Teaching about the Holocaust (Shoah)

The Holocaust (also called the Shoah) refers to a specific genocide that took place during the 20th century: the systematic persecution and extermination of the European Jews by Nazi Germany and its collaborators between 1933 and 1945. Around 6 out of 11 million European Jews were murdered. And even though they were not the only victims of the Nazi regime, they were the only group that the Nazis had planned to exterminate completely (systematically and using industrial methods). Other groups that were persecuted and killed for racial, ethnic or national reasons were the gypsies, disabled people, people from Poland, gays, Jehovah’s Witnesses, Russian prisoners of war, and political dissidents.

Why should we teach about the Holocaust?
The genocide is the ultimate consequence of the racist Nazi ideology. This traumatic period in European history is still felt today. Literature, visual arts, films, and political discussions still frequently refer to the Second World War and the Holocaust. The Holocaust has become a reference point in assessing all kinds of modern social phenomena.

Is it even possible to make a comic strip about the Holocaust?
Our work on ‘The Discovery’ has taught us that the use of a comic strip as an educational means has significant advantages:
- a comic strip is an accessible tool that reaches a large number of pupils;
- a drawing often speaks louder than a thousand words. Especially when it is drawn with the ‘clear line’ of Eric Heuvel.

There are, of course, some conditions attached to the production of a comic strip about complex and sensitive subject matter like the Holocaust. Fiction and inaccuracies have to be avoided at all cost; all facts and pictures have to be correct to the last detail. The scriptwriter and the artist have spent a lot of time on research. The locations from the comic that still exist were visited and photographed. Countless historical pictures were studied, and dedicated experts from the Netherlands and abroad kept a close watch at every stage. The characters are fictitious, just like they were in ‘The Discovery’. However, the experiences of the leading characters are largely based on stories from survivors.

What do we want to teach our pupils?
The main objectives of The Search are:
- Pupils know the main facts about the Holocaust
- Pupils understand how the persecution of the Jews was introduced one step at the time
- Pupils understand that the persecution of the Jews was not an inevitable process, but that it was the result of decisions made by people (often due to circumstance)
- Pupils understand that people played different roles in this process: victims, perpetrators, helpers, and bystanders
- Pupils know some of the dilemmas and choices faced by the victims, helpers, and bystanders
- Pupils can relate to the dilemmas and choices faced by the main characters
- Pupils realise that people’s roles were not always cast in stone, that different people can make different decisions under the same circumstances, and that people may change
- Pupils understand that the events from that period still influence the lives of people living today, both on a personal level and in society as a whole.
Based on personal stories
The focus of The Search is deliberately on the stories of the people it concerned. The pupils may be able to identify with some of these people and even feel emotionally connected to them. This aspect is often neglected in the regular educational methods. In 2006, the Stichting Leerplanontwikkeling researched whether and to what extent the Holocaust is part of the current teaching methods. According to this study, the facts about the Holocaust are covered extensively in all teaching methods. This is to say that the facts take central stage, and that the exercises and assignments call for reproduction. In most of the methods, no – or hardly any – attention is paid to personal identification or to dilemmas and choices. The Search and the accompanying educational material aim to fill this gap.

Educational principles
The products and activities of the Anne Frank House, including this comic strip, reflect the following educational principles:

Personal stories
The scope of the Holocaust defies our imagination. Personal stories help us to imagine what it meant to individual people. Personal stories increase the emotional involvement. This involvement stimulates the absorption and retention of knowledge. Personal stories help the pupils to empathise with dilemmas and choices. This automatically evokes questions such as ‘how does this make me feel?’ or ‘what would I have done or said?’ It encourages the pupils to reflect on their own standards and values.

Micro – macro
It is important for pupils to realise that social developments and measures (war, discrimination) affect individuals, and that these social changes are not unavoidable processes, but rather the result of the choices people made. In the comic strip, characters who think and act (micro level) are set against the political and social background of their time (macro level).

Past – present
History teaches us about ourselves and the world we live in. We aim to fashion the historical topics in such a way that they provide various starting points to switch to current themes. In the comic, some of these starting points are presented by grandmother Esther, her son Paul (second generation) and grandson Daniel (third generation).

Teaching material
We provide teaching materials on two levels: Basic and Advanced. In both levels, the various groups involved in the Holocaust take centre stage: the victims, the perpetrators, the helpers, and the bystanders. By working on assignments, the pupils are encouraged to reflect on the dilemmas, choices and actions of the characters from the comic.

Target groups
The primary target groups of The Search are pupils between the ages of 13 and 15. Both the comic strips and the teaching material have been tested extensively. In view of the length of the comic, it is possible to have pupils with reading and/or concentration problems read the comic in sections. More information on the subject can be found in the teachers’ manual / Basic level.

