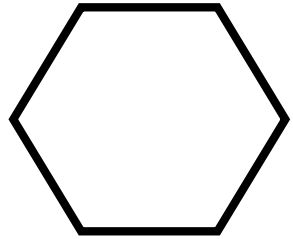


# Global Interdependence and Art Education: Where

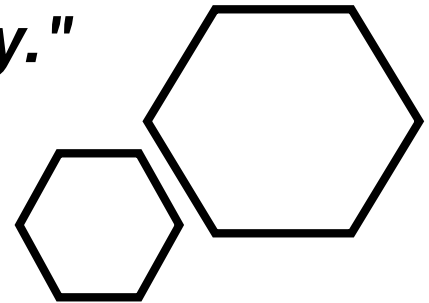


## Hexagons Make the Connection

***“Where once nations depended on sovereignty alone to secure their destinies, today they depend on one another. In a world where the poverty of some imperils the wealth of others, none are safer than the least safe. Interdependence is not a strategy of idealists, but a realistic necessity.”***

**[Dr. Benjamin Barber](#)**

**Co-Founder, Interdependence Day**



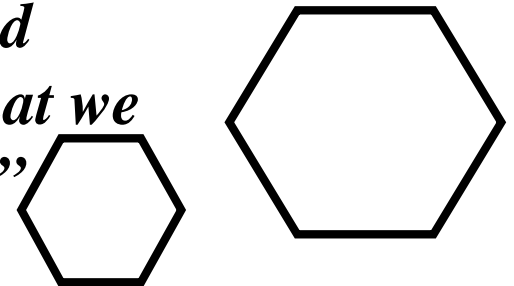


# Global Interdependence and Art Education: Where Hexagons Make the Connection

*“As educators, it is not important to fill our students’ heads with facts about democracy, but to give young people the joy, anxieties and responsibilities of democratic life. In a democratic society we want to raise individuals*

- *Who perceive fully – who can see and analyze the persons and conditions that surround them.*
- *Who can consciously combine what they see into thoughts and ideas that are complex and*
- *Regularly act on the basis of what we understand and are aware of.”*

*Olivia Gude: 2009Lowewnfeld Lecture*





The  
International  
Interdependence  
Hexagon Project  
NAEA Seattle 2011

# **A Social Justice Art Education Model**

**Beth Burkhauser, Keystone College, LaPlume, PA**

**[www.interdependencedaynepa.org](http://www.interdependencedaynepa.org)**

# **What is Social Justice Art Education?**

**Marit Dewhurst, Art Education Journal, September 2010**

**“Shares a commitment to create art that**

- draws attention to**
- mobilizes action towards**
- attempts to intervene in**

**systems of inequality or injustice”**

# Must it involve overtly political or controversial issues?

Not necessarily BUT should “offer participants a way to construct knowledge, critically analyze an idea and take action in the world.” Dewhurst



# Hexagon Project

*Soft?* —————→ Medium? —————→ Hard?

**Social Justice**

**Art Education**

# **What is the Interdependence Hexagon Project?**

- **Students choose a relevant theme and do research**
  - **Students create in any media, using a downloadable hexagonal template or multiple templates.**
  - **They can work collaboratively or alone on one or multiple hexagons.**
  - **Deadline for Participation for 2011 is June 30, 2011 for September exhibit in Scranton, PA and...?**
  - **On-line registration begins May 1, 2011**

# Interdependence Day History

**Interdependence Day was launched in Philadelphia on September 12, 2003 as a post 9/11 symbol of regeneration, as a time to reflect on the tragedy of the incidents of terror, not only in the United States, but all over the world, and to ask ourselves, “What next?”**

**It seemed critically important to acknowledge the inevitability and significance of interdependence in our time, and set out to build constructively, and civilly, and culturally, a global civil society.**



