

Inside Art, Fall 2018 — Miki Kratsman

Title

70 Meters... White T-shirt: An Artist's Interpretation of the Israeli-Palestinian Conflict

Estimated Time for Completion of Lesson

1 class period (45 minutes)

Concept/Main Idea of Lesson

This lesson will focus on the Miki Kratsman's video titled "70 Meters...White T-shirt." Students will evaluate social, political, cultural, and economic issues related to the Israeli-Palestinian conflict as seen in the video. Students will analyze techniques used by Mr. Kratsman to communicate these themes.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts (Photography)

Social Studies (World History; Sociology; Current Events; Geography; Economics)

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.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.

SS.912.W.S.7.2: Describe how social problems have changed over time.

SS.912.S.7.4: Discuss the implications of social problems for society.

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

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

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

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.”

Production, Distribution, and Consumption: “Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.”

Common Core

VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

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:

- Describe IDF and Palestinian actions during protests;
- Evaluate videography techniques to communicate historical themes;
- Examine political, social, cultural, economic, and environmental issues resulting from the Israeli-Palestinian conflict.

Learning Activities Sequence

Prerequisite: *Miki Kratsman: An Introduction (Lesson Plan, Day 1)*

Pre-Lesson: In order to develop understanding and background knowledge of Kratsman’s video “70 Meters...White T-shirt” video, teacher can read the following documents and/or articles regarding the tensions between Israelis and Israeli Defense Forces (IDF) in the Halamish settlement and Palestinians of the Nabi Salih village:

- United Nations Security Council Resolution 2334 (2016) which calls upon the immediate cessation of settlements of Palestinian territories. [https://undocs.org/S/RES/2334\(2016\)](https://undocs.org/S/RES/2334(2016)) While many UN documents address the Israeli-Palestinian issue, this is a more recent document that addresses a multi-national condemnation of Israeli settlements.
- Read “UN Security Council Resolution 2334: United Nations Security Council Asserts Illegality” <https://harvardlawreview.org/2017/06/u-n-security-council-resolution-2334/>. This article provides legal analysis of the resolution and contains background political information from both Israeli and Palestinian perspective.
- The Wikipedia page titled “Nabi Salih” provides historical content of the weekly Palestinian protests that have been occurring in the village since 2009. https://en.wikipedia.org/wiki/Nabi_Salih
- The article “A Symbol of the Palestinian Resistance for the Internet Age” highlights the Israeli-Palestinian issue in Nabi Salih continues today. <https://www.theatlantic.com/international/archive/2018/01/internet-famous-in-the-west-bank/549557/>.
- View “70 Meters...White T-shirt” (8 minutes 42 seconds) video. Assess IDF actions in video; assess Palestinian actions in video. Consider how Miki Kratsman, a former journalist, retired photography professor, and artist, communicates the Israeli-Palestinian story in Nabi Salih.
- Israel closes Nabi Saleh village, home of Ahed Tamimi. (2018, July 27). Retrieved from <https://www.middleeastmonitor.com/20180727-israel-closes-nabi-saleh-village-home-of-ahed-tamimi/>

Attention-Getter:

Ask students to answer the following questions on a sheet of paper (or his/her notebook): How would you define the relationship between the Israeli government and the Palestinian people? Why?

Based on what the students learned the day before and their background knowledge of the Israeli-Palestinian situation, engage students in a critical discussion based on the questions above prior to showing the video “70 Meters...White T-shirt.” (Background knowledge may vary. Discussion can range from basic to advanced.)

Learning Activities:**PPT Presentation (Contextualization)**

Launch PPT presentation to title slide (slide 1) “70 Meters...White T-shirt.”

Say: “Today we will discuss the effects of Israeli settlements and Israeli law enforcement in the Palestinian village of Nabi Salih in central West Bank. We will watch Miki Kratsman’s video titled ‘70 Meters...White T-shirt’ and evaluate how he uses visual techniques to highlight the major themes of the Israeli-Palestinian conflict. Consider this video for its artistic interpretation, but also as a primary source providing us with political, social, economic, cultural, and environmental information.”

PPT Nabi Salih Map (slide 2)

Teacher will explain the main areas- the West Bank, Nabi Salih, and Halamish settlement. Palestinians have been protesting the Halamish settlement, claiming the Israeli government has confiscated large portion of their land and have seized the village’s only source of water, the natural spring. Israel claims the West Bank is a disputed territory, while Palestinians with the backing of multinational organization such as the United Nations and international organizations such as Amnesty International have declared it an illegal occupation.

