



UFSC

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Teaching Unit

The Holocaust and World War II

O Holocausto e a Segunda Guerra Mundial

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1 SUMMARY

To design this didactic unit, we drew on the Teacher Path developed by Jolly and Bolitho (2012) and the Recursive Cycle from Leffa (2008) as foundations for material development. Both frameworks include the stages of Identification (Jolly and Bolitho, 2012) or Analysis (Leffa, 2008) of a need/problem, the Physical Production or Development of the material, the Use or Implementation with students, and finally, the Evaluation. In this unit, we carried out the stages of identification and analysis as well as the production and development phases. When applied, this material can be adapted if necessary.



Table 1 – Organization of the Didactic Unit

Discourse	Notions	Genres	Register	Speech Acts	Lexicogrammar/ Phonology/ Graphology
Human hatred and its consequences	Anne Frank's life and events involving the Holocaust	Photographs	Photographs of real people and events from World War II	To comprehend the impactful reality of World War II for Jews.	Linking Words
		Diary excerpt	Anne Frank's diary excerpt describing everyday events and circumstances	To understand Anne Frank's feelings and routine during the Holocaust.	
		History video	Video about the rise of the Nazis and the consequences of World War II	To be aware of historical facts related to World War II, such as the persecution of Jews.	
		Propaganda	Nazi anti-Jewish propaganda produced during the Holocaust	To reflect on the influence of propaganda in creating hate speech and segregation during World War II.	

Source: elaborated by the authors

2 AUDIENCE/TEACHING CONTEXT

9th-grade students in Brazilian public elementary schools.

3 THEME

Anne Frank's life and the Holocaust, as experienced during World War II. This material proposes an interdisciplinary approach integrating English language and History.

4 GENRES

Photographs, Diary excerpt, History video, and Propaganda.

5 COMPETENCES

In order for students to develop most of the abilities mentioned in the BNCC (Brazil, 2018) for English language teaching, this material explores reading, listening, writing, and oral skills, focusing on Reading. It addresses linguistic knowledge and the intercultural dimension of the proposed genres and activities (BNCC, 2018).

Some specific BNCC (Brazil, 2018) objectives were considered in designing the material, such as (EF09LI05), to understand characteristics of persuasion in propaganda; (EF09LI14), to use linking words to express argumentation and discursive intention; and (EF09HI13), to explore and contextualize the rise of Nazism and Fascism and practices of extermination (such as the Holocaust).

6 OBJECTIVES

- To reflect on the segregation faced by Jews in World War II and its consequences through Anne Frank's perspective in a diary entry.
- To explore how hatred and racism during Nazism impacted Jews and consider their effects.
- To identify how the genres diary entry and propaganda are organized, and how they function in different social contexts.

7 RESOURCES

- Internet
- Laptops or access to a computer lab
- Printed material
- Whiteboard

8 ACTIVITIES

Pre-prepare yourself

1- Look at the girl below and at the cover page images. Discuss with your teacher and classmates:



Sources: Anne Frank Fonds - Guia do estudante / Google Images

- a) Do you know who the girl in both photographs is?
- b) How old do you think she was in the photos?
- c) Do you think she is important? Why?
- d) When do you think this photo was taken? How can you tell?
- e) What is the context behind the other images on the cover page?

Saturday, June 20, 1942

[...] Our lives were not without anxiety, since our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. [...] After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use street-cars; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; Jews were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. and 6 A.M.; Jews were forbidden to attend theaters, movies or any other forms of entertainment; [...] Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on.

Source: FRANK, Anne. The Diary of a Young Girl. New York: Doubleday, 1995.

Behind the words:

- 1- Answer the questions based on the text.

- a) What is this text about?
- b) Who wrote it?
- c) Mark the option that best describes the name and purpose of the text:

() Timeline: to describe the chronological order of the main dates and events of a person or phenomenon.

() Autobiography: to narrate the story of one's life.

() Profile: to summarize the description of a person or organization, specifying some significant characteristics and experiences.

() Diary: to keep a daily record of events, experiences, personal activities, reflections, or feelings.

() Memoir: to collect and share personal memories about specific moments of a person's life, in a self-written format.

d) What evidence from the text supports its name and purpose?

e) Have you ever written this kind of text? If yes, did you enjoy it?

f) Do you think the person who wrote this excerpt was a Jewish person? Justify your answer.

g) Why do you think Jewish people had those restricted decrees?

h) Do you agree with those rules?