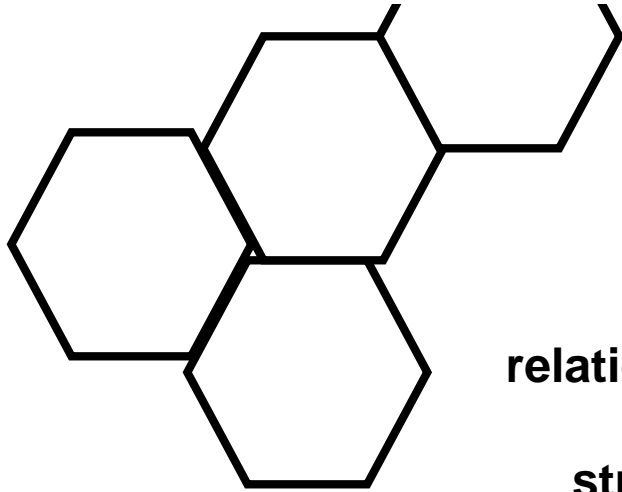
Art by Student From Provo H.S, Utah

## **Co-Founders:**

**Sondra Myers**, Senior Fellow for International Civic and Cultural Projects at the University of Scranton

**Dr. Benjamin Barber**, Walt Whitman Professor of Political Science Emeritus, Rutgers University.



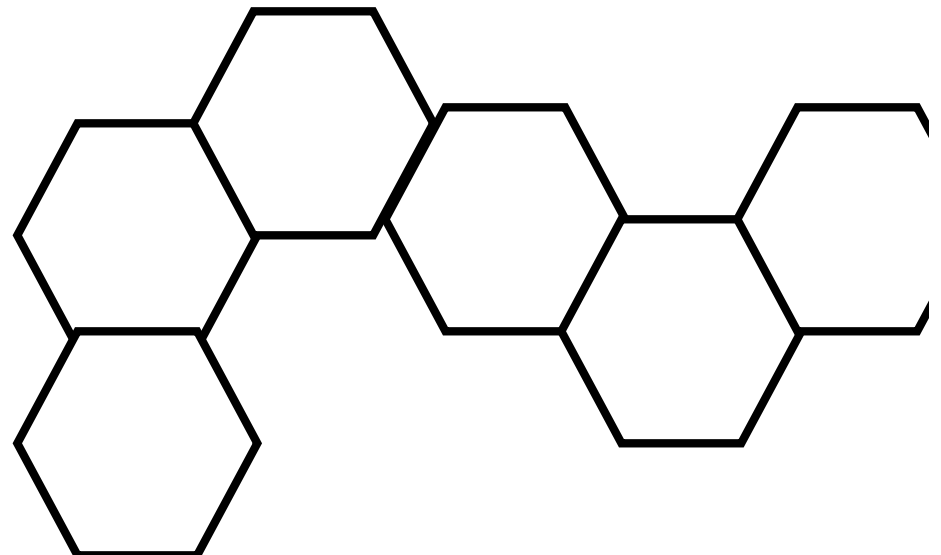


## **WHY the HEXAGON?**

**is a composition of complex relationships, interdependent lines, like bonds of human connection, strengthened in multiples into an infinite network of connections.**

**Maintains its own presence as a shape, symbol of light and life, yet, structurally, destined to be part of a whole - a splendid architectural element, infinitely expandable.**

**...a metaphor for our interconnectedness**



**The ARTIST:  
synthesizes,  
makes  
conclusions,  
takes a  
stand, must  
come to  
terms with  
content and  
materials,  
collaborates.  
... can  
change  
the  
World!!**



By Student from Lackawanna Trail H. S.

**...and so, too, the student artist...**

**The Hexagon Project Is...**  
**Ripe for Formulating Essential**  
**Questions, Big Ideas,**  
**Overarching Themes**  
**Encourages and fosters**  
**INTERDISCIPLINARY**  
**strategies**

# Resources:

- Website:

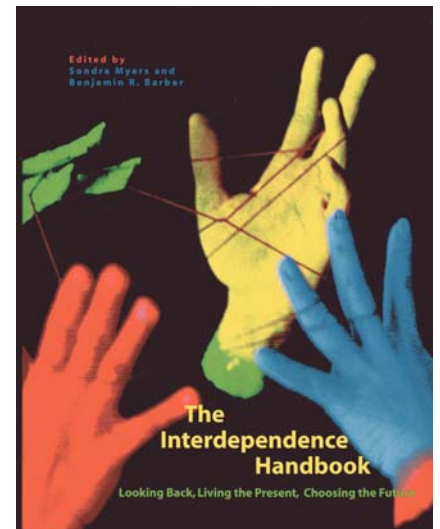
<http://www.interdependencedaynepa.org>:

