

Los Angeles Museum of The Holocaust Virtual Arts Project Lesson Plan Grades 7-12

The educational philosophy of Los Angeles Museum of the Holocaust is to teach Holocaust History using oral history and primary sources. This lesson is intended to engage your students in this important history through Holocaust survivor testimony and the historical context of the Holocaust to understand the past and build a more dignified future.

Overview: In response to the recent shift to digital education and #museumfromhome, Los Angeles Museum of the Holocaust has created additional virtual content for students and educators to meet the “Flexible Instruction” criteria.

Assignment: Students will watch a survivor speaker’s testimony from the Museum’s YouTube or Vimeo page and will then create a digital collage, object sketch, or 3D shadow box that reflects lessons and inspiration drawn from the survivor’s story.

Learning Outcomes:

- Gain a deeper understanding of the Holocaust and understand key events during the Holocaust as they relate to a survivor’s story.
- Understand the ways in which minority groups such as Jews were persecuted and how hate can lead to genocide.
- Identify the importance of oral history and the testimony of survivors.
- Use art as a tool for personal expression and to reflect and examine elements of history through the lens of a survivor’s story.
- Examine how thoughts and feelings can be transformed into artistic expression to reflect on the student’s own experiences.

Procedure:

Post and/or email the “Student Directions” and include the following attachments:

- “Student worksheet” pdf
- PowerPoint Presentation

About the Museum: Los Angeles Museum of the Holocaust is a primary source institution, one that commemorates those who perished, honors those who survived, and houses the precious artifacts that miraculously weathered the Holocaust. The Museum provides free Holocaust education to students and visitors from across Los Angeles, the United States, and the world, fulfilling the mission of the founding Holocaust Survivors to commemorate, educate, and inspire. Through engagements and education programs that value dialogue, learning, and reflection, the Museum believes that we can build a more respectful, dignified, and humane world.

To learn more about the museum and our mission watch this [video](#).

Introduction to the Holocaust

It is important that students are equipped with a foundational knowledge of the Holocaust, in order to understand the historical context and gain a deeper understanding and insight into the survivor's story. Below is a list of resources and links that students can access to learn more about the Holocaust. If time allows, students can also research more specific details related to a survivor's testimony, for example, the Holocaust as it relates to the country a survivor was from, a particular song or historical event mentioned in the survivor's story, or the place the survivor was relocated after the war.

Section I

Introduction to the Holocaust

Students will complete the following:

1. Click on the following [link](#) for an introduction to the Holocaust.
2. Answer the questions in section I of their worksheet – 'Introduction to the Holocaust'.

Section II

Holocaust Timeline and Key Events

Students will complete the following:

1. Review the timeline of key events of the Holocaust [here](#).
2. Complete section 2 of the worksheet - 'Holocaust Timeline and Key Events'.

Section III

Survivor Story

Students will watch one survivor testimony from the options below, and answer questions in section 3 of their worksheet – 'Survivor Story':

1. Los Angeles Museum of the Holocaust Short student-made films of survivors' testimonies, click [here](#).
2. Los Angeles Museum of the Holocaust longer testimonies can be found [here](#).
3. For full survivor testimony on USHMM testimony archive, [click here](#).

Interview a Family Elder

Students will interview someone from their family or community that is an elder, for example a grandparent, and write about their life in section III of their worksheet – 'Interview an Elder in your life.' Questions for students to consider can be found in section 3 of the student worksheet.

Section IV

A Closer Look at Primary Sources

For this activity, students can work together in pairs (virtually) or alone if they prefer,

1. Students are to research 3 primary sources related to the survivor's story they viewed. These sources can be related to where the survivor was from or where they traveled to, objects they mentioned that were of importance to them, or significant moments or events from their story.
2. For example, for survivor Paul Kester, students have researched primary sources related to Kristallnacht, the Kindertransport, and life in Germany before the Holocaust. Students can use the Museum's archives found [here](#) or United States Holocaust Memorial Museum's archival collection found [here](#).
3. Once students have found 3 primary sources, they should answer the reflective questions found in section IV of their worksheet – 'A Closer Look at Primary Sources'.

