

12<sup>th</sup> Year! 9000 and counting!



## The 2018 Interdependence Hexagon Project XII

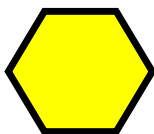
<http://www.hexagonproject.org>

**NEW!!! 2018 THEME!!**

### TRANSFORMING CONFLICT

Download all materials from the website and register on-line!

**Connect your students to real-world issues and  
participate in an international celebration!**



#### HEXAGON

A composition of complex relationships, interdependent lines, like bonds of human connection.

Maintains its own presence as a shape, symbol of light and life.

Destined to be part of a whole – a splendid architectural element, forever expandable.

Multiples attach and strengthen one another to become an infinite network of connections.

#### ARTIST

Interprets and articulates.

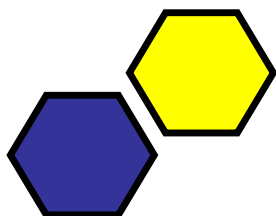
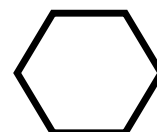
Makes vivid and comprehensible the complexities of our world through symbols– shapes, words, music, dance, theater.

Creates compositions that speak the ineffable.

Provides new insights into everyday realities.

Synthesizes,

makes conclusions, takes a stand, must come to terms with content and materials, sometimes collaborates.... can change the world [?].



With these two words, **hexagon** and **artist**, we launch

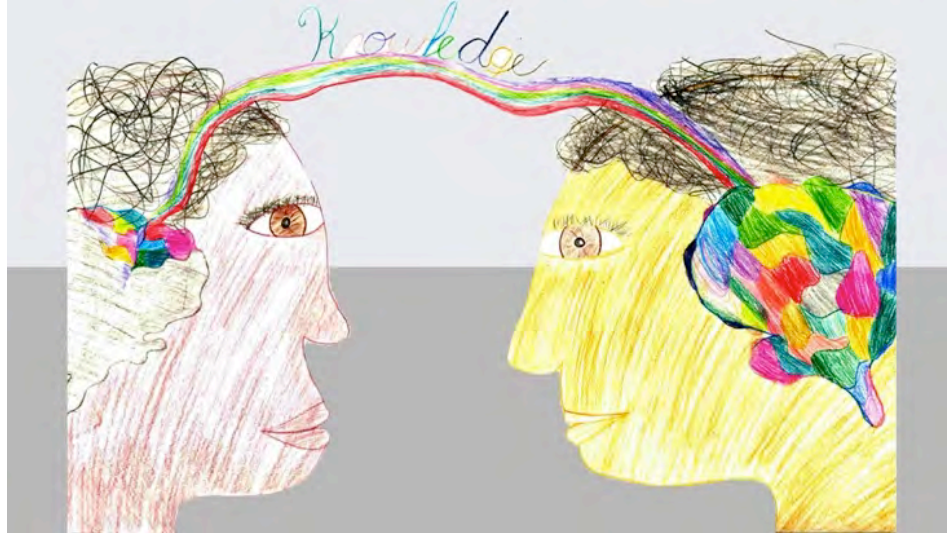


# The 2018 Interdependence Hexagon Project XII

<http://www.hexagonproject.org>

## TRANSFORMING CONFLICT

### 2018 Theme: Transforming Conflict



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#### The Theme

The 2018 theme of “Transforming Conflicts” is a call to promote global citizenship, enabling learners to

- Develop an understanding of and make connections among local, national and global issues
- Develop skills for civic literacy such as critical thinking, problem solving, peacebuilding and personal and social responsibility (UNESCO, 2015).

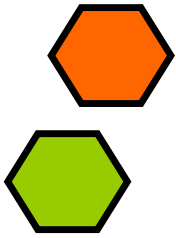
#### Who can participate?

All are invited to think about conflicts critically, and how these might be transformed creatively and non-violently using hexagonal art as a medium. Click [HERE](#) for downloadable guide.

- **As ALWAYS** – a focus on **COLLABORATION** is encouraged.

#### Project Guidelines

A. **Who:** Grades Pre–K through university and all ages with Communities. A focus on **COLLABORATION** is always encouraged [see examples below].