- The Interdependence Handbook

Looking Back, Living the Present, Choosing the Future

Edited by Sondra Myers and Benjamin R. Barber

- essays, discussion questions
- prospectus
- declarations of interdependence
- research bibliography
- prospectus
- Templates
- Facebook Twitter WordPress



# Exhibit Opening And Recognition Event

plus Music, Dance, Hands-on Workshops



Scranton



Butwal, Nepal



**T-Shirt  
Stamping  
Workshop for  
Nepali  
Translation  
of the book  
“Sold” by  
Patricia  
McCormick  
*Sara Dibble,*  
*Blue Ridge  
Middle  
School***



**Stamp a T-Shirt - Save a Girl!**

# Interdependence

Hexagon Project

## Themes

### HUMAN RIGHTS of every person

We are one human family: Examine  
Consumerism vs. having enough  
**Being more not having more**

### COMMONALITIES

Policies protecting  
and expressing  
human commonality  
**Linking the  
personal, local  
with the global  
Empathy**

### CHILDREN

Protect their rights  
and goods  
Health  
Education

### DIVERSITY

Free spaces for  
religious, ethnic,  
sexual, cultural, racial  
identities  
Personal and group  
dignity

### ENVIRONMENT

Safe, sustainable  
global  
environment  
We are one earth  
community  
We only have one  
earth to win or  
lose

## Interdependence

### Goals:

1. To see as citizens of one civilized world, recognizing responsibilities to the common goods and liberties of humankind as a whole.
2. To explore these themes through “activist” art-making

### GOVERNANCE

Understand Democratic forms  
Realize common rights  
Common needs

# **HUMAN RIGHTS of every person**

- We are one human family
- Examine Consumerism vs. having enough
- Being more not having more
- Exploring Visual Culture and Identity
- WHERE DO I FIT IN?



By Students from  
Union Endicott  
High School, NY



# **HUMAN RIGHTS of every person**

- We are one human family
- Examine Consumerism vs. having enough
- Being more not having more
- Exploring Visual Culture and Identity
- WHERE DO I FIT IN?



By Students from  
**Leo Baeck  
School**  
Toronto, Canada  
and  
**Lackawanna Trail  
HS, PA**



# DIVERSITY

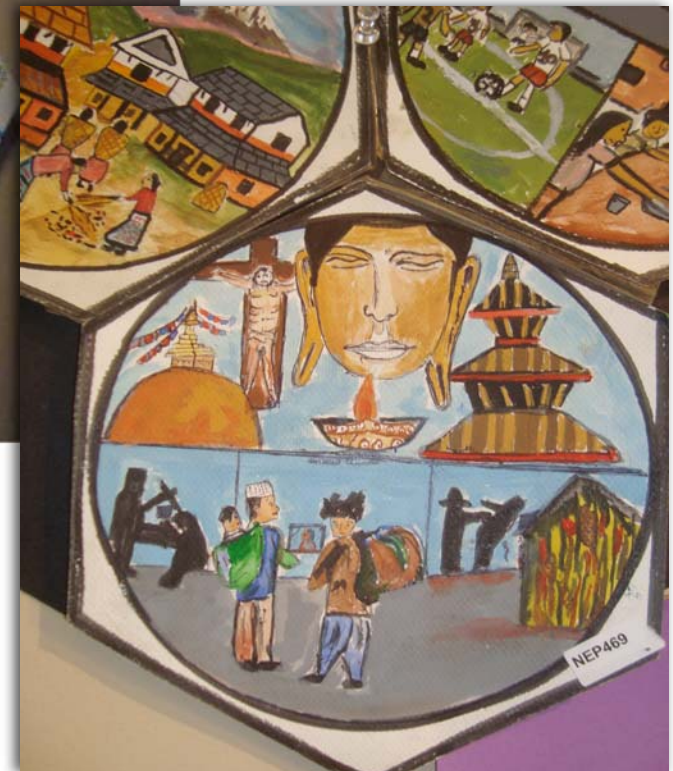
- Free spaces for religious, ethnic, cultural identities

