



# CREATIVE RESISTANCE

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## CASE STUDIES FOR THE

# K-12 CLASSROOM

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1.

# INTRODUCTION



Ichthys "Graffiti" at Ephesus



# *White wall, the paper of fools!*

We are much more conquered  
ourselves than we called the  
and should be called the  
conquerors of Spain, but  
the conquered of Cortes.

AND OF THE WISE  
AND HE GET!

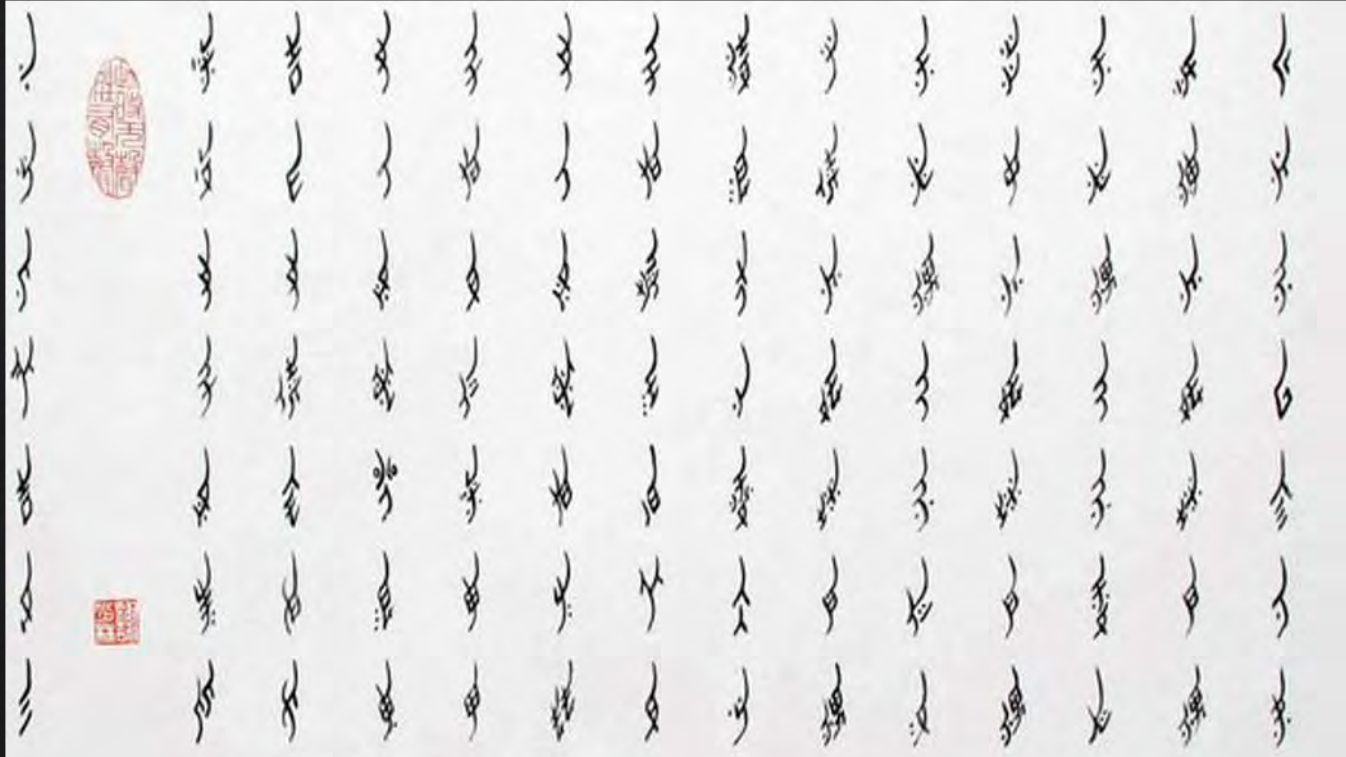
CORTES IS IN CONTENT  
WITH TAKING HIS SHARE  
OF THE GOLD  
GENERAL MUST ALSO  
HAVE HIS ROYAL FIFTHS

Hernando Cortes

Via "THE MEMOIRS OF THE CONQUISTADOR BERNAL DÍAZ DEL CASTILLO"