B. **Media:** Any art form [drawing, painting, collage, prints, digital and relief sculpture] in a variety of media is acceptable as long as it can be displayed on a plasterboard gallery wall and, for 3–D e.g., artist's book or 3 – D pieces, displayed on a pedestal or floor. Work should have mechanisms installed for hanging and include instructions, if necessary. **Indicate “Top” and include diagram or photograph of installation if several pieces are to be hung in a particular formation.**

C. **Size of Hexagon:** Should be approximate size of print–out in attached file [see resource section for template] but one work may contain more than one hexagon. **Template:** The template should be traced onto and cut from a **firm support** such as poster or tagboard, illustration board or foam–core, etc

D. **Entry Form:** Online registration required – attach copy of entry form to back of work. Anyone addressing the 2018 theme of “Transforming Conflict” should upload both their images and text at registration.

E. **Release Form** – Forms must be downloaded and may be included separately within your entry package.

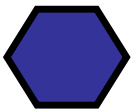
F. **Timeline:** The project must be completed by the end of the academic year 2018. ***Entries will be accepted any time between May1 and June 30*** – the earlier the better. **Deadline:** Work that is registered after **June 30, may not be accepted!** Email if questions, problems, concerns or **international academic calendar conflicts.** [bbukhauser@msn.com](mailto:bbukhauser@msn.com)

G. **Number of entries:** There is **NO LIMIT** on number of entries. Digital uploads are encouraged along with physical art works.

H. **Awards:** Although we feel that a project such as this should be intrinsically rewarding, gift certificates may be given in several

categories including Individual Work and Collaborative Work, single and multiple hexagons, ceramics, and artists' books, graphic design, photography and 3-D Sculpture. Certificates of recognition also will be presented or mailed. Digital uploads will be posted on the [hexagonproject.org](http://hexagonproject.org) website and linked to Facebook, Flickr and other social networks.

- I. **Jurying:** For **Recognition Awards**, entries will be judged on the following criteria:
- **Overall Visual impact**
  - **Creativity and**
  - **Appropriate content** related to **themes** of Interdependence. It is suggested that each teacher submit work that **strongly reflects these criteria..**



- J. **Mailing:** Paper or cardboard flat work can be mailed in standard manila envelopes reinforced with cardboard. **If you desire to have the work returned by mail, you MUST enclose return postage and a return label for the correct amount from Scranton to your address!!** Any relief work, thick or fragile work must be packaged/boxed appropriately to insure against breakage. **Disclaimer: The Interdependence Hexagon Project Committee will do what is reasonable to protect the work from damage or theft. The committee is neither responsible for the work nor will it carry insurance on the work in transit or while on display.** Register and mail entries by June 30 to: **MAIL TO: Beth Burkhauser  
Interdependence Hexagon Project  
815 Clay Avenue  
Scranton, PA 18510-1129  
Contact: [Bburkhauser@msn.com](mailto:Bburkhauser@msn.com) [570 342-1228 or 570 877-1653]**

- K. **Where** will the exhibit be held? Exhibit will open in September in Scranton, PA at a location to be announced by January, 2018. WE will also link digitally uploaded works from our website and to social media.

- L. **Return of Work:** Work can be picked up at the end of the exhibit [date/location to be announced] Phone: 570 342-1228 (leave message) e-mail [bburkhauser@msn.com](mailto:bburkhauser@msn.com) or the Committee will mail back your entries **ONLY if proper return postage and an address labels have been included.** Otherwise, arrangements must be made with above.

**Note:** Entries may also be dropped off at this location. **Please call first.**

**DONATIONS:**

**WE ARE A 501[C][3] NON-PROFIT. WE WELCOME SPONSORS AND DONATIONS! We wish to continue to make this project FREE to participants - but welcome all donations - which are tax-exempt! Thank you!**

**Contact information:** any questions or concerns about the project can be addressed to the following:

**Beth Burkhauser, [bburkhauser@msn.com](mailto:bburkhauser@msn.com) [570-342-1228 or cell: 570 877-1653]**

**Check for updates on Website: [www.hexagonproject.org](http://www.hexagonproject.org) also Facebook Interdependence Hexagon Project**

Join the InterdependenceMovement at  
<http://www.interdependencemovement.com>

FORMS BELOW



“...we recognize our responsibilities to the common goods and liberties of humankind as a whole.”  
*Declaration of Interdependence*



...[W]e must either learn to live together as brothers or we are going to perish together as fools... [A]s nations and individuals, we are interdependent. *Martin Luther King, Jr.*



