

# ***And Then They Came For Me: Remembering the World of Anne Frank***

## **Post-Show Workshop**

### **Essential Question**

How do the events of the Holocaust live on in today's society?

### **Objectives**

Students will...

Reflect on their experience at *And Then They Came For Me: Remembering the World of Anne Frank*.

Discuss the parallels between the Holocaust and more recent historical and political events.

Consider the world Anne Frank would have lived to see and the life she would have led if not for Nazi persecution of Jews.

### **Materials**

Posters with statements pre-written

2 colors of sticky notes

Paper and pens/pencils

### **Prologue:**

- In this lesson, students will reflect on *And Then They Came For Me: Remembering the World of Anne Frank* through conversation and writing.
- I. **Agree or disagree** (15 minutes)
    - a. To start off our reflection of *And Then They Came For Me* at Alabama Shakespeare Festival, let's share some responses to the play. What moments, lines, or characters stuck with you?
    - b. We're now going to explore a series of statements related to the play. These statements are posted around the room with pink and green sticky notes beside each. Place a green sticky note under the statement if you agree and a pink one if you disagree. Feel free to write on your sticky note if you have a further comment to add.
    - c. Teacher aside: Statements can be posted around the room on posters, pieces of paper, or white boards, as long as there is plenty of space under each for student responses. Feel free to use different colors of sticky notes based on what you have available. The statements you'll be using are included below.
      - i. I felt informed about the history of the Holocaust before watching this play.
      - ii. The events of the Holocaust still impact our society today.
      - iii. Hearing the firsthand accounts of Ed and Eva deepened my understanding of what Jews experienced during the Holocaust.
      - iv. Watching a play about the Holocaust affected me differently than learning about it in class.
      - v. Something like this could never happen again.
    - d. Once you've gone through all the statements, walk around again to see how the rest of the class has responded. Did any of the statements have a consensus? Why did you answer the way you did on any particular statement? Why might someone have felt differently from you?
  - II. **What does it mean today?** (10 minutes)
    - a. This year marks the 75<sup>th</sup> anniversary of WWII's end and the liberation of the Auschwitz-Birkenau Concentration Camp. Unfortunately, genocide, hate crime, and the "otherization" of peoples of different religions and ethnicities are still prevalent problems in today's society.
    - b. Did the director, Addie Gorlin, make any choices that connected the play to current events? Can you draw any parallels between the events Eva, Ed, and Anne experienced and acts of discrimination and oppression happening in the US or abroad? What about specifically in the South?
    - c. What can we do as individuals or in our communities to combat these dangerous ideas, policies, and practices to ensure that an act of extreme violence and hatred like the Holocaust never occurs again?
    - d. Teacher Aside: Write students' responses on the board and reflect together on the commonalities and differences in their answers as time allows.
  - III. **Letter Writing** (15 minutes)
    - a. Eva and Anne were only 15 when they were taken to the Auschwitz-Birkenau Concentration Camp. Many of the young victims of the Holocaust would still be alive today if they had not perished at the hands of the Nazis. They never grew up, followed their dreams, or started a family.

- b. Imagine you are writing a letter to Anne Frank. What can you tell her about the world today? What do you wish she had lived to see? How is her story and the story of her family and friends remembered? Anne often wrote about her hopes and dreams in her diary, but didn't live to see them through. What are some of your hopes and dreams you could share with her?
- c. Teacher Aside: After students have had a few minutes to write, ask if anyone would like to read a sentence or two from their letter. Encourage as many students to share as are willing. Are there any common themes or sentiments that come up? Did this exercise change their perspective on Anne Frank's experiences at all?

IV. **Reflection** (10 minutes)

- a. Today we connected the events of the Holocaust to the current state of our society and considered what Anne Frank might have lived to see had she not been put to death at Auschwitz. How did thinking about the events of the play in relation to modern day affect your understanding of WWII and the Holocaust?
- b. This piece relies heavily on audio-visual elements. How did watching the real Ed and Eva tell parts of their stories on the TVs impact how you viewed the play? Would their stories have felt different if they had been entirely performed by the on stage actors?
- c. This year marks the 75<sup>th</sup> anniversary of the end of WWII, meaning you are the last generation with access to the stories of living survivors. What will it mean when there is no one left to tell their story? How might firsthand accounts be interpreted differently when they are all past recordings and writings of people who have passed on.