



The Diary of Anne Frank

A WebQuest designed to uncover the plight of a 13 year-old Jewish girl who was forced into hiding during the Holocaust. You will study the time period in detail to gain a better understanding of the time and the tragedy of the events surrounding the Holocaust.



What is the Holocaust?

To discover the answer to this question, view the following websites. Be sure to look at the links included on the pages. Feel free to view photographs, but be sure you read the captions in order to gain a better understanding. Read the material that is provided. To truly understand the level of devastation caused during this time period, you must read the tragic details provided.

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

<http://www.ushmm.org/>

Concentration Camps

Many of the horrors of the Holocaust were documented. The following sites provide photographs of the concentration camp victims, the routines of the “death” camps, the medical experimentation performed on the camp prisoners, and the documentation kept by the Nazi regime. View the photographs, read the captions, and take part in the interactive sections of the websites.

<http://www.holocaustsurvivors.org/>

<http://www.nizkor.org/hweb/camps>

<http://remember.org/camps/>

<http://us-israel.org/jsource/Holocaust/aupictoc.html>

Adolf Hitler

Learn more about the man behind the violence and horror of the Holocaust. The following sites will give you an overview of his rise to power, his plan for world domination, and the cruelty he inflicted upon millions. Read some of the information found on the following websites to learn more about Hitler's background, plans, and demise.

<http://www.historyplace.com/worldwar2/riseofhitler/>

<http://www.infoplease.com/ce6/people/A0823832.html>

<http://www.tiscali.co.uk/reference/encyclopaedia/hutchinson/m0014160.html>

The Assignment

Now that you have read some of the background information, you will be working in your assigned groups to research a specific topic about the Holocaust. You will create a PowerPoint presentation to be viewed by the entire class. This PowerPoint will help build background knowledge for us before we begin reading the play *The Diary of Anne Frank*. Each group has been assigned a topic. As you scroll down, find your topic and visit the websites listed for information. The websites provided are not an all-inclusive list; they are just a good starting place. You are more than welcome to continue your search in printed materials and other online sources.

The presentation should meet the following criteria:

- ◆ PowerPoint presentation containing 6 slides
- ◆ Presentation must include at least 3 illustrations or photographs
- ◆ The final slide should contain references (at least 4)
- ◆ Presentation should last 10 minutes but not exceed 15 minutes
- ◆ Every member of the group must speak during the presentation

Each group should assign jobs or tasks for the group members. Because you were placed in groups of four, two members should be researching and two members should be creating the PowerPoint presentation.

Timeline

Group members will have 5 days in the computer lab. During this time the group should complete their research information sheets (researchers) and their PowerPoint presentation. The PowerPoint presentation and research information sheets are due at the end of the fifth day. Numbers will be drawn by the respective groups in order to determine the day and order of presentation.

Project Assessment

The project and presentation will be assessed using the following rubric

Graded Element	0/1	2	3	4
Information	Very little info., provided, disorganized, a lot of irrelevant info.	Some info, provided, some disorganization, some info. is irrelevant	Information is provided, mostly organized, and relevant to the topic	More than enough information, well organized, and all info. is relevant to the topic
Creativity	No creativity: no transitions, little color, little variation	Some creativity: attempts at variation in color and setup, some transitions	Creativity is present: transitions are used, variation in color and setup	A lot of creativity is present: transitions on every slide, color variations are used, and setup contains variation
Required elements	Photographs are missing and the presentation contains less than six slides	Presentation does not include 2 photos/illustrations and/or does not include at least four slides	Presentation includes 3 photos/illustrations or includes at five or six slides; one of the required elements is not sufficiently met	Presentation includes 3 photos/illus. and has six slides
Presentation: Slide Appearance	Slide setup is confusing, distracting, creates difficulty in reading	Slide setup is somewhat distracting, some difficulty in reading	Slide setup is organized; easily readable, no distractions	Slide setup is organized, fonts are used for specific reasons, no distractions, easily readable
Presentation	Did not participate in presentation; disorganized when speaking	Participated minimally; disorganized, difficult to follow	Participated fully; easy to understand; organized	Participated fully; organized, well-versed, easy to understand
Presentation: Student Appearance	Student is disheveled; made no attempt to look professional	Student made some attempt to look professional	Student is dressed somewhat professionally; avoided "regular" school clothes for the day	Student dressed professionally; made an attempt to "dress up"
Teamwork	Student made no attempt to work with others; did not cooperate; did not complete a fair amount of the work	Student made some attempt to work with others; student was uncooperative at times; did some work but not as much as team members	Student worked with others; was cooperative most times; completed a fair amount of the work load	Student worked well with others; was cooperative at all times and completed a fair amount of work if not more than a fair amount

Total _____/28 points X 7 = _____ out of 196 poin

- 10 points will be deducted for failing to make time.
- 5 points will be deducted for failing to have a reference page.

