



MASSILLON MUSEUM

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

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

HS Beginning

Perceiving/Knowing (PE)

1PE: Examine and articulate the effects of context on visual imagery.

2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

3PE: Identify the relationship between community or cultural values and trends in

visual art.

4PE: Identify the factors that influence the work of individual artists.

5PE: Describe the role of technology as a visual art medium.

6PE: Describe the decisions made in the design of everyday objects.

Producing/Performing (PR)

1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory, and imagination.

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR: Explore multiple solutions to visual art problems through preparatory work.

4PR: Establish the appropriate levels of craftsmanship when completing artworks.

5PR: Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR: Identify and apply visual literacy as a means to create images that are personally expressive.

Responding/Reflecting (RE)

1RE: Explore various methods of art criticism in responding to artworks.

2RE: Identify assessment practices to manage, monitor, and document their learning.

3RE: Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

4RE: Investigate the role of innovative technologies in the creation and composition of new media imagery.

5RE: Identify and explain one or more theories of aesthetics and visual culture.

6RE: Identify various venues for viewing works of art.

7RE: Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

HS Intermediate

Perceiving/Knowing (PE)

1PE: Examine the context details of visual imagery and explain the social and cultural influences on the images.

2PE: Describe sources visual artists use to generate ideas for artworks.

3PE: Explore the relationship between community or cultural values and trends in visual art.

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

5PE: Explore the application of technology to the production of visual artworks.

6PE: Connect processes and decisions made in the design of everyday objects, environments, and communications.

Producing/Performing (PR)

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR: Generate a variety of solutions to visual arts problems through preparatory work.

- 4PR:** Establish and apply appropriate levels of craftsmanship to complete artworks.
5PR: Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.
6PR: Incorporate visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

- 1RE:** Apply methods of art criticism when discussing selected works of art.
2RE: Apply assessment practices to revise and improve their artworks and to document their learning.
3RE: Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
4RE: Explain the role of innovative technologies in the creation and composition of new media imagery.
5RE: Compare and contrast various theories of aesthetics and visual culture.
6RE: Identify the challenges various venues present to the creation of works of art.
7RE: Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

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.
- Establish a clear and thorough thesis to present and explain information.
 - 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.
 - 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.
 - 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.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 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

HS Accelerated

Perceiving/Knowing (PE)

- 1PE:** Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.
- 2PE:** Analyze and explain the factors that influence artworks.
- 3PE:** Compare and contrast the styles in artworks by artists of different cultures and historical trends.
- 4PE:** Explain how individual artists impact cultural developments.
- 5PE:** Investigate the influence of technology on visual art and its effects on their own works.
- 6PE:** Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.

Producing/Performing (PR)

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR: Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

4PR: Prepare artworks for display that demonstrate high levels of craftsmanship.

5PR: Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.

6PR: Expand visual literacy as a means to create images that advance individual expression and communication.

Responding/Reflecting (RE)

1RE: Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.

4RE: Respond to critical questions about the meaning and influence of new media imagery in our culture.

5RE: Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture.

6RE: Explain how a response to a work of art is affected by the context in which it is viewed.

7RE: Investigate and plan strategies for lifelong involvement and advocacy in the arts.

HS Advanced

Perceiving/Knowing (PE)

1PE: Interpret social and cultural contexts to develop personal meaning in visual imagery.

2PE: Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context.

3PE: Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods.

4PE: Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture.

5PE: Envision and explain how technology can impact visual art and literacy.

6PE: Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.

Producing/Performing (PR)

1PR: Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR: Use criteria to revise works-in-progress and describe changes made and what was learned in the process.

3PR: Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems.

4PR: Select, organize and prepare artworks for exhibition.

5PR: Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies.

6PR: Visually express complex concepts and meaning in their artworks.

Responding/Reflecting (RE)

1RE: Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.

2RE: Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.

3RE: Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.

4RE: Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.

5RE: Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.

6RE: Engage in discourse and express a point of view about issues related to the public display of works of art.

7RE: Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.

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>