allowed to go to public hospitals, parks, libraries or beaches. Even the lottery could not be won by Jews.

Photos 19 + 20 + 24 + 28: Family pictures and fleeing to Amsterdam

When life became too dangerous in 1933, Otto Frank decided to flee to Amsterdam. He went to Amsterdam first to find a job. Edith, Margot and Anne stayed for a while with their grandmother in Aachen. Later, they joined their father in Amsterdam, who at that time owned two companies. One firm sold Opekta, a product used to make jam. The other firm, Pectacon, later called Gies&Co, produced seasoning for preparing meat.

Questions:

- What can you say about the people in this picture? (18)
- What kinds of reasons could people have had to vote for Hitler?
- Do you know of other dictators from the past or present?
- Can you think of reasons why people would want a dictator?
- Why do we need to be extra attentive during crisis periods when it comes to political parties and what they say?

PANEL 4

THE NEW GOVERNMENT



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Photo 29: Book burning

In May 1933, public book burnings took place. The authors, many of them Jews, were branded “Un-German” and had to flee to other countries. Books by famous writers like Heinrich Mann, Thomas Mann, Erich Kästner, Stefan Zweig, Heinrich Heine, Karl Marx, Alfred Kerr, Kurt Tucholsky and many others were destroyed.

The public book burnings, which lasted four weeks, were organized in various German cities and were part of different actions taken to combat a perceived ‘anti-German spirit’. Students who were members of the Nazi party prepared a list of writers who were considered to be anti-German. The list was sent to universities and schools and books by these writers were removed from public libraries. All these actions were meant to ‘purify the German language.’

Although the Frank family was already planning to move to the Netherlands, they first lived with Edith’s mother in Aachen (Germany). Otto Frank also tried to get his family to the United States, but he did not succeed.

Questions:

- Why do you think the Nazis burnt books?
- What kind of writers were forbidden after this day?
- Do you think it is ever acceptable to burn books?
- What do books mean to you? What about the ideas in them?

Photo 31: Propaganda and Education

In July 1933, Adolf Hitler gave a speech to SA members in Dortmund.

Hitler began to build a weapons industry and an huge army, despite the fact that this was forbidden according to the Versailles Treaty. Hitler considered propaganda to be an effective tool to gain the support of the German people. He believed that propaganda needed to be simple so that the masses could comprehend it and feel attracted to its message. In March 1933, Hitler created the Ministry of Public Enlightenment and Propaganda. He appointed Joseph Goebbels as Reich Minister. Goebbels would be responsible for making propaganda, among other things. The Nazis in Germany and the occupied countries used propaganda posters to spread the Nazi ideology. They also used new media for that time, such as radio and cinema (for example the documentaries by Leni Riefenstahl). Radio was seen as one of the most important tools for propaganda, and therefore the Nazis made radios available at an affordable price. But these radios could only receive German radio broadcasts, nothing from outside the country. In 1939, 70% of the population had a radio, and the masses were able to listen to Hitler’s speeches.

Questions:

- What is propaganda? Does it exist today? Give examples
- Besides radio and posters, what other tools could the Nazis use for propaganda? What about today?
- Do you think people were easier to manipulate during the Nazi period than today? Why?
- What is the message you see in this photo?
- What type of emotions does it produce? Does it relate to power? In what way?



Photo 39: Hitler youth

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A Hitler Youth poster: "Young people serve the leader" and "All ten year-olds in the Hitler Youth"

The Nazis wanted total control when it came to the way Germany's youth was to be raised. Activities for boys took on an increasingly militaristic tone. Girls were prepared for motherhood and to be a housewife. The Hitler Youth (Hitlerjugend) was created by the NSDAP in 1926, and it was reformed and broadened in 1933. All youth organizations – with the exception of Hitler Youth - were either abolished or they became part of the Hitler Youth. The Hitler Youth had a lot of influence on the lives of young people, also in their free time. The Nazis felt it was important to control the free time of young people and organized many fun activities. But the fun activities were also meant to influence the political beliefs of the youth.

In 1939, a law was passed that required all German youth to participate in the meetings of the Hitler Youth. People who did not participate were punished. In 1939, the Hitler Youth had more than one million members. Jews, however, were not allowed to participate in the Hitler Youth.

Questions:

- Why would a government want to control the free time of young people?
- Besides avoiding punishment, are there other reasons why parents might send their children to join the Hitler Youth?
- Who decides what you do in your free time ?

Photo 41: The Frank family in Amsterdam

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Otto Frank, his secretary Miep Gies and staff member Henk van Beusekom (right) in the office in 1934. His company sells Opekta, a thickening agent for preparing home-made jam.

Photo 40: Anne at the Montessori School, 1935.

This photo shows how Otto Frank built a new life for his family in Amsterdam. Later, Otto Frank said this about his new start in Holland: "After our experiences in Nazi Germany it was good to be ourselves again in Holland. Our children went to school and life returned to normal, at least at first. We felt that we were able to make a new start and to feel free" (Source: Interview, Bassle magazine, 1979)

Otto started to build a new business, a firm specializing in pectin used in jam-making. The Franks lived at Merwedeplein, a new neighborhood located in the South of Amsterdam. Many Jewish Germans lived in the same neighborhood. Holland was considered a safe country. Anne and Margot went to school and learned Dutch quickly.

Questions:

- Give some reasons why the Frank family and many other Germans might have decided to move to the Netherlands? Can you think of some reasons why others might have decided to stay in Germany?
- Have you ever moved to a new house or even a new country? What do you think it is like to start a new life in another country?