Print out this hexagon and use as the I-Day template. Create one and add to others.' Collaborate on one; collaborate on many. The object is to illustrate creatively your ideas about, and interpretation of, the meaning of Interdependence. Use the readings provided or write your own. You may use text, storytelling, collage, poetry, paint, drawing materials and 3-D materials, digital. Keep entries this exact size [aspect ratio of 8" wide to 9"hi] Then, mail/ deliver **TO ARRIVE NO LATER THAN JUNE 30,** [go to **www.hexagonproject.org** for complete details, registration, inspiration, curriculum resources, release forms, etc.] Contact **bburkhauser@msn.com**

Please fill this out and send in with your entry[ies] if have no computer/printer.  
Please register on-line! You may use this in addition to on-line

The 2018 Interdependence  
Hexagon Project XII  
**Entry Form – MUST do On-line!**

[Go to <http://www.hexagonproject.org> for on-line registration]

[also you may fill in and cut out and attach this form to back of entry ]

Please PRINT CLEARLY BELOW      Indicate TOP of work on back of work

**\*STUDENT Name or Names** \_\_\_\_\_

\*

**\*Student Grade**                      **\*Age** \_\_\_\_\_

**\*SCHOOLNAME:** \_\_\_\_\_

**SCHOOL ADDRESS: (Street):** \_\_\_\_\_

(City, State, zip) \_\_\_\_\_

Country: \_\_\_\_\_

**\*TEACHER NAME:** \_\_\_\_\_

**\* Teacher E-mail: (VERY IMPORTANT!)** \_\_\_\_\_

**\* Title of work:** \_\_\_\_\_

**\*Medium:** \_\_\_\_\_

**\*Reflection on meaning: [print legibly in space below-may use back also]}**

\*

indicates required

**Note to Teachers: This release form may be compiled and included with all of your entries; it does not have to be attached to the back of the hexagon.**



**Parental (and for Individuals over 18) RELEASE 2018:** I am aware that my child is entering this project and my child and I both agree that work can be photographed by the Interdependence Day Committee and used for publication and/or exhibit. Work will be returned by mail [I or my institution will enclose return postage] or picked up at end of exhibition. The committee is not responsible for work being lost or stolen but will take measures to keep the work safe and secure.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

[Print] Parent/Guardian Name: \_\_\_\_\_

\*Parent e-mail \_\_\_\_\_

Phone Contact: \_\_\_\_\_

Artist's Name: \_\_\_\_\_

Title of Work: \_\_\_\_\_

School: \_\_\_\_\_

Artist's Street, City, State, Country:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note to Teachers: Please send Artsonia release form in addition to the above, if possible.**

Grade: \_\_\_\_\_

### Permission Form for

HEXAGON is a member of [Artsonia.com](http://Artsonia.com), an online student art museum. Artsonia manages school art galleries in a safe and educational manner, developing students' pride and self-esteem and involving parents and relatives in student arts education. We need your permission to include your child's artwork on our school's web gallery on Artsonia.

I grant permission to show my child's artwork on Artsonia, in accordance with Artsonia's Terms & Conditions of use. (Complete details on Artsonia's Terms and Conditions can be found at [www.artsonia.com/terms](http://www.artsonia.com/terms))

you may sign & return this slip to school

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Email: \_\_\_\_\_ Date: \_\_\_\_\_

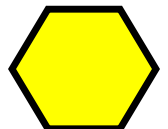


# The History of Interdependence Day

- 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 culturally, a civil global society.
- The goals of Interdependence are, by nature interdisciplinary. They require everyone to connect outside of their social, economic, political, artistic and academic “boxes” and interact in a different spirit – one that is more collaborative and creative.
- It is those who can think creatively and solve problems who will be most valued as the world confronts the dilemmas of inequality, injustice, unsustainable environmental conditions, improving health care, global governance and democracy and religious freedom.
- This project is an opportunity to engage youth in addressing any one or several of these themes. [See "Themes" file]

## I. General Description:

- The Interdependence Hexagon Project 2018 Committee is seeking artistic expressions from Pre-K through college students– both visual and text, for its worldwide celebration Interdependence through September. [**Exhibit opens in early September at a location in Scranton, PA TBA**]
- **Entry Deadline: June 30. Community Projects: Mid-August**
- Art educators and community members are invited to present concepts and facilitate thought-provoking dialog and art-making in relation to the theme of our interconnectedness and acting interdependently.
- For the **twelfth year**, the symbol of the **HEXAGON** will be used as a format in which to explore ideas about interdependence. **The completed hexagons will be assembled as one piece [or peace] for exhibit at the reception site in Scranton, PA in September of 2018.**

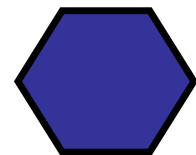


## **A Unit Outline for Teachers:**

- It is yours to use, change, add to, or divert from and creatively reinterpret.
- Written to provide a guide for your use in your curriculum or for providing justification to administration.
- The only item that cannot be reinterpreted is the size and shape of the hexagon because of the necessity of having them interlock visually at the point of exhibition. The hexagon template is included and should be used in a uniform size.

