

The Search

The Holocaust Through a Graphic Novel

Overview of LES Secondary 3 CORE

Students will be introduced to the Holocaust using the graphic novel « The Search » by Eric Heuvel, Ruud van des Rol and Lies Schippers.

Students will be asked to create a time capsule as a C3 task and create captions for a photo album as a C2 task. Throughout the LES, students will have many opportunities to interact.

Students will learn about concentration camps, medical experiments, Nuremberg laws, war propaganda, and historical events.

Lesson	Description + material	Competency
1	<ul style="list-style-type: none">• KWL-ID numbers• Introduction to the novel• Power Point « What is it? » <p><i>Student Booklet p. 1-4</i></p> <p>Appendix 0- ID number stickers Appendix 1-Power Point « What is it? »</p>	C1
2	<ul style="list-style-type: none">• Introduction to Anti-Semitism and Nuremberg Laws <p><i>Student Booklet p.5-8</i></p>	C1
3	<ul style="list-style-type: none">• Students read pages 1-14 of novel• Answer questions individually and discuss with teammates <p><i>Student booklet p.9-10</i></p>	C1 C2-Participation in the response process
4	<ul style="list-style-type: none">• Students read pages 15-29 of novel• Answer questions individually and discuss with teammates	C1 C2-Participation in the

	<i>Student booklet p. 11-12</i>	response process
5	<ul style="list-style-type: none"> Students read pages 30-39 of novel Answer questions individually and discuss with teammates Optional activity: Map activity Appendix 6 	C1 C2-Participation in the response process
	<i>Student booklet p. 13-14</i>	
6	<ul style="list-style-type: none"> Students read pages 40-59 of novel Answer questions individually and discuss with teammates and/or class. 	
	<i>Student booklet p. 15</i>	
7	<ul style="list-style-type: none"> Matching events in order <p>Appendix 2-1</p> <p>Appendix 2-2</p> <p>Appendix 2-3</p>	C1 C2-Evidence of understanding
8	<ul style="list-style-type: none"> Medical experiments Expert groups –Texts A-B-C <p><i>Student booklet p. 17-18</i></p> <p>Appendix 3- Medical Experiments Texts A-B-C</p>	C1 C2-Evidence of understanding
9	<ul style="list-style-type: none"> Photo Album Captions <p><i>Student booklet p. 19-20-21</i></p>	C2-Reinvesting understanding of texts
10-11-12	<ul style="list-style-type: none"> Final Task Time Capsule ID cards distribution <p>Appendix 4- Final Task Time Capsule</p> <p>Appendix 5-1 : ID cards girls</p> <p>Appendix 5-2 : ID cards boys</p>	C1 C3

Preparation

- Make one copy for each student of these: Student Booklet (SB) + Final Task Time Capsule Booklet (FTCB).

★ Student Booklet

★ Appendix 4-Final Task Capsule Booklet

- Prepare ID cards (e.g. name-tags, stickers, etc.) for each student with an ID number.

These numbers are to be worn during each period of this project*.

★ Appendix 0-ID number stickers boys-girls (printable on a sticker sheet)

*Note that ID numbers starting with 491___ are for boys

*Note that ID numbers starting with 136___ are for girls.

- Identify Student Booklets (SB) with an ID number on the cover. This number corresponds to a Jew that lived during the Holocaust. Students don't know at this point, but at the end of the LES they will receive an ID card that corresponds to their number and it will indicate the life and fate of that particular Jew during the Holocaust*. DO NOT TELL THE STUDENTS THAT THEIR NUMBER CORRESPONDS TO A JEWISH PERSON.

***note: the numbers were chosen randomly as it was hard to find the real numbers/ID cards of Jewish people. This activity is simply to associate themselves to a person and see the fate of that particular person during the war. Did they survive or not?**

- Explain to students that from this point and on, they are not to be called by their names but only by their numbers.
- Teacher chooses secretly 2-3 students in the group to be spies. These spies are to write down the names of students that are not respecting the rules during class (e.g. calling themselves by their names instead of their ID numbers.) Teacher could insist on the fact that you will reward those students if they do their "job" correctly...without being noticed by the others.
- A map is provided on page 16 of Student Booklet to help student visualize the different concentration/extermination camps and cities. Students are invited to mark on the map the different places the story takes them to.

