



Berlin Wall: The Concrete Canvas

By Karen Baumann

Areas covered in this unit included the political, social, and artistic facets of the Berlin Wall.

The primary sources will be found on the Internet. Art supplies needed for each project are listed on the individual project sheets.

Indiana Academic Standards addressed for Visual Arts and Language Arts are included at the beginning of each lesson sheet.

The author has taught art in public schools at the high school level for 32 years.

Global Regions: Europe

Countries: Germany

Universities: Indiana University

Schools: Hammond High School

Subjects: Fine Arts

Time Periods: Modern

Length: Twelve-week unit consisting of six projects varying from one to fifteen class periods.

Levels: High School (9-12)



Berlin Wall: The Concrete Canvas

By Karen Baumann

Unit Overview

Lessons based on the political and/or social aspects of the Berlin Wall often neglect to address its place in art history. Graffiti and murals are popular genre embraced by today's student since they are closely related to urban street-art. However, students need to develop an awareness and understanding of graffiti-type art created by professional artists and its relationship to politics and society. This curricular unit will introduce students to the concept of history through "doing" vs. history through reading only. The rationale for this unit of study is best explained by the following statement found in Gardner's Art Through the Ages, "...artists have used their art to speak out about pressing social and political issues, sometimes in universal terms and other times with searing specificity."

Format of Unit

The first page of each lesson lists objectives, discussion/motivators, resources, key words to use with Internet search engines, reading/writing strategies and critical thinking worksheets, length of lesson, Indiana Academic Standards for Language Arts and Visual Arts addressed, and assessments. This first page is primarily for instructor use. The following page(s) for each lesson serve as project sheets and are for student use. The unit consists of six projects. Lessons are flexible and may be adapted for individualized instruction depending upon skill and resources of students. Research papers may be produced simultaneously with studio art lessons #'s 2-6 depending upon availability of computers (at school and at home), resources, and maturity of students. For example a mixed class of 9th-12th graders will have different deadlines than a class of all 12th graders.

Unit Resources

Curriculum links: Internet

Key words to use with Internet Search Engines: Berlin Wall, East Side Gallery, Graffiti, Graffiti Artists, Cold War, Checkpoint Charlie, Berlin Wallpark, Berlin Barriers, Bernauer Strasse, Brandenburg Gate, Potsdamer Platz, Art Preservation, Triptych, Birgit Kinder, Kani Alavi, Thierry Noir, Dimitrij Vrubel, Kani Alavi

Indiana Academic Standards

This unit addresses the following standards:

Visual Arts

Standard 1 Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.

Standard 3 Students describe, analyze, and interpret works of art and artifacts.

Standard 4 Students identify and apply standards to make informed judgments about art.

Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.

Standard 8 Students understand and apply elements and principles of design effectively.

Standard 9 Students develop and apply skills using a variety of two-dimensional and three-dimensional media, tools, and processes to create works that communicate personal meaning.

Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.

Standard 13 Students identify and make connections between students' knowledge and skill in art and all other subject areas including humanities, sciences, and technology.

Language Arts

Reading: Comprehension

9.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

9.2.3 Generate relevant questions about readings on issues that can be researched.

9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Writing: Process

9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.

9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.

9.4.5. Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in depth field studies, speeches, journals, technical documents, and Internet sources.

9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.

9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.

9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.

9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

Writing: Applications

9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

report information and express ideas logically and correctly.

offer detailed and accurate specifications.

include scenarios, definitions, and examples to aid comprehension.

anticipate readers' problems, mistakes, and misunderstandings.

9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.

9.5.8. Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Writing: English Language Conventions

9.6.3. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

9.6.4. Apply appropriate manuscript conventions — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Listening and Speaking: Skills, Strategies, and Applications

9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.

9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them

Objectives

Unit objectives are reflected in the Indiana Academic Standards; lesson objectives are stated on the first page of each lesson.

Assessments

Assessments are stated on the first page of each project. Both standards-based and authentic assessments are utilized to evaluate student knowledge, skills, thinking skills, and performance throughout this unit of study.

Berlin Wall: The Concrete Canvas [Lesson 1: Research Paper](#)

- Objectives: After completing this lesson students will be able to outline the history of the Berlin wall and explain its significance, identify, analyze and interpret artists' work on the wall, predict the future of paintings on the wall, and compose a short research paper.
- Discussion/Motivators: Discuss the “who, what, when, which, where, how” of the Berlin Wall both past and present uses.
- Resources: Internet
- Key words to use with Internet Search Engines: Berlin Wall, East Side Gallery Graffiti, Graffiti Artists, Cold War, Checkpoint Charlie, Berlin Wallpark, Berlin Barriers, Bernauer Strasse, Brandenburg Gate, Potsdamer Platz, Art Preservation, Triptych, Birgit Kinder, Kani Alavi, Thierry Noir, Dimitrij Vrubel, Kani Alavi
- Reading/Writing Strategies and Critical Thinking worksheets: KWL worksheet, Research Paper Organizer
- Length:

Introduce assignment and construct “Research Paper Organizer”.	1 class periods
Research sources in computer lab	2 class periods
Rough draft	3 class periods
Final draft word processing	3 class periods
Feedback group discussion	<u>1 class period</u>
Total	10 class periods

The timeline is dependent upon availability of computers (home and at school) and maturity of students. A 9th grader who has had little exposure to research paper writing will require more time and teacher assistance than a 12th grader who has research paper writing experience. Research papers may be produced independently and simultaneously with studio art Projects # 2-6. If so, extra time may be allowed for studio art projects.