Website and ordering platform
For more information about the comic, please go to http://www.annefrank.org/en/education/teachers-portal/products-and-courses/the-search/
On this site, you can order the comic books. In addition, you will find information about training sessions for teachers.
Slide 1  
**THE DIGITAL LESSON**

**FILM CLIP**
**ASSIGNMENT**

**PREPARATION**
It will generally take the pupils around one hour to read the comic strip. In order to start on digital lesson, the pupils must have finished reading the comic. You can watch the animated film in the digital lesson together with the pupils before they start reading the comic. If you have any questions, do not hesitate to contact us at teachers@annefrank.nl

**THE DIGITAL LESSON**
We have developed a digital lesson to accompany the comic book. The lesson offers additional information and helps teachers to discuss the assignments in the classroom. In this manual, you will find several references to the digital lesson. The digital lesson for *The Search* can be found online at http://edu.annefrank.org/TheSearch/

The digital lesson focuses on the main characters, their roles, their choices and dilemmas. Interviews help the pupils to find out more about the dilemmas these people faced, and encourage them to reflect on the decisions they took at the time.

**WHO IS WHO**
Because some pupils have trouble distinguishing between the main characters, particularly at the beginning of the story, you could refer them to pages 5/6, where the main characters are shown both in the past and in the present.

**WEBSITE**
At http://www.annefrank.org/en/education/teachers-portal/products-and-courses/the-search/, you will find additional teaching resources.

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Slide 2  
**THE DIGITAL LESSON**

**FILM CLIP**

**WHAT DO YOU THINK OF THE SEARCH?**
In this section, pupils give their opinions about the comic strip and realise that the comic is based on reality.

**OBJECTIVES**
- Pupils express their opinions about the comic strip and reflect on the emotions the story evoked.
- Pupils realise that behind the inconceivable concept of “six million dead” lie six million individual tragedies.
- Pupils are aware that the comic strip is based on actual photographs and events (dozens of drawings are based on historical photographs).

1) *Do you agree with them?*
Asks for an opinion

2) *What do you think?*
Asks for an opinion

**TIP**
In spite of the fact that pupils nowadays are used to seeing shocking footage on television and the internet, it is important to pay attention to the impact that the history of the Holocaust may have on your pupils:
- divide the pupils in pairs, and instruct them to compare and discuss their answers
- discuss some of the answers in class.

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Slide 3  
**THE DIGITAL LESSON**

**TIME LINE**

You can have your pupils make a timeline. The pupils put the number of each drawing at the right place on the timeline and get an overview of some of the major events. In discussing the assignment, you can use the timeline of the digital lesson.

**OBJECTIVES**
Being able to name a number of important events from the 1933-1945 period and to place them on a timeline.

**TEST YOUR KNOWLEDGE**
In this section, we test the pupils’ understanding of some of the concepts from the comic strip.

**OBJECTIVE**
- Pupils know the meaning of 10 important concepts from the comic book.

1 = *anti-Semitism*
In our everyday language, anti-Semitism equals hatred of the Jews. The word is used for a number of negative attitudes towards Jews throughout the centuries: from the ethnic contrasts in Antiquity, religious rivalry and economic exclusion in the Middle Ages, to pogroms in the nineteenth century, and the Holocaust in the 20th century. The Anne Frank House has developed educational resources about anti-Semitism then and now, and about prejudice in general. Please go to http://www.annefrank.org/en/Education/Teachers-portal/Anti-Semitism/

2 = a supporter of National Socialism
‘Nazi’ is short for National socialist, a supporter of National Socialism. A Nazi was not necessarily a member of the NSDAP, but would at least be a supporter of the party’s ideology.
3 = HJ (Hitlerjugend)
The purpose of the Hitlerjugend (HJ) was the complete transformation, indoctrination and Gleichschaltung of German youth to have them fit the purposes of the Nazis. Hitler: ‘My pedagogy is hard. What is weak must be hammered away. I want the young to be violent, domineering, undismayed, and cruel. The young must be all these things. They must be able to bear pain. There must be nothing weak or gentle about them. The free, splendid beast of prey must once again flash from their eyes. I want my young people strong and beautiful. That way I can create something new.’ (Hitler 1940, Quotations; Stahilman/Schiedeck 1991)

4 = Racial laws
The ‘racial laws’ of Nuremberg comprised a number of racist laws intended to increase the ‘purity’ of the German ‘race’. They were passed on the Reichsparteitag in 1935. The Citizenship Act determined who was German and who was not. Germans were men and women of so-called German blood, who served their country through their actions.

‘The Law for the Protection of German Blood and German Honour’ prohibited all sexual relationships between Germans and non-Germans. In order to determine whether someone was German, the status of the grandparents was taken into consideration. Someone with three or four German grandparents was German. Someone with two German grandparents was a half-breed, and someone with only one or no German grandparent was not a German. Jews were no longer Germans. ‘The Law for the Protection of the Genetic Health’ determined that couples who wanted to get married had to undergo a medical examination in order to determine whether they would be able to produce genetically ‘suitable’ children.

