

Inside Art, Fall 2018 — *Miki Kratsman Day 3*

Title

Miki Kratsman: People I Met

Estimated Time for Completion of Lesson

2 class periods

Concept/Main Idea of Lesson

Through exploring Kratsman's "People I Met", this lesson will help students gain an understanding of the ways social media and artwork on social media can be used to bring awareness to socio-political issues and social activism.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts (Photography)

Social Studies (World History; Sociology; 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.

SS.912.S.1.4: Examine changing points of view of social issues, such as poverty, crime and discrimination.

SS.912.S.8.4: Define a social issue to be analyzed.

SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

National Standards for Arts Education

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

National Council for the Social Studies

Global Connections: "At the high school level, students are able to think systematically

about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.”

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...At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels 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.”

People, Places, and Environments: “The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.”

Common Core

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 be able to:

- define socio-political issues and social activism through whole class conversation;
- provide examples of socio-political issues and social activism through whole class conversation;
- discuss ways social media is used to bring to awareness socio-political issues and serve as a platform for social activism through whole class conversation;
- discuss how artwork can be used on social media platforms to educate others on socio-political issues and support social activism;
- analyze the socio-political significance of Kratsman’s social media artwork through whole class discussion;
- define and analyze a socio-political issue of importance to the student;
- create a social media work based on a socio-political issue of importance to the student and post on Edmodo.

Learning Activities Sequence

Day 1

Attention-Getter: Whole Class Conversation:

Ask for volunteers to share their response:

- How do you communicate with others on a daily basis? What types of social media do you use on a daily basis?

On the whiteboard create a tally chart of each type of communication method (e.g., social media, text, cell, face-face). Talk about the various methods. Note the role of social media and engage the class in a conversation about social media.

Ask:

- In what ways do you use social media? (prompts: Are you a consumer of social media? Do you actively participate in social media? If yes, what do you do on social media?)
- Why do you use social media?
- For you, what purpose does social media serve?

Whole Class Conversation: Engage the entire class in a conversation about socio-political issues and social activism.

Ask:

- What do you think of when you hear the term ‘socio-political issues’?
- List some current socio-political issues.
- What do you think of when you hear the term ‘social activism’?
- Give a few examples of social activism that are taking place now.
- Do you know of any celebrities who are involved in social activism? What are the causes they are bringing attention to?
- How is social media being used to bring awareness to socio-political issues and serve as a platform for social activism?

Whole Class Conversation. Activate the PowerPoint presentation, *Miki Kratsman: People I Met*. Project Slide 1 on the screen visible to all students. This slide displays hashtags for various socio-political issues. Click to advance to slide 2. This is a graph from a 2018 report from the Pew Center that shows half of Americans have been civically active on social media in one year’s time.

Partner Reading: In groups of two, have students take turns reading to each other the article, “The Case for Social Media and Hashtag Activism” Located at:

https://www.huffingtonpost.com/sabina-khanibarra/the-case-for-social-media_b_6149974.html

Whole Class Conversation. Advance to slide 3. Engage the entire class in a conversation about how artwork can be used on social media platforms to educate others on socio-political issues and support social activism.

Ask:

- How can artwork be used on social media platforms to educate others on socio-political issues and support social activism?

Activity: Next, tell students you will show them a series of images and ask them if the image is social activism and if the image is artwork. They are to put their thumb up if “yes”, down if “no”, and sideways if “unsure”. Advance to slide 4 to activate the questions. Proceed through slides 4-9 allowing students a moment to study the photograph and text or just the text then ask both questions and take note of their responses.

Advance to slide 10 (all black). Engage the class in a conversation based on their responses to the photographs and text. Ask probing questions such as “Why do you think/not think this is social activism?” “Why do you think/not think this is artwork?” Then, click to activate title and artist’s name. Explain that what they just viewed is the work of artist Miki Kratsman titled, “People I Met”. Kratsman uses Facebook to highlight a series of images that show the lives of Palestinians in the occupied territories, captured over his decades-long photography career working in Gaza and the West Bank. Since 2011, Kratsman has uploaded thousands of images of Palestinians he has met and photographed to Facebook (<https://www.facebook.com/kratsman.people.i.met/?fref=ts>). The site includes photos, comments, etc.

Advance through slides 11-14. These are actual images from Kratsman’s Facebook page. Point out the question asked above each photograph and the response/s below

Slides 15-16 show how this work has been turned into an exhibition.

Advance to slide 17. With a shoulder partner have students engage in a Think-Pair Share based on the following questions

- Is there a socio-political issue Kratsman is trying to convey? If yes, what is the socio-political issue? How do you know?
- Is this social activism? Why? Why not?
- Why do you think Kratsman uses a social media platform such as Facebook to post pictures of Palestinians living in occupied territories?

Day 2:

Attention-Getter: Ask students to independently think about their response to the following question:

- What are some socio-political issues important to you where you can use social media as a platform to take action?

Activity: Edmodo

[Teacher needs to create an Edmodo account in advance;

<https://www.edmodo.com/home>. Edmodo is site that resembles Facebook but is solely for education. Students will need access to computers with internet connection (library, technology cart, etc.)].

Tell students that it is their turn to consider how they may use social media to share about a socio-political issue of importance to them and support social activism. Have each student research his or her issue for the first half of the period. Then, have

students create a post on the class Edmodo site. You can create specific criteria for the post (e.g., include pieces of data, cite research, use artwork) or leave it more open for students to take liberties as they see fit. Encourage students to use the various features in Edmodo (e.g., polling, quiz, links, uploads). Once all students have posted, provide time for students to read and respond to their classmates' posts. Remind students to be respectful of others' opinions as they post and reply, and that the purpose of this activity is to start a dialogue rather than get into a debate. For example, students can communicate using "I hear/see what you are saying..." and then repeat the comment read on Edmodo. This is followed by, "Have you considered this...". The first part articulates the person's understanding of the original comment. The second part proposes an alternative.

Closing: Exit Slip

Because this lesson has the potential to bring forth some rather strong emotional responses, it is important to provide time and a process for students to deal with these emotions. As a closing activity, provide ample time for students to jot down how this lesson has impacted them and share any unresolved feelings as a result of engaging in the lesson. Students are encouraged to list any comments or replies that they did not feel comfortable sharing on the class page. This is intended to serve as a way for you to individually follow up with students on an as need basis and not as any form of evaluation.

Evaluation

- Class Participation
- Edmodo Activity

Optional Extension Activities

- If your school is a Bring Your Own Device School: Have students use their own personal electronic device to explore Kratsman's Facebook Page: <https://www.facebook.com/kratsman.people.i.met/?fref=ts>

Materials and Resources

Computer, Projector, Screen, Internet

PPT: *Miki Kratsman: "People I Met"*

A computer with internet capabilities for each student

Reading "The Case for Social Media and Hashtag Activism"

Exit Slip Handout

References

Anderson, M., Toor, S., Rainie, L., & Smith, A. (2018, July 11). Activism in the social media age. Retrieved from: <http://www.pewinternet.org/2018/07/11/activism-in-the-social-media-age/>

Khan-Ibarra, S. (2014, Nov. 13). The case for social media and hashtag activism. Retrieved from: https://www.huffingtonpost.com/sabina-khanibarra/the-case-for-social-media_b_6149974.html

Kratsman, M. (2018). *People I Met*. Retrieved:
<https://www.facebook.com/kratsman.people.i.met/?fref=ts>