- Indiana Academic Standards: Language Arts- 9.2.2-4, 9.4.1-8, 9.4.10-12, 9.6.3-4
Visual Arts- Standards 1, 3, 4, 7, 10, 13
- Assessment(s): Teacher/student generated rubric

Lesson 1a: Project Sheet: “Research Paper”

Write a 2-3 typewritten page research paper about the Berlin Wall East Side Gallery. The paper should consist of title, introduction, body, conclusion, parenthetical citations, and works cited page. Throughout the writing process please keep your work well organized.

- **Step 1: Research Paper Organizer** – Construct a folder with note cards to keep your work organized. See worksheet “Research Paper Organizer”.
- **Step 2: Note taking** – Gather information from a variety of sources and put it on note cards. This means writing information in your own words. You are not to copy directly from a source. See following sheet “Who Said That? Where Did It Come From?” for details concerning citing sources. Failure to give proper credit is a serious offence called plagiarism.
- **Step 3: Rough Draft** - Begin your paper by using index cards to write 6 paragraphs as explained in the “Research Paper Organizer”. This may be done in pencil. Write on every other line, but do not write on the back. Make certain that every paragraph has a statement of the main idea of the paragraph (topic sentence) and that every sentence in the paragraph supports, contributes to, or refers to the main idea of the paragraph.
- **Step 4: Introduction** - Create a beginning paragraph that introduces your subject, states or implies its purpose, and presents a main idea. In this paragraph include a statement of the main idea that makes the writing purpose clear (thesis statement).
- **Step 5: Conclusion** - Create an ending paragraph that completes your paper and reinforces its main idea (reinforces thesis statement).
- **Step 6: Edit Rough Draft** - Read the entire paper to check that sentences and paragraphs “flow” and sound “right”. You should have no fragments or run-ons; all sentences should be complete. Check and double-check spelling, capitalization, and punctuation. Do not rely solely on the computer spelling/grammar check.
- **Step 7: Citing your Sources** - The last page of the paper will be an alphabetized list of the references you used. This information is on the back of each index card. If you borrow facts, words, or ideas you must credit the original author by using parenthetical citations within your paper.
- **Step 8: Cover Sheet** - Design a cover for your paper that includes the title, your name, and the date.
- **Step 9: Final Draft** - You are now ready to word-process your good copy.
- **Step 10: Last Step** - Hand in your research paper organizer, rough draft, and final draft.

Lesson 1b Project Sheet: “Research Paper Organizer”

Supplies needed:

Manila file folder

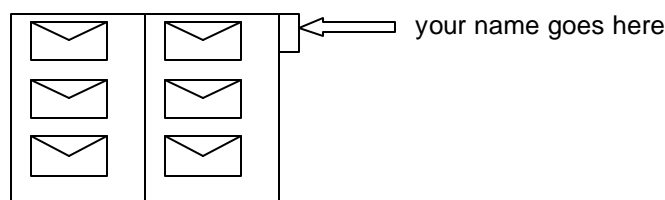
6 small envelopes - can easily be made from computer printer paper

Glue

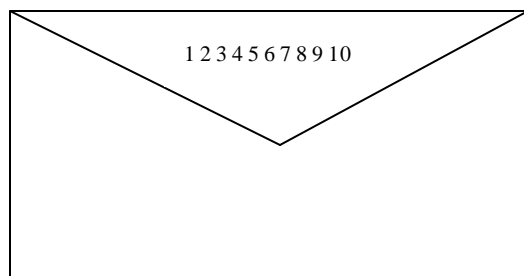
60 index cards

This folder will help you stay organized and on task. It is useful for other classes and can be adapted for different length research papers by increasing or decreasing the number of envelopes/index cards used.

Step 1 : Begin by gluing 6 envelopes with the flaps facing inward to the inside of the file folder-3 on the left and 3 on the right. Write your name on the tab.



Step 2 : Number the flap of each envelope 1 -10 and insert 10 index cards into each envelope



Step 3 : Label the envelopes in this order- “History /Timeline of the Berlin Wall”, “Berlin Wall Graffiti-East Side Gallery”, “Wall Artists and Motives”, “Reaction to the Wall Art and its Impact”, “Analysis of One Painting”, “Future of the Wall Art”. Each envelope represents one paragraph of your paper.

Step 4 : You will write one sentence on each card. On the back of each card site your source for this fact (see format for siting sources below). As you complete a card, cross off a number on the envelope flap. You do not need to work on the envelopes in sequence, but will skip around the cards as you find information for each envelope’s topic.

Step 5 : When you have all envelope index cards finished (60 cards) simply pull the cards from the first envelope and begin to write your first paragraph. Continue with each envelope in sequence.

Step 6 : You should add a beginning paragraph to introduce your paper and an ending paragraph to conclude your paper.

Who Said That? Where Did It Come From?

On the back of each card write the source of your information. If you use the same source more than once, simply abbreviate the information on the subsequent cards. At the end of the research paper, include a list of alphabetized sources of your information. Books, magazines, newspapers, and Internet sources all follow the general format of author, title, city, publisher or source, and date. See examples below for variations depending upon source material. If you borrow facts, words, or ideas and include them within your paper you must credit the original author by using parenthetical citations (see below). Failure to give proper credit is a serious offence called plagiarism.

Works Cited / Examples

❖ Books:

Author(s)	title	city	publisher	date
Schnirch, Jurgen.	<u>East Side Gallery</u> .	Berlin:	Schikkus Verlag,	2003.

Reisner, Robert, and Lorraine Wechsler. Encyclopedia of Graffiti. NY: Macmillan Publishing Co. Inc., 1974.