PANEL 5 NUREMBERG LAWS, THE NAZI RACE IDEOLOGY



Catalogue pages 26-29

Photo 43: An overview of 'racial distinctions' according to the 1935 Nuremberg 'racial laws'

Hitler aimed to create a country of people who all had "German blood". The Nazis were racists and developed pseudo-scientific theories to justify the "existence" of superior and inferior races. For Nazis, those with 'German blood' were considered to be a superior race (Aryan race). Minorities such as Jews, Roma and Sinti (Gypsies), blacks and Slavs were considered to be inferior.

In 1935, a series of 'racial laws' were put into place in Germany stipulating that only those with "German blood" could be full-fledged citizens. The rest of the population was given fewer rights. Jews were therefore no longer citizens with equal rights. Many laws were passed to prevent Jews from associating with non-Jews and to punish those who did so. For instance, Jews and non-Jews were no longer allowed to marry and relationships between them became illegal. Anyone who wanted to be excluded from these laws had to fill in a "Declaration of Aryan Origin." People could use this document to show that they were not Jewish. The racial laws were known as the 'Nuremberg laws' (Nuremberg is a city in Germany). Together with the 'racial laws', a new subject called "Racial Studies" was introduced in all schools.

Questions:

- What does 'racial law' mean?
- Which minorities were considered inferior in Germany at that time?
- Why do you think the Nazis introduced a new subject called "Racial Studies"? What effect do you think this had on students who were considered to be 'Aryan'? What about the effect on those not considered to be 'Aryan'?
- What does 'Aryan race' mean?

Photo 45 The persecution of the Roma and Sinti

This photo shows a racial examination of Roma and Sinti people, also known as 'Gypsies.' In addition to the Jews, other groups were also seen as a threat to the "pure Aryan race": Jehova's Witnesses, homosexuals, disabled people and black people.

The Roma and the Sinti are the two main branches of people who are often referred to as "Gypsies." The Roma and Sinti consider the term "Gypsy" offensive, so they tend not to use that word themselves. The Roma and Sinti were among the first victims of the Nazis. Even before 1933, there were special laws for "Gypsies." The Nazis viewed them as an inferior race, like the Jews and Blacks. As early as 1933, an unknown number of Gypsies were forcibly sterilized. Although the Nuremberg Laws of 1935 did not mention Gypsies specifically, they too had all their civil rights taken away and were forbidden to marry Aryans. According to the Nazis, the Roma and Sinti were "born criminals." In the registration system that the Nazis used to categorize people, the Roma and Sinti were included in the group of "anti-socials". This group also included prostitutes, beggars, alcoholics and the homeless.

The Olympic Games were held in Berlin in 1936. Just before the Games started, all the Roma and Sinti in and around Berlin were rounded up and put into a concentration camp. There are no exact statistics that show how many Gypsies were murdered between 1933 and 1945. Due to their nomadic way of life at the time, they were rarely registered with any of the local police authorities - all citizens were supposed to do this. It is estimated that between 200,000 to 500,000 Gypsies died at the hands of the Nazis. Many Roma and Sinti died as a result of medical experiments, which they were subjected to by Dr. Mengele and other SS doctors in the concentration camps.

Questions:

- Who are the Roma and Sinti?
- Why were they persecuted by the Nazis?
- Why is there so little known about the extermination of the Roma and Sinti?



Photo 48: The persecution of the Black Germans

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The daughter of a German woman and an African-French soldier who was stationed in the Rhineland.

Black people were also regarded as inferior by the Nazis. Jazz music was banned by the Nazis because it originated in African-American communities.

In 1933, around 20,000 black people, mainly men, lived in Germany. Most of them came from the German colonies in Africa. Some were married to German women and had started families with them. The Nazis were unsure of how to treat black people. Although they were considered to be inferior, they only formed a small group and did not cause a threat to Germany in their view. The Nazis also wanted to show that black people were treated better in Germany than in countries such as the United States. But eventually more than three thousand black Germans were put into concentration camps.

The so-called "Rhineland bastards"

After the First World War, France occupied the German Rhineland. The French army included black soldiers from the French colonies. Some of them had started families with German women. These children were known by the Nazis as the "Rhineland bastards." The Nazis were upset that white German women and black soldiers from an enemy army had decided to have children. In 1937, 385 of these children were rounded up and sterilized.

Questions:

- Why did the Nazis despise black Germans?
- Where did the 20,000 black people living in Germany come from?

Photo 54: Violence and emigration / Kristallnacht

Catalogue pages 32,33

We can see in the photo how on the morning of November 10, pedestrians on the Potsdammer Street in Berlin were staring at a ransacked shop.

The lead-up to this pre-planned destruction was the murder of a German diplomat in Paris. A Polish-Jewish boy, Herschel Grynszpan, was in utter despair about the fate of his parents, who had tried to flee from Germany to Poland but were refused entry and were stuck (with many others) in a no-man's area between Poland and Germany. In order to draw the world's attention to the plight of these stateless Jews, Grynszpan shot the German diplomat in Paris. The assassination of a Nazi official in Paris on November 7, 1938 gave the German government the excuse it needed for launching an even more aggressive campaign against the Jews. On the night of November 9-10, 1938, the Nazis organized a pogrom against the Jews. All in all, 177 synagogues were destroyed, 7500 shops were vandalized and more than a hundred Jews were murdered. This night of extreme violence has become known as 'Kristallnacht' (Night of Broken Glass). Some 30,000 Jews were arrested and sent to concentration camps. Many members of the SA and NSDAP, as well as others, participated in the riots. It was only then that many Jews became aware of the serious nature of the danger. Thousands decided to flee Germany but could not because many countries had closed their borders. The November pogrom is considered a turning point in Jewish history, since the persecution of Jews became much worse after this event. Two of Anne's uncles were fortunate enough to leave Germany and emigrate to the USA after Kristallnacht. Anne's grandmother moved in with the Frank family in Amsterdam.

