

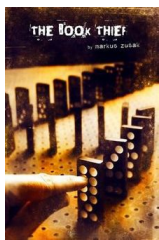
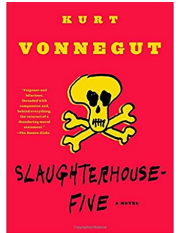
ART & WAR PROJECT GUIDELINES

RATIONALE:

The United States has experienced war in various ways throughout its history. In the 20th and 21st centuries the United States has engaged in war for a wide variety of reasons. Each of the wars has been fought for reasons which are unique to the era. Each of the wars has affected individuals, society, and the world community. Through analysis of war-themed art, literature and historic events, the effects of war on the human condition and on society as a whole can be evaluated. This analysis and evaluation can help students make decisions as citizens in a democratic society, and as part of a world where countries are increasingly interconnected and violent conflict continues.

PROJECT OVERVIEW:

Students will be creating a booklet of Critiques, focusing on informational and analytical writing for this project. Different mediums of art will be analyzed and critiqued in their booklets, and the finest examples of their work will be put together and submitted as their final product. This includes a movie and a novel of the WWII era.



Movies: *Grave of the Fireflies* (TV-14), *Bridge Over the River Kwai* (PG), *Empire of the Sun* (PG), *Pearl Harbor* (PG-13), *Woman in Gold* (PG-13), *Denial* (PG-13), *The Book Thief* (PG-13), *Boy in Striped Pajamas* (PG-13), *Unbroken* (PG-13), *Dunkirk* (PG-13), *Imitation Game* (PG-13), *The Darkest Hour* (PG-13), *Valkyrie* (PG-13)

Books: *Slaughterhouse Five*, *Catch 22*, *The Book Thief*, *OR* You may propose a book to us, and we must approve it.



DRIVING QUESTION:

What is the importance of art in understanding times of war and the effect of war?

ENDURING UNDERSTANDINGS:

- WWII has had lasting effects on the global world order and has solidified the United States authority as a global superpower.
- War affects individuals in very different ways, and art can act as a medium for us to understand the varied human experience, and human toll, of war.
- Art is an effective medium to shape our understanding of historical events.

ESSENTIAL QUESTIONS:

- War, what is it good for?
- Does war destroy the human spirit and art lift it up?
- How does the United States become a global superpower?
- What are the effects of war on individuals and society as a whole?
- How can art accurately, or non-accurately, portray times of war?
- How does art shape our perspective of WWII?
- How does art represent human experience?
- How does art interpret war, and the effects of war?

TEAMS:

This is an individual project. Students will be in teams and utilize their table groups to act as critical friends of each other's work, discuss their book, and for smaller group assignments.

BENCHMARKS & ASSESSMENTS:

1. Interactive Notes from Lectures
2. Historical DBQ (IAKT)
3. Discussions on Book - ECHO Discussion Forums
 - a. DF A - due Wednesday, Jan 23
 - b. DF B - due Sunday, Jan 27
 - c. DF C - due Wednesday, Jan 30
 - d. DF D - due Sunday, Feb 3
 - e. DF E - due Monday, Feb 4 - Book FINISHED by this date
4. Booklet of Critiques
5. Final Presentation Socratic Seminar

FINAL PRODUCT AND PRESENTATION:

- Final Product - [Booklet of Critiques](#)
 - This will be completed together in class
- Final Presentation - Fishbowl Socratic Seminar, whole class
 - Students will answer the Driving Question, specific to their topic:
 - Comics & Propaganda
 - Paintings & Sculptures
 - Books & Articles
 - Movies & Music
 - Students will need to speak a certain amount of times, and include at least one piece of evidence from their Booklet of Critiques
 - Audience members will take notes, and/or score their classmates on a specific OC domain
 - Each group will be two table groups, combined
 - You will have 20 minutes for your Socratic discussion

PERSONAL ART PIECE CREATION AND PRESENTATION - [EXTRA CREDIT](#)

U.S. History Standards

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

English Language Arts Standards

- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
- CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.