❖ Magazine Articles:

Dornberg, John D. "Five Years After Reunification-Easterners Discover Themselves." German Life December 1995/January 1996: 32-34.

❖ Newspaper Articles:

"East Side Gallery Gets Facelift." DIE WELT.de 19 Juli 2004, Berlin, 13:18 Uhr.

❖ Internet Article -from print source

"The Last Section of the Berlin Wall Is Collapsing, Despite Efforts to Preserve It," The Week in Germany (German Information Center, New York). Jan. 10. 1997
<<http://www.german-way.com/german/eastsidegal.html>>.

❖ Internet Information-not from print source

"The Berlin Wall: Start." <<http://www.die-berliner-mauer.de/en/>>.

Parenthetical Citations

❖ Books

(Jurge Schnirch 22) one author give last name and page reference

(Reisner and Wechsler 22) two or more authors

❖ Article with author named

(Dornberg 22) give page reference only if article is longer than one page

❖ Article with author unnamed

(Berlin Wall) shortened form of title, page reference if longer than one page

❖ Article from an online database that comes from a print source

(Jones 22) if author and page or paragraph is known
(“Berlin 10 Years Later” 22) if author and page or paragraph is unknown

❖ Article from an online database that has no print equivalent

(Smith) name of author if available
(Berlin 21st Century 22) name of article or site, and page or paragraph number

Example of parenthetical citations used within paragraph of paper-note use of quotation marks:

“The East Side Gallery is the longest existing wall section in its original position. It is an authentic art work mirroring the short moment between the border opening and the joining of the East into West Germany” (Schnirch and Seidel 1).

Over 800 people lost their lives at the Wall and the inner-German border and over 900 were wounded (Flemming).

For further help with citations, see an English Level 9 Composition Handbook.

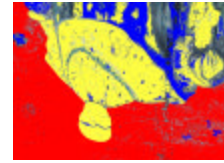
Berlin Wall: The Concrete Canvas Lesson 2: [Analyze an Existing Wall Segment](#)

- Objectives: After completing this lesson students will be able to identify, interpret, compare, and discuss the paintings on the Berlin Wall East Side Gallery, and analyze an existing segment in terms of meaning, significance, and elements and principles of art.
 - Discussion/Motivators: What stories do the paintings on the Berlin Wall at the East Side Gallery tell us? What emotions are expressed through these paintings? Compare and contrast different wall artists' messages.
 - Resources: Internet
 - Keywords to use with Internet Search Engines: East Side Gallery, Birgit Kinder, Kani Alavi, Thierry Noir
 - Reading/Writing Strategies and Critical Thinking worksheets: Compare/Contrast Sheet, 5 Important Facts
 - Length: Introduce assignment, computer lab to do cursory research and to obtain copy of wall segment, complete "To begin"
Drawings
Assessment
Total
- | | |
|--|-----------------------|
| | 2 class periods |
| | 3 class periods |
| | <u>1 class period</u> |
| | 6 class periods |

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

- Indiana Academic Standards: Language Arts- 9.2.3, 9.7.7
Visual Arts- Standards 1, 3, 4, 7, 8, 10, 13.
- Assessment(s): Group critique, student/teacher generated rubric. Students will first describe, analyze, and interpret the wall segment that they chose to study. Next, they will present their sketchbook drawings to the class.

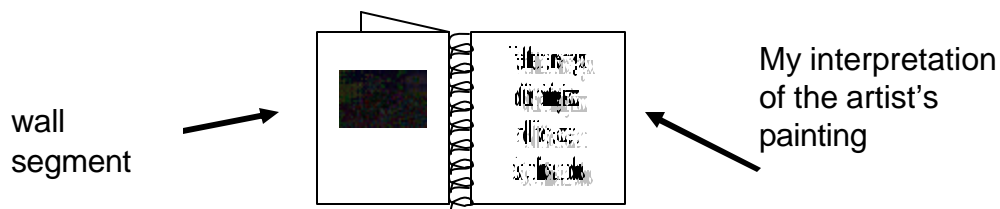
Lesson 2a Project Sheet: Analyze an Existing Wall Segment



Supplies needed: Assortment of drawing pencils (2B, 4B, H, 4H, etc.)
Manila paper or sketchbook
Colored pencils
Markers

You are to analyze an existing segment from the Berlin Wall East Side Gallery in terms of meaning, significance, and elements and principles of art.

To begin: Obtain a copy of the wall segment that you will be studying and glue it into your sketchbook. Next to the picture jot down words that reflect your interpretation of the artist's message. Write a brief explanation of what you feel is the significance of this piece. Discuss your views with other students. Do the following drawings in your sketchbook...



Drawing 1: Do a pencil study of the Wall segment reducing the colors to black, gray, and white.



the Wall segment reducing the colors to black, gray, and white.

Drawing 2: Draw the segment of the Wall as a line study



Drawing 3: Do a drawing reducing all areas in the segment to geometric shapes.

Drawing 4: Redraw the segment and change its colors. Possible color schemes are warm colors only, cool colors only, or primary colors only.