Questions:

- Why do you think people might have been surprised by what happened on Kristallnacht?
- Do you think that something like Kristallnacht would have happened anyway if the diplomat in Paris had not been killed?
- Do you think that people should commemorate what happened during Kristallnacht? Why or why not?

PANEL 6 THE SECOND WORLD WAR



Photo 60: Anne's birthday – June 12, 1939

Catalogue pages 30-33

Otto and Edith Frank became acquainted with other refugees from Germany. Among them were Hermann and Auguste van Pels, their son Peter, and Fritz Pfeffer, who would later join the Frank family in hiding. The Van Pels family had fled Osnabrück in 1937. Hermann van Pels became Otto Frank's business partner. Like Anne's uncles, Fritz Pfeffer fled Germany after "Kristallnacht."

A few months after Anne's tenth birthday, The Second World War started in Poland. Otto and Edith hoped that the Netherlands would stay out of the war, like it had during the First World War. But on May 10, 1940, the German army also invaded the Netherlands.

Photo 61: The beginning of World War II

In September 1939, Germany invaded Poland. In reaction, Great Britain and France declared war on Germany, The Second World War had started.

According to Adolf Hitler, Germany needed more living space (Lebensraum), since all Germans were to live again in one unified empire. In rapid succession, Germany annexed the Rhineland, the Saar area and the Sudetenland (the northern part of what is today the Czech Republic). Secret negotiations with the Soviet Union took place to divide up Poland between them. The German army invaded Poland and the West entered the war.

63: Maltreatment of Jews

Once in Poland, the Nazis immediately started their acts of unbelievable horror. Polish Jews were seriously mistreated. More than 3 million Jews were living in Poland at the time. Soon, the German military had killed some 20,000 Jews and bombed approximately 50,000 Jewish-owned factories and stores in more than 120 Jewish communities. Several hundred synagogues were destroyed in the first two months of occupation. There was a considerable difference between the way the Nazis conducted the war in the East and the way they behaved in the West, however. The Nazis regarded most Dutch people as their Aryan brothers and tried to win them over to their ideology.

67: Arrival of German soldiers in Amsterdam

Some Dutch people welcomed the German invasion of Holland. There was a Dutch national-socialist movement at the time. At its peak, in 1942, this party had about 100,000 members. Later, more than 20,000 Dutch people fought on the side of Germany. Resistance to the German occupation took a long time to get under way. There were political parties that agreed with the Nazis in other occupied countries as well.

Photo 71: February Strike

The anti-Jewish measures gave rise to resistance by the Dutch population. In February 1941, 427 Jewish men were arrested in a round up and brought to a concentration camp. This led to a two-day-long strike by the population of Amsterdam. This was the first public confrontation between the occupiers and the population. The army and the Dutch police used violence to end the strike, resulting in the death of nine people. Many more were injured. All cities that had been a part of the strike were forced to pay high penalties.



Photo 73: Anti Jewish measures

The Nazis decided to systematically and entirely “wipe out” all Jews. On January 20, 1942, The Nazi leaders met in Wannsee, Germany to discuss the future of Europe’s Jews. This meeting has become known as the Wannsee conference. It was here that the participants put their plans in motion to murder all the Jews of Europe, though the actual decision to engage in mass murder was probably made during the first half of 1941. There had already been mass executions in Eastern Europe since June 1941: special forces had been assigned the task of killing Jews and sometimes other civilians in the conquered regions.

In the Netherlands, the deportation of Jews started during the summer of 1942. Margot Frank was among the first to receive orders to report to the authorities. Most Jews followed the orders, since all disobedience would lead to severe penalties. Also, many Jews believed that they were only being put to work in the camps. Others simply ignored the order and stayed at home, while still others decided to join the resistance, escape or go into hiding, no matter how difficult and risky this was. The occupying army organized large round-ups in which they closed entire streets from all possible sides and then arrested every single Jewish person they could find. For those Jews who decided to go into hiding, contacts were needed with non-Jewish people who were willing to help them and therefore take a risk themselves. Some Jews decided not to go into hiding because it put others in danger. Those that decided to go into hiding were not only taking an immediate risk, they also needed money. Hiding wasn’t a cheap option.

Questions:

- What was meant by ‘living space’? Why was Hitler aiming to create more living space for Germans?
- What reasons could Hitler have had for separating Jews from non-Jews?
- What do you think children would be most likely to carry with them as luggage?
- What would you take with you if you had to leave your home, not knowing if you would ever return?
- Give some reasons why some people might have helped Jews during the Nazi period. Give some reasons why people might have decided not to help.
- Have you ever helped someone who was in trouble? When and why?

