

**Unit VI:** Remembrance and Memory

**Grade Levels:** 6-8

**Time:** 90+ minutes

## Lesson MVI-14 Remembrance and Memory As Seen Through the Eyes of Artists

**Objective:**

- Students will be able to demonstrate their ability to comprehend the use of art by children and adults to express emotions and viewpoints and to preserve memory.

**Key Terms:**

**Carnage**

**Modern Art**

**Materials:**

- *The Day Our World Changed: Children's Art of 9/11* by Robin F. Goodman
- Pablo Picasso's painting, *Guernica*,  
<http://arts.anu.edu.au/polsci/courses/pols1005/2007/Images/Picasso.Guernica2.jpg>.

**Activities/Procedures:**

1. Direct students to "pair share" a response to the statement: "Many historians have stated that those who ignore history tend to repeat it."
  - What does this statement mean?
  - Do you agree or disagree with this statement? Explain your response.
  - Students should share responses as a class.
2. Display Picasso's painting, *Guernica*,  
(<http://arts.anu.edu.au/polsci/courses/pols1005/2007/Images/Picasso.Guernica2.jpg>)
  - Have students carefully examine the painting.
  - Make a list of images seen in each quadrant.
  - What are some shapes and colors?
  - What symbols, if any, are used in the painting? If so, what do those symbols represent?
  - What is the artist trying to tell the viewer?
  - Students will share their observations as a class.
3. Once everyone has had an opportunity to share their observations and reactions to the painting, teacher will explain that this work of art depicts suffering/destruction of people, animals, and buildings wrenched by violence and chaos. It is Picasso's depiction of the Nazi bombing of the city of Guernica, Spain, on April 26, 1937. Picasso painted it as an expression to the world of the meaningless carnage of wars.
  - Explain that a tapestry copy of this painting was made and placed in the United Nations Building in New York City at the entrance to the Security Council Room.
  - Have students discuss why this image was placed there. (To remind people of the horrors of war.)
  - Explain to the students that this painting is believed to be modern art's most powerful antiwar statement.
4. Students will now view *Children's Guernica* (page 46 of *The Day Our World Changed*).
  - Discuss what is depicted in the picture.
  - How and why did this child relate his painting to Picasso's?

(You may read the quote of the artist after the picture is discussed.)

5. Students will now view *They Saw, They Conquered, We Cried* (page 27 of *The Day Our World Changed*).
  - Discuss what is depicted in the picture.
  - Read the artist's feelings and reactions to not seeing the Twin Towers that day.
6. Students will now view *Untitled* (pages 102 and 103 of *The Day Our World Changed*).
  - Discuss why this child chose to paint the skyline of NYC as it was before 9/11.
  - In what ways were the events depicted in *Guernica* similar to the 9/11 attacks?
7. Discuss the importance of art as a form to express emotion and preserve memory.

**Evidence for Understanding:**

1. Students will reflect on these images and answer in writing:
  - What does this artwork express that is not described in history books?

**Extension Activities: Taking Action and Giving Service:**

1. Students may design a postage stamp to memorialize and remember the events of 9/11.
  - Can art be a form of activism?
2. Students will research another work of art after 9/11 that has meaning for them.
3. Students will create their own art.