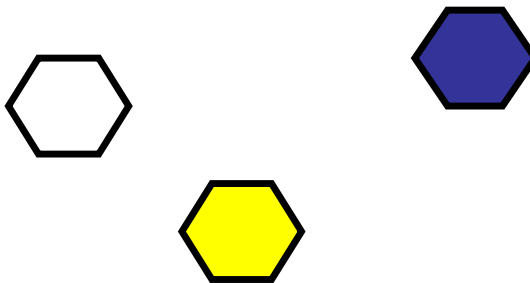
## **Goals Supported by the Hexagon Project that Can Be Aligned with Common Core and State Standards :**

1. To implement 21<sup>st</sup> Century Skills such as Creatively, Critical Thinking and Collaboration.
2. To communicate a unifying theme about Interdependence through the production of a work of art that reflects skills in media, processes and techniques. [Production, Performance and Exhibition]
3. To employ post-modern concepts such as social justice art education, globalization and art, alternative processes/media, juxtaposition, appropriation, text, the art of the book, digital media and artistic collaboration. [Aesthetics, Production]
4. To research world leaders, artists, writers, scientists and others who have used their art form and position to make statements about political, moral and ethical issues of their times. [historical]
5. To better understand the role of the artist in times of political uncertainty and social unrest.[historical]
6. To analyze how historical events and culture impact forms, techniques and purposes of works in the arts.[historical]
7. To demonstrate interdependence by working collaboratively, if desired. [productive]
8. To demonstrate critical skills by engaging in dialog and/or reflecting upon both the art work and writing of others on this theme. [critical, aesthetic]]
9. To analyze and interpret a philosophical position identified in works in the arts and humanities. [aesthetic response]
10. To understand the arts in relation to history and culture. [Interdisciplinary]



# Enduring Ideas and Essential Questions Sampler:

- A. Artists use **symbols** to communicate ideas: the hexagon can be used as a symbol for interdependence. **Tessellations**: the term is used to refer to pictures or tiles, in certain geometric or animal shapes, which cover the surface of a plane in a symmetrical way without overlapping or leaving gaps. Originally they were used as floor tiles. In the Hexagon Project, tessellation becomes a metaphor for Interdependence and Interconnectedness.
- B. Interdependence / Interdependence Day [see Declaration materials] raises **BIG QUESTIONS** which promote interdisciplinary strategies:
- How can we learn to live together in the post-communist, post- Cold War, Post-industrial, post-Modern period?
  - What makes us global as well as local citizens, and what compels us – or not – to act accordingly?
  - In what ways does the revolution in information and communications technology bring peoples of the world closer together? Does it transcend hatreds, biases and resentments and turn our energies to devising ways in which we can coexist creatively and collaboratively?
  - How can we affect the widening gap between rich and poor, and the vast cultural, religious, economic, and political differences among us?
  - How have environment, immigration, refugees, cross-border disease necessitate common solutions to common problems?
  - How have artists such as Picasso, Judy Chicago, Andy Goldsworthy, the Gorilla Girls, Keith Haring, Leon Golub, Anselm Kiefer and Laurie Anderson created art in response to injustice, inequity, identity, environmental causes, war and political crises?
  - How do artists work collaboratively and in community in order to develop ideas and experiences that demonstrate and promote discussion as with Anthony Gormley, Cristo and Jean-Claude?