PANEL 7 SIGNS OF PERSECUTION



Photo 74: The killing of Jews in Eastern Europe

Catalogue pages 64/65

There is a distinction between the Holocaust that took place in Western and Eastern Europe. This was partly because the Nazis viewed the Slav people as inferior. In Eastern Europe, the atrocities against Jews started right after the invasion of Poland. Operation Barbarossa – the invasion of the Soviet Union – accelerated the murder of the Jews and other so-called enemies of the Nazis. What started with mass executions by special forces (Einsatzgruppen) turned into a very efficient and almost mechanical way of killing people by using poisonous gas in death camps that were especially created for this purpose.

Photo 77: The extermination of the Jews

Catalogue pages 46/47

The Nazi political system was based on three principles.

Living space (Lebensraum): all German people were to live in one empire (Reich). Therefore, other people had to be displaced.

Superior Race concept (Übermensch): the Nazis believed that the Aryan race was superior to all other races. At the bottom of this hierarchy were Slavs and Jews. There was no place for the disabled or homosexuals, or for Roma and Sinti (gypsies) either. Because of this theory, mentally and physically disabled people were seen as a threat to the health of the Aryan race, and therefore killed.

Extermination of the Jews: as a consequence of their race theories, the Nazis wanted to kill all Jews. First they wanted to deport them to special areas, but later they decided to simply murder all Jews in Europe.

The Nazis put a lot of energy into organizing the murder of Europe's Jews. They set up a large bureaucracy to do this. The first organized killing was not of Jews but of disabled people. In these cases, families would receive long letters giving false accounts for the death of their loved one. In fact, the families were even made to pay money for 'past care'. Later on, the Nazis did not even bother to send death announcements.

Photo 80: Jewish children with the Star of David

Catalogue pages 44-47

Life became harder and harder for the Jewish citizens in the Netherlands. They were no longer allowed in public places, and they were not allowed to use public transport or shop in stores. They were forced to visibly wear the Star of David on their clothes, and slowly but surely the Jewish population became more isolated. Because of the Star of David on their clothes, it became possible for everyone to recognize their Jewish neighbours. All these measures were meant to isolate the Jews and to turn them into a visible enemy.

Photo 79: Resistance

Because of the dangers and risks involved, few people participated in the resistance. Most people in Europe did little or nothing to help their neighbours in need. They were neither perpetrators nor victims, but bystanders. On the picture you see members of the White Rose youth group. This was a resistance group at Munich University in Germany. They were arrested while spreading anti-Nazi leaflets and soon put to death.

Photo 86: Hiding

It was very dangerous to go into hiding. Not only would you be more severely punished if you were caught, but you also put other people in danger. Also, most hiding places were small. Some parents gave their children to non-Jewish families so that they might be spared a horrible fate. These children were often brought up in a non-Jewish way, which caused all kinds of problems after the war. Some families were re-united after the war, but usually only a few family members survived. The Frank family was fortunate to find a hiding place that was larger than most, where they could stay together for two years.



Photo 75: The first anti-Jewish measures

People could more or less continue with their daily lives during the first year that Holland was occupied. Anne Frank and her sister Margot were able to go to school. But from 1941 onwards, things started to change. All the anti-Jewish laws that had been implemented in Germany were transferred to Holland in less than a year. The rights of Jews were severely restricted. Otto Frank could no longer serve as the director of his company and Jewish children were forced to go to Jewish schools. These measures had the effect of isolating Dutch Jews.

Photo 83: The call up order

Margot Frank was the first member of the Frank family to be ordered to register for work abroad. This call-up took place in July 1942. The family decided not to accept this and they went into hiding shortly after the call-up. They moved into the Annex of the building of the company that Otto Frank owned. It is here where Anne Frank wrote her diary.

The deportation of Dutch Jews started in the summer of 1942. Margot was among the first group to receive call up orders.

Questions:

- Why did Jews have to wear a Star of David on their clothes?
- Why was resistance to the call up orders risky?
- What do you think was going through the minds of people who had received call-up orders? What options did they have?
- Can you explain what a bystander is?
- Why would few people be willing to join the resistance against the occupying army?
- Why and how was the Jewish population isolated?
- What were the special forces (Einsatzgruppen) and what was their assignment?

PANEL 8 THE SECRET ANNEX; DAILY LIFE



Eight people lived in hiding in the annex of 263 Prinsengracht from 1942 to 1944. In addition to the Frank family, the following people went into hiding: Mr. and Mrs. van Pels with their son, Peter and the dentist Dr Pfeffer. In her diary, Anne gave them all different names - she called the van Pels family the Van Daans and Dr Pfeffer became 'Albert Dussel'. In August 1944 the Jews in the secret annex were betrayed by a still unknown person (s) and they were deported, first to Westerbork and then to Auschwitz. With the exception of Otto Frank, all the people who had been in hiding in the Secret Annex perished in the Nazi camps.

The Helpers

From the moment they went into hiding, the Frank and Van Pels' families - and later Fritz Pfeffer - were completely dependent on four helpers. After July 6, 1942, the lives of Miep Gies, Victor Kugler, Johannes Kleiman and Bep Voskuijl changed completely since they were responsible for the lives of the eight people in hiding.

The four helpers had worked at Opekta for some time: Miep Gies and Victor Kugler since 1933 and Bep Voskuijl since 1937. Though Johannes Kleiman had only started working at Opekta in 1938, Otto Frank had known him since 1923. Otto was on friendly terms with his employees.

Johannes Kleiman and Victor Kugler were the first to hear about the plan to go into hiding. Miep Gies and Bep Voskuijl were told sometime later. Otto Frank asked the helpers if they were prepared to help him and his family and the Van Pels family. "All four immediately agreed, though they were fully aware of the dangerous task they would be taking upon themselves in doing so. According to Nazi-law, everyone helping Jews was to be severely punished and risked being put into prison, being deported or even shot," wrote Otto Frank in a letter after the war.

