

Earth Works: Mapping the Anthropocene

Teacher Name:

School Name:

Date

UNIT LESSON: *Earth Works: Mapping the Anthropocene*

Art for Social Commentary: Depicting the impact of human practice through art.

ESSENTIAL QUESTIONS:

- How can artists promote awareness of social, ecological, and political issues through art and exhibitions?
- How does *Earth Works: Mapping the Anthropocene* draw attention to environmental issues?
- What does Guariglia's work suggest about the impact humans have on the environment?

ART STANDARD(S): (C-Palms)

Middle:

VA.68.H.1.1

Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

VA.68.H.3:

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills from other fields.

VA.68.H.2.4

Explain the purpose of public art in the community.

High:

VA.912.H.1.1

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.F.3.5

Use and cite appropriate sources to document research and present information on visual culture.

VA.912.F.3.1

Use technology applications and art skills to promote social and cultural awareness

FLORIDA STANDARD(S) & NGSSS: (C-Palms)

Middle:

SC.6.E.6.1

Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.

SC.6.E.6.2

Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.

SC.6.E.7.2

Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content.

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| <p>VA.912.H.1.8 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.</p> | <p>High SC.912.E.6.6 Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.</p> <p>SC.912.E.7.9 Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.</p> <p>LAFS.910.WHST.1.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. |
| <p>ART CONTENT LEARNING GOAL: Create art (poster) with an underlying theme highlighting contemporary ecological issues.</p> | <p>CORE CONTENT LEARNING GOAL: Write discipline-specific, accurate, informative arguments that address and promote awareness of current ecological issues.</p> |
| <p>I CAN:</p> <ul style="list-style-type: none"> • Interpret artistic ideas and motivations in current exhibitions • Identify the connection between art and other content areas • Use art as a medium for opening discourse on current social and environmental issues • Use technology applications and art techniques to promote social and cultural awareness • Create an aesthetic and informative poster identifying a current environmental issue within South Florida | |
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VOCABULARY:

Anthropocene; relating to or denoting the current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment.

Documentation; the process of attaining information or evidence to serve as a record

Photo-based; art based on the incorporation of photography

Aerial Photography; a photograph taken from above as in from an aircraft or satellite in flight

Earthworks; sculptures that use the earth as the medium

Ephemeral; temporary; not long-lasting; impermanent

Composition; the formal arrangement of elements in a work of art

Contrasts; two elements opposing one another, such as when dark and light are placed near each other in a way that shows their differences.

Dimension; the shape and size of a piece of artwork, or actual or implied depth

Illusion; an artificial appearance which differs from its actual state

Medium; material used by an artist to create a work of art

Mixed-Media; using multiple media in a single work of art

Organic Forms; undefined shapes found in nature

Scale; the relative size of an artwork in relation to its surroundings

Texture; Feel or tactile quality of a surface; smoothness or roughness

Erosion; the group of natural processes, including weathering, dissolution, abrasion, corrosion, transportation, by which material is worn away from the earth's surface.

TECHNOLOGY & MATERIALS:

Copies of NASA's "About the OMG Mission." *Oceans Melting Greenland* article (see resources)

Student Handout: Analysis Worksheet (see appendix)

Option #1:

Technology-based poster

- Digital Photography/images
- Photo-editing software (optional)
- PowerPoint (optional)

Option #2

- Paper-based poster
- Poster board, paper, pencil, marker
- Magazines
- Photographs

Resources:

"About the OMG Mission." *Oceans Melting Greenland*, NASA, <https://omg.jpl.nasa.gov/portal/>

Jenkins, P. (2003). Cartoons with a message. *Teaching Geography*, 28(1), 18-19. Retrieved from <http://www.jstor.org/stable/23756446>

Living in the Anthropocene: The Age of Humans:

www.smithsonianmag.com/videos/category/science/what-is-the-anthropocene/

NASA, Global Ice Viewer, <https://climate.nasa.gov/interactives/global-ice-viewer/#/2/21>

Stone, Maddie. Gizmodo,

<http://gizmodo.com/the-biggest-threat-to-nasas-future-is-the-ocean-1786443954>

Stromberg, Joseph. The Smithsonian Magazine online:

<http://www.smithsonianmag.com/science-nature/what-is-the-anthropocene-and-are-we-in-it-164801414/>

Tickell, C. (2011). Societal responses to the Anthropocene. *Philosophical Transactions: Mathematical, Physical and Engineering Sciences*, 369(1938), 926-932. Retrieved from <http://www.jstor.org/stable/41061707>

Wallman, Brittany.