Berlin Wall: The Concrete Canvas Lesson 3: [Triptych](#)

- Objectives: After completing this lesson students will be able to define and explain graffiti, distinguish and interpret different forms of graffiti, and plan and create graffiti-style art work.
- Discussion/Motivators: What is graffiti? What is its purpose? What do you know about graffiti? Is all graffiti art? Who makes graffiti? Is the art on the Berlin Wall graffiti? Look around your town for examples of graffiti. What types of mark making do you see? Do you think graffiti is worldwide? Can it speak a universal language? Does all graffiti fall under the genre of sex, politics, or religion? By what standards is graffiti judged? Identify the commonality of all paintings at the East Side Gallery. Ask students to seek feedback from fellow students and family members regarding their thoughts about graffiti.
- Resources: Internet
- Keywords to use with Internet Search Engines: East Side Gallery, Graffiti, Graffiti Artists, Berlin Wallpark, Triptych alter pieces of Middle Ages/Renaissance, Birgit Kinder, Kani Alavi, Thierry Noir, Dimitrij Vrubel, Kani Alavi
- Reading/Writing Strategies and Critical Thinking worksheets: Concept Web, Vocabulary Knowledge Scale, Summarize Sheet, KWL worksheet

• Length:	Introduce assignment	1 class periods
	Create rubric	1 class period
	Sketches	2 class periods
	3 panels studio work	10 class periods
	Assessment	<u>1 class period</u>
	Total	15 class periods

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

- Indiana Academic Standards: Language Arts- 9.2.3-4, 9.4.6, 9.6.3, 9.7.4, 9.7.7, 9.7.13
Visual Arts- Standards 1, 3, 4, 7, 8, 9, 10, 13
- Assessment(s): Group critique, student/teacher generated rubric. Students will make a presentation of their project to the class.

Lesson 3: Project Sheet Triptych

Supplies needed: 3 pieces of illustration-type board (cardboard boxes cut into panels will do)
Heavy weight paper for hinges
Glue
"Payons" and/or watercolor pencils
Scissors
Charcoal
Fixative

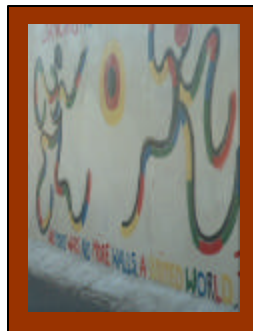
Design three panels to be displayed as a triptych. The subject matter is the "Fall of the Wall" and the panels are to be executed in three different approaches to art. Panel #1 is to be realistic, panel #2 abstract, and panel #3 whimsical.

- ❖ Sketch some ideas before beginning on the panels. Rework your favorite sketches onto the panels.
- ❖ Start each panel with a transparent drawing using diluted payons. Gradually add less water to build layers of denser color. Complete with a final layer of charcoal added for details. Cut tabs of paper and glue to back of panels to hinge them together.
- ❖ A written statement explaining the work should accompany each triptych. Class projects may be displayed as a continuous line giving the effect of a long wall.

(Examples below are from East Side Gallery Berlin Wall 2004)



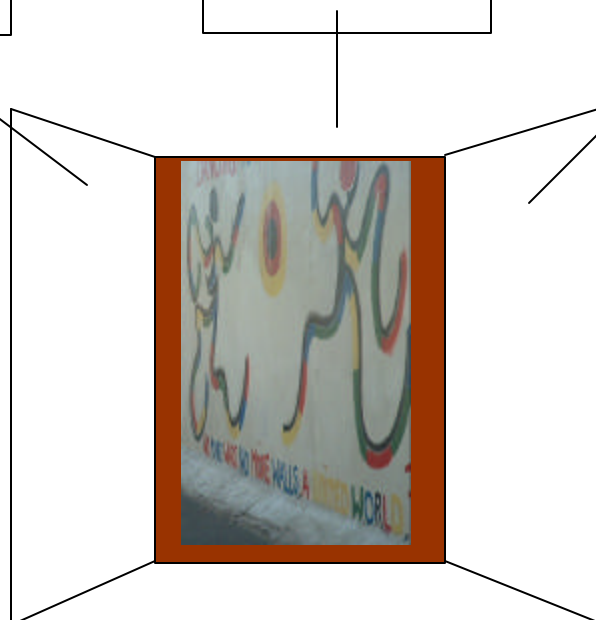
Panel #1: Realistic



Panel #2: Abstract



Panel #3: Whimsical



Berlin Wall: The Concrete Canvas Lesson 4: Controversy in Art Collage

- Objectives: After completing this unit students will be able to determine what constitutes controversy in art, categorize art as controversial or non-controversial, and create a collage art work.
- Discussion/Motivators: How can art be controversial? Are some panels of the East Side Gallery Berlin Wall controversial? Which specific panels do you consider controversial? What factors do you think lead artists to create these panels? Ask students to seek feedback from staff members regarding their thoughts about controversy in art.
- Resources: Internet
- Keywords to use with Internet Search Engines: East Side Gallery, Controversial Art, Dimitrij Vruble, Kani Alavi
- Reading/Writing Strategies and Critical Thinking worksheets: KWL worksheet, Five Important Facts(get it)
- Length:

Introduce assignment	1 class period
Create rubric	1 class period
Cut images	1 class period
Arrange and glue images	1 class period
Add oil pastels	1 class period
Assessment	1 <u>class period</u>
Total	6 class periods

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

- Indiana Academic Standards: Language Arts- 9.2.3, 9.6.3, 9.7.7, 9.7.13
Visual Arts- Standards 1, 3, 4, 7, 8, 9, 10
- Assessment(s): Student/teacher generated rubric. Divide students into 3 groups with one group representing the general public, one representing art museum curators, and one representing artists. Have students discuss the collages from the perspective of the group they represent.

Lesson 4a: Project Sheet- Controversy in Art Collage

Supplies needed: Magazines, newspapers
 Scissors
 Rubber cement or glue
 Tone paper 18" x 24"
 Oil pastels

Use the history of the Berlin Wall as inspiration for an idea to convey controversy in art. Your collage topic should be related to the building, consequences, and/or fall of the wall. Arrange and overlap layers of media building and blending colors to give depth to your work.

