**Art and War: an Exercise in Research, Analysis, and Evaluation (50 points)**

**CONTEXT**: Language helps breathe life to ideas and to shape our world view. Language spurs our imaginations and has the ability to evoke empathy, anger, and compassion. For these reasons, literature and song are powerful tools. Language, though, is not the only means of creating an emotional impact or sharing a polarizing opinion. Visual art, such as photography, paintings, sculpture, and drawings promote peace and elicit powerful emotional responses. Some may argue, though, that one medium packs more of a punch than the others. Take Enrique Remarque’s All *Quiet on the Western Front* and Pink Floyd’s, “The Wall.” Throughout *All Quiet on the Western Front*, Remarque uses both graphic descriptions and figurative language to rattle our conscience and create a strong anti-war sentiment. In “The Wall,” Pink Floyd uses a sinister melody and charged lyrics to challenge our thinking about authority and government. Dada was the first art based anti-war movement born out of the harsh realities of WWI. Just as Remarque and Floyd challenge our beliefs about authority and social structure, the Dada visual arts movement illustrates the horror and hypocrisy of war.

**BIG QUESTIONS**: Does antiwar sentiment empower or weaken a nation; what’s more, which medium resonates most deeply with a wide spread audience? Which medium is the best means of conveying the physical, emotional, and psychological realities of war? Should the realities of war be used to foster an antiwar attitude?

**TASK**: Your task is to develop a presentation that (1) argues in favor of or opposes anti-war sentiment (2) analyzes and evaluates anti-war works in visual art, literature, and music to support your argument (3) concisely determines which medium is most effective

**LOGISTICS**: You (and you can work with one other person) will research the literature, music, and art of the war’s era to find anti-war sentiment. You each are responsible for **thoroughly** researching **one** medium. Group members will share their findings and come to a consensus to decide which medium packs the best punch and whether or not anti-war sentiment is positive. The group will organize its findings into an engaging multi-media presentation. Each group member will represent his/her findings with one specific work. As you work, keep a list of all websites visited.

Wars to look into:

1. Revolutionary War: 117-1783
2. Civil War: 1861-1865
3. Vietnam war (part of Cold War): 1953-1973
4. WWII US Involvement: 1941- 1945
5. Cold War (do not address Vietnam:) 1947-1991
6. Gulf War/ Desert Storm: 1990-1991
7. Iraq War: Operation Iraqi Freedom: 2003-2011
8. War on terror: 2001- present
9. Mexican Drug War: 2006
10. Wild Card

**RUBRIC and Presentation Sequence (Group points 20/ Individual Points 30)**

Introduction: 5 points **Group Grade**

* Attention grabber
* Overview of ideas about language, music, and art
* Ideas about anti-war material
* Tell the group the works that you are going to share and the anti-( theme they all have in common; moreover, explain if you find the anti-war sentiment dangerous or helpful)
* Establish which medium is the most effective and the reasons for your opinion (remember you are establishing either the danger or need for anti-war works and explaining which medium is most effective)

Fiction: 20 points/ Individual Grade

* Identify the writer, genre, style, and relevant background on both items **2 points**
* Display two separate, coded examples from the work that you will post as you discuss the work **1 point each**
* Analyze and evaluate the authors’ rhetorical techniques and share with the audience their impact; IDENTIFY **SPECIFIC** TECHNIQUES (anadiplosis, repetition, simile, metaphor, antithesis) **4 points**
* Analyze and evaluate the work’s point of view **4 points**
* Compare the impact of this medium with other mediums **4 points**
* Determine the work’s value in the anti-war argument **4 points**

Nonfiction: 20 points/ Individual Grade

* Identify the writer, genre, style, and relevant background on both items **2 points**
* Display two separate, coded examples from the work that you will post as you discuss the work **1 point each**
* Analyze and evaluate the authors’ rhetorical techniques and share with the audience their impact; IDENTIFY **SPECIFIC** TECHNIQUES (anadiplosis, repetition, simile, metaphor, antithesis) **4 points**
* Analyze and evaluate the work’s point of view **4 points**
* Compare the impact of this medium with other mediums **4 points**
* Determine the work’s value in the antiwar argument **4 points**

Music: 20 points/ Individual Grade

* Identify the artist, genre, style, and relevant background on both items **2 points**
* Display two separate, coded examples from the work that you will post as you discuss the work **1 point each**
* Analyze and evaluate the rhetorical techniques found in the lyrics and share with the audience their impact on listeners; IDENTIFY **SPECIFIC** TECHNIQUES (anadiplosis, repetition, simile, metaphor, antithesis) **4 points**
* Analyze the rhythm, melody, and vocal quality and explain and evaluate how well the lyrics, rhythm, melody, and vocal quality work to create a specific antiwar attitude **4 points**
* Compare the impact of this medium with other mediums **4 points**
* Determine the work’s value in the antiwar argument **4 points**

