

Unit Title: Symbolism, Art in Conflict

Grade Level: 9-10

Subject Area: Visual Art & Social Studies

Duration/Length/Number of class periods: 1-week

Description:

This lesson will focus on understanding symbolism, artwork created in response to the Israel-Palestine Conflict, and an understanding of how art can be an expression of conflict or political issues.

Established Goals (National, State, Local):

5.9.4.8.1 Visual Arts: Respond; Analyze and construct interpretations of artistic work. 1. Evaluate the impact of *artwork* to influence ideas, feelings, and behaviors of specific audiences.

5.9.5.10.1 Visual Arts: Connect: 10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.
; 1. Appraise the impact of *art*, an artist, or a group of artists on the beliefs, values, and behaviors of a society.

NWPHS Social Studies: World History; Global Conflict - Demonstrate an understanding of the social, political, and economic causes and consequences of a world conflict.

NWPHS Social Studies: World History; The Middle East - Analyze the causes and consequences of the long-term unrest in the Middle East.

What Enduring Understandings are desired?

Creating art is a peaceful response to conflict that can influence beliefs, values and behaviors of society and can influence and be influenced by ideas, feelings, and behaviors of specific audiences.

What Essential Questions will be considered?

What does art have to say about social or political issues?
How do people express themselves through the creation of art?

How is symbolism used to express ideas?
What persuasive techniques do cartoonists use to influence messages?

Students will know/be able to:

Understand the Israel-Palestine conflict.
Create a newspaper layout using Media Slides

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Tech Used	Teacher Technology Used	ISTE Standards
1: Background “Research” Israel-Palestine Conflict • Video: Conflict in Israel and Palestine: Crash Course, Edpuzzle • Read: History of Israel Palestine 11pages.pdf- small group reading and discussion • Padlet response • Review of Prior Knowledge: Art Elements & Principles, Kahoot	x		x	x	x		3b 1d
2: What is symbolism? • Small Group Game: Symbolism/Visual Metaphor Games • Viewing of “White Cross” by Marc Chagall & discussion • Handala: The Boy Who Remains 10 Years Old • Handala Artwork Handout & Presentation, reflect in Jamboard & discuss			x	x	x	x	3C
3. What are political cartoons and how do they persuade? • lecture/presentation Political Cartoon Analysis Guide and Worksheet • Discovery/worktime IS-Pal Cartoon Analysis • Upload of evidence to Headrush	x			x	x	x	1c, 1d
4. How are artists “breaking down” the wall? • video: Global Street Art - Palestine • video: Banksy in the West Bank	x			x	x		6a

- Read: Art in Palestine: Graffiti on the West Bank Side of Israel's Separation Wall - View: Graffiti_Images.pptx TIW Lesson Graffiti Q's Evaluating Artwork - Allow for different ways to show evaluation: Google Doc, FlipGrid, Podcast style							
5. Student voice/choice show of knowledge. - Padlet Brainstorm on Conflicts (personal, local, state, national, global) - Introduce “Newspaper” assignment - students chose a piece of artwork representing a conflict - They will evaluate the artwork and create a newspaper front page dedicated to the conflict, artwork, symbolism and how the artwork influences or is influenced by society. - Rubric will be used to evaluate final work		x	x	x	x		3c 6a 6b

Materials, tools, and resources:

Chromebooks
tv for casting presentations and visual cues
posters of Elements & Principles of Art
Giant Post-it for “Conflict Brainstorm”
Whiteboard markers
Exemplars of Front page paper

Unit Plan Author: Brandi Greer, Northwest Passage High School

Additional credit given to: Jeff Schommer, Social Studies