

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
FACULTAD DE CIENCIAS DEL LENGUAJE

TRABAJO FINAL DE GRADUACIÓN PARA OPTAR POR EL GRADO DE
“BACHILLERATO” EN “TRADUCCIÓN DE INGLES”

**A Literary Analysis of How Anne Frank’s Diary Reveals the Emotional Impact of Social
Discrimination with and Historical and Bibliographical Approach.**

NOMBRE DE LA ESTUDIANTE:
JIMENA MONTERO ZÚÑIGA

Tutor:
LAWRENCE VEGA MIRANDA

SEDE SAN JOSE, COSTA RICA

25 de Junio de 2025

Table of Content

1. Chapter 1.....	3
1.1 Introduction.....	7
1.2 Justification.....	10
1.3chapter Objectives.....	11
1.4 Antecedents.....	12
1.5 Scope.....	13
3. Chapter II.....	14
2.1 Theoretical Framework.....	14
2.2 Discrimination topic.....	15
2.3 Social and Political situation of Jewish people and Germans in the Second World War.....	16
2.4 Discrimination in human society.....	19
2.5 Definition of discrimination	20
2.6 Types of discrimination.....	22
2.7 Social discrimination in the world.....	24
2.8 Social discrimination against Jewish people.....	26
2.9 Historical background of social discrimination against Jews.....	27
2.10 Magnitude of social discrimination in Jewish people during the second world war.....	29
2.11 Emotional effects of social discrimination on Jewish people.....	31
2.12 Effects of social discrimination of family life, education, and social interactions	33
2.13 Overview of Anne Frank Novel	35
2.14 Relevance of discrimination and hater for the purpose of the study.....	36
2.15 Historical and bibliographical approach	38
4. Chapter III.....	40
3.1 Research design.....	40
3.2 Population and sample.....	43
3.3 Research Instrument.....	46

3.4 Data gathering procedure.....	46
5. Chapter IV	46
4.1 Introduction.....	46
4.2 Contextual analysis.....	47
4.2.1 Historical contextual analysis.....	47
4.3 Narrative Structure Analysis	48
4.4Thematical Analysis.....	49
4.4.1 Problematics caused by hate and discrimination.....	49
4.4.2 Social discrimination.....	53
4.5 Themes.....	57
4.6 Historical characters.....	57
4.7 Psychological Problems.....	60
4.8Discrimination and hate	64
4.8.1Family oppression	68
4.8.2 Educational discrimination.....	72
4.8.3 Social deterioration.....	75
4.9 Historical and bibliographical significance.....	76
6. Chapter V	76
5.1 Introduction.....	78
5.2 General Summary	78
5.3 Summary and Findings.....	79
5.4 Conclusions.....	83
5.5 Implications of the study.....	85
5.6 Limitations of the study	86
5.7 Summary of Limitations.....	87
5.8 Future research recommendations.....	88
8. Bibliography	90

Acknowledgements

First, I want to thank God, for all the opportunities he has given me. For being with me, in all this whole studying process. He has given me the strength and the wisdom to be a great student. Without God's help I could not be able to make it.

Second, I would like to thank my parents Giselle and Harold for being with me in this large path, where I have been challenged in this learning process thinking sometimes that I could not make it, but they have given me support in those darks' times.

Third, I would like to thank my boyfriend Julian for having hope in me. For always encouraging me to do my best, and to peruse my dreams.

Dedication

I dedicate this work to all the people that are experiencing discrimination around the world. To those small groups that have been excluded from society. Asians, Latinos, religious people and many others that have been seen like a parasite to society. To all the people that have experienced discrimination in society, who have experienced bullying and violence from others just for being different. Discrimination has been part of our society for decades ago. The purpose of this is to analyse how discrimination has affected our society in the past and today. Discrimination goes against human rights and human respect. If a society experiments or feeds themselves with discrimination, they go against others.

Abstract

In the last decades, discrimination has had a great impact on society and the way things have been developing. This study aimed to analyze the challenges Jews suffered under discrimination and hate laws established by Nazis. A qualitative approach was used, using historical and biographical methods, which involved the use of first-hand sources like the diary of Anne Frank and other articles, historical references, that supported the information and important points. Additionally, this project included the analysis of the most important themes found in the Diary of Anne Frank, and their historical relevance to portray how both bibliographical and historical approach combine to make clear points and to analyze both important parts. As well as deep analysis on German's behaviors upon Jews, and the effects of the war and holocaust. An important piece for this project which included literature, history and fiction to build successfully the analysis. Findings revealed that discrimination affected life, education, social environments, emotions, families and economy, which was manifested through the Diary. The study concludes that discrimination affected significantly a whole Jewish community and marked their generation forever.

Resumen

En las últimas décadas, la discriminación ha tenido un gran impacto en la sociedad y en su desarrollo. Este estudio tuvo como objetivo analizar los desafíos que sufrieron los judíos bajo la discriminación y las leyes de odio establecidas por los Nazis. Se empleó un enfoque cualitativo, con un método histórico y bibliográfico, que implicó el uso de fuentes de primera mano como el diario de Ana Frank y otros artículos y referencias históricas que aportaron más información y puntos relevantes a la investigación, una pieza clave para este proyecto que incluyó literatura, historia y ficción para construir con éxito el análisis. Adicionalmente este proyecto incluye un análisis de los temas más importantes encontrados en el diario de Anna Frank y su importancia histórica. Que ha funcionado para proyectar el punto bibliográfico e histórico, y como cada uno de ellos se conecta para poner puntos claros sobre la mesa y analizar ambas partes las cuales son importantes. Los hallazgos revelaron que la discriminación afectó la vida, la educación, el entorno social, las emociones, las familias y la economía, lo cual se manifestó a través del diario. El estudio concluye que la discriminación afectó significativamente a toda la comunidad judía y marcó a su generación para siempre.

Chapter 1

1.1 Introductory Framework

Literature is written works that express ideas, thoughts, emotions and experiences through a path of creative writing and imagination. It can include historical facts, evidence, statistics and science. On the other hand, literature can present a world full of imagination where you can write about fictional characters, mystic creatures, ghosts, mermaids and whatever you imagine, creating a fictional world with lots of adventures. Literature can represent culture, life stories, bibliographies, values and people's perspectives of life. Literature is not a means of entertainment; it goes deeper to explore and connect humans through reading. This connection goes beyond words and reading paragraphs, it can connect the readers to the emotions and life experiences of the characters and identify themselves with the plot of the story. According to Meyer (2022), literature is "an imaginative or creative writing that expresses human experiences, thoughts, and emotions in an artistic form" (p.4). Literature is not only a form of communication, but a form in which the reader reflects, and feels every sentence and paragraph written.

Literature can be expressed through different genres such as poetry, drama, fiction, and non-fiction. Literature can manifest different forms of seen reality of a society and the world, but allowing the readers to think, dream or interpret their own reading. Eagleton (2008) said: "Literature transforms and intensifies ordinary language, deviates systematically from everyday speech" (p.2). Literature is more than just written words; it is a form of art that manifests and reveals deeper thoughts and truths about human life and nature. Literature can encourage, educate, incite critical thinking or enter another dimension of dreams and fictional worlds. Literature is an old technique and has existed for years ago, literature helped people communicate in ancient times and nowadays. This has encouraged people to develop different novels and amazing stories like Shakespeare, introducing the path to interpret different movies around the world and plays, giving life to the characters and making their stories and experiences more reliable. Literature was a form in which historical records were also registries throughout

the years, leading to amazing discoveries and stories that pass on to different generations. This takes us in a route to describe how literature is also connected with history, and how history is infiltrated and inspired by many books, poems, short stories and novels through the years.

History and literature are deeply connected with each other; both aim to represent and interpret human experiences. Literature shows the social, political and cultural realities of the time in which it was written, while history provides facts, theory, contextual situations and backgrounds that helps the reader understand literary works context and origin. According to Abrams and Harpham (2012), "literature is both a product and a reflection of its historical moment" (p.181), meaning that authors are influenced by events that happen in history, religion, beliefs, and values of their society. Literature can also help to add information to history; life experiences the main character may have suffered on certain historical events. Additionally, books that inspire their characters on heroes from a history book or name characters in honor of important people from the past. For example, *The Diary of Anne Frank* was not left behind.

The Diary of Anne Frank is based on a 12-year-old girl own story, she narrates every event that happened in her life that changes her forever. Moreover, she wrote this diary during World War II in the 1900's. She narrates about the people hiding with her, the laws imposed, the prohibitions from Nazis, the confinement, the nervousness and all the things caused by hateful people. Anne's diary gives a hint of an emotional and imaginative depth of Jews reality at that time. Greenblatt (2005) "Literature makes the past available to us not as a sequence of facts but as a field of human possibilities" (p.14) this is a great example of how history records what happens, while literature allows readers to feel and interpret the experiences more personal like the main character of the story. Together, history and literature enrich each other by mixing understanding with fiction and human imagination, creating great pieces.

Anne Frank's diary was born during the Second World War, in the time where Nazis and extreme racial ideas against Jews were beginning to form. The violence, hate and extreme methods of manipulation and devastation began. The Nazi radical government started to spread the propaganda against these people, creating an atmosphere of uncertainty and nervousness. Rumors of Jews being a plague spread faster than ever. They were under pressure to fly out of their homes, to seek refuge, to ask for help, but for some of them it was too late. Thousands of Jews were sent to their deathly traps called "concentration camps" where they were forced to

work harder than ever, where they were tortured and where they lied to them. In fact, many Jews went to take "showers" but did not return, because they were intoxicated by gas and acid. Others, were transported to "nearer hospitals" and were obligated to stop in the middle of nowhere in the road and where killed. Anne was 12 years old when she started to write on her diary named "kitty" during these arid times.

On the other hand, Anne's primary work was The Diary of Anne Frank which she was the official author of it. Many people as well stated that Otto Frank, his father added information to her diary after her death before being published. The original title of this diary is Het Achterhuis (The Secret Annex) that was first published in Dutch and then in English in 1952. This book contains information about Anne's life, family, situations they lived during war, confinement and extreme hateful laws. This book also explains and shares, how they managed to hide and survived from the Nazis in Amsterdam from the year 1942 until 1944. Annes's Diary is also known as a book reference for the background story of World War II including historical events that happened to her and her family at that time. Her diary also includes relevant information of the harsh treatment the Jewish community received from Nazis. An important thing to highlight is that there are different things portrayed in this book. This is not just a diary or a novel; this is a life story of a young girl that had to survive different challenges regarding discrimination against her race.

As mentioned above, the importance of investigating the historical background of the novel helps to understand better the environment the story develops, why the characters act a certain way, or why something happens during the story. The way the story is developed may be better understood knowing the historical context or events happening during the time the story was written; this also shows the main source in which the writer was inspired. These important points of the book and historical information guide the objectives of the present project. Important aspects like the themes, characters, plot and the scenario, and Annes 'descriptive feelings, help to investigate better and understand deeply the situation they are living in. In fact, the objectives are based on the political situation between German and Jews and how it affected their lives, comparing the different treatments they had over Jewish people, and how these lead to a huge massacre of Jews because of racial discrimination. This study also aims to investigate a variety of different areas that discrimination affected such as education, family, human, right and

way of living. Discrimination can be considered one of the main points that affected Jewish people during World War II.

1.2 Justification

Starting off, it is important to mention the value and the importance of this project. This has value in being unique, not everyone has done historical and biographical thesis, this adds value and importance to this literary analysis. Additionally, few people had decided to talk about Anne, and her personal life story and the importance of her experiences narrated in this diary, which open the path to understand how Jews lives under that situation. The diary of Anne Frank is part of literature and a historical text. This diary combines both fictional and historical events, that support the main topics and includes relevant information for the project to be successfully studied. To understand better Anne's diary it is important to notice the definition of a novel and an historical text. Without the historical part, this project would not be able to be accomplished successfully. History embraces the roots of the book "The Diary of Anne Frank" and reassures many events Anne describes in her diary of what she lived during World War II.

In this present project the of discrimination was chosen because, it is one of the topics that has not died until this day, and because discrimination was relevant in Anne's diary and Jewish persecution. At that time, Jews were suffering racial discrimination and experienced how human rights were taken away from them. This was caused by a figure with influence named Adolf Hitler, which was supported by a group of individuals that had inclinations to anti-Semitism. Indeed, they decided not to allow Jews to experience freedom because they were a cancer to their society. Anne Frank's diary has an important inclination to discrimination in many ways. She documents what happened to her in real life and how she had to deal with discrimination due to the laws, rules and persecutions of the Nazis, she did not write anything related to someone else, she talked about her own experience and the things she had to do to survive this discrimination to Jews. She gives organic content about her own experiences of discrimination and how this threatens her life and the life of the ones she loved. Lastly it is important to state that discrimination is a great problem for society. Many countries must deal with this inequality feeling day by day. Moreover, discrimination can decrease if people are more

aware of their feelings and their actions. Having an eye-opened society may help others to love and respect each other and to live in peace with their friends and neighbors.

PROBLEM STATEMENT: The researcher has established her main problem to the problem statement is the main core of all investigation. It is the question the researcher tries to answer throughout the investigation. To carry on this research, the investigator set the following question: **What emotional impact did Nazi persecution have on Anne Frank and her family? She will do research to prove it wrong or right.**

1.3 Objectives

General objective:

To analyze the impact of social discrimination faced by Anne Frank, her family and Jewish people during World War II.

Specific Objectives:

1. To compare the different treatment and challenges that Anne Frank, her family and Jewish people faced in society during the World War II.
2. To analyze aspects of social discriminatory behavior from Germans toward Jewish people and how this behavior emotionally affected Anne Frank and her family.
3. To investigate how discrimination affected family life, education, and social interactions between the German and Jewish populations.

1.4 Antecedents

The book by Anne Frank portrays racial discrimination in all their forms, attempting against human life, rights, and principles. However, other authors aim to inform about other types of discrimination that attempts with the wellness of our society. Discrimination to a specific group like women, and others that go against our society. These authors aim to illustrate how the laws against discrimination work and if they really do their work to protect our society. Moreover, there are other investigations that talk about this present problem.

María,A,R, (2024) made a deep analysis in her work called “Análisis del Comité para la Eliminación de la Discriminación contra la Mujer (CEDAW) y su aplicación en la lucha contra la marginación y violencia contra las mujeres iraquíes refugiadas en la República Árabe de Siria durante el período 2018-2023” where she speaks about discrimination to the women living in Syria and how the government barely tried to help adding different norms to improve the situation. Additionally, she also speaks about the programs established for the women that were placed as refugees and how the lack of recourses had affected this program. This present project is about discrimination and how this affects our society nowadays, including women. The investigation of discrimination to women may help in the investigation of this work.

On the other hand, Jennifer,P.M.A. (2023) made an investigation called “Aplicación del Principio de Igualdad consagrado en la Constitución Política, en relación con la no discriminación y al derecho de los ciudadanos costarricenses naturalizados a ser elegidos presidente o vicepresidente de la República y de la Asamblea Legislativa” she speaks about the Costa Rican Constitution, and how there is ilegal discrimination that exposes and makes vulnerable the political rights of civilians. She explains article 33, which states that all humans have no difference between each other, and there should not be any kind of discrimination. This helps our investigation to emphasize social discrimination and the impact it has had in our present society. Also, to analyze how discrimination is illegal and prohibited but it still exists and makes people feel certain inequality around others that may present other privileges.

1.5 Scope

One of the most important points to take into consideration by including historical texts is that historical texts support the main points and the ideas established in this project. The historical texts give context of the situation Anne, her family and many other Jewish colleagues were living, the discrimination, laws, who started the propaganda, who decided to exterminate their race and other information. This aims to expand as well, readers' knowledge on the topic and how people managed to survive at that time. Including historical facts helps to make the reader understand the character's feelings, circumstances, and place themselves into the character. In the case of Anne, she states many problematics as a result from war and discrimination; by including the historical facts and text, this gives a level of credibility to the investigation. By adding important events, years where something happens, places, and testimonies, this gives, as a result, a reliable analysis. The following topics mention what is the main goal to accomplish with the research: how discrimination affected society. It is well known that discrimination is present in every aspect of Anna's diary. On the other hand, the main aspect is to analyze how this affected society, family, education, changes gender roles, and how tithes affected generations. Moreover, another important aspect is how discrimination deprives people of their human rights and daily lifestyle. How they managed to survive and how the concentration camps, laws, hate and massive violence took away hundreds of Jewish lives.

Secondly, other main aspects have the finality to analyze how Anne and her family lived under the second world War ruled by Nazis, how they managed to eat, to study, convive with their families. Additionally, study Anne's perspective about being hiding from the world being just a young girl with a whole life ahead of her, how her emotions, way of thinking and maturity change during the confinement. In addition, how family relationships were affected and how they changed as time passed. How Anne managed her time during confinement, and how does she feel by the visits from Nazis to her house. The mentioned aspects have the goal to discover and show the reality of how many Jews felt, act, or feel during the discrimination laws. Studying discrimination, feelings, places and people may help this analysis to impact and leave message to society to: love their families, to appreciate, education, life, food and their surroundings. Besides everything, to live a message that discrimination and hate may destroy society if we do not control it on time

Chapter II

2.1 Theoretical Framework

Discrimination and hate are interconnected. This affects human equality, relationships, beliefs and social belonging. Discrimination mainly refers to unfair treatment; hate extends to a deeper feeling. Hate can lead to violence, exclusion, or dehumanization, this was the case of the Jewish community. Acknowledging both terms helps to understand better the concepts in regards the psychological, sociological and interpersonal parts. According to Psychological Association (2023), discrimination can be defined as an unjust or prejudicial treatment of individuals or groups of people based on characteristics such as race, gender, age, religion, or nationality. This occurs when people are denied the same opportunities as the rest of people. Discrimination is not only something internal, is an external behavior that affects others, and eventually expands over society.

On the other hand, Hate, according to Psychologist Sternberg (2003) defines hate as "a negation of intimacy, passion of repulsion, and commitment to destruction" (p.316). Hate is not just hating something or someone, this also includes desire to harm, violent, or eliminate the person or object you hate. Hate when it is collective, may harm more. In the case of Nazis, the hate affected over millions of Jews during the second World War. Hate is destructive, this not only harms victims but also imposes fear, manipulation and destructive propaganda and rumors. Hate works in both ways, as a personal emotion and as a social weapon used to control people and a nation. Lastly, this study aims to understand what discrimination has done through World War II and how this affected people. Additionally, this aims to study discrimination and its diverse roots, and how this affected the behavior from Germans upon Jews.

Additionally, the study pursues to acknowledge the value of discrimination has in society. Presenting explanations and theories that are relevant for the purpose of this present project, not leaving behind the main aspect of describing and analyzing the impacts discrimination has had on history and in our society nowadays. This gives as a result that the best way to analyze this work is by approaching the study to discrimination. The historical references this book has may facilitate the investigation to gather all the necessary information on how discrimination affected

everyone from children to adults. Discrimination is more relevant and significant, that is why there is not only fact about the book, but also historical events of the Second World War.

In this chapter it is going to be explained the relevance of discrimination in different views, like: the social and political situation between Jews and Germans in the second World War, discrimination in human society, know the definition of discrimination, social discrimination in the world, the different types of discrimination, social discrimination in the world and against Jews, emotional effects of discrimination in Jews, the overview of the novel and the of the project. Discrimination is relevant in this study, to evaluate as well whether society has changed or if it still needs to change. The laws and the different measures they take against this open feeling and behavior of discrimination. How this affected a race, a country, humans, or others since long time ago.

The importance of investigating through historical books, articles, and references is to explore deeply the terms of discrimination, and how something that seems irrelevant affected and affects the population in 2025, how they managed to escape from discrimination or on the contrary, how they lost the battle due to discrimination. All these factors are going to be explored and developed in these chapters. Making references to historical events like World War II, and current events of this decade, and how discrimination is seen in different areas. All this information is gathered with the purpose of understanding better the term of "discrimination"

2.2 Discrimination Topic

Using discrimination in a research investigation is relevant for this project, due to the fact this topic involves inequality, social injustice, exclusion, or human rights violations. People are facing social discrimination nowadays in many ways. People affected cannot raise their voices to stand against injustice and political violations. This helps to explain how people and groups of people are treated unfairly based on race, religion, ethnicity, culture, or socioeconomic status. Discrimination not only analyzes the factors that affect an individual. It also shows the factors that affect politically and socially. It helps people understand about unfair treatment, laws that protect us as individuals or laws that need to be changed. Additionally, explores historical events regarding discrimination and how it impacted in different parts of the world. In addition, how it affects women, children, elders, ethnic groups etc. There are also things that can be studied, like testimonies of people that lived oppressed by discrimination and the things they have to do to

survive. For example, in the book of Anne Frank, they present how they managed to survive Nazis and their extreme rules that killed thousands of people around the globe. Discrimination shows how this can affect people's education, freedom, mental health, safety, and opportunities.

