

Centropa Lesson Plan

Lesson plan was elaborated by: *Anastasiia Belyaeva, Zaporizhzhia National University, Ukraine*

Lesson title: **Art and Resistance. Peter Ginz and 'Vedem'**

Subject: English Language (English for Specific Purposes: English for Art and Design)
(lesson plan can be used in integrated English and Art class, History lesson)

Target audience: undergraduates at university (1st or 2nd year students); high school pupils: 10th- 11th form

Number and length of unit: 80 min (or two periods of 45 min)

Abstract/ Summary:

The lesson introduces students to the art created by the persecuted Jews, namely teenagers, during the Holocaust. The lesson focuses on the use of drawings as the way to resist oppression and persecution. Students discover how drawings can help people face up to the harsh reality of life in a concentration camp. Students learn about Peter Ginz and the boys of "Vedem" who created a magazine and drew while living in a concentration camp. Students learn about the events that led to the deportation to the concentration camp, find out about the steps in the gradual persecution of the Jews, gain a deeper understanding of the conditions in the concentration camp. Students analyze the artwork created by the persecuted teenagers. The worksheet that accompanies the presentation focuses on the exploration of elements of art such as lines and shapes as the means of representing and surviving the traumatic experience during the Holocaust. The lesson uses Centropa film "Peter Ginz and the Boys of 'Vedem'". The main goal of the lesson is to help students reflect on the role of art as a form of resistance. The lesson can be used in integrated Arts and English language classes as well as at History lessons.

Centropa films/ materials used: film "Peter Ginz and the Boys of Vedem"

<https://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem>

Supplies/ resources required:

- white board;
- laptop/desktop PC;
- student worksheets (Appendix 1/Appendix 2).

Content-related objectives:

Enduring understanding (EU): Resistance is a personal choice that involves courage, and art is a powerful tool that can help individuals regardless of age to preserve dignity and humanity as well as fight back oppression and persecution.

The students should:

- learn about the anti-Jewish laws and stages in persecution of the Jews;
- gain deeper understanding of the life in a concentration camp;
- learn to empathize with the Holocaust survivors;
- be able to analyze psychological meaning of the elements of art (colour, lines, shapes) in the drawings created by the Jewish teenagers in the concentration camp.

Skill-related objectives:

- knowledge and understanding;
- interpretation;
- expressing viewpoints;

-justifying viewpoints.

The lesson develops personal learning and thinking skills to help students become:

- self managers;
- reflective learners.

Teaching methods/ Educational technologies:

- group work;
- collaborative learning.

Background skills and knowledge: students should be familiar with the names of colours, names of line types and names of geometric shapes as well as their basic meanings in psychology and art.

Note: If the students are not familiar with the vocabulary of art, the worksheet includes a (visual) prompt with the examples of line types and their names as well as the list of possible meanings and associations those elements of art have. (Appendix 2).

Lesson details:

| | Time | Teacher Activity | Pupil Activity | LS | PI |
|---|-------------------|--|---|--|--|
| Starter: | 5 | <p>Connection and Brainstorming.</p> <p>The teacher asks the students to reflect on what resistance means and involves, what role art can play in resisting persecution.</p> | <p>The students will work individually on the associations with the word 'resistance'. Then the students will work together to discuss the means of fighting back oppression and the role art plays in this process.</p> | Auditory | Whole Class |
| <p>Activation:</p> <p>Pre-watching Activities:</p> <p>Demonstration and While Watching activities :</p> | <p>5</p> <p>5</p> | <p>Setting Context. Analogue drawing and elements of art.</p> | <p>Students draw lines and shapes that they associate with abstract concepts: <i>anger, sadness, peace, loneliness</i>, etc. (see worksheet). Students compare their drawings and focus on psychological associations of elements of art.</p> <p>Students look at the drawings on the slide. The teacher explains that the images were created by the teenagers at the time when they were going through terrible events in their lives. Students focus on the meaning of elements of art and psychological effect they create. Students try to predict what sort of terrible events the young artists faced.</p> | <p>Visual/ Kinesthetic</p> <p>Visual</p> | <p>Individual /Small group work</p> <p>Whole class</p> |

