

**Title:** Girl with Father  
**Series:** Gentleman Farmer - #4 of 5  
**Date:** 1943, Poland  
**Dimensions:** 5 3/8 x 7 11/16 in (13.5 x 19.5 cm)  
**Medium:** Paper, watercolor, graphite pencil  
**Location:** Nelly Toll Collection



A Jewish family walking down a street. Kalisz, Poland, May 16, 1935.

— *US Holocaust Memorial Museum*

“... In my pictures there was no war, no danger, no police, and no tears.”

—from *Behind the Secret Window*

## 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 Jewish and other families affected by the holocaust to see their individual success and happiness before this tragedy.

## Grade Level

This lesson plan is intended for students in 7<sup>th</sup> and 8<sup>th</sup> grade.

## Objectives

*Students will...*

- 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.

**Curriculum Links****ODE Standards:  
For Fine Arts...****Perceiving/Knowing****Grade 7 Visual Art Standards**

6PE Connect various art forms to their social, cultural or political purposes and include regional examples.

2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others.

**Grade 8 Visual Art Standards**

5PE Discover how culture, age, gender and background influence audience perception of art.

1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

2RE Explain and defend their artistic decisions using visual art vocabulary.

**For Social Studies...****7<sup>th</sup> grade****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.

**Materials Needed**

- Internet connected computer or tablet
- Images of holocaust victims before the event
- Pencils
- Paper
- Colored Pencils
- Watercolor paints
- Brushes
- Collage Materials
- Family Photographs (digital or analog)
- Student's preferred art materials

**Academic Language*****HOLOCAUST***

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 ruled German from 1933 - 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 1820's, and replaced Painting and Drawing as the preferred means of documenting people and events.

***JUXTAPOSE***

To compare two objects which are placed close to each other. These things 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.

*The comparative analysis of the two photographs in this lesson can help students to understand the human aspects in this tragedy.*

**8<sup>th</sup> grade**

### **Historical Thinking and Skills**

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

*The comparative analysis of the two photographs in this lesson can help students to understand the human aspects in this tragedy.*

### **Human Systems**

16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

*Looking at and comparing photos of Holocaust families can help break down prejudices about holocaust victims.*

### **Common Core**

#### **For English Language Arts...**

#### **7<sup>th</sup> /8<sup>th</sup> Grade Writing Standards**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## **Procedure**

### **Step 1: Introduction & Discussion Points**

Begin unit by talking briefly about the holocaust, and Nelly Toll. It's important for students to know what 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.

### **Step 2: Demonstrations and Process**

Each student will need two images, an image of a holocaust family, and an image of their own family. Hard copies of these are preferred in case of technology failure, and so the teacher may easily look at these images to offer guidance. Using the attached questions, students can begin to compare and contrast their two photographs. Have students answer these in complete sentences and give interesting details.

### **Step 3: Studio Work**

Begin by asking students to re-create 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

*Students can write a piece comparing and contrasting relevant details in a photograph of their family, and a photograph from a pre-Holocaust, Jewish family. Think about clothing, facial expressions, and the surroundings where the photos were taken.*

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.

## Evaluation

Each student will interview another student about their watercolor painting artwork. Using the question sheets they filled out in the initial exercise, they can put together a 1-2 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.

Name _____ Family Portrait Student Evaluation		[10] Excellent	[9-8] Strong	[7-6] Expected	[5-2] Emerging	[1-0] No Evidence
<b>STUDIO/ CREATING</b>	Student is able to create a scene that includes details about their family, and the event that took place in the photograph on which the painting is based.					
	Student uses good painting technique to produce their artwork, showing precision with watercolors and evidence of dark and light values.					
<b>CRAFT</b>	Paintings are clear and not ripped, smudged or smeared.					
<b>CURATION</b>	Student is able to speak clearly about their partner’s artwork, the figures in it, and the artists’ intention of the piece for 1-2 minutes.					

## Idea Generator

	<b>Your Family Photo</b>	<b>Holocaust Family Photo</b>
List 6 interesting details about the photograph		
Who are the people in the photograph?		
When and where was this picture taken?		
What events happened before this photograph was taken?		
What events happened after this photo was taken?		
Describe the family in the photograph. What are their relationships to each other?		