This also may help to analyze how different authors such as Anne Frank were marginalized in their decade. Not to mention that analyzing this may help identify what social exclusion is and why it occurs. In terms of politics, people should be able to understand the system that was operating and how it has changed. The laws that were supposed to protect people against discrimination, on the contrary, fomented this kind of behavior. For example, according to (Oxford. 2010, p.1) *the beginning of the Second World War saw the inauguration of the National Socialist regime's systematic politics of racial annihilation*. This may help study and understand deeply how the systematic politics of racial annihilation affected the Jews and the social relationship between others at that time. This also aims to study, has this global situation affected others until this day and the traumas it left.

2.3 Social and Political situation of Jewish people and Germans in the Second World War

It is not a secret from anyone that World War II was a terrible event that marked the story of humanity and led to thousands of deaths of innocent people. Since the Nazis got on the power due to the great impact they had politically speaking, the famous Nazi anti-Jews politics got popular and took legal reprisals against their rights. Also, they began to spread terror, abuse, violence, and racism acts against these people. Adolf Hitler a figure characterized to be the devil, joined a group named the "National Socialist Party" where he attended and became the leader. At this moment, the social and political situation was in good terms and Jews were not vulnerable.

Now he entered the "National Socialist Party," he started to share his anti-Semitic thoughts with other, and his racial thoughts against Jews. Then, around 1923 this group Adolf created, tried to take the power and control in Munich but unfortunately them, they failed to do so. Consecutively, Adolf Hitler was taken to prison, because he was always willing to take down everyone and became the center of attention. When he was in prison, He wrote one of his famous books named: "My struggle" where he planted this idea about racisms and the Nazi worldwide domination. Finally, he was set free. He managed to organize a party with these activists that supported him. It is important to add that these parties made votes for the Reichstag elections,

where he was nominated to be part of the government. But this time for him was not his years of luck.

Adolf Hitler was getting frustrated in his path to gain power but never quit to surrender. In fact, at that moment, he still did not have all the voters necessary to be in power. Finally, in 1930, this was his year of luck. He managed to acquire enough number of votes to get have the power he always pursues and finally establish his own ideas and laws related with discriminating Jews. After this event, the president Paul Von Hindenburg makes the mistake, of giving Adolf Hitler the privilege and the honor, to form part of the government. At this point, is when things started to turn upside down. Here is when he finally became a Chancellor. Everything seems to go as he planned, perfect, but the reality, is that this was just the pinch of the iceberg. After Hitler gain the power, this began to turn darker once he got the right to change the laws and take down the system that was established, he wanted to re do everything with his own system.

The time passed, and in Germany, there were Jewish-Germans that were born there and spoke their language. Not to mention that they were good at many things and won a lot of prizes. Some of them also became Nobel Prize winners. Jews made a great contribution to Germany in the economic part. Jews had the idea that if they contributed to Germans and won prizes in everything, they are going to feel in the need to keep Jews working with them and conserve their jobs. This was until they adopted the anti-Jews policy that state, they must expel Jews from their rights and properties with the purpose of making Jews leave Germany. That is when Hitler had this great idea to build the "Dachau concentration camp" in Munich with the purpose of destroying the Jews. Germany became a socialist country with these Nazi ideas.

At this point is where things got difficult for Jews, many German authorities placed themselves in front of stores and businesses owned by Jews to prevent people from buying in the stores. In fact, that is when they decided to snatch out Jews from civil services. Around two years later, the government passed a law that prohibited Jews and non-Jews to get married. This was just the start of all the laws that they passed through the country, establishing their new ideals and brainwashing strategy for their population.

This situation was completely getting out of hand. People have been exterminated for being Jews and they were not able to go to other countries as well. The propaganda they made to destroy this race was massive and destructive. *As cited by Herf. (2008) "the texts and images of*

wartime ideology and propaganda of Nazism are a rich and revelatory means of understanding why European, and in particular German, anti-Semitism, the source of centuries of persecution, led between 1941 and 1945 to the Holocaust” (p. 1). The Germans specifically the Nazis, were determinate to extinguish anything that has to do with Jews. Their relationship was extremely toxic, and their interactions were always related to violating their rights. This Nazi propaganda was so extreme, that provoke people to participate with hateful manners upon Jews. This racist group, by choice changed people’s mentality for them to perceive this race deserved all the hate they were receiving.

Hitler political propaganda was always emphasized on destroying Jews lives. In fact, in the times he gave speeches to other people, he felt in the need to impact the individuals around him and accept his obsession and paranoia to extinguish an abominable race like the Jews. Additionally, he had this hate spread little by little, he wanted to take control over everything Jews had in Germany, with the excuse that “Germany would be a better country. ” after this, and he expanded his ideals to persecute Jews in all Europe to make sure other countries exterminate them.

(Herf .2008) “The Jewish enemy said: Yet however vicious his language or profound his hatred, between April 1920 and January 1939 he did not repeat the threat to kill all the Jews in Germany or in the rest of Europe. Rather, he spoke of “world” or “international Jewry” as an existing political subject with vast power that was hostile to Germany ” (p.3). So, the political situation at that time for Jews was terrible and their social interaction as well. Hitler’s mission was to take possession of everything and everyone. He openly spoke of world extermination upon Jews. Now, Jews, were not just suffering in Germany and Europe, but in all parts of the world. Hitler did strong propaganda at schools, radio, news, universities, and made public speeches to make everyone support him and his racist ideals.

(Herf .2008) “It was a propaganda that trumpeted innocence and self-righteous indignation and turned the power relations between Germany and the Jews upside down: Germany was the innocent victim; Jewry was all powerful. From 1933 to 1939, the translation of anti-Semitic ideology into a policy of persecution was presented as a justified response to what the Jews had done to Germany and the Germans ” (p.5). As it is written down in this article, the violation of rights upon Jews, incremented. As a result, of the great number of rumors spread by Nazis and others that were against them. The relationship between Germans and Jews decayed,

transforming an atmosphere of peace into war and racism. Indeed, at school's children sang songs that were related to patriotism and hateful thoughts upon Jews. Additionally, they recite poems and write about how Hitler was an important figure. Meanwhile, Jews were taken away from education and their human rights, obligated to follow the rules of the system they were trapped in.

However, the torture upon Jews impacted strongly as well in other areas of Europe. (Forway.2011) *"Such criticisms imply that the Holocaust was implemented and experienced as a monolithic event, with all European Jews, whether in the far western reaches of France or the forests of Byelorussia, subjected to the same injustices and tortures"* (p.331). This article presents information about the social and political situation people were living in at that time. One of the most affected groups were the Jews, but people that were near them also were affected by war and all the laws implemented. Some people that had nothing to do with that race, shared their homes or food with them to hide from the Nazis.

2.4 Discrimination in Human Society

Discrimination in human society may be seen as an unjust treatment of an individual or a group of people based on age, religion, disability, nationality, Language etc. This treatment can reflect unfair treatments, oppression, the exclusion of human rights as well as social exclusion. There are some types of discrimination that people can cross during life like: direct discrimination, indirect and systematic. Discrimination is the opposite of justice, human equality and rights. Nowadays governments try to regulate it by implementing laws protecting the employee, women, education, health and economy. Discrimination has a lot of negative effects over human society, impacting not only individuals but also communities and countries. These affected areas include social, economic, psychological and political. In fact, this creates conflict between us, dividing people into groups based on their religion, gender, race or identities. This can lead people to a great conflict between each other and cause waves of violence, tension, disruption and murders. This can affect social welfare, causing people to experience difficulties in living and working together as a team.

Discrimination in human society may cause cultural loss and exclusion. Discrimination can marginalize languages, traditions, race, and cultural practices leading people like teens that are more vulnerable to these situations to change their cultures and adapt to their environment. Many

teenagers in America experience this cultural discrimination. Many Latinos, Asians, and Black people had to deal with bullying at schools from students that do not accept a different culture and language. These kinds of events can lead students in the best cases to feel bad about themselves and in the worst cases, teens that cannot deal with the pressure and the bullying, can experience loss of identity that may cause them to commit suicide. A great example of discrimination in America is that According to (Reskin.2012) *“Thousands of scholarly studies have documented disparities that favor whites over blacks across every major subsystem in American society”* (p.20). This shows that people in America still experience discrimination. This is something curious knowing that when the Holocaust happened many laws that protected against discrimination came from the United States. This clearly shows that Americans still denigrate and discriminate Black people. Nowadays they do not have them as slaves, but they still chose in everything Whites over Blacks. This makes Blacks feel like a forgotten race upon society. These differences exist, and people currently practice them.

In this decade people still discriminate, not only with actions, but hiding behind the comments of a video, judging people from the other side of the screen. In fact, most of the time they criticize their body, what they eat, how they dress or their financial status. Discrimination is not extinguished from human society, it only transformed and adapted to our current technological era, where we have freedom to speak what we want. People had taken this “freedom” literally to offend others and believe they are a superior race. This has increased the cases of cyber bullying. This can cause the victim, paranoia, anxiety, body dysmorphia and other things that can affect their mental health and the way they perceive themselves.

2.5 Definition of discrimination

Discrimination may be seen as the act of rejecting or treating different groups of people or a person based on their likes, gender, religion or race. In addition, discrimination has no age in specific to start developing. Some groups of people grow up learning to discriminate against others if they have a different religion, likings, or race. For example, in some religious countries like the Arabic, they only believe in the Islam and do not permit any other kind of religion. If a certain group decides they want to be Buddhists, Christians, or Catholics, the best that can

happen to them is discrimination and in the worst case they are persecuted until they finally kill them.

(Stanford Encyclopedia .2011) "The concept of discrimination picks out a kind of moral wrong that is a function of the salient social group membership of the person wronged: persons are treated as though they had diminished or degraded moral status on account of their group membership, or they are, because of their group membership and the relative disadvantages that they suffer due to that membership, made vulnerable to domination and oppression" (p.6). This states that a person can be treated different because they belong to a group of people that may differ from them in distinct things. It also states that people may suffer because they somehow are vulnerable in the group they belong to, this makes discriminators empowered to ill-treat others.

Discrimination existed hundreds of years ago, there are historical records that affirm this discrimination mindset raised due to colonialism which made many people feel superior to others. In fact, there are a story that presents a social class pyramid that goes from rich to poor people, from the whites to the blacks, from the Catholics to the indigenous cultures. There was always a race or group that was discriminated based on their social class, skin color, beliefs, and culture. Nowadays, we can see this portrayed in many situations around the world that imply discrimination. United States fighting against Latin community to leave their country and go back to Mexico (because they have the stereotype that all Latinos are Mexican), Syria and Arabic countries discriminating and abusing women if they all do not obey their husband and cover all their bodies, China imprisoning people if they found that they read the Bible and are Christians, North Korea controlling the population to believe that Kim Yong Un is a god, brainwashing people telling them that United States is their enemy and killing those who does not obey the regime. All of these situations are different types of discrimination that trespass and violate human rights to make them believe what they want and to restrict their freedom.

This not only affects a certain group, but society in general. Discrimination can be seen where groups are excluded violating their equity and freedom. Discrimination can lead to the loss of population because they do not find comfort in their country so they flee outside of it, to find better job opportunities or to be part of a place where they can feel comfortable and where they can accept their rights. Many causes of immigration are not because people like to flee out

of their country, it is because people feel the need to survive, and to not feel excluded from society. Lastly, human discrimination can be seen as a problem in society, moreover nowadays we are more aware of this, thanks to the great support and diffusion they made to explain to people about the situations happening around the world.

2.6 Types of discrimination

There are many types of discrimination in the world. There is racial, religious, cultural, gender discrimination and other cultures. According to gender discrimination (Sidanius.n.d) *“While many parts of the world made great strides in reducing racial , ethnic, and gender discrimination during the 1 960s and 1 970s, a casual glance across the globe quickly reveals that the scourges of ethnic and gender intolerance are far from having been eliminated.”*(p.47) Meaning that still nowadays we experiment discrimination through different ways. In this modern era, discrimination can be reflected not only in public places, but also in social media. Teenagers, adults, and children have been bombarded in social media with images, videos or different personal violations to express freely. This communication tool has increased the possibilities of people growing their hate to a certain group they devalue. How do they discriminate? With negative comments attacking them personally through social media or personal messages.

Discrimination can be implemented on a person, a race or a certain group of people. Discrimination in general is one of the most popular words among this modern society. This may imply discrimination from a group of people that impose social dominance over weak people. An example of discrimination caused by social dominance may be caused by various factors. As stated by (Sidanius.n.d) *“Social dominance theory begins with the observation that human societies are Structured as group-based social hierarchies, with dominant groups enjoying a d is proportionate amount of positive social value (e.g . , wealth , power, and status) while Subordinate groups suffer from a disproportionate amount of negative social value”*(p. 47). This states that the types of discrimination may come from dominant groups taking advantage of weak groups, making them have a negative social value or feel useless for society. Discrimination

starts when a person decides to marginalize a group or someone just because they do not like what others are, have, believe, or act.

There are some types of discrimination a person may experience, each based on what the person thinks is discrimination against him. It can be discrimination as an individual, institutional, direct or indirect. First, we have racial discrimination, treating someone badly by their race, skin color, nation or origin. This can be exemplified when someone does not want to give a job to a person because is Black, Asian, indigenous or another race. Other type is sex discrimination; this is established or based when someone is male or female. A great example of gender discrimination is that women are paid less than men doing the same job. Then, there is age discrimination, this can be considered unfair treatment upon a person's age making them feel useless because they are too young or too old for doing something.

Other types of discrimination may include religion; this is when you treat someone unfairly because of what they believe. Some people may experience harassment because they wear religious clothes to cover themselves, like Christians orthodox that wear long skirts to maintain their purity. There is one discrimination that not everyone speaks about and it is disability. This happens when people that have physical, mental, intellectual and sensory impairments are not included in society or daily normal activities. For example, there are many spaces that do not have safe implements for wheelchairs to pass.

Class discrimination is also part of the types of discrimination. This is based on when a person's social class determines their education level. Some people assume that a person is lazy just because they are poor and do not have enough resources. Additionally, we have racial discrimination upon a nationality. Mocking or making fun of a person because they have accent when speaking or they belong to a different culture from you.

One of the most dominant discriminations is upon race. *(Marylee.n.d) "Based on 1988 national audit data collected by the U. S. Department of Housing and Urban Development (H U D) , Yinger (1 991) estimated that about 5 3 % of prospective Black renters and home buyers face racial discrimination as they seek housing availability information and Mortgages."(p.73)* This data presented showed that black people where been marginalized and where struggling to acquire privileges that the white people had. Most of the black community were struggling to find homes and where obligated to live in ghettos, somehow the same story that happen to Jews

when the hate spread upon them. As same as the Black community, Jews were sent back to Palestine, others lived in ghettos because they did not wanted Jews in their countries or places.

Gender discrimination is also one of the most popular nowadays. The LGBTQ+ community always fights for their rights because they are being discriminated, But the real discrimination starts from them, the ones that are not part of this famous community, have being attacked by them because our ideals are not part of them. In fact, if a heterosexual human being does not accept the ideals of a member of this community, this may be taken as discrimination and hate. Moreover, the real discrimination comes from the community, which do not like people to think differently from them. Many of these people have molested others physically showing no respect to them, also in social media. This occurs, because they feel "attacked" and just because they feel like that, others must suffer discrimination because they have other bases or ideals.

As mentioned before, there are many kinds of discrimination around the world. But the most frequent ones always had to do with race or gender. From decades ago, and in today's era, there are human beings like women, who still fight for their rights, religious people as well, and some countries that fight for their place in the world. Everyone experiences discrimination from their own perspectives of what discrimination is. A person may feel discriminated against depending on their different ideals. Having something different from someone else does not gives anyone the right to manipulate someone or to make a person feel less. People should be aware of the impact discrimination can have in a person's life and mental health.

2.7 Social discrimination in the world

Social discrimination still exists. Although, we live in a world that fights every day for their beliefs and their rights. Since the 2000's, people changed their mentality to be more opened to LGBTQ+ community, accept Black people, dress how they want, and fight more for human rights. In this decade, people respect more the ideals of others, but somehow, they are still fighting discrimination at their workplace, home, social media, social circle of friends, and many other places. Discrimination can be prevented by anyone that has this mentality of destroying people and making them feel less. Since the pandemic, there were campaigns defending the lives of Asians and Black people, creating a movement through the platform of *TikTok*, defending their rights as human beings and making videos spreading awareness to take care of them.

Nowadays, the world protests on the streets to defend their ideals and their rights as human beings. Social groups that share the same ideas reunite together to defend the same cause and raise their voices to the government, for them to make a change or defend them. Same case, with countries that fight for democracy over socialism. Venezuela is a great example of fighting discrimination. Venezuela has faced discrimination in their rights and the economy. The government is conducted by president Nicolás Maduro, is getting richer while the rest of the country is dying from starvation, lack of medicine, water, light for their homes and many other things that communism has destructed. Venezuelans live in ghettos and in houses that are devastated which they call it "home. " Not to mention that all the population is restricted when buying products at the supermarket, they can only buy a bag of rice per family. The products we consume in our daily lives are a privilege for others that live in communism. All these problematics around the world are part of a discrimination problem, if a country or a group of people did not see anyone as less and cherished everyone as important and valuable human beings, there would not be any social discrimination around the world.

Sadly, not everything has improved, one of the most current discrimination problems between men and woman is toxic relationships, where the man mistreats the women and beats them until death. In fact, there are studies that show how women are killed due to discrimination (UNODC. 2023) *"The 2023 figure means that 60 per cent of the almost 85,000 women and girls killed intentionally during the year were murdered by their intimate partners or other family members"* (p. 4). The number of women that had been killed due to narcissistic partner is overwhelming. This is type of social discrimination. Women had been treated differently since decades ago, they were not able to vote, to work, to decide by themselves, to dress how they want. In this decade, discrimination to women is present and many partners due to sexism kill their sentimental partner.

On the other hand, social discrimination in different cultures exists. This affects a certain group of people that belong to these cultures. There is a case in the United States in regards to the Latino Community this says that (Reskin.2012) *"Established immigrant families living in the interior United States now live in fear as local police implement new control measures in the everyday spaces and activities of immigrant communities."* (p.19)many of the Latinos live in fear not only for being deported to their original countries, but for Americans that hate Latinos. There

are cases reported of discrimination upon Latino community in zones of the country. In addition, many of them have being abused verbally and physically. Americans manifest their discomfort with Latinos and tell them: " return to Mexico"

Social discrimination can also be reflected in the economy. According to (Collen Shephard, 2011.)*"Current challenges regarding multiple discrimination have been magnified by the global economic crisis, which has accentuated inequalities faced by the most vulnerable members of society."* stating that due to economic crisis many people face unemployment. When there is a crisis in the economy the people that are most likely to get fired first are the employees that do not have a relevant position. Most of the time they do not quit their position with the right hand of the boss. Additionally, when we speak about quitting their work, another social discrimination in the economic had to do with woman. Most of the time when women´s get pregnant they became less efficient because they are creating live in them, this makes many companies to not hire women at all, due to the risk of them getting pregnant. Not to mention that also women face discrimination at work because of patriarchy.

According to (Sidanius. n. d) *Men and members of dominant ethnic groups seek to control economic, educational, judicial, and political systems. "In establishing such control, dominants gain power and access to desired material and interpersonal resources "* (page 51). Stating that in fact, many men find themselves seeking for power or benefits in everything they can. Thanks to this situations woman are left stranded in their workplaces, having a minimum salary, and being oppressed sometimes. There have been reports of women who had been oppressed in their workplace. In fact, there are women that have a lot of university diplomas and are well prepared, and men just quit them from their position seeking to gain more money and oppress them. In addition, that many of them, had lose their jobs due to men.

