Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

### High School World Studies Project: Art Responses to World Events

<table>
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<tr>
<th>Estimated Time</th>
<th>2 Weeks</th>
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| Grade Level Standard(s) | SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.  
SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.  
SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings  
SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives |
| Caregiver Support Option | Family members are encouraged to provide art supplies, time and space to allow students to attempt making different forms of art, those mentioned in the packet as well as those the student chooses (baking, making videos, etc.) Family members are also encouraged to review the [CPS Health and Wellness Guidance](https://cps.edu/coronavirus/Pages/healthwellness.aspx) to help process their thoughts on the COVID-19 Pandemic as they engage in this packet. |
| Materials Needed | Some unlined paper (typing paper or art paper)  
Some lined paper for answering questions and communicating conclusions |
| Question to Explore | How does art communicate the human experience during difficult times? |
| Student Directions | You may have been studying specific time periods and global events such as the Spanish Flu Pandemic of 1918, Indian Ocean Tsunami, and Japanese Internment to understand how people come together throughout history during difficult moments. In order to fully understand historical events, historians analyze primary and secondary sources including written and visual art. For this packet you are going to analyze written and visual art to identify how art communicates the human experience during difficult times. |
Follow the activities within this packet and allow yourself to take some time to consider the materials and create art. The points where you are asked to create art center around your response and/or observations to the present difficult time with the COVID-19 Pandemic. If you are uncomfortable tackling your thoughts yet, that’s okay. Please feel free to create art in response to other events in the world.

Activity 1: Unpacking Our ‘Question to Explore’

Read the following essay and answer questions that follow.

Feeling Artsy? Here’s How Making Art Helps Your Brain
January 11, 2020 - MALAKA GHARIB
https://www.npr.org/sections/health-shots/2020/01/11/795010044/feeling-artsy-heres-how-making-art-helps-your-brain

A lot of my free time is spent doodling. I’m a journalist on NPR’s science desk by day. But all the time in between, I am an artist — specifically, a cartoonist.

I draw in between tasks. I sketch at the coffee shop before work. And I like challenging myself to complete a zine — a little magazine — on my 20-minute bus commute.

I do these things partly because it’s fun and entertaining. But I suspect there’s something deeper going on. Because when I create, I feel like it clears my head. It helps me make sense of my emotions. And somehow, it makes me feel calmer and more relaxed.

That made me wonder: What is going on in my brain when I draw? Why does it feel so nice? It turns out there’s a lot happening in our minds and bodies when we make art.

"Creativity in and of itself is important for remaining healthy, remaining connected to yourself and connected to the world," says Christianne Strang, a professor of neuroscience.

This idea extends to any type of visual creative expression: drawing, painting, collaging, sculpting clay, writing poetry, cake decorating, knitting, scrapbooking — the sky’s the limit.

"Anything that engages your creative mind — the ability to make connections between unrelated things and imagine new ways to communicate — is good for you," says Girija Kaimal. She is a professor at Drexel University and a researcher in art therapy.

But she’s a big believer that art is for everybody — and no matter what your skill level, it’s something you should try to do on a regular basis. Here’s why:
It helps you imagine a more hopeful future

Art's ability to flex our imaginations may be one of the reasons why we've been making art since we were cave-dwellers, says Kaimal. It might serve an evolutionary purpose. She has a theory that art-making helps us navigate problems that might arise in the future.

Her theory builds off of an idea developed in the last few years — that our brain is a predictive machine. The brain uses "information to make predictions about what we might do next — and more importantly what we need to do next to survive and thrive," says Kaimal.

When you make art, you're making a series of decisions — what kind of drawing utensil to use, what color, how to translate what you're seeing onto the paper. And ultimately, interpreting the images — figuring out what it means.

"So what our brain is doing every day, every moment, consciously and unconsciously, is trying to imagine what is going to come and preparing yourself to face that," she says.

Kaimal has seen this play out at her clinical practice as an art therapist with a student who was severely depressed. "She was despairing. Her grades were really poor and she had a sense of hopelessness," she recalls.

The student took out a piece of paper and colored the whole sheet with thick black marker. Kaimal didn't say anything.

"She looked at that black sheet of paper and stared at it for some time," says Kaimal. "And then she said, 'Wow. That looks really dark and bleak.' "

And then something amazing happened, says Kaimal. The student looked around and grabbed some pink sculpting clay. And she started making ... flowers: "She said, you know what? I think maybe this reminds me of spring."

Through that session and through creating art, says Kaimal, the student was able to imagine possibilities and see a future beyond the present moment in which she was despairing and depressed.

"This act of imagination is actually an act of survival," she says. "It is preparing us to imagine possibilities and hopefully survive those possibilities."

It activates the reward center of our brain & It lowers stress

For a lot of people, making art can be nerve-wracking. What are you going to make? What kind of materials should you use? What if you can't execute it? What if it ... sucks?
Studies show that despite those fears, "engaging in any sort of visual expression results in the reward pathway in the brain being activated," says Kaimal. "Which means that you feel good and it's perceived as a pleasurable experience."

