

## Inside Art, Fall 2018 — *Miki Kratsman*

### **Title**

*Miki Kratsman: An Introduction*

### **Estimated Time for Completion of Lesson**

1 class period

### **Concept/Main Idea of Lesson**

This lesson will focus on the work of Israeli contemporary artist and photojournalist Miki Kratsman. Students will gain an understanding of Kratsman's work by reviewing his biography and obtaining background information on Israeli-Palestinian history and politics.

### **Intended Grade Levels**

Grades 6-12

### **Infusion/Subject Areas**

Visual Arts (Photography)

Social Studies (World History; Comparative Government; Current Events)

### **Curriculum Standards**

#### *Next Generation Sunshine State Standards*

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

- Social Studies:

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.

#### *National Standards for Arts Education*

Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Standard 4: Understanding the visual arts in relation to history and cultures.

Visual Arts Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

### National Council for the Social Studies

Global Connections: “Social studies programs should include experiences that provide for the study of global connections and interdependence.”

Power, Authority, & Governance: “Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Time, Continuity, & Change: “Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that different people may describe the same even or situation in diverse ways, citing reasons for the differences in views.”

### Common Core

VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Instructional Objectives

The student will:

- explain how Kratsman’s life experiences influence and inform his work;
- examine and analyze the significance of Kratsman’s artwork;
- read a biography of Israeli artist and photojournalist Miki Kratsman and complete a concept map based on the reading;
- engage in small and whole-group discussion.

### Learning Activities Sequence

**Pre-Lesson:** Review the “Notes View” for each of the slides in the PowerPoint presentation. Background information on Kratsman, his works, and discussion questions are provided.

**Attention-Getter:** Critical Visual Analysis

Activate the PowerPoint presentation, *Miki Kratsman: An Introduction*, projecting Slide 1 on the screen visible to all students.

Slide 1: Utilizing the Visual Thinking Strategies (VTS) approach (Yenawine, 2013), allow students 1-2 minutes to view the image silently. Then prompt analysis and discussion (having students build on each other’s observations) by asking:

- What's going on in this photograph?
- What do you see that makes you say that?
- What more can we find?

Probe further by asking:

- When do you think this photo was taken?
- Where?
- For what purpose?
- The artist intentionally made this black and white photo grainy --- how does this technique impact your interpretation of the image?

Debrief on the photograph by telling students that the photo was taken by Israeli artist and photojournalist Miki Kratsman. It is part of a 4,000-image work titled *The Archive* (1985).

Slide 2: *The Archive* is projected on three screens in which all of Kratsman's photographs are presented chronologically (image on the PPT slide shows a gallery installation view of the work). Read aloud (or ask for a volunteer) the quote by Kratsman on the slide: "Photography as an isolated object did not interest me for a long time, that's why I wanted to create a graphic file with all my works to publish them as a whole. The problem was how to show it, how to give a sense to 4,000 images." *Ask:* Why do you think it was important for Kratsman to share all 4,000 images rather than a selection from his collection?

Slide 3: *Say:* Through his photography, Kratsman reveals the lives of Palestinians and Bedouins in Israel. Today we will discuss Kratsman's personal and professional background and explore his approach to photojournalism and photography as an art form.

### **Learning Activities:**

#### **Content Presentation:** PPT-Guided Mini-Lecture & Note Taking

Slides 4 through 17: Progress through the PPT presentation, being sure to read (before class) the background information in the "Notes View" at the bottom of each slide. Discussion questions are embedded throughout to check comprehension and promote engagement.

#### **Reading:** Independent Reading and Concept Maps

To better acquaint students with the work and background of Miki Kratsman, they will read a biography of the artist, completing a concept map as they read.

Distribute to each student a copy of the reading and a concept map. Encourage students to highlight important passages and significant vocabulary as they read. On the blank space of the concept map, they are to jot down key phrases and details, connecting them to the four central concepts in the circles.

**Discussion and Comprehension Check:** Small Group or Whole Class

After students have completed the reading and filled in the concept map, have them debrief either in small groups or as a whole class, comparing their responses with those of others.

**Closure:** Debriefing

Direct students' attention to the closing quote by Kratsman in the reading: "I like the interpretation of film more, I like to hold the film in my hand, I like the fact that there are not many frames in every roll and I like the fact that it costs money." Prompt a discussion by asking:

- Why do you think Kratsman uses these two approaches (digital photography and film)?
- Why might the tactile act of holding the film in his hand be important to Kratsman?
- Why would Kratsman consider the limiting nature of not having many frames in a film roll a good thing?
- Why does Kratsman mean by saying that he likes the fact that film photography costs (more) money than digital?

Direct students' attention to the observation made by filmmaker and professor of photography Ariella Azoulay (in the reading): "Each of Kratsman's photographs expresses a complicated, split-second decision that he made in real time, under difficult conditions of violent eruptions, as well as demanding conditions of daily withheld violence."

*Ask:* What are some of the split-second decisions photojournalists must make? (Through probing and prompting, students might say things like: what to include in the frame; where the photographer should position him/herself; ethical concerns.)

**Evaluation**

Student engagement throughout the lesson, participation in discussion, and the completed Concept Map will be the bases for evaluation.

**Optional Extension Activities**

**Internet Research:** Have students conduct Internet research on Palestine and the Israeli-Palestinian conflict:

- Why are Israel and Palestine fighting? (Recommended source: <https://www.vox.com/cards/israel-palestine>)
- What is the United States' stance on Palestine?
- Locate and/or print a map of Palestine.
- How many people identify as Palestinian?
- What does the Palestinian flag look like? What do the colors represent?
- How many nations officially recognize Palestine as a sovereign nation?
- What is the U.S. stance on Palestine?
- How many Palestinians live in the U.S.?

**Palestinian Bedouins:** Allow students to learn more about Bedouins by perusing the following:

- *The Enclosure*: interactive, web-based documentary film about the Bedouin's plight. May be freely accessed at: <http://enclosure.oxfam.org/chapters.php>.
- *Palestinian Bedouins*: The Institute for Palestinian Studies provides articles, photographs, and updated information at <http://www.palestine-studies.org/resources/special-focus/palestinian-bedouins>.
- *In the Line of Fire*: This PBS web page features a 19-minute video, articles, interviews, and links to more resources. <http://www.pbs.org/frontlineworld/stories/israel.palestine>.

**People I Met Facebook page:** Since 2011, Kratsman has uploaded thousands of images of Palestinians he has met and photographed. The Facebook page he maintains (<https://www.facebook.com/kratsman.people.i.met/?fref=ts>) includes photos, comments, and more.

### **Materials and Resources**

Computer, Projector, Screen  
 PPT: *Miki Kratsman: An Introduction*  
 Paper and writing utensils for note-taking  
 Highlighters (optional) for reading  
 Class set of reading: "Who is Miki Kratsman?"  
 Concept Map (one per student)

### **References**

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Whitton, M. (2016). An Israeli journalist asks, 'What happened to the people in the photographs?' *Mondoweiss*. Retrieved from: <http://mondoweiss.net/2016/04/an-israeli-journalist-asks-what-happened-to-the-people-in-the-photographs/>.

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