



*Artist: Joe Rosenthal*

## Curriculum Links

Language

Social Studies

**Drama**

History

Media Literacy

## Before You Visit:

Explore the concept of **Consolation**, see definition below.

**Step 1:** Have students recall a time when they were in need of comfort because of their own disappointment or sadness.

**Step 2:** Students can write a brief paragraph about their experience to later share with the class. They can also illustrate in simple pencil drawing, how they felt while they were being consoled.

### Teacher Prompts:

- *Who do you turn to when you need comfort or advice?*
- *How do they help? Or how would the situation become better because of it?*

### Materials:

- Lined Paper
- Pencils
- Blank Paper
- Poster Paper
- Crayons
- Markers
- Pencil Crayons
- Paint
- Paint Brushes
- Water Containers

### Definition

#### **Consolation:**

*noun* \,kän(t)-sə-'lā-shən\

The act of consoling or state of being consoled; solace, a person or thing that is a source of comfort in a time of suffering, grief, disappointment.

## Development in the Classroom:

Visit or present students with a pictorial overview of Joe Rosenthal's "Consolation."



**Step 1:** Divide students into small study groups to brainstorm a timeline around the Past, Present, and Future of the scene we see in this sculpture. Taking into account the title of the piece "Consolation," they will use their imaginations and recall of prior knowledge to infer at least one scenario as to:

**PAST:** What actions or events lead up to these two figures being seated in conference as they are?

**PRESENT:** What is going on at the moment we see them?

**FUTURE:** What will happen next?

Students can take into account other figures or objects who impacted on the event we see but are invisible to us. (i.e. the sculptor, the observer, future visitors of the park, the Great Lakes historical figures, etc.)

**Step 2:** Each group can use chart paper and markers to write out their thoughts in graphic organizer (or linear) form.

**Step 3:** They can also take into account the "place" of the Sculpture, on a bench in a park, near the river, in Windsor, close to an International Border. Have them observe and include as many art elements as they see including possible culture of the women, why they are women? The weight of the bodies, possible age...all visual factors they can combine to tell a story of why they are in this juxtaposition, what the artist was trying to say and how it inspires their own vision of a story.

**Step 4:** Each group can choose to read or enact their timeline to the class when completed. It is helpful to have the images on the Smart Board throughout their brainstorming for reference. This will lead into a Dramatic performance when down at the Sculpture Park, or can simply be used as a story starter for the classroom.

## Development in the Sculpture Park:

Using the Scenarios created in the classroom or ones you may have created while in the park, have students pair up in their groups and create a short dramatic sequence including the sculptures. They can act out their past, present, and future to include the women in Consolation or they can develop a **Narrative Pantomime** that relates to what they have imagined happening before or after this scene.

## Closure:

**Step 1:** Show the YouTube video: **Creative Resilience – Joe Rosenthal:**

[http://www.youtube.com/watch?v=hdbZChS\\_4Rw](http://www.youtube.com/watch?v=hdbZChS_4Rw)

**Step 2:** Discuss, based on the additional information given in the video about the Artist's interest in portraying the Holocaust, what "Consolation" could also be about.

## Extensions: In the Classroom

### Media Literacy:

**Step 1:** Have students create a mixed-media poster about the Holocaust using some of the visual drawing tools described in the video by Joe Rosenthal.

**Step 2:** Discuss the point of view of the women in the sculpture and create a poster to express that view in groups or pairs.



## Let Us Know!

### Share your experience in the Sculpture Park!

Email the Cultural Affairs Department and schedule an in-class presentation with us:

[culturalaffairs@city.windsor.on.ca](mailto:culturalaffairs@city.windsor.on.ca)

...or head over to the Community Museum at 254 Pitt. St. W., and tell us in person!