PPT Contextualization (slide 3)

Teacher will explain Miki Kratsman visited the Palestinian protests from 2015-2016 and created a video to capture the reality of the protests. The video comprises a year’s worth of protests and shootings in a Palestinian village, condensed into 8 minutes and 42 seconds. Young people were especially present at the events, which occurred approximately once per week. Miki Kratsman edited the work based on sound; that is, every time a shot is heard, he made an editorial cut. The work features approximately 1,000 shots that can be heard. The title of Kratsman’s work comes from the audible words of an Israeli officer as he identifies a sniper being targeted: “[at] 70 meters...white t-shirt.”

Transition and Handout Evaluation Worksheet

Teacher will hand out “70 Meters...White T-shirt” and evaluation worksheet

Say: “I am handing out an evaluation worksheet for the video. Please watch the video in its entirety before writing your notes and answering the questions. The video lasts 8 minutes 42 seconds. It is important to watch the complete video to participate in the discussion.”

- Teacher can ask a student to read the directions and questions on the worksheet, so students are aware of requirements.

Video

Show video “70 Meters...White T-shirt” (8 minutes 42 seconds). It can be accessed at <https://vimeo.com/232083644>; password: miki70.

Complete Evaluation Worksheet

Direct students to independently complete the evaluation worksheet and be prepared to discuss (whole class or small groups).

Discussion and Comprehension Check

Whole Class/Small Groups

After students complete the evaluation worksheet, ask them discuss their thoughts on the video. Students should focus on social, political, cultural, and/or economic issues portrayed in this medium. Ask students to consider both the Israeli perspective and the Palestinian perspective. Questions for discussion:

- What social, political, cultural, and/or economic issues can be concluded from the video? What evidence did you see to support your conclusions?
- What techniques did the artist use to help viewers understand these social, political, cultural, and/or economic issues?

Closure:

Exit Ticket

Ask students to write an exit ticket. The exit ticket contains student’s name, details of what he/she learned during the class session and any question(s) that remain.

Evaluation:

Student engagement throughout the lesson, participation in discussion, evaluation worksheet, and exit ticket.

Optional Extension Activities

Compare and Contrast/Continuity and Change: Have students watch the YouTube video titled: “Nabi Saleh Protest 13/01/18”

<https://www.youtube.com/watch?v=QDSv0VvS7jQ>

Students can choose to write a compare and contrast or continuity and change essay.

- Compare and contrast prompt: Compare and contrast Miki Kratsman’s video from (2015-2016) and Dounia Falastine’s video (2018) posted on YouTube. Select two social science themes for your evaluation- political, social, cultural, economics, and environment.
- Continuity and change prompt: After watching D. Falastine’s video on the Nabi Saleh protest from 18 January 2018, what do you assess has changed in the

Israeli-Palestinian conflict? What do you assess has remained the same?

Evaluation of United Nations Security Council Resolution 2334: Students will read the United Nations Security Council's Resolution 2334 (23 December 2016). Have students write an essay evaluating Miki Kratsman's art in understanding the Israeli-Palestinian conflict.

- Prompt: How does Miki Kratsman's video help you understand the Israeli-Palestinian conflict?

Materials and Resources

Computer, Projector, Screen

PPT Presentation titled "70 Meters...White T-shirt"

Miki Kratsman (8 minutes 42 second) video "70 Meters...White T-shirt"

Evaluation Worksheet, Exit Ticket, Paper and writing utensils for note-taking

References

Israel closes Nabi Saleh village, home of Ahd Tamimi. (2018, July 27). Retrieved from <https://www.middleeastmonitor.com/20180727-israel-closes-nabi-saleh-village-home-of-ahed-tamimi/>

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Sachs, N. (2016, December 28). What's new and what's not in the U.N. resolution on Israeli settlements. Retrieved from <https://www.brookings.edu/blog/markaz/2016/12/26/whats-new-and-whats-not-in-the-u-n-resolution-on-israeli-settlements/>

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Serhan, Y. (2018, January 05). A Symbol of the Palestinian Resistance for the Internet Age. Retrieved from <https://www.theatlantic.com/international/archive/2018/01/internet-famous-in-the-west-bank/549557/>.

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