

15<sup>th</sup> Year! 11,500 and counting!



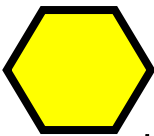
## The 2021 Interdependence Hexagon Project XV

<http://www.hexagonproject.org>

**NEW!!! 2021 SPECIAL THEMES:**

**DIVERSITY/EQUITY and TECHNOLOGY AND SOCIAL  
JUSTICE**

Download all materials from the website: Deadline: June 30  
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.

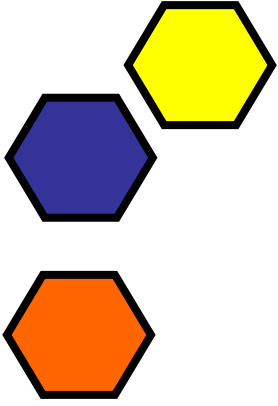
Creates compositions that speak the ineffable.

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 2021 Interdependence Hexagon Project XV

<http://www.hexagonproject.org>

## 2021 Theme 1: DIVERSITY/EQUITY



By Raymond, Minnesauke Elementary School, NY

### About Themes

The 2020 Diversity/Equity is held over for 2021 because of its relevance and our additional resources. ALL themes of Interdependence- are a call to promote global citizenship, enabling learners to

- Develop an understanding of and make connections among personal, local, national and global issues
- Develop skills for civic literacy such as critical thinking, problem solving, peacebuilding and individual and social responsibility (UNESCO, 2015).
- All are invited to think about themes critically, and how these ideas and skills might be cultivated creatively using hexagonal art as a medium.

Find additional resources on our website.

## 2021 Theme 1: DIVERSITY

### A few words about DIVERSITY...

From the Greater Good Science Center,

<https://greatergood.berkeley.edu/topic/diversity/definition#why-practice-diversity>,

“Diversity” refers to both an obvious fact of human life—namely, that there are many different kinds of people—and the idea that this diversity drives cultural, economic, and social vitality and innovation. Indeed, decades of research suggest that intolerance hurts our well-being—and that individuals thrive when they are able to tolerate and embrace the diversity of the world.

In North America, the word “diversity” is strongly associated with racial diversity. However, that is just one dimension of the human reality. We also differ in gender, language, manners and culture, social roles, sexual orientation, education, skills, income, and countless other domains. In recent years, some advocates have even argued for recognition of “neurodiversity,” which refers to the range of differences in brain function and autism.

Research shows that differences do make it harder for people to connect and empathize with each other. Navigating differences can be tough, whether in the classroom, the workplace, or our personal relationships—and yet people all over the world do it every day. It’s a prosocial skill, like empathy or forgiveness, that can be developed over a lifetime with intentionality, knowledge, and practice. In diverse societies, cultivating our ability to forge relationships across differences can actually increase our well-being.

Questions to help with discussion and visualization:

- Could we today see the challenges of inclusion and acceptance of difference as the challenge of a process of transformation? Fertile ground for a shift of mindset with the infusion of new ideas, attitudes and focus that results in outcomes that can transform our future on this planet?
- Can diversity refer to diverse learning styles, ethnic and cultural diversity? Diversity of art, music, dance, food, etc, Think Fusion. Bio-Diversity of plant and animal life as well as human. Think technological diversity - using the multitude of available and developing technologies and tools for the good of the planet. Tools and understandings that support human equity among all peoples.
- Is it bad for humans when the rich don’t have contact with the poor, or the poor with the middle class?
- Does prejudice hurt the health of both targets and (to a different degree) perpetrators?
- Does Prejudice against students by educators hurt their academic achievement?
- Does Implicit and explicit prejudice fuel incredible disparities in the criminal justice system at every level?

- Does social and emotional intelligence rise as we interact with more kinds of people?
- Do people who live in homogenous communities, who have few opportunities for contact with outside groups, tend to resist diversity, which in turn may negatively affect their well-being?
- For more information on ways to cultivate the practice of diversity in one's life:  
<https://greatergood.berkeley.edu/topic/diversity/definition#how-cultivate-diversity>

Plus see other links for educators and communities under our RESOURCES tab.

## 2021 Theme 2: TECHNOLOGY and SOCIAL JUSTICE

"Intrinsically, technology is neither good nor bad—it is the use to which it is put that makes the difference." mckinsey.com

We invite thought and reflection on the new and proper uses of technology, including the influence and effect of new media, social media, games, artificial intelligence, maker spaces and video:

- How can technology be used to solve real world problems?
- How can these tools be used to create Activist Art??
- What Artists use Technology to widen our understanding of the world? What themes are addressed?
- Explore [www.Art21.org](http://www.Art21.org)
- Check out [Tech for Good](#)

We welcome video media.