Armada Portrait



## Nüshu: Secret Language of Women in China



## Dances with Roots in Slave Laws



## Dances with Roots in Slave Laws



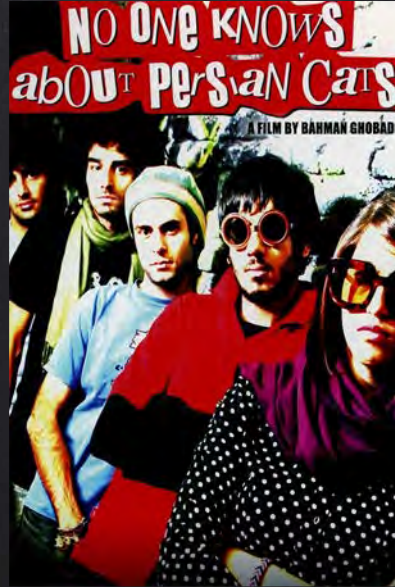
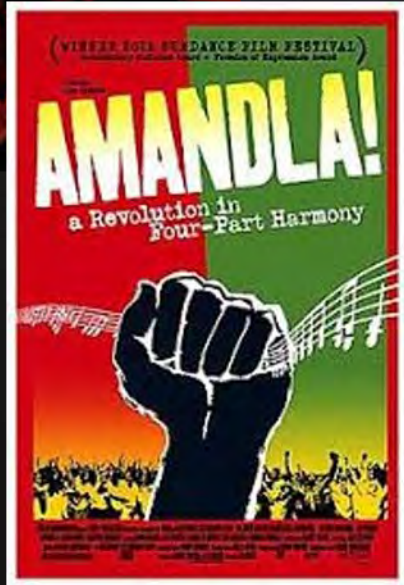
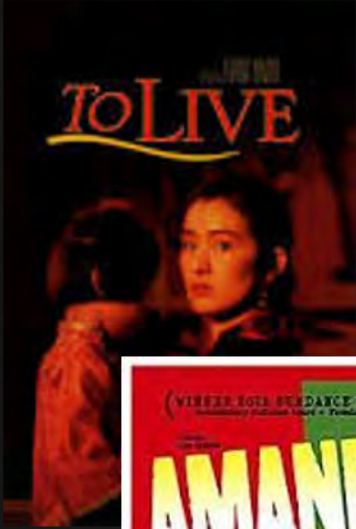


Dances with Roots in Slave Laws

2.

# CREATIVE RESISTANCE

# BACKGROUND



# EXAMPLES OF STANDARDS

## NCSS

- X Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and **dissonance**;
- X That the cultural values and beliefs of societies influence their analysis of challenges, and their **responses to these challenges**.
- X Compare and analyze **behaviors for preserving and transmitting culture** even while adapting to environmental or social change;
- X The need for respect for the rule of law, as well as a recognition of times **when civil disobedience has been justified**;
- X That seeking **multiple perspectives** is required in order effectively to grasp the **complexity of issues** involving civic ideals and practices;

## COMMON CORE

- X **Determine the central ideas or information of a primary or secondary source**; provide an accurate summary that makes clear the relationships among the key details and ideas.
- X **Evaluate authors' differing points of view** on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- X **Integrate information presented in diverse formats and media** (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- X **Integrate information from diverse sources**, both primary and secondary, into a coherent understanding of an idea or event, **noting discrepancies among sources**.

# ESSENTIAL QUESTIONS

- Under what circumstances are people motivated to action?
- How are opinions of a region's systems reflected in its art and technology?
- In what ways can art communicate a culture's institutions?
- How do individuals and groups select their form of artistic expression?
- How does the addition of art and technology change the historic and current perspective?
- What effect have cultural responses to systems and institutions had at local and global levels?

