

# Visiting Anne Frank's House in VR

Year level: 8-10



## Summary

In this lesson, students learn about World War II, the tragic impact of the Holocaust on individuals and families. Students learn about Anne Frank and her life and the location where her and her family were in hiding. Students visit Anne's house in VR and explore the environment to discover more about who she was and where she lived.

This VR experience could complement a class unit about Anne Frank and/or World War II. It could follow on from a research inquiry into the Holocaust/World War II, a film viewing/study about Anne Frank, or the reading of her novel "The Diary of a Young Girl" (published in 1952).

## Required Resources

1. Virtual Reality headset (e.g. Oculus Quest) with Anne Frank House VR installed. [oculus.com/experiences/quest/1958100334295482](https://www.oculus.com/experiences/quest/1958100334295482)
2. A supporting resource about Anne Frank, such as her novel, The Diary of a Young Girl, a short video or a documentary. Some suggested resources are below.
  - a. History Channel webpage about Anne Frank [history.com/topics/world-war-ii/anne-frank-1](https://www.history.com/topics/world-war-ii/anne-frank-1)
  - b. "The Diary of a Young Girl" see your local library or Wikipedia for versions: [en.wikipedia.org/wiki/The\\_Diary\\_of\\_a\\_Young\\_Girl](https://en.wikipedia.org/wiki/The_Diary_of_a_Young_Girl)
  - c. A film, "Anne Frank: A Life in Hiding", for BBC's children's news programme by Nazia Mogra (shown on CBBC during Holocaust Memorial Day and on the Iplayer). [youtube.com/watch?v=UhdCR2ovC\\_g](https://www.youtube.com/watch?v=UhdCR2ovC_g)
3. Access to a computer or tablet with Internet to view video content.
4. Access to Google Earth via VR Headset or web browser at Google Earth <https://earth.google.com>.

## Suggested steps

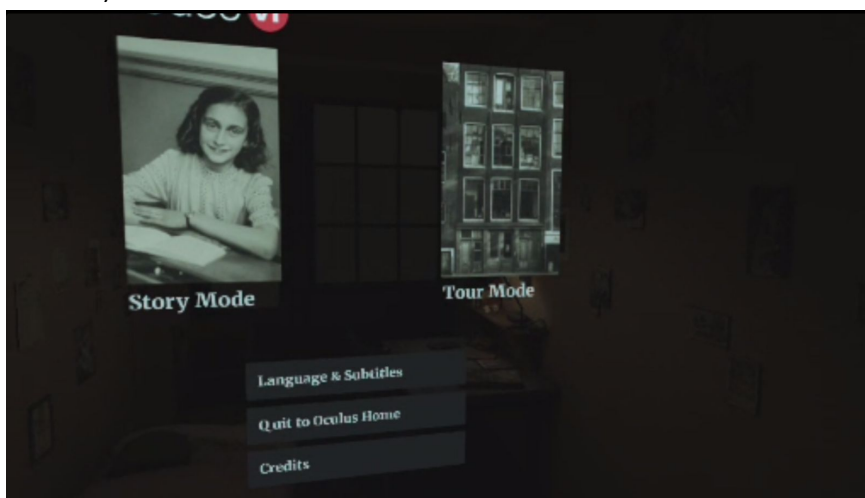
The following are some suggested steps to implement the lesson.

1. The teacher starts by engaging the class in Anne Frank's life story by reading her published book "The Diary of a Young Girl" (1952) or by viewing a video about her life such as the BBC's "Anne Frank: A Life in Hiding".

2. Students explore the place where Anne Frank lived by going to the website [annefrank.org/en/anne-frank/secret-annex/](http://annefrank.org/en/anne-frank/secret-annex/)
3. Students collectively brainstorm as a class all the things they have learned about Anne Frank and the Holocaust.
4. **VR Experience:** Students participate in a VR immersive experience, seeing where Anne Frank lived and listening to Anne Frank take them on an immersive tour of the Annex using words from her diary.

*Teachers can run this as a whole class experience, where students take turns with the VR headset as the whole class watches on a screencast of the VR to a television screen. Otherwise, teachers could have students break up into small groups and within the groups, take turns using a VR headset.*

To get started, open the Anne Frank House VR app on your VR headset device. If you have previously learned about Anne Frank via a book or video, select “Tour Mode” to dive straight into the experience (note: Story mode will include video narrative).