## **Also, FOCUS on COLLABORATION!!!**

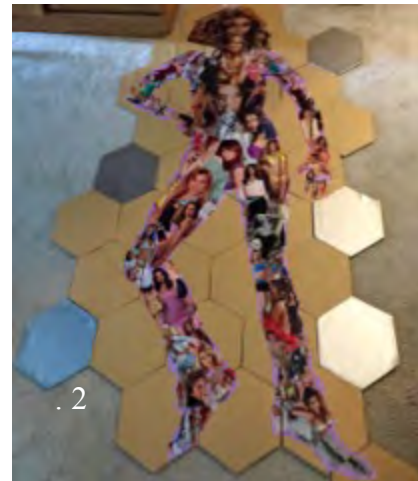
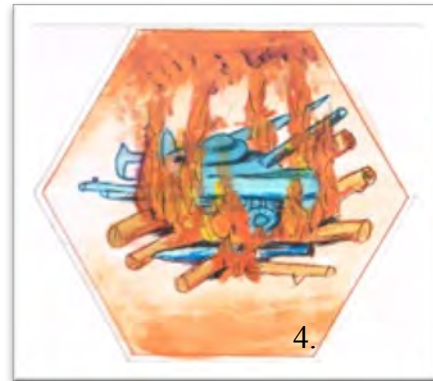
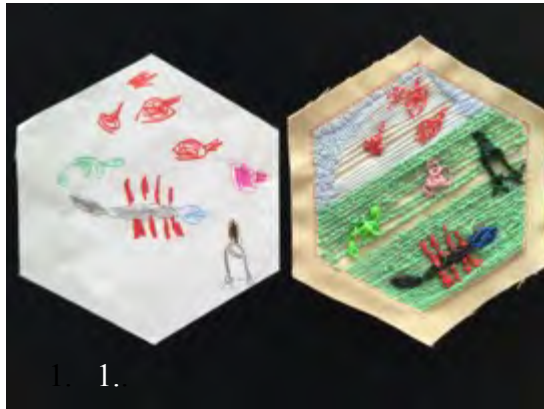
[It is **optional** and individually created hexagons are **always** welcome.]

In keeping with the concept of Interdependence – understanding and practicing skills that lead to solutions, statements, understanding and outcomes that are greater than any one individual can produce –

**...we challenge students and teachers to think of ways they might approach the project with an element of collaboration, teamwork, group interaction and/or problem-solving.**

Collaboration can be achieved in a multitude of ways – from more than one person working on one hexagon, to multiple hexagons making one statement – to collaboration between and among students from other classes or disciplines, across town, through the internet and/or across the world! Hexagons might also demonstrate evidence of a social justice/or service project taken on by a team of students. The hexagons might **BE** a project that benefits others and connects students in important ways to their world or the world at large. Any and all ideas are open to exploration!

### A few examples:



1. Ethan A Peluso/Hannah Kirschner Kdgn/Seton Hill University
2. Madison Still, Hope Cronan Gr 12[18] Smith Valley HS, NV
3. Olivia Heeson/Riley Pahl Gr.10“Working Conditions” Seymour, AU
4. Collab JrHi–Samir Karki–Deepa Kandel–7–Nepal

### iv. Resources:



1. Purchase The **Interdependence Handbook: Looking Back, Living the Present, Choosing the Future** (Paperback)

by Sondra Myers (Editor), Benjamin R. Barber, available from Amazon for under \$12.00.

[**Note:**The entire Interdependence Handbook is available in pdf form at [hexagonproject.org](http://hexagonproject.org). Utilize selected readings from *The Interdependence Handbook* as motivation.

2. **Exquisite Corpse website** – learn about the history of this visual practice and then creatively reinvent the “Exquisite Corpse” using hexagons and use the concept as a collaborative collective consciousness statement!] School Arts March 2011 Online “Picture Consequences” by Nancy Walk-up.
3. **Utilize** Scholastics Magazine, School Arts, Arts and Activities Art Education, Kappan and Teaching Tolerance (Southern Poverty Law Center) Magazines and adapt lessons about social responsibility to the hexagon format. Note: the March 2009 and Aug-Sept 2010 and Aug - Sept 2013, October, 2016 and other years issues of School Arts Magazine contain articles about the Hexagon Project.
4. **View the Art 21 PBS** series for motivational experiences: examine over 25 artists who engage in Social Justice issues!
5. **Encourage** students to choose a theme and research it using web resources such as:
  - 360°:** Educational resource based on the judicial system
  - Good Guide:** Resource that tells you how products impact on the environment, as well as impact on the health and society of the people who are impacted by the product's use.
  - Skin Deep:** Same as GoodGuide, except centralized around beauty products.
  - Art2.0** – a center for collaboration in art education.**Go to: <http://www.hexagonproject.com>:**
6. **Lessons and complete Unit Plans are on our website** – excellent resources for your launching this Project!! Also PowerPoints.

