



MASSILLON MUSEUM

<p style="text-align: center;">LESSON TITLE: Imagining a Better World: Story Telling with Nelly Toll</p> <p style="text-align: center;">GRADE LEVEL: 9-12</p>	<p style="text-align: center;">GROUPING OF STUDENTS: Individual & Pairings</p> <p style="text-align: center;">MATERIALS: Pencils, paper, recording device, various art materials.</p>
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OVERVIEW:

During the Holocaust, people of Jewish faith and other groups were persecuted by the Nazi German army. Though these were horrible events, different individuals all experienced them in their own way. The reason we know about the atrocities of the Holocaust is because of the stories of survivors like Nelly Toll, and evidence created by poets, artists, and photographers. Every life experience from this event is valuable to our understanding of this tragedy.

- OBJECTIVES:**
- To interview a “survivor” from their own family or in their community about a trying event they faced in their life.
 - To use these interviews to inspire their own artwork.
 - To create an artwork that uses details to tell a survivor’s life story.
 - To use text and image in an artwork to help convey a strong meaning.

**OHIO LEARNING STANDARDS:
Ninth and Tenth Grades**

English Language Arts
Writing
Text Types and Purposes
W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Establish a clear and thorough thesis to present information.
- b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
- c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- d.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

Comprehension and Collaboration

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a.** Come to discussions prepared; having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views, clear goals and deadlines, and individual roles as needed).
- c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections considering the evidence and reasoning presented.

Presentation of Knowledge and Ideas

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Fine Arts

Visual Arts

HS Proficient

Creating (CR)

HSP.1CR: Evaluate various sources for visual reference.

HSP.2CR: Explore multiple solutions to artistic problems.

HSP.3CR: Identify visual literacy strategies as a means to communicate concepts.

HSP.4CR: Determine and apply what it means to create and share works of art ethically.

Performing (PE)

HSP.1PE: Determine appropriate levels of artisanship through persistence.

HSP.2PE: Demonstrate increasing skill with materials and techniques.

HSP.3PE: Integrate selected elements of art and principles of design to construct works of art.

HSP.4PE: Select works of art for a foundational portfolio.

Responding (RE)

HSP.1RE: Increase relevant vocabulary to describe and analyze components related to visual art.

HSP.2RE: Engage with self-assessment to set and monitor goals to document personal growth.

HSP.3RE: Utilize art criticism methods when responding to works of art.

HSP.4RE: Identify the relationships between community or cultural values and trends in visual art.

Connecting (CO)

HSP.1CO: Understand how works of art reflect diverse communities, viewpoints, and perspectives.

HSP.2CO: Recognize contributions of the visual arts in everyday life.

HSP.3CO: Examine personal and social contexts related to works of art.

HSP.4CO: Examine various aesthetic theories and visual culture.

HS Intermediate

Creating (CR)

HSI.1CR: Develop a practice of engaging with sources for idea generation.

HSI.2CR: Select the appropriate creative processes for potential solutions to artistic problems.

HSI.3CR: Explore visual literacy strategies as a means to develop individual communication.

HSI.4CR: Develop a practice of ethical use of visual resources.

Performing (PE)

HSI.1PE: Refine levels of artisanship while modeling persistence.

HSI.2PE: Apply and defend the selection of materials and techniques.

HSI.3PE: Organize the elements of art and principles of design to intentionally construct works of art.

HSI.4PE: Select, prepare, and present works of art for a portfolio.

Responding (RE)

HSI.1RE: Expand relevant vocabulary to analyze and interpret works of art.

HSI.2RE: Apply self-assessment and goal-setting practices to revise artworks and document personal growth.

HSI.3RE: Develop art criticism methods when responding to artworks.

HSI.4RE: Explain the relationship between cultures, communities, and artists.

Connecting (CO)

HSI.1CO: Explore how works of art can impact issues relevant to various communities.

HSI.2CO: Connect universal themes in the visual arts to personal life experiences.

HSI.3CO: Investigate emotional experiences through personal and collaborative artistic processes.

HSI.4CO: Compare aesthetic theory and visual culture to inform personal aesthetic development.

Eleventh and Twelfth Grades

English Language Arts

Writing

Text Types and Purposes

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Establish a clear and thorough thesis to present and explain information.

b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

g. Provide a concluding statement or section that follows from and supports the argument presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Speaking and Listening

Comprehension and Collaboration

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and

other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Presentation of Knowledge and Ideas

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Fine Arts

Visual Arts

HS Accomplished

Creating (CR)

HSAC.1CR: Utilize sources to conceptualize a personally relevant idea.

HSAC.2CR: Develop aesthetic and stylistic solutions to artistic problems through preparatory work.

HSAC.3CR: Expand visual literacy strategies to express personal meaning.

HSAC.4CR: Utilize practices that protect personal works of art from unethical use.

