

Children of Genocide – Communicating through Art

Teacher Guide

“Art plays a role in everyday life. There may be the special concert or play, but art can be used in non-traditional ways. Art can become a comfort, a teaching tool and an assessment to learn how to reach a person. The use of art, whether it’s visual or performing, can be a way to know and react to the larger world. Art, in its essence, is a type of language that can help aid an individual, group or the larger, more dynamic society.” “The Language of the Mind.” *KC Studio*. July-August 2010.

Objective of this activity: Using the analysis activity, the Venn diagram chart, and the PowerPoint of background information on Terezin and Darfur, students will compare and contrast children’s artwork from Terezin and Darfur to answer the following questions:

- 1) what can be learned from their art about their specific experiences as children of genocides?
- 2) what are general similarities and differences in their artwork?

Resources required:

6 copies per student of “Looking at a Work of Art”

1 copy per student of “Similarities & Differences”

Internet access (preferably a lab setting, 1-2 students per computer)

Copies of . . . *I never saw another butterfly . . . Children’s Drawings and Poems from the Terezin Concentration Camp, 1942-1944* (expanded Second Ed.)

Part 1:

Show students the accompanying PowerPoint entitled “Children’s Art: Terezin and Darfur.”

You may want to provide copies of the Resources slide for students to use for further research on their own at the end of the activities. Links to additional resources are also found at MCHE’s site: www.mchekc.org .

Part 2:

Using the picture on p.63 from . . . *I never saw another butterfly . . .* , ask students to complete “Looking at a Work of Art” by circling/highlighting those descriptions that apply. Students may work alone or with a partner for this activity. Be sure to stress that since viewing art is highly subjective, answers may and probably will differ. Have students use the Catalog of Drawings beginning on p. 84 for additional information about the piece.

Complete a second analysis using Slide #1 from the slideshow at the link below <http://www.slate.com/id/2122730/> using “Looking at a Work of Art.”

When students have finished, discuss their responses. Talk about the similarities and differences in their responses and reactions/interpretations of the artworks. Discuss what might account for any differences.

Part 3:

Ask students to choose two more pictures from . . . *I never saw another butterfly . . .* :
Pages 2 – 5 – 6/7 – 12/13 – 16 – 18/19 – 21 – 25 – 29 – 35 – 38 – 40 – 43 – 45 – 46 – 48/49 – 52 – 54 – 66 – 71 – 75.
Be sure to use the Catalog of Drawings beginning on p. 84 for additional information on each picture.
Have them complete “Looking at a Work of Art” for each one.

Choose two of the pieces from Darfur from the slideshow at one of the links below:
<http://www.slate.com/id/2122730/>
<http://www.hrw.org/sites/default/files/features/darfur/smallwitnesses/drawing.html> .

Complete “Looking at a Work of Art” for each of the two pieces you chosen.

Using all the analyses of the pictures, ask students to complete the “Similarities & Differences” activity by adding descriptions to each of the areas of the Venn diagram.

As a class, discuss the results. Recreate the Venn diagram on the whiteboard or chart paper—list students' responses in the diagram.

Concluding Discussion Questions:

- What did you learn from looking at the art of these children?
- Are there general characteristics that can be found in the art of children of genocide (based on what you have seen and analyzed here)?
- How do you think art therapy might benefit children who have experienced traumatic situations? Have you ever considered art therapy as a career?
- What was the value of this activity to you personally?
- What questions do you have that you might want to research on your own?