- Personal and group dignity



Nepalese Student

By Students from Migrant Education Summer Program





## ENVIRONMENT

Safe,  
sustainable global  
environment  
We are one earth  
community  
We only have one  
earth to  
win or  
lose



Alberta, Canada



St Maximilian Kolb Middle School, PA



Riverside HS, PA



Provo HS, Utah

## ENVIRONMENT



Novato Charter, CA

Safe, sustainable  
global environment  
We are one earth  
community  
We only have  
one earth  
to win  
or lose



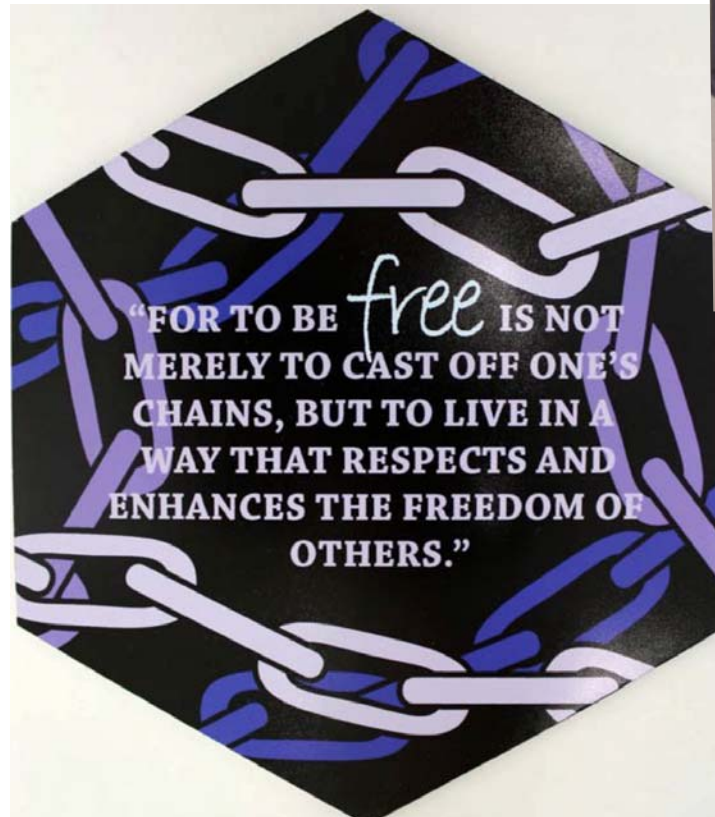
Nepal

## GOVERNANCE

Democratic  
Forms

Realize  
common  
Rights

Common  
needs



New York

# GOVERNANCE

Democratic  
Forms

Realize  
common  
Rights

Common  
needs

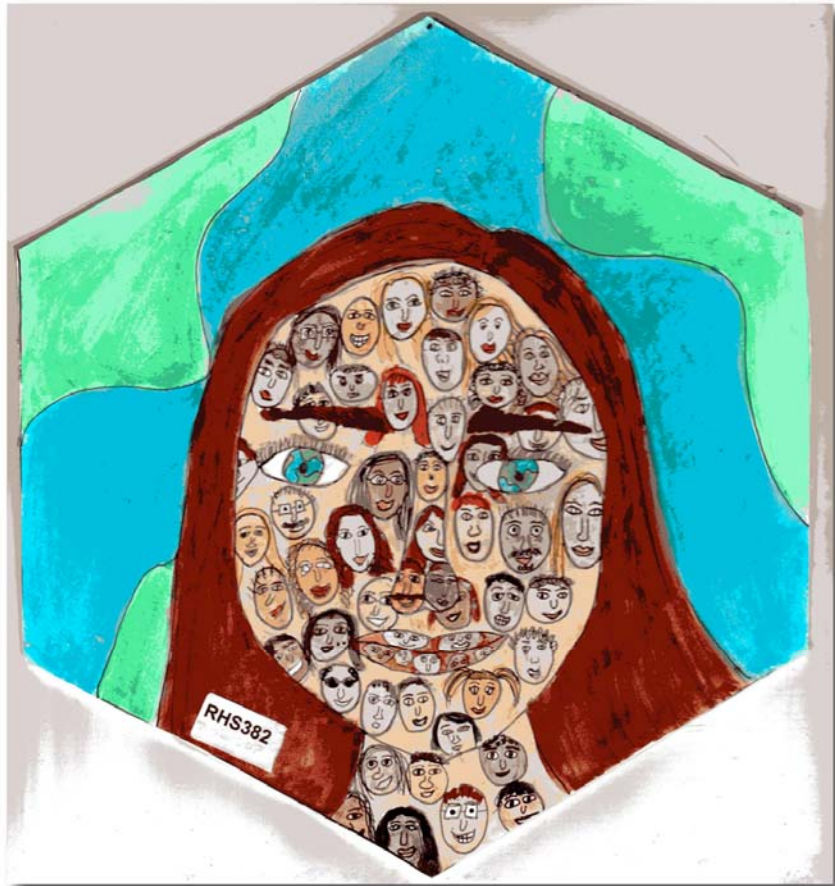


Alberta,  
Canada



Nepal





Riverside HS, PA

Tunkhannock HS, PA

## COMMONALITIES

Policies protecting and expressing human commonality

Linking the local with the global

Empathy



# CHILDREN

Protect their  
rights and goods  
Health  
and  
Education



Nepal

Alberta,  
Canada





# What Teachers have to Say



**“...we will be having our own *Hexagon Gallery Night*, to show the students’ work to the community.” Grade 5**

**Farragut  
Elementary School  
Culver,  
California**

***Debra Bianculli,  
Art Teacher***

**“My students  
thoroughly  
enjoyed  
the process  
of learning  
about  
I-Day and  
the  
Concept  
of  
Interdependence. “**

## **The Leo Baeck Day School and Interdependence**

**“... the notion of being a global citizen is incorporated into every discipline we teach.**

**The hexagons ... helped students to forge cognitive links between the subjects of the hexagons and the major issues in their own lives and the lives of other students around the world. Each shares the common values of health, education and human rights. This exercise reinforced the notion of collective responsibility and exposed students to the common experiences of humankind as a whole.”**

