



**Grade/s:** 10-12

**Enduring Idea:** Suffering

**Integrated Discipline:** English

**Unit Title:** Physical and Emotional Pain

**Unit Designer:** Kara Luke

**Unit Description:** In this unit, learners will discuss how suffering can be both mental and/or physical pain. We will discuss different emotions and how they can shape our memories. The learners will share personal stories in which suffering is felt on a mental, and/or physical level. Learners will discuss their own instance of suffering, and will create sequential thumbnail sketches expressing this particular memory. As a final assignment, each learner will choose one of his/her sketches in particular to create a suffering scene. The chosen scene must exemplify strong composition, climactic emotion, and subtractive drawing techniques. The students will share finished suffering scenes with an attached artist statement.

**Images:** -Conrad Marca-Relli, *Untitled (Figure Study)*, 1955; CMA 2000.11  
-Charles White, *Resting Woman*, 1940; CMA 2012.10.1

**Key Concept:** Suffering can be mental/physical pain

**Essential Question:** How does mental/physical pain cause individual suffering?

**CCSS Art:**

**Standard H1-II** The student will use knowledge of **composition** and the **elements and principles of design** to communicate ideas.

**Standard H1-III** The student will explore prospective content in artworks.

**Integrated CCSS:** **CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Learning Outcomes:** The learner will:

1. Discuss the physical and emotional impact of pain and suffering.
2. Share personal stories and past experiences of suffering.
3. Discuss CMA artist exemplars and create a scene of suffering using subtractive charcoal techniques.

**Motivator:** Teacher will share a personal story involving emotional suffering and pain. This will be a great way for learners to feel comfortable about sharing their own memories of suffering in our unit discussion.

**Day Breakdown:** Day 1: Motivator; group discussion about suffering, pain, and the idea of loss. Story sharing.  
Day 2: Continued story sharing.  
Day 3: Learners will create a series of thumbnail sketches that explore the idea of suffering from a number of different memories.  
Day 4: In progress teacher/learner conference about personal stories and thumbnail sketches. Teacher will also give a group demonstration of how to compose scenes and use subtractive charcoal techniques to make scenes effective.  
Day 5-10: Learners will create individual suffering scenes using subtractive charcoal drawing.  
Day 11: Learners will write an artist statement about their suffering scene, and those who are comfortable to share with the class will have that option.

**Materials:** Paper, pencil, charcoal, kneaded erasers, reference photographs

**Resources:** CMA images, other artist exemplars of Kathe Kollwitz, teacher shared personal artwork and story of suffering

**Assessment:** Participation checklist, recorded story checklist, thumbnail sketches checklist, final assignment rubric, one-on-one critique checklist