5 = Because of all the broken glass
The Kristallnacht was the first major organised act of violence against the Jews since the German had assumed power in 1933. Several days before, the German diplomat Ernst Vom Rath had been shot to death in Paris by the seventeen-year-old Jewish boy Herschel Grynszpan. This caused Minister of Propaganda Goebbels to speak of an ‘international Jewish conspiracy’ against the German Reich. These accusations resulted in a supposedly spontaneous outburst of ‘popular wrath’. In Germany, Austria, and Sudetenland, over 7,000 Jewish shops were destroyed or damaged in one night, hence the name. 1,000 to 2,000 synagogues were destroyed, an estimated number of 100 Jews were murdered, and thousands of Jews (estimates run to 30,000) were deported to concentration camps. After the Kristallnacht, the anti-Jewish measures in Germany were tightened. A large number of Jews tried to leave the country.

6 = February Strike
At the beginning of 1941, the harassment, threats and violence against Jews in Amsterdam increased. In a fight with a Jewish assault group, a Dutch Nazi was killed. On Saturday 22 February 1941, 427 Jews were picked up in retribution. Many non-Jewish citizens of Amsterdam were angry. A general strike broke out that spread rapidly. The Germans succeeded in putting down the strike within two days. Shots were fired at the strikers. Four strikers were executed, 22 others were imprisoned, and 70 strikers were fired. Amsterdam was fined a penalty of 15 million guilders. The so-called February Strike is commemorated every year on 25 February at the statue of the Dockworker at the Jonas Daniel Meijerplein in Amsterdam.

7 = Ghettos
A ghetto is a quarter where people with a shared ethnic background or culture live, usually forced by the government or by circumstance. Throughout history, ghettos were usually for Jewish people. During WWII, the largest ghetto was in Warsaw. The Nazi occupiers rounded up 380,000 Jews in the old Jewish part of town. Before the war, only 60,000 people had lived in this quarter. The ghetto was closed off from the outside world by a three-meter-high wall and barbed wire. In 1942, thousands of Jews died here from starvation, diseases or because they were executed. And the mass deportations to the camps had yet to begin.

8 = Einsatzgruppen
The Einsatzgruppen were special German troops that carried out mass executions of Jews, gypsies, intellectuals, communists and partisans behind the East European frontline. From the end of 1941 onwards, the four Einsatzgruppen that were active in the Soviet Union shot and killed around one and a half million Jews in little over a year.

9 = Roma and Sinti
The Sinti (from north-western Europe) and the Roma (from eastern Europe) are two of the largest ‘gypsy peoples’. Because of the negative connotations of the word ‘gypsy’, many prefer the use of the proper names of these peoples.

10 = Shoah
The words Shoah and Holocaust are alternative names for the systematic murder of six million European Jews by the Nazis during the Second World War. Since the word Holocaust means ‘burnt offering’, many people object to its negative connotations and prefer the word Shoah, which is the Hebrew word for (sudden) destruction.
Slide 4
THE DIGITAL LESSON

ESTHER’S STORY
Many events before and during the war directly affected Esther and her family. The drawings show which events they were and which consequences they could have.

INTERVIEW WITH JETTEKE FRIJDA
Watch a short section from an interview with Jetteke Frijda with your pupils. Jetteke Frijda was born on 1 December 1925. She was a classmate of Margot Frank. In the comic, Esther hates having to wear a Star of David on her clothes. In the clip, Jetteke Frijda speaks of her experiences wearing the Star of David. This interview can be found under ‘True story’. Other film clips with eyewitnesses can be found here as well.

ESTHER’S STORY
In ‘Esther’s story’, pupils learn more about the realities of fleeing and hiding, and how Esther has come to terms with her traumatic experiences.

OBJECTIVES
- Pupils can express how Esther’s story affected them.
- Pupils understand that it was (and is) often hard for survivors to talk about their experiences.
- Pupils are aware how major events in history affected the lives of individuals.
- Pupils can empathise with the dilemma of a victim (in this case: Esther), and put their opinion into words.
- Pupils are able to explain the significance of a tangible memory to people who have lost everything.

TIP
You could tell your pupils that many survivors have suppressed their traumatic memories their entire lives, but that many of them, like Esther, feel the need to talk about them when they get older.

1) A tough decision
The correct answer is: Esther went to Professor Bouwer. You could start a discussion with your class why people made some choices. There are several possible answers, for instance:
- I go to my parents
  - because I don’t want to leave them alone
- because I cannot go on without them
- I go to Professor Bouwer
  - because I am safe there
  - because he can help me

TIP
Discuss some other considerations that may have played a role in the decision to go into hiding:
- You had to have reliable, non-Jewish contacts
- You would need sufficient funds for food and board
- You would usually have to leave family members and/or friends behind
- The person in hiding, family members who stayed behind, and the helpers were threatened with horrible punishment by the Nazis

2) Major consequences

Slide 5
THE DIGITAL LESSON

BOB’S FIGHT IN AUSCHWITZ
This section deals with the deportations and the horrors of the camps, as seen through the eyes of Bob. In the digital lesson, the pupils get to see 5 drawings and 5 words. Which word matches which drawing?