ECONOMICS | POLITICS | RACE | GENDER & SEXUALITY | ENVIRONMENT



# creative resistance

by Michael-Ann Cerniglia



Screenshot

## STUDENT CHOICE: BLOG POSTS

In at least 400 words, answers one of the essential questions with a clear thesis/claim, evidence, and multiple, specific details

# ECONOMICS



Billy Elliot's "London Calling" Scene by The Clash


"Maggie Hagan's 'Hugis (Out Get Out)' by The Jaxx

"Stand down Margaret" song by The English Beat

Musical Responses to Margaret Thatcher



Exit Through the Gift Shop Trailer  
Banksy Graffiti Artist  
anti-capitalist messages as well as anti-war and social, political messages

"Destroy Capitalism" by Banksy, which Walmart sold on canvas

"Can't Beat the Feeling" by Banksy (also a 1989 Coca-Cola slogan)

"I love the way capitalism finds a place—even for its enemies."  
-Banksy to *The New Yorker*




Revolution 1990 about the Silhouettes

The Silhouettes "Get a job" from 1958 was posted as one of Convergopedia's "Greatest Conservative Songs"



KID ROCK's "Ramen" says "I'm living off instant and flavors"



"Capitalism" by US band Dingo Boingo in 1983  
Lead singer and writer Danny Elfman is said to have called it "serious satire." What do you think?



Khari Mosley "A Tale of Two Cities"

<http://www.fm/post/rapper-explains-economic-divide-within-pittsburgh-revitalization>



## economics

- Under what economic circumstances are people motivated to action?
- How are opinions of a region's economic system reflected in its art and technology?
- In what ways can art communicate a culture's economic system?
- How do individuals and groups select their form of artistic expression?
- How does the addition of art and technology to the story of economics change the historic and current perspective?
- What effect have cultural responses to economics had at local and global levels?

Screenshot



# ECONOMICS



## READINGS/DISCUSSION/LESSONS

- Defining terms: conservative vs. liberal economics
- “Thatcherism” and responses
- National Union of Miners (NUM) strike
- Punk Rock-- The Clash

“London calling to the faraway towns  
Now war is declared and battle come down  
London calling to the underworld  
Come out of the cupboard, you boys and girls...  
... Forget it, brother, you can go it alone...”

*Billy Elliot's* “London Calling” by The Clash

# POLITICS

NETFLIX  
ART OF CONFLICT  
TRAILER

Slingshot Hip Hop Trailer

sapeurs

vevo  
Solange's sapeurs-inspired video

#persiansquare

Defiant Requiem

Banksy & Israeli Separation Barrier with West Bank

ANPO Art X War Trailer

Clay Shurky: How Social Media Can Make History

WHAT THE AVERAGE MORMON?

Screenshot

## politics

- Under what political circumstances are people motivated to action?
- How are opinions of a region's political system reflected in its art and technology?
- In what ways can art communicate a culture's political system?
- How do individuals and groups select their form of artistic expression?
- How does the addition of art and technology to the story of politics change the historical and current perspective?
- How do different cultures have cultural responses to politics had at local and global levels?



## Art of Conflict: Murals of Northern Ireland



## POLITICS

### READINGS/DISCUSSION/LESSONS

- Contemporary Russian history
- Legal and judicial system in Russia
- Putin
- Role of Russian Orthodox Church
- “Hooliganism”



Pussy Riot



## READINGS/DISCUSSION/LESSONS

- Post-WWII US–Japan relations
- 1960's ANPO protests
- Perspective of Japanese citizens
- Protests in Okinawa today

