

Title

Khaled Jarrar: Palestinian Artist & Provocateur

Concept/Main Idea of Lesson

The purpose of this lesson is to familiarize students with the work and life of Palestinian artist Khaled Jarrar as well as provide an overview of the history and politics of Palestine.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Visual Art:

VA.5.C.3.3: Critique works of art to understand the content and make connections with other content areas.

VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.

VA.68.C.3.1: Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

VA.912.H.3.1: Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

Social Studies:

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.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals,

and cultures.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

Common Core:

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

LACC.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

National Council for the Social Studies Curriculum Themes

Culture: Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.

Time, Continuity, & Change: Human beings seek to understand their historic roots and to locate themselves in time. Knowing what things were like in the past and how things change and develop helps us answer important questions about our current condition.

People, Places, & Environment: Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

Power, Authority, & Governance: Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence.

Global Connections: The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.

Civic Ideals and Practices: All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.

Instructional Objectives

The student will:

- have a basic understanding of the history and political status of Palestine;
- write a descriptive passage related to the Palestinian exodus of 1948;
- describe the artistic training of Palestinian artist Khaled Jarrar;
- identify selected works by Palestinian artist Khaled Jarrar.

Teacher Background Information on Khaled Jarrar

Khaled Jarrar is a Palestinian artist who works in video, photography, and relational (interactive) work. Born in Jenin, Palestine in 1976, Jarrar currently lives in Ramallah, Palestine where he creates art primarily regarding the Israeli-Palestinian conflict. Further, much of Jarrar's work addresses the disputed statehood of Palestine with reference to issues surrounding checkpoints, boundaries, borders, and the related injustices. For instance, Jarrar created a passport stamp with the words "State of Palestine" and generated controversy when he stamped people's official passports with this inscription. Jarrar has also created a series of videos related to the conflict, including *Bus Stop* (2012), *Football* (2012), and *Infiltrators* (2012).

Learning Activities Sequence

Set Induction/Hook: In the guided imagery exercise, *al-Nakba, 1948*, the teacher capitalizes on students' imagination and guides them mentally through the experience of the 1948 Palestinian exodus in order to better understand the event and develop empathy. This will provide background for Jarrar's work.

Ensure that the classroom is darkened, that students are comfortable, and that distractions and outside stimuli are lessened. Tell students you would like them to close their eyes and imagine what you are about to read.

Read the script (see *al-Nakba, 1948*) in a calm, but dramatic, voice.

Writing Exercise: At the conclusion of the guided imagery, have students open their eyes and reflect on the visualization. Ask students to take out their notebooks and a writing utensil and respond to the following prompt in writing, allowing approximately five minutes:

It is June 20, 1948. As I walk along the dry, dusty road with my family, I wonder where our walk will end.....

Group Sharing and Discussion: After allowing volunteers to share their written responses with the class, prompt a group discussion by asking:

- How would you feel if you had to suddenly leave your home?
- What would you take with you if you only had a few minutes to pack before fleeing?
- How do you think Palestinians felt after being forced to leave their homes, not

knowing where they would live?

Say: Today you will learn about the Palestinian experience and how it has influenced an artist named Khaled Jarrar. As you view the following presentation, take notes in your student notebooks.

Teacher Explanation and Presentation: Using the presentation entitled, *Khaled Jarrar & Palestine*, share images of Jarrar's life, work, and his Palestinian culture with students. Teacher Background Notes and discussion questions are provided in the "Notes View;" review those before you share the presentation with students.

[Note: The purpose of this presentation is just to acquaint students with Jarrar's work. In the next lesson, more detailed information about individual artwork will be presented.]

Closure: Show the video (2:24 minutes), "The Art of Palestinian Resistance," based on Jarrar's *Whole in the Wall* (2013, <http://vimeo.com/69942781>)

Before viewing, ask students to be on the lookout for the different forms of resistance to the wall shown in the video and note them in their student notebooks.

After viewing the video, ask students the following questions to stimulate class discussion:

- What are some forms of resistance to the wall that you saw in the video?
- What does the hole represent?
- Why was there some negative reaction to graffiti on the wall by some Palestinians?
- Why do you think that the title of the work is "whole" rather than "hole"?

Evaluation

Ensure that students take notes and monitor student comprehension throughout the presentation by the responses given to the questions posed during the presentation and closure activity. Collect guided Imagery prompts and assess for creativity and structure.

Materials and Resources

PowerPoint presentation: *Khaled Jarrar & Palestine*

Guided Imagery: *al-Nakba, 1948*

Computer, Projector, and Screen

Audio speakers for video

Internet access for video (or download prior to lesson)

References

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