Hands-on! Knowing History:

1- Watch the video about the Holocaust and the rise of Nazism.



Source: Unpacked channel - <https://youtu.be/0FDfhPMA95I?si=VzoVol9fvHzLj4p0>

2- Working in pairs, research the context in which Anne Frank lived. Use the questions to guide your research.

a) In what years did World War II happen?

b) Besides Jews, who were persecuted by Nazism?

c) What are the 'pogroms' that Anne is referring to?

d) What does 'capitulation' mean in the context of war?

e) Besides all the segregation experienced by Jews that Anne wrote in the excerpt, can you find other rules that Jews had to follow?

Language in the making

1- Look at Anne's diary example. What are the words Anne uses to connect the sentences? Which words helped to organize the text and make it more cohesive?

When writing a diary, e-mail, essay, review, or any textual genre, linking words help you move from one idea to another. Let's see some examples:

Contrast:	Although; Compared with; However; Nevertheless
Cause/Reason:	As a result of; Because;
Alternatives:	Whereas; Alternatively; Otherwise; Instead; Although;
Compare:	Compared with; In the same way; Likewise;
Additional comments or ideas:	Additionally; Moreover; Furthermore; Also; Then; Again;

2- Highlight or underline all connectors and linking words that you find in Anne's diary quote and categorize them:

Addition:	
Time/Order:	
Cause/Effect:	
Alternative:	
Contrast:	

Let's practice?

Linking words within a sentence are referred to as coordinating conjunctions. Don't worry, they're simpler than you imagine: for; and; nor; but; or; yet; so.

3- Choose the appropriate connector and linking words below to complete Anne's diary with different words.

for this reason - such as - and also - in addition - besides - in fact - on the other hand - to conclude - consequently

[...]Our lives were not without anxiety, **since** our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. [...] After May 1940 the good times were few and far between: first there was the war, **then** the capitulation **and then** the arrival of the Germans, which is when the trouble started for the Jews. _____, our freedom was severely restricted by a series of anti-Jewish decrees _____: Jews were required to wear a yellow star _____ were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; _____ we were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. **and** 6 A.M.; Jews were forbidden to attend theaters, movies **or** any other forms of entertainment; [...] Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. _____ you couldn't do this and you couldn't do that, **but** life went on.

Linking Words:

*Linking words, also known as transitional expressions, are words and phrases like **however** or **on the other hand** that connect clauses, sentences, paragraphs, or other words. The purpose of linking words is to make communication smoother and more logical by signaling the relationship between ideas.*

Going Further

1- Look at the images. How were Jewish people represented? In a good or bad way? Why?



Source: Holocaust Encyclopedia

2- Considering the first image: how do you interpret the use of an octopus holding the world?

3- Based on your last answers, do you think this type of propaganda contributed to the hatred and segregation of Jewish people? Explain your reasoning.

4- Knowing that propaganda is a textual genre that promotes ideologies and ideas, and is disseminated through mass media (newspapers, radio, television, magazines, and the internet), where do you think these advertisements were circulated? Can you identify who was consuming and publishing them?

The Nazis used propaganda to win the support of millions of Germans in a democracy and, later, in a dictatorship, to facilitate persecution, war, and ultimately genocide. Propaganda played an important role in advancing the persecution of European Jews.

5- Now that you have learned more about propaganda, mark the alternatives that characterize this type of text.

() Many advertisements carry an emotional appeal, aiming to create identification and persuade people to accept the proposed ideas.

() Images are an important element in advertisements because they are usually the first thing we notice.

() Advertisements can only circulate on the internet.

() No advertisement can be dangerous to democracies and human rights, since they are not capable of generating actions in the real world.

() Propaganda can be used to manipulate public opinion.

() Political propaganda is always based on facts.

() The use of impactful visuals helps create emotional reactions in propaganda.

6- Nowadays, the Internet is a powerful tool to share information and promote ideas. From this perspective, hate speech and false information can be easily spread. What suggestions do you have to deal with this problem?