TRANS HISTORY

A project by  centropa

| | | | | | |
|---|----|--|---|------------------|--------------|
| Post-watching and Development activities: | 6 | Key concepts. Jewish life before and during the Holocaust. | The teacher introduces the students to the key terms and vocabulary. The class will study the meaning of the terms: <i>Holocaust, ghetto, concentration camp</i> . The students will work in pairs and match the terms to the definitions. | Auditory | Small groups |
| | | Centropa film "Peter Ginz and the Boys of Vedem" https://www.centropa.org/centropa-cinema/peter-ginz-and-boys-vedem | The class will watch the video and answer the question: What type of horrible reality did the authors of the drawings live in? | Visual | Whole class |
| | 15 | (part 00.45-07.20) | Then the students will note down key facts they learn about people and places listed on their worksheet (e.g. <i>Peter Ginz; Czechoslovakia; 1939; Terezín</i>). After watching the part of the video students answer comprehension questions. | Auditory | Whole class |
| | 7 | Understanding the meaning steps and stages in the persecution of the Jews. Centropa film "Peter Ginz and the Boys of Vedem" (part 03.21-04.35) | The students will work watch the film and mark the anti-Jewish decrees and laws that were mentioned in the video on their worksheets. Students will focus on the feelings of the Jewish teenagers who were affected by those laws. | Auditory | Whole class |
| | 7 | Life in the concentratoion camp Centropa film "Peter Ginz and the Boys of Vedem" (part 04.29-05.22) | Then the students will note down key facts they learn about the conditions of the life in the concentration camp (focusing of figures in their worksheet). | Auditory | Whole class |
| | 15 | Collaborative learning. Elements of art analysis. | The students will work in pairs. They will analyze the drawings created by Peter Gintz and the boys who wrote and edited 'Vedem'. Students can choose one of the drawings that impressed them the most. The students focus on the elements of art (colour, lines, shapes) to gain deeper understanding of the young artists' feelings, experience and | Visual/ Auditory | Small groups |

| | | | | | |
|------------------|----|---|---|----------|-------------|
| | | | motivation for creating drawings. | | |
| Consolidation: | 10 | Consolidation of collaborative learning activity.. Then the teacher will give the students the questions for reflection and discussion. | <p>One student from every group will share the main points their group noted down after collaborative learning activity. Then the students will reflect on the questions:</p> <ol style="list-style-type: none"> 1. <i>Why do you think young artists chose to draw the conditions in the camp using certain colours? What feelings and emotions does the use of colours, lines, and shapes express?</i> 2. <i>Why do you think the boys drew mountains and space that they had never seen? Focus on the psychological associations of lines, shapes, and colours used in those drawings.</i> | Auditory | Whole class |
| Home assignment: | 5 | The teacher will summarize the lesson and give the home assignment. | The students will visit Centropa web site and watch the film till the end to find out what happened to Peter and other boys. The students will be offered to write an essay and/or produce a creative response (a drawing, a painting or a collage) that expresses their feelings and reflections on the role art played in fighting back persecution and preserving moral and dignity amid the horrors of the concentration camp. | Auditory | Whole class |

Evidence of student learning:

Formative assessment. The students will be assessed through constructive questioning and plenary activity. Worksheets will be assessed at the end of the lesson when the students go over the questions.

Art and Resistance

Peter Ginz and 'Vedem'

I Lead in. Work individually. Take 2 minutes to think write down your associations with the word 'resistance'.

resistance - "the act of fighting against something that is attacking you, or refusing to accept something"

II Elements of art. Analogue drawing

A) On this sheet of paper draw the lines and shapes that you associate with the concepts, feelings, and emotions listed below. You have to express and portray the emotion using only lines or shapes:

- 1) anger; 2) sadness; 3) peace; 4) loneliness; 5) hope; 6) energy;
 7) love for your family.