OBJECTIVES
- Pupils are able to express how Bob’s story affected them.
- Pupils can explain why the Jews sometimes rebelled against the violence, the humiliations and the persecution.
- Pupils are able to link some concepts to drawings from the comic book and a historical quotation.
- Pupils are able to explain why it was important to have someone to live for in the concentration camps.
- Pupils understand that prisoners often had little choice in what happened to them.
IN AUSCHWITZ

TIP
- You could pay attention to the matter of why the Nazis treated the prisoners in this way:
  1) The threshold (for perpetrators) for murdering people on a large scale is lowered when the victims are no longer seen as ‘humans’.
  2) Taking away someone’s identity can be considered the ultimate humiliation. Many victims lost the strength to live after losing their identity.

INFO
Many prisoners did not last more than three months and died from exhaustion, cold, hunger, contagious diseases, or the lack of medical care. From the stories told by the survivors, it appears that a loved one who was still alive was often a reason not to give up.

Slide 6
THE DIGITAL LESSON
In the digital lesson, attention is paid to other victims of the Second World War. In film clips, pupils get to hear the stories of Stefan Kosinski and Zoni Weisz.

OTHER VICTIMS
In the digital lesson, two other stories are touched upon. One story is about Stefan Kosinski, who was gay, and who was persecuted in the Second World War because of his sexual orientation. In the section on ‘other victims’, pupils are introduced to the story of Stefan Kosinski and the way he was interrogated.

Slide 7
THE DIGITAL LESSON
TRUE STORY
In the digital lesson, five other historical examples have been included under the header ‘True story’. It concerns the following historical photographs:
- German troops crossing the Berlage Bridge in Amsterdam
- Kristallnacht (burning synagogue)
- Haus der Wannsee
- Arrival of a train at Auschwitz
- Pile of clothes, Auschwitz

These photographs have also been used in the comic The Search. As part of the digital lesson, pupils have to look for the matching drawings in the comic book.
**Slide 8**
**THE DIGITAL LESSON**

**TRUE STORY WITNESSES OF THE WAR**
The cartoonist also used diaries, interviews with eyewitnesses and other sources. Listen to the short stories. In the ‘True story’ section of the digital lesson several short stories are included. For instance, a slideshow presents the consequences of the Wannsee conference. The developments that resulted in the atrocities committed in the camps are discussed briefly. In the comic strip, Bob returns to Amsterdam. In reality, such a return was very complex and difficult. The return of the Jews is also discussed in the ‘True story’ section of the digital lesson.

**INTERVIEW WITH JETTEKE FRIJDA**
Watch a short section from an interview with Jetteke Frijda with your pupils. Jetteke Frijda was born on 1 December 1925. She was a classmate of Margot Frank. In the comic, Esther hates having to wear a Star of David on her clothes. In the clip, Jetteke Frijda speaks of her experiences wearing the Star of David. This interview can also be found under ‘True story’. Other film clips with eyewitnesses can be found here as well.

**Slide 9**
**THE DIGITAL LESSON**

The digital lesson contains an audio clip about Louisa Steenstra’s motives. After listening to the clip, the pupils can work on an assignment that will help them discover the various motives. It can be found in the section ‘Barend’s help’.

**BAREND’S HELP**
Why did they help?
In this assignment, pupils look into the motives people had for helping Jews.

**OBJECTIVES**
- Pupils can explain why someone (Barend in this case) would help Jews, and are able to give their own opinion on the subject
- Pupils can state reasons for helping and for not helping
- Pupils are capable of recognising the essence of a quote
- Pupils can give an example of how they helped someone and describe their motives for doing so

**TIP**
The issue of ‘helping or not helping’ is well suited to role playing. Divide the pupils into groups of 3 or 4. Esther is on the run and looking for a place to hide. She can stay the night with a family of religious farmers. After Esther has gone to bed, the man and wife discuss what they will do. Can Esther stay or not? Have the pupils list the possible motives and act them out in a discussion between the farmer and his wife.

**TIP**
Explain to the pupils that only a small part of the non-Jewish Dutch population helped the Jews to hide. Common motives were: helping acquaintances, political convictions (often socialist or communist, and therefore anti-Nazi), or religious beliefs, particularly in the Netherlands.

**TIP**
Have the pupils reflect on the options people have in a war situation. They will often jump to conclusions such as ‘Of course, I would have helped.’ Confront them with the complexity of the issue and the underlying motives. It is, however, important to be careful when comparing the past to the present. Be sure to look at the differences as well as the similarities.