- Cut images and words from newspapers and magazines to support your idea. Cut around images carefully rather than making them square or rectangular.
- Organize your cut out pieces on a background sheet. Overlap pieces and allow some of the background paper to be visible. Do NOT glue at this point. Make artistic decisions based on what you know about the principles of design and the elements of art. You may choose to discard some of the images/words that you cut out.
- When you are pleased with your layout, carefully lift one piece at a time and glue it down.
- You may lighten or blur magazine images by gently rubbing with an eraser.
- Add oil pastel drawing on top of and around your glued images.



Berlin Wall: The Concrete Canvas Lesson 5: [Wall Preservation Brochure](#)

- Objectives: After completing this lesson students will be able to explain technical writing, analyze professionally created technical writings, and organize and design a simple brochure.
- Discussion/Motivators: What is the difference between technical writing and creative writing? How does designing an artwork or writing for specific audiences influence your work? Who is the audience for the East Side Gallery? Who will be your intended audience for this assignment? What problems might arise from working in groups and how might they be overcome? How will groups be determined-teacher assignment, random, or student placement? Bring in various professionally designed brochures to critique.
- Resources: Internet
- Keywords to use with Internet Search Engines: East Side Gallery, Berlin Wall, Art Preservation
- Reading/Writing Strategies and Critical Thinking worksheets: What I Read, KWL sheet, Chronological Sequence Chart, PowerMap

• Length:	Introduce assignment, group brainstorm	2 class period
	Create rubric	1 class period
	Topic Research /Group studio work	8 class periods
	Mid – project class discussion (review group progress, critique examples of professional brochures)	1 class period
	Assessment	<u>1 class period</u>
	Total	13 class periods

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

- Indiana Academic Standards: Language Arts- 9.2.3, 9.4.1-4,6,9-12, 9.5.6-8, 9.6.3, 9.7.4,7,13
Visual Arts- Standards 1,3,4,7,8,9,10,13
- Assessment(s):
 1. Co-operative group work rubric
students will evaluate themselves and their team members
(individual student grade)
 2. Student/teacher generated rubric for brochure
evaluation of teams' production
(one grade for each team)

Lesson 5a page 1 of 2: Project Sheet- [Wall Conservation Brochure](#), group project

Supplies needed: Finetip markers
Colored pencils
8 ½" x 11" white paper



If possible, use an advanced publishing software and graphic program to design and publish the brochure.

Design a brochure explaining the necessity of conservation of the East Side Gallery Berlin Wall. You will work in groups of 2 or 3 students for this project. Divide the tasks fairly and take advantage of individual talents within the group. This assignment includes technical writing (charts, labels, explains, instructions) and illustrations. Create your brochure for a specific intended audience. If you are trying to educate grade school children your writing and illustrations will differ from writing for an adult audience.

Begin: As a group, exchange ideas of what might be included within your brochure. Decide what needs to be done and who will do what. Develop a group timeline.

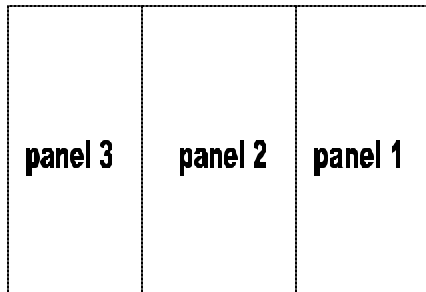


An effective brochure should have:

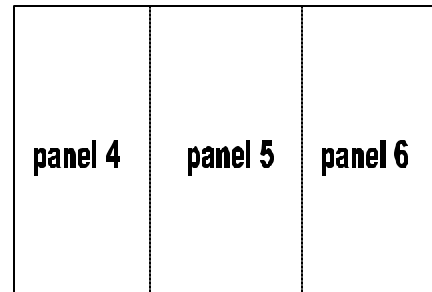
- ✓ Clear and accurate information
- ✓ Works cited (if you borrow facts, words, or ideas you must credit the original author)
- ✓ High quality of creativity
- ✓ Visual impact
- ✓ Skillful application of art design elements

Lesson 5a page 2 of 2: Project Sheet- Wall Conservation Brochure, group project

Your brochure will be 1 sheet of paper folded equally into thirds with 6 panels.



Side 1



Side 2



What to Include in Your Brochure

- ✓ Eye catching cover design on the front panel
- ✓ Headlines in large, simple typestyle
- ✓ Subheadings of short text
- ✓ Text that is short and to the point
- ✓ Simple graphic images that accompany text
- ✓ Photographs of the Wall in various stages of repair/decay/condition
- ✓ Decorative graphic images used as focal points and to lead the viewers' eye throughout the brochure
- ✓ Approximately 1/3 of brochure should be graphics and 2/3 text.
- ✓ Limit graphics-one picture per panel is suggested.
- ✓ Your names, date brochure was created, and credits on back panel

Berlin Wall: The Concrete Canvas Lesson 6: [East Side Gallery in my Hometown](#)

- Objectives: After completing this lesson students will be able to discuss, define, and measure the impact of the Berlin Wall, compare and contrast artists' reactions to a common situation, and create an emotionally expressive painting.
- Discussion/Motivators: It has been said, "An artist is a reflection of his times". What does this mean? Imagine you wake-up one morning to see military trucks, hundreds of Border Police with machine guns putting up barbed wire, and workers building a concrete wall in your city that seals you off from friends/relatives/school/shopping areas. Where would this wall be in your town? If you protest you might be arrested and possibly given a prison sentence. How does this make you feel? How might you express these feelings in an artwork?
- Resources: Internet
- Keywords to use with Internet Search Engines: Berlin Wall, Cold War, Checkpoint Charlie, East Side Gallery, Berlin Wallpark
- Reading/Writing Strategies and Critical Thinking Worksheets: Compare/Contrast Worksheet (Berlin Wall to your wall), PowerWriting , Write a letter to the editor of your hometown newspaper expressing your concerns about this wall.
- Length:

Introduce assignment, write in sketchbook	1 class period
3 sketches	2 class periods
rework best sketch	1 class period
paint project	5 class periods
Assessment	<u>1 class period</u>
Total	10 class periods

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

- Indiana Academic Standards: Language Arts- 9.4.1-3, 9.4.10-12, 9.5.7-8, 9.6.3, 9.7.7
Visual Arts- Standards 1, 3, 4, 7, 8, 9, 10, 13
- Assessment(s): Student/teacher generated rubric. Class discussion of differences and similarities of artists' reactions to same situation. Students will verbally describe, analyze, interpret, and judge the expressive qualities of the content of individual paintings. What feelings, moods, or emotions does the viewer feel?

Lesson 6a page 1 of 3: worksheet East Side Gallery in my Hometown

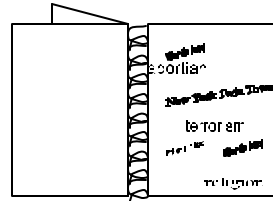
- Supplies needed: Sketchbook or 9" X 12" manila paper
#2 pencil
Poster or pre-primed canvas board 18" x 24"
Charcoal pencil
Kneaded eraser
Acrylic or tempera paint
Brushes
Wide-tipped permanent black marker



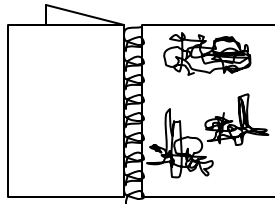
React to the following situation and express your feelings in the form of an acrylic painting: The government has built a wall dividing your town and sealing you off from family and friends. In your sketchbook quickly list words that describe your feelings about this situation. How might you illustrate this occurrence and your response to it?

Step 1. List your feelings about the wall dividing your town

Words only

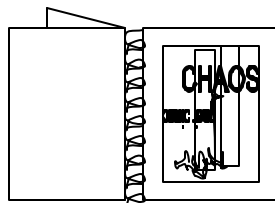


Step 2. Draw 3 sketches (you can include words) of this event in your sketchbook using a #2 pencil.



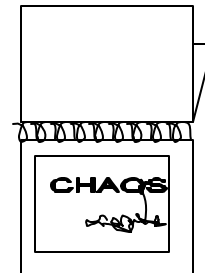
3 sketches

Step 3. Select your best sketch and draw it in two different formats organizing it into a good composition. The first sketch should have a vertical format; the second should have a horizontal format. Apply what you know about the elements of art and select the format that best fits your idea.



Format #1 Vertical

Same drawing
in both



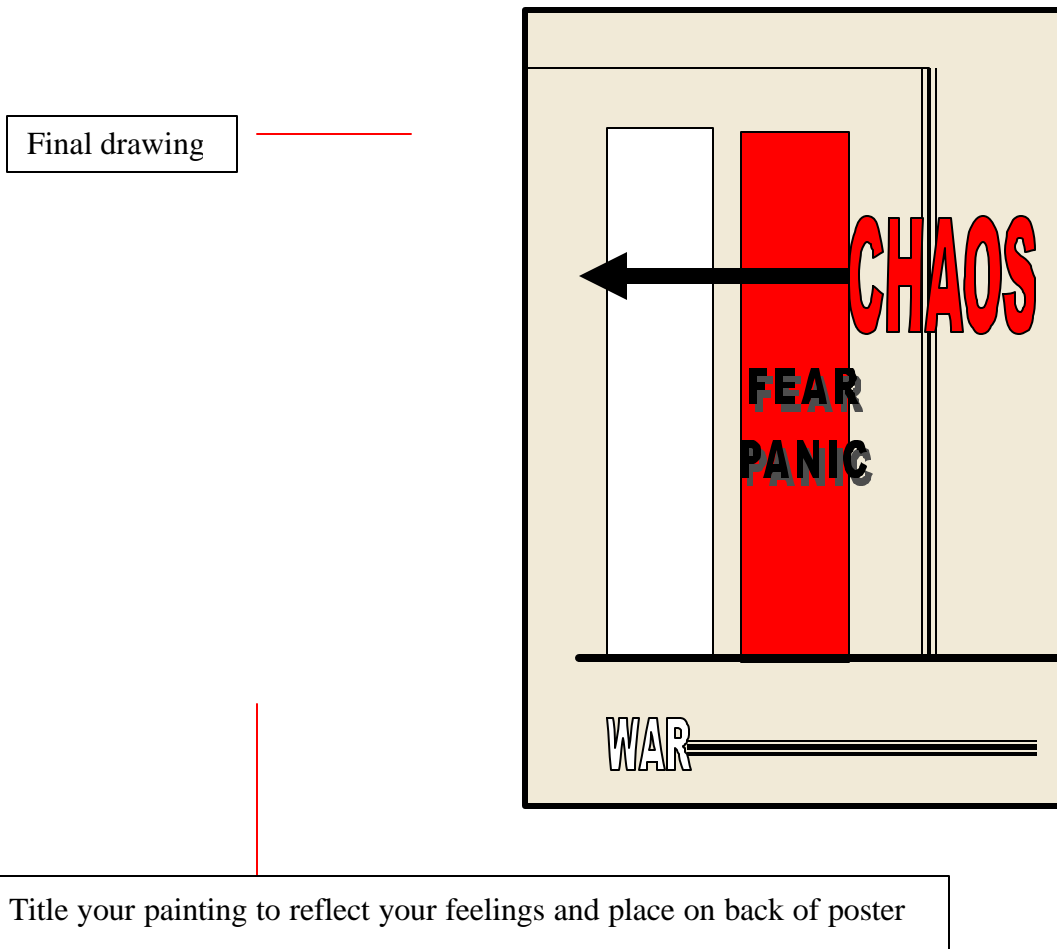
Format #2 Horizontal

Lesson 6a page 2 of 3: worksheet [East Side Gallery in my Hometown Poster](#)

Decide which format works best for your poster.