**Gene Teeger, Art Teacher**

**Grade 8 students**

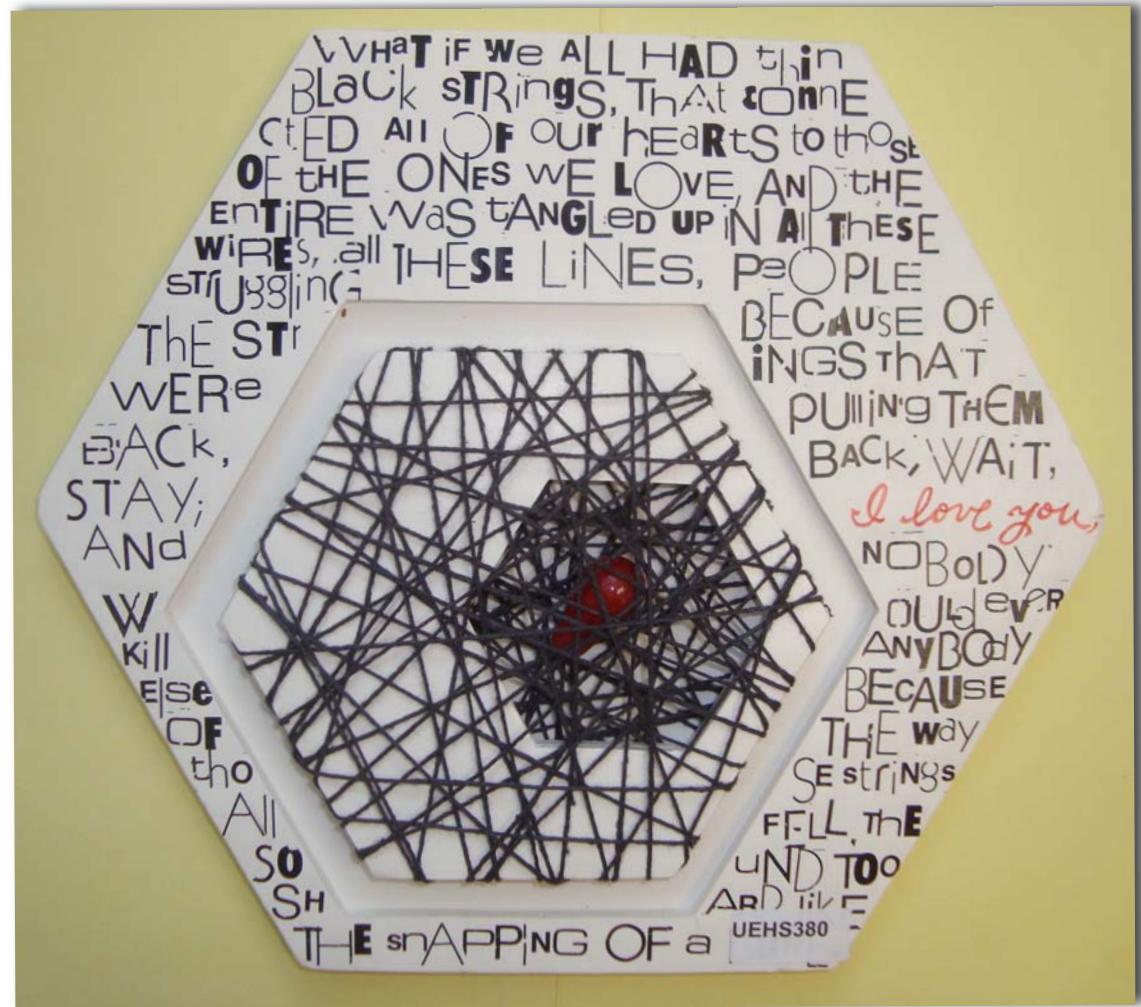


## **Global Citizenry**

## **Collective Responsibility**

**Union-Endicott  
High School  
Endicott, NY  
Cindy Henry, Art  
Teacher, AP Art Student  
Assignment**

**“I find that many teenagers really do have concerns about the world in which they live and they value the opportunity to have a voice. Because the theme is broad enough, they were able to adapt it to their own personal concerns.”**







Union-Endicott HS Student, NY