REFERENCES

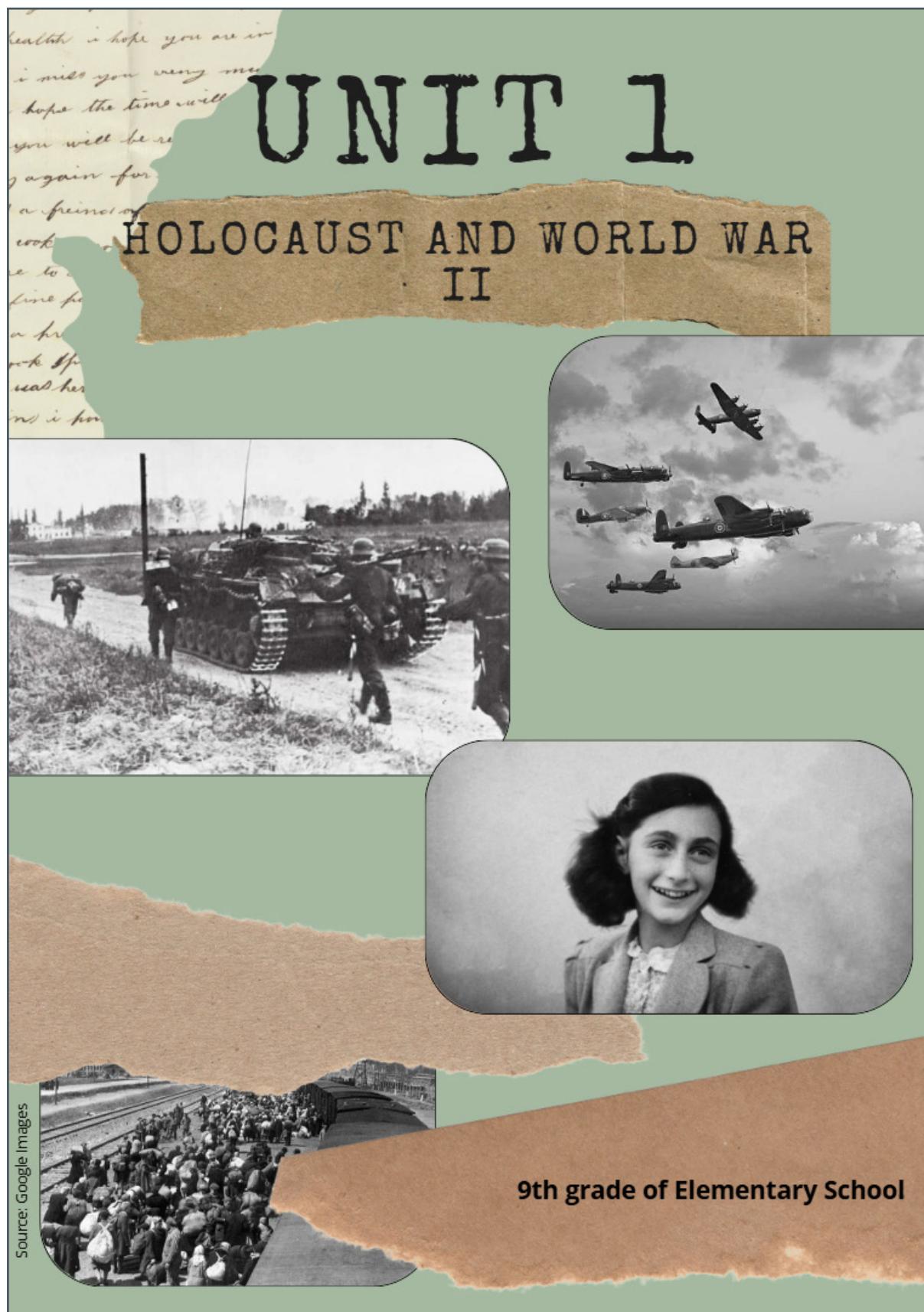
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9 ATTACHMENTS

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1 TEACHER'S GUIDE

1.1 THEORETICAL PERSPECTIVES

We understand language as a social practice in which we, as components of a specific culture, engage in different activities throughout our days. We use and involve language in every space and context because it is a complex object surrounded by any kind of social practice (LEFFA, 2012). Considering English as an additional language necessary for our contemporary society (Schlatter and Garcez, 2012), the teaching of English in public schools should consider themes that encourage students to rethink the use of language and comprehend its meanings through the events and social practices. This perspective leads us to understand the role of language within the educational system, which is to enable students to engage in these social practices and participate as speakers and creators in an autonomous and meaningful way (Leffa, 2012, p. 392; Freire, 1996).