### General Project Guidelines

- WHO:** Grades Pre-K through university and all ages with Communities [The Peoples' Project]. A focus on COLLABORATION is always encouraged.
- SCHOOLS and Youth Organizations** should register on [www.Artsonia.com](http://www.Artsonia.com) and upload in a Project called "Hexagon Project 2021." Artist's statement highly recommended!
- WHAT: TWO Strands:**
- LOCAL and REGIONAL PHYSICAL EXHIBITS:** Eastern Regional [PA, NY, NJ, DE, MD,] held in Scranton, PA; Potential: Mid-Western and Western Regional Exhibitions; Nepal and other countries. ALL entries will also be virtual on Artsonia.com when registered and uploaded. **ALL**

participants are encouraged to hold their own local or regional exhibits in schools and/or communities and send us photos for sharing on social media and our Blog. Send to: [beth@hexagonproject.org](mailto:beth@hexagonproject.org). More people will view interdependent thought and action. More will appreciate the wonderful contributions of our young people and community organizations. **SEE "HOW TO HOLD YOUR OWN INTERDEPENDENCE PROJECT EXHIBITION"** on our website.

1. **INTERNATIONAL Online Exhibit:** ALL registered hexagons searchable on [www.Artsonia.com](http://www.Artsonia.com) in a Project labeled "Hexagon Project 2021."

E. **Media:** Any art form [drawing, painting, collage, prints, digital and relief sculpture] in a variety of media is acceptable – even video.

F. **For PHYSICAL Regional Exhibit:**

1) as long as it can be displayed on a plasterboard gallery wall and, for 3-D e.g., artist's book or sculpture, 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.**

2) **Release Form** – if parental permission needed: must be downloaded, signed and accompany art work. **Art cannot be exhibited without the proper release form.**

3) **Physical REGIONAL 2021 Entry Form:** you MUST fill out & attach copy of PAPER entry form to BACK of work FOR IDENTIFICATION! [find this in "Forms"]

4) **Deadline for Regional:** June 30. Deliver to:

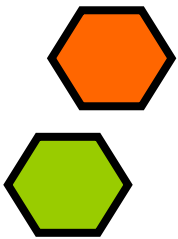
Hexagon Project

815 Clay Avenue

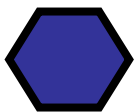
Scranton, PA 18510

Inquiries: [beth@hexagonproject.org](mailto:beth@hexagonproject.org)

G. **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.



- H. **Timeline: Deadline: June 30th.** The project must be completed by June 30 for jurying but registration is ongoing on Artsonia.com.
- I. **Number of entries:** There is **NO LIMIT** on number of entries.
- J. **AWARDS/JURYING: If uploaded by June 30:** Although we feel that a project such as this should be intrinsically rewarding, Blick Art gift certificates will be awarded in US 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 will be presented or mailed. NOTE: Special THEME and Special PARTNERSHIP awards may be awarded. Generic certificate templates are available on our website. See "How to hold your own Hexagon Project Exhibit."
- K. **AWARDS/JURYING: INTERNATIONAL: Recognition** may be awarded 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 will be e-mailed. **NOTE: Special THEME and Special PARTNERSHIP awards may be awarded** NOTE: Generic certificate templates are available on our website.
- L. **Jurying:** For **Recognition Awards**, entries are judged on the following criteria:
- Overall Visual impact
  - Creativity and
  - Appropriate content related to **themes** of Interdependence.



- M. **Regional 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 REGIONAL entries by June 30 to:

- N. **MAIL TO:** Beth Burkhauser[Eastern Regional]  
Interdependence Hexagon Project  
815 Clay Avenue  
Scranton, PA 18510-1129

Contact: [beth@hexagonproject.org](mailto:beth@hexagonproject.org) [570 877-1653]. **Other Regional exhibit locations to be announced.**

- O. **Where** will the exhibit be held? THE EASTERN REGIONAL Exhibit will open on or near Interdependence Day, September 12, in Scranton, PA at a location to be announced. It is hoped that other sites will do the same...
- P. **ALL digitally uploaded works WILL BE VIRTUALLY EXHIBITED AT OUR EXHIBIT SITE!** A slide show will be made available also.
- Q. **Return of Work:** Work can be picked up at the end of the exhibit [date/location to be announced] Call: e-mail [beth@hexagonproject.org](mailto:beth@hexagonproject.org)
- R. The Committee can mail back your entries **ONLY if proper return postage and address labels have been included.** Otherwise, arrangements must be made with above.

