

Alicia: My Story
Lesson Plan for Chapter 19
“My Russian Prison”

TITLE: The Art of Escapism

GRADE LEVEL: High School - World History and Sociology

TOPIC: Child escapism in artwork during the Holocaust

RATIONALE:

Students will understand the importance of escapism for the children of the Holocaust and discover how these children carved out a place for themselves emotionally through their artwork.

INSTRUCTIONAL OBJECTIVE(S):

Students will be able to:

- Analyze and interpret artwork, writings, and poems from victims in order to understand escapism for children in the Holocaust.

NCSS THEME(S):

- Time, Continuity, and Change
- Individual Development and Identity

FLORIDA SUNSHINE STATE STANDARD(S):

SS.912.W.1

Utilize historical inquiry skills and analytical processes.

SS.912.W.1.3

Interpret and evaluate primary and secondary sources.

SS.912.A.6

Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

SS.912.A.6.3

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.H.1

Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912.H.1.2

Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.2

Respond critically and aesthetically to various works in the arts.

SS.912.H.2.3

Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

COMMON CORE STATE STANDARD(S):

CCSS.ELA-Literacy.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

INSTRUCTIONAL SEQUENCE & STRATEGIES	TEACHER TALK, CONTENT, AND STUDENT PRACTICE
Materials	<p>You will need for this lesson:</p> <ul style="list-style-type: none"> - The included PowerPoint slides (see attachments) - Artwork and Poems created by victims in the Holocaust (<i>Collect artwork created during the Holocaust, not after, in order for students to understand how people escaped through their art during such a terrible time</i>) <p>Use these books and websites to collect the artwork for the students to examine in the lesson activity:</p> <p>Modern American Poetry. (n.d.) A Holocaust Art Exhibit. Retrieved April 20, 2014 http://www.english.illinois.edu/maps/holocaust/art.htm</p> <p>Rubin, S.G. (2000). <i>Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezín</i>. New York: Holiday House</p> <p>Volavková, H. (1993). <i>I never saw another butterfly: Children's drawings and poems from Terezín Concentration Camp, 1942-1944</i>. New York: Schocken Books.</p>
Preparations	<ul style="list-style-type: none"> - Become familiar with the idea of escapism, and collect the appropriate materials before teaching this lesson. - Teachers should have background knowledge of the Holocaust and life in the ghettos and concentration camps. - The students should have background knowledge of the events leading up to being forced to live in the ghettos. This lesson starts with life in the ghettos.

Attention-Getter	<ol style="list-style-type: none"> 1. Instruct students to sit down and write, non-stop for 5 minutes, about what is going on in their minds. 2. Tell them that this writing will not be collected or read by anyone. It is like a journal entry and the topic is open to anything.
Introduction	<p>After the students write for five minutes, instruct them to circle the key people / ideas in their writing. Have them read over their writings to themselves. They are by no means to share it with the class.</p> <p>- Teacher Talk:</p> <ul style="list-style-type: none"> - Think about what you wrote about? - How did you feel? - How does the writing make you feel? - Did you write about your stresses? Your worries?
Lecture	<p>PowerPoint:</p> <ul style="list-style-type: none"> - The PowerPoint uses the life in Ghettos as a starting off point for understanding sudden changes that the Jewish people went through. - <i>NOTE: The students need to have a clear understanding of the changes that were happening in the lives of the Jews. Review some of the changes that occurred before the Jews were forced to live in the Holocaust (ex: wearing of the stars, Kristallnacht, loss of rights)</i>
Activity: Examining primary sources	<ol style="list-style-type: none"> 1. Work in groups of 3-4 students and examine different pieces of work from children in the Holocaust 2. Reflect as a group what the children were escaping from and where they are escaping to. <ul style="list-style-type: none"> • What are they holding on to? • What is their meaning being the artwork? • What symbolisms do you see and/or read? • What is their message? • Think about why they were writing this? Did they expect someone to see their work? 3. The group will answer a minimum of two of the questions.
Closure	<ol style="list-style-type: none"> 1. Students will present their findings and discuss what they think about their reading / artwork / poem. 2. Finish with a reading from <i>The Diary of Anne Frank</i> (see PP slides 13, 14, 15) 3. Talk about holding on something and a little about her form of escapism. (Diary, escape into positive thoughts, writing)

<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> - Each student will be required to work in a group to discuss the primary source but are required to turn in a separate paper with his/her reflection. - <u>Reflection</u>: 1-2 paragraphs about the artwork they examined. - Students will answer two questions from PP slide 12 and write a personal reflection on what they interpreted from the artwork and how it made them feel.
<p style="text-align: center;">Extend the Lesson</p>	<ul style="list-style-type: none"> - Extend the lesson by teaching the students the aftermath of the Holocaust. Have them examine artwork, poems, paintings from survivors created many years after the Holocaust. - Questions to ask: <ul style="list-style-type: none"> - What are the similarities and differences between the artwork created during the Holocaust and the artwork created after? - How are people holding on to their emotions in their pieces? - Why would survivors continue to create works of art that remind them of terrible times? - What messages are the artists trying to tell us now? - Discuss feelings that could be associated with surviving (ex: survivors' guilt) - Listen to survivors describe their artwork after the Holocaust. - Compare the students' descriptions against theirs.

