

Talking With Mother in Green Salon

Series: The Doctor - #5 of 5

1943

7 3/4 x 10 7/8 in (19.5 x 27.5 cm)

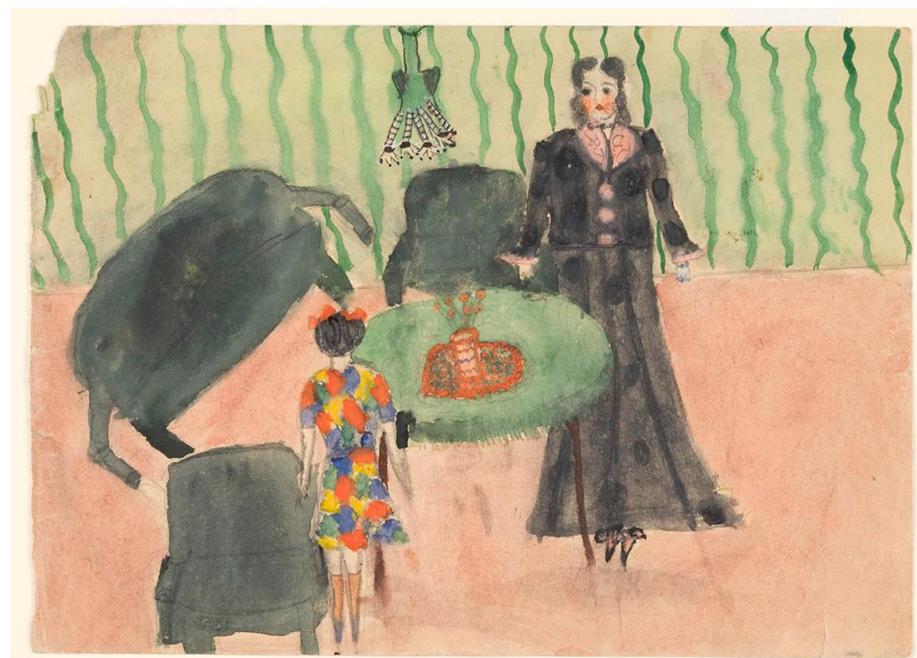
Paper, watercolor, graphite pencil

Nelly Toll Collection



Page from the diary of Peter Feigl, a Jewish child hidden in the Protestant village of le Chambon-sur-Lignon. Le Chambon-sur-Lignon, France, 1942-1943.

— US Holocaust Memorial Museum



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.

Grade Level

This lesson plan is intended for students in grades 9-12.

Objectives

Students will...

- Interview a “survivor” from their own family or in their community about a trying event they faced in their life.
- Use these interviews to inspire their own artwork
- Create an artwork that uses details to tell a survivor’s life story.
- Use text and image in an artwork to help convey a strong meaning.

“...[M]y Memory of how we survived has left me. I could not keep my *notaki* during this time, could not record the cruelty and deprivation that were all around us...”

—from *Behind the Secret Window*

Curriculum Links**ODE Standards:
For Visual Arts...****Perceiving/Knowing****Intermediate Standards**

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

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

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

2RE Apply assessment practices to revise and improve their artworks and to document their learning.

For Social Studies...**World History: Achievements and Crises (1900 – 45)**

16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.

Interviewing or watching a holocaust survivor speak can help students gain a more intimate understanding of the atrocities that took place during the Holocaust Crisis.

Materials Needed

- Internet connected computer or tablet
- Copies of Interview Question sheet
- Pencils
- Paper to create thumbnail drawings
- Tape recorder or digital recording device
- Access to holocaust survivor videos
- 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.

**Common Core
For English Language Arts...**

Informational Texts

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

In their interview or viewing of survivor witness accounts, students may come across many unfamiliar words. Students can use the “common definitions” sheet found in the “educational materials” section of the Massillon Museum website to find these meanings, and compare them to the connotative meanings in the actual interview.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Conducting an interview with, or viewing a video of a primary source could be a way for students to begin research based writing.

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.

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 that survivors story happened, and what each detail meant in that situation.

Step 2: Demonstrations and Process

1. 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 a majority of the questions below in the “Storytelling” worksheet attached to this activity. Use the question on the sheet and have students create 3 more important questions to ask their interviewee, or to answer from a videotaped speech.
2. 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.
3. Each student should pick a specific phrase or comment that 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 each to create these small sketches, and in what format they should be.

4. 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 partners thumbnails.
5. After this, partners can trade back their ideas and compare, contrast, and discuss how best to complete their artwork.

Step 3: Studio Work

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 during out outside of class time. Since 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 teach class meeting so the teacher can facilitate and give direction.

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 elements or materials used, how the artist depicted the emotions in the interview, 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
STUDIO/ CREATING	Student is able to create an artwork that captures the ideas and feeling of an interview or other experience with a holocaust survivor.					
	Student is able to effectively use text in their artwork to convey a strong meaning or emotion. Text is meaningfully placed and the method to create the text is appropriate.					
CRAFT	Artworks are clear and not ripped, smudged or smeared.					
CURATION	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.					

Interview Questions

Question	Answer
What is the strongest memory of your experience?	
What was the most important thing someone told (you) during the experience?	
Describe your daily life	
How did you keep going?/ What things gave you hope for the future?	