### **DONATIONS/CONTACT INFO:**

**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!

- A. **Contact information:** any questions or concerns about the project can be addressed to the following: [beth@hexagonproject.org](mailto:beth@hexagonproject.org)

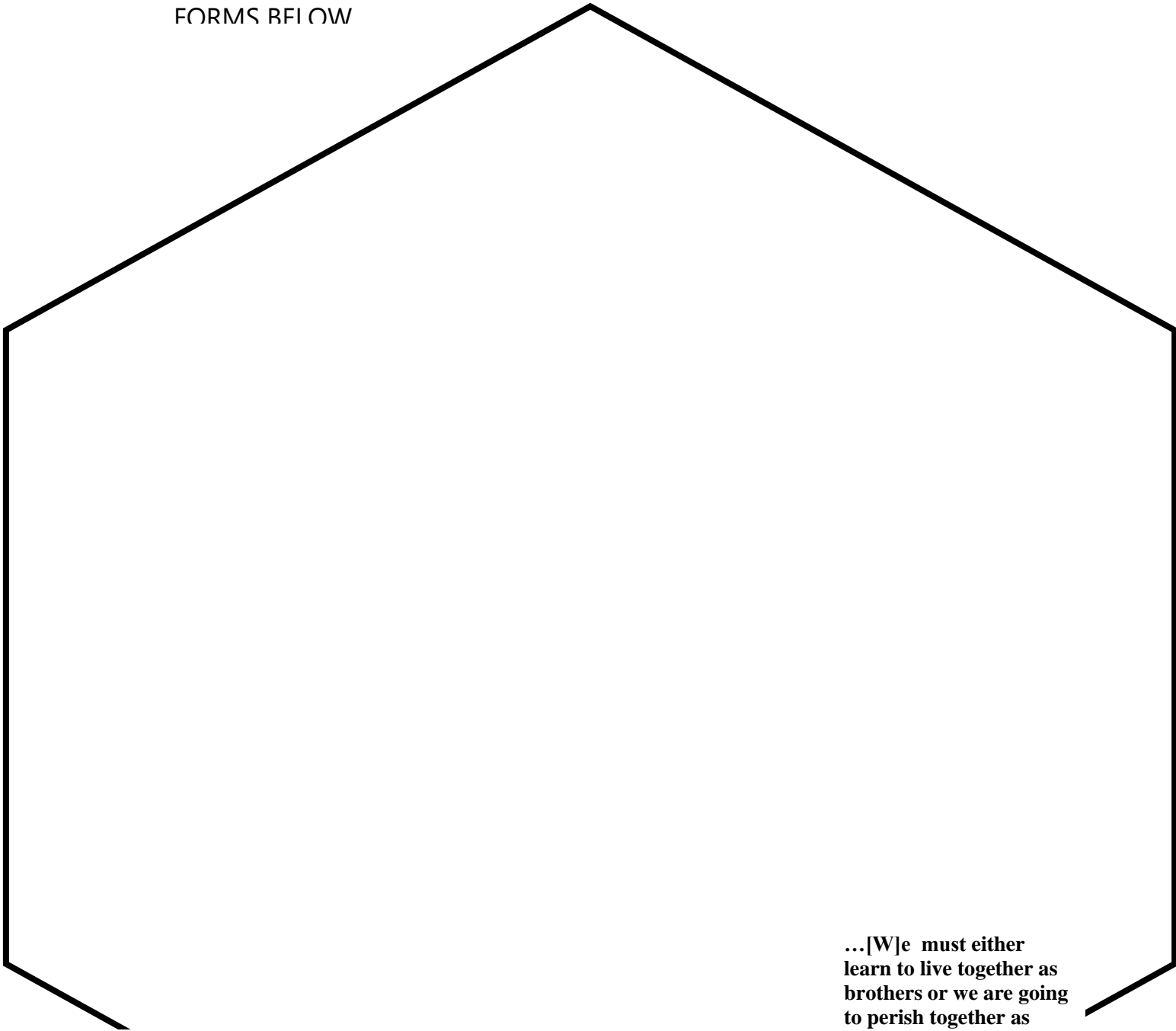
Beth Burkhauser,

Check for updates on Website: [www.hexagonproject.org](http://www.hexagonproject.org) also Facebook and Instagram

