

Title

Miki Kratsman: The Bedouin Visual Archive

Estimated Time for Completion of Lesson

1-2 class periods

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, *The Bedouin Visual Archive*, the history of the Bedouin people in Israel, and insight into the conflicts between Israel and the Arab-Muslim world.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts
Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

Visual Art:

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.G.1: Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.4: Understand the characteristics, distribution, and migration of human populations.

SS.912.G.5: Understand how human actions can impact the environment.

S.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.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

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

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

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

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

National Council for the Social Studies

People, Places, and Environments

Individuals, Groups, and Institutions

Power, Authority, and Governance

Global Connections

Time, Continuity, & Change

Common Core

CCSS.ELA-Literacy.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Objectives

The student will:

- visually analyze Miki Kratsman's *Bedouin Visual Archive* during whole class discussion activities;
- describe facts related to the history of the Bedouin in Israel;
- complete a timeline summarizing the history of the Bedouin in Israel;
- examine and analyze the significance of Kratsman's artwork through written reflection;
- reflect upon the daily life of the Bedouin people in the Negev desert through individual written responses and whole class 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:

Visual Analysis and Discussion (slide 1)

Activate the PowerPoint presentation, *Miki Kratsman: The Bedouin Visual Archive*, 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?

Debrief the discussion of the image by telling students that the photo was taken by Israeli artist and photojournalist Miki Kratsman. It is part of a work titled *The Bedouin Visual Archive* (2015 – 2016). This particular image comes from the Bedouin village of El-Arakib in the south of Israel. Miki Kratsman lived in the Negev, documenting the lives of the Bedouin and the demolitions of the villages of the Israeli government.

Advance to Slide 2 (title slide): *The Bedouin Visual Archive*

Review the description of Kratsman's project with students.

Say: Through this photographic archive, Kratsman reveals the daily lives of Bedouins in the Negev desert. Today we will discuss the history of the Bedouin people in Israel and the significance of *The Bedouin Visual Archive*.

Learning Activities:

PPT-Guided Mini-Lecture: (Slides 3, 4, and 5)

Review the discussion questions embedded throughout to check comprehension and promote engagement.

Independent Reading and Timeline: (Slide 6)

Introduce the Bedouin culture by engaging in a brief visual analysis of the image on Slide 6.

Ask:

What do you see in this photograph?

When is this photo from? How can you tell? (Note the time stamp September 26, 2017)

Given what you know about the artist, Miki Kratsman, why do you think he took this photograph? How did you come to that conclusion?

What does this photograph tell you about the Bedouin culture? What do you see that makes you say that?

To better acquaint students with the Bedouin people, they will read a brief history of the Bedouin in the Negev desert, completing a timeline charting the status of Bedouin land ownership in Israel as they read.

Distribute to each student a copy of the reading and a timeline. Encourage students to highlight important passages and significant vocabulary as they read. On the blank

space of the timeline, students should write key phrases and details dealing with Bedouin housing in the Negev, connecting them to the four main time periods distinguished on the timeline.

Comprehension Check and Discussion:

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

Ask for volunteers to share their answers to the final questions on the worksheet:

- What do you think daily life is like in unrecognized villages?
- Why do you think the Bedouins in the Negev continue to live in the unrecognized villages?

Share with students that some of these villages have been demolished over 100 times, and the Bedouin choose to remain (more details can be found in the “On the Map” extension activity). *Ask:* Why do you think the Bedouin choose to remain in these villages despite the hostility and destruction they have experienced?

Art Appreciation and Analysis: (Slides 7 through 12)

Project the image on Slide 7. If you have completed the Day 1 lesson plan, briefly review the details of *The Bedouin Visual Archive* with students. If this is a stand-alone lesson, read students the contents of the Notes view describing the project.

Ask students:

- What do you notice about this picture that is different from the first picture we viewed from *The Bedouin Visual Archive*? (referring to the string of numbers across the bottom of the photo)
- What do you think the numbers represent?

Kratsman began using digital cameras in the more recent years of the project in order to add metadata to the images. The numbers represent GPS location (latitude & longitude), altitude, and magnetic direction.

Invite students to hypothesize reasons why he might include such information given the current situation of the Bedouin in the Negev. Then tell students that Kratsman’s aim was to be able to see changes in the landscape. Most likely, the unrecognized villages will be replaced with Jewish settlements, army bases, and forests.

The artist (Kratsman, 2018) has explained that he realized it was just a matter of time before certain places, buildings, and people will cease to exist in the Negev. So he attached geo-markers to the images to situate them in time and space, even after they cease to exist physically.

Advance to slide 8. Tell students that this is the GPS location from the previous slide. Note that the location is on the northern border of the Negev with most of the desert lying to the south.

Advance through slides 9, 10, 11, and 12. Invite students to discuss the detail of each photograph using the VTS approach when appropriate. Focus specifically on evidence of daily life and conditions in the villages.

Closure:

Written Reflection: (Slide 13)

- The aim of *The Bedouin Visual Archive* is to produce a comprehensive and user-friendly database of photographs, maps and stories that make public a history of the region that respects the experience of its Bedouin inhabitants.
 - What is the significance of sharing this history?
 - What role should the international community have with respect to the Bedouin situation?

Evaluation

Student engagement throughout the lesson, participation in discussion, the completed Bedouin Timeline, and written reflection will be the bases for evaluation.

Optional Extension Activities

On the Map: The Arab Bedouin Villages in the Negev:

Have students explore a web-based map of otherwise unrecognized villages:

<https://www.dukium.org/map/>

- Identify potential threats to current villages.
- Identify historic sites and view satellite photos.
- In what ways will planned forests or roads impact Bedouin villages?
- Select a village to learn more about.
 - Read the information provided and watch the video clip.
 - What topic is addressed in the video?
 - What positions do the people in the video express?
 - How might you feel if you were in a similar situation?

Debate / Dialogue:

Have students create multiple teams representing two or more of the following interests:

- Israeli government
- Jewish - Israeli citizens
- Palestinian – Israeli citizens
- Negev Bedouins
- International community

Once teams are assembled, tell students to research the positions of each group with regard to the Bedouin villages in the Negev. You may choose for students to enter into a debate in which each side vies for the superior position OR invite students to engage in a dialogue in which delegates attempt to come to a solution in which all parties are comfortable.

Materials and Resources

Computer, Projector, Screen
 PPT: *Miki Kratsman: The Bedouin Archive*
 Paper and writing utensils for note-taking
 Highlighters (optional) for reading
 Class set of reading: “A Brief History of the Negev Bedouin”
 The Negev Bedouin Timeline (one per student)

References

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<https://www.britannica.com/topic/Bedouin>

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Kratsman, M. (2016, May). Artis presents: A lecture with Miki Kratsman. Presentation at the School of Visual Arts. New York, NY. Retrieved from
<http://artis.art/programs/lecture-with-miki-kratsman/>

Kratsman, M. (2018, August 31). *People I Met* (Presentation and Interview). Tampa, FL: University of South Florida Contemporary Art Museum.

Raanan, Y. (n.d.) A brief history of the Negev Bedouin. Retrieved from
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