

Capturing a Sentiment; Notecards with a Universal Message

How can we visually express such themes as: tolerance, unity, peace, diversity, hope, freedom, and the sanctity of the human spirit with images that can relate to the written words of Holocaust prisoners, or philosopher's quotes (past/present) touching on similar themes?

Florida Sunshine State Standard

Big Idea: Historical and Global Connections

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

Benchmarks:

VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.4	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

Big Idea: Skills, Techniques, and Processes

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Benchmarks:

VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.

Studio Habits

Engage & Persist Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

Express Learning to create works that convey an idea, a feeling, or a personal meaning

Grade Level: 9-12 **Time Needed:** Two weeks, plus notecard production time.

Objectives Students will:

- Analyze and decode writings/poems for meaning & themes
- Chart similes and metaphors
- Brainstorm analogous visual symbols, group by Venn diagram with themes from writing
- Find famous quotes that thematically connections with previous brainstorm
- Create visual representation utilizing photography, digital software, collage, etc.
- Refine work based on input from peers

Materials: Holocaust resource materials, in particular, poetry and writing from the Holocaust:

- *Holocaust Poetry*, compiled and introduced by Hilda Schiff, St Martin's Griffin, NY
- *...I never saw another butterfly... Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944*, Edited by Hana Volavkova, Schocken Books, NY
- *Art Music and Writings from the Holocaust*, Susan Willoughby, Heinemann Library, Chicago, IL
- *Fireflies in the Dark; The Story of Friedl Dicker-Brandeis and the Children of Terezin*, Susan Goldman Rubin, Scholastic Inc. NY
- *The Cat with the Yellow Star*, Coming of Age in Terezin, Susan Goldman Rubin with Ela Weissberger, Holiday House, NY
- *Brundibar*, Maurice Sendak, Tony Kushner, After the Opera by Hans Krasa and Adolf Hoffmeister, Hyperion Books for Children

Activity Procedures:

1. Read and discuss the poems/writings (and view artwork) from concentration camp prisoners.
2. Include handout to generate key words, phrases, themes, ideas from reading.
3. Think-Write-Pair-Share interpretation.
4. Whole group charting of key ideas.
5. Nominal Group technique to bundle into related themes, similes and metaphor
6. Students research present-day genocide, seek "personal view" articles rather than statistics
7. Students seek famous quotes that seem relevant to their understanding of the themes
8. Compile lists of favorite passages, favorite poems (or excerpts)
9. Generate ideas for visual representation to go with these passages for notecards*
*Key to move beyond their literal interpretation and use metaphor
10. Use photographs, collage, Photoshop, etc. to create images based on ideas.
11. Present their work, critique and refine based on input, Final selection made
12. Use software to finalize images and text for printing into notecards for sale for HERC**
** Final selection will be made into sets of 4 cards to be packaged with envelopes

Evaluation:

Formative assessment is critical in the early activities to ensure no one is "opting out" (off-task) or unable to understand the material. Using small group and large group techniques as well as time for individual reflection is important. If students have difficulty with deciphering the themes, be prepared to rearrange the groups, read out loud with emphasis, etc. Assessment of the early preparation work (group activities 1-5, 9) and (individual activities 6-8) will use a simple 5 point scale. (See attached)

Summative assessment will be applied to the visual work created by individuals for the project. The rubric for the visual work will be given to students in advance and reviewed with the whole class to show how each objective will be scored. (See attached)