ANPO: Art X War



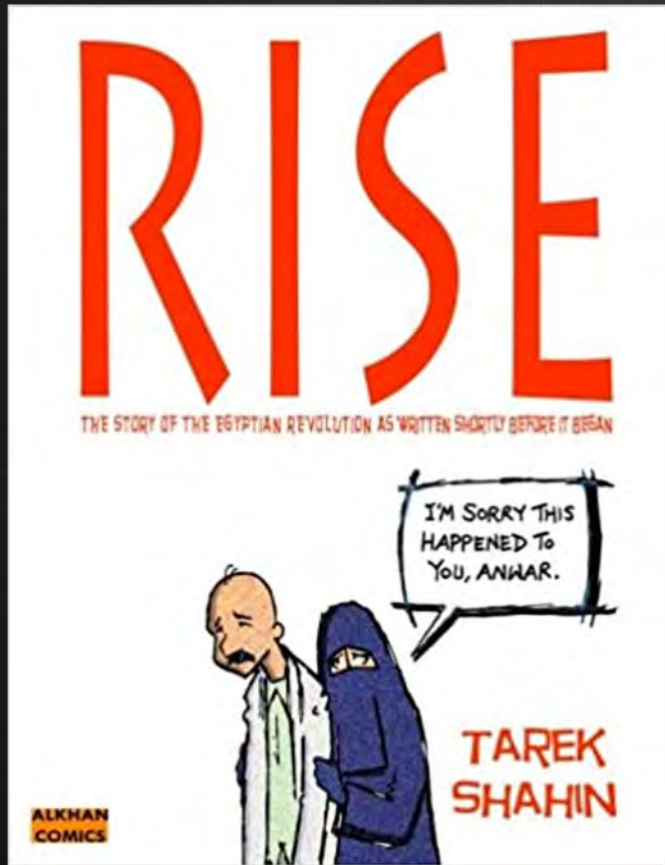
## READINGS/DISCUSSION/LESSONS

- Post-WWII US–Japan relations
- 1960's ANPO protests
- Perspective of Japanese citizens
- Protests in Okinawa today

ANPO: Art X War



Ai Wei Wei



## READINGS/DISCUSSION/LESSONS

- Contemporary history and politics of Egypt
- Diversity in Egypt
- Arab Spring

Rise: The Story of the Egyptian Revolution Shortly Before it Started



# POLITICS PAPER

You will write a 1000 word essay (approx. 3 ½ pages) that combines a minimum of five of these sources, as well as outside sources of your choosing (optional) to answer one of the following questions:

- **What motivates people to communicate with one another through alternative, non-mainstream sources for the purposes of order, security, and social justice?**
- **How can film, music, art, and digital communication represent people and culture in ways that the political arena and traditional journalism do not?**
- **How does the medium of communication affect the desired political outcome?**

# RACE

Rhythm and Blues Protest Music (Dissertation)

<http://www.youtube.com/watch?v=0f1q1p1v1v8>  
<http://www.youtube.com/watch?v=0f1q1p1v1v8>



Wesley Criffin: Old Time of Zion



Stan Cohen: A Change in Genre Case



James Brown: "It's Black and It's Proud"

Rap as Resistance



Clint Smith: How to Raise a Black Son in America



Carlos Andrés Gómez's Slam Poetry "Never Again"



NPR 5/1/2004 "Illmatic": The Making of a Classic



[http://www.pbs.org/newshour/art/artists\\_release\\_new\\_songs\\_inspired\\_events\\_ferguson/](http://www.pbs.org/newshour/art/artists_release_new_songs_inspired_events_ferguson/)



"Biko" by Peter Gabriel



Amandla! Trailer  
A Revolution  
in Four-Part Harmony

## race

- Under what circumstances does race motivate people to action?
- How are opinions of race reflected in a region's art and technology?
- How is race reflected in art?
- How do individuals and groups select their form of artistic expression?
- How does the addition of art and technology to the story of race change the historic and current perspective?
- What effect have cultural responses to race had at local and global levels?



Music

# Kendrick Lamar "I"

## 4th Verse

On how the infamous, sensitive N-word control us  
So many artists gave her an explanation to hold us  
Well, this is my explanation straight from Ethiopia  
N-E-G-U-S definition: royalty; king royalty - wait listen  
N-E-G-U-S description: black emperor, king, ruler,  
now let me finish

The history books overlook the word and hide it  
America tried to make it to a house divided  
The homies don't recognize we been using it wrong  
So I'ma break it down and put my game in a song

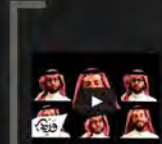


N-E-G-U-S, say it with me, or say it no more  
Black stars can come and get me  
Take it from Oprah Winfrey, tell her she right on time  
Kendrick Lamar, by far, realest Negus alive



The Carters Apesh\*t

# GENDER AND SEXUALITY



No woman No Drive



Manal al Sharif



Van Gogh's "Submission"



Wadyda trailer  
first film directed by Saudi Woman  
Haifaa al Mansour



Sexual harassment is everywhere in Egypt

Cairo 678 Film



CROWDSOURCING TO COMBAT VIOLENCE AGAINST WOMEN  
<http://tech.firstpost.com/news-analysis/crowdsourcing-tools-to-combat-violence-against-women-63677.html>

Screenshot

## gender

- Under what circumstances does gender motivate people to action?
- How are opinions of gender reflected in a region's art and technology?
- How is gender reflected in art?
- How do individuals and groups select their form of artistic expression?
- How does the addition of art and technology to the story of gender change the historic and current perspective?
- What effect have cultural responses to gender had at local and global levels?