Aligned with this conception of language, interdisciplinarity is an approach that can promote the active participation of students in new spaces and resignify the use of the additional language through other curricular disciplines (Schlatter & Garcez, 2012). For the development of the unit, we considered the Pedagogical Path through Genres (our translation), as proposed by Marcuschi (2010), which allows students to understand the formal aspects that organize different genres and reflect on the social practices in which these texts are inserted.

Furthermore, we comprehend the importance of developing critical thinking and reflection through the reading of texts, which goes beyond understanding written language and also addresses the context in which the text was/is produced, consumed, and distributed, the discourse and ideologies surrounding it, and the forms of persuasion it may contain, for example. Thus, students will be able to understand a text as a whole, maintaining a critical perspective on its meanings and adopting a non-naive view (Marcuzzo, 2017; Fairclough, 2003).

In order to develop the mentioned skills and since our main focuses in this unit is on Reading ability, we adopted the Interactive Reading Model (our translation), which combines two strategies: the Top-Down model, which involves activities that consider students' previous experiences integrated into a schema (cognitive structure); and the Bottom-Up model, which proceeds from the specific to the general, in which students build meaning based on the linguistic aspects of the text (Marcuzzo, 2017). In other

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words, we aim to create activities based on the stages of Pre-reading, Reading, and Post-reading, which prepare students to understand the text at different moments and from distinct perspectives.

We expect that you, teacher, can implement and evaluate the material in a real educational context. As follows, we indicate how the unit is structured and how you can utilize it.

1.2 MATERIAL STRUCTURE

The material comprises a complete didactic unit, divided into sections with specific objectives:

- **Pre-prepare yourself:** section developed for Pre-reading activities to initiate a discussion and bring students' previous experiences regarding the theme.
- **Reading:** main section of the unit, which introduces the first genre (Anne Frank's diary excerpt) and is subdivided into two subsections:
 1. Behind the words: activities related to genre awareness and critical discourse analysis.
 2. Hands on! Knowing history: contextualization of the historical facts, and an activity of research production.
- **Language in the making:** section concerned with language matters through the genre worked (linking words).
- **Going further:** a section that developed a plus contextualization of the period and a discussion about persuasion resources, by two Nazis propagandas. It also emphasises questions about critical discourse analysis.

Throughout the activities, students will explore different skills, indicated by the icons below.



Writing



Reading



Listening



Speaking



Task production

On the attachment pages, you can find more details about the historical context of the period explored, in which we indicate websites to access information and give further suggestions on how to use or adapt this material. Also, attached on page 15, you can find the Answer Key material.

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2 SYLLABUS

Unit 1 organization

Discourse	Notions	Genres	Register	Speech Acts	Lexicogrammar/ Phonology/ Graphology
Human hatred and its consequences	Anne Frank's life and events involving the Holocaust	Photographs	Photographs of real people and events from World War II	To comprehend the impactful reality of World War II for Jews.	Linking Words;
		Diary excerpt	Anne Frank's diary excerpt describing everyday events and circumstances	To understand Anne Frank's feelings and routine during the Holocaust.	
		History video	Video about the rise of the Nazis and the consequences of World War II	To be aware of historical facts related to World War II, such as the persecution of Jews.	
		Propaganda;	Nazi anti-Jewish propaganda produced during the Holocaust	To reflect on the influence of propaganda in creating hate speech and segregation during World War II.	

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(Continua)

PRE-PARE YOURSELF

1- Look at the girl below and at the cover page images. Discuss with your teacher and classmates:

- Do you know who the girl in both photographs is?
- How old do you think she was in the photos?
- Do you think she is important? Why?
- When do you think this photo was taken? How can you tell?
- What is the context behind the other images on the cover page?

Saturday, June 20, 1942

[...] Our lives were not without anxiety, since our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. [...] After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use street-cars; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; Jews were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. and 6 A.M.; Jews were forbidden to attend theaters, movies or any other forms of entertainment; [...] Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on.

ANNE FRANK



Source: Anne Frank Fonds - Guia do estudante

Source: FRANK, Anne. *The Diary of a Young Girl*. New York: Doubleday, 1995.

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(Continua)

READING

BEHIND THE WORDS:

1- Answer the questions based on the text.

a) What is this text about?

b) Who wrote it?

c) Mark the option which best describes the name and purpose of the text:

Timeline: to describe the chronological order of the main dates and events of a person or phenomenon.