Lesson 1:

Material:

- ★ Student Booklet
- ★ Power point “What is it?” (Appendix 1)

Evaluation:

- ★ Possibility to evaluate competency 1.

- Distribute student booklets. Explain to students their ID numbers and that they are to call themselves by this ID number during the whole project. Tell students that there are spies in the class and that if they are caught using their real names, they could be penalized in their marks! (*OF COURSE THIS IS NOT TRUE!*)
- Individually, have students complete the KWL chart on page 2 of the student booklet.
- Students will write about what they **Know** about the Holocaust and what they **Want** to know about the Holocaust.
- Have students look at the instructions of page 3 of their SB. While viewing a Power Point “**What is it?**” students are to answer these questions:
 - *I think it is;*
 - *I think it was used for;*
 - *This object was used by;*
- Have students complete page 3-4 of student booklet individually while viewing the power point. Once the presentation of the first 11 slides is done, pair up students and have them share with a partner what they wrote.
- Once the students have guessed what the different objects are, use the power point (slides 12-20) to explain what the objects were really used for.
- Teacher may wish to have a class discussion on the objects used. Do they know of other objects?

Lesson 2:

Material:

- ★ Student Booklet (SB)

Evaluation:

- ★ Possibility to evaluate competency 1.

- Have students read pages 5-7 of the SB. This is an introduction to Anti-Semitism and the Nuremberg Laws. (Teacher might want to assist students with page 7 of SB.)
- Once students are finished reading, have them answer the questions on page 8 of SB.
- Discuss students' response to the questions as a class.

Lesson 3:

Material:

- ★ Student Booklet
- ★ Novel ***The Search*** by Eric Heuvel, Ruud van der Rol, Lies Schippers
ISBN: 9 789086 671007 www.annefrank.org

Evaluation:

- ★ A rubric is provided at the end of the student booklet where you will evaluate students using C2 based on the response process. The evaluation will take place once they are finished reading the novel.
- ★ Possibility of evaluating competency 1

- Distribute the novel to students. Have students predict what the story will be about.
- As a class, read pages 1-14 of the novel. (section 1)
- Have students answer questions for **section 1** (Student Booklet pages 9-10) individually first.
- Once students have answered the questions individually, have them share their answers with their teammates.

Lesson 4

Material:

- ★ Student Booklet
- ★ Novel "The Search"

Evaluation:

- ★ Possibility to evaluate students using C1.
- ★ A rubric will be provided at the end of the student booklet where you will evaluate students using C2 based on the response process. The evaluation will take place once they are finished reading the novel.

- Students read pages 15-29 of the novel. (section 2)
- Have students answer questions for **section 2** (pages 10-11) individually first.
- Once students have answered the questions individually, have them share their answers with their teammates.

Lesson 5

Material:

- ★ Student Booklet
- ★ Novel "The Search"

Evaluation:

- ★ Possibility to evaluate students using C1.
- ★ A rubric will be provided at the end of the student booklet where you will evaluate students using C2 based on the response process. The evaluation will take place once they are finished reading the novel.

- Students read pages 30-39 of the novel. (section 3)
- Have students answer questions for **section 3** (pages 12-13) individually first.
- Once students have answered the questions individually, have them share their answers with their teammates.
- **Optional activity:** Appendix 6

Lesson 6

Material:

- ★ Student booklet
- ★ Novel "The Search"

Evaluation:

- ★ Possibility to evaluate students using C1
- ★ A rubric will be provided at the end of the student booklet where you will evaluate students using C2 based on the response process. The evaluation will take place once they are finished reading the novel.

- Students read pages 40-59 of the novel.(section 4)
- Have students answer questions for **section 4** (page 15) individually first.
- Once students have answered the questions individually, have them share their answers with their teammates or as a class.

Lesson 7

Material:

- ★ Appendix 2-1 (one copy per team of 2)
- ★ Appendix 2-2 (one copy per team of 2)
- ★ Answer sheet: Appendix 2-3 (one copy per team of 2)
- ★ Novel "The Search"
- ★ Student Booklet

Evaluation:

- ★ You can use this opportunity to evaluate students using C1

- Divide students into teams of 2.
- Each team will be given a blank events sheet (Appendix 2-1) and a mix events sheet (Appendix 2-2).
- Students will cut the strips of paper from Appendix 2-2 and using the book put the events back in the correct order on Appendix 2-1.
- Evaluate C1 when students are doing the activity. You should be looking for negotiating, agreement/disagreement, and vocabulary from the story.
- When students are finished, have them glue their strips of paper on the blank sheet.
- Students correct themselves using Appendix 2-3.