<http://www.sun-sentinel.com/local/broward/broward-politics-blog/fl-reg-climate-change-sofla-20170221-story.html>

“What Science Says.,” Guariglia, 2017, <https://guariglia.com/appx3>

LESSON :

Part I. Discussion

1. Display QAANAAQ I by Justin Guariglia (see appendix for image) on the projector. Lead a discussion about the artwork using the following prompts:
What do you see? How big is it? How does its size affect the viewer? Is it two-dimensional (flat) or three-dimensional (depth)? What media (paint, charcoal, etc.) are used? How is the artwork assembled? Does the art have texture or appear to have texture? What is the viewpoint? Does the artwork have an apparent function? Why does it look this way?

Discuss the artwork and encourage students to offer their perceptions. Allow students to work in groups to complete the analysis worksheet (see appendix).

Introduce the concept that photography is always an image of the past. Discuss the art materials including polystyrene and acrylic.

These materials used in Guariglia’s work include substances such as polystyrene, which has an exceptionally long half-life. The use of such a material in the work may be an attempt to raise awareness of consumption and the widespread use of non-biodegradable products.

Return to discussion by posing this question: Why did the artist choose these materials? Students may also share the descriptions and observations from their analysis worksheets.

2. Discuss *Anthropocene*: The current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment (see resources for related articles).
3. Discuss the effects of glacier melt and sea level rise (see resources for related articles).
4. Refer back to the *QAANAAQ I* by Justin Guarilia (See Appendix for image). Pose the questions,
 - What do you think motivated the artist to create this work?
 - Does the art have any underlying social implications?

Wrap up with the concept that art can be used to promote awareness of current issues and events. As in every age, many aspects of society can be identified through artworks of a particular culture and time. The artwork displayed in *Earth Works: Mapping the Anthropocene*, offers a depiction of how humans are directly and indirectly impacting the planet.

Part II. Project

5. Inform students that they will be creating informative posters that depict the effect of humankind on our local environment – either positively or negatively.

Before creating their posters, students will choose a topic and use media resources including the library and internet to research local environmental challenges. In their research, students will answer the following questions:

- What is the topic of their research poster?
 - Why is this issue relevant?
 - List three ways this issue may affect the local community?
 - What causes these effects?
 - How can we help protect our resources and prevent harm to the environment?
6. Establish and discuss project guidelines (see appendix for example)
*Remember, as in Guariglia's work, the focus should be the art, but should also carry socio-ecological/political connotations.
 7. Once students have completed their posters, ask them to write a reflection log about their own artworks, describing their topic and how they chose to present it. This activity may be used to help students identify their writing strengths and weaknesses as well as develop their artist statements.
 8. Have students present their posters to the class by reading what they wrote or by leading a discussion about their topic.

ASSESSMENT:

Authentic assessment: Students' understanding of concepts and meeting standards will be evaluated through a real-world task (creating poster) that demonstrates meaningful application of essential knowledge and skills.

TEST TAKING STRATEGIES:

ESOL STRATEGIES:

- Activate prior knowledge by scaffolding new information based on students' past experiences.
- Allow students to analyze and evaluate information to enhance critical thinking skills.
- Use the poster project as a hands-on learning activity.
- Incorporate probing questions to enhance understanding and learning.

Appendix:



Figure 1. *QAANAAQ I*, 2015, fabricated 2016
Acrylic, (4) polystyrene panels
128 x 96 x 1.75 in. (overall)

Norton Museum of Art, Purchased through the generosity of the 2016-2017 Photography Committee



JAKOBSHAVN I, 2015, fabricated 2016
Acrylic, (9) polystyrene panels
192 x 133 x 1.75 in. (overall)
Courtesy of the Artist

Example Project Guidelines:

You will be asked to create informative posters that depict the effect of humankind on our local environment – either positively or negatively.

1. Posters should be between 11" x 17" and 18" x 24" in size.
2. Posters should depict one environmental issue in your area. Remember, this is a research-based, informative poster. The poster topic must be factual.
3. Include a topic phrase or title in your poster design.

4. Include artwork depicting the environmental issue in the poster. This should be original artwork (i.e. photography, drawing, collage) and should provide pictorial documentation of related causes, impact, or social consequences.
5. The poster will include three ways in which the issue may affect the local community.
6. Finally, the poster should include resources and information about how to prevent or lessen the impact of the environmental issue selected.