



MASSILLON MUSEUM

<p>LESSON TITLE: Imagining a Better World: The Artwork of Nelly Toll</p> <p>GRADE LEVEL: 8th Grade</p>	<p>GROUPING OF STUDENTS: Individual</p> <p>MATERIALS: Images of Holocaust victims prior to WWII, family photographs, pencils, colored pencils, paper, watercolor paints, paint brushes, and collage materials.</p>
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OVERVIEW:

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.

- OBJECTIVES:**
- 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.

**OHIO LEARNING STANDARDS:
Eighth Grade**

Social Studies
History Strand
Historical Thinking and Skills:
 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Human Systems:
 16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
 17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
 18. Cultural biases, stereotypes and prejudices had social, political and economic

consequences for minority groups and the population as a whole.

19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

Fine Arts

Visual Arts

Creating (CR)

8.1CR: Determine how the choice of media relates to the ideas and images in works of art.

8.2CR: Brainstorm, refine, and select solutions for original works of art.

8.3CR: Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea.

8.4CR: Analyze and apply what it means to ethically create and share works of art.

Performing (PE)

8.1PE: Apply artisanship when preparing and presenting works of art.

8.2PE: Select materials and techniques to independently create works of art.

8.3PE: Make aesthetic decisions using the elements of art and principles of design.

8.4PE: Collect personal works of art for a portfolio.

Responding (RE)

8.1RE: Build relevant vocabulary to describe and analyze works of art.

8.2RE: Differentiate between established criteria and personal goals throughout the learning process.

8.3RE: Distinguish visual characteristics related to the meaning of works of art.

8.4RE: Understand how cultural factors affect what contemporary artists create.

Connecting (CO)

8.1CO: Interpret how community context, beliefs, and resources influence works of art.

8.2CO: Research artistic professions of personal interest.

8.3CO: Discover how cultural differences impact personal perceptions.

8.4CO: Identify aesthetic choices within works of art.

English Language Arts

Writing Standards

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

a. Establish a clear thesis statement to present an argument.

b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the argument presented

Speaking and Listening Standards

Comprehension and Collaboration

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c.** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced

Presentation of Knowledge and Ideas

SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6: 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 the 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)