Although the research in the field of art therapy is emerging, there's evidence that making art can lower stress and anxiety. In a 2016 paper in the *Journal of the American Art Therapy Association*, Kaimal and a group of researchers measured cortisol levels of 39 healthy adults. Cortisol is a hormone that helps the body respond to stress. They found that 45 minutes of creating art in a studio setting with an art therapist significantly lowered cortisol levels.

The paper also showed that there were no differences in health outcomes between people who identify as experienced artists and people who don't. So that means that no matter your skill level, you'll be able to feel all the good things that come with making art.

**It lets you focus deeply**

Ultimately, says Kaimal, making art should induce what the scientific community calls "flow" — the wonderful thing that happens when you're in the zone. "It's that sense of losing yourself, losing all awareness. You're so in the moment and fully present that you forget all sense of time and space," she says.

And what's happening in your brain when you're in flow state? "It activates several networks including relaxed reflective state, focused attention to task and sense of pleasure," she says.

Professor Strang says there's no one medium or art activity that's "better" than another. "Some days you may want to go home and paint. Other days you might want to sketch," she says. "Do what's most beneficial to you at any given time."

Malaka Gharib is a writer and editor on NPR's science desk and the author of *I Was Their American Dream: A Graphic Memoir*.

1. According to the article, what are at least three ways that making art is beneficial for people?
2. Reflect on how art (Music, videos, social media posts, poems, etc.) has benefitted you either during the COVID-19 pandemic or another time?
3. With your best thinking, how do you think art communicates the human experience?

**Activity 2: Analyzing Primary & Secondary Sources**

You are going to analyze several pieces of written and visual art to help you investigate the Question to Explore: **How does art communicate the human experience during difficult times?** After you analyze each piece of written and/or visual art, you will reflect on how art can be used during this difficult moment to communicate the human experience by creating your own.
Part I: The Spanish Flu Pandemic of 1918

Overview of the Spanish Flu Pandemic of 1918: The Spanish flu, also known as the 1918 flu pandemic, was an unusually deadly influenza pandemic. Lasting from spring 1918 through spring or early summer 1919, it infected 500 million people – about a third of the world's population at the time.

Source A: Edvard Munch, Self-Portrait with Spanish Flu (1919)

1. What is the title of this source? Who created it? When was it created?
2. What do you notice in this painting? What stands out to you? List specifics.
3. Based on the Overview and how you answered Questions 1 and 2, what is the purpose of this painting?
4. What in the picture can be used as evidence to support what you wrote in Question 3?

Connection to the Question to Explore
5. In what ways does this painting communicate what it was like to live during the Spanish Flu Pandemic of 1918?

Now You Reflect
6. Reflect on the human experience during the COVID-19 Pandemic...what might you illustrate in a painting and/or drawing? Why?
7. Now that you’ve considered what you would illustrate in a painting and/or drawing, try to make a drawing capturing the human experience during the COVID-19 Pandemic.
Source B: Virginia Woolf, *On Being Ill* (1925)

Considering how common illness is, how tremendous the spiritual change that it brings, how astonishing, when the lights of health go down, what wastes and deserts of the soul a slight attack of influenza brings to view, what precipices [cliffs] and lawns sprinkled with bright flowers a little rise of temperature reveals, it becomes strange indeed that illness has not taken its place with love and battle and jealousy among the prime themes of literature.

Novels, one would have thought, would have been devoted to influenza; epic poems to typhoid; odes to pneumonia; lyrics to toothache. But no; of all this daily drama of the body there is no record. English, which can express the thoughts of Hamlet and the tragedy of Lear, has no words for the shiver and the headache. It has all grown one way. The merest schoolgirl, when she falls in love, has Shakespeare or Keats to speak her mind for her; but let a sufferer try to describe a pain in his head to a doctor and language at once runs dry. There is nothing ready made for him.

People instead write always of the doings of the mind; the thoughts that come to it; its noble plans; how the mind has civilised the universe. Those great wars which the body wages with the mind a slave to it, in the solitude of the bedroom against the assault of fever or the oncome of melancholia, are neglected.

"I am in bed with influenza"—but what does that convey of the great experience; how the world has changed its shape; the tools of business grown remote; the sounds of festival become romantic like a merry-go-round heard across far fields; and friends have changed, some putting on a strange beauty, others deformed to the squatness of toads, while the whole landscape of life lies remote and fair, like the shore seen from a ship far out at sea.

Directly the bed is called for, or, sunk deep among pillows in one chair, we raise our feet even an inch above the ground on another, we cease to be soldiers in the army of the upright; we become deserters. They march to battle. We float with the sticks on the stream; helter-skelter with the dead leaves on the lawn, irresponsible and disinterested and able, perhaps for the first time for years, to look round, to look up—to look, for example, at the sky.