Autobiography: to narrate the story of one's life.

Profile: to summarize the description of a person or organization, specifying some significant characteristics and experiences.

Diary: to keep a daily record of events, experiences, personal activities, reflections, or feelings.

Memoir: to collect and share personal memories about specific moments of a person's life, in a self-written format.

d) What evidence from the text supports its name and purpose?

e) Have you ever written this kind of text? If yes, did you enjoy it?

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(Continua)

f) Do you think the person who wrote this excerpt was a Jewish person? Justify your answer.

g) Why do you think Jewish people had those restricted decrees?

h) Do you agree with those rules?

HANDS-ON! KNOWING HISTORY:



1- Watch the video about the Holocaust and the rise of Nazism.



Source: Unpacked channel -
<https://youtu.be/0FDfhPMA95I?si=VzoVoI9fvHzLj4p0>

2- Working in pairs, research the context in which Anne Frank lived. Use the questions to guide your research.



- a) In what years did World War II happen?
- b) Besides Jews, who were persecuted by Nazism?
- c) What are the 'pogroms' that Anne is referring to?
- d) What does 'capitulation' mean in the context of war?
- e) Besides all the segregation experienced by Jews that Anne wrote in the excerpt, can you find other rules that Jews had to follow?

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(Continua)



LANGUAGE IN THE MAKING

1- Look at Anne's diary example. What are the words Anne uses to connect the sentences? Which words helped to organize the text and make it more cohesive?

When writing a diary, e-mail, essay, review, or any textual genre, linking words help you move from one idea to another.

Let's see some examples:

Contrast:	Although; Compared with; However; Nevertheless
Cause/Reason:	As a result of; Because;
Alternatives:	Whereas; Alternatively; Otherwise; Instead; Although;
Compare:	Compared with; In the same way; Likewise;
Additional comments or ideas:	Additionally; Moreover; Furthermore; Also; Then; Again;

2- Highlight or underline all connectors and linking words that you find in Anne's diary quote and categorize them:

Addition:		Alternative:	
Time/Order:		Contrast:	
Cause/Effect:			

9 ATTACHMENTS

(Continua)



LET'S PRACTICE?

Linking words within a sentence are referred to as coordinating conjunctions. Don't worry, they're simpler than you imagine:

for; and; nor; but; or; yet; so.



3- Choose the appropriate connector and linking words below to complete Anne's diary with different words.

for this reason - such as - and also - in addition - besides - in fact - on the other hand - to conclude - consequently



[...]Our lives were not without anxiety, **since** our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. [...] After May 1940 the good times were few and far between: first there was the war, **then** the capitulation **and then** the arrival of the Germans, which is when the trouble started for the Jews. _____, our freedom was severely restricted by a series of anti-Jewish decrees_____: Jews were required to wear a yellow star_____ were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; _____ we were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. **and** 6 A.M.; Jews were forbidden to attend theaters, movies **or** any other forms of entertainment; [...] Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. _____ you couldn't do this and you couldn't do that, **but** life went on.

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(Continua)

Linking words:

Linking words, also known as transitional expressions, are words and phrases like **however** or **on the other hand** that connect clauses, sentences, paragraphs, or other words. The purpose of linking words is to make communication smoother and more logical by signaling the relationship between ideas.



GOING FURTHER

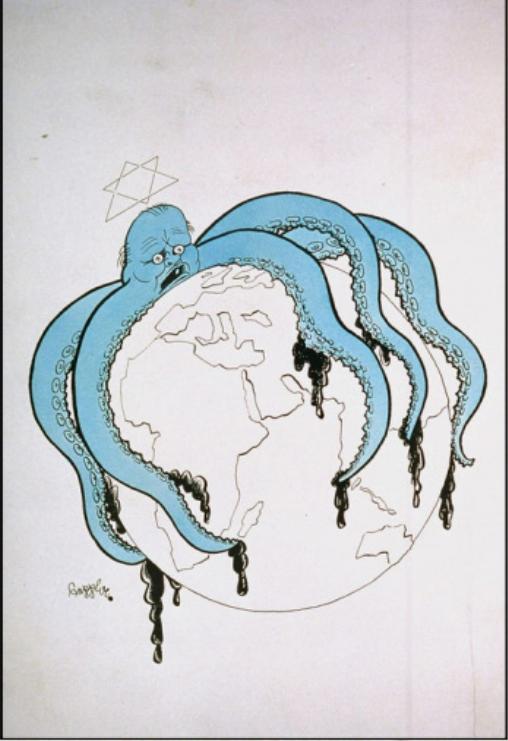


Image 1 - Nazi propaganda cartoon
(Seppla - Josef Plank)



Image 2 - Nazi anti-Jewish propaganda
(Circa, 1942)

Source: Holocaust Encyclopedia

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(Continua)

1- Look at the images. How were Jewish people represented? In a good or bad way? Why?

