



UK-JHF Lesson

University of Kentucky-Jewish Heritage Fund
Holocaust Education Initiative

Lesson Title:

Analyzing the Legacy of the Holocaust Through Art

Lesson Overview

Suggested Grade Level	8th Grade-10th Grade
Time Required	6-8 Hours
Subject	Art Analysis & Art Creation
Relevant Courses	English Language Arts or Visual and Performing Arts
Kentucky Curriculum Standard(s) Addressed	<p>RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>C.9-10.2: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p>
Summary/Rationale	Students will be able to analyze how a piece of art conveys a message. Students will synthesize their learning about the Holocaust into their own piece of art, poetry, or music.
Featured Materials/Content	Harvard Project Zero's Thinking Routines Art Analysis Assignment
Essential Questions	<ul style="list-style-type: none">• What is a person's legacy?• How does learning about the Holocaust change us?• How do artists convey ideas to an audience?
Learning Outcomes	<p><i>After this lesson, students will be able to . . .</i></p> <ul style="list-style-type: none">• Explain how themes are developed in visual art.• Cite evidence from art to support their analysis.• Develop their own messages to communicate to a specific audience through art.• Explain how their thinking has evolved during a unit about the Holocaust.• Justify their artistic decisions with evidence from their work and the works of other writers.
Teacher Planning and Research	<ol style="list-style-type: none">1. This lesson should follow any context building or literary analysis of Holocaust literature previously done by students in the classroom. Here, students will

	<p>synthesize their learning about the Holocaust through the creation of their own work of art, music, or poetry.</p> <p>2. Consider gathering art supplies ahead of teaching this lesson for your students to use, like cardboard, cereal boxes, paint, construction paper, etc.</p>
Lesson Created By	<p>Tiffany Carson-Givan, Leestown Middle School <i>Fayette County</i></p>

During the Lesson

Instructional Sequence

1. Introduce Art Analysis Material and Foster Student Conversation:

Begin with slides 2-7 of the [Class Slides: Art Analysis Sequence](#). These slides serve as an introduction to art analysis and provide some additional context-building about the Holocaust. Slides 2-4 ask students to provide responses to prompts. After you've given between 5-7 minutes of think-time for each slide, conduct a class discussion of student responses. These discussions could be whole group or small group discussions. Slides 2-4 can most likely be conducted in one class period.

2. Students Practice Material:

Slide 5 guides students through individual art analysis. Students should access the links provided on that slide and then complete the [Individual Practice: Holocaust Art Analysis](#) assignment.

3. Students Share Assignments Together:

After you've given ample time, either in class or for homework, for students to complete the assignment, conduct a sharing session using the directions provided on slide 6. The directions call for students to share with one peer, but you may find it beneficial to place students into groups of 3-4 so that students can see interpretations of multiple pieces of art.

4. Reflect On Art's Connection to the Holocaust:

Slide 7 gives students some process time to consider the impact of analyzing art about the Holocaust. Give students time to write an initial response and allow them to share their reflections with their peers.

5. Directions on Art Creation:

Slides 8-11 guide students through the directions of the creation of their own art piece. Give students 3-5 minutes to read the directions on slide 8. Then have students pose questions that they have about the project. Ask students to share their questions and answer them in a whole group setting.

6. Art Analysis:

Slide 9 allows students to analyze work created by other students their age. Have students work individually or in pairs to analyze the artwork using the ALoU analysis strategy listed in the slide.

7. Class Discussion:

After students analyze at least one student product, discuss each piece as a whole class. Be sure to emphasize to students that they have a variety of choices of media to choose from and that they should

play to their strengths. You may want to research additional digital art creation tools to help students feel more comfortable.

8. Group Formation:

Slide 10 gives students the option to choose whether to work alone or in a small group. Set limits with your students on group size (3-4 is typically best). Give your class time to negotiate the groups, or have students submit who they would like to work with and organize the groups yourself; choose what works best for your classroom.

9. Art Creation:

After students have made the decision about group or individual project creation, give students ample time to construct their pieces in class. Consider polling students to see how much time they'll need. Emphasize that students' work should not just summarize any of the pieces that they've read or watched during the Holocaust unit but should instead convey a specific message connected to the unit's essential question.

10. Exhibit of Artwork:

When students have finished their pieces, consider having groups share with the class. Find a place in your school or classroom to hold an exhibition.

Assessment(s)

- [Holocaust Art Analysis](#)
 - This is a formative assessment to help students understand how artists process their experiences
- [Individual Brainstorming Sheet](#)
 - This should be a formative assessment to help students generate ideas.
 - Leave your students specific feedback to guide their artistic process and ensure they're addressing the standards assessed in the project
- [Group Brainstorming Sheet](#)
 - This is optional. If you'd rather students work individually, you can skip this step.
 - This should also be a formative assessment; check that students have addressed how they're dividing up the workload. Ensure that all students in each group are planning to contribute equally to the piece.
- [Final Art Project](#)
 - This is a summative assessment where students can synthesize their learning after studying the holocaust.

Links to Necessary Resources and Handouts

- [Slides for classroom instruction](#)
 - These are set up for use with Pear Deck but can be adapted for whatever mode you prefer to have your students respond during class discussions.
 - These activities will take between 5-10 days to complete depending on your students' needs
 - Creation of the final project itself will require additional time

Following Up and Additional Resources

Suggested Modification for Accommodation

- Instead of giving students freedom of choice for what mode of art to utilize, select one specific mode of art for students to explore (collage, watercolor, etc.) either in small groups or individually.
- Create sentence starters for each Art Analysis slide for students to use to help them analyze the art
- Provide art analysis word banks and encourage students to use as much of that vocabulary as they can in their writing and explanation.
- Add in a peer editing day using the ALoU strategy from the beginning, where students can receive feedback on their artistic pieces before the due date
- If you have students unable to overcome their intimidation of creating a piece of art, offer additional product options such as a piece of poetry, a speech, or an informative article.

Citations

Downing. "Critique." MRHS ART-DOWLING, <http://dowlingart.weebly.com/critique.html>. Accessed 25 June 2023.

Florida Center for Instructional Technology. "Art of the Holocaust." Florida Center for Instructional Technology, <http://fcit.usf.edu/holocaust/arts/art.htm>. Accessed 25 June 2023.