The four helpers divided up the responsibilities. Miep Gies and Bep Voskuijl took care of the daily necessities. Johannes Kleiman and Victor Kugler focused on the safety of the people in hiding and the finances needed for the period that the eight would be in hiding, a totally unknown amount of time. Also Jan Gies, Miep's husband, and Johan Voskuijl, Bep's father, were involved in helping. Jan Gies was able to arrange for ration cards via his contacts with city officials. Bep Voskuijl's father, the warehouse manager, built the movable bookcase to conceal the entrance to the Secret Annex.

Questions:

- Who were the helpers? Why do you think they decided to help?
- Do you know people who have helped others who were in need of help?
- Have you ever helped someone? When and why?
- What are the pros and cons of helping others?
- Do you think helpers are heroes?

Photo 91 Anne's Room

Catalogue pages 51-61

Anne and the others hid in the Annex for more than two years. From nine to five they couldn't make a sound, since the staff working on the floor below might hear them, and not everybody could be trusted. The toilet could not be flushed and they spent the day on the top floor, tip-toeing around in their socks. They also had to whisper. Most of the time was spent reading, playing board games and studying. The eight in hiding were often very bored. 'We try to pass the time with all sorts of stupid things: asking each other riddles, doing gymnastics in the dark, speaking English or French, discussing books - ultimately it all gets boring.' But they were also constantly fearful that they would be discovered or betrayed.

Otto Frank helped Anne, Margot and Peter with their schoolwork. The helpers were their only source of contact with the outside world; they bought food, brought books and reported what was happening in Amsterdam.

Anne's favourite subject was history and she hated algebra. She also kept a book of favourite quotations, and she would copy selected passages from the books she read.

All of those in hiding were afraid of falling ill, as it would have been very difficult to find a doctor that they could trust. Fortunately, Fritz Pfeffer was a dentist. Anne gave a marvellous description of Auguste van Pels being treated by him. During her time in hiding, it became apparent that Anne needed glasses but she was not able to get them.

Anne put all kind of pictures on her wall to lighten up her room. In addition to actors and singers, she loved pictures of the English and Dutch royal families.

Questions:

- What do you think are the best and worst aspects of being forced to live in hiding like the Frank family?
- What would you miss the most?
- Do you know of other people that survived by going into hiding during the Second World War?



PANEL 9 CONCENTRATION AND DEATH CAMPS

Photo 98: The Diary

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From Anne's diary, we can see how she matured during her two years in hiding. The early entries were those of a cheerful, happy thirteen year-old, concerned only with friends and school, and in the first months of hiding she wrote about what she saw, heard and experienced. In the course of the two years we realize how rapidly Anne grew up. She thought more maturely about herself and others, about the present and the future and about hope and despair. She dreamt of becoming a famous journalist or author one day. On 29 March, 1944 she heard a BBC broadcast in which a Dutch minister suggested that diaries should be collected after the War; she began to edit her first diary, with a view to post-war publication. She knew what she wanted to call her book: The Secret Annex.

Questions:

- Have you ever kept a Diary? Why did you decide to do this?
- Would you want to publish your own diary?
- Why do you think the minister wanted to collect diaries after the war?
- Have you read other Diaries by children who experienced war?

Photos in the centre of the panel (separately numbered 1-5)

Catalogue pages 72 - 75

The mass murder of millions of Jews is now frequently called **The Holocaust**, but as the term literally means 'burnt offering' in Hebrew, many people prefer to use the word **Shoah**, meaning 'catastrophe'.

A distinction needs to be made between concentration camps and death camps. There were hundreds of concentration camps in Germany and in the occupied territories, many of them dating from the 1930s. The death camps were set up during the course of the War. They were designed to kill and cremate enormous numbers of people in the speediest and most efficient manner possible. Of all the camps, Auschwitz-Birkenau is the best known. Millions of people died here at the hands of the Nazi's.

Auschwitz-Birkenau was a complex of concentration and death camps, meaning that slave labour also took place. The gassing of Jews began in early 1942 and by that summer the camp had become a highly efficient murder machine. In all other death camps (Chelmno, Treblinka, Belzec and Sobibor), the new arrivals were herded straight into the gas chambers.

The Auschwitz combination of different types of camps was described by the Nazis as 'productive annihilation'. It was in Auschwitz that the infamous selections for work took place. Those who were allowed to live (for the time being) had their heads shaved, a number tattooed on one of their arms and were given rags to wear. Who was selected depended on what kind of slave labour was required at that moment and on the physical fitness of the new arrivals. Between 75% and 90% of the entire transport was taken straight to the gas chambers.

The gas chambers were camouflaged as shower rooms; a sign over the door read 'Decontamination Unit'. This was another euphemism that the Nazis used to hide the killings. Many people knew nothing of what awaited them there. Once the gas chambers were completely full, poisonous Zyklon B (which was actually an insecticide) was inserted through shafts in the ceiling. The so-called Special Commandos (groups of prisoners forced into special duties) were obliged to extract gold from the teeth of the murdered victims, clothes were searched for any valuables and the corpses were burned. It was possible to gas and then burn more than 10,000 people per day. In addition to the gas chambers, many prisoners fell victim to starvation, ill treatment, epidemics and medical experiments.