# GENDER AND SEXUALITY



## READINGS/DISCUSSION/LESSONS

- Women and Islam (feminism<sub>s</sub>)
- Sexual violence
- Economic context for the Arab Spring
- Women, Rights, and Leadership

*Cairo 678*

**Teaching Tool****Sexual harassment in Egypt: *Cairo 678***

Available for purchase and to stream online from the Global Film Initiative and other vendors such as Amazon.



In the film *Cairo 678*, directed by Mohamed Diab, three Egyptian women in the city of Cairo face sexual harassment and struggle with the post-traumatic stress of those experiences. Each woman comes from a different socio-economic class in Cairo and responds to the trauma and support from her family and community in different ways.

Seba and her husband are from an upper class; she is an artist and he is a doctor. Nelly and her fiancé are both aspiring comedians. Showing the pressure on men as well as women, Nelly's fiancé is forced to take a bank job during the day to make enough money to get married and prove he is a suitable husband. Finally, Fayza is a working class married woman who, between her job and her husband's, can barely make ends meet.

The premise of the film is based on the idea that Egypt's prevalent sexual harassment, which occurs frequently in the streets and on buses, is largely tied to its economic woes. While the film clearly places the responsibility of harassment on men, the origin of their behavior is linked to the need for stable finances prior to marriage even as many are struggling in a failing economy. Ergo, since men are not able to get married without suitable financial stability and any sexual behavior outside marriage is frowned upon by society, the suggestion is that men fulfill their physical desires through clandestine touching and groping that leads to trauma for female strangers in their own communities.

**Discussion Questions/Essay Topic**

Directions to teacher: The following questions can be used to either guide a student discussion or to guide students in writing an informational essay.

Student Instructions: Compose a well thought out short essay that addresses the following questions in informing your reader about the topic we have been studying. Be sure to include specific references to the text(s) that are correctly cited, use proper grammar, and include introductory and concluding statements as well as transitions where appropriate.

1. How does each woman respond to the harassment?
2. How does economic class affect the way that each woman manages the effects of harassment?
3. What types of harassment are depicted in the film?
4. What role do the police play in sexual harassment?
5. Reflect on the following scenes: the buses; all instances of harassment in the film; Nelly on the talk show; and Nelly in her first comedy routine. What role does the general public play in sexual harassment?
6. Seba teaches a course on self-defense and Fayza takes it upon herself to go to the extreme. Read the following article about the Purple Needle Campaign in Turkey and discuss comparisons. [www.stopstreetharassment.org/2012/12/pinsneedles/](http://www.stopstreetharassment.org/2012/12/pinsneedles/)



# ENVIRONMENT



"Stop Global Whining"  
by The Right Brothers



Wasteland Trailer



The Drinkable Book



Sweet Customer's

...the most...  
...the most...  
...the most...

## environment



BRITISH ARTIST LARRY SHARPE

Chris Subergian  
BILLIONAIRE/ENTREPRENEUR  
\$ 40 per can

Screenshot

- Under what circumstances does environment motivate people to action?
- How are opinions of race reflected in a region's art and technology?
- How is the environment reflected in art?
- How do individuals and groups select their form of artistic expression?
- How does the addition of art and technology to the story of the environment change the historic and current perspective?
- What effect have cultural responses to the environment had at local and global levels?

# ENVIRONMENT

## READINGS/DISCUSSION/LESSONS



Beijing artist Liang Kegang  
\$860 jar



Chen Guangbiao  
billionaire/entrepreneur  
\$.80 per can

- Environmental quality
- Supply and demand?

# ENVIRONMENT



*Wasteland*

## READINGS/DISCUSSION/LESSONS

- Brazilian Favellas
- Recycling
- Living in/on a dump and making a living trash picking



Graffiti



## City of Asylum Pittsburgh

<http://www.cityofasylumpittsburgh.org/>



## Archive of exile hangout discussions

<http://www.sampsoniaway.org/exile-hangouts/>

## Pittsburgh Field Trip

# FINAL PROJECT

We have studied about how art and various types of media communicate themes ...

