

EDUCATOR SUBMITTED LESSON PLAN

ISRAELI ARTISTS AND POETS – CREATING A CLASS COFFEE TABLE BOOK

SUBJECT AND GRADE LEVEL

Israeli Artists and Poets – Creating a Class Coffee Table Book; 7th-8th Grade

AUTHOR(S)

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ENDURING UNDERSTANDING

- Connection with the land, people, and history of Israel is an important component of Jewish identity.
- The art created by a society reflects the values, beliefs, and experiences of that society

OBJECTIVES:

Students will:

- Be exposed to the rich artistic tradition in Israel
- Identify artistic styles and contributions of important Israeli artists

ASSESSMENT:

- Using the information you learned about your artist, write a first-person autobiographical paragraph about your artist (i.e. “I was born in a small town in Italy. . .”)
- Write a paragraph analyzing the work of art describing techniques, topics, and themes for which your artist was known.
- Decide what you want to teach your classmates and your teacher about your artist. Each partner should be prepared to talk for 1 to 2 minutes about your artists. Make not cards to help with your speech.

MATERIALS, SUPPLIES AND RESOURCES

Computers with internet access, color printer, copier, list of poets and artists (attached). Worksheets (attached)

ACTIVITIES AND PROCEDURES

Process:

Day 1:

- Give overview of assignment & review Big Ideas
- Assign artists and partners
- Give students 15 minutes to review project and assign roles
- Go to computer room and begin research
- Ensure that students understand HW requirements

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ISRAEL'S SECURITY

ACTIVITIES AND PROCEDURES (CONTINUED)

Day 2:

- Continue research as needed

Day 3:

- Put book together for copying
- Research Procedure:
- Read the description included here about your artist or poet. Start with The Jewish Virtual Library online to find information about your artist. You may use other websites as needed to complete your research.
- Complete the Facts about My Artist & Facts about My Work of Art sheets attached.
- With your partner, choose two different pieces from your artist that you feel are representative of his or her work
- From your printer at home, print our color copies of the paintings or artistically format the poems. Each should be a full page.
- Each of you needs to create a painting or poem (don't stress about your artistic abilities) that uses some of the techniques that your artist does, or that reflects the topics, themes, and symbols that interested your artist. Each should be a full page.

You may divide up the work below:

- Using the information you learned about your artist, write a first-person autobiographical paragraph about your artist (i.e. "I was born in a small town in Italy. . .")
- Write a paragraph analyzing the work of art describing techniques, topics, and themes for which your artist was known/
- Decide what you want to teach your classmates and your teacher about your artist. Each partner should be prepared to talk for 1 to 2 minutes about your artists. Make not cards to help with your speech.

NOTES

We might invite some from the US military to speak about their recent experience on active duty. On Israel's changing borders – why do they change and who changes them? Which borders are firmly established and which are likely to shift in the future? What happens to the people living in that vicinity as a result?

Israeli Artists & Poets

Yaacov Agam

Natan Alterman

Yehuda Amichai

Mordechai Ardon

Yocheved Bat-Miriam

Hayim Bialik

Rachel (Rachel Bluwstein)

Leah Goldberg

Nachum Gutman

Rami Meiri

David Rakia

Michael Rovner

Reuven Rubin

Hannah Senesh

Anna Ticho

Data Collection Sheet # 1:
Facts about My Artist and His/Her Work

What is your artist's name?

Where is s/he from?

Find five interesting facts about his or her life.

What years did s/he do the paintings or poetry you studied?

Who influenced his/her work?

Who was later influenced by him/her?

What themes or symbols of Israel (land, people, politics, society, history) are present in the work?

Data Collection Sheet # 2:
Facts about My Work of Art

*each partner completes this individually for their piece of art

1. Title: _____

What is going on in the picture or poem? Is it trying to tell a story? Is there a theme?

What techniques or styles does the artist employ?

What feelings or emotions does your work of art evoke when you look at it?

Do you like the work of art? Why or Why not?

Assessment

_____ **Research** (15) Did you complete your research accurately and in a timely fashion? Have you completed the research information sheets?

_____ **Written Work** (40) Are your paragraphs factually complete and well written? Have you completed a thoughtful analysis of the work of art?

_____ **Oral Presentation** (10)
Can you speak knowledgeably for 1-2 minutes about the artist? Do you make eye contact with your audience and speak slowly and clearly?

_____ **Visual Presentation** (25)
Does the visual aid add to the presentation? Does it use color (if appropriate) and show effort? Does it demonstrate some of the subjects and/or techniques of the artist?

_____ **Audience Participation** (10)
Are you a polite and respectful listener to your classmates? Have you visited the poster of four of your classmates?

_____ **Total Score/Grade**

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