Many experiments were carried out in Auschwitz, particularly on women. These consisted of experiments for new types of medication or operating procedures. The German chemical industry paid the Nazis well for this supply of Jewish guinea pigs. The death rate of those subjected to these experiments was particularly high.

The gas chambers at Auschwitz were used for the last time at the end of October, 1944. The camp was evacuated on January 18, so that it would not fall into the hands of the advancing Russians. The prisoners were taken to other camps on so-called death marches. Auschwitz was liberated by the Red Army on 26 January, 1945; there were 5,000 survivors in the camp, and one of those was Otto Frank. The liberation of Auschwitz is still annually commemorated on the 26th of January and is called Holocaust Memorial Day.

Questions:

- Can you understand why some people don't use the term Holocaust and prefer the term SHOAH?
- Have you ever visited a concentration camp? What were your impressions?
- Do you think we should preserve the camps? Why or why not?
- Why were the gas chambers disguised as something else?
- Why did the Nazis want to murder all the Jews?

PANEL 10 THE BETRAYAL



Photo 99: D-Day

Imprisonment in the Secret Annex lasted much longer than any of the eight had envisaged. The Allied landings in Normandy on June 6, 1944 brought new hope. This day was known as D-Day (decision day), THE day that the Allies started the liberation of Europe. Unfortunately the liberation of Amsterdam came too late for the Frank family.

Food supplies became ever scarcer in Holland and the helpers found it increasingly difficult to purchase anything to eat.

Photo 101: The Betrayal

On August 4, 1944, a hot summer day, the helpers discovered that the residents of the Secret Annex had been betrayed. An Austrian Nazi, Klaus Silberbauer, together with four Dutch assistants, ransacked the hiding place. No-one knows to this day who betrayed the eight in hiding. The Nazis took all valuables with them, but the diary of Anne Frank was left behind. Anne Frank wrote her last entry on August 1st, 1944.

Photos 103 / 106: Deportation

The eight Jews were first taken to a prison in Amsterdam and then to Westerbork, a transit camp in the north-east of Holland. Every week, Dutch Jews were transported from Westerbork to the death camps. The eight occupants of the Secret Annex were in the last train that left Westerbork (on September 3, 1944). They were sent to Auschwitz.

Two of the helpers, Victor Kugler and Johannes Kleiman, were also arrested, but Bep Voskuyl and Miep Gies were left behind in the Prinsengracht offices. Several hours after the arrest, Miep and Bep entered the Secret Annex together with a colleague from their firm. The rooms had been turned inside-out and Miep gathered the scattered pages of Anne's diary from the floor. She took them with her, together with the family's photo albums and a few other belongings. She intended to keep them for when Anne and the others would return after the war.

Everything in the Secret Annex was removed after arrests by the occupying forces. This was the case for all hiding places discovered to have held Jews. The furniture and all other useful contents were sent to Germany. The Secret Annex, which is now a museum, remains empty at the request of its sole survivor, Otto Frank.

Photo 109: Destination of those in hiding on the Prinsegracht

Anne, Margot and Auguste van Pels were transported from Auschwitz to Bergen-Belsen at the end of October, 1944. Bergen-Belsen had been intended as a transit camp for Jews who were to be exchanged for German prisoners of war held by the Allies. It was built to hold 10,000 people but held many more.

Photo 112: Bergen-Belsen

Conditions in Bergen-Belsen worsened rapidly and dramatically in 1944 and 1945. Prisoner transports began arriving from the camps which were being evacuated in the East. These new arrivals were in bad shape, some of them having been on *death marches* for many weeks. Bergen-Belsen was by then completely overcrowded. Food supplies became ever more desperate, epidemics broke out and there was no medical care.

Bergen-Belsen was the first concentration camp to be liberated by the Western Allies, on April 15, 1945. By then, 37,000 people had died of disease and starvation, yet some 60,000 were still alive when the camp was liberated. Due to the terrible conditions they had had to endure, 14,000 of these died within a short time after liberation.

Questions:

- Question: How did those in the Secret Annex keep up with the news?
- Why is it important to know who betrayed Anne Frank?
- Why would someone betray Jews in hiding?
- Why was this the last train to leave for Auschwitz?
- What is D-day?
- Who were the Allied Forces?
- What were the death marches?
- Why would the Nazis take all the prisoners with them on the death marches?
- Why were families separated after they arrived at concentration camps?
- During the war, almost six million Jews were murdered. To make this number understandable, the Dutch historian Abel Herzberg rephrased this fact as follows: "One Jew was murdered six million times". What is the meaning of this statement? Can you think of other ways to make the figure of six million less abstract.



PANEL 11 WHAT HAPPENED NEXT

Catalogue pages 80-83

Photo 113: The return

After the war, the surviving victims returned to their homes. Often, other people were living in their houses, they couldn't find their relatives or their property had been stolen. One of the worst things for many survivors was that they were not always welcomed. For a long period of time, people did not want to speak about what had happened in the Nazi camps or did not believe what was being said was actually true. Victims were unable to talk about their experiences and others had no urge to do so.

Photos 115 – 119 The Diary of Anne Frank

Otto Frank was the only one of the eight occupants of the Secret Annex who survived the War. He wanted to return to Amsterdam but the War had not yet ended in Holland. His long journey back home began on March 5, 1945. He finally arrived in Amsterdam on June 3rd. He knew that his wife had perished but he desperately clung to the hope that Anne and Margot were still alive. After two months of waiting, it became clear that they had not survived the camps. Miep then decided to give Anne's diary, which she had found in the Secret Annex, to Otto. Friends urged Otto to find a publisher for the diary. The first publishers said no for different reasons, but he finally succeeded. Otto decided to take certain passages out of the printed and published version because he thought they were not appropriate for the general public. The first print-run of the diary was 1,500 copies.