**Some differences:**
- Helping was extremely dangerous
- Most people did not know that the Jews were being murdered in the camps
- Because of the anti-Jewish propaganda, many people had negative opinions about Jews

**Some similarities:**
- It is still easier to help people you know than strangers
- Some people still help others because they feel that others are treated unjustly
- Some people still help others because they don’t know how to say ‘no’
Slide 10
THE DIGITAL LESSON
The digital lesson presents a situation with different roles. The drawing shows a victim, a perpetrator and two bystanders. The pupils have to recognise these roles and describe what they see.

THEY SAW IT HAPPEN
WHY HELP?
The majority of the Dutch population kept their distance from the persecution of the Jews, consciously or otherwise. In this assignment, the pupils learn about the spectators (often called bystanders) and their motives for not acting.

OBJECTIVES
- Pupils can explain how they feel about the bystanders
- Pupils recognise the difference between helping and not helping in a situation
- Pupils understand the possible motives of the bystanders in the drawing shown
- Pupils can explain to what extent they feel that bystanders are guilty too

TIP
The text in the drawings of the bystanders allows for a discussion of the fact that the bystanders had different motives for doing nothing.

TIP
Ask the students whether they have ever been bystanders at an incident. Why didn’t they do anything and how did it make them feel?

Slide 11
THE DIGITAL LESSON
This section is about the people who made the persecution of the Jews possible. In the comic strip, there are many fictitious and non-fictitious perpetrators who, to a greater or lesser extent, collaborated in the murder of six million Jews. The pupils get to zoom in on their motives and responsibilities.

WHO WOULD DO SOMETHING LIKE THAT?
THE PERPETRATORS

OBJECTIVES
- Pupils can explain how they feel about a perpetrator, in this case an SS guard at Auschwitz.
- Pupils understand how the persecution of the Jews was introduced one step at a time
- Pupils are able to distinguish between the motives of the perpetrators.
- Pupils are able to explain how the levels of responsibility of the perpetrators differed.

TIP
The answers may result in a discussion about the question whether ‘ordinary’ people would be able to commit such acts, given the same circumstances.
Advanced

Slide 12
THE DIGITAL LESSON

This assignment can be done within the context of the digital lesson. It is important to talk about the arguments put forward by the pupils. Why did they make certain decisions? And why is the participation of some people more heinous than that of others? Try to touch on these issues in class.

WHO ARE RESPONSIBLE?
There are several options for every character. The answers are not stated explicitly in the comic strip. The purpose of the assignment is to have pupils reflect on the responsibilities of the various perpetrator.

INFO
Adolf Hitler
He was the Führer, after all. No discussion.

Adolf Eichmann
Adolf Eichmann was a gifted organiser, who was responsible for the transport of Jews from all over Europe to the death camps. He was well aware of what awaited the Jews, and was what would later be called a Schreibtischtäter (criminal behind a desk).

Rudolf Höss
Höss knew and saw ‘everything’. He prided himself on the proper management of ‘his’ Auschwitz. He would sometimes be affected by what he saw, and would then go horseback riding to get rid of that unpleasant feeling.

SS guard at Auschwitz
‘An order is an order’ was the rule the SS elite troops lived by. They considered it their fate and their job to do this work. Most of them (80%) were never sentenced.

Member of the Einsatzgruppe
Special units were formed to shoot as many resistance fighters and Jews as possible behind the frontline. Before long, they killed almost only Jews: one and a half million were shot in Russia within one year. The death camps were built in part because the army command noticed that this type of killing put a heavy psychological strain on some of the soldiers.

Fritz’s father
We know from the comic strip that he was a dedicated Nazi. He took part, among other things, in the Kristallnacht, the anti-Jewish pogrom.

Dutch police officer
To some extent, the police in the Netherlands were all involved in rounding-up the Jews. Most of them were reluctant, but did not resist their orders. They were law-abiding and compliant.

Stoker on the train to Westerbork
Until the great train strike at the end of the war, all trains kept running. But the Dutch Railways staff would rather not work on the trains that took Jews to Westerbork. Therefore, the ones who did not object, were paid extra.

Slide 13
THE DIGITAL LESSON

COMMEMORATING
Zoni Weisz talks in this part about his family and how he still commemorates them. The Weisz family were Sinti, and travelled the Netherlands with their caravan. In early 1944, the family moved into shop premises in Zutphen. On 16 May 1944, the family was picked up and sent to Westerbork. Their seven-year-old son Zoni (1937) happened to be staying with an aunt that day. A couple of days later, he was picked up too and taken to the Assen train station, to be put on the ‘gypsy transport’ to Auschwitz. He managed to escape, but his parents, sisters and brother were murdered in Auschwitz.
Basic

Slide 1
THE DIGITAL LESSON
FILM CLIP

PREPARATION
It will generally take the pupils around one hour to read the comic strip. In order to start on digital lesson, the pupils must have finished reading the comic. You can watch the animated film in the digital lesson together with the pupils before they start reading the comic.