**The Project**  
“could be adapted to any medium, but still makes it possible to teach elements and principles of design while at the same time retain one of the most important aspects of art-- creating meaning.”

**Dan Demora, Lackawanna Trail High School,  
Factoryville, PA**





# Yearly Connections: ART into ACTION

**2007** - Environmental Installation by **Pittsburgh**  
Artist, Cindy Snodgrass

**2008** - Lackawanna Prison and Scranton High  
School, Scranton State School for the Deaf

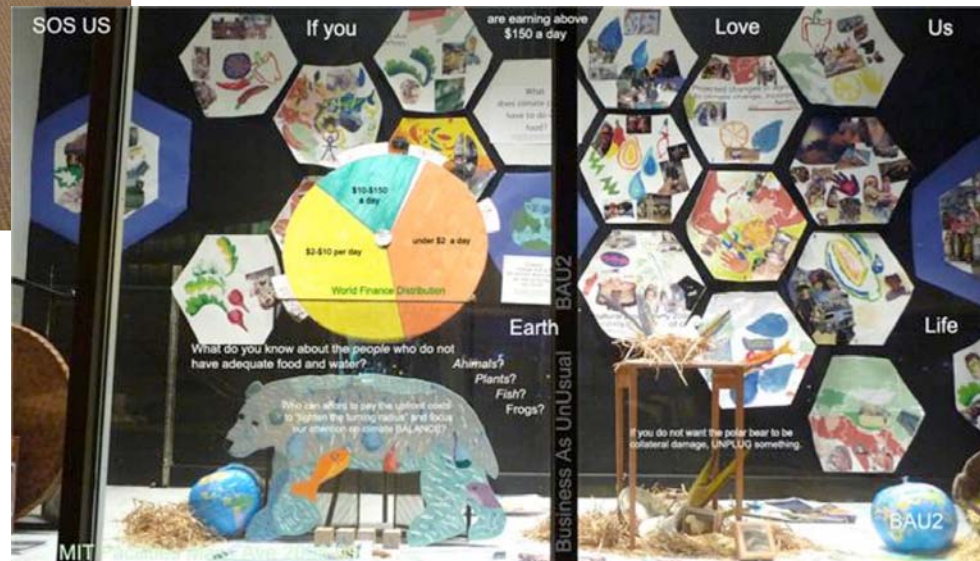
**2009** - Diane Paparo, NYC Interior Designer/Child  
Labor-free Rug Designs hand-made made in Nepal