EXCEPTIONAL STUDENT/ENGLISH LANGUAGE LEARNER ACCOMMODATION:

- ELL students receive the PowerPoint slides in advance.
- *Preproduction and Early Production ELLs:*
 - Ask them to circle what they see and write a few words describing their thoughts.
 - Provide a word bank to work from and a dictionary
 - Have them work in pairs rather than larger groups.
 - This offers them more communication practice in a small and safe environment.
 - Reflections can be words or drawings describing what they thought about the artwork.
- *Speech Emergence and Intermediate Fluency ELLs:*
 - Have them work in groups of 3-4

REFERENCES & RESOURCES:

Bergen, D.L. (2009) *The Holocaust: A Concise History*. United Kingdom: Rowman & Littlefield Publishers, Inc.

Hollander, D & Y. (2005) *Echoes and Reflections*. United States: Anti-Defamation League, USC Shoah Foundation Institute and Yad Vashem

Modern American Poetry. (n.d.) A Holocaust Art Exhibit. Retrieved April 20, 2014
<http://www.english.illinois.edu/maps/holocaust/art.htm>

Religion and Ethics (2013) *Children of the Holocaust: their words, their worlds*. Retrieved March 3, 2014 <http://www.bbc.co.uk/religion/0/21043398>

Rubin, S.G. (2000). *Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezín*. New York: Holiday House

Teacher's Guide to the Holocaust (1997-2013) *The Voices of Victims*. Retrieved March 3, 2014 from <http://fcit.usf.edu/holocaust/arts/litvicti.htm>

Volavková, H. (1993). *I never saw another butterfly: Children's drawings and poems from Terezín Concentration Camp, 1942-1944*. New York: Schocken Books.

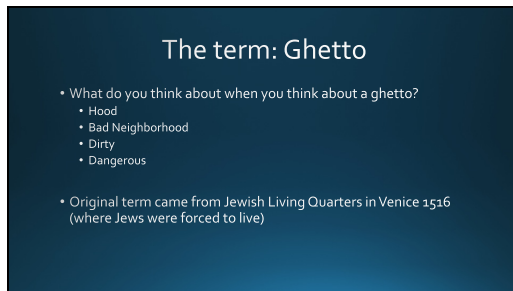
ATTACHMENT(S):

- PowerPoint slides

Slide 1



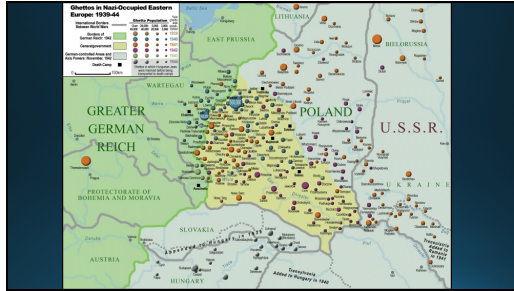
Slide 2



Slide 3




Slide 4



Slide 5

Life in the Ghetto

- Food was scarce
- No toilets, running water, sewage.
- Starvation
- No electricity at night
- Lice and Rats everywhere
- Suffered beatings
- Diseases like TB, Dysentery and typhus



Slide 6



Slide 7

A Sudden Change: Child's perspective

- What do you think is going on in a child's mind?
 - Forced to leave their homes and live in a new place
 - Living with multiple strangers in a room
 - They could not take everything they had
 - No privacy
 - Enclosed living community
 - Less food


What else can you think of?

- People getting sick and dying
- More responsibilities
- Dangerous tasks, smuggling food
- Change in family

Slide 8

Escapism

- What is it?
 - The tendency to seek distraction and relief from unpleasant realities, especially by seeking entertainment or engaging in fantasy.



Slide 9

When things get tough what do you do?

- Write
- Draw or Paint
- Play sports
- Workout
- Go for a bike ride
- Cry
- Sleep
- Exercise or dance
- Video games




- Go for a walk or run
- Go for a drive
- Talk to friends
- Dive into work
- Watch a movie
- Eat
- Lock yourself in your room
- Hide under the covers
- Play games

Slide 10

Children of the Holocaust

- How could a child process what is going on?
 - With so much limitation, what are the possibilities for escapism?



(L) Deportation of Jewish children from the Lodz ghetto, Poland, during the “Gehsperre” Aktion, September 1942.


(R) An emaciated child eats in the streets of the Warsaw ghetto. Warsaw, Poland, between 1940 and 1943.

Slide 11

Alicia

- Chapter 19 page 307


“We still had to carve out a place for ourselves, to fit somewhere, where we could live in dignity and freedom, like other human beings.”



Slide 12

Examining the Sources

- How did they?
 - Poems
 - Artwork
 - Journals/ Diaries
 - Stories
- Work in groups of 3-4 and exam the different pieces of work
 - Reflect as a group what the children were escaping from and where they are escaping to.
 - What are they holding on to?
 - What is their meaning being the artwork?
 - What symbolisms do you see and/or read?
 - What is their message?
 - Think about why they were writing this? Did they expect someone to read it?



Slide 13

Closure- Anne Frank

It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality.

It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical.

Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.



Slide 14

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death.

I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions.



Slide 15

And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more.

In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them!

The Diary of a Young Girl, eds. Otto H. Frank and Mirjam Pressler, p. 332

