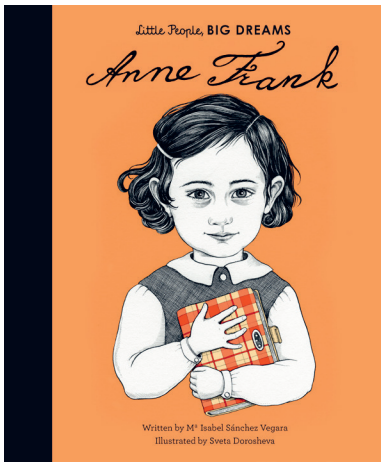


Little People, **BIG DREAMS**

TEACHERS' GUIDE



Anne Frank

Little People, BIG DREAMS

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Ages: 4 to 8 (Grades: PreK to 2)

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LEARNING OBJECTIVE:

One of the most resonant voices of her time, Anne Frank's words bring to life the realities of the Holocaust. Her insight about her experiences affirms the fact that truth can be a beacon even in the darkest times. Children of all ages will be touched by her message of hope for a better world.

ESSENTIAL QUESTIONS IN THIS UNIT

1. What made Anne Frank famous?
2. Why did Anne love writing in her diary?
3. Why did Hitler hate people like Anne and her family?
4. What is the name of what happened to Jewish people during World War II?
5. What was Anne's dream for the world?
6. Why is it important for Anne's diary to be published all over the world?

CLASSROOM DISCUSSION TOPICS

1. The book explains that a man named Hitler "hated the Jews." Ask the class why they think he felt this way. Have they ever felt like they hated someone or something? What did they do to deal with their feelings? Did they feel differently after they dealt with those feelings?

2. At school Anne and other Jewish children were separated from the rest of the students and forced to wear stars to identify them as Jewish. Ask the class if they think this is fair. Have them explain what they might do or how they might feel if they were separated from their friends at school.
3. To escape Hitler and his army, Anne and her family first moved to a different country, then went into hiding where they lived in secret and had to stay very quiet. Ask the class how they might feel if they had to move or hide because their family was in danger. What things would they take with them?
4. The illustrator uses bird imagery throughout the story. Have students look through the book and identify pages where bird images appear. Using context clues, ask them to suggest ideas for what these images might mean. Do they have different meanings on different pages?

STUDENT ACTIVITIES

1. Anne was famous for her diary writings. Have students start their own diaries. For at least one week, instruct them to write at least one thing every day; they can note something that happened, what they thought, or how they felt. They can add drawings or pictures to help illustrate their words. At the end of the week, ask students how keeping the diary affected them. Did it help them better understand any questions or problems? Will they continue writing in it?
2. We can read about Anne's experiences by reading her diary. But there are others in our lives who also have important stories to share. Have students choose a grandparent or elderly relative or family friend to share a story of an important time in their lives. Make sure the students inquire about not just what happened, but how it affected that person. Students can write down the stories and share them with the class.
3. Anne, her family, and others had to live in an annex, where they needed to stay quiet. As an experiment, have the class pretend they are in an annex. For 5 or 10 minutes, turn off the lights and have them remain as quiet as possible. After the time is up, have them describe how they felt during the experiment. Ask them to imagine living like that and make a list of their thoughts.
4. Many major conflicts arise from disagreements and misunderstandings between people. Arrange a mock argument: with the rest of the class observing, have one student take a position on a topic (for example, vanilla is the best ice cream flavor). Have a second student strongly disagree. Allow the argument to continue for a brief time, then stop the discussion. Ask the class for suggestions on ways to de-escalate the situation. Keep a running list that can be added to as students come up with new ideas.