2- Considering the first image: how do you interpret the use of an octopus holding the world?

3- Based on your last answers, do you think this type of propaganda contributed to the hatred and segregation of Jewish people? Explain your reasoning.

4- Knowing that propaganda is a textual genre that promotes ideologies and ideas, and is disseminated through mass media (newspapers, radio, television, magazines, and the internet), where do you think these advertisements were circulated? Can you identify who was consuming and publishing them?

The Nazis used propaganda to win the support of millions of Germans in a democracy and, later, in a dictatorship, to facilitate persecution, war, and ultimately genocide. Propaganda played an important role in advancing the persecution of European Jews.



Source: Holocaust Encyclopedia -
<https://encyclopedia.ushmm.org/content/en/article/nazi-propaganda>

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5- Now that you have learned more about propaganda, mark the alternatives that characterize this type of text.

- () Many advertisements carry an emotional appeal, aiming to create identification and persuade people to accept the proposed ideas.
- () Images are an important element in advertisements because they are usually the first thing we notice.
- () Advertisements can only circulate on the internet.
- () No advertisement can be dangerous to democracies and human rights, since they are not capable of generating actions in the real world.
- () Propaganda can be used to manipulate public opinion.
- () Political propaganda is always based on facts.
- () The use of impactful visuals helps create emotional reactions in propaganda.

6- Nowadays, the Internet is a powerful tool to share information and promote ideas. From this perspective, hate speech and false information can be easily spread. What suggestions do you have to deal with this problem?

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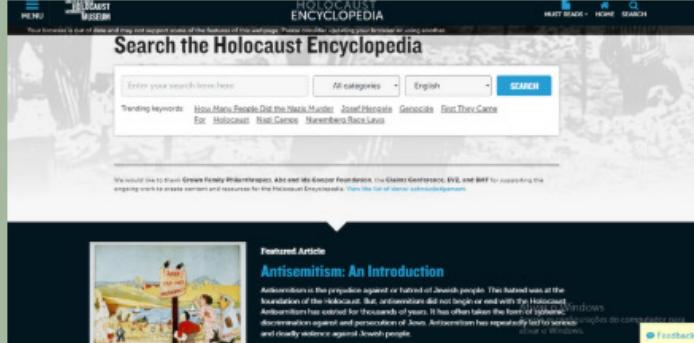
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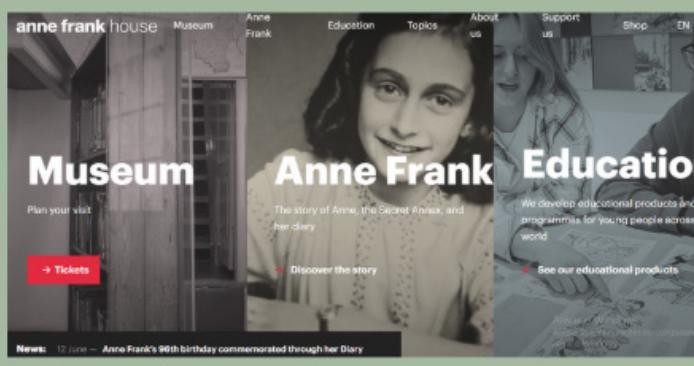
Website recommendations:

Teacher, this unit can be explored in different ways. Here are websites and platforms that may help you in your classes and complement the activities above.

1) Holocaust Encyclopedia:
The Holocaust Encyclopedia is an online resource published by the United States Holocaust Memorial Museum, providing detailed information about the Holocaust and the events surrounding it. The platform can be very informative and interesting, by providing reliable sources.



2) Anne Frank House:
Anne's official website also serves as the official site of her museum. On this platform, students can learn more about the life of the young Anne, explore information about the war, and discover the secret annex where Anne and her family hid through videos and photographs. The website also offers educational activities aimed at combating prejudice and antisemitism.