B) Choose 3 emotions of feelings from the list. Compare your drawings that portray those emotions or feelings with the images that other students created.

C) Work individually. Match different elements of art to the feelings and emotions they represent or symbolize.

| Element of art | | Emotion, feeling, symbolism |
|--------------------------|--|------------------------------------|
| <i>horizontal line</i> | | stability |
| <i>vertical line</i> | | continuous movement |
| <i>diagonal line</i> | | imbalance and tension |
| <i>zigzag line</i> | | certainty |
| <i>curved line</i> | | security |
| broken line | | equality |
| <i>thin line</i> | | cycles, eternity, and timelessness |
| <i>thick line</i> | | unity and harmony |
| <i>parallel lines</i> | | comfort |
| <i>square</i> | | greatness or superiority |
| <i>circle</i> | | overcoming challenges |
| <i>ellipse</i> | | conflict and action |
| <i>rectangle</i> | | feeling of rest |
| <i>triangle</i> | | quiet and restful feeling |
| <i>inverted triangle</i> | | strength and power |
| | | activity |
| | | force, anger or conflict |
| | | excitement |

| | | |
|--|--|---------------------------------|
| | | confusion and nervousness |
| | | danger and destruction |
| | | comfort, safety, and relaxation |

III Analyse the drawings. Look at the drawings on the slide.

1. What can you see in the images? What colours, shapes, and lines are used?
2. What feelings do you have when you look at those images? What effect and atmosphere does the choice of lines and shapes create?
3. In your opinion what were the horrible events that the teenagers tried to resist? Try to predict what events and reality the images represented.

IV Vocabulary focus. Match the terms and the definitions.

| | Word | | Definition |
|----|--------------------|---|---|
| 1 | Jew | A | to put someone in prison |
| 2 | concentration camp | B | a member of people whose religion is Judaism |
| 3 | barracks | C | to defend yourself |
| 4 | Nazi | D | immediately, at that moment |
| 5 | precious | E | very bad |
| 6 | Yellow Star | F | an area of a city where people of a particular race or religion live together and apart from other people |
| 7 | ghetto | G | a member of the National Socialist Party, led by Adolf Hitler |
| 8 | starvation | H | of great value |
| 9 | appalling | I | the state of having no food for a long period |
| 10 | imprison | J | a badge Jews were forced to wear for identification |

| | | | |
|-----------|-------------|----------|---|
| 11 | consolation | K | a group of buildings where soldiers live |
| 12 | on the spot | L | a place where large numbers of people are kept as prisoners |
| 13 | fight back | M | something that makes someone who is sad or disappointed feel better |

V Watch the video and answer the question. What type of horrible reality did the authors of the drawings live in?

VI Comprehension check. Numbers, dates, people and places. Work in pairs. Can you remember what is said about these numbers, dates, people, and places? Watch and check your answers.

Peter Ginz Czechoslovakia 1939 50,000
Professor Eisinger Prague Terezín “Vedem”

VII Comprehension questions.

1. What were the ways the boys chose to fight the appalling conditions they lived in?
2. Why did the boys decide to create the magazine? Who were the authors and what did the magazine include?
3. How many copies did the magazine have?
4. Was it dangerous to read that magazine? Why was it dangerous to create such a magazine?

VIII Look at the list of some of the steps that the Nazi power took in the treatment of the Jews. Tick the actions, decrees or laws that were mentioned in the [video](#).

- random attacks on Jews and Jewish property;
- April boycotts of Jewish shops - for one day, Germans are told not to buy from shops and business owned by Jews;
- Jews excluded from military service;
- Jews banned from parks, restaurants and swimming pools;
- Jews excluded from cinema, theatre, concerts, exhibitions, beaches and holiday resorts;
- Jewish children expelled from German schools;
- Jews' radios confiscated;

- Jews over 6 years of age forced to wear a Yellow Star of David with 'Jew' written on it ;
- deportations to concentration camps.

IX Life in the Concentration Camp. What were the conditions in the concentration camp like? Watch the video and note down what the numbers below refer to?