Performing (PE)

HSAC.1PE: Demonstrate skilled artisanship through persistence.

HSAC.2PE: Broaden the selection of materials and techniques while demonstrating technical skills.

HSAC.3PE: Use selected elements of art and principles of design to inform personal style.

HSAC.4PE: Determine criteria used in the personal selection of works of art for an accomplished portfolio.

Responding (RE)

HSAC.1RE: Apply relevant vocabulary to interpret and evaluate works of art.

HSAC.2RE: Refine self-assessment and goal-setting strategies to understand progress and prioritize steps for improvement.

HSAC.3RE: Use art criticism methods independently when responding to works of art.

HSAC.4RE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

Connecting (CO)

HSAC.1CO: Articulate evidence of how works of art impact communities.

HSAC.2CO: Assess the impact of advocacy in the visual arts personally and professionally.

HSAC.3CO: Analyze the personal impact of art experiences.

HSAC.4CO: Develop a personal philosophy of art based on aesthetic theory and an understanding of visual culture.

HS Advanced

Creating (CR)

HSAD.1CR: Utilize multiple sources to establish a central theme for a body of work.

HSAD.2CR: Determine potential solutions for artistic problems with independence and purpose.

HSAD.3CR: Synthesize visual literacy strategies to fluently communicate meaning.

HSAD.4CR: Defend the ethical incorporation of visual resources in personal works of art.

Performing (PE)

HSAD.1PE: Initiate sophisticated levels of artisanship through self-motivated persistence.

HSAD.2PE: Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.

HSAD.3PE: Shape a body of work with independently selected elements of art and principles of design.

HSAD.4PE: Justify the selection of individual pieces for a portfolio of cohesive work.

Responding (RE)

HSAD.1RE: Utilize relevant vocabulary to interpret, evaluate, and defend works of art.

HSAD.2RE: Provide evidence of self-assessment and goalsetting throughout the production of artworks.

HSAD.3RE: Develop a personal art criticism method to defend the merits of works of art.

HSAD.4RE: Justify how individual artists impact cultural developments.

Connecting (CO)

HSAD.1CO: Develop strategies for artmaking that impact communities.

HSAD.2CO: Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts.

HSAD.3CO: Predict potential impact and responses to works of art based on contextual considerations.

HSAD.4CO: Defend a personal philosophy of art based on aesthetic theory and visual culture.

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 using 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:

Teachers should 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. Show students examples of Holocaust survivor talks, either using the Holocaust Museum's website, or looking up videos online. Choose one that your group of students will be able to understand easily, and has a strong narrative. Discuss with students how the events in the survivor's story happened, and what each detail meant in that situation.

PROJECT:

Each student will need to contact a survivor of the Holocaust in their local area, a Holocaust historian, or watch a survivor tell a story through an internet video for this activity.

While watching or interviewing, each student should answer questions such as:

What is your strongest memory of your experience?

What was the most important thing someone told you during the experience?

Describe what a typical day looked like during this time in your life.

What things gave you hope for the future?

Students will then brainstorm 3 more important questions to ask their interviewee, or to answer from a videotaped speech.

Teachers will demonstrate to students the different ways to add text into an artwork. Students can choose to incorporate drawn letters, collaged letters, stamped letters, calligraphy, or computer-generated text for this assignment as is appropriate to your course. Each student should pick a specific phrase or comment they found to resonate from their personal contact with

a Holocaust survivor, or a video of a speaker from the Holocaust. Brainstorm with that image, write it down, and think of 4-6 thumbnail ideas of how to create this idea as an artwork. It is strongly suggested that students use (where appropriate) text from the interview or video speech in their artwork to help convey this message. If students have not created thumbnails before, demonstrate how to create these small sketches, and in what format they should be.

Each student should complete their thumbnails, and then trade their quote or phrase with a partner. They and their partner will then create three "one minute" ideas for a piece without looking at their partner's thumbnails. After this, partners can trade back their ideas and compare, contrast, and discuss how best to complete their artwork.

If using this lesson for a specific skills course such as painting or ceramics, students may be limited to using the media involved in their course. Otherwise, the teacher may assign a particular media or scale appropriate to the requirements of their course. Give students several class periods (as appropriate) to complete this artwork. Because each student will be working from a different perspective, it is important for each student to be prepared with their question sheet and thumbnail preparations at each class meeting so the teacher can facilitate and give direction.

POST ACTIVITY:

Each student will interview another student about their artwork. 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 elements or materials used, how the artist depicted the emotions in the interview, and identifying 3 main details.

WEB RESOURCES:

[United States Holocaust Memorial Museum \(ushmm.org\)](http://ushmm.org)

[Oral History - United States Holocaust Memorial Museum \(ushmm.org\)](http://ushmm.org/oral-history)

<https://www.youtube.com/c/holocaustmuseum/search>