After its first publication in Dutch, the diary was soon translated into German and French, followed by an English edition in 1951. It became world famous when it was turned into a play and then into a film. Both these versions highlighted only a few aspects of Anne's diary: her hope for a better future and her comment that "despite everything people are really good at heart". The public was able to identify with such aspirations at a time when people were looking forward to a better life and a better world. Little emphasis in the play and film was placed on the dreadful fate that awaited the Frank family in the camps and the fate of millions of others who were killed. It was not until the early 1970s that more attention was paid to the full horrors of the Nazi camps.

Now, many years later, the diary has been translated into more than 60 languages and approximately 60 million copies have been sold.

Photo 120: Otto Frank

see catalogue pages 88-89

Otto Frank took the time to reply to thousands of letters that he received from people all over the world. His aim in life became to spread his daughter's ideals.

Otto Frank remarried in 1953 and lived in Switzerland with his second wife. He created the Anne Frank House so that it could be a place where young people from around the world could gather and discuss the dangers of racism and intolerance. He died in 1980 at the age of 91.

GLOSSARY OF TERMS



Anti-Semitism: hostility towards Jews as a group

Aryan (Arisch): The term originated from a Sanskrit word, Arya, meaning a noble person. It took on a different meaning in Nazi race ideology. Here it referred to the German nation, consisting of members of the Nordic race. Jews who had lived in Germany for centuries, as well as Gypsies and Slavs, immediately became classified as inferior races.

Degenerate Art (Entartete Kunst): Works of art classified as 'degenerate' by the Nazis were those of the modern, abstract, cubist or expressionist schools; also those artistic expressions that did not fit Nazi philosophy. World-famous artists were banned – for example Pablo Picasso, Otto Dix, Marc Chagall, Franz Marc, Paul Klee, Max Beckmann, Paula Modersohn-Becker, George Grosz, and Kaethe Kollwitz. Degenerate Art was also the title of an exhibition (July 1937) which displayed works confiscated from galleries and museums. Many of these artists had to flee Germany.

Enabling Law (Ermächtigungsgesetz): A law passed on March 24, 1933 which enabled the National Socialists to by-pass the Reichstag (the German Parliament) and thus assume ever-greater powers. To get this law through Parliament they needed a two-thirds majority, which they did not have. Other parties were also needed to support passage. The final count was 441 votes for the new law, 94 against, while 81 Communists were unable to vote because they had been imprisoned.

Equalisation Programme (Gleichschaltung): Before the Nazis came to power Germany had been a democratically-run country. After 1933, they infiltrated every aspect of society and placed members of the NSDAP in all leadership positions and gained total control.

Euthanasia Ordinance (Euthanasie Befehl): Term given to a secret document signed by Hitler and dated September 1, 1939. This document gave authority to specialist doctors to provide the 'incurably ill' with a merciful death. The dubious concept of 'a merciful death' masks the fact that it was the Nazis intention to murder the mentally and physically disabled in society. More than 120,000 people were killed in this way.

Final Solution (Endlösung): Known as 'The Final Solution of the Jewish Question', it meant the expulsion and ultimate murder of all Jews in Europe.

Genocide: The deliberate destruction of a racial, ethnic, national, religious or cultural group in whole or in part.

Gestapo: Abbreviation of GEheime STAatsPOLizei (Secret State Police). The Gestapo had unlimited powers between 1933 and 1945; they searched houses and arrested the occupants, sent them to concentrations camps, persecuted and tortured them. The Gestapo was the brainchild of Hermann Göring.

Hitler Youth (Hitlerjugend): Abbreviated as HJ. The collective name given to Nazi youth groups and all their subdivisions; founded in 1926 by the NSDAP, it became the official State youth organization after 1933. The Law Relating to the Hitler Youth Movement (from December 1, 1936) decreed that all young people in the Third Reich should join the Hitler Youth.

Ideology: A set of doctrines or beliefs that form the basis of a political, economic, or other system

Killing Squads (Einsatzgruppen): Mobile divisions of the Security Police. Their task was to carry out special duties. They terrorized, persecuted and murdered political opponents or those deemed 'racially inferior', such as Jews, Poles and Roma and Sinti (Gypsies) throughout Europe.

Kristallnacht = (also referred to as the Night of Broken Glass): An anti-Jewish pogrom, organized by the SA, Nazis and others, on the night of November 9, 1938. More than 20,000 Jews were arrested and deported to concentration camps on orders given by propaganda minister, Josef Goebbels, and sanctioned by Adolf Hitler. Throughout Germany synagogues (Jewish places of worship) were set on fire and innumerable Jewish businesses and homes were ransacked and destroyed.

Labour Camp (Arbeitslager): Primitive accommodation in barracks to house slave laborers. First used at the beginning of the Second World War in Germany and other Nazi-occupied territories. It was under the control of Heinrich Himmler, head of the German police. The labor camps resembled concentration camps but had a different name for administrative reasons. There were 20 concentration camps and 165 affiliated labor camps in April 1944.

Living Space (Lebensraum): The Nazi policy of creating more geographical space for German citizens. This meant annexing land from other countries and forcing non-Germans to be displaced.