**2010** - Nepal & Haitian /Pennsylvanian  
Connection of the Heart





Workshop/  
Presentation at  
Hexagon Opening,  
Scranton



# Climate Balance Hexagons at MIT



# Diane Paparo

A NEPA native, she is locally grown, but a citizen of the world.

Her work takes her all over the world, but her heart and her resolve lie close to home.

She remains on the Board of Trustees of her alma mater Keystone College and is active on the board of Scranton's Everhart Museum of Natural History, Art and Science. She is a member of the National Council of Women's Business Enterprise.



Diane's LOTUS SILK RUG , in design and manufacture, is emblematic of her connectedness to the world. Woven in Nepal, it is inspired by an Asian aesthetic, but it rests on a grid of honeycombed hexagons – a universal symbol – in all different sizes – and all linked. It is hand-knotted by experienced craftsmen who bring old-world tradition and originality to this contemporary rug. No two will be exactly the same, but all will be beautiful.



Now Goodweave

# Interdependence Hexagon Project Visits Partners in Nepal

Where Energy Springs from the  
Deep Desire to Live in a Civil  
Democratic Society

**...exploring ways to coexist  
creatively and collaboratively**





**Two Lap-tops and  
LCD Projector  
delivered to  
Interdependence  
Hexagon partners  
In Naharpur  
School, Butwal,  
Nepal January  
2010**



## Begin with the “Pass the Bucket” Challenge



**We began with a little challenge: the students had to move a large bucket of water from one end of the hall to the other without dropping or spilling it – and everyone had to participate. This was successful, broke the ice and we all cheered when it was accomplished.**



**After that we gave out our hexagon templates [good thing we pre-cut 100!] to all participants. Beth asked them to format their hexagons with a border that explained the following:**



- **Three personal talents, abilities and/or strengths and**
- **Three personal hopes/plans for the future.**
- **Then, they were to create a symbol for themselves in the center of the hexagons. They were given markers, pencils to do this.**

- After this, we re-grouped the students heterogeneously, so they were with students from other schools, ages, sexes.
- At this point, we asked them to share and explain their hexagons with each other.
- We asked them to role-play. They were to each take on one of the occupations from their three hope/plans section; e.g., if one was hoping to be an engineer, then they would play that role in the group.



**Students completing and sharing about hexagons**



- They also placed their hexagons together on the floor in front of them, creating flowerlike circle of connected hexagons.
- Then we asked them to brainstorm issues in their lives – from concerns about their own school community, their city, region and country.
- We wrote down the list, which included items like lack of electric power [there are only 12 hours – or less – of electricity per day in Nepal], pollution and litter, poverty, poor government and inadequate educational opportunities for children.
- We placed these concerns in a box and had each group [ there were 11 groups of six] choose one.



**Students re-grouped and getting ready brainstorming issues for role-play**

# ROAD Conditions





•Then, we gave them a larger hexagon to be placed in the center of their circle. On this we asked them to write down at least six items that identified the problem, analyzed it and developed solutions that were specific to the “mix of citizens” in the group of six.