People around the world are aware of the situations happening in their countries and the different discriminations a reduced group suffer due to being different. In the case of the femicides, woman decided to stand up against patriarchy and defend their rights as woman. They stand every March 8th to defend and report cases of abuses and discrimination men had made against them. In the case of the immigrants some of them protest and some of them just stay silent. Social discrimination has been problem for a long time ago and every country experiences their own kind of social discrimination.

2.8 Social discrimination against Jewish people

Social discrimination against Jews has been present since long time ago, as we can review in history, Israel had many enemies. One of the most antique historical books that contains relevant information about Israel and Jews is the Bible. Jews always had persecution, especially in the book is mentioned about Christians, but there were also Jews. The same Jesus of Nazareth experimented persecution for being Jew. Thousands of massacres around the world and many of the victims are Jews. This has been a discriminated race for years. Nowadays, some of the Jews, specifically the Orthodox live in small communities around the world where they planted their families and have to build their homes.

As a matter of fact, all the Jews live a silent life away from many of the population, they do not want problems with the rest of the world. They cherish and dream for the day where they can return to their home Israel where they come from, but many of them cannot to do because of the wars and the problems that are still currently happening in this decade. In 2025, this current year, Israel and Palestine keep fighting for their territories. Palestine is angry because Israel does not abandon their country and Israel is fighting because that is where they had always lived and they are more in number. Moreover, Jewish people still fight for their rights and had been criticized around the world and in social media and are seen as the actual terrorist. Killing a lot of men, women and children because of the war.

At the same time, people do not notice that in Israel there is also innocent people dying due to the Palestine bombs they launched. But the social media, news, and TV programs, made the whole world go against Israel and to support Palestine. This is another kind of discrimination, because it is well known that from both sides, Israel and Palestine, there has been thousands of dead people due to this fight to gain power and territory. Nowadays, there is a rumor of the Third World War which also involves Israel.

As we can see, Israel has been a country that has prevail under attack for decades, which is why Jews had been spread all around the world because their current home is under attack. Many countries had opened the doors to them and did not care about their past or circumstances. Indeed, cities like New York, have a town exclusively where you can visit the Orthodox Jews. Also, places like Costa Rica that have a museum dedicated to them and their culture. Discrimination to other cultures is created from stereotypes and also by actions the others had made and problematic they may have caused. One example of a culture that grows up with the

mentality of killing everyone that does not follow their ideals are Islamic people, most of them killed Jews also for their religion and beliefs in the Messiah. Showing that they also discriminate against them by their religion.

2.9 Historical background of social discrimination against Jews

The historical background of the discrimination of Jewish people started since Biblical times, Israel has a lot of enemies surrounding it like Syria, Lebanon, Iran, and others. For the world is not a secret that Israel has a lot of enemies and that many people want to attack Israel due to many conflicts they have with their neighbor countries. The story of Israel begins back then in World War I where Britain took over the area known as Palestine. At that time, there lived more Arabs than Jews. The conflicts began when Britain agreed to establish a "national home" in Palestine for the Jews. The war that has lasted the most is between Palestine and Israel, most of the Palestinians get mad when they mention Israel as a country because for them, Israel does not exist. Other differ from these opinions, according to (Perez.2016) "*The establishment of Israel was a major catalyst in the Arab world that altered the ideas of relationships, nationalism, and everyday life for many, including the Palestinian-Jew. On May 14, 1948, The British Mandate for Palestine expired.*" (p.7)

When they established this declaration, they said Jews had historical connections with the land, but Arabs too, and they did not want to move from there. Since this happen, UK agreed that the rights of the Arabs that lived there had to be protected. Around the 1920s the number of Jewish people increased, due to the people migrating from other countries to avoid The Holocaust and find a safe place to stay. The Jewish population increased due to this situation. Then in 1947, The United Nations decided that Palestine should be separated into Jewish and Arabs, so Jerusalem, now was an international city.

Moreover, this caused Arabs to get angry because they were giving Israel more land because their population was bigger. That is when Britain did not appeal to the Arabs wishes and abstained. They declared Israel as an independent nation and was recognized by United Nations. The next few hours, Israel was under attack by five Arab nations, known as the Arab Israeli war in 1948. Many Palestinians migrated from their homes and ended as refugees. In addition, many Muslim countries were deported out of their countries. Social discrimination against Jews has been very common around the Arabic countries, because Jews are their biggest enemy. Since the

time of Jesus there are registered in the Bible several conflicts in regards Israel and other nations. Jews had always fought against other countries or had to gain territories to protect their land from the enemies. Indeed, this not only affected Jews, but also mixed people like "Palestinian-Jews" (Perez 2016) "*The War placed Palestinian-Jews in a complicated position because they may have been Arab in culture and community, but they were Jewish by faith and tradition.*" (p.109)

The historical timeline also goes from an ancient period 500 years BC. Jews lived in small groups under the rule of Greeks, Romans, Persians, and Babylonians. There is a great event in history where the Romans destroyed the second temple of Jerusalem, where they decided to ban Jews from Jerusalem. Later on, in medieval Europe, discrimination against this race expanded. They were forced to live in ghettos, banned from owning land and to work, accused of murdering children, blamed by people that they brought the Black Plague, and forced to wear different clothes from the rest of people.

Around the 1500 and 1800's Jews were expelled from France, Spain and England. They were forced to find temporary refuge but sadly, they were targeted and massacred by the Russians. Jews hide from the rest of the world and had to pay a lot more of taxes than normal people do. After that, is where there was a rumor that Jews ruled the world. They were described as people you cannot trust. The impact of this situation raised this idea that Jews were a cancer for society. That is when Germany implemented the laws against Jews, that private them from everything. The propaganda spread mainly was that Jews were a racial threat that paved the way to the Holocaust. In fact according to (Herf 2008) "*The Einsatzgruppen had murdered more than 600,000 Jews in the Soviet Union, and tens of thousands more had been killed by police units, the Ordnungspolizei, in village and town massacres in Poland and elsewhere in Eastern Europe.*"(pag 233) stating that the genocide was only of Jews and no other ethnic group.

After these events, they tried to renovate the laws because the Holocaust shocked the world. That is where they implemented the Universal declaration of Human Rights and the Formation of Israel. This may improve the rights upon Jews and humanity in general. But still Jews are full of prejudices, stigmas and people hate them. They cannot conceive of a race like them still manage to exist.

2.10 Magnitude of social discrimination in Jewish people during the Second World War

The magnitude of social discrimination to the Jews in the Second World War went out of hand when Adolf Hitler established laws against them. He established the idea that Jews were an inferior race. This made a revolutionary change in some people's mentality and Nazis turned against Jews, this caused the creation of the Holocaust, which is considered one of the massive genocides in history. The Holocaust was from 1933 to 1945; this was dedicated to persecuting and murder many European Jews. Not only Germans but, other partner countries that contributed with the massive genocide.

This massive genocide and hate upon Jews, most of them started with some stereotypes and rumors that people spread around. According to (Fox & Topor, 2021, p. 128) "By transforming gossip and rumor into 'evidence' of Jewish guilt, Nazi propaganda turned prejudice into public policy." This caused some Jews, to run away from the countries they were established in. Due to the spread of rumors and the stereotypes that were, and evidence shown by others. They had established their lives, but others were sent into this massive human trap, where they experienced torture, violence, and the loss of family members.

Adolf Hitler has also an outstanding work called *In Mein Kampf* where he expressed the hate upon the Jews and cataloged them as "an evil race" and consider them, a cancer to society. They attacked Jews not by their religion but more by their race. Jews were considered as racial polluters, thanks to the laws implemented by Germans like preserving the race pure and avoid any kind of contact with Jews. Only the ones that had a pure German race where the ones that can access to their civil political rights. *In the difficult situation they were facing upon Germans, somehow, they managed to escape to other countries for refugee, but some of them denied their entry*" (p.233). In fact, some countries did not want to receive many refugees.

The massive social discrimination caused a lot of Jews to lose their families and business they had constructed with effort. Their synagogues where they praised God, big and small businesses, jobs they gained because they were professionals, were reduced to ashes. More than 30,000 Jewish men were sent to concentration camps to be tortured. Most of the Jews had prohibited the entry to their works, their schools and universities. These restrictions made Jews experience a terrible situation with their way of interacting with others. They were reduced to do nothing, abandoned and restricted without any valid argument. However, they could not attend public places. Some of them where: the hospital, the supermarket, universities, schools, police

stations, cinema or regular places where you have contact with other people. If they identified Jews in a public place, the Nazis would take them out of those places to arrest them and take them far away from their families to the concentration camps, with the chance of not finding them never again.

The persecution seemed to not have an end, in fact, *according to "Oxford2010In November and December 1939 1,200–1,400 mentally ill patients were ostensibly 'transferred' from Pomeranian institutions to West Prussia; in fact, they were shot by the Eimann Special Guard Division. " (pag 138) There were a lot of Jews that were executed by the government with the excuse that they going to transfer them from one hospital to another. In fact, on one of those "transfers" in the way to the other hospital they were all shot. Nazis where in charge of "cleaning" all the places that Jews habited. Indeed, there were reports they omitted to the news. They did not wanted people to know that they were working silently in a Jewish massacre. Although many people were already aware about the execution of Jews, at that moment they did not want everyone to know what was occurring during those fake transfers.*

The devastations and giant massacre caused by Nazis upon Jews, was directed by a man that had in his mind wrong ideas, thoughts, and bad intentions over a race. Fortunately for Jews, this Holocaust horror story ended up when Germany was defeated in 1945. The end of the World War II brought destruction to the Nazi regime. After this event, they entered to different territories where Nazis were established to rescue people and set them free from the concentration camps. This bravery moment ended the greatest genocide of all time. Moreover, the impact social discrimination generated in society took away a lot of innocent lives, stable mental health, and human rights. Apparently for Jews everything had ended. Later, Lucifer finally was gone. Adolf Hitler the head of the greatest massacre of Jews, finally committed suicide on April 30, 1945. Due to these actions taken by Adolf, the Nazis do not have other option rather to surrender. Indeed, Germany surrender and ended the massive racism laws and the sickening search to dominate and control all the world.

2.11 Emotional effects of social discrimination on Jewish people

After the German regime started to change things in the Second World War, they started to exterminate or control the race of Jews. The German army began to take advantage of Jews, killing thousands of them and deporting them. Some of them were sent to concentration camps,

the largest was Auschwitz-Birkenau, Jews came from all parts of Europe to the concentration camps. The Holocaust is one of the most memorable traumas of Jews. In fact, it had a great impact on children and adults. (Békés and Starrs .2024) *A recent review of 18 studies concluded that HS mental health difficulties, perceived parenting, and the quantity of attachment between survivor parent(s) and child, had the most impact on offspring mental health and well-being (p.2).* This presents that indeed holocaust survivors present a trauma that also affected the relationships between their children or grandchildren.

Some of the emotional effects presented on Jews are anxiety, depression, stress and other symptoms they developed by the effects of the holocaust caused by a massive discrimination. Some studies revealed those survivors of the Second World War had problems with their well-being and post-traumatic stress. Some Holocaust survivors that reside in Israel presented to be better than the ones who lived out of the country. A study done by the University of Vienna presented the results of the genocide exposure and subsequent suicide risk that stated the Poland and Greece were more exposed to hunger and malnutrition. Indeed, (Stephen.2016) *the results of those analyses replicated the results of the primary analysis that direct partial exposure elevated the risk of suicide. (p,1)* Stating that, indeed malnourishment in the holocaust may lead to elevate the risk of suicide on survivors.

Moreover, the days that they stayed there may have felt like hours. They were not able to do many things; they were just sent to die there. They force them to do hard work and do not take care of giving them food or water. Day by day they tried to survive this living hell, many got sick and could not take medicine. When winter came, they died from hypothermia because they did not have enough clothes to cover themselves. In addition, they were separated from their families and taken to different concentration camps where they have to spend the rest of their days watching how they killed others or even their family members. The psychological impact they had was unforgettable, that is why many people ended their lives rather than keep living remembering again and again every scene that they had to experience live.

Scientist made a study in relation with the trauma survivors had lived during the Holocaust. According to (Vera Békés and Claire J. Starrs.2024) *“This study found that Holocaust survivor parents parental styles reported by their children was related to their children’s efforts to cope, which together lead to elevated mental health symptoms in both children and grandchildren of survivors” (page 1).* Many of the survivors from this horrific event had

problems to cope with their children, this means that they had a trans-generational trauma that they somehow find difficult to break. As mentioned before, the amount of pressure and stress they developed all the time they were there without hope or anyone to save them was perfect for them to always be anxious. In addition, seen all the people they killed, they may be thinking: "Am I next?" The amount of time they had to wait for food that never came and that is why they died from starvation and dehydration.

The side effects of the Holocaust not only marked the survivors but marked a whole nation of people that were fighting for their lives. The world knew what was happening, but none of them was brave enough to fight for the rights of Jews. The survivors managed to live a normal life but were always persecuted by the demon of trauma. At that time going to the psychiatrist or the psychology department was terrible. If you went seeking that kind of attention people would think that you were becoming crazy. None of these survivors had the chance to heal and broke all those traumas they lived from their childhood or adolescence; they were condemned to stay silent until their death. Unconsciously they trespassed their mental problems and traumas on their sons and grandchildren.

The psychological effect that this situation had not only affected the people living in that current moment but also affected the next generation. The effect that had the Pandemic in 2020 and the side effects this caused on people's mentality and way of behaving is still impacting until this day in 2025. Now, imagine Anne's family hiding for two long years, just to be found by this terrorist group and taken away to concentration camps to be tortured and then killed. The anxiety that these people felt day by day, the anguish and stress they had to face because of discrimination, lack of food, businesses being destroyed, life being taken away, and other things they lived.

2.12 Effects of social discrimination on the family life, education, and social interactions of Jewish people.

Social Discrimination among Jews started since they established the regulations for them. This regulation ended up taking away their rights, education, property and all what they constructed with effort. Most of these laws were established by the German government. One of the first laws established had to do with limiting their public participation. Then, they kept

introducing this ideology against Jews, until they had to identify themselves into their race to be separated from the Germans.

One of the first effects that this anti-Semitic movement brought, was the side effect of the laws established that affected on families. Due to these laws and the persecution, the government started, Jews were obligated to be separated from their families or were taken away by Nazis to different places when the holocaust was starting. Due to the first law, they passed, that they had to preserve the German blood and they wanted to quit Jews from everything, they vanished Jews from civil services. This included removing them from public medicine, police, judicial system, the military and so on. Many books written by Jewish authors were burnt, they were removed from music industry, art, science, literature and other things.

This affected education as well, the German government established laws in regards public schools and universities which made that a huge number of Jewish students could not receive classes. Young German students were also taught about following the rules, the military, about Hitler and hate upon Jews. Moreover because of this situation, they were obligated to attend private schools made exclusively for them. According to The law *Circulated in October 1940 was called "Aryan Declaration" required all civil servants in the Netherlands to attest to their non-Jewish status; one month later, all Jewish civil servants, including university faculty members, were released from their positions, although German authorities alleged that these dismissals were merely "temporary.* "The dismissals were not temporary, they were obligated to abandon their jobs and workplaces just because they were Jews, not because they were not capable of doing the job.

Seyss-Inquart on October 22, 1940, required that all Jewish-owned businesses and firms plus all companies with Jewish partners register with the occupation movement. Five months later, a newly formed Bureau of Economic *Investigation (Wirtschaftsprüfstelle)* began to appoint Germans and Dutch Nazis to serve as "administrators" for these Jewish-owned businesses. Stating that in fact, Germans took possession of Jewish businesses and quit them their businesses. Many Jews did not have anything to make money, because they were not allowed to do anything due to the laws established at that time. Some of the German soldiers also where in charge of destroying the stores and businesses they have and quit everything that had to do with the Jews that were considered a plague.

In regards social interactions, Jews were at the eye of everyone. Germans were knocked by the propaganda, not to mention that many of them supported these crimes and the lack of empathy upon them. The German news was dedicated to make cartoon of Jews telling the people that Jews wanted to take control of the world and for that reason they had to kill them. Thousands of Jews died in the hands of German soldiers that worked hard to exterminate "the plague" Indeed, they massacre many Jews and omitted that information to the public. According to Jews enemy book (*Herf,2008*) *at no time, either in public or in private, did Goebbels deny that the Nazi regime was murdering the Jews of Europe. (178)* they denied at all costs that they were murdering thousands of them. Their social interaction was numb, none of the Jews had a healthy interaction with the world because of the toxic propaganda caused by the Nazis, no one wanted them, no one want nothing to do with that race.

2.13 Overview of Anne Frank novel

The book by Anne Frank was published on June 25th, 1947. Exactly 5 years after Anne's 13th birthday. This diary started with Anne describing her experiences, writing about her school, friendships, boy crushes, and how she was doing at school. The laws established by Germans prohibited Jews to mix up with Germans that is why Margot and Anne assisted to a private Jewish school. Anne had a dream to become a famous writer, but Margot, according to (*Foray.2011*) "*unlike her younger sister, who dreamed of becoming a famous writer or a Hollywood actor, Margot belonged to a local Zionist youth group and aspired to become a midwife in Palestine. Both sisters pursued different dreams that were ruined by racism*". (p.333) Anne's family decided to move to the Netherlands to escape the persecution from Germany, later on, according to (*Foray .2011*) "*In 1940 alone, hundreds of Jews in the Netherlands committed suicide.*" (p.334) some of them flee and some of the, decided to hide from Germans. However, Germany took control of the Netherlands. This caused Anne and her family to hide from the Nazis. Anne's family hid with another family named the van Daans to a secret Annex where they had everything they needed.

They hid for almost two years; Amsterdam was devastated by war and the people that reside there started to suffer from the lack of food and people in need of supplies started to rob. Anne always expresses how she feels in the diary. She does not comprehend why Germans disliked so much the Jews. Anne experiments discrimination, deprivation of human rights, and

loneliness. Anne and her family were captured by the Nazis and eventually gone on August 4, 1944. Otto Frank was the only survivor from this terrible genocide, and he decided to fulfill Anne's dream and published the book, to be a living testimony of the holocaust.

Anna does not have any extra books rather than her diary. She shows the terrible things she lived and also, she thought of herself and what she experienced living at this terrible time. Jews were snatched from living a normal life in society. Regular people were free to study, work, marry, and go outside, while they were privatized from basic human rights. This book not only shows important and relevant facts about Anna and her family, but also how she as a teenager had to mature fast because she was not able to live a like a normal German teenager. The diary of Anne Frank shows about racial discrimination and at the same time how Jews managed to survive years hiding from Nazis to avoid being killed.

This political and social problems against Jews generated not only a problem against them, but the whole society and environment in which they lived to be their prison. Jews are the greatest example of the resilience but also what happens when the government takes control over a country and introduces ideologies that had to do with racism to destroy not only a group of people, but a whole nation. At the same time, children and the community did not have the fault of receiving this information, because the government was forcing and introducing the hate upon Jews. This book reflects how racism can numb your sight. Anne's story is just a evidence of many stories out there that described the times of the Jewish persecution. Not to mention that people that survived also shared their stories with the world, but Anna's stories transcended generations.

The diary of Anne Frank not only helps readers understand the importance and relevance of the events experienced in World War II, but also a personal view of the experience lived day by day without going outside and behaving like a normal human. She reveals the tension, anxiety, stress, sadness they were suffering. This novel also reveals how other characters behave between each other during the confinement, acting like they did not even exist. Trying to survive each day without knowing if it was their last one. Being anxious about the news, if they were going to pass new laws that attempted more with their lives. This diary is a narrated experience from the perspective of young Anne.

2.14 Relevance of discrimination and hate for the purpose of study.

The relevance of discrimination in this study is to make people aware that discrimination and hate are not only a feeling but can lead to dangerous practices that can put at risk the life of people around us. Discrimination is still part of our society; we live in a world that is experimenting with discrimination in all parts of the world. It does not matter the gender, the economic status, studies, work, and life that the person has, all people are vulnerable to discrimination. In fact, in the United States we can see cases of persons that report cases of Black, Asian, Latinos and other races that are being discriminated. These races are being molested, because they are seen as a cancer for Americans. Some of these groups are getting bigger, now we can see any of these groups at workplaces and other spaces causing disturbances on US citizens.