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DETAILS ABOUT THE MATERIAL

Suggestions:

1) The purpose of the pre-reading activity is to enhance students' speaking skills and activate their background knowledge. Have students work in pairs and discuss the topic for approximately five minutes.

 **PRE-PARE YOURSELF**

1- Look at the girl below and at the cover page images. Discuss with your teacher and classmates:

a) Do you know the girl in both photographs?
b) How old do you think she is?
c) Do you think she is important? Why so?
d) When do you think this photo was taken? How do you know?
e) What is the context behind the other images on the cover page?



- You can also choose another picture of Anne, or maybe start with the diary and then show Anne's picture.

2) This excerpt from Anne's diary was chosen with the purpose of illustrating the historical context she experienced, as well as containing grammatical aspects outlined by BNCC (Brasil, 2018). However, you may also choose other excerpts that work with the passive voice, WH-questions, pronouns, etc., which are also mentioned in the BNCC.



ANNE
FRANK

Saturday, June 20, 1942

[...] Our lives were not without anxiety, since our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. [...] After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use streetcars; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; Jews were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. and 6 A.M.; Jews were forbidden to attend theaters, movies or

Everything in this material can be adapted. If your class doesn't work well in pairs, you might choose students to answer questions guided by you. If you have access to the internet, you can use Anne Frank's website (<https://www.annefrank.org/en/>) to show pictures of her and the Secret Annex to introduce the content.

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Suggestions:

DETAILS ABOUT THE MATERIAL

3) The Hands-on activity may not be possible without internet access. Therefore, you can use the students' own history textbook, since World War II is part of the 9th-grade curriculum. Additionally, this can be a collaborative lesson with the history teacher, who can help clarify questions and support students regarding the topic. This part of the activity can also be assigned as homework and turned into a poster or another type of presentation project

HANDS-ON! KNOWING HISTORY:

1- Watch the video about the Holocaust and the rise of Nazism.



2- Working in pairs, research the context in which Anne Frank lived. Use the questions to guide your research.

**a) In what years did World War II happen?
b) Including Jews, who were the community that Nazism chased?
c) What are the 'pograms' that Anne is talking about?
d) What does 'capitulation' mean in a war context?
e) Besides all the segregation experienced by Jews that Anne wrote in the excerpt, can you find other rules that Jews should follow?**



GOING FURTHER



Source: Holocaust Encyclopedia

4) By going further, you may explore other types of propaganda beyond antisemitic ones, including those that convey hate speech against Black people, LGBTQ+ individuals, women, and other ethnic groups. Use current examples and compare them with historical ones. The main goal is to encourage students to think critically about the messages conveyed, identify the rhetorical elements used, understand their intended effects, and analyze how such propaganda becomes persuasive in serving a specific purpose.

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**ANSWER KEY
MATERIAL**

PRE-PARE YOURSELF

Number 1: Here, the expected answer is that students can recognize Anne Frank, remember why she is known, and in which context she lived by integrating the other images of the cover page.

BEHIND THE WORDS

1- Answer the questions based on the text.

a) What is this text about?
The text is a quote from Anne Frank's diary. In the text, she describes how her life was affected by Hitler's anti-Jewish laws and also how her family's routine changed because of World War II.

b) Who wrote it?
Anne Frank.

c) Mark the option which best describes the name and purpose of the text:

Timeline: to describe the chronological order of the main dates and events of a person or phenomenon.
 Autobiography: to narrate the story of one's life.
 Profile: to summarize the description of a person or organization, specifying some significant characteristics and experiences.
 Diary: to keep a daily record of events, experiences, personal activities, reflections, or feelings.
 Memoir: to collect and share personal memories about specific moments of a person's life, in a self-written format.

d) What evidence from the text supports its name and purpose?
The date (*Saturday, June 20, 1942*); it was written in the first person singular; it used a simpler and intimate language.

e) Have you ever written this kind of text? If yes, did you enjoy it?
Personal answer.

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BEHIND THE WORDS

f) Do you think the person who wrote this excerpt was a Jewish person? Justify your answer.

Yes, the text is written by a Jew. We can find some elements that justify this answer, such as "our lives, our freedom", in which Anne is talking about something that she has lived with her family, and also, the number of strict rules listed by her, that she needs to deal with every day.

g) Why do you think Jewish people had those restricted decrees?