4,000

50,000

33,000

87,000

900

140,000

90%

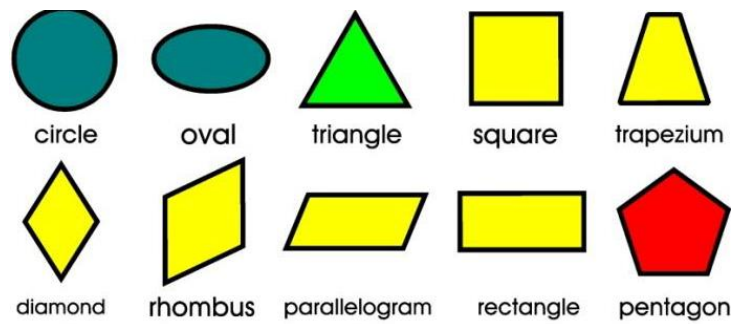
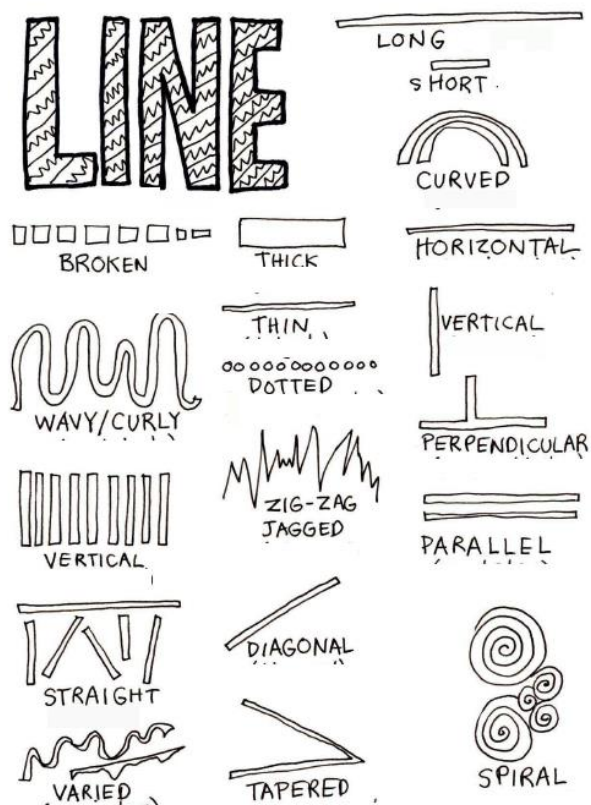
15,000

X Elements of art analysis. Look at the drawings from the 'Vedem' magazine that show scenes from the concentration camp.

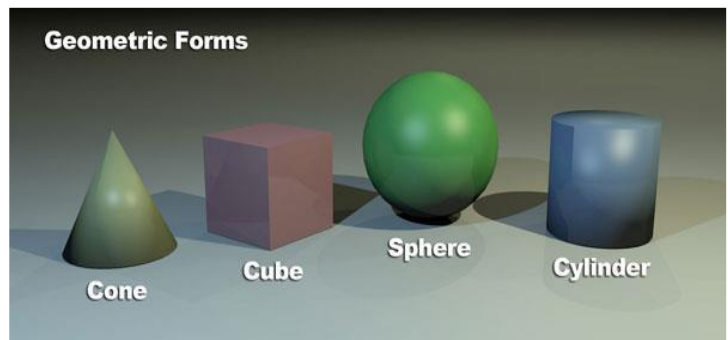
3. What do you notice about the use of colours, lines, and shapes? Why do you think young artists chose to draw the conditions in the camp using certain colours? What feelings and emotions does the use of colours, lines, and shapes express?
4. What were other subjects that Peter and the boys who created 'Vedem' included into their drawings? Why do you think they drew mountains and space that they had never seen? Focus on the psychological associations of lines, shapes, and colours used in those drawings.

Appendix 2

Elements of art and design: colour, line, shape, form, (texture), (space).



Form



Shape

TRANS HISTORY

A project by  centropa