You will create a collage of at least four examples of art and/or technology that communicates a variety of mediums and themes to represent the issues you feel are most important to your life. They can be issues that contributed to who you are (historic) or global issues facing you today. You will seek to answer the following question:

**What art and technology best represent the global issues and events from the time period and/or place in which you lived/live and who you have become/what you do today?**

Your work (physical or digital) should include a written or spoken narrative that addresses:

- Why you chose the works you did
  - For their issue
  - For their medium
- How they address your questions

Your work should include references to outside sources as well as an MLA works cited. **You are expected to use outside sources.**

You need to present your work in a **6-7 minute** presentation

## Works Cited

<http://www.findyourtruebeauty.com/statistics>  
<http://www.zerohedge.com/news/2014-01-10/divorced-world-wide-the-88-rchest-people-have-same-wealth-half-worlds-population>  
[http://2.bp.blogspot.com/\\_RtCstZWFRc/Tu1K094dII/AAAAAAAAAB8/2aQ3sA-g8/264107/news-lack-were-divided-like-us-wealth.jpg](http://2.bp.blogspot.com/_RtCstZWFRc/Tu1K094dII/AAAAAAAAAB8/2aQ3sA-g8/264107/news-lack-were-divided-like-us-wealth.jpg)  
<http://www.globalresearch.ca/obamas-rsa-reform-8-fends-impair-saying/1336312>  
<http://nickolayarmn.com/art-by-clients/what-would-barbie-look-like-as-an-average-woman/>  
<http://www.theblaze.com/stories/2014/01/09/the-new-piece-of-art-on-glenn-becks-dallas-studios-may-raise-eyebrows-dont-you-have-income-inequality-dating/>  
<http://city.mt.gov/News>  
<http://www.buffingtonpost.com/2012/03/02/women-qa-breast-in-1316313.html>  
<http://pioneex.com/rna.htm>  
<http://thinkprogress.org/security/2014/01/23/13153201/rna-america/>  
<http://www.biaokanonline.com/tag/income-inequality/>  
<http://www.theguardian.com/film/video/2014/jan/21/rna-human-rights-watch-critiques-obamas-surveillance-reforms-video>

Hayley Oliver-Smith

WHAT ISSUES AM EXPOSED TO ARE THE MOST PROMINENT IN THIS DAY AND AGE?



# How do art and technology tell the story of my twenty-first century experience?

## Final Project 1

## Issues to be Explored

- Environmentalism
- Mental Illness
- Relating to Other Cultures
- Cooperation and Addressing Local Needs

2

Screenshot

Final Project 2



Issues that are Important to me

- RACE
- HUMAN RIGHTS
- SPORTS
- GENDER



Sports



Final Project 3

3.

YOUNGER GRADES

## Art and Activism

This lesson series capitalizes on children's natural relationship to art by prompting them examine the ways art relates to community leadership and activism. The lessons can be used individually or as a full series and are not dependent on sequence.

GRADE LEVEL: K-2, 3-5



BOOKMARK ART AND ACTIVISM

PRINT



SHARE



**Topic:** Rights & Activism

**Subject:** Reading & Language Arts, Social Studies, SEL, Arts

**Social Justice Domain:** Action

Art is a natural way for children to express their feelings and ideas. Looking at, thinking about and particularly making art together helps children build community and see themselves as important parts of their world.

This series capitalizes on children's natural relationship to art by prompting them to examine the ways art relates to community leadership and activism. The lessons can be used individually or as a full series and are not dependent on sequence.

### Twelve Mini-Lessons

#### [Lesson One: Art and Community Activism](#)

Students are introduced to the concepts of art and community activism and have a chance to discuss their understanding of these terms.

#### [Lesson Two: Who Are the Activists in My Community?](#)



August Wilson Center Pantone

# UNDERSTANDING HISTORIC PRESERVATION IN A DYNAMIC FRAME: THE GRAFFITI ARTS PROGRAM AT THE CARRIE BLAST FURNACES

May 20, 2020 | Blog



Screenshot

By Caitlin Fran, *vs* Bruce, PhD. | Assistant Professor, Department of Communication, University of Pittsburgh



A black and white photograph of an industrial facility, likely a steel mill. In the foreground, there are several utility poles with power lines. In the background, a large water tower with the 'USS' logo is prominent, along with a tall smokestack and other industrial structures. The sky is filled with thick, dark smoke or steam, creating a hazy atmosphere. The overall scene is industrial and somewhat somber.