Using the hand-held controllers, point and click on points of interest (appearing as glowing icons) in the environment and listen to Anne tell her story and experience. To move from one area in a room to another, point and click using the “feet” with the controller.



As students move through the environment, invite them to consider the size of the space, the objects in the room, evidence of how they were living (activities, food, movements, sleeping, objects).

5. **Sharing VR observations and experiences.** After experiencing Anne Frank's life in VR students are invited to share their emotional response to their experience and their observations of the environment with the class. They discuss how the VR experience has used a combination of media and information to evoke an emotional response or deeper understanding of a lived experience during the War. Some of the Discussion questions below might provide useful prompts.

Students revisit their previous brainstorming of information about Anne Frank and the Holocaust to determine if there new pieces of information they can add.

6. **Further exploration into the region.** Students could undertake further exploration into where Anne was in hiding and the areas impacted by World War II. For an interactive experience this could be done using Google Earth <https://earth.google.com> (either in VR or using a web browser) or Google Maps ([maps.google.com](https://maps.google.com)).
7. **Students create a timeline to teach someone about World War II experiences,** combining investigative research into the Holocaust period with Australia's role and experience in the War. Their timeline is to include quotes, images and other media to evoke audience emotion and to tell a story (modelled off the VR Anne Frank's House).

Students could be provided with choice in the way they present their project, justifying the selection of digital technologies (as well as other media) and how it is appropriate for communicating information to achieve their goal. Technological examples could include:

1. the use of Google Tour (using Google Tour Creator at <https://vr.google.com/tourcreator>) and free 360 images found online.
2. the use of free timeline or Presentation software to create a timeline of events, including video, image or sound integration.
3. An interactive artwork piece.
4. A video.

Students are to share their work with their peers or the wider community.

## Discussion

- How do you think Anne Frank felt being in the Annex? What makes you feel this way?
- What areas/rooms can you find? What do you observe about the environment and the objects in the rooms that tell you about how they lived?
- What do you think were some of the most challenging aspects of living in the Annex? How would you spend your day in there?

- What were the consequences of World War II? How did these consequences shape the modern world?
- (Digital Technologies related) What types of digital information are being presented to you to learn more deeply about Anne Frank's story and evoke emotion?
- (Digital Technologies related) What is it about the VR experience that extends your understand about Anne and her life (or people impacted by the Holocaust more broadly)? Are there things about the video/book that helped you understand Anne and her life better than the VR experience?

### Why is this relevant?

Virtual Reality can enhance learning by placing students in an immersive experience they would otherwise never experience. In this activity, students are engaged in *using* digital technology but are also thinking about how the technology has been designed to tell them a story and to evoke emotion and how it complements their understanding of Anne's story through the integration of media.

One of the Depth Studies in the Year 10 Curriculum is on the topic of World War II (1939-45), including investigations into Wartime experiences and the Holocaust. Anne Frank's House VR experience provides an opportunity for students to experience through their own eyes (virtually) a lived Wartime experience during the Holocaust.

### Assessment

The following is a sample checklist of skills and knowledge that students could be asked to demonstrate through their digital project based on content descriptors.

Objective	Yes / No / Partially	Comments
<p><i>Digital Technologies</i></p> <p>Justifies and explains their selection of digital technologies for their interactive solution and how it meets their goals.</p> <p>Takes into account safety, social contexts and legal responsibilities in terms of using and sharing information in their project.</p> <p>Plans and manages projects using an iterative and collaborative approach.</p>		
<p><i>History</i></p> <p>Provides an overview and accurate timeline of events during World War II.</p> <p>Uses primary resources and appropriate referencing of materials and references used in the project.</p>		

<p>Considers causes, events, outcome and broader impact of the conflict within the project information.</p> <p>Identifies parallels between Australia's timeline and role in World War II and the changes occurring in Australia.</p>		
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For further advice, examples and support around assessment please visit the Digital Technologies Hub at [digitaltechnologieshub.edu.au/teachers/assessment](https://digitaltechnologieshub.edu.au/teachers/assessment).

## Curriculum links

### Links with the Digital Technologies curriculum area

Year band	Strand	Content description
Years 9-10	<b>Knowledge and Understanding</b>	<p>Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)</p> <p>Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)</p>

### ADD Links with other curriculum areas

Year band	Learning area	Content description
Years 10	<b>Humanities and Social Sciences - History (Historical Knowledge and Understanding)</b>	<p>Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Overview of the causes and course of World War II (ACDSEH024)</p> <p>Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)</p> <p>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)</p>



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