

Eco-Identity Lesson Plan

SAS Fall 2020

Lead Teacher: Cassidy Sullivan

Unit Title: Earth Explorations

Lesson Title: Eco-Identity

Grade Level: 3rd-5th

Number of Students: 17

I. UNIT OVERVIEW (RATIONALE)

In the wake of a global climate crisis, it has never been more imperative for students to learn about the environment and how to create in a more sustainable way that serves to improve society and our Earth. *eARTh Explorations* is a curriculum based on environmental and sustainable concepts and is important because these issues will be a fundamental and significant part of the students' futures.

II-A. LESSON OVERVIEW (RATIONALE)

For this final lesson of Earth Explorations, students will combine the information they have learned through the semester to create a final art piece that expresses their ecological identity. They will assess how they are connected to the Earth and their environments, and create a final project that expresses these ideas.

Students will begin by reflecting on essential questions that will help them to better understand their ecological identity. After being shown artists of relevance and teacher examples, students will construct their own final project. They will be given the freedom on how to do this, with some options being drawing, painting, sculpting, poetry, or a performance.

II-B. ESSENTIAL QUESTIONS:

- How am I connected to the Earth?
- How do my choices influence the environment?
- What feelings do I have towards our Earth?
- How do I express my feelings about sustainability and the changing environment?

III-A. LEARNER OBJECTIVES/OUTCOMES

- Students will combine information learned from the semester to create a final art piece that represents their connection with Earth
- Students will gain an understanding for how they personally connect to the environment and world around them

III-B. NATIONAL ART STANDARDS

Creating Anchor Standard 1:

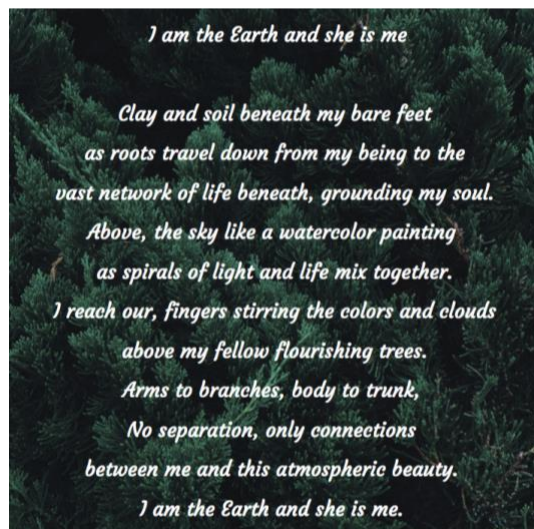
- VA:Cr1.1.3a: Elaborate on an imaginative idea
- VA:Cr1.1.4a: brainstorm multiple approaches to a creative art or design problem
- CA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making

III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1.5E: Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of work in the arts
- 9.1 A: Know and use the elements and principles of each art form to create works in the arts and humanities

IV. ART / ARTIST(S) OF RELEVANCE:

Teacher Examples:



Other Examples:

I did a similar project when I was a TA for BiSci03, and here are some of creations students made:



Nell Barbour



Julianna Strati

V. PREREQUISITES:

- Students recall previous lessons on environmental topics, such as:
 - Responsible consumption and production
 - Endangered animals
 - Nature preservation
 - Environmental Activism
 - Upcycling

VI. INTERDISCIPLINARY CONNECTIONS:

Reading: Students will read the PowerPoint containing relevant information about the sketchbook warm up and final reflection

Writing: Students will write in their sketchbooks as they reflect on their connections to the world around them to develop their ecological identities.

Science: Students will consider all the environmental topics discussed through this curriculum to create their final art project. The project connects their identities to the environment, and allows them to analyze scientific environmental concerns.

VII. MATERIALS NEEDED FOR LESSON

- Being that this is a culminating lesson, students have freedom on medium choice. Some possible materials students can use include but are not limited to:
 - Paper

- Pencils / colored pencils
- Paint
- Natural powders
- Paintbrushes
- Egg Carton
- Glue
- Found objects
- Nature materials
- Laptop

VIII. SAFETY HAZARDS:

- If you are using a hot glue gun, make sure to not touch the nozzle or fresh glue.
- If you are painting, lay down a covering to avoid a mess.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
10-10:05	Greet students Remind about photo submissions and send link	Students greet me and each other Students open photo link
10:05-10:10	Introduce warm-up activity: <ul style="list-style-type: none"> ● In your sketchbook, reflect on the following questions: ● How am I connected to the Earth? ● How do my choices influence the environment? ● What feelings do I have towards our Earth? Towards environmental problems? Ask a few students to share their ideas	Students reflect on questions in sketchbook Students raise their hands and share
10:10-10:15	Introduce Lesson: Eco-Identity	Students listen to brief lecture and look at the PowerPoint

	<ul style="list-style-type: none"> • Create an art piece that reflects on how you view yourself as connected to the world around you • Can be done in many ways, can consider all the means of creation we have done this semester or can work outside of that • Some possible ways to do this: drawing, painting, sculpture, poetry, performance, song, collage • Show my examples and artists of relevance • Have them think about: • What choice best fits YOUR identity? • How do I express my feelings about sustainability and the changing environment? 	Students think about their personal eco-identity
10:15-10:20	<p>Instruct students to sketch ideas for project / collect materials needed</p> <ul style="list-style-type: none"> • Materiality up to each individual student • Can combine the various materials introduced throughout the semester 	Students plan out their idea and / or collect the materials they need
10:20-10:45	<p>Instruct students to create their own art</p> <ul style="list-style-type: none"> • Monitor student progress, leave tips, answer questions throughout <p>Instruct that if students finish they may:</p> <ul style="list-style-type: none"> • Work on any other unfinished projects from the semester • Photograph / submit their artwork 	<p>Students create their art projects</p> <p>Students listen to tips or ask questions</p> <p>Students who are finished work on other projects or submit their artwork</p>
10:45-11:00	<p>Sharing of projects and final reflections</p> <ul style="list-style-type: none"> • Give each student an opportunity to share: • What did you create? Why? How do you think you connect to the 	<p>Each student raises their hand and shares</p> <ul style="list-style-type: none"> • Students called on if need be

	<p>environment? How did you show this through your piece?</p> <p>Recap of curriculum</p> <ul style="list-style-type: none"> • Sustainable cities, nature creations, natural pigments, upcycled costumes, endangered animals, activist art • What was your favorite activity of this school? Why? What did you learn? Which lesson do you think was the most effective? <p>