



M A S S I L L O N M U S E U M

<p>LESSON TITLE: Imagining a Better World: The Artwork of Nelly Toll</p> <p>GRADE LEVEL: 7th Grade</p>	<p>GROUPING OF STUDENTS: Individual & Pairings</p> <p>MATERIALS: Images of Holocaust victims prior to WWII, family photographs, pencils, colored pencils, paper, watercolor paints, paint brushes, and collage materials.</p>
<p>OVERVIEW:</p> <p>In this lesson students will explore the connections between their own family life and the lives of Holocaust victims. Before the Holocaust, many Jewish people lived happy and diverse lives in Europe, surrounded by family and friends. Students can look at images of families of those affected by the Holocaust to see their individual success and happiness before this tragedy.</p>	
<p>OBJECTIVES:</p> <ul style="list-style-type: none">• React to photographs of families of Holocaust victims taken before the tragedy.• Create artworks based on their research of these individual photographs.• Juxtapose their own family photos with those taken of Holocaust victims.• Communicate about photographs, and their ability to capture small moments of time.	
<p>OHIO LEARNING STANDARDS: Seventh Grade</p> <p>Social Studies History Strand Historical Thinking and Skills: 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values</p> <p>Geography Strand Human Systems: 13. Geographic factors promote or impede the movement of people, products and ideas. 14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.</p>	

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Fine Arts

Visual Arts

Creating (CR)

7.1CR: Explore influences on style and choice of subject matter.

7.2CR: Investigate organizational strategies to develop original ideas.

7.3CR: Practice visual fluency through the application of elements of art and principles of design.

7.4CR: Consider ethics when interacting with visual resources.

Performing (PE)

7.1PE: Demonstrate persistence and artisanship during the artmaking process.

7.2PE: Explore materials to design and create works of art.

7.3PE: Demonstrate artistic style through the use of the elements of art and principles of design.

7.4PE: Provide and receive feedback as part of exhibition practices.

Responding (RE)

7.1RE: Apply relevant vocabulary to define and describe works of art.

7.2RE: Design self-assessment techniques to inform goals within the artmaking process.

7.3RE: Interpret art by analyzing the characteristics of its context and media.

7.4RE: Connect various art forms to their social, cultural, or historical purposes.

Connecting (CO)

7.1CO: Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community.

7.2CO: Investigate cultural institutions that support lifelong engagement with visual arts.

7.3CO: Explore how personal experiences influence style and choice of subject matter.

7.4CO: Explore personal aesthetic beliefs.

English Language Arts

Writing Standards

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language

to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ACADEMIC LANGUAGE:

Holocaust: A tragic event where approximately 6 million Jewish people and thousands of other ethnic, cultural, and political groups were systematically killed by the Nazi regime, which was in power in Germany from 1933 to 1945.

Photograph: A reproduction of an image created with a camera, usually printed onto paper. Photographs were first developed in their modern form in the 1820s, and replaced painting and drawing as the preferred means of documenting people and events.

Juxtapose: To compare two objects that are placed close to each other. They may not be closely linked, but their placement creates a comparison between the two.

Watercolor: A method of painting used translucent pigments on paper.

Collection: A grouping of objects put together by a person or an organization.

Curator: Someone who collects and organizes objects based on specific characteristics and values.

PREPARATION:

Begin unit by talking briefly about the Holocaust, and Nelly Toll. It's important for students to know that each victim and survivor has their own unique story, which shaped their experience as a person.

Another important viewpoint to discuss is that while this tragedy seems centered in the Jewish community, it does not define Judaism as a religion or a culture. This group of people has existed for hundreds of years before this incident, and continues to exist in our communities today.

Give students several examples of images of families of Holocaust victims (you can find them using the web resources below), and discuss some of the artistic elements of the images. Choose one and talk about each person in the photo using the information provided. If there is no description, have students create an identity for each person in writing or in a discussion.

Students should independently choose a photograph from the Holocaust Museum photo archives, and find an image of their own family that is similar, or was taken in a similar situation. These will be the basis for their studio work.

Ask students to think about the elements of each photograph. Look at the small details and see how they compare. Who are the people in the photographs? What is their relationship to each other? When and where were they taken? What happened before and after the photographs were taken?

PROJECT:

Begin by asking students to recreate their family photo using any choice of media. Because students will be drawing from photos, it is important to have them plan their composition before they begin painting. Have students use their original family photo and begin to lightly sketch the objects, figures, and scenery in their image. This may take one whole class period. Sketches should be light so that the watercolors will cover up the pencil lines. Also consider using watercolor pencils for the initial sketching step, so that mistakes can be "erased" by adding more watercolor on top.

Next, students should add watercolor to their image, using light colors in larger areas first, and then mixing darker colors to add with a smaller brush. The students should take care to capture the facial expressions, gestures, and posture of their family photo. Encourage the

students to stop and think of the words they previously used to describe this scene before they began painting.

POST ACTIVITY:

Each student will interview another student about their watercolor painting artwork. Using the questions they asked in the initial exercise, they can put together a 1 to 2 minute presentation about their partner's work. Each student should present their partner's artwork to the class, describing the scene, the people, and identifying 3 main details. Students can then write a short paper comparing and contrasting relevant details of their photograph and the photograph of a pre-Holocaust, Jewish family.

WEB RESOURCES:

[Photo Archives at the US Holocaust Memorial Museum - United States Holocaust Memorial Museum \(ushmm.org\)](http://ushmm.org)