



Remembrance and Memory As Seen Through the Eyes of Artists

Grades 6-8

9/11 Lesson Plans

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Remembrance and Memory As Seen Through the Eyes of Artists

Unit VI- Remembrance and Memory

Grade Level Range: 6-8

Time: 90+ minutes

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As you prepare to teach this lesson, be sensitive to the topic and how it may affect students, at any age. Even if a student was very young or not born yet, they may know about the events of the day from their families.

1. Ask if any students or their family members know people who were directly or indirectly affected by the terrorist attacks on September 11, 2001.
2. Give students the option of observing or not participating at all, if they wish.
3. Allow students to talk about their personal connection to 9/11 if they want to.
4. Indicate to the entire class that talking about 9/11 and thinking about the events of that day may cause people to experience different kinds of emotions. This is not unusual.
5. Encourage students to tell their families about the lesson.
6. Remember to be aware of your own reactions or thoughts.

Objective

At the conclusion of this lesson, students will be able to:

1. Demonstrate their ability to comprehend the use of art by children and adults to express emotions and viewpoints and to preserve memory.

Key Terms

- Carnage
- Modern Art

Materials

The Day Our World Changed: Children's Art of 9/11 by Robin F. Goodman

Pablo Picasso's painting *Guernica* <http://arts.anu.edu.au/polsci/courses/pols1005/2007/Images/Picasso.Guernica2.jpg>.

Activities/Procedures

- A. Teacher will direct students to "pair share" a response to the statement:
"Many historians have stated that those who ignore history tend to repeat it."
 - What does this statement mean?
 - Do you agree or disagree with this statement? Explain your response.
 - Students should share responses as a class.
- B. Teacher will display Picasso's painting *Guernica* <http://arts.anu.edu.au/polsci/courses/pols1005/2007/Images/Picasso.Guernica2.jpg>
 - Have students carefully examine the painting.
 - Make a list of images seen in each quadrant.
 - What are some shapes and colors?
 - What symbols, if any, are used in the painting? If so, what do those symbols represent?
 - What is the artist trying to tell the viewer?
 - Students will share their observations as a class.

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- C. Once everyone has had an opportunity to share their observations and reactions to the painting, teacher will explain that this work of art depicts suffering/destruction of people, animals, and buildings wrenched by violence and chaos. It is Picasso's depiction of the Nazi bombing of the city of Guernica, Spain, on April 26, 1937.
- Picasso painted it as an expression to the world of the meaningless carnage of wars.
- Explain to students that a tapestry copy of this painting was made and placed in the United Nations Building in New York City at the entrance to the Security Council Room.
 - Have students discuss why this image was placed there. (To remind people of the horrors of war)
 - Explain to the students that this painting is believed to be modern art's most powerful antiwar statement.
- D. Students will now view *Children's Guernica* (page 46 of **The Day Our World Changed**.)
- Discuss what is depicted in the picture.
 - How and why did this child relate his painting to Picasso's?
(You may read the quote of the artist after the picture is discussed.)
- E. Students will now view *They Saw, They Conquered, We Cried* (page 27 of **The Day Our World Changed**.)
- Discuss what is depicted in the picture.
 - Read the artist's feelings and reactions to not seeing the Twin Towers that day.
- F. Students will now view *Untitled* (pages 102 and 103 of **The Day Our World Changed**.)
- Discuss why this child chose to paint the skyline of NYC as it was before 9/11.
 - In what ways were the events depicted in Guernica similar to the World Trade Center attack?
- G. Discuss the importance of art as a form to express emotion and preserve memory.

Evidence for Understanding

Students will reflect on these images and answer in writing:

- What does this artwork express that is not described in history books?

Extension Activities: Taking Action and Giving Service

1. Students may design a postage stamp to memorialize and remember the events of 9/11.
 - Can art be a form of activism?
2. Students will research another work of art after 9/11 that has meaning for them.

Acknowledgments

This lesson plan was provided by The 4 Action Initiative, a joint project of Families of September 11, the New Jersey Commission on Holocaust Education and Liberty Science Center. The 4 Action Initiative curriculum includes seven units of lessons in multiple subject areas for grades K-12. In September 2010, the lesson plans will be released to New Jersey educators through the New Jersey Commission on Holocaust Education. The 4 Action Initiative will make the entire curriculum nationwide. For tips on how to approach the teaching of sensitive subjects, please visit us at <https://sites.google.com/site/the4actioninitiative/>