

3D Art: War and Humanity

3D art depicting war's influence on an individual's humanity

Shared by: Johanna Wilson, Hamilton-Wenham Regional School District
6-12 Technology Integration Specialist

Specialized tools/technology used:	Experience level required:
Electronic Cutter for sheet materials (vinyl, poster board, etc.)	Intermediate (need training on software - SCAL for our machine)
Foam Cutter	Intermediate (needed a demonstration and some practice time)

Grade Level (of this example): 11

Time: 10 hours over 1 month

Summary of Project:

Students created a capstone project: a thesis on the effects of war on an individual's humanity, and a 3D art object affirming their thesis. In a combined Social Studies/ELA block, students studied several major wars, as well as literature set against the backdrop of actual modern wars. Students drew from a variety of resources used throughout the unit, such as All Quiet on the Western Front, daily poetry reading etc.

Students exhibited their work in the library where it will be on display - first to the students during a Humanities block, then to all students throughout the week. During class display block, students alternated between freely observing others' work and exhibiting their own work to the others who were roaming.

Student work



Project Work Details: More notes from contributor

Intro day in makerspace:

- 1) Introductory Icebreaker - war and humanity; brotherhood, losing humanity, nature, list of themes. 15 minutes to make something that represented a theme from that subject.
- 2) Intro to the tools and materials.
- 3) Thought beyond the diorama; how will this be different than 4th grade?
- 4) Showed students a powerpoint: [example projects](#) that use tools they already have.
- 5) Bought materials, based on what the kids asked for after that introductory lesson.

Work during humanities classes:

- 1) All Quiet on the Western Front - humanities class (combined English/SS with double-blocks once/week (50-70 min blocks)
- 2) Writing: 15 quotes from the text incorporated into the project
- 3) Teacher read a poem daily from WWI time period & they can incorporate it into the project too (not just from the book). Some put them physically on their projects
example: WW1 helmet with quotes in black ink on it. (helmet made from wire and papier mache)