In New York City there are a lot of Latinos working at supermarkets. Fast-food restaurants and different spots in the city. When Spanish speakers go to visit as tourists, they barely feel in the need to speak in English. This is not only happening in New York, but in other places around the United States. This may somehow be reflected in the Book of Anne Frank, and Israel's background story. Hitler, as mentioned before, dedicated his life to extinguish the Jews. He thought that this race was a parasite for society, he finds Jews like a disgusting race. Additionally, all his hate and discrimination influenced Germans to feel in the need to destroy Jews. In other countries like in Costa Rica, one affected race as well is Nicaragua, which has a similar government regime, most of them had flee out of their countries to make their homes here in Costa Rica. Due to this situation, many of the Nicaraguans had faced racism from Costa Ricans. They are bombarded on the internet with comments of other people behind the screen telling them to return to their own countries.

Moreover, they did not care about children, women, or elderly people. All of the Jews were condemned to be part of a genocide against their will. Hundreds of families were destroyed and separated, the survivors were traumatized, and a race being tortured. The purpose of this is not only to be aware, but to encourage people to be different, to do better, to construct a good society. Discrimination should be taken seriously, it is not only a feeling, if this grows, it can end in a catastrophe like the Holocaust. There are people around the world suffering and hundreds of lives are being killed, because a country or a group of people do not approve what they like, their

religion, or if they have a different thinking. This is reflected in every single page of Anne's Diary, how the victims of discrimination cannot live free, to have make use of their rights as humans, to raise their voices when they think about something they would like to share. On the contrary, there are many that have been silenced by discrimination. If human beings can destroy discrimination and the hate upon racial marginalized groups, society is going to act better to people that are from other countries or have different thinking. The world needs to extinguish this thinking of discrimination; they need to stop seeing others as if they were something that does not work for society.

This reflects how humanity has decayed. We may think everything has improved, in some countries it does, but for other things they are the same as they were years ago. This not only studies how discrimination is still present but also analyzes how discrimination has transformed. In this decade we also call discrimination. "bullying" a phrase that refers to a person or group that feels superior to the other and molests other individuals. As we have seen in this, discrimination has no age. Indeed, many children are currently experiencing these types of behaviors from classmates, family members and friends. Discrimination has been disguised in other manners. People had normalized violence, music that foments discrimination, movies, videos, TikTok's, that promote this kind of behavior.

According to *(Tyalor.n.d) Identifying successful strategies for reducing racial residential segregation requires some understanding of the forces responsible for producing this segregation (p 72)*. The objective of this project is important to spread awareness about the difficulties that us as humans may confront day by day, not only racial discrimination but any kind of violence. Be aware of discrimination, this can help us end this mentality that society has constructed for us, raise our voices, change our actions and feelings to help build a better world. It is relevant to understand as well, that the that is seen portrayed in this book remarks the experiences lived by e Jewish teen. The Diary of Anne Frank immerses the reader to feel all the situations they were living in at that time

2.15 Historical and bibliographical approach

The historical approach on novel uses a methos of analyzing, in the novel, including the historical context. Which represents time, culture, events, and beliefs of the period. As mentioned before, this can shape the story, characters and themes of the story. The approach

investigates how history influences literature and how the novel manifests or answers to what is happening in the real world. In the case of the novel of Anne Frank, it includes historical events as context, this connects fictional circumstances, to real events. In the case of this diary, this shows how the war affected the life of Anne and her family. Creating a mix in fiction and reality.

Anne Frank's diary of a young Girl (1947) provides firsthand experiences of Jewish families hiding during the Nazi control, allowing both, the historical and fictional perspectives in literature. On the other hand, including the bibliographical approach, includes a method that focuses on the physical, textual, and publication history of literary work. According to Gaskell (2007), "A bibliographical approach studies not only the content of a literary work but also its physical form, historical editions, and the circumstances under which it was produced" (p.15). This project presents this approach in an edited and published version of the book. The edited and published version by Otto Frank in 1947, omitted some passages including Anne's sexuality and critical moments with her mother. In the editions like: The Definitive version (1989) they restored these sections. Moreover, in the edited version and definitive version, Anne is a young Jewish girl that lived in confinement during the second World War.

She wrote her experiences during war, how the laws imposed by Germans affected her family and her life, her dreams, her feeling and many other statements she wrote about the circumstances and people surrounding her. This makes The Diary of Anne Frank an historical novel, which is defined as a fictional narrative based on a past time including real events, figures and social circumstances. As Lodge (1992) stated "The historical novel reconstructs past events and societies while engaging the reader in the personal experiences and emotions of its characters, thus bridging the gap between history and imagination" (p.45).

Historical novels often include fiction, while also manifesting the concerns of times in which they are written. Including the bibliographical and historical approach gives reasonable facts and contrasts between the story and reality. Anne showed that in her world feelings were valid and imagination had no limit. On the other hand, she was very mature to understand the political and social oppression her people were fighting. Showing her life choices and how she lived supported evidence to show how some Jews survived during war. As well as historical events, affected the way Anne interacted with others and her daily life. This gave as a result a combination of fiction and reality using her imagination writing on Kitty to survive difficult

thoughts on her head while serving important facts an information to indagate more about Nazi antisemitic laws consequences.

Chapter III

Methodological Framework

3.1 Research Design

Starting off, it is important to mention that there are two types of methods when elaborating an analysis project. Those two terms are **qualitative and quantitative**. These are different, but complementary approaches for a project. Qualitative research focuses on understanding the meanings, experiences, and perspectives of individuals and groups. According to Creswell (2007), "Qualitative research begins with assumptions and the use of interpretative/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem" (p.37). This basically includes data collection. Some examples are interviews, observations, or textual analysis. The researcher becomes the one who interprets. The qualitative research questions are "why and "how" somethings occurs, prioritizing the insights over the measurement. On the other hand, quantitative research is grounded in measurement, objectives a statistical analysis. Creswell (2008) defines quantitative research as "a means for testing objective theories by examining the relationship among variables... (so) that the numbered data can be analyzed using statistical procedures" (p.4) This includes: surveys, experiments, and procedures that give as a result something measurable. In addition, there are three main sources that are used for an investigation, primary, secondary and tertiary. These are essential pieces to build reliable arguments, support and give credibility to your work. According to Psychological Association (2020), "researchers must evaluate the origin, purpose, and reliability of their sources to maintain scholarly integrity." That is why, in this project a primary source for this investigation focusing on Anne´ s Diary text. The method of analysis used in this chapter is by gathering the events that happen in the diary and analyzing them throughout the paragraphs.

The analysis employs qualitative research using a case study designed to explore the emotional impact of social discrimination and hate. This allows to investigate deeply the context and the literary analysis of the book "The diary of Anne Frank." This study focuses on

understanding the meaning of discrimination, how it affects society, and how this is portrayed in the novel in an historical, social, familiar, psychological, and cultural setting. Data is collected through sources gathered from universities, articles, historical testimonies, events written in essays to deepen in the analysis. there are many books that contains testimonies of the Holocaust of people that managed to survive to this catastrophic genocide, there are university works that specialized and centralized on the psychological effects it had in survivors the Holocaust and how this trespassed generational traumas. In addition, there are articles that present recent cases of discrimination, to a group of people, person, race or country.

This information collected is going to be transcribed and analyzed with the purpose of understanding better how discrimination affects a society in different manners. The actual tools and techniques implied, are references of historical data presented in World War II, data analysis and studies collected from university students that study psychology to understand about the trauma lived in the Holocaust, books specialized in a deepened study of the Nazi regime propaganda, and historical records that contain data of the laws that approved discrimination and how this affected Jews at that time, Also, how this personal diary of Anne Frank contributed to understand more vividly their feelings. In addition, contributes to understand or illustrate how Jews may have felt hiding from the world and the Germans to avoid being killed.

This present project presents the qualitative analysis of The Diary of Anne Frank with the aim of studying and exploring how Anne's book reveals the emotional impact of social discrimination. This diary also mentions the effects of discrimination in society and how this affected a whole culture, The Jews. Additionally, evidence of how a Jewish family survived terrible times, where people lived in fear and anxiety. Anne's diary describes word by word how she perceived people from her point of view. Mentioning about emotional impact, referring to the difficult times they experienced during the world War II and the implementation of the holocaust. This is explained in detail through main topics present in the novel. Fear, anxiety, deprivation of liberty, resilience, hope, and oppression. Each of the themes that were mentioned are supported by the characters that are mentioned in this novel.

These themes were identified through reading and carefully analyzing all the texts that are supported with events, places, and quotes that support the ideas in the paragraph. Each paragraph of the novel includes variety of topics that guide us to discover deeper information of

how Jews lived at that time, how laws affected this race, how many people were affected by Nazis. Moreover, each page represents the cultural and historical context of how people lived oppressed. Additionally, this aims to measure the emotions caused by the contextual and historical time they were living in. Specifically, how they were mistreated due to the circumstances the main characters of the novel were directly experiencing since they were Jews. Each situation that Anne experiences is narrated in detail through the diary, reflecting her emotions in each page. This shaped a story that made everyone feel and understand Anne's life and emotions through the reading and helped to analyze and understand deeply each event she had to go through. In fact, this reflects both the destructive and transformative effects of discrimination on Anne's emotional world and the perspective of what was happening around her.

Anne's explicit statements helped to identify different events and emotions. In addition, the metaphors, imagery, and emotional tone embedded in her writing, supported her statements. Moreover, one of the most dominant topics is fear. The context of the story evolved around this theme. Fears of being discovered by Nazis and eventually get killed. For example, when Anne describes her fear of being arrested, loss of basic freedoms, or moments of inner strength, these reflections are interpreted as both personal testimonies and representations of the Jewish group experiences under discrimination laws. The detailed information described by Anne, makes the reader understand the social, familiar, internal and external battle Jews had to go through.

In this way, the findings do not merely summarize the diary, but it positions it's a path to enter and understand the psychological impact of social exclusion during one of history's darkest events, the World War II and The Holocaust. Each theme presented in the sections that follows illustrates how discrimination shaped Anne Frank's lived experiences and emotional world. Also, evidence will be presented through different quotes that are part of the novel. Lastly, the analysis of the method is qualitative because the evidence is showed by the quotes gathered from the book to present the evidence, by collecting all the information necessary for the project by present in the passages and quotes the evidence and reflect the historical context, emotions, life, social and cultural context. The goal is to measure qualitatively the character's emotions and circumstances perfectly described in the book. Additionally, this helps to support our main objectives by sustaining the points stated for this project.

3.2 Population and Sample

The population of this study consisted of historical and literary works related to Anne Frank, World War II, and the holocaust. The sample includes the primary source which is the Diary of a Young Girl by Anne Frank to examine the context of Nazi occupation and the persecution against Jewish community in Amsterdam. Additionally, a secondary source is going to help investigate and gather further information to interpret and analyze the primary source. The main goal is to investigate the characters' feelings and measure their situations of how this combined reality and fiction as an historical novel. the experience the migrant Jewish population had during World War II (1939-1945) was suffered differently from different parts of the world. It depended on their race, religion, geography, and other situations. However, many people experienced loss of their homes, family members, and had to migrate. In Europe, people had to live under Nazi occupation, countries like: France, Netherlands, and Poland had to survive to military control. They had to live hard situations like lack of food, execution, persecution, racism, confinement and other situations. Food restriction was one of the most important, because people cannot survive if they do not have food to live. Most countries during war implemented food rationing system. Civilians in general faced hunger and malnutrition. Some products were limited like meat. Butter, and sugar. Other cities around the world like London and Tokyo were bombed. This provoked the death of many people. As well as that, many people became homeless. People lived in fear of being bombed, they slept in refugees or underground stations. *Calder, A. (1992) "More than 40,000 civilians were killed during the Blitz, nearly half of them in London.* "Stating that many people during World War II were killed because of the disturbances. The social situation at that time was critical and people from different parts of the world were suffering their individual issues.

Additionally, during war, many people felt the need to flee out of their countries due to fights, persecution and the political situation. They lived in refugees, camps and others made their homes in different countries. The situation was critical and hard. Men were recruited to fight in war, so women had to take the role of working. They started to take jobs in factories, agriculture, and civil services (Vanessa. R.p.35 2025). Of the one million Australians who served

overseas and in Australia during World War II, almost seven per cent or 66,000 were women. As mentioned in this article women take the role that men had for many years and started to work in different things rather than staying at home and taking care of the children. On the other hand, we have other countries establishing different propaganda against their enemies. This was used to encourage people to hate the enemy and to go against them. The news and different media censored different reports to people, especially the bad news. The context of this novel's background originated during hard times, where it was difficult for a person to live in peace. For Anne Frank specifically was a little different, yes, all people were suffering, but her race "Jews" was in the target of many enemies. Anne had to suffer in her own personal experience discrimination and injustice against her.

The condition of the camp she was transferred was terrible. The camp was overcrowded, unsanitary, they had lack of food, water and medical care. Thanks to this situation people were more vulnerable to getting a disease and to dying. Many people died from typhus due to an epidemic that spread fast through the camp, killing many people. In the case of Anne and Margot, they had this disease and died. As mentioned in (*Anne Frank House.2025*) "*Anne and Margot died of typhus in Bergen-Belsen in February or March 1945. The exact date is unknown.* Anne always kept hope and bravery until the end. She did not want to give up on everything; she wanted to do the best that she could out of an awful situation. Sadly, she could not make it, from the eight people hiding the only one who survived was Otto Frank. That later shared to the world Anne's story and fulfilled her dream even though she was dead

In July 1942, Anne and her family hide themselves in the Annex to avoid a Nazi encounter. They experience a constant fear, fear for the present and the future, fear to be sent away from their family, fear to be sent to concentration camps. As she mentioned in her diary (*Anne Frank, 1944.p.220*) "We're Jews in chains, chained to one spot, without any rights, but with a thousand obligations" this shows how Anne was surviving to the different things that were happening around her, and shows how discrimination was present in her life. Not to mention the emotional effects this situation had on her, she experienced anxiety, isolation, and depression. She was trapped in her mind with her own thoughts and physically in real life. For Anne it was difficult to survive in this situation, but she always found a way to be positive about every situation that was around her. She as the main character was affected by her surroundings, all her life was spinning around the same edge, discrimination against Jews. All the hope she had for

everything to end, was gone when they took her to the concentrations camps where she finally died of typhus, just a few weeks before the camp was set free.

The target population of this present project is for anyone that is experiencing discrimination or wants to dig more into the topic and the impacts it had on humanity and in history. As well as, the relevant cultural context we find on the diary of Anne Frank is Jewish identity, the life of Jews during hiding, how Dutch people risked their lives to protect Jews, cultural effects of discrimination, and hope. First, the diary reflects Jewish identity, because they preserved their celebrations like Hanukah and Passover while being in the Annex. Also, they put in practice their values as Jews, reflecting unity, and hope during difficult situations. Second, it showed the life of the Jews while hiding. Jewish populations were obligated to wear the yellow star of David, they were banned from schools, hospitals, universities, parks, public transport.

Additionally, Jewish businesses were shut down, and others were deported to the concentration camps. This oppressive way of living forced Anne's family to hide from the world. Third, Dutch people risking their lives to save the Jews. People like Miep and Mr. Kraler risked their lives to protect the franks, hiding them, smuggling food, providing shelter and news from the outside world. This represents bravery from them and the fight for the unjust treatment upon Jews. Then, the cultural effects of discrimination. This included hiding from the world, adapting to new behavior, to be always in silence, tension, limited movement, strict rules, and stored food. The effects of discrimination socially speaking affected the way people interacted with each other and how they bonded. Anne in the diary describes how hiding shaped her relationship with Peter and her mother.

Lastly, they have hope. Despite all the adversities they must survive and the horror the Holocaust caused at that time, there was still hope that humanity can change and their mindsets could heal again. Anne in her diary wrote she had faith that this could end and that people could change their minds. The bravery other countries had, to take down the Nazi from power reflects that there is still hope in humanity and it reflects the values they had and kept. Later, they passed a law protecting human rights. Years after this catastrophe happen, many Holocaust survivors take the chance to make public the atrocities they had lives during war time and Jewish persecution, raising their voices to the public and publishing how they were tortured in

concentration camps and how they survived. Others kept in silence with their trauma stories, lived their lives and then died. But many people shared that most of the Holocaust survivors have deep love for family and appreciation to everyone because they do not know if they are going to be alive the next day. This situation made survivors appreciate life and the simple things like having human rights.

3.3 Research Instrument

The main research instruments were documents analysis and bibliographical review guides. According to Bowen (2009), "document analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic material." In this research it presents the themes such as discrimination, hate, fear, loneliness and isolation. These themes are used to analyze Anne's narratives with its relationship with the historical context. As well as the historical characters, analyzed to determine how relationships were affected, how they suffered, and how they behave during the war and confinement.

3.4 Data gathering procedures

According to Creswell (2018), "data collection involves a detailed plan for obtaining information that will help the researchers answer the central questions of the study" (p.147). Without a clear structure the findings may lack credibility or fail to analyze correctly your investigation. For this present project, the data were collected through review of the primary source. The process began with reading The Diary of Anne Frank to gather significant themes, characters, and historical events mentioned by the author in the novel. Notes were taken and quotations extracted from the book itself to document it, in APA 7th edition format. With the finality to give credibility and meaning to the investigation about the Diary of Anne Frank.

Chapter IV

DATA ANALYSIS

4.1 Introduction

This chapter aims to explore and analyze the central themes in regards discrimination and hate as described in The Diary of Anne Frank. With the purpose of exploring how Anne's personal experience and situations, revealed the consequences of racial prejudice during the holocaust. Drawing the information from the primary source (The Diary of Anne Frank) with the finality to examine in detail the themes in regards discrimination and hate, and how this shaped the lives of Jews in different areas like family, education and social life. Additionally, examine how the Nazi persecution affected undoubtedly the lives of Jews.

4.2 Contextual Analysis

4.2.1 Historical Contextual Analysis

The historical context of this novel is traced during World War II, while hiding from the Nazis while they were in the project of exterminating the Jews. This occurred in the Netherlands. Some context also includes that Jews were forced to hide and to live an anonymous life due to extreme racial laws. The family of Anne and other family hide in secret on a place called "The Annex" for two long years. In addition, years later they were discovered by Nazis and deported. The last register of Anne was that she was taken to a concentration camp in 1945 where she died. The diary itself is shaped by the war that was present at that time, the persecution they have to live, the confinement where Anne wrote her diary and her deepest thoughts. But all of these shaped the story of Anne Frank, her experiences that made part of an historical event.

This background context explains why Anne lived in constant fear or being arrested. Additionally, highlights the physiological impact persecution, hiding and the prohibition to have freedom affected her and society. The horror she had to experience knowing that her friends and people that she knew were taken away to concentration camps where they murdered people. The constant optimism she had that humanity and situations can change and they could finally be

able to have a normal life. Not to mention that the problem was not only situated in Germany but extended to Europe and other parts of the world.

For the social and political context, it shows how the family is under high- pressure for being discovered, full of fear and anxiety, due to the regulatory restriction placed by a racist government that prohibited Jews their human rights. Additionally presents, the bad relationship Germans and Jews begin to experiment. The tension in the atmosphere every time they pass a new law taking away their human rights. The amount of people being deported, immigrant Jews, looking for a place in the world that was nowhere to be found. Jews not only experimented problems with Germany, but with other countries like France, which faced persecution due to the anti-semitic policies spread around the world.

Racial discrimination may be considered an important part of Anne's political and social context of that time. War not only provoked people to fight against each other. This caused other people to abandon the country or to hide in their own homes for years with the fear to be found by Nazis. Many people also experienced hunger due to the lack of food. In addition, when they transported individuals to the concentration camps, they were forced to work without having enough food or water to keep them strong. The lack of empathy, medicine, clothes for the winter, hydration and other necessary resources for humans were the things they must face at that time.

Anne grew up in a difficult context, surrounded by prohibitions, lack of freedom. That is why she takes refuge in her diary Kitty and matures faster than people her age. Her teenage years were difficult for her to grow up normally. She became a child with deep thoughts that changed her perspective from life, friends and family. She also experienced many emotions like anguish and fear from the future, but she stayed strong until the end. Finally, she was taken away to the concentration camps where she died and did not continue to write down her diary due to the hard times she was experiencing. Moreover, after the war Anne's father, Otto Frank, published the diary in honor of his precious daughter and showed at the same time a bibliography of a girl that lived during hard times. This diary became a symbolic representation of the Holocaust personal tragedy. This book transcended history until this day. Many people use this diary in schools to teach children and teenagers about tolerance, resilience, and the importance of human rights.

