

## Los Angeles Museum of The Holocaust

### Virtual Arts Project Lesson Plan Outline Grades 4-6

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

**About the Museum:** Los Angeles Museum of the Holocaust is a primary source institution that commemorates those who perished, honors those who survived, and houses the precious artifacts that withstood 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 engagement and educational 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](#).

**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 in order to meet Flexible Instruction criteria.

**Assignment:** Students should begin by watching a survivor speaker's testimony from the Museum's YouTube or Vimeo pages. Then, drawing from the survivor's story, students should create an artistic reflection piece in the form of digital collage, object sketch, or 3D assemblage box that connects the survivor's experience and identity to their own.

#### Learning Outcomes:

- Understand the dangers of bias and prejudice.
- Understand the ways in which minority groups such as Jews were persecuted in the Holocaust and how prejudice can lead to identity-based violence and genocide.
- Identify the importance of oral history and the testimony of survivors.
- Examine Holocaust history through the lens of a survivor's story.
- Recognize how artistic expression can be used as a tool to reflect on the student's own experiences.

#### Procedure:

Post and/or email the "Student Directions and Worksheet" to students and include the following attachments:

- 'Artifact Observation' document
- KWL Chart
- 'Art Project Directions' PowerPoint

## Section I

### What I Know, What I want to Know, What I Learned:

Meet with your class virtually and fill in the 'What I Know' and 'What I Want to Know' sections of the KWL chart. This is a good time to gauge your students' level of understanding about the Holocaust, as well as their understanding of any background text(s) or coursework on the Holocaust that you have engaged with. The Holocaust is a vast and complex history which should be introduced in diverse ways for different grades. This lesson will focus on using Holocaust history to understand the dangers of prejudice and bias.

After students have completed the 'Overview of the Holocaust' activity below, gather students virtually again and have them complete the 'What I Learned' column of the KWL chart.

### Overview of the Holocaust

Review brief introduction of the Holocaust with students. There is a short overview on the student worksheet.

It is important that students are equipped with basic knowledge of Holocaust history before hearing from a survivor. This will help them contextualize the oral history. Below is a list of resources that you can share with students as a class or as an individual activity if needed.

Have students complete the timeline activity by having them click on this [link](#) for a timeline of the Holocaust. Students will complete the activity around key dates in section I of their worksheet.

**Complete KWL Chart:** Have students complete the 'What I Learned' column of the KWL chart.

## Section II:

### Survivor Story

A Holocaust survivor is someone who lived through the Holocaust, during which approximately 6 million Jewish people were murdered. Therefore, each experience of survival is different. Holocaust survivor testimony and oral history are essential components of Holocaust education and remembrance, as they personalize the history for students and allow them to form personal connections and relationships with survivors.

Students will watch one of the suggested survivor testimonies (links provided on the worksheet). Section II of the worksheet includes suggested questions for students to answer. You can ask students to write down what they think, feel, learn, remember while watching the testimony.

## Section III:

### Connecting Symbols, Heritage, and Objects

This section will allow students to explore the ideas of heritage and symbolism that can be found in everyday objects and historical artifacts. In completing this activity, students will learn that identities are formed through a rich and diverse variety of influences and sources.

### A Closer Look at Primary Sources

For this activity, students can work together in pairs or individually.

1. Students will observe and make inferences about an artifact from the museum's archive using the attached document titled 'Artifact Observation' and then answer questions in section III of their worksheet 'A Closer Look at Primary Sources' part 1.
2. Next, students will review page 2 of the 'Artifact Observation' document to learn about the object and its history. They will then answer the reflective questions in section III 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. Choose a date to gather your class virtually and have students take turns sharing their objects. In the past, participants have shown 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 III of the student worksheet.

## Section IV:

### Hopes for the Future:

The Nazis' systematic, mass murder of the European Jews, known as the Holocaust, left a large impact not just on history, but also on the minds and hearts of those who suffered from the atrocities. Victims of the Holocaust experienced dehumanization, violence, extreme trepidation, loss, and torture both on the physical and psychological levels. Each victim of the Holocaust experienced and reacted to the brutality in different ways. Their psychological dispositions, situations, and coping mechanisms contributed to their resilience and survival. In order for students to learn important messages of hope from survivors, we created a short video compiling different messages of resilience from survivors.

Students will watch messages from Holocaust survivors in our community on our Vimeo account [here](#). Hearing stories of hope, resilience, and determination can give us the strength we need to continue to support ourselves and our communities. Students will answer questions in section IV of their worksheet. Their message of hope may also be incorporated into their artist's statement.

## Section V:

### Art Project

Students will create an art piece of their own out of one of the following choices: digital collage, paper collage, object sketch, or an assemblage box. Many artists use art to encourage contemporary audiences to remember and reflect on history, personal journey, trauma, and resiliency. Art as a medium helps us to express ourselves and create stories that inspire others. We can communicate our emotions and thoughts through various artistic processes. Students' art pieces can become vessels for expressing feelings such as fear, sadness, hope, anger, joy, etc. Students will see the attached PowerPoint for detailed instructions on how to create one of these art pieces and answer the questions in section V of their worksheet.

### Artist's Statement Instructions

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? Something they saw in nature?
- Does their piece have a message? What are they trying to say with this piece?
- What hope is there 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 processes behind them. Have students submit their artwork to you as a .jpeg file, accompanied by their artist's statement. Compile all of your students' artworks and artists' statements and send them to me in .jpeg form. I will upload your students' work and artists' 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](mailto:lweissman@hmla.org).

### Share Student 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, #lamoathathome, #shareourstories They can also tag us at: #neverforget, #holocaust, #museum, #education, #survivors, #LAMuseum, #testimony, #memorial
- Practice Zachor (Practice Taking Action) – Encourage students to take action in their community.

- 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. Students should think about any ways they can make positive changes in their 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 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:

CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RH.9-10.2, CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.SPEAKING AND LISTENING 3–12 K–6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners. 6.4 Present claims and findings, using pertinent descriptions and details. 9–12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own. 9–12.4 Present information, findings, and supporting evidence.

CCSS.ELA-LITERACY.SPEAKING AND LISTENING.3–7 (cont.) 3–7.1 Participate in collaborative conversations with diverse partners. Language. 3–7.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.