If you have any questions, do not hesitate to contact us at teachers@annefrank.nl

ASSIGNMENT READING IN FOUR SESSIONS
For some pupils, reading the whole comic book in one go can prove to be too much of a challenge. You can split the text in four parts and have them read these sections individually or in the classroom.

Part 1: pp. 7-22
The first part ends with a cliffhanger: the tragedy at the farm where main character Esther had to go into hiding.

Part 2: pp. 23-38
This section ends with the Hecht and Canter families on the train to Auschwitz, with Bob wondering ‘Are we there yet?’

Part 3: pp. 39-55
This part is set in Auschwitz. Out of the two families, Bob is the only one to survive. This section ends when Bob returns to the Netherlands, hoping to see his girlfriend Chaja again.

Part 4: pp. 56-61
In the last part, we learn how Bob fared after the war, and how Esther regained an important keepsake.

Slide 2
THE DIGITAL LESSON
FILM CLIP

WHO IS WHO
Because some pupils have trouble distinguishing between the main characters, particularly at the beginning of the story, you could refer them to pages 5/6, where the main characters are shown both in the past and in the present.

THE DIGITAL LESSON
We have developed a digital lesson to accompany the comic book and the workbook. The lesson offers additional information and helps teachers to discuss the assignments in the classroom. In this manual, you will find several references to the digital lesson. The digital lesson for The Search can be found online at http://edu.annefrank.org/TheSearch

The digital lesson focuses on the main characters, their roles, their choices and dilemmas. Interviews help the pupils to find out more about the dilemmas these people faced, and encourage them to reflect on the decisions they took at the time.

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On this site, you can order the comic books. In addition, you will find information about training sessions for teachers.

WHAT DO YOU THINK OF THE SEARCH?
In this section, pupils give their opinions about the comic strip and learn that the comic book is based on reality.

OBJECTIVES
- Pupils give their opinions about the comic strip and reflect on the emotions the story evoked.
- Pupils are aware that the comic strip is based on actual photographs and events (dozens of drawings are based on historical photographs).

1) Do you agree with them?
Asks for an opinion

2) What do you think?
Asks for an opinion

TIP
In spite of the fact that pupils nowadays are used to seeing shocking footage on television and the internet, it is important to pay attention to the impact that the history of the Holocaust may have on your pupils:
- divide the pupils in pairs, and instruct them to compare and discuss their answers
- discuss some of the answers in class.
3 = HJ (Hitlerjugend)
The purpose of the Hitlerjugend (HJ) was the complete transformation, indoctrination and Gleichschaltung of German youth to have them fit the purposes of the Nazis. Hitler: ‘My pedagogy is hard. What is weak must be hammered away. I want the young to be violent, domineering, undismayed, and cruel. The young must be all these things. They must be able to bear pain. There must be nothing weak or gentle about them. The free, splendid beast of prey must once again flash from their eyes. I want my young people strong and beautiful. That way I can create something new.’ (Hitler 1940, Quotations; Stahlman/Schiedeck 1991)

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‘The Law for the Protection of German Blood and German Honour’ prohibited all sexual relationships between Germans and non-Germans. In order to determine whether someone was German, the status of the grandparents was taken into consideration. Someone with three or four German grandparents was German. Someone with two German grandparents was a half-breed, and someone with only one or no German grandparents was not a German. Jews were no longer seen as part of the German ‘race’. They were passed on the Reichsparteitag in 1935. The Citizenship Act determined who was German and who was not. Germans were men and women of so-called German blood, who served their country through their actions.

‘The Law for the Protection of the Genetic Health’ determined that couples who wanted to get married had to undergo a medical examination in order to determine whether they would be able to produce genetically ‘suitable’ children.

5 = Because of all the broken glass
The Kristallnacht was the first major organised act of violence against the Jews since the German had assumed power in 1933. Several days before, the German diplomat Ernst Vom Rath had been shot to death in Paris by the seventeen-year-old Jewish boy Herschel Grynszpan. This caused Minister of Propaganda Goebbels to speak of an ‘international Jewish conspiracy’ against the German Reich. These accusations resulted in a supposedly spontaneous outburst of ‘popular wrath’. In Germany, Austria, and Sudetenland, over 7,000 Jewish shops were destroyed or damaged in one night, hence the name. 1,000 to 2,000 synagogues were destroyed, an estimated number of 100 Jews were murdered, and thousands of Jews (estimates run to 30,000) were deported to concentration camps. After the Kristallnacht, the anti-Jewish measures in Germany were tightened. A large number of Jews tried to leave the country.

