

InsideART, Fall 2020 — *The Neighbors: Slide Shows for America*

Title

Hasidic Jewish Culture through the lens of Guy Greenberg

Estimated Time for Completion of Lesson

1-2 class periods

Concept/Main Idea of Lesson

This lesson provides a brief overview of the Hasidic Jewish diaspora in New York as well as vocabulary associated with Judaism. Students will analyze artist Guy Greenberg's photographs of Hasidic Jewish. Students will then use vocabulary to better understand the people and the culture depicted in the photographs. Finally, students will look at and define elements of their own culture by creating a photo book.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

- Social Studies:

Psychology

SS.912.P.10.1: Define culture and diversity.

Sociology

SS.912.S.2.1: Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.

National Standards for Arts Education

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses

VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

VA:Cn11.1.1a: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

National Council for the Social Studies

Culture

People, Places, and Environments

Individual Identity and Development

Individuals, Groups, and Institutions

Instructional Objectives

Students will:

- explore the culture of Hasidic Jews in New York City through the photographic works of Guy Greenberg;
- consider how our personal “lenses” impact the way we see the world;
- compare and contrast their understanding of art to their classmates’ perspectives;
- reflect on their own culture and create a photobook.

Learning Activities Sequence

Pre-Active Teaching

Review the information provided in the “Notes View” of the PowerPoint and then view the PPT in “slide show” mode to become acquainted with the animations embedded.

Prepare the vocabulary cards for the Word Wall exercise.

Activate the PPT and project onto the screen.

Attention-Getter:

Bell Ringer (5 minutes): Slide 2: Students answer the following questions in their notes: *What is culture? What are examples of your unique culture? What is assimilation? How are different cultures assimilated into the bigger American culture?* The questions will be on the PPT. Ask for volunteers to share their answers with the class. The teacher should write the students’ definition on the board (or students can do it themselves).

Finally, teachers should share an example from their own lives and provide hints for the definitions as needed.

Learning Activities:

Attention-Getter (5 minutes): Slide 3, An Indian Fable. Tell students the Indian fable, “The Blind Men and the Elephant”: six blind men came upon an elephant. They proceeded to describe it based upon the part that they were touching:

- trunk = snake
- side = wall
- tail = tickly brush
- ears = smooth carpet
- tusks = hard as nails
- legs = strong tree

All of them were right in some small way --- they were all “seeing” the elephant from their perspective. But they were also all missing critical pieces of information.

Explain that is what our “lens” do --- provide us with a way of seeing the world through our own filters, our own experiences.

Advance to Slide 4: explain that because we all have unique life experiences, our “lenses” differ; in turn, this can impact how we view art. Today we will be exploring Hasidic Jewish culture in New York City through the photographic work of contemporary artist Guy Greenberg.

Visual Analysis (15 minutes): Slide 5, explain the viewing and analysis procedure to students.

Slides 6-12: Project each image for 45-60 seconds, reminding students that for each they should note:

- **What are the people doing?**
- **What is happening?**
- **Where is the scene taking place?**

After each of the 8 images have been viewed, go back to the first image and ask for volunteers to share their responses. [Provide additional information about each scene from the information provided in the Notes View.]

Slide 13: point out that all photographs were taken in New York City.

Slides 14-15: mini-bio of artist Guy Greenberg.

Word Wall (10 - 15 minutes): Slide 16, place students in groups of 3 or 4 for this activity. The teacher will need to make the index cards before the lesson. Vocabulary to include on cards: culture, assimilation, *Judaism*, *Hasidic*, *Hebrew*, *Yiddish*, *synagogue*, *shul*, *Mitzvah*, *Torah*, *Talmud*, *yeshiva*, *kosher*, *monotheistic*, *payos*, *kosher*, *yarmulke*, *tizitzit*.

Explain to students they will receive new vocabulary words and work in groups to define the words. They are going to work together to find the definitions.

Step 1: Send one group member up to get index cards with vocabulary on them.

Step 2: Use dictionaries or phones to create definitions for the words on the index cards.

Step 3: Each group will post definitions on the Word Wall and present them to the class.

Step 4 (slide 17): Discussion.

Video (5-10 mins): Cue to the video (2:42 min), slide 18. Have students watch the brief video about Crown Heights hosted by Rabbi Yoni Katz. Rabbi Katz hosts walking tours in the Chabad-Lubavitch community, an orthodox Jewish Hasidic movement with origins in Russia. While they view, have students make a note of any vocabulary words they hear or see in the video, as well as any new or unknown words. As students make note of new words, allow them time to look up their definition after viewing the video, and add to Word Wall.

Closure:

Group Discussion/Final Question (5-10 minutes): Slide 19, show the questions one by one, pausing to discuss each.

How does art work help us understand people in different cultures? Have the Hasidic Jews assimilated into the culture around them? What do you think about assimilation? Is it brave not to assimilate to the culture around you or is it brave to assimilate? What do you think you would do?

Evaluation

Photo book: Slide 20, Students should have a week to work on this assignment. Students will create a photo book of their culture (family, food, traditions). There should be about 6-10 pictures in the photo book. Digital photo books should be accepted. In the photo book they should write 1-2 sentences explaining the picture and the culture around it.

Other forms of evaluation include:

- In class discussion
- Word wall activity

Optional Extension Activities

CAM slide show from *The Neighbors* exhibition: Access the 14:52 minute slide show of Greenberg's images:

http://www.usfcam.usf.edu/CAM/exhibitions/2020_8_The_Neighbors/The_Neighbors_Guy-Greenberg.html.

Rabbi Yoni Katz videos: Rabbi Katz, featured in the video in the lesson, also has other videos that may be used in class or as background material for teachers. Simply enter his name in the search field in Youtube.

Play: The play, *Fires in the Mirror* by Anna Deavere Smith, explores the tensions that sometimes arise between the Hasidic Jewish people and their neighbors. The play is on youtube in eight parts. <https://www.youtube.com/watch?v=hnkrUJny0CE>

Materials and Resources

- Computer
- Projector
- Screen
- External speakers
- PowerPoint presentation: *Guy Greenberg*
- Student notebooks
- Paper, pencils or pens for writing
- Cellphone camera or cameras for student rental, if necessary

References

Diner, D. (2020). *Encyclopedia of Jewish history and culture online*. Brill.

<https://referenceworks.brillonline.com/browse/encyclopedia-of-jewish-history-and-culture>

Eisenberg, J., & Scolnic, E. (2006). *Dictionary of Jewish words*. Jewish Publication Society.

The Heavy Collective. (2017). *Guy Greenberg*.

<http://theheavycollective.com/2017/04/06/friday-fry-up-guy-greenberg/>.

University of South Florida. (2020, June 29). *Visual thinking strategies: What is it?*

<https://www.usf.edu/atle/teaching/visual-thinking-strategies.aspx>