



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

## Center for Middle Eastern Studies

**Title:** One topic, two mediums - Srebrenica

**Author:** Athena Kalia

**Purpose/Connection to the Curriculum:** Students will view two different artistic mediums - a two minute video about the massacre at Srebrenica and postcards from Srebrenica - to see what is emphasized or absent in each treatment. They will eventually apply this practice when they do research for their Research Papers.

**Overview:** “Srebrenica Massacre - explained in under two minutes by the BBC News” and postcards from Srebrenica will be used so students can analyze the representation of a subject in two different artistic mediums.

**Grade Level:** 10

**Time Required:** 1 class period

**Targeted Skills - Based on Arizona State Standards:** 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

**Suggested Procedures:** Students will view the two minute video of the Srebrenica Massacre and write down their initial impressions and share out with their partners. We will have a classroom discussion about what they noticed and what the news segment seemed to emphasize. We will watch the clip a second time so students can look for things they may have missed the first time, concentrating on what is absent in each treatment. Students will then do the same for seven different postcards (can be shown on a document camera or set up around the room in stations). Teacher will model the exercise first using the postcard with the mother who’s wearing an apron with a bunch of names on it. Students will then be given a chart to fill in the Who? What? When? Where? How does this picture make you feel? Teacher will then provide the caption for each of the postcards, and students will then write a sentence to explain why they think photographer chose to take this picture; what did the photographer hope to capture or try to convey with this picture. Students will then discuss what they wished they knew more about in each postcard with their small groups. Students will end the period with a self-reflection piece on how they were affected by each medium. Did one seem to do a better job conveying information? Which postcard will they most likely remember and why? Did they think seeing the video and postcards have more of an impact than reading about it would have? Why or why not?

**Extending the Lesson:** Students can research Srebrenica, genocide, art as a political tool, or they can apply what they’ve done here to pictures they will see while they are working on their Research Papers.