6 = February Strike
At the beginning of 1941, the harassment, threats and violence against Jews in Amsterdam increased. In a fight with a Jewish assault group, a Dutch Nazi was killed. On Saturday 22 February 1941, 427 Jews were picked up in retribution. Many non-Jewish citizens of Amsterdam were angry. A general strike broke out that spread rapidly. The Germans succeeded in putting down the strike within two days. Shots were fired at the strikers. Four strikers were executed, 22 others were imprisoned, and 70 strikers were fired. Amsterdam was fined a penalty of 15 million guilders. The so-called February Strike is commemorated every year on 25 February at the statue of the Dockworker at the Jonas Daniel Meijerplein in Amsterdam.
**Basic**

### Slide 4
**THE DIGITAL LESSON**

**ESTHER’S STORY**
In ‘Esther’s story’, pupils learn more about the realities of fleeing and hiding, and how Esther has come to terms with her traumatic experiences.

**OBJECTIVES**
- Pupils can express how Esther’s story affected them.
- Pupils understand that it was (and is) often hard for survivors to talk about their experiences.
- Pupils can relate to the dilemma of a victim (in this case: Esther), and express their opinion.
- Pupils are able to explain the importance of a tangible memory to people who have lost everything.
- Pupils have an insight into the chronology of the events in the comic strip.

**INFO**
You could tell your pupils that many survivors suppress their memories their entire lives, but that many of them, like Esther, feel the need to talk about them when they get older.

**A TOUGH DECISION**
‘I go to Professor Bouwer. They won’t get me.’

**TIP**
Discuss some other considerations that may have played a role in the decision to go into hiding:
- You had to have reliable, non-Jewish contacts
- You would need sufficient funds for food and board
- You would usually have to leave family members and/or friends behind
- The person in hiding, family members who stayed behind, and the helpers were threatened with horrible punishment by the Nazis

### Slide 5
**THE DIGITAL LESSON**

**BOB’S FIGHT IN AUSCHWITZ**
This section deals with the deportations and the horrors of the camps, as seen through Bob’s eyes. The role of the Jewish resistance is covered in the process. In the digital lesson, the pupils get to see 5 drawings and 5 words. Which word matches which drawing?

In the ‘True story’ section of the digital lesson, a slideshow presents the consequences of the Wannsee conference. The developments that resulted in the atrocities committed in the camps are discussed briefly.

In the comic strip, Bob returns to Amsterdam. In reality, such a return was very complex and difficult. The return of the Jews is also discussed in the ‘True story’ section of the digital lesson.
OBJECTIVES
- Pupils are able to express how Bob’s story affected them.
- Pupils can explain why the Jews sometimes rebelled against the violence, the humiliations and the persecution.
- Pupils are able to link some concepts to drawings from the comic book.
- Pupils are able to explain how prisoners in the camps helped each other.
- Pupils understand that prisoners often had little choice in what happened to them.

Slide 6
THE DIGITAL LESSON

In the digital lesson, attention is paid to other victims of the Second World War. In film clips, pupils get to hear the stories of Stefan Kosinski and Zoni Weisz.

OTHER VICTIMS
In the digital lesson, two other stories are touched upon. One story is about Stefan Kosinski, who was gay, and who was persecuted in the Second World War because of his sexual orientation. In the section on ‘other victims’, pupils are introduced to his story and the way he was interrogated.
Slide 9
THE DIGITAL LESSON

The digital lesson contains an audio clip about Louisa Steenstra’s motives. After listening to the clip, the pupils can work on an assignment that will help them discover the various motives. It can be found in the section ‘Barend’s help’.

BAREND’S HELP

WHY DID THEY HELP?
In this assignment, pupils look into the motives people had for helping Jews.

OBJECTIVES
Pupils can explain why someone (Barend in this case) would help Jews, and are able to give their own opinion on the subject
- Pupils can state reasons for helping and for not helping
- Pupils are capable of recognising the essence of a quote
- Pupils can give an example of how they helped someone and describe their motives for doing so

TIP
The issue of ‘helping or not helping’ is well suited to role playing. Divide the pupils into groups of 3 or 4. Esther is on the run and looking for a place to hide. She can stay the night with a family of religious farmers. After Esther has gone to bed, the man and wife discuss what they will do. Can Esther stay or not? Have the pupils list the possible motives and act them out in a discussion between the farmer and his wife.

TIP
Explain to the pupils that only a small part of the non-Jewish Dutch population helped the Jews to hide. Common motives were: helping acquaintances, political convictions (often socialist or communist, and therefore anti-Nazi), or religious beliefs, particularly in the Netherlands.

TIP
Have the pupils reflect on the options people have in a war situation. They will often jump to conclusions such as ‘Of course, I would have helped.’ Confront them with the complexity of the issue and the underlying motives. It is, however, important to be careful when comparing the past to the present. Be sure to look at the differences as well as the similarities.