Ordinarily to look at the sky for any length of time is impossible. Pedestrians would be impeded [blocked] and disconcerted [annoyed] by a public sky-gazer. What snatches we get of it are mutilated by chimneys and churches, serve as a background for man, signify wet weather or fine. Now, lying recumbent [down], staring straight up, the sky is discovered to be something so different from this that really it is a little shocking. This then has been going on all the time without our knowing it!—this incessant making up of shapes and casting them down, this buffeting of clouds together, this incessant [endless!] ringing up and down of curtains of light and shade, this interminable experiment with gold shafts and blue shadows. One should not let this gigantic cinema play perpetually to an empty house.
1. What is the title of this source? Who created it? When was it created?
2. Read the source, how does the author describe what it was like to be in bed sick with influenza? Cite three pieces of evidence to support your answer.
3. Based on the Overview and how you answered Questions 1 and 2, what is the purpose of this written source?

Connection to the Question to Explore
4. In what ways does this written work communicate what it was like to live during the Spanish Flu Pandemic of 1918?

Now You Reflect
5. Reflect on the human experience during the COVID-19 Pandemic...what might you communicate in a written piece? Why?
6. Now that you’ve considered what you would communicate in a written piece, write at least one paragraph on your thoughts of the human experience during COVID-19.

Part II: Japanese Internment 1942-1946
The internment of Japanese Americans in the United States during World War II was the forced relocation and incarceration in concentration camps in the western interior of the country of about 120,000 people of Japanese ancestry, most of whom lived on the Pacific Coast.

Source C: Tōyō Miyatake, *Japanese Americans in hairdressing parlor at Manzanar* [Manzanar is the name of the internment camp in California], 1942
Connection to the Question to Explore
5. How can a photograph communicate the daily human experience during difficult times?

Now You Reflect
6. Reflect on the human experience during the COVID-19 Pandemic and how people are trying to create a sense of normal...what might you capture that in a photograph? Why?
7. Now that you've considered what you would capture in a photograph, take a photograph or find a photograph that you think captures the human experience during the COVID-19 Pandemic.

Part III: 2004 Indian Ocean Tsunami
A powerful undersea earthquake that struck off the coast of Sumatra island, Indonesia, set off the 2004 Indian Ocean tsunami. In all, nearly 230,000 people were killed, making it one of the deadliest disasters in modern history.

Source D: Lorena Babcock Moore, created in 2005

Author’s statement:
On the first Full Moon after the Winter Solstice, in the southernmost of the lands of the Tiger, an enormous earthquake shook the Earth that rests on Turtle’s back, and created a great wave in the Indian Ocean. This picture tells the story as it might be told in years to come around a fire in the forest, painted on a temple wall, or scratched in the sand with a piece of broken shell. The style is a reminder of the meticulous detail of Indian miniatures, Thai niello silver, and Indonesian wood carving. The turtle shell is round like the earth. Its pointed edges recall the Spiny Turtle (Heosemys spinosa) of Asian tropical forests, and the handprints, blurring into sand or light reflections among bubbles, honor those who were lost to the waves.
1. What is the title of this source? Who created it? When was it created?
2. Read the source, how does the author describe what it is like to live during the COVID-19 Pandemic? Cite three pieces of evidence to support your answer.
3. How does this poem relate to the ideas found in Virginia Wolf’s On Being Ill?
4. Based on how you answered Questions 1-3, what is the purpose of this written source?
Connection to the Question to Explore
5. In what ways does this poem communicate the author’s experience during the COVID-19 Pandemic?

Now You Reflect
6. Reflect on the human experience during this current difficult time...what might you communicate in a poem? Why? Consider writing a poem in any style you like (including rap) about any aspect of your COVID-19 experience or what you’ve observed have been the experiences of others.

Activity 3: Conveying What You’ve Learned
Now that you have tried your hand at sketching, drawing and taking pictures, writing non-fiction and poetry, pick one of your efforts to make even better, or create a new one such as TikTok, or a song, showing your personal response to the COVID-19 pandemic and the Question to Explore, How does art communicate the human experience during difficult times?

Once you have completed your art, write an artist statement about your work that explains how the art piece communicates the human experience during the COVID-19 Pandemic. Make sure to answer the following questions in your Artist Statement.

1. What is the message of your art piece?
2. How does your art piece convey this message?
3. Why did you want to convey this message?
4. What do you want people to understand about the human experience during the COVID-19 Pandemic? Why? Feel free to focus on thoughts, feelings and physical reactions.

Activity 4: Reflection:
1. Now that you have tried your hand at artistic responses to our shared experience under COVID-19, take some time to think about what it felt like to just concentrate on making some art. What was good about it? What was annoying? Did you think it was beneficial? Why or why not? Would you recommend doing this to your friends and family? Why or why not?

2. Thinking about our Exploration Question: “How does art communicate the human experience during difficult times?”, write about how your thinking has changed, if it has, on this question.
Cross Content Connection:

**Fine Arts:** There is tons of art out there to explore, from the past and present. Feel free to analyze and enjoy art for its own benefit. Start with this mural: It says “Wash your hands”

![Mural](image)

**Social Science:** You can find out about the psychological benefits of art and look into Art Therapy as a career. Also remember that art itself has a history to study. You could even become an Art Historian.