4.3 Narrative structure Analysis

The historical narrative structure is used to tell a story about past events in a way where you can include history and storytelling elements such as characters, settings, conflict and resolution. According to White (1987) "a historical narrative is not just a list of events but a structured account that gives meaning and coherence to those events". This helps a reader to understand better the feelings, causes, events and consequences behind and historical events. The structure of the narrative of the book Anne Frank is first-person narrative. The whole book is contracted in first person, she addresses her writing to her diary named "Kitty" through this narrative, and readers are more immersed on Anna's feelings and in what she had to live during the time. Readers can feel through reading her sadness, happiness, loneliness, thoughtfulness and other emotions that are portrayed in the first-person narrative. Readers can see and feel everything by Anne's perspective.

Moreover, her stories kept connecting with reality all the time. The confinement was a consequence of Nazi persecution, the propaganda was a consequence of Nazi manipulation, the bond and the deconstruction of family, was a result of Nazi's violence on separating families and taking them to concentration camps. The narrative structure itself is present in the diary from the beginning to the end, which helped with the data gathering procedure and the interconnection of history and fiction in the story. Additionally, most of the time she writes in her diary, she starts with the phrase "Dear Kitty" making the readers feel part, of what she is about to share or to write down in her diary. All the stories, anecdotes, and experiences she mentions make us part of her world and her thoughts.

The tone Anna uses through the texts reflects a playful, childlike, and mature and at the same time nostalgic writing. The inclination this book has upon discrimination and hate manifested in this diary combined with the tone Anne, uses to describe different situation on what she is living maintaining herself optimistic but at the same time full of fear and anxiety, reveals the reader how she felt every day and the process she had to go through to assimilate her life was taken away from her. Which is ironically, because days after she wrote in her dairy that

maybe those German people on the inside had a warm heart, they took her away with her family to the concentration camps. The narrative structure, including history, helps the reader to understand the situations better and feel what the main character is living at that moment.

4.4 Thematic Analysis

4.4.1 Problematic caused by hate and discrimination

This is one of the main topics and the principal cause of everything during the Nazi empowerment. Additionally, on repeated occasions throughout the book Anne mentioned how **discrimination and hate** affected not only her, but the people surrounding her, society. The novel also mentions the challenges and situations Anne and her family went through. There was a systematic removal of freedoms for Jews in the Netherlands, well known that expanded in Europe years later. Before the moment they were deprived from freedom, Anne mentioned in her diary how she observed a lot of Jewish families that were hidden and excluded from public life. She mentions how people vanished. She explains: “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” (Frank, 1993, p. 11). These restrictions reveal the reader’s ways of how discriminatory behavior was implemented. Moreover, “the star” can represent a mark of humiliation. If we take a deep look to the Jewish history, the flag of Israel has a star on it, it represents the star of king David. The way Nazis used this star by placing it, in their chest can represent a disrespecting and denigrating form of making fun of a culture. Germans and other antisemitic radicals have no respect for the Jews. Indeed, that is why the star can be seen as a symbol of discrimination knowing that the star is part of their culture and beliefs in Judaism and the Messiah.

However, this mark may also represent a “lower race” for people to recognize it and get away from the “rats” as some of them may call Jews. In fact, in this same quote presents the situation of isolation that they were experimenting by mention the phrase “ Jews were required to turn in their bicycles” giving the reader a clear message of dehumanization and imposition of toxic rules. The word “forbidden” represents a deep and dark meaning for Jews. Apart from being mistreated and humiliated, they were facing prohibitions, that made Jews feel small upon the

Germans and the world. Forbidden life, like Anne and her family. In the same line, **social exclusion and segregation** is also mentioned in this paragraph: "Because we're Jewish, we can never do this, and that, or go here, or there" (Frank, 1993, p. 56). This remarkable phrase not only represents Anne's thoughts and the situation she is living in, but the social persecution that gave as a result the vanishment of Jewish people from the world. She understands clearly her position at that moment, she was little girl that was willing to play outside, to see the sun, to make new friends. Here at this point her writing tone represent to the frustration of her being a Jewish girl, capable of achieving everything but obligated to follow a discriminatory system where they became condemned to be a not living thing. She also shows the importance of following the rules in this passage, she is aware of not going outside, not using public transportation, and not even going for a walk. She knows that everything is against her race.

On the other hand, the most remarkable moment for Anne and her family was the **insolation from everything**. Once they entered the Secret Annex, it felt like all their dreams vanished away by the wind. Their daily routines when they eat in the table, talk to each other, go for walks, were now unimaginable. Now their routine was marked with fear and anxiety to survive. This was not only marked by fear, but by rules. She explicitly describes how they were silent; the circumstances forced her family to remain quiet all time. Specifically, during the day, this was mainly to avoid being caught by the workers in the warehouse: "We have to whisper and tread lightly during the day, otherwise the people in the warehouse might hear us" (Frank, 1993, p. 46). The silence represented that theme of fear during the novel.

The **insecurity of knowing what was going to happen** in a few minutes, hours, days or years. Silence was also a signal of deprivation of freedom, of living like they were furniture of the house. Anne knew that if they heard her voice things were over for her and her family. The way she expresses directly the way she must talk, gives a very described feeling of the atmosphere perceived at that moment of hiding from the Nazis. To add on, the Frank's experience shows how systematic discrimination reduced their existence to secrecy, silence, and dependence on others for survival. In fact, Anne mentions in her diary: "We assume that most of them are being murdered. The English radio says they're being gassed" (Frank, 1993, p. 116). In this paragraph of the novel Anne reflects her doubt of what was really happening to the Jews by using the word "we assume" leaving a clear sign of uncertainty. The constant fear and the

statements from the news as Anne mentions "they are being gassed", represent the other side of the consequences of not being obedient to the laws and the massacre that they were running behind people backs. At that point Anne and her family and many other Jews, were taken away. Ones gassed, others tortured, but all of them suffering in different parts designated for them. Which Anne undoubtedly mentions, she does not have a clear answer to what was happening to them.

In addition, the insecurity caused a **fear of being discovered** and deported to the massive concentration camps. Anne describes the hiding place as "trap or a "dark pit" where she said: "We're caught in a trap, a dark pit, where we wait for the fate that will overpower us someday" (Frank, 1993, p. 201). Indeed, for Anne and many Jews hiding from the Germans became e their daily bread, but they were trapped in a world were some had privileges while others suffer. When she mentions the dark pit, it can be interpreted as if she has no other way out from reality and the situation, that is why she states she is going to wait until fate reaches her. They had nothing to do rather than survive the difficult times they were facing. The Annex represents a place of refuge where they feel safe and somehow secure from the enemy. On the other hand, The Annex represents that dark place where all dreams and hopes die day by day. Then news, radio and propaganda indicated that things were getting worse each day that passed by. Anne and her family knew that they were safe temporarily but someday that luck was about to end. The greatest challenge they had as a family at that moment, was to survive to the collective hate placed against all the Jews.

As mentioned before, The Annex may be seen as a place where you can stay secure, but outside there was a war that affected not only Germany but other countries. Anne and the people around the world **where fighting to find peace in turbulent circumstances**, in the case of Anne she described her feelings: "The air raid keeps us awake all night, and the tension makes us even more nervous" (Frank, 1993, p. 142). The combination of being isolated and the uncertainty of being bombarded intensified the feeling of being killed, plus the rules imposed by the government, people murdered, lack of food, deprivation of freedom and many other factors contributed to Anne's difficulties to fall asleep during night. The night became longer for some people waiting for the worst to happen. While many of the Jewish community were deported at the sight of everyone, there remain some of them hiding. They constantly experimented with fear

and invisibility. Anne reflects her own emotions while being captive, but she also represented the whole Jewish community that was surviving secretly. This shows how discrimination forced the Jewish families into equal forms of suffering deportation, psychological damage or murder.

Being neglected and left without any food was part of the challenges they had to face during war. Anne describes this painful situation that she had to experience with her family and the others hiding with her. She mentions the limited supplies Miep and Mr. Kraler were able to bring from the outside. Ration cards were essential for acquiring food and were distributed by the government. The Jewish community was excluded from having these cards. If they needed a card, they had to gain it illegally as mentioned in (Frank, 1993, p.45) As a result, food was of poor quality and never enough to satisfy a huge family like Anne's in the hiding.

She mentions "We eat rotten potatoes, dry bread, and moldy beans. That's what we've come to. If we don't find something better soon, we'll all starve." (Frank, 1993, p.83) This indicates a situation where poverty was present and negligence from the government. They had poor quality on the food, that may give as a result sick people, people that eat food with bacteria that may kill them later. Additionally, having bad food quality affected Anne's growth, most of the people hiding with her were adults, but for teens like Anne this disrupted her growth.

On the other hand, the lack of access to health care was another challenge they had to face. Not having daily sunlight, being oppressed, living in poor conditions, eating rotten food and other things, made Jews lower their immune system. This makes it easier to get sick. She is always worried about getting an illness and how this could escalate. "Margot is very ill; she has raging fever and is in bed all day" (Frank 1947/1995, p.112). If Margot was not Jewish, she could be attended normally if the hospital. Since she was Jewish, she had to survive in deplorable conditions during hiding risking her life without medicine and suffering fever without any kind of medicine. Nazis even prohibited the access for healthcare.

Additionally, they could not even risk themselves to call a doctor, they would get in trouble if a neighbor or even the doctor called the Nazis. Margot is a great example that the Nazi regime dehumanized people. Margot is a representation of the Jewish community and the challenges they had to face during these difficult times. The challenges faced during the new imposition of laws had a great impact and change in the Jewish community. The lack of food, freedom, healthcare, education, and deprivation of normal life, became worse. The normal things

for Jews were to live in a world they deprived them from being free, while the other people had access to everything. Anne's diary reflects how these challenges affected their life forever until they died.

4.4.2 Social discrimination

It is a historical fact that discrimination in World War II was present everywhere. Some of the repercussions discrimination had over population change the family dynamics and generated an impact on the gender roles within the family. Men were unable to work thanks to the new policies established by the government. Men slowly started to lose the role of the provider of the family. In the book, we can see that Otto Frank was normally the head of the family and the one that brought food to his house. His job as a provider ended when the new laws started to work and his business was shut down by the Nazis. Not to mention, that many women had to assume the role of providers for their houses since their husbands were at war. For the Jewish women, this was another story, as same as their husbands they were banned from working. Anne's father, Otto Frank, was directly impacted by these new laws.

Men had for decades being a figure of authority and providers. German's new laws change the dynamics until this day. For Otto, his company was forced to operate under the non-Jewish management. This meant that Germans now take control over every establishment Jews had or were strictly kicked out, even if you were the owner of a whole company. Jewish men were left with nothing to provide the family. This Nazi behavior was mentioned by Anne in her diary: "Jews were forbidden to own businesses. Our employees were all Gentiles, who took over the company" (Frank,1993, p.13). This situation had consequences which destabilized the family roles and the family structure, as men were reduced with women and children to hide from the world. For Anne's father, this meant to change his responsibilities. He assumes the role of maintaining order, protecting the family, and being a mediator of feeling. He had to maintain himself strong to keep his family with hope.

On the other hand, the Nazi propaganda convinced many Dutch citizens to betray their Jewish friends and neighbors. Many were taken away to the concentration camps to be tortured by this people. Anne mentions that many of her friends is being deported to these camps. "Countless friends are being deported. People we know are being taken away in droves, the Gestapo is treating them very roughly, and transporting them in cattle cars to Westerbork, the big

camp in Drenthe to which they're sending all the Jews." (Frank,1993, p.23) This incremented the anxiety between the Jewish community. In the case of Anne, she saw many of her friends taken away. This increased her anxiety, she was hiding g from the world and at the same time she saw how persons that were close to her, were snatched to the concentration camps. Additionally, she mentions how they were roughly treated, mentioning the violence Germans implemented upon Jews. Although they were innocent people, they were treated as trash.

The Nazis were exploiting all the possible resources to make Jews be seen as criminals. This gives a climate of constant fear through the novel, where they experiment constant threat. These driven raids were acts of violence premeditated by this community, the Germans. The torture was real; this was because of strong and consistent bombarding of propaganda against Jews. Portraying them as criminals, enemies of the state and society. The parasites of German society that experimented in flesh what discrimination torture is. In addition, the massive arrest incremented along the communities, which Anne also describes: "Countless friends and acquaintances have gone to a terrible fate. Night after night, green and gray military vehicles cruise the streets and knock on every door, asking whether Jews live there" (Frank,133, p.30). This passage shows how raids became their daily bread and normalized. The "green and gray vehicles Anne mentioned can be seen as symbols of terror for the Jewish community, since they immediately associate this with the Gestapo and Dutch working under Nazi direction.

The constant fear Anne and her family experienced clearly left an emotional impact on them, causing them to be hypervigilant, fear and anxiety. The fear of them being discovered during raids is a clear sign of the emotional impact it had on her and the Jewish community, they felt always being watched, with the pressure of hiding, not talking loudly, and stress. The Nazi and German community constant opposition over the Jews caused severe damage physically and mentally, until this day. The survivors still live with the terrible sensation from what they experienced in the past. Then loss of family members, friends, and life in general was greatest fear they could have experienced during World War II.

She also mentions how raids shattered families "At any time of day or night, poor helpless people are being dragged out of their homes. They're allowed to take only a knapsack and a little cash with them, and even that is stolen from them on the way. Families are torn apart; men, women, and children are separated." (Frank,1993, p.75). Nazis did not hesitate to separate

whole families; this is a form of torture. Imagine children being separated from their mothers, the trauma and physiological impact this treatment generated on many Jews was immaculate. This separation generated a sensation of anxiety and loneliness, not knowing if their family members were still alive or dead. Separation can be seen like a psychological manipulation from Nazis upon Jews. All these situations were caused by social discrimination from Germans upon Jews, causing a fragment between their relationships as a society and families.

Another discriminatory treatment and measure were the confiscation of radios and restriction of Jewish Access to information. They wanted to restrict Jews from accessing to important news. By controlling the communication, the Nazis isolated Jews from global news to create an atmosphere of fear and uncertainty on the people. Fear was one of the tools Nazi implemented to take control of people's minds. The radio was one of the ways families could stay connected to the outside World. In the case of Anne and her family, they kept radios secret that placed them in risk of getting in trouble. The loss of communication in the outside World affected people's minds, Anne showed this frustration in her diary: "We're caught in a web of rumors, of good news and bad news, of fears and hopes, until we simply don't know what to believe anymore." (Frank, 1993, p. 119). This uncertainty they felt when being banned from the outside world, was a way of Nazis to mistreat the Jews. Erasing Jewish Access to reliable knowledge and intensifying feelings of isolation was a behavior of hate from Nazis.

Social discrimination behaviors not only affected their daily life, but also their beliefs. Jewish traditions were also prohibited to be openly practiced. The synagogues where they practiced their religious cults were destroyed by Nazis. Anne in her diary reveals this situation when she mentions the celebrations they had, needed to be hidden. "Hannukah and St. Nicholas Day came almost together that year, but we couldn't celebrate them openly." (Frank, 1993, p. 54) This quote reflects how discrimination dominated every single aspect of the Jewish life. Traditions and cultural celebrations were broken. Religious cults that brought times of reflection, peace and gratitude, became acts that attempt against their lives. By suppressing the Jews, Germans attempted to get rid of their roots and identity. Anne found strength in her writing and in reflecting on her heritage, but this dehumanization was painful. The Jews are well known religious people that believe in the Messiah, they preserve different rituals to remember all the times God had fought for Israel in the times of Moses. Additionally, they learn the Torah and try

to preserve the essence from generation to generation. By Nazis cutting of their roots, their identity becomes damaged and the things they once remembered and preserved, vanish through the years.

On the other hand, the stability of Jews was destroyed by Nazis, their economic stability went to the ground. Germans blamed the Jews for quitting them everything, so they started to take away everything as well. In the Netherlands. Jews could no longer freely rent or own properties. They were forced to leave their homes and go into hiding spots. Anne portrays a situation where she had to leave everything she had due to this treatment. "We left our house in a mess, piles of things lying about everywhere" (Frank, 1993, p.13) They did not lose property, they lose their safe place. Home is seen as the place where you find safety and calmness. Due to the discrimination behaviors, they had to leave everything they had and live like animals. As Anne mentions, "everything was a mess" it can be interpreted that Anne had to leave her house in deplorable conditions, she did not have enough time to take important things with her, they were snatched out of their homes to live with uncertainty and fear.

Anne also states "We can't ever look out the window or go outside. We must live as if we're ghosts." (Frank, 1993, p.45) This segregation was orchestrated by the new laws established. These policies were designed to extinguish the Jews from society. The control and manipulation they had over these people went to the point that they could not even look through the windows, they did not even receive a little sunlight during the day. This also presents how Anne and her family were obligated to stay like museum statues in their hiding spot without having a choice. All they did was not by choice, but because they had to survive the new laws. The impositions deprived Anne and her family to leave in peace and experience normal things like looking through the window or receiving sunlight.

Lastly, the behavior Germans presented toward Jews was clearly established from a position where Jews could not do anything rather than obey and follow instructions. Denigration, racism, and discriminatory acts were their daily bread. Neglected families due to stubborn people that did not care about human beings and extinguished a whole race. Nazi people worrying about Jews without noticing the real enemies. Anne writes all the behaviors they had against Jews, but the most important thing, what were the effects of these discriminatory circumstances. She narrates how this behavior against them make Anne go crazy. "I feel as if I'm going crazy. I want

to laugh and cry, and I can't do either." (Frank,1993, p.85) The social discriminatory behaviors affected emotionally, physically and socially.

4.5 Themes

Themes are important when analyzing a novel because it gives analysis of a body. According to Abrams (1999) "a theme is the general concept or doctrine that an imaginative work is designed to involve and make persuasive to the reader". Without the themes the analysis of the novel would not be studied correctly. The themes reflect what the story is about. The themes this novel portrays are a lot, but there are some important themes that are important to highlight. There are themes like: Discrimination and hate, social discrimination, family oppression, educational discrimination, social deterioration, and psychological side effects.

4.6 Historical Characters

The main characters of the novel Anne Frank are based on Anne's personal perspective and the observations she made during the time she was hiding from Nazis. First. We have Anne Frank, she is a young girl, the main character of this story and the author. She is intelligent, curious, rebellious, emotional, and she is a dreamer. Anne is intelligent and curious because she had a strong desire to learn new things. Anne was very curious about people and constantly observed them and how they acted. (The diary of Anne Frank, p.178) "*I can shake off everything as I write, my sorrows disappear, my courage is reborn.*" This part written by her shows Anne's need to express her feelings and her consciousness about the power of writing. On the other hand, Anne is very imaginative and creative. The time she passed imprisonment in her home with her family exploited Anne's creativity to write down a whole book that she did not even know the impact it was going to cause.

Anne is also considered a mature person at her young age. In the book, she presents emotional intelligence, depth, and maturity. She was always questioning and talking about morals and philosophical. For example, there is a part where she wrote (*The diary of Anne Frank, p.188*) "*People can tell you to keep your mouth shut, but that doesn't stop you from having your own opinion.*" This presents how Anne is critically thinking about life and the problems that surround her understanding her personal free will and rights as human being. Moreover, she is hopeful and resilient, she always kept her mind thinking on a better future and

that things around her would eventually change. She dreamed of having her best life once everything ended.

On the contrary, we have Anne reflecting sensitivity as well. (*The diary of Anne Frank*. P.340) *I get cross, then sad, and finally end up turning my heart inside out, the bad part on the outside and the good part on the inside, and keep on trying to find a way to become what I'd like to be and what I could be if...if only there were no other people in the world.* "Here she presents deep feelings of her struggling with loneliness and isolation. She presents hope, but at the same time she understands she is living a difficult time. Anne finds herself sad, but at the same time optimistic. She is aware of herself and the strong-willed and independent woman she is. In fact, Anne always had differences with her mother and others because she always had strong opinions. Not to mention that she resisted this idea of thinking or behaving a certain way, she was always sure about herself and her beliefs.