Step 4: Lightly re-draw your sketch on poster board or pre-primed canvas board using a charcoal pencil.

Step 5: Unify your design by selecting a limited color scheme. Begin to paint letting your brushstrokes suggest a direction for your work. After the paint is dry, complete by emphasizing areas with permanent black marker but do NOT outline everything as if it were a coloring book.



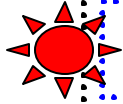
Step 6: Write a letter to the editor of your hometown newspaper expressing your concerns about the wall in your city.



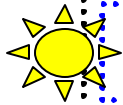
Berlin Wall: The Concrete Canvas

Reading / Writing Strategies and Critical Thinking Worksheets

K.W.L. Worksheet



What I Know



What I Want to Know



What I Learned

What I Read

name _____

Topic _____

Source _____
(book title, author, page(s) or web address)



Important Words



Important information



Most important ideas

“How To _____ in 8 Easy Steps”

Fill in the blank above and explain a procedure of how to do something in the 8 steps below. Each step should be one concise sentence of instructions.

Step 1.

Step.2

Step 3.

Step 4.

Step 5.

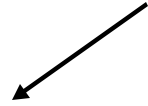
Step 6.

Step 7.

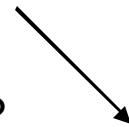
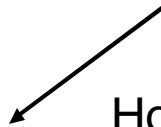
Step 8.

Compare/Contrast

\ Fill in the above rectangles with 2 different topics /



How are these **SIMILAR**?



How are these **DIFFERENT**?

5 important facts !

Topic _____

Source of my reading _____
(book title, author, page(s) or web address)

List 5 important facts about the topic that you read

fact 1

fact 2

fact 3

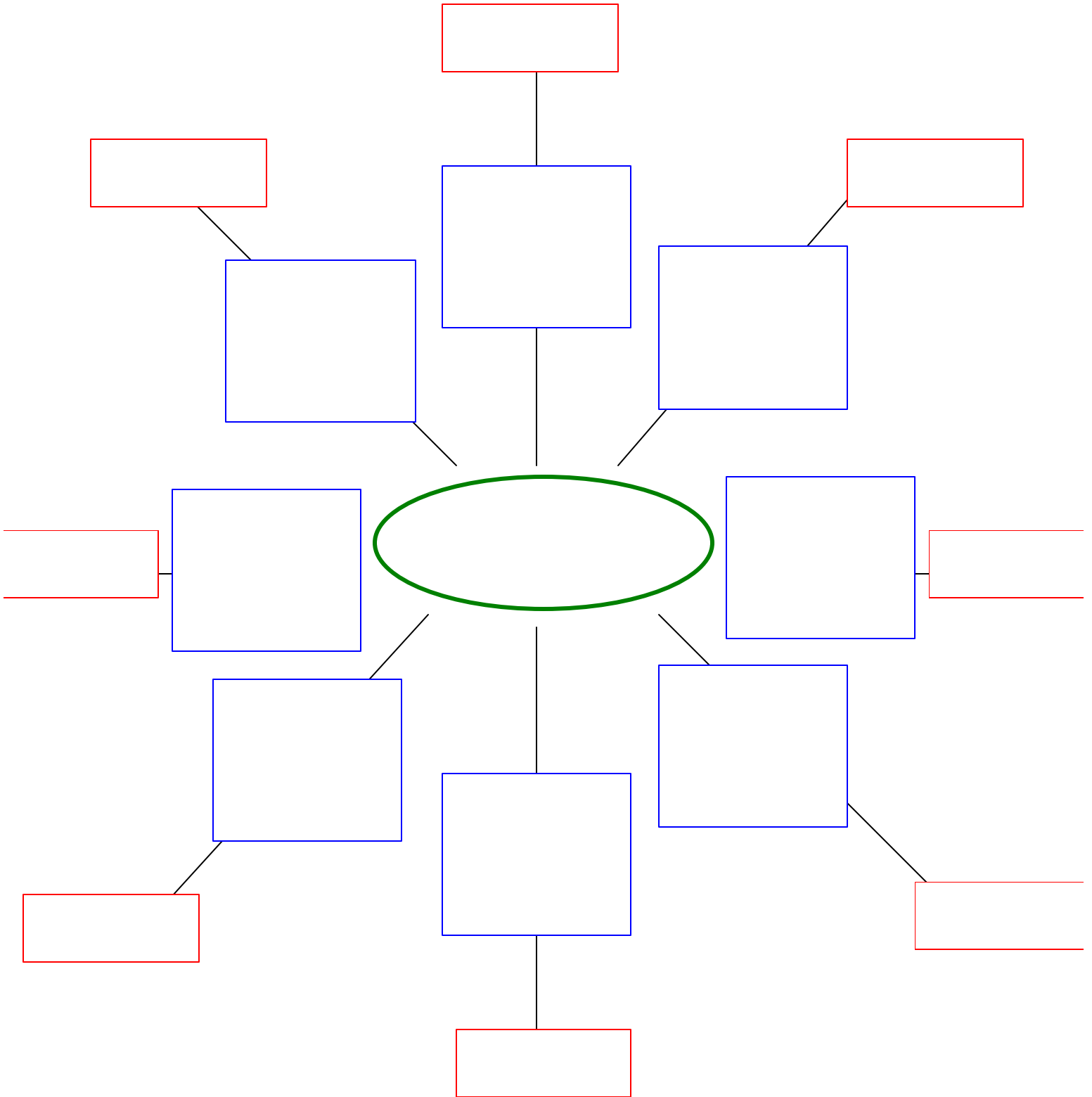
fact 4

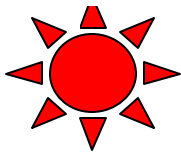
fact 5

Summarize these 5 facts in one clear sentence.

Concept Web

Write a **concept** in the center of the diagram. In each square coming out from that center write a **characteristic** that you know about the concept. In the rectangles, write an **example** of the characteristic.



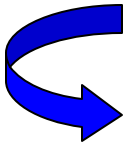


Vocabulary Helper

Words I know

Words I Have Seen
But What They Mean?

New Words- I Don't Have a Clue
What They Mean



Choose one of these "I Don't Have a Clue" words and copy the sentence in which the word appears in the reading. _____

What do you think the word might mean? _____

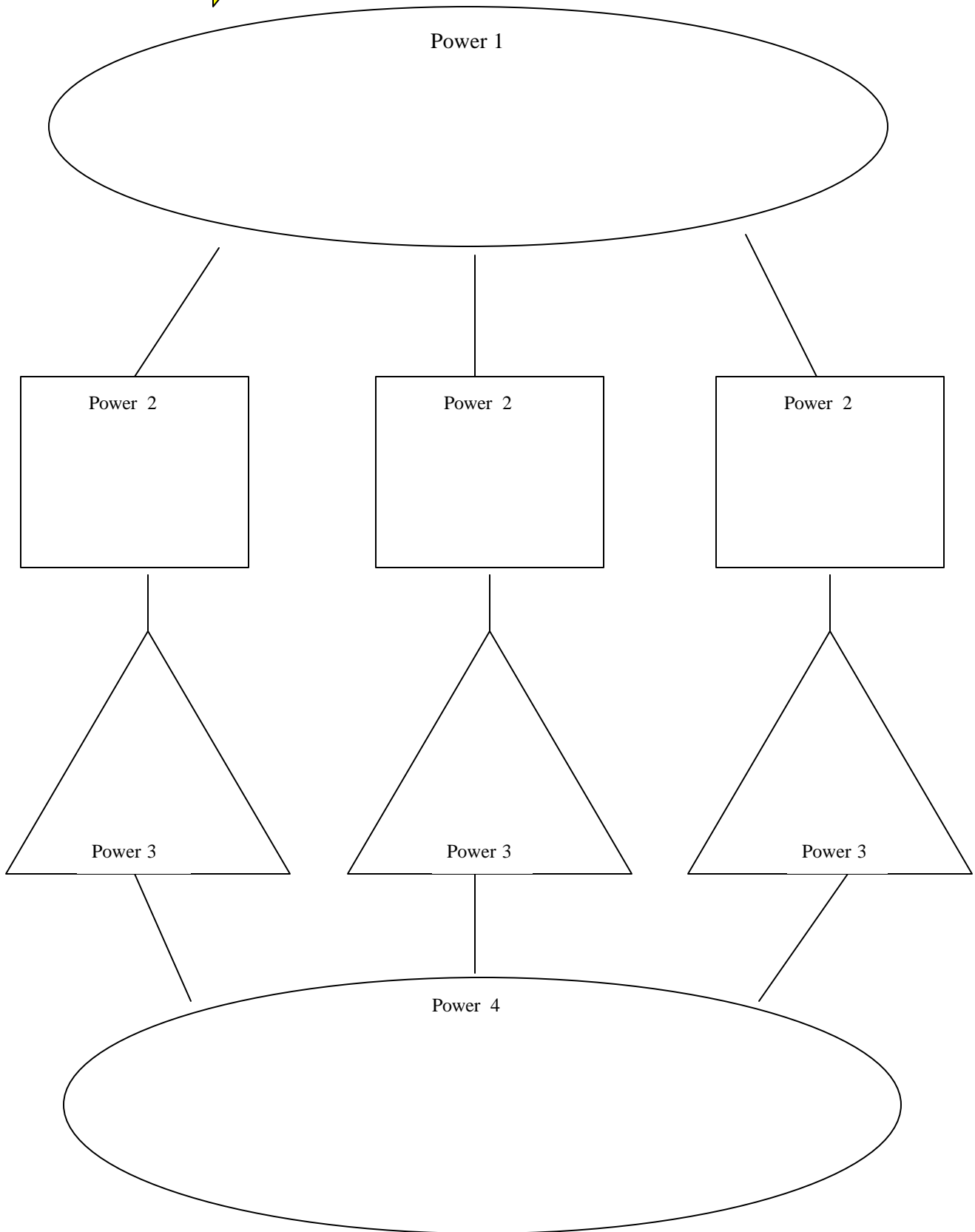
Use a dictionary or ask a knowledgeable person what the word means _____

Make up your own sentence using this word. _____

Draw a picture (on back of paper) that goes with this word that helps you remember its meaning.



Power - writing Map



Power 1 sentence is the topic sentence, Power 2 sentences are detail sentences, Power 3 sentences are supporting detail sentences, and the Power 4 sentence is the closing sentence.