**The Solution, through Interdependent listening, thinking, planning and visualizing, for better internet access in Nepal.**

# Hexagon Exchange with Haiti



**Tunkhannock HS students create and send hexagons of hope and encouragement with Keystone College Professor Dave Porter**

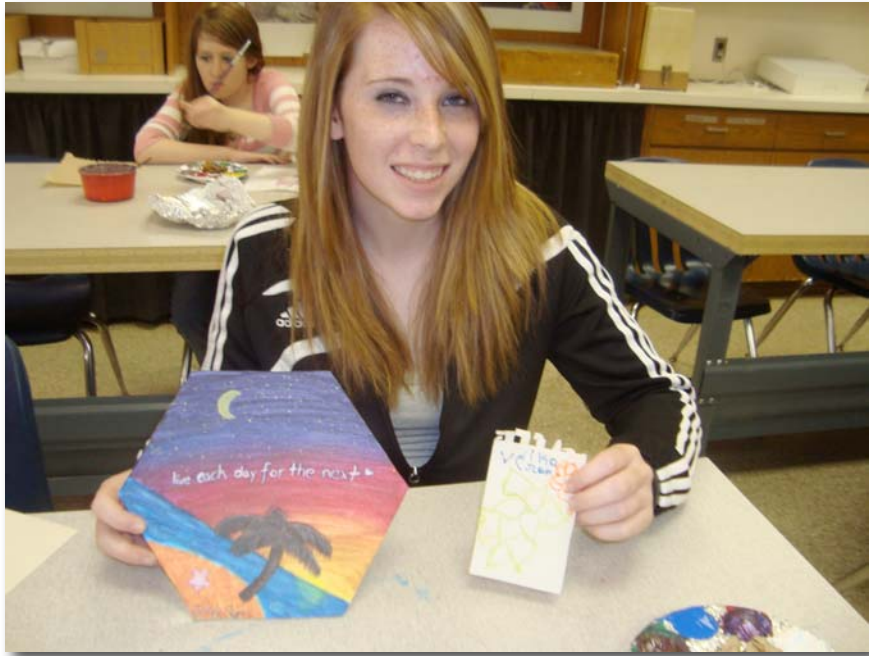


# Haitians Give Back





# Tunkhannock Students Respond







# Hexagons of the Heart - The Haitian Exchange From Tunkhannock, PA to Haiti and Back Again



# Haitian Kites, Commonalities and...



**The Keystone College PAEA Student Chapter  
Fund-Raiser for Haiti ...**





For  
**OneBigBoost:**  
One Gift  
One Time  
To Benefit Many



2011



Blue Ridge Middle School, PA Sarrah Dibble, Art Teacher



# De La Salle Santiago Zobel

**Ja Cabato**     [JaMiCa@rocketmail.com](mailto:JaMiCa@rocketmail.com)

**In Philippines...** Perhaps a teacher in US could work with his/her students from now until June - and then send ideas and materials to you in June - for your students to respond to. This could take place at the very beginning of your trimester - in the beginning of June - when our teachers are ending the school year]. There would be about a two week overlap when, if possible, you could arrange a Skype [or some kind] video conference!. I will have an interested teacher contact you!

**Jared Akama Ondieki**     **CENTER FOR  
PARTNERSHIP AND CIVIC ENGAGEMENT  
TRUST (CEPACET) Nairobi, Kenya**

<http://www.facebook.com/group.php?gid=10640818002>

# **Is the Hexagon Project Social Justice Art Education?**

**“Shares a commitment to create art that**

- draws attention to**
- mobilizes action towards**
- attempts to intervene in**

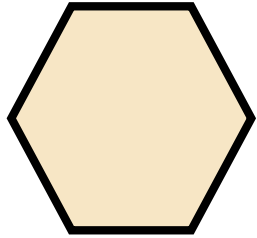
**systems of inequality or injustice”**



**Does it** “offer participants a way to  
construct knowledge,  
critically analyze an idea  
and take action  
in the world?” Dewhurst

**If so, please join us in  
September 2011**





# How to get involved:

- Download your Hexagon Packet and read it.
- Engage support from administration and other disciplines
- Log on to [www.interdependencedaynepa.org](http://www.interdependencedaynepa.org) for updates, resources
- Download or Purchase an Interdependence Handbook and gather ideas and understanding
- Communicate with contact persons:  
[bbukhauser@msn.com](mailto:bbukhauser@msn.com), or  
[gbarbolish@hotmail.com](mailto:gbarbolish@hotmail.com)
- Launch project during the winter/spring and have entries ready by end of June, 2011!