Visual Art: 20 points/ Individual Grade

* Identify the artist, style, medium, and context **2 points**
* Display a clean representation of the work **1 point**
* Explain the techniques that the artists use to develop establish a mood and message **4 points**
* Compare reception of this work to that of works completed by the artist’s contemporaries **1** **point**
* Share your reaction to each piece and explain the impact of each piece has on you **4 points**
* Compare the elements the pieces use to the techniques used in the other examples of your presentation **4 points**
* Evaluate this work in the context of the antiwar argument **4 points**

Conclusion: 5 points/ **Group Grade**

* Use transitional language to indicate the presentation is ending
* Spend some time **creatively re-iterating** which medium is most powerful
* Tell the audience why we must continue or cease to create works with anti-war sentiment
* Invite audience questions
* Thank the audience or bring other professional closure to the presentation (not a shrug and that’s all, or abrupt ending)

**Presentation-**

Audio/visual: 10 points/ **Group Grade**

1. Clearly labeled slides for each work you share
2. Each section is followed by a works cited slide
3. Minimal text on each slide- we shouldn’t read the slide as you verbalize its content; consider providing the audience with handouts, such as coded copies of literary excerpts and song lyrics that you can distribute when you reach specific points of your presentation
4. Engaging movement, color, and sound throughout the presentation
5. Slides are legible and clearly connected to speaking points

**The presentation must be at least 5 minutes and CANNOT exceed 10 minutes- there will be a 1 point penalty for each minute you do not meet or exceed the time requirements**.

Public Speaking: 10 points (2 points each) Individual Grade

1. Eye Contact- keep your eyes moving around the room; don’t stare down one audience member or keep your eyes locked on your notes
2. Tone- use a conversational tone…don’t read to the audience
3. Volume- speak loud enough for the people in the back to hear you
4. Movement- use appropriate hand gestures and movement; periodically move from the podium
5. Posture- stand up straight; avoid leaning on the podium…look confident and professional

**Group Score Sheets**

**Directions:** *Fill in the information and return this page along with pages 5-9. I should receiver one packet per group. Please make sure the pages are stapled. You may not change the sequence or assigned members once you hand this in to me.*

**Group’s War: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| Member’s Name | Member’s Assigned Medium |
|  | **Fiction** |
|  | **Nonfiction** |
|  | **Music** |
|  | **Visual Art** |

**Group Grade**

**Start Time:**

**End Time:**

|  |  |
| --- | --- |
| **Introduction: 1 point each** | **Points** |
| Attention grabber |  |
| Overview of ideas about language, music, and art |  |
| Ideas about anti-war material |  |
| Tell the group the works that you are going to share and the anti-( theme they all have in common; moreover, explain if you find the anti-war sentiment dangerous or helpful |  |
| Establish which medium is the most effective and the reasons for your opinion (remember you are establishing either the danger or need for anti-war works and explaining which medium is most effective) |  |
| **Conclusion: 1 point each** |  |
| Use transitional language to indicate the presentation is ending  |  |
| spend some time **creatively re-iterating** which medium is most powerful  |  |
| tell the audience why we must continue or cease to create works with anti-war sentiment  |  |
| Invite audience questions  |  |
| Thank the audience or bring other professional closure to the presentation (not a shrug and that’s all, or abrupt ending) |  |
| **Audio/Visual: 2 points each** |  |
| Clearly labeled slides for each work you share  |  |
| Each section is followed by a works cited slide |  |
| Minimal text on each slide- we shouldn’t read the slide as you verbalize its content; consider providing the audience with handouts, such as coded copies of literary excerpts and song lyrics that you can distribute when you reach specific points of your presentation |  |
| Engaging movement, color, and sound throughout the presentation |  |
| Slides are legible and clearly connected to speaking points |  |
| **Time Deductions (-1 for each minute short or each minute over required time)** | **-** |
| **Grand Total** |  |