# LEVIS GOES TO BRADDOCK

Levi's ad campaign





SUPERIOR MOTORS in BRADDOCK, PA





Lisa Wardle | [lwardle@pennlive.com](mailto:lwardle@pennlive.com)

4809 Penn Ave., Garfield

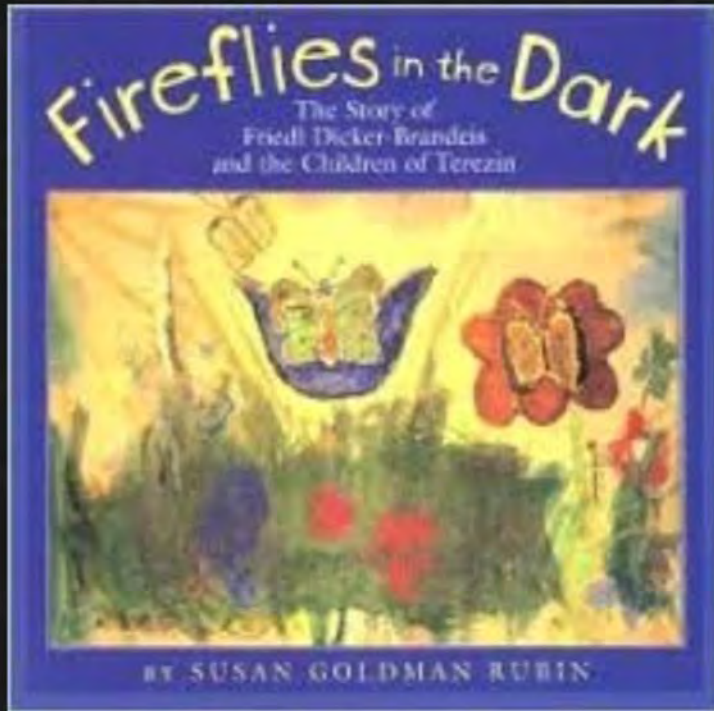
"Tuesdays Heroic Paragon" is in honor of Sydney Barlow, a father who was killed in a shootout while protecting his family on Thanksgiving Day 1999.

Artist Kevinn Fung opted to show an everyday scene in the neighborhood to highlight his heroism instead of the specific moment in which he died.

Screenshot

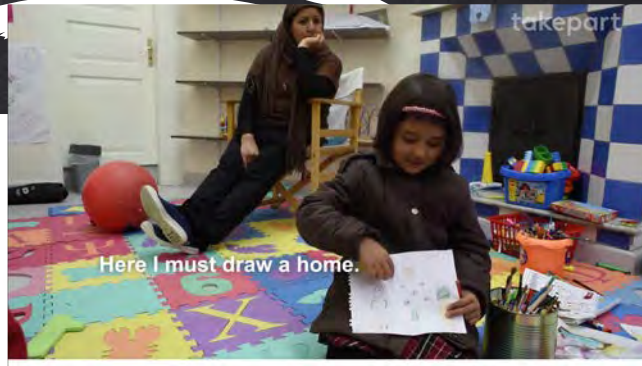
Part of the Sprout Public Art project.

## Murals of Pittsburgh



## CHILDREN'S ART FROM TRAUMA

A model of a church created by a young person held at Tornillo detention facility in El Paso, when it was operational. UAC stands for Unaccompanied Alien Child; Tanvi Misra



Sedra Nikzad, 10 years old, draws in the Mosaik Support Center. Mark Herman



Collateral Repair Project (CRP) Refugee child's depiction of "dream home" in Amman, Jordan 2019; M. Cerniglia

## CHILDREN'S ART FROM TRAUMA



Peter Ginz



*Stained glass # 4 - Variation on Petr Ginz's Moon Landscape (1942)*  
Gouache of Roberto Perez-Franco