Then we have Otto Frank, she is Anne's Frank, he is kind, patient, wise, diplomatic, and a supportive father. Edith Frank is also a relevant character, she is reserved, distant from Anne, devoted mother and wife. One of the most remarkable characteristics of Otto Frank was that he represented the figure of a loving father. As Anne mentions in the diary (*The Diary of Anne Frank*.p.24) "I worship my Father. He's the only one I really love." In this sentence, Anne expresses her deep love and emotional support she finds on her father. She sees him as a home and emotional support for her. Additionally, Otto is seen as kind and someone that is a figure of respect. Anne shows deep love and respect for him.

Then we have Margot Frank, she is quiet, mature, obedient and reserved. Additionally, Margot is described as someone diligent and intelligent. She was a great student and had academic excellence before the Nazi regime. Anne mentions that she is seen as "the perfect daughter. Herman Van Pels, he is irritable he often complains and argues. (*AnneFrank,1943. p.141*) "Mr. van Daan is unbelievably irritable and always has to have the last word; he's utterly selfish and thinks he's better than everyone else." Here Anne describes the personality of him from her perspective making the reader think he is a grumpy man.

Petronella Van Daan is Hermann's wife, she is critical and emotional. Anne also sees her as a person that gets mad with facility, with her husband and Anne's mother. (*Anne Frank, 1943.p.153*) "She's always moaning and groaning, getting offended and making scenes." In here,

Anne presents Petronella like argumentative person that is also dramatic and making scenes in front of everyone. She mentions as well in her diary that she reacts like a "child" and that she does not tolerate if someone contradicts her. She is also possessive and materialistic; she has a great attachment to her belongings.

Peter Van Daan, he is the son of the van Daans, he is shy, introverted, kind, and thoughtful. He spends most of the time alone and it is difficult for him to open with people. In fact, she expresses his characteristics in her diary. (*AnneFrank, 1944.p.200*) "*I always thought Peter was so quier and shy, but now I realize he's just lonely.*" Peter always shows himself very insecure, he tells Anne he sometimes feels like a failure. At some point, Peter also shows kindness, that is why Anne changes her perspective about Peter and sees him as her confident and emotional support. She sees Peter as a friend, someone that is sweet and that needs affection.

Albert Dussel, he is a dentist who joins the group. He is uncompromising, elderly, and lonely. He joined the annex lastly; he is seen as well as a picky person. Anne describes Albert as someone extremely particular. (*AnneFrank, 1942.p.85*) "*He's a fussy old man, hard to please and set in his ways.*" Anne describes him as a self-centered person, she describes him as a selfish man. He is also seen as a man that always does the same things, he has certain routines and habits. It does not matter for him if he disturbs someone with his routines. She also mentions in her diary that he is a person that lacks empathy (*AnneFrank, 1943.p.90*) "*he lectures me endlessly, and I can't say anything back.*" stating that in fact he is a person that does not have empathy for the others that surround him.

Miep Gies was one of the Dutch helpers that risked their lives for Anne's family. She is considered as someone who is brave. She brought food, supplies, and news from the outside world to keep everyone in the annex informed about the situations that were happening. (*AnneFrank, 1942.p.81*) "*Miep is an angel. She always manages to get what we need.*" Anne considers her as someone loyal, she has deep trust in Miep. She is seen as someone who is very caring with other, she hides Anne's family without caring of the propaganda against Jews and the discrimination they were facing. Miep is also seen as someone emotionally strong, she always had the pressure of taking care of a whole Jewish family and worries for them being found.

Jan Gies was one of the helpers of Anne's family. He is considered as someone supportive and a helper. (*Anne Frank, 1944.p.200*) "*Jan has been here a lot lately. He's so good*

and kind. He always brings us something. " he is very aware and informed about everything. Like his wife, he always takes care of everyone and brings important news to the Annex. Anne sees him as someone calm and generous; he gives emotional support to them in difficult times. He risks his life to protect them and make them feel a little bit comfortable from the situation they are leaving in. (*Anne Frank, 1942, p.54*) " *Jans visits are like a breath of fresh air.* " Here she portrays how Jan is a figure of strong emotional support for her. Jan Gies is humbling as well. He always helped them without seeking recognition. He was always happy to help the Franks no matter what could happen. His generous heart managed to take care of them for two whole years, providing them with everything they need. Anne sees him as a good person for all the things he had done for the family as well as his wife Miep Gies.

4.7 Psychological problems

These terrible laws and behaviors established by Germans, became bigger day by day the paranoia, hypervigilance and other symptoms started to manifest because of deep pressure, discrimination and persecution. Striking consequences of Nazi propaganda during World War II was their ability to take control on people's mind and thoughts, giving as a result informants that turned against Jews and deport them. The time that Nazis kept pushing propaganda to enter people's mind was consistent, day by day. Consistency relayed in picturing Jews as criminals, traitors and enemies of German society. Anne expresses how the feeling of fear and worry was always present, the fear of getting discovered. The situation of being caught dominated Anne's and her family's emotions.

Anne provides this information; "Every time the bell rings, the whole house shakes in fear. We think it might be the Gestapo that they've finally come for us." (Frank, 1933, p.132). We can see through this stanza that Anne and her family clearly were living harsh times. When the bell rings, before the war and restrictions started, it meant someone came to visit you or your family or maybe they just come to leave you a package, but for Anne it represented a sign of being captured and eventually killed. The trauma that Anne and her family had meant that listening to the bell was your destination. Every knock at the door was perceived as a possible

betrayal by one of their neighbors. As a result, fear and trauma are a clear sign of psychological effect over Jews.

Moreover, beyond the external restrictions that were a torment for many Jews, Anne's diary highlights the emotional and psychological challenges they suffered. Fear being the first one. Anne confesses: "I'm terrified our hiding place will be discovered and that we'll be shot" (Frank, 1993, p.98). This passage leaves sense of terror in the atmosphere, not only that they felt fear, but terror. Terror can be associated with extreme fear, the huge number of Nazis that were interrupting the households to break in and take people away caused terror in every hometown. Unlike ordinary childhood worries, Anne's concerns reflected life or death preoccupations. The life that many German teenagers were living did not compare to the pressure Jewish children had. While German children worry to pass exams, go to visit friends and play outside, many Jewish children like Anne were silenced from society and reduced to nothing.

Her family also struggled with stress and conflict because of their situation. Anne often mentions the disagreements she had with her mother. This tension illustrates the psychological pressure they lived in, discrimination caused collective conflicts and nervousness. While Jews endured the public humiliation and separation from the society, those that were hiding faced the challenge of confinement and strained interpersonal dynamics. Both groups experienced emotional suffering, but in different forms. Anne mentions in her diary how she cannot understand her mother's emotions: "I can't stand my mother. She always criticizes me. I wish I could respect her, but I can't. I'd rather go to Father for everything" (Frank, 1993, p. 67). Here Anne expresses her frustration with her mother, she cannot stand her and prefers to be with her father.

Anne also reveals the huge frustration she felt for being Jewish. Her frustration may cause her to feel hopeless at some point during the whole process they were hiding. She wrote: "Because we're Jewish, we can never do this, and that, or go here, or there" (Frank, 1993, p. 65). Her words show how discrimination was internalized as a constant reminder of being excluded from everything. When compared to other teens, Anne's teenage years were impacted by psychological traumas and events that marked her entire life. She had to grow up faster than normal children due to the time she was living in, during war and antisemitic regime. Anne's

emotions reflected in the way she thought about life and circumstances, since she became very mature for her age.

While Anne focuses on describing the moments of terror and fear she remains to believe that everything will come to an end and become free. Despite the discrimination harsh psychological effects, Anne demonstrates resilience. "Despite everything, I still believe that people are truly good at heart" (Frank, 1993, p.237) This resilience demonstrates how Anne used writing and reflection to maintain calm during the turbulent events. The diary became somehow her therapy. She presents different processes of emotions like fear, anger, and hope. This shows how she tries to search for a meaning deep on her, trying to understand the situation and trying to overcome everything. This can also show that maybe she did not have anyone by her side to understand her during the process. Her family that was with her had enough in their thoughts and surroundings to keep talking about this horrible situation. That is why we can interpret "Kitty" as a therapy for her to be herself and express herself freely

Anger is a strong emotion where you enter in some kind of numbness and may say things that may hurt others or make decisions that you may regret, but in the case of Anne, she was angry for being oppressed. "I can't tell you how oppressive it is never to be able to go outdoors. Also, I'm very afraid that we shall be discovered and be shot." (Frank, 1993, p. 106). This shows Anne's frustration and anger of being oppressed. The position where she shows freedom is not a gift, she was born with for being Jewish. On the other hand, she feels anxious to feel trapped in a country and a place where she was not allowed to be herself. She expresses her fear of death, she was very young, she was 12 years old and had to set her mind on thinking that at any moment Nazis could enter her house and murder anyone that was with her.

These moods and feelings were caused by the confinement; they were nearly 3 years hiding from their enemies. In those three years, they had a lot of questions and mood swings. Sadness was one of them. Anne described: "I long to ride a bike, dance, whistle, look at the world, feel young, and know that I'm free" (Frank, 1993, p.80) We can interpret Anne's mood of sadness reflecting how she would like to be like the other kids, but she has to remain quiet in the shadows. She feels frustrated over the loss of childhood freedom where she was not able even to study or to speak loudly. Her diary expressed what her mouth could not speak out loud. It is

important to remark that she was transcending g from child to a teen. She may experience mood changes by hormones as well.

Additionally, she also states that she does not fit in with them, referring to her family: "I can't stand the way they talk to me, especially my mother. I simply don't fit in with them. I've grown up, but they haven't, and that's what's hard" (Frank, 1993, p.152). This can be seen as an emotional distance she had from her family caused by the stress of hiding as well, they experienced constant fights. Anne mentioned several times she could not stand her mother and they constantly fighting between each other. The feelings and emotions were always slurring every day at every time; they must cohabit with people from different personalities. In fact, the family of the The Van Daans were arranged by Otto Frank to hide together. Later, Fritz Pfeffer also joined the party. For Anne and her family and the people that lived with them, it was not easy to live together. At some point they may have fights and disagreements between families and a clear example is Anne with her mother.

Time passed by Anne and her family experimented with many processes and emotions through the years they were captive in their own houses. Moments of sadness, anger, disagreement, discouragement, stress and anxiety. Moreover, even in the suffering Anne maintains attached to hope, she had this mechanism to stay positive during hard times. She hoped one day discrimination would end and she and her family would finally be free. "Where there's hope, there's life. It fills us with fresh courage and makes us strong again" (Frank, 1933, p. 239). Anne with these phrases gives us a clear sign that she wanted to attach to life no matter what the circumstances, she wanted to believe in hope, to keep her spirit alive. This can be seen as a mechanism of protection to her fear and the overwhelming emotions in her.

Both, The Frank's hidden life and the fate of deported Jews, highlights different but at the same time equal challenges. The people that were visible in society were vulnerable to being humiliated in public, forced to work, or forced to leave the country. Meanwhile the Jews that remain hiding were attacked by psychologically with fear, isolation, and uncertainty. Anne portrays empathy for the whole Jewish community by reflecting her understanding that discrimination was affecting everyone. Discrimination was not only affecting her family, but her friends and people near her. All Jews were suffering in different levels, but suffering. Her diary

is personal evidence. Also, the diary can be seen as a testimony of the holocaust and the Jewish massacre.

At some point we can analyze that Anne lived a moment of depression. She said: "I've often felt that I rather die than live like this" (Frank, 1993, p. 179). In this stanza she was referring to the change of roles and dynamics in the family, but at the same time we can understand she hated to live that way. In a world where she experimented with discrimination, anguish, restrictions and hate from everyone. If she would rather die, that meant that the psychological pressure was overwhelming her and her family. Not only because of the way her home was arranged after the discrimination laws, but by the feelings and reality she was in. In this novel there is not a record of how all the Jewish community felt about the confinement, but Anne is a great example of it. Many Jews may have felt in depression and anguish, the psychological damage was for everyone dealing with discrimination.

4.8 Discrimination and hate over family, education, and social interactions.

4.8.1 Family oppression

Social discrimination under the Nazi occupation, restructured Jewish families lives completely. The discrimination facts are narrated in first person and gives the personal perspective of what was happening in the moment. As it is stated, the Nazi rules in interfered with everything, education, work, mobility, free time, and their own identity as culture. Anne's diary humanizes each experience by recording these terrible acts and imposition of laws, and every damage this caused. She describes how her life deteriorated after the German invasion of the Netherlands. She said: "After May 1940 the good times were few and far between first there was the war, then the capitulation, then the arrival of the Germans, which is when the trouble started for the Jews" (Frank, 1993, p.7). This was a clear sign from the beginning of everything. This diary shows the sequence of events that caused discrimination and how all of it evolved.

Family is considered the fundamental and the base of society. In fact, under normal and natural circumstances, families provide care, support, structure, and emotional support for generations. In this case and during war, family members were separated by Nazis, causing a big hole in Jewish families. On the other hand, families hiding faced other challenges. Family is seen as a symbol of love and people you can trust in. However, for the Jewish families during the

Holocaust, Nazi discrimination also affected how family's interaction and the daily structures and traditions they preserved as a nucleus. For Anne's family, the life under those circumstances destabilized their nucleus. She talks about her feelings towards family members and friends hiding with her, which ones were good at her, and which ones were terrible while hiding. Anne in her diary reflects the good and the worst times and how family experiences strong and fragile moments. How the pressure of social exclusion affected the family dynamics. In the diary, Anne also mentions how discrimination reshaped the roles of family. Starting off by reshaping the sister's bond of Anne and Margot. Their relationship was not the best at the beginning of the year before and during confinement, but later she changes her perspective with Margot.

Due to the new regime and difficult situations, the relationship between Anne and her sister Margot also reveals the consequences of discrimination between siblings. Margot was quiet, very smart, studious, and obedient, she is often perceived by adults like the "ideal daughter". On the contrary, Anne's personality was very different, spontaneous, outspoken, free spirit personality. She was often misunderstood and made her feel like the black sheep of the family. She writes in her diary about her sister and how she is different from her. "Margot is such a goody-goody, but she's not me. I want to live my own life, not like her" (Frank, 1947/1995, p.87). Giving the others to understand that she was obligated somehow to be like her sister, but she refuses. She deliberately says that she is unique, and that she is not like her sister. She feels frustrated to be compared to her sister Margot. She states that she wants to be herself and that both had different personalities and that needed to be okay.

The limitation of privacy during the hiding contributed to tension between each member of the family and that included constantly being compared between each other. On the other hand, hiding with the family can contribute to moments of intimacy between each other. In fact, Anne grew to admire Margot, recognizing who she was and how her virtues helped to sustain the family. Hiding provided two paths, conflict and intimacy. families got closer due to discrimination and some families learned to live, love and respect each other to be safe. It is important to notice that if they argue loudly, they are in danger of being deported. Somehow, this made families bond stronger to avoid being caught and killed.

The confined environment amplifies small things into big fights and conflicts. Arguments over food, space, or noises were simple conflicts that became very disturbing. Anne always

reflected that her refuge in those circumstances was her father Otto Frank, where she found refuge. She felt like Otto understood her best. "He's the only one who understands me, and for the rest I must struggle along by myself" (Frank, 1995/1947, p.134). Normally the mother is the one who brings support during difficult times, but for Anne her father was the figure of support and love. Otto may be seen as symbol of peace and fundamental support to Anne; we can interpret that her father was the only one who took the time to understand her thoughts and beliefs. As mentioned before, many of the Jewish children may have found themselves in this struggling situation where their figure of support was not there, due to Nazis. Forcing children into hiding with strangers, parents deported, and families separated in the ghettos. For Anne, Otto was her refuge and emotional support figure. This shows the importance of family bonds and how this may help during different situations to overcome fear, anxiety, and uncertainty. Parents play an important role in supporting the family. For them supporting family during War was difficult, but for children it was difficult to interrupt their growth and their dreams as well.

Anne's diary reveals intergenerational conflict. Adolescence is a period where teens find out who they are, often challenges and questions authority. Teens are also known to find independence and freedom from their families; all this was disrupted because of the laws and that their family lived under constant threat. The Annex became a space where everything that you made was for you and your family to survive. Anne's personal growth was disrupted by this problematic. However, this reflects that family may be a symbol of protection and love, but as a teen like Anne she felt trapped because she needed her own space to be alone. She often felt suffocated: "I feel cramped, smothered, and trapped" (Frank, 1947/1995, p.142). Discrimination is limited to Anne. She searched for freedom, but her surroundings and parents enforce strict rules to protect her life. She was limited to obeying, making silence, to not move so much, to stay there or on the contrary they could hear her. She was limited in everything she did, her life was controlled and destined to follow rules.

Discrimination affects family freedom, wife and husband have intimate times between each other, teens are obligated to follow rules when they are used to exploring new ideas and follow their own thoughts. Family is a symbol of love and unity, but when you are hiding with them with no space to develop their own life choices and decisions, obligated to share everything, may become overwhelming. As mentioned, in a few paragraphs above, Anne's

relationship with her mother was terrible, they could not stand each other. They must be together all day long without the opportunity to breathe and think things better. For Anne, hiding reflected how discrimination distorted the natural process of her growth as a teen disrupted by her family as well.

On the other hand, there was also a huge weight on her parents' shoulders, to take care of their children and protect them from everything. They had to carry with children, house chores, food, and safety. Even though they could not guarantee none of them, they tried their best to keep the safety of their family. They maybe were worried about everything, war, family, being killed and family being taken to concentration camps. The responsibility parents held in their arms was very big; they had to support emotionally and physically even though on the inside they were exhausted or scared. Moreover, for children, they were obligated to grow up quicker than a normal child not living under these circumstances facing difficult situations for a child to witness or to experience. Anne reflected her burden upon growing up fast: "We're Jews I chains, chained to one spot, without any rights, a thousand obligations" (Frank,1947/1995, p.85). For the Frank and many other Jewish family, they worries had changed, it was not only the priority of rising their children to be humble, studious, good persons and professionals, it was about ensuring them to survive and be strong to overcome adversities.

Mothers are caring figures that support their family emotionally, providing them with different solutions to problems, or shoulders to cry in. Mothers during Anne's decade often carried with the emotional part by keeping households order under the oppressive atmosphere. Edith Frank's role shifted, she always wanted to maintain normalcy between the annex, but the stress led to increased tension with Anne. "We have clashes nearly every day. Mummy is not what I would like a mother to be." (Frank,1995/1947, p.72) This reflects how this situation provokes different generational conflicts, reshaping family bonds into conflictive reactions instead of nurturing others. As mentioned before, since roles changed, Anne reflected that she needed to be strong and independent despite being only thirteen when she entered the Annex. This situation changed roles, and destabilized the Jewish families, replacing normal roles and priorities into surviving and trying to support each other.

4.8.2 Educational discrimination

Education plays an important role in shaping children or a teen's future and identity. The opportunity to attend school to learn new things, talk with others, and make friends is part of the school experience. School can be seen as a place where children grow, learn, and establish relationships within children. Additionally, school can be seen as a place where children are safe and learn beneficial things for their growth. Education is not only learning new topics related to science of math, but they are also being educated in their emotions and morals.

For Anne's decade for Jewish and German children education was different. Anne's education experience was interrupted by Nazi discrimination policies that removed them from this human rights. The deprivation of educational opportunities reflects their strategy of boycotting Jews and quitting them from their rights, dignity, and future dreams. However, Anne reflects in her diary both the consequences of these policies and the emotional manipulation they carried and meticulously planned, to re-construct the educational system.

One of many experiences Anne narrates in her diary was the forced segregation in education. Anne experimented with the forced separation from her classmates from a young age. She said: "Since the new decrees at school, I've been attending the Jewish Lyceum. Margot is also there, but all my other friends have been places elsewhere" (Frank,1993, p.7). This passage highlights the painful impact of segregation. Anne not only lost the opportunity to be with her friends, but the opportunity to grow with them normally like the others.

School can be seen also as a symbol of inclusion and union, for Anne it represented separation and distance. School is a place where you can feel included, but for Anne it was a feeling of being excluded from society. They made a big change in society of Jewish-only schools, this was to take total control of Jewish people, this served to isolate Jewish children from broader society and impregnate on German children's new topics in regards the discrimination. Additionally, this serves to reinforce a sense of superiority in Germans and in Jews provoke a sense of inferiority. This inferiority in Jews was provoked by massive manipulation.