Object Share

Sharing of personal narratives within a broader historical context is the foundation of the Museum's educational programming and serves as a basis for teaching Holocaust history and relaying the valuable lessons learned. For this activity, students will choose an object that is important to them in terms of their personal and/or family story and share it virtually with the class. You can choose a date that works and gather your class virtually to have students take turns sharing their objects. In the past, participants have showed everything from a baseball bat that a grandparent used in his professional baseball career to a final piece of art painted by a loved one. Questions for students to consider can be found in section 4 of the student worksheet.

Section V

Sharing Hope

During times of uncertainty or adversity, people have demonstrated they can overcome these struggles through maintaining hope and resilience. Students will watch messages from Holocaust survivors on the Museum's Vimeo page [here](#). Hearing stories of hope, resilience, and determination can give us the strength we need to continue to support ourselves and our community. Students will then answer questions in section 5 of their worksheet – 'Sharing Hope.' Their message of hope should also be incorporated into their artist's statement.

Section VI

Art Project

Students can choose from options 1-3 for their art project. All artwork should include an artist's statement, which students should complete and send back to you via jpeg. Please share the attached PowerPoint with students for detailed instructions and examples of how to create their art piece.

Option 1:

Students will work on an art project of their choice and create their own virtual gallery presentation with the class.

- Students can work on a collaborative online collage. Please have students choose from one of the following options to create their digital collage: [Adobe Spark](#), [Google Drawings](#), or [Canva](#). Students can click on the application of their choice to create an account and to create their collage. All of these are free and each has free download options. Please download as a jpeg.
- This can be done individually by each student and then once completed the class can create a larger collage by piecing their images together. I suggest doing this through Google Drawings. Alternatively, students can collaborate on one document to create a class collage as a group.

Option 2:

- Alternative options include object sketches and assemblage pieces. Detailed instructions can be found in the attached PowerPoint.
- Students can upload pictures from their phone to share their artwork in our virtual gallery presentation or via social media.

Artist's Statement

Each student is required to create an artist's statement to go along with their finished artwork. Statements should include the following:

- Title (of artwork)
- Student's name
- Description of art piece: What does it look like, what media (paint, colored pencil, etc.) did the student use to create it?
- What inspired the student to make this piece? Were they inspired by an artist, someone's story or something they saw in nature?
- Does their piece have a message? What are they trying to say with this piece?
- What is their hope for the future? How did they incorporate this into their art piece?

Virtual Gallery Instructions (Optional)

Students can exhibit their artwork as a class by sharing photos of their art digitally, including a brief explanation of their pieces and thought process behind them. Ensure that students submit their artwork to you as a jpeg file and include an artist's statement with their artwork. You can compile all of your students' artworks and artists' statements and send it to me in jpeg form. I will upload your students' work and artist's statements into a virtual gallery. Once this is complete, I will share a link to the gallery on our website.

Please send your emails to Lisa Weissman at lweissman@hmla.org.

Share Students' Art on Social Media:

Ask students to share your creative class collage or their art work on social media or acts of kindness they are doing/seeing in their community with #museumfromhome, #lamothatathome, #shareourstories They can also tag us at: #neverforget, #holocaust, #museum, #education, #survivors, #LAMuseum, #testimony, #memorial

Practice Zachor (Practice Taking Action):

In the Jewish tradition, there is a command to learn about the past, called Zachor (“remember”). Zachor is not just about memory, it is also about positive action to make the world a better place. Think about Zachor and the idea of taking positive action in your community for a moment. Are there any ways that you feel you make positive changes in your community?

Additional Online Holocaust Education resources:

Los Angeles Museum of the Holocaust:

[Teacher guides](#)

[Recommended Books and Films About the Holocaust for Students and Teachers](#)

United States Holocaust Memorial Museum:

[Online Teaching Resources](#)

Yad Vashem:

<https://www.yadvashem.org/education.html>

California State Standards:

CA History-Social Science Standards: Grades 6-12

Including: Ancient worlds, European history, American history and political science and analysis skills standards.

CA Language Arts Standards: Grades 7-12

Including: Word analysis and vocabulary development, reading comprehension, and literary response and analysis skills standards.

CA Visual Arts Standards: Grades 5-12

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.

CREATING—Anchor Standard 3: Refine and complete artistic work.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Common Core:

Speaking and Listening Standards Grade 5-12

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.