# PETER GINZ

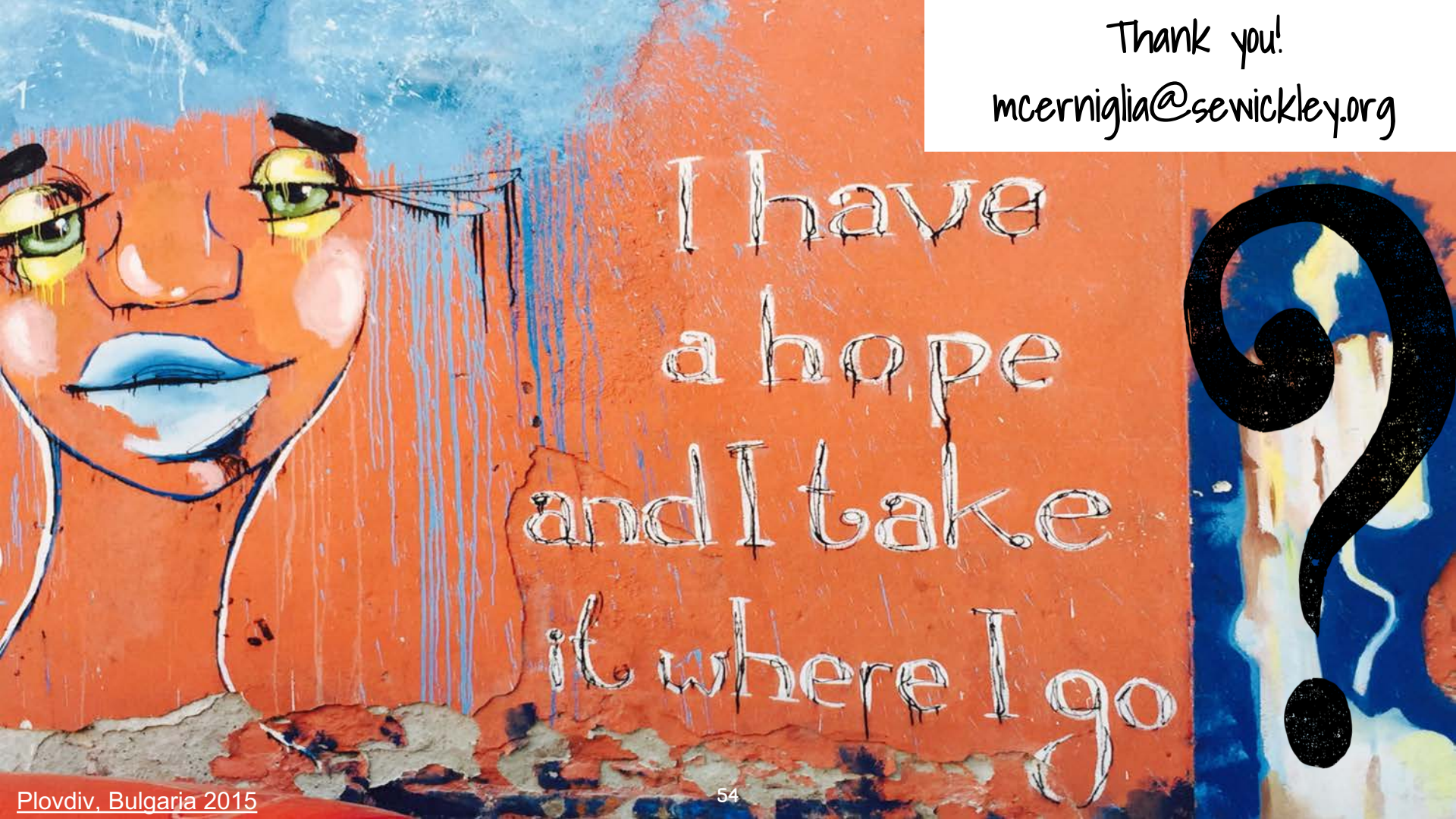


Grant them eternal rest, O Lord; and may perpetual light shine upon them. A hymn in Zion befits you, O God, and a debt will be paid to you in Jerusalem.

Hear my prayer:  
all earthly flesh will come to you...

The day of wrath, that day will dissolve the world in ashes, as David and the Sibyl prophesied. How great will be the terror, when the Judge comes who will smash everything completely! The trumpet, scattering a marvelous sound through the tombs of every land...

## DEFIANT REQUIEM



Thank you!  
[mcerniglia@sewickley.org](mailto:mcerniglia@sewickley.org)

I have  
a hope  
and I take  
it where I go



# CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- X Presentation template by [SlidesCarnival](#)
- X Photographs by [Unsplash](#)