Despite the restrictions, Anne remained committed to her education while she was hiding. She often wrote down how she wanted to keep studying and learning new things, she wanted to grow intellectually. While she was in the Secret Annex she mentioned: "I still believe, despite everything, that people are truly good at heart. But I must keep studying and working, so that I can become something after the war." (Frank, 1993, p.238). Education in these paragraphs can be seen like a personal grow, but also as hope of being free and fulfilling her dream that was to become a famous writer: Ironically, she became a famous writer only after her death. She wanted to become someone after war which she truly did. However, the act of studying in hiding became like a resistance in difficult times. This was seen like a way to preserve her identity, hope and aspirations during the oppression times.

As a result of prohibiting studies for Jewish children, Anne had to find ways to study by herself in the hiding. She mentioned: "I've started learning shorthand, hoping it will be useful. To me later. Father tests me, and I try to keep up with history and geography as much as I can." (Frank, 1993, p. 163). This showed her resilience in appreciating the importance of education despite the adversities she was living in, education under discrimination can be seen as a symbol of bravery against the system. At first, they separated Jews from public school, but then, they were sent to isolation where education was not possible to acquire anymore. Anne pursued knowledge to assert her humanity. She wanted to feel like a human again, by studying and learning new things, while they were in isolation, they felt and were treated like animals by the Germans, the only way to escape from a moment from society was to study or learn new things.

On the other hand, the regular classes Anne attended changed forever their system. Anne's reflections revealed how much she missed her everyday classes and her normal Students' life. She remembered with a sense of nostalgia "I long to ride a bike, dance, whistle, look at the world, feel young and know that I'm free, but I can't do any of that now. School is gone, friends are gone, everything is gone." (Frank,1993, p.124) This sadness shows how education is not only about learning, but also about her own and personal growth. Education was a way to express their rights to learn freely, to understand the world better and to find the way of their beliefs and dreams. Meanwhile for Anne, the school experience was connected to friendships, her independence, and a sense of belonging to the society she lived in, all of which were stolen from her by discrimination. The new rules interrupted the rights of children to receive education;

they could not study either in their own houses because they were not allowed to speak loudly or interact freely.

The prohibition of education was part of the problem at that time for young children. Anne grew up been a teen and her education was interrupted by racial discrimination. Anne sense of discourage incremented when she started to lose every right including g the right to study. She was a very intelligent girl, fulfilled with curiosity and wishing to learn new things. She was denied for this experience, education should have shaped her to become a great writer in the future, but instead of that, they were remitted to stay in silence in the shadow. Moreover, she was cult, she wrote with eloquence, she described every scene understanding each situation clearly and described everything with deep and clear meaning. Although she was not at school. The habit of writing kept her mind occupied and learning new things about life and how the situations around her had a meaning she could interpret and write down in her diary.

Additionally, Anne's diary revealed her awareness of the outside injustice of what was happening around with the new laws established. She did not like the new laws imposed; she finds this chaos an injustice. She stated: " We couldn't go to movies anymore, couldn't sit in the garden, couldn't ride on a tram, and then finally couldn't even go to our own schools. " (Frank, 1993, p.9) In this paragraph she tells us the discriminatory measures taken by the government at that time were an act of taking control over Jews. At the same time, Anne highlights how education was systematically weaponized as part of the Nazi system of oppression and prohibition of human freedom. The removal of schooling opportunities was not an accident they did it on purpose, this was to damage the intellectual and professional growth of children and their potential. At that time and nowadays Jewish are known to be a superior race in many things, and one of those was education. Nazis wanted to eliminate anything g that has to do with education, so they did not have the chance to be better than a German.

These restrictions did more than the disruption of their daily routines, they wanted to boycott Jews for the future for them to be fool and Germans maintain as a superior race. This was for them to be denied from higher education and professional careers. Jewish children and teenagers were left without the necessary tools to rebuild their lives even if they survived, because the topics were different and the children and teens from their ages were more advanced. Anne's reflections capture the way discrimination worked not only in the present moment but

also in projecting hopelessness into the future. Jewish children did not have the same opportunities as other; many grew up without knowing how to write, read, or understand things related to school. Many children from their young age were dragged to the concentration camps where they suffered horribly.

However, despite all the barriers and all the problems, Anne and her family emphasized the importance of continuing studying despite they were hiding from the Nazis in the Annex. Anne continued with her process and mentioned her progress in her studies while she was still hiding. "I go to the attic almost every morning to get some fresh air and study. It's quitting there, and I can dream and think about the future" (Frank, 1993, p. 171). For Anne, education became a private moment that she takes for her every day, a way to preserve herself as an individual in an environment designed to erase education for Jews. They were not allowed to study in public, but that did not restrain Anne to become the best student in isolation times. Studies can also symbolize the hope of one day becoming the person she wants to be. The hope of being a professional, a woman that achieved her dreams. This made her optimistic for the future and kept herself distracted from reality. In fact, this can be seen as a light that shined in her darkest moment to let her mind fly away in her thoughts to overcome the bittersweet moments. Study is a refuge from her negative thoughts and physiological trauma, a place where she can be here without feeling she was nothing. Study was a great tool for Anne to maintain her brain active, but also to avoid the roller coaster of emotions she was experimenting with the War and the new antisemitic laws that prohibited everything she do normally.

Adding to that, Anne even reflected on, her ambition to become a writer: "I want to be useful or bring enjoyment to all people, even those I've never met. I want to go on living even after my death!" (Frank, 1993, p.197) her determination to study, read, write while confined shows how education was important for her and a symbol of resilience. By continuing to learn, Anne refused to let discrimination dictate against her future, that is why she puts effort into studying every day. Her determination in studying made her memorable until this day. Where she states that she wanted to keep living after her death, she showed determination in her words and consistency that no matter what happen, she would remain strong and she would keep fighting for her dream; even if she died, she would be alive in people's minds. Determination can

be seen as a reason of why she remains fighting and kept dreaming about the future and waited in hope that everything was going to be better.

4.8.3 Social deterioration

Discrimination was the form then Nazis used to convince people that Jews were their enemies. Anne describes what happened to the increase of this discrimination. "Jews were forbidden to ride in cars, even their own. Jews were forbidden to use streetcars. Jews were forbidden to ride in trains. Jews were forbidden to ride in any car, even a taxi." (Frank, 1993, p.11). The control and prohibitions reveal how Germans wanted to control Jews in everything. This passage illustrates how the Nazis weaponized legal restrictions to control an entire community, creating an inhuman prison existence. In fact, this was the preparation before they started deporting people and persecuting them. She also states "The freedom to go where you want, when you want, has been taken away from us long ago" (Frank, 1993, p. 31). This reveals that Anne was aware of the situation that was happening and the loss of human rights. One of the first impositions was the right of mobility, which is a right that everyone needs and has, except for Jews at that time.

Some of the consequences that came because of the removal of rights were the **fall down of social identity**. Jews were quitted and separated from their friends, schools, and communities. Anne in her diary mourns her friends of those who have being deported. "Our many Jewish friends are being taken away by the dozens. These people are treated by the Gestapo without a shred of decency, loaded into cattle trucks and sent to Westerbork, the big Jewish camp in Drenthe" (Frank, 1993, p. 22). In this passage Anne talks about the physical violation of rights and how this affected families and communities. Jewish communities were being separated to cause chaos and deconstruct the family. This can be seen as psychological torture. In fact, separating a family member with violence makes the other person feel vulnerable and uncertain. They were separated and sent into different concentration camps where they had to survive in their own, without knowing anything from each other.

The discriminatory restrictions extended day by day. It went from mobility to control everything. Anne states: "Our freedom was severely restricted by anti-Jewish decrees; we couldn't go to the movies, we couldn't ride in cars, we couldn't sit in our gardens after eight" (Frank, 1993, p. 12) This demonstrates how Anne and the whole Jewish community, were

deprived of normal recreational activities. Jews were banned from cultural life and the public spaces. The removal of these rights not only quit joy but also made the Jews feel excluded. This constantly gave a message to society and communities that Jews were no longer part of the normal civilization, now they were the parasites of the country. If they restrict mobility, it would be easy for them to go hunting for Jewish family's house by house to extortionate and take them away to the concentration camps.

Other restrictions implied also limitations in their hours. Anne stated: "Jews were required to do their shopping between three, and five o clock. Jews could go only Jewish barbers. Jews were forbidden to be out on the streets between eight pm. and six a.m." (Frank,1993, p.8). These laws reduced everyday freedom and reminded Jews they were an inferior race. In addition, they had to shop for restricted hours of the day, in case you could not make it to the market, you had to wait until next time to shop for something. Limitation can be seen as control over the population, same as communism nowadays in places like Cuba. They had to stay hungry, sick, with long hair, and in confinement. Limitations were also limiting themselves as human beings, they were required to avoid everything that we do normally. This can be taken as a sign of humiliation, as same as the yellow star, fake news, memes, and antisemitic propaganda. The Nazis oversaw constantly reminding them "their place in society" The power that they had over Jews incremented their discrimination ego and superiority.

The rules escalated quickly, and the restrictions incremented: "You couldn't do this and couldn't do that, but life went on" (Frank, 1993, p.13). This reflects how fast things were moving, and, we can detect in her tone she is complaining about adapting to these endless rules and foolish limitations. This also shows the psychological part of living under these events. One day they could do this, and the next they were limited to sitting in their houses without moving. These changes and limitations of rights made Anne, and her family, feel exhausted. This created an atmosphere of uncertainty, due to the constant changes of the rules. The removal of rights was not legal at all, but the Nazis just wanted to take world domination and did not care about them. Restriction kept the atmosphere of fear, uncertainty and anxiety active, so they could control everything they do. This can be seen as a way of torturing and imposing the law.

By determine this rule and controlling what they do and where they go, they started to deconstruct the essence of the Jewish community. This made the whole Jewish community

powerless in front of the whole world and the Germans. Daily activities that Anne enjoyed like walking along the street were not possible anymore. They started to lose everything, even their dignity. Jews needed to depend completely on other and forget about their independence. The Jews were a great example of slavery in their own countries. They were fooled into believing they were going to shower and were killed with gas. Additionally, they were forced to endure hard work established by the government. Many were subjected to hard work, hypothermia during winter due to lack of clothes, starvation and other hard circumstances. Anne not only showed her reality, but the reality everyone was living in at that moment.

Sports was one of the other activities and things Jews were allowed to participate. With the new laws and the restrictions, Jews were also banned from participating on sports. Nazis dictated how Jews could spend their free time. Anne said: "Jews were forbidden to take part in any kind of sport. Swimming pools, tennis courts, hockey, fields, and other playing fields were all prohibited to us" (Frank,1993, p.9). This exclusion made Jews limited even in sports, they could not practice their favorite sport because they were going to be in problems. The present exclusion deprived children of recreation, social development, and health. They were always manipulating and controlling everything for them to stay small in front of them. Sports are important and a fundamental piece for human health, as this was restricted, they also banned Jews from the privilege of having a healthy life. As Germans saw Jews like a plague, they needed to limit more their access to normal things, in their daily life and normal life they use to participate in sports and events were their strength and abilities were tested and most of the time they won. But for this time in years, they had to restrict themselves from becoming a problem.

One of the most terrible forms of discrimination is attacking self-identity and restricting their own personal freedoms. The yellow star, curfews, and social restrictions made constantly. This kept Jews to be exposed in front of everyone and be in constant humiliation. They were constantly humiliated, visible, and vulnerable. Anne mentions: "The new decrees followed each other in quick succession, and our freedom was severely restricted" (Frank,1993, p.13). Freedom is a representation of making your own decisions, taking your own risks and doing whatever you want. For Anne, freedom had a different meaning. This word had a meaning of being free but with limitation, a controlled life cannot be seen as freedom. Everything happened very quickly, so that must have been shocking as well. Having to accommodate yourself to a life that you

needed to find normal, so that other communities or dictators could reign in a short time, causing the feeling of frustration. They had to leave everything behind to accommodate under the rules of a racist and antisemitic country, were restricted the freedom of certain community as Jews.

On the other hand, Self-identity is what defines each person, their favorite food, color, drink, dreams and many other topics. Self-identity makes a person different and gives them a unique essence. For Anne, she had to change her whole self-identity to live like the others, to do what others want not to live better, but to survive. She had to restrict herself unto being someone Nazis did not wanted her to be. Moreover, these restrictions in self-identity did not stop Anne from being herself and believed in what she wanted; the only difference is that she lived like that secretly. The diary itself is a strong sign of her well-preserved self-identity during these restrictions.

Her self-identity and her thought are present through her diary in every single page, but for the world she was just a Jewish girl. In fact, she is suffering like them as well, Her identify was not removed, but had to be kept in silence. The disturbance she may have inside of her no expressing everything in the moment, made her write them down in her diary with hope, resilience and maturity. Not expressing verbally herself identity took her to write down with vivid words and acts in her book, giving the essence that the removal of rights affected every single part of her life, causing thousands of families to be murdered.

Social interaction became more toxic as the time passed, they had to experience different consequences due to the changes in society. Families and friends that reunited together to celebrate birthdays, visit friends, work together, build businesses and many other things were separated drastically to go under the Nazi regime. This caused radios, news, markets, establishments, friends, neighbors to go against Jewish people, deploring the healthy interaction between each other, as Anne has mentioned in her diary that she was afraid her neighbors were going to accuse them with the Nazis and lived in fear of being discovered, this was given as a result of the fall of healthy social interactions. As mentioned before, the consequence of bad social interactions affected the way people express themselves. Social, cultural and self-identity was being vanished day by day, year by year, causing people to become more hateful between each one another and discriminate innocent people and find it easy to accuse or kill them for being Jews.

4.9 Historical and Bibliographical significance

First, bibliographically speaking, The Diary of Anne Frank has undergone a huge evaluation throughout the years to be recognized as literary and historical. As mentioned by Rosenfeld (2011) "The diary's personal testimony to cultural icon, with each edition shaped by editorial, political, and moral decisions that influenced how Anne's voice would be remembered" (p.58) The diary has been translated into over 70 different languages, has also been taken into the theaters and films in the cinema. Nowadays the book of Anne is still incorporated in education for children and adolescents. This shows how a text can be interpreted differently depending on the context, culture and person's beliefs. Anne's diary became part of literature and a living testimony of the Holocaust. This makes the novel relevant to historical and literary speaking.

Historically the diary itself serves as a testimony of an authentic record of Jewish life under Nazi occupation. Through Anne's diary, readers gain a hint of the fear, isolation, hate, and other feelings experienced by millions of Jews during the World War II. According to Levin (1995), "Anne Frank's diary remains one of the most significant testimonies of the Holocaust, for it captures not only the horror of persecution but also the enduring spirit of adolescence in the face of tragedy." (24) her experiences narrated in the diary gives a human voice to the victims of discrimination and hate. This helped to transform statistical genocide into personal stories that manifested feelings of empathy, hope and resilience.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Conclusion

The purpose of this study has been to examine, through a qualitative analysis, the ways in which the Diary of Anne Frank reveals the situations and experiences of Jewish families enduring discrimination during the Holocaust. While countless historical accounts provide statistical, political, bibliographical and military perspectives on World War II. The diary of Anne Frank provides its unique essence and states one of the most personal experiences narrated by a young girl. Which records the life of oppression, discrimination and war, captured by Anne and caused by the laws the Nazi regime applied over Jews. This conclusion begins by restating the central objectives of the analysis and reaffirming the significance of Anne's testimony as a vivid experience of the consequences of discrimination and how this can change a whole society.

Moreover, this project aimed to explore four topics related to discrimination to a whole race reflected in The Diary of Anne Frank: The challenges faced by Jews under Nazi oppression, the social discrimination from Germans towards Jews under the Nazi oppression, the emotional impact it caused on Anne and her family, and the disruption of family life, education, and social interactions. This topic not only states about Anne's life and situations, but the historically line and reality under de Nazi rule. The diary is not narrated but someone else, it is narrated and written by a victim of the Nazi rule and Holocaust. The diary presents a deep and plenty narrative filled with emotions, frustrations, loneliness, hope, and deep reflections that connected directly with the emotions, which provide access to the psychological areas.

The analysis investigated consistently questioned how discrimination was experienced at a personal level. Anne's Frank life story and testimony demonstrates that discrimination was not only about visible acts of exclusion or denial of rights, but also about the internalized emotions she had to experience like: fear, anguish, doubt, uncertainty, and anxiety. When Anne narrates all these events where she had to use a yellow star, lose her rights to study, do sport or even to get good healthcare, she was not only narrating her situation, but she was also describing how her dignity and rights vanished just for being a Jewish girl. Moreover, the purpose of this study was

to highlight how discrimination affected Jews directly, it also demonstrates how discrimination intersected with the emotional and relational world of a young 12-year-old girl whose strong self-identity and voice surpassed decades after her death.

Another essential piece of the study, is the combination of both, historical records of the life during World War II and personal events narrated by a Jewish girl named Anne. The Diary of Anne Frank is presented to children as a symbol of resilience and strong thoughts and beliefs and how a young girl overcomes the difficult times by writing her story. Moreover, this project emphasizes analyzing her story from another point of view. It aims to focus specifically on reading and notice about the suffering caused by an organized group that promoted discrimination. Anne's optimistic point of view, can be seen as a sign of resilience and determination to see the light in the darkest days. By focusing on the themes mentioned in these projects, the study may present the different kinds of discrimination and how this affected a whole community and infiltrated in their private lives.

This analysis was not only made to emphasize in Anne's life, but a living testimony of the holocaust and the consequences that a whole community had to overcome because of massive hate. By analyzing her feelings in the story, it can be gathered different conclusions that support the main topic and answer the specific objectives with clear evidence of discrimination to the Jewish community. And how discrimination can be seen and lived by a young girl. Discrimination from the optic of a young girl and the life experience can be studied for a qualitative project, rather than study numbers and statistical of how many people died of where affected, this study aimed to study Anne's emotions and life experiences deeply to transform a living testimony into an analysis of the truth behind a world full of discrimination.

Anne's diary is the basis of this analysis; without this book we could not understand how young people lived at that time during oppression times. War, fear and loss of family members were part of war but analyzing a recorded diary of a young girl that in real life and not fictionally, apart from being an inspiration, is solid evidence of the cruel consequences Jews faced during the Nazi oppression. The presented topics helped as a guide to study step by step Anne's story and the historical references behind the war and political issues. Anne is more than giving resilience and hope, she gave strong evidence of the suffering with no food, no studies, manipulation, uncommunication, fear, and war time consequences. She wrote every single daily

situation gathering a diary that trespassed to historical evidence and a life story of a young girl which dreams were left behind because of criminal acts.

5.2 Introduction

The present project was directed at the main objectives that led to the entire investigation in regards the diary of Anne Frank. The General objective of this project was to analyze the impact of social discrimination faced by Anne Frank, her family and Jewish people during World War II. We can conclude that in this investigation the general objective was successfully achieved. It was managed to gather information to answer the questions and the objectives. Every part was explained in detail directly from the book. From the situation they lived in, the confinement, Anne's life, limitation, hate, discrimination and other main topics.

For the main objective, "To analyze the impact of social discrimination faced by Anne Frank, her family and Jewish people during World War II". The researcher concludes that this was 'proven showing how the author, Ann, and her family, had to suffer all the chaos of the war, how they symbolized the war and related it to their own experiences, and how they suffered personal and social issues. This helped to analyze the information and search for answers to back up this work. The investigation of the objectives led to different conclusions of each point stated at the beginning of this process of the project. The three main objectives stated are:

5.2.1 Objective 1

First, to compare the different treatment and challenges that Anne Frank, her family and Jewish people faced in society during the World War II. During the investigation it was found that there was clear a separation of Jewish people from the rest on the non-Jewish population. There was a line traced between the pure race and their corrupted race. The limitations of education, food, medical care, and basic needs were their daily bread during years since war started. To sum up. all the information investigated was remarkable to establish the difference of treatment between non-Jewish people and Jews. The challenges both populations faced during war somehow were similar but different. While the rest of the population suffered from bombs, attacks and other threatens as same as Anne's family, they lived in constant fear of being discovered, killed, or violented by the Nazis, and have been seen as a symbol of disgrace. It was

confirmed during the investigation that Anne's family and Jewish, in general, affronted war differently from others.