Some differences:
- Helping was extremely dangerous
- Most people did not know that the Jews were being murdered in the camps
- Because of the anti-Jewish propaganda, many people had negative opinions about Jews

Some similarities:
- It is still easier to help people you know than strangers
- Some people still help others because they feel that others are treated unjustly
- Some people still help others because they don’t know how to say ‘no’
Slide 10
THE DIGITAL LESSON
The digital lesson presents a situation with different roles. The drawing shows a victim, a perpetrator and two bystanders. The pupils have to recognise these roles and describe what they see.

THEY SAW IT HAPPEN
WHY HELP?
The majority of the Dutch population kept their distance from the persecution of the Jews, consciously or otherwise. In this assignment, the pupils learn about the spectators (often called bystanders) and their motives for not acting.

OBJECTIVES
- Pupils can express how they feel about the bystander in the drawing
- Pupils can identify the bystanders in a specific situation
- Pupils can link motives to the statements from the bystanders in the picture shown
- Pupils can explain to what extent they feel that bystanders are guilty too

TIP
The associations of the pupils may give rise to the following discussions: To what extent is a bystander responsible; is it cowardly to do nothing or just common sense and understandable?

THEY JUST STOOD THERE AND LOOKED ON
1) He is watching while a Jewish man is beaten up and wonders why they do it
2) He is watching too, and tells the other bystander that the Jewish man deserved what he got
3) A Nazi beating up a Jewish man
4) A Jewish man being beaten up
A No, number 2 is clearly a Nazi supporter ("they have it coming to them"), while number 1 seems to feel sorry for the Jewish man ("is that really necessary?").
B Asks for an opinion

TIP
You could offer the following motives to discuss why the bystanders did nothing: fear, hatred of the Jews, self-protection, egotism, powerlessness, cowardice, ignorance, indifference.

Slide 11
THE DIGITAL LESSON
This assignment can also be done within the context of the digital lesson. It is important to talk about the arguments put forward by the pupils. Why did they make certain decisions? And why is the participation of some people more heinous than that of others? Try to touch on these issues in class.

TIP
Ask the students whether they have ever been bystanders at an incident. Why didn’t they do anything and how did it make them feel?

WHO WOULD DO SOMETHING LIKE THAT?
This section is about the people who made the persecution of the Jews possible. In the comic strip, there are many perpetrators who, to a greater or lesser extent, collaborated in the murder of six million Jews. The pupils get to zoom in on their motives and (shared) responsibilities.

OBJECTIVES
- Pupils can explain how they feel about a perpetrator, in this case an SS guard at Auschwitz.
- Pupils understand how the persecution of the Jews was introduced one step at the time
- Pupils are able to distinguish between the motives of the perpetrators.
- Pupils are able to explain how the levels of responsibility of the perpetrators differed.

The perpetrators
INFO
Adolf Hitler
He was the brains behind the persecution of the Jews. No discussion.

Rudolf Höss
Höss knew and saw ‘everything’. He prided himself on the proper management of his Auschwitz. He would sometimes be affected by what he saw, and then go horseback riding to get rid of that unpleasant feeling.

SS soldier
‘An order is an order’ was the rule the SS elite troops lived by. They considered it their destiny and their job to do this work. Most (80%) of the SS soldiers who worked at Auschwitz were never sentenced.

Dutch police officer
To some extent, the police in the Netherlands were all involved in rounding up the Jews. Most of them were reluctant, but did not resist their orders. Non-cooperation would lead to their dismissal. They were law-abiding and compliant.

The engine driver on the train
‘I don’t care what happens to those people. At least, I get to make a little extra.’

The Holocaust could not have happened without the collaboration of countless civil servants, police officers, train personnel, etc. Most of these people collaborated, but not because they were Nazis or hated the Jews. They just did their jobs, didn’t think about it, or were indifferent to the fate of the Jews. Some of them went the extra mile, though. The train personnel on the trains to Westerbork, for instance. They collaborated because they were paid extra.

The police officer
‘I don’t have anything against the Jews, but I have to do what my boss says.’

Part of the Dutch police force actually helped picking up Jews. Their motives differed, of course. Many were just law-abiding. Some actively hunted Jews down (‘Jew hunters’), usually because they would receive a reward for every Jew they caught.

SS soldier in Auschwitz
‘They are the enemies of our people. I do as I have been told.’

The SS soldiers in Auschwitz left the dirty work to the prisoners who had been specially appointed: the kapos, block elders and Sonderkommandos. As a member of the SS, you were part of an elite. SS soldiers of every rank were steeped in the knowledge that the so-called German race was superior and that the Jewish people would have to disappear. Moreover, as soldiers they had learned that orders had to be obeyed.

Richard Heydrich
‘I hate the Jews. I want to have them all killed.’

Heydrich was the right-hand man of Himmler, the leader of the SS. He was a rabid anti-Semite and one of the highest-ranking people responsible for the persecution of the Jews. He was the chairman of the Wannsee Conference in January 1942 where the plans for the industrial extermination of the Jews were worked out in detail. He was killed in an attack in June 1942.