Group 1: Warsaw Ghetto

Consider the following questions as you look at the links provided:

- ◆ Where was the Warsaw Ghetto?
- ◆ What happened there during the Holocaust?
- ◆ What is a ghetto?
- ◆ Who were the occupants living there?
- ◆ Why did something take place there?

<http://www.ushmm.org/outreach/wgupris.htm>

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/warsawtoc.html>

<http://fcit.coedu.usf.edu/holocaust/resource/gallery/G1941WGU.htm>

<http://www.writing.upenn.edu/~afilreis/Holocaust/warsaw-uprising.html>

Group 2: Food Rationing during WWII

Consider the following questions as you look at the links provided:

- ◆ What is food rationing?
- ◆ Why did food have to be rationed?
- ◆ How was the food rationed, divided up, etc?
- ◆ Who was affected negatively by this course of action?
- ◆ What types of food were rationed?
- ◆ Were supplies other than food rationed?

<http://www.rootsweb.com/~nyfulton/Salute/WWIIrations.html>

http://www.suite101.com/article.cfm/food_history/27411

<http://www.worldwar2exraf.co.uk/Online%20Museum/Museum%20Docs/foodrationpage2.html>

http://www.bbc.co.uk/history/ww2children/ration/list_intro.shtml

Group 3: Fascism and Examples

Consider the following questions as you look at the links provided:

- ◆ What is fascism?
- ◆ Who created fascism?
- ◆ What are some examples of fascism?
- ◆ Was Hitler practicing fascism?
- ◆ What are the beliefs of fascism?

<http://www.fordham.edu/halsall/mod/mussolini-fascism.html>

<http://www.historyplace.com/worldwar2/riseofhitler/party.htm>

<http://www2.bc.edu/~weiler/hitlerdocuments.htm>

<http://www.wright.edu/~christopher.oldstone-moore/fascism.htm>

Group 4: Axis Powers

Consider the following questions as you look at the links provided.

- ◆ What are the Axis powers?
- ◆ Who was included in this group?
- ◆ What were their beliefs?
- ◆ What were they fighting for?
- ◆ What did they have to do with the Holocaust?

<http://www.ushmm.org/wlc/article.php?ModuleId=10005177>

<http://worldwar2history.info/war/Axis.html>

http://baby.indstate.edu/gga/gga_cart/gecar127.htm

http://members.tripod.com/nb_1/index2.html

Group 5: Allied Powers

Consider the following questions as you look at the links provided.

- ◆ What are the Allied powers?
- ◆ Who was included in this group?
- ◆ What were their beliefs?
- ◆ What were they fighting for?
- ◆ What did they have to do with the Holocaust?

http://members.tripod.com/nb_1/index2.html

http://www.ww1-propaganda-cards.com/allied_powers.html

http://www.freewebs.com/the_allied_powers/

http://unx1.shsu.edu/~his_sub/wwiipowers.htm

Group 6: The Nuremberg Trials

Consider the following questions as you look at the provided links:

- ◆ What were the Nuremberg Trials?
- ◆ Why did they take place?
- ◆ Who was on trial and for what?
- ◆ Where did they take place?
- ◆ What were some of the verdicts?

<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm>

<http://fcit.coedu.usf.edu/holocaust/resource/gallery/N1945.htm>

<http://www.facts.com/icof/nurem.htm>

<http://www.mtsu.edu/~baustin/trials3.html>

The End

I hope this project has provided you with the necessary information to begin reading *The Diary of Anne Frank*. As we read the play, keep in mind the tragedies of the time period and the horrors awaiting Anne Frank and her family outside the safety of the Annex. This is not just the story of a thirteen-year-old girl, this is the story of millions who faced the horrifying reality of World War II and the Holocaust.