Hitler believed that Jewish people were of an inferior race since they had a specific culture, beliefs, and religion. These decrees started a period of antisemitism, persecution, and murder.

h) Do you agree with those rules?

Personal answer.

HANDS-ON! KNOWING HISTORY:

Research question: Some of the answers can be found in the video indicated. For more information about the 'pogroms', 'capitulation', and general knowledge, the website suggested in the attachments may also help the students in this research.

LANGUAGE IN THE MAKING

Number 1: The expected answer is that from an oral discussion, students can start recognizing some connectors that Anne Frank used in the text, and perceive the purpose of employing a connector to create cohesion throughout the text.

2- Highlight or underline all connectors and linking words that you find in Anne's diary quote and categorize them:

Addition:	And	Alternative:	Or
Time/Order:	Then	Contrast:	But
Cause/Effect:	Since		

9 ATTACHMENTS

(Continua)

LANGUAGE IN THE MAKING

3- Choose the appropriate connector and linking words below to complete Anne's diary with different words.

for this reason - such as - and also - in addition - besides - in fact - on the other hand - to conclude - consequently

Writing in a diary is a really strange experience for someone like me. [...] Our lives were not without anxiety, **since** our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. [...] After May 1940 the good times were few and far between: first there was the war, **then** the capitulation **and then** the arrival of the Germans, which is when the trouble started for the Jews. **Consequently**, our freedom was severely restricted by a series of anti-Jewish decrees, **such as**: Jews were required to wear a yellow star **and also** were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3 and 5 P.M.; **in addition**, we were required to frequent only Jewish-owned barbershops and beauty parlors; Jews were forbidden to be out on the streets between 8 P.M. and 6 A.M.; Jews were forbidden to attend theaters, movies or any other forms of entertainment; [...] Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. To conclude, you couldn't do this and you couldn't do that, but life went on.

GOING FURTHER

1- Look at the images. How were Jewish people represented? In a good or bad way? Why?

In the first image, they are represented in an evil way, as an octopus consuming the world. In the second one, they are represented stereotypically with Jewish men's features and behind the flags of the Allied Powers (Soviet Union, United Kingdom, and United States). Also, he seems to be planning something with the group, which reinforces that Jews are on the opposite side of the Nazi government.

9 ATTACHMENTS

(Continua)

GOING FURTHER

2- Considering the first image: how do you interpret the use of an octopus holding the world?

This drawing suggests that Jews are taking control over the world and spreading their evil. Portrayed as an octopus, they seem to be destroying the planet with their tentacles and staining other nations with their black ink.

3- Based on your last answers, do you think this type of propaganda contributed to the hatred and segregation of Jewish people? Explain your reasoning.

Yes, because they contribute to the propagation of an evil image of Jews and the perspective that they are a problem to the world. In other words, they disseminate antisemitic propaganda with a persuasive strategy to influence the population to have the same viewpoint.

4- Knowing that propaganda is a textual genre that promotes ideologies and ideas, and is disseminated through mass media (newspapers, radio, television, magazines, and the internet), where do you think these advertisements were circulated? Can you identify who was consuming and publishing them?

Probably this propaganda was transmitted on television, in magazines, and newspapers, and also printed and pasted on public walls, gates, etc. The consumers and publishers were mainly the public who believed and agreed with antisemitic actions and used propaganda as a way of reinforcing stereotypes and prejudice.

5- Now that you have learned more about propaganda, mark the alternatives that characterize this type of text.

(X) Many advertisements carry an emotional appeal, aiming to create identification and persuade people to accept the proposed ideas.

(X) Images are an important element in advertisements because they are usually the first thing we notice.

() Advertisements can only circulate on the internet.

() No advertisement can be dangerous to democracies and human rights, since they are not capable of generating actions in the real world.

(X) Propaganda can be used to manipulate public opinion.

() Political propaganda is always based on facts.

(X) The use of impactful visuals helps create emotional reactions in propaganda.

9 ATTACHMENTS

(Continua)

GOING FURTHER

6- Nowadays, the Internet is a powerful tool to share information and promote ideas. From this perspective, hate speech and false information can be easily spread. What suggestions do you have to deal with this problem?

One suggestion is to always check the source of the information and where it has been disseminated (verified websites or well-known media companies, for example). Also, it is important to check the data of publication or edition, and search for the information in other sources, to verify if it is real and accurate.

9 ATTACHMENTS

(Conclusão)

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