Lesson 8

Material:

- ★ Student booklet
- ★ Appendix 3- Medical Experiments Texts A-B-C

Evaluation:

- ★ You can use this opportunity to evaluate students using C1
- ★ You can use this opportunity to evaluate students using C2 (Evidence of Understanding- Management of strategies)

- Each student will receive a text (A-B or C). (Appendix 3) (This can be an opportunity to give differentiated text to students depending on their strength in reading.) Text A-B easiest text, Text C- harder text.
- The texts are about medical experiments that were done on Jews during the war.
- Each student will be responsible for reading the text they received and answering questions 1-7 individually on page 17 of their student booklet.
- Once everyone has finished, students that read the same text will group together (no more than 4-5 students per group) to discuss questions 1-3 (page 17 of SB) and validate their comprehension on the text they read.
- The students will then get into different groups of 3- each group should have someone who read text A-B and C.
- Taking turns, each student will explain to their team what their text was about (using page 17 as a guide). Meanwhile, the other students listen and take notes on page 18 of their student booklet.
- When students are finished, discuss their answers as a class.
- Evaluate C1 when students are in groups discussing and C2 with C2-rubric.

Lesson 9

Material:

- ★ Student booklet
- ★ Novel “The Search”

Evaluation:

- ★ This is a C2 evaluation (Reinvesting understanding of texts)

- This is the final evaluation for C2.

- Have students read the instructions in SB page 19.
- Students will individually create captions for the photo album found at the end of the novel (their own copy is provided on page 20-21 of the student booklet).
- Students must use the information they learned about the characters in the novel to create appropriate captions for each picture. The information in the caption must come from the novel and must demonstrate an understanding of the novel. This is done individually.
- The first caption is provided for students in the SB page 20.
 - Emphasize that they cannot make up new characters (e.g **This is Bill and his daughter Maria.**) These are not characters in the novel.
- Collect and correct using C2 grid.

Lesson 10-11-12

Final task: Time Capsule

Material:

- ★ Appendix 4-Final Task Time Capsule Booklet
- ★ Students will be asked to bring a picture of themselves
- ★ C3 rubric

Evaluation:

- ★ Students will be evaluated based on C3 (only for the biography) - rubric provided at the end of the Appendix 4-Final Task Time Capsule Booklet.
- ★ Students will be evaluated based on C1 while they are presenting their time capsule to their teammates

During the war, many Jews were forced to leave their homes packing their lives into suitcases. They did not have time to think about what they wanted to take with them and sometimes never saw their families again. This activity is designed to have students think about what is most important to them and what they would want their loved ones to know about them if they never got to see them again.

- Students will individually create a time capsule (Appendix 4- Final Task Time Capsule Booklet).
- Teacher can allow 1-2 periods to complete the time capsule in class OR have the students complete it as homework.

- Once the students have finished their time capsule, they will be divided into small groups (ideally teams of 4) and present their time capsule to their teammates.
- The Time Capsule is used as a reference tool for the students to interact orally. It is not to be used as an oral presentation. Students in the group that are not presenting must ask questions and there should be discussion going on to illicit information from the presenter.

Final Class: ID Cards

Material:

- ★ ID cards Appendix 5-1, Appendix 5-2

- At the beginning of the LES, students were provided with an ID number on their student booklet that they also had to use during the whole duration of this LES. To conclude the LES, students will be provided with a name and description of a Jew, which corresponds to the number they were given*. Students will be asked to read “their” description of who the person was and what happened to them during the war.

*note: the numbers were chosen randomly as it was hard to find the real numbers/ID cards of Jewish people. This activity is simply to associate themselves to a person and see the fate of that particular person during the war. Did they survive or not?

- Take this opportunity to have a group discussion where each student talks about their person and what happened to them during the war (in small groups or as a class).
- Have students fill out the **L** column of the KWL chart found in student booklet page 2.