Machtübernahme: January 30, 1933 Hitler became the Chancellor of Germany. The Nazis called this day the 'Machtübernahme' or 'The Day of Transfer of Power to the NSDAP'. In later years, the term came to include the measures that the Nazis took during the period 1932-1934 to ensure total control of all aspects of German society.

Mein Kampf: The title of Hitler's book, meaning 'My Struggle'. In this book, he discusses his ideology and political views. Adolf Hitler became the leader of the NSDAP in 1921. When he became Chancellor of Germany on January 30, 1933 he insisted on being known only as the Führer (Leader).

Neo-nazis: people in today's society who support the ideas and/or methods of the Nazi party in World War II.



NSDAP: The National Socialist German Worker's Party (NSDAP), also referred to as the Nazis, was the only political party permitted in Germany from July 1933 until the unconditional surrender by the Nazis in May 1945. Adolf Hitler was its leader. The Law Relating to the Unity of Party and State (December 31 1933) decreed that the NSDAP was the conscience of the State and that it was inextricably linked to the State, to ensure the racial well-being of the German people. Party members had to swear an oath of unquestioning loyalty and obedience to their leader (the 'Führer').

Nuremberg Trials (Neurenberger Prozess): These trials lasted from November 20, 1945 to October 1, 1946. The International Military Tribunal (IMT) consisted of the victorious powers from the Second World War - Great Britain, France, USA and the Soviet Union. Twenty-four leading Nazis were put on trial. The charges against them were:

1. Conspiracy
2. Crimes against peace
3. War Crimes
4. Crimes against humanity

(Of the 24 accused, 12 were condemned to death, 7 were imprisoned, 3 were acquitted and 2 were absent owing to illness and suicide)

Pogrom: A violent attack against a group. Pogroms can be spontaneous or led by authorities.

Propaganda: the organised promotion of certain ideas, facts or allegations that are meant to deliberately further a cause or damage an opposing cause.

Protective Custody (Schutzhaft): The most commonly used method by the Nazis to remove political opponents and other unwanted citizens from public life. The people were then imprisoned in concentration camps. After the Nazis came to power in 1933, 'unwanted' citizens were incarcerated without due process of law, not knowing when they would be released.

Racism: An action that discriminates against people based on a person's ethnicity or presumed race.

Round up (also called a razzia): Raids to find and arrest Jews

SA or Stormtroopers (Sturmabteilung): Formed in 1921, they were members of the NSDAP who volunteered to organize into military units. They played a major role in gaining power for the NSDAP.

SS or Protection Squads (Schutzstaffeln): The SS was the most powerful organization within the Nazi regime, and also the most feared. It was responsible for the concentration camps and partly for the killing squads that murdered political opponents and 'racial' minorities. Members of the SS tortured and murdered men, women and children throughout Europe. They were responsible for the systematic murder of millions of people in the death camps. The SS was declared a criminal organization at the Nuremberg Trials

State Security Central Office (Reichssicherheitshauptamt

(RSHA) STATE SECURITY CENTRAL OFFICE: Under the control of the SS, all public as well as secret Police and Security measures emanated from the RSHA. It had innumerable departments, offices, sub-sections, branches and was virtually incomprehensible to outsiders. The RSHA had the power to imprison people or deport them to a concentration camp without recourse to law – the victims had no right of appeal.

Swastika (Hakenkreuz): The NSDAP (The National Socialist German Workers Party) started using the swastika as its symbol in 1920. It became the symbol of the Nazi party and of Nazi hegemony in Germany from 1933 to 1945. The swastika dates from around 4000 B.C. and is thought to symbolize the holy and benevolent powers of the sun. It was known in Northern and Central Europe, the Middle East, India, China and Japan and amongst Semitic peoples (especially Arabs). It began to be used politically in about 1900 and many political groupings turned it into an anti-Semitic (anti-Jewish) symbol.

Third Reich (Empire) (Drittes Reich) The period 1933-1945 in Germany. The term has no legal meaning but was coined by the Nazi propaganda department to denote that 'by the grace and power of Adolf Hitler, all that was best in the great German people would flourish for the next thousand years of the German Reich'. According to the Nazi version of history, the First Reich existed during the Holy Roman Empire from 962 to 1806 and the Second Reich was in existence under the Hohenzollern Empire from 1871 to 1918. The Weimar Republic was classed as an interim period and the Third Reich was destined to last a thousand years.

Wannsee Conference (Wannsee-Konferenz): This conference was held on January 20, 1942 at the instigation of Reinhard Heydrich, head of the Security Police. Its aim was to clarify the position concerning the so-called 'Final Solution of the Jewish question', meaning the murder of all Jews in Europe. In July 1941, Heydrich had been officially asked by Reich Marshall Hermann Goering to come up with a comprehensive blueprint for the 'Final Solution' – its organization, logistics and material requirements.

Wehrmacht: The official title of the German army. Hitler re-introduced the draft in March 1935 saying: "the Wehrmacht will bear arms to protect the German people; it will be the military school for our fighting forces; it consists of the army, the navy and the air force."

The White Rose (Weisse Rose): The name of a resistance group in Munich. They were mostly students, led by a brother and sister, Sophie and Hans Scholl. The White Rose began distributing anti-Nazi pamphlets in the spring of 1942, assisted by their professor of philosophy, Kurt Huber. The Scholls were arrested at the University on February 18, 1943 while distributing their literature. Their trial lasted two days and they were condemned to death. They were executed on February 22, 1943. They were 22 and 25 years old.