The Interdependence Hexagon Project

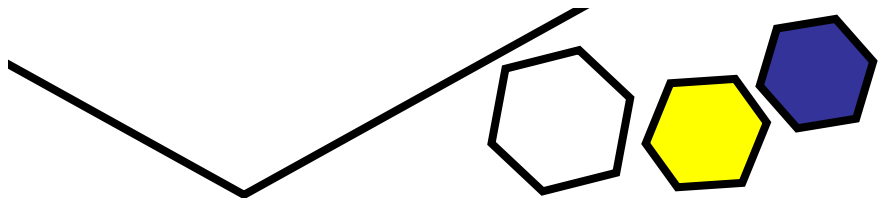


FORMS BELOW



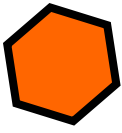
“...we recognize our responsibilities to the common goods and liberties of humankind as a whole.”  
*Declaration of Interdependence*

...[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 template. Create one and add to others.' The object is to creatively illustrate your ideas about, and interpretation of, the meanings 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 BY JUNE 30**, [go to [www.hexagonproject.org](http://www.hexagonproject.org) for complete details. Contact: [beth@hexagonproject.org](mailto:beth@hexagonproject.org)





**For your School, Local or Regional exhibit:** Please fill out the form below and **ATTACH TO BACK OF ENTRY. ALSO** register on [www.Artsonia.com](http://www.Artsonia.com) to be part of the international digital exhibition.



The 2021 Interdependence  
Hexagon Project Exhibit XV  
**Regional Entry Form**

[Also register on <http://www.artsonia.com> to be part of the international digital gallery]

**Fill in, 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**

**Gender:**

**\*SCHOOL NAME:**

**SCHOOL ADDRESS:** (Street):

(City,State,zip)

Country:

**\*TEACHER NAME:**

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

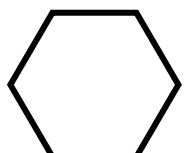
**\* Title of work:**

**\*Medium:**

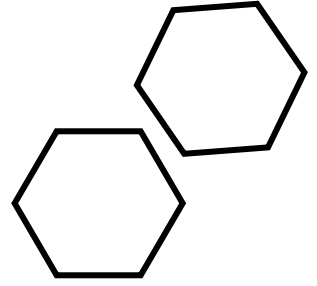
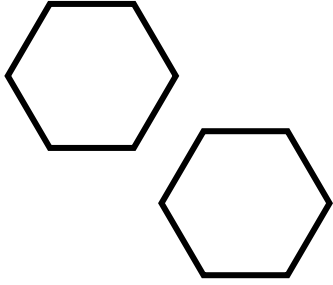
**\*Artist's Statement: [print legibly in space below-may use back also]}**

\*

indicates required



RELAEASE FORM  
[for regional, local exhibits only]



PLEASE DOWNLOAD, COPY, HAVE SIGNED AND SCAN OR  
UPLOAD AS JPEG AT ON-LINE REGISTRATION

**PARENTAL** (and for Individuals over 18) **RELEASE 2021**: I am aware that my child is [or I am] entering this project and my child and I both agree that work may be photographed by the Hexagon Project and used for publication, in our on-line Gallery, for reproduction 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 Hexagon Project is not responsible for work being lost, damaged 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:

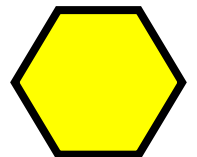
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## 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]
- For the **fourteenth 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 2020.**

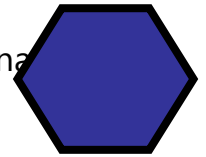


### SUGGESTIONS for Teachers:

- 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]

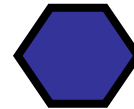


### Enduring Ideas and Essential Questions Sampler:

- 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? CAN 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, Christo and Jean-Claude?



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

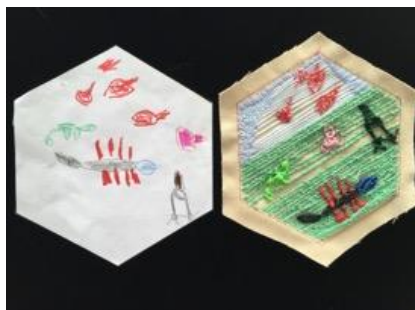
[It is **optional** and individually created hexagons are **always** welcome.]

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 of Collaboration:



1.



2.



3.



4.

1. Ethan A Peluso/Hannah KirschnerKdgn/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

### Resources:

- 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://www.hexagonproject.org). Utilize selected readings from *The Interdependence Handbook* as motivation.

- Lessons and complete Unit Plans are on our website – excellent resources for your launching this Project!! Also PowerPoints.

Go to: <http://www.hexagonproject.com>