5.2.2 Objective 2

Second, to analyze aspects of social discriminatory behavior from Germans toward Jewish people and how this behavior emotionally affected Anne Frank and her family. According to the information gathered from the book directly, Anne had many problems with her family. Emotionally speaking Margot was always the favorite and Anne was constantly being compared to her. Anne considered herself as the black sheep of the family. On the other hand, all the people hidden in the Annex experienced anxiety, nervousness, anguish, and fear. Additionally, the discriminatory behaviors like humiliation, racism, and false rumors of Jews, incremented the hate in the population. Places across Europe and other zones, used news, radio and television to promulgate the corrupt and hateful ideas of the government. During the investigation we affirm that in effect, the discriminatory and radical hate upon Jewish community affected not only physically but emotionally their normal life.

5.2.3 Objective 3

The Third objective was to investigate how discrimination affected family life, education, and social interactions between the German and Jewish populations. The information subtracted from the diary presented that Jews were limited to study normally, as well as working. The limitations established by the environment they lived in caused a division in society.

Anne mentions in the book that they were obligated to study in special schools for Jewish people and eventually they had prohibited to study. On the other hand, family life was damaged since the male role of provider and protector was lost due to war and confinement. Also, life during the confinement was not the best where you had to get along with other people all the time. Not to mention, that social interactions between the German and Jewish population was a toxic relationship, where Germans glorify themselves and Jews were rats. This analysis answered all the objectives established with the finality to investigate deeply about Anne's life and the discriminatory hateful behaviors they suffered during World War II.

Across all the four questions in regards this project, the findings cover a central theme: discrimination as a result from oppression in both was systematical and personal. Which operated on every level: political, social, emotional, and cultural. This worked to dehumanize and destroy and eliminate Jewish existence. The policies and laws imposed by Nazis were implemented and structured with a lot of precision with the objective to impact deeply in the Jews, their families, life and relationships. This discrimination pattern emerged strongly, which promoted violence and emotional suffering. The finding demonstrated as well that oppression was not started when taken away to the concentration camps, it Started with restrictions, with laws and defamations towards this race.

The case of Anne Frank and her family provided an interpersonal story and a personal perspective where these situations and patterns can be understood. Anne provides lens of their emotional strength and hope in the face of destruction, which exposed her resilience and symbolized the resilience of other Jewish families as well. Anne's family persistence of surviving shows that their lives were taken away by others, but they still wanted to live and experience life freely. Additionally, the findings revealed that the Nazi persecution was a total deprivation of human rights and an assault of the human condition. It targeted a whole culture which had their own identity and their sense of belonging. By connecting personal narratives like Anne Frank, to the historical structures of oppression, this study helps to deeply understand their situation.

Anne's diary helps understand the other face of reality, how Germans live vs how Jews live at the same time, while war was happening. Germans had especial treatments, they could go everywhere and enjoy life freely without any problem. Jews were dragged to obey and leave anything behind due to discriminatory laws. The book helps to understand the reality of both nationalities and the deep consequences discrimination brought to a whole society and community like Jews. In fact, this draws a sequence of events which they also incremented the use of violence, first it was restricting, then it was imposition, manipulation, and eventually, death. Anne narrates how the situation escalated; this opens the eyes of the readers to deep understanding how violence and discrimination operated together to take control over people physically and emotionally.

5.3 Research Question

This study investigated deeply the lives and reality Jews faced under Nazi oppression emphasizing and giving more attention to the social, cultural, and emotional persecution they faced during war time. The findings were guided by a research main point and question: (1) the challenges faced by Jews under Nazi oppression, (2) the social discrimination enforced by Germans toward Jews, (3) the emotional consequences of persecution for Anne Frank and her family and (4) the disruption of family life, education, and social interactions. The summary below shows the central findings of the research.

Research Question: What emotional impact did Nazi persecution have on Anne Frank and her family?

The findings present that Anne Frank's case illuminates the emotional consequences of Nazi persecution over the Jewish families in hiding. The Frank's decision to live in the Secret Annex in Amsterdam was a direct response to the number of cases of Jews being deported. In the confinements, family members experienced a lot of strong emotions including fear, anxiety, frustration, and hope. The mixture of emotions came as a response to hiding and discrimination. Anne's Frank diary is a source of first-hand evidence that reveals the mistreatments and the emotional toll of the consequences of extended isolation on her emotions. Her notes in the diary vary and change a lot from optimism to frustration and desperation. She captures both emotions, the suffocation of fear she lived in hiding and the constant hope that there were still good humans around there.

For Anne, her diary was her emotional support during difficult times. The diary helped Anne maintain her identity and her voice as she could express freely through the pages of her diary, to escape from the cruel and amidst circumstances designed to silence her. The findings indicate that family relationships were also tested by the pressure of hiding. On the other hand, Otto Frank assumed the role of emotional support and stabilizer of Anne. He aimed to keep everything under his control to make things work better. Moreover, Anne's relationship was marked as terrible as the same as Margot, full of tension and disagreements. Emotional impact caused irritability, generational misunderstandings and constant conflicts. The family dynamics changed, but this showed that they were surviving and trying to keep their resilience and courage intact while hiding.

As mentioned before, the Anne's diary, mentions about the Nazi persecution affecting physically and in every area. This included the deterioration of mental health and the changes in the perspective of life, hope, and dreams. This finding demonstrates that this situation was not only a physical battle but was also emotional. They were always trying to survive the laws and maintain themselves with optimistic thoughts. The constant threat of betrayal, the monotony of life and confinement, the uncertain future, the violence, bombs dropping from war, deaths, concentration camps, lack of food, produced strong psychological scars. Anne's family psychological battle was part of their daily life, because of persecution against them.

5.4 Conclusions

This study was set to explore deeply the experiences and the consequences of discrimination in regard to Nazi antisemitic rules. Focusing in four important areas: The challenges faced by Jews, Anne, and her family during war, the social discrimination imposed by Germans towards Jews, the emotional impact experienced by Anne and her family, and how discrimination affected Jewish family life, education, and social interactions. The conclusions found from the findings revealed the extreme circumstances and the brutality of nazis laws and ideology. On the other hand, it shows human resilience and courage during suffering. The evidence shows that Nazi oppression was intentional, meticulously implemented, and systematic. It extended not only implemented physical violence, but psychological. The Nazi regime not only wanted to exterminate people but wanted to exterminate a whole culture. Despite this, many Jews including Anne and her family demonstrated resilience. The study concludes that the challenges faced by Jews, were both, structural and existential. Legal restrictions, economic, displacement, personal, and collective discrimination laws. The increase from restriction laws to massive genocides, demonstrates how the system became stricter which difficulted the live of Jews. The forced propaganda and political power helped with the extermination of them. This highlights the importance of going against any ideology that seeks to control and define a human being. Second, the findings conclude that the social discrimination from Germans toward Jews, could have not succeed without the approvement and the support of the normal citizens. Social exclusion directed by Germans through silence, deportation, and hate were tools that fomented oppression. It normalized hate and persecution. Society should cultivate moral courage and

empathy to resist this kind of ideology and stop normalizing injustice. Third, the emotional struggles from Anne and her family revealed the psychological cost of persecutions and its consequences, living in fear, isolation, irritability and conflicts, Anne demonstrated in her diary the power of hope, imagination, and faith to resist despair. She stands nowadays as a figure of a vivid testimony of the holocaust. The study concludes that psychological survival is a form of being resilient. Fourth, the disruption of family life, education and social interactions represented one of the most tragic consequences. Families torn apart, children separated from their parents, roles changed, parents living with a weight of sustaining their families. Education disrupted, restrictions to study or to enter educational centers. Social interaction banned, because of fear they will catch them. The study concludes that this was the downfall of a society and was a strategy used to break identity and manipulate people by mass.

Taken together all these findings show both historical and moral catastrophe. This was not only a political failure, but also dehumanization and lack of empathy for other people's life. The study concludes that the holocaust and the antisemitic rules generated an impact in that generation and the generations that came before. It also revealed, how strong and persistent were the people who survived the holocaust. Anne Frank's story provides a lens to understand a little bit of the bittersweet moments and intimate life story of a family and a girl that lived that situation in flesh. Through her voice and story, readers can remember that behind every historical event, there relays and individual life full of dreams like Anne. Finally, this study concludes that remembering and studying this event encourages people to take more seriously their moral responsibility. It also preserves the lives of those who passed away from this unfair genocide and that they are not going to be forgotten, and that future generations are going to be educated through the importance of these topics.

5.5 Implications of the Study

The findings of this study had implications on understanding the Holocaust and its enduring relevance back then and in modern society. By exploring the situations and challenges faced by Jews during Nazi oppression, the social discrimination imposed by Germans, the emotional impact on Anne and her family, the broader disruption of Jewish family life, education, and social structure. This research provides deep and critical insights that extended

more than historical evidence and documentation. These implications can be categorized into 3 main areas like: historical, educational, and social awareness.

Historical implications One of the fundamental pieces of this study was to understand how the history contributed to this project by understanding deeper the Holocaust as a system of mistreatment and deprivation of human rights. The findings confirm that the Nazi oppression was beyond the mass extermination, this operated day by day with exclusion, fear, propaganda, and violence. Recognizing these important issues of oppression, allows historians and students to understand the Holocaust more than an historical event, but more like a downfall of society, moral ethics, social, and political breakdown. The experiences of Jewish families like Anne's, provided a hint analysis of the Nazi politics and how this affected in different areas of their lives.

Educational Implications

The findings also carry strong implications regarding education. Education plays a vital role in shaping ethical awareness and social responsibility on young children and young adults. Anne's experiences written in her diary can serve to expand the powerful message to cultivate empathy and love to others to avoid discrimination and harm. Integrating the findings of this study into education programs, can encourage children to think better before judging, discriminating against or hating someone.

Social awareness

The findings of this research remind us, that prejudice and discrimination, is left like something insignificant, but this can escalate into violence and genocide. The Holocaust stands as a warning about the danger of discrimination to a small or large group of people, or an individual. In regards the Germans, this reveals how being obedient to the system can normalize injustice behaviors, a lesson that is important to take into consideration in modern societies. The emotional impact this has on Anne's family revealed the need of the human being to feel loved, accepted, and free. Understanding this may help society to understand the importance of other people's feelings and respect cultures.

Implications for future research

The findings of this study also suggest directions for future research. Further studies could explore comparative perspectives, studying how different families went through oppression in other regions of Europe. Researchers can also investigate the psychological side and how resilience strategies were applied during the Holocaust by children's and adults. Additionally, there is a deeper insight about how the Holocaust left the victims that survived with traumas. Such would enrich scholarship and psychological practices. Finally, future research could analyze how Anne's story continues to shape and make people conscious about genocide tolerance and deprivations of human rights. In summary, the implications of this study are far beyond historical knowledge. This invites people and researchers to teach and respond to injustice correctly. Anne's diary remains a strong reminder that both cruelty and courage are part of humanity. Recognizing these implications, help to understand that the lesson of moral, social and educational progress is still in the present day.

5.6 Limitations of the study

Every project faces limitations, this research offered important insights into the experiences of Jews under Nazi oppression and the emotional impact on Anne and her family. There are several limitations that are recognized:

Limited scope and sources

The first limitation concerns the scope of the data sources available. Much of the analysis focused and relayed on historical documents, secondary literature, and published testimonies like the Diary of Anne Frank. All this information provided a deep analysis and in sight of the fraction of diverse Jewish experiences during the holocaust. Many testimonies and stories were lost during war, or others had to leave their places to survive, meaning that not all the findings and testimonies can have a variety of emotions, challenges or survival events. Moreover, Anne's diary reflects her own perspective and may not capture other demographic groups such as Jewish men forced to labor, children in concentration camps, or families spread in Europe. Therefore, while the study provided analysis focused on the case, the findings should be interpreted within the limits.

Emotional and ethical sensitivity

A second limitation concerns the emotional and the ethical challenges of studying trauma and genocide. The Holocaust is not only an event, is profound moral tragedy. Analyzing it requires sensitivity to the suffering of the victims and the survivors. In discussing topics focusing on discrimination, feelings and pain, is difficult to portray a detailed terrible experience like genocide. Moreover, Anne talks about the consequences and mentions the holocaust, it cannot be gathered all the information of the extreme suffering in the concentration camps. These emotional limitations may lead readers to identify more with Anne's hope that with the difficult situations she lived and hundreds of Jews as well. The study focuses on an individual narrative perspective leaving behind other personal perspectives during the holocaust.

Temporal and contextual constraints

Another limitation found is that there is an historical bridge of temporal distance between the research and when the events happen. The Holocaust happened eighty years ago from today; due to this situation the researcher can only relay on preserved records from survivors and other testimonies. There are also translation issues, memory loss, and loss of first-hand scripture. The conclusions of the study are therefore based on existing scholarship and textual analysis rather than a direct observation or primary source. Additionally, this study was directed within an educational and academical context, rather than other investigations. The findings depend on previously established historical and academic research. This may affect the originality of the conclusions. Moreover, the framework and the objectives provide a fresh insight of this topic.

5.7 Summary of limitations

In summary, the main limitations of this study included the restricted range of primary sources, emotional and ethical challenges, and temporal and contextual differences. Despite this, the research remains to be a valuable contribution to Holocaust studies, exploring the experiences, feelings, and moral lessons that emerged from this story. Recognizing these limitations helps the study to conclude correctly and effectively because they are interpreted with appropriate caution. This also shows respect for the historical context.

5.8 Future research recommendations

This study provides great insights into discrimination and hates from the diary of Anne Frank, but there can be certain remains for further explorations. Future research could expand the analysis by comparing the diary of Anne Frank to Holocaust narratives. For example: *Night* by Elie Wiesel or *Man's Search for Meaning* by Viktor Frankl, to explore common expressions of resilience and humanity under Nazi oppression. Additionally, researchers can combine the psychological and the historical perspective to take a deeper look onto how trauma and discrimination affected identity and formation in adolescence or how the trauma affected the survivors from the holocaust and their behavior with their families.

Finally, future studies could explore how the Diary of Anne Frank has impacted young people nowadays, and how her diary has had influence on adolescents. Especially by exploring modern forms of hate and discrimination on social media. All these recommendations for future research may enrich the academic discussions and would ensure that Anne's message of hope, resilience, and courage remains through the generations.

Bibliography

MARÍA,A.R. (2024). BIBLIOTECA VIRTUAL-UIA Obtenido de BIBLIOTECA VIRTUAL-UIA: <http://repositorio.uia.ac.cr/handle/123456789/3661>

Rosenfeld, A. H. (2011). *The end of the Holocaust*. Bloomington, IN: Indiana University Press.

Anne Frank House. (n.d.). Who was Anne Frank? Retrieved July 1, 2025,

from <https://www.annefrank.org/en/anne-frank/who-was-anne-frank/>

Calder, A. (1992). *The people's war: Britain 1939–1945*. Pimlico. Retrieved 1969

Sheppard.C. (2011)Multiple Discrimination in the World of Work International Labor

Organization, Global Report on Equality,. <https://ssrn.com/abstract=2298080>

Marylee C.T.Social Contextual Strategies for Reducing Racial Discrimination. The

Pennsylvania State University.

Lodge, D. (1992). *The art of fiction* (2nd ed.). Vintage International.

Anne. F (1947) *The diary of Anne Frank*

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>

Jeffrey. H. (2008) *The Jewish Enemy: Nazi propaganda during world war II and the holocaust*.

The Belknap Press.

Jacqueline.H., Nestor. R., Brianna .C,. (2011). Social effects of mass deportations by the United

States government. *Ethnic and Racial Studies*, Vol. 34, 1374

1391.[https://www.researchgate.net/profile/Nestor-Rodriguez-](https://www.researchgate.net/profile/Nestor-Rodriguez-17/publication/232844424_Social_effects_of_mass_deportations_by_the_United_States_government2000-10/links/5647393408ae451880ac0fbd/Social-effects-of-mass-deportations-by-the-United-States-government-2000-10.pdf)

[17/publication/232844424_Social_effects_of_mass_deportations_by_the_United_States_government2000-10/links/5647393408ae451880ac0fbd/Social-effects-of-mass-](https://www.researchgate.net/profile/Nestor-Rodriguez-17/publication/232844424_Social_effects_of_mass_deportations_by_the_United_States_government2000-10/links/5647393408ae451880ac0fbd/Social-effects-of-mass-deportations-by-the-United-States-government-2000-10.pdf)

[government2000-10/links/5647393408ae451880ac0fbd/Social-effects-of-mass-](https://www.researchgate.net/profile/Nestor-Rodriguez-17/publication/232844424_Social_effects_of_mass_deportations_by_the_United_States_government2000-10/links/5647393408ae451880ac0fbd/Social-effects-of-mass-deportations-by-the-United-States-government-2000-10.pdf)

[deportations-by-the-United-States-government-2000-10.pdf](https://www.researchgate.net/profile/Nestor-Rodriguez-17/publication/232844424_Social_effects_of_mass_deportations_by_the_United_States_government2000-10/links/5647393408ae451880ac0fbd/Social-effects-of-mass-deportations-by-the-United-States-government-2000-10.pdf)

Fox, J., & Topor, L. (2021). Conspiracy theories. In *Why do people discriminate against Jews?* (pp. 115–141). Oxford University Press. <https://doi.org/10.1093/oso/9780197580349.003.0005>

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Jennifer L. (2011) *The Nation Behind the Diary:*

Anne Frank and the Holocaust of the Dutch Jews, *The History Teacher*, vol 44, number 3, 330-350. <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:f30bcee2-d745-452b-a388-9ac030bc5e95>

Abrams, M. H. (1999). *A glossary of literary terms* (7th ed.). Heinle & Heinle.

Meyer, M. (2011). *The Bedford introduction to literature: Reading, thinking, writing* (10th ed.). Bedford/St. Martin's.

Levin, M. (1995). *Anne Frank and the world: Essays on the diary's impact*. New York, NY: Penguin Books.

St Martins Lutheran College, Mount Gambier 2025

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:5feb9dc7-054d-4007-a4af-8360b99f0f92>

(StephenZ.L. Itzhak L.Rinat. Y. Yifat B. Inna. P.). *Genocide Exposure and Subsequent Suicide*

Risk: A Population-Based Study *Judío*, (16),.

<https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0149524&type=printable>

Andrei Moroz. B. (2023) *The Belarusian Shtetl Why Hitler did not like Jews The Folklore*

version of the Reason Behind the Holocaust. Indiana University Press.

https://books.google.es/books?hl=es&lr=&id=PqvIEAAAQBAJ&oi=fnd&pg=PA95&dq=How+hitler+discriminate+jews&ots=QDQHoHayyr&sig=mlmN08JgB_b8t4kccS_x6WT9DZ8#v=onepage&q&f=false

Edward N. Z., and Uri N., (2020, 20 April) Discrimination <https://plato.stanford.edu/index.html>

Gaskell, P. (2007). A new introduction to bibliography. Oak Knoll Press.

History in the Making Volume 9 Article 8 January 2016 Palestinian-Jews and Israel's Dual

Identity Crisis Palestinian-Jews and Israel's Dual Identity Crisis Rafael

Perez [Chromeextension://efaidnbmnnnibpcajpcgclefindmkaj/https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1052&context=history-in-the-making](https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1052&context=history-in-the-making)

Angeles R.M., Gender and Race Discrimination: The Interactive Nature of Disadvantage Jim

Sidanius, University of California,.

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b34116bf-92c2-4669-a443-1a3e8a649236>

Barbara.R. (2012) The race discrimination system.

The Annual Review of Sociology, 10.1146/annurev-soc-071811-145508,17-35

Vanessa Roesler. The Experiences of Women during World War II. Retrieved 2025.

UNODC., (2024). FEMICIDES IN 2023 Global estimates of intimate partner/family members.

UN Women, 1-33. https://www.unodc.org/documents/data-and-analysis/briefs/Femicide_Brief_2024.pdf

Békés, V., & Starrs, C. J. (2024). Transgenerational trauma: Perceived parental style,

children's adaptational efforts, and mental health outcomes in second generation and third generation holocaust offspring in Hungary. *American Journal of Orthopsychiatry*.

Advance online publication. <https://dx.doi.org/10.1037/ort0000758>

https://www.researchgate.net/publication/381228546_Transgenerational_trauma_Perceived_parental_style_childrens_adaptational_efforts_and_mental_health_outcomes_in_second_generation_and_third_generation_holocaust_offspring_in_Hungary