|  |  |
| --- | --- |
| **Fiction Presenter:** |  |
| **Content** | **Points** |
| Identify the writer, genre, style, and relevant background on both items **2 points** |  |
| Display two separate, coded examples from the work that you will post as you discuss the work **1 point each** |  |
| Analyze and evaluate the authors’ rhetorical techniques and share with the audience their impact; IDENTIFY **SPECIFIC** TECHNIQUES (anadiplosis, repetition, simile, metaphor, antithesis) **4 points** |  |
| Analyze and evaluate the work’s point of view **4 points** |  |
| Compare the impact of this medium with other mediums **4 points** |  |
| Determine the work’s value in the anti-war argument **4 points** |  |
| **Public Speaking** | **Points** |
| Eye Contact- keep your eyes moving around the room; don’t stare down one audience member or keep your eyes locked on your notes **2 points** |  |
| Tone- use a conversational tone…don’t read to the audience **2 points** |  |
| Volume- speak loud enough for the people in the back to hear you **2 points** |  |
| Movement- use appropriate hand gestures and movement; periodically move from the podium **2 points** |  |
| Posture- stand up straight **2 points** |  |
| **Grand Total** |  |
| **Group Grade** |  |
| **Overall Score** | -------/50 |

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| --- | --- |
| **Nonfiction Presenter:** |  |
| **Content** | **Points** |
| Identify the writer, genre, style, and relevant background on both items **2 points** |  |
| Display two separate, coded examples from the work that you will post as you discuss the work **1 point each** |  |
| Analyze and evaluate the authors’ rhetorical techniques and share with the audience their impact; IDENTIFY **SPECIFIC** TECHNIQUES (anadiplosis, repetition, simile, metaphor, antithesis) **4 points** |  |
| Analyze and evaluate the work’s point of view **4 points** |  |
| Compare the impact of this medium with other mediums **4 points** |  |
| Determine the work’s value in the antiwar argument **4 points** |  |
| **Public Speaking** | **Points** |
| Eye Contact- keep your eyes moving around the room; don’t stare down one audience member or keep your eyes locked on your notes **2 points** |  |
| Tone- use a conversational tone…don’t read to the audience **2 points** |  |
| Volume- speak loud enough for the people in the back to hear you **2 points** |  |
| Movement- use appropriate hand gestures and movement; periodically move from the podium **2 points** |  |
| Posture- stand up straight **2 points** |  |
| **Grand Total** |  |
| **Group Grade** |  |
| **Overall Score** | ------/50 |

|  |  |
| --- | --- |
| **Music Presenter:** |  |
| **Content** | **Points** |
| Identify the artist, genre, style, and relevant background on both items **2 points** |  |
| Display two separate, coded examples from the work that you will post as you discuss the work **1 point each** |  |
| Analyze and evaluate the rhetorical techniques found in the lyrics and share with the audience their impact on listeners; IDENTIFY **SPECIFIC** TECHNIQUES (anadiplosis, repetition, simile, metaphor, antithesis) **4 points** |  |
| Analyze the rhythm, melody, and vocal quality and explain and evaluate how well the lyrics, rhythm, melody, and vocal quality work to create a specific antiwar attitude **4 points** |  |
| Compare the impact of this medium with other mediums **4 points** |  |
| Determine the work’s value in the antiwar argument **4 points** |  |
| **Public Speaking** | **Points** |
| Eye Contact- keep your eyes moving around the room; don’t stare down one audience member or keep your eyes locked on your notes **2 points** |  |
| Tone- use a conversational tone…don’t read to the audience **2 points** |  |
| Volume- speak loud enough for the people in the back to hear you **2 points** |  |
| Movement- use appropriate hand gestures and movement; periodically move from the podium **2 points** |  |
| Posture- stand up straight **2 points** |  |
| **Grand Total** |  |
| **Group Grade** |  |
| **Overall Score** | -------/50 |

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| --- | --- |
| **Visual Art Presenter:** |  |
| **Content** | **Points** |
| Identify the artist, style, medium, and context **2 points** |  |
| Display a clean representation of the work **1 point** |  |
| Explain the techniques that the artists use to develop establish a mood and message **4 points** |  |
| Compare reception of this work to that of works completed by the artist’s contemporaries **1** **point** |  |
| Share your reaction to each piece and explain the impact of each piece has on you **4 points** |  |
| Compare the elements the pieces use to the techniques used in the other examples of your presentation **4 points** |  |
| **Public Speaking** | **Points** |
| Eye Contact- keep your eyes moving around the room; don’t stare down one audience member or keep your eyes locked on your notes **2 points** |  |
| Tone- use a conversational tone…don’t read to the audience **2 points** |  |
| Volume- speak loud enough for the people in the back to hear you **2 points** |  |
| Movement- use appropriate hand gestures and movement; periodically move from the podium **2 points** |  |
| Posture- stand up straight **2 points** |  |
| **Grand Total** |  |
| **Group Grade** |  |
| **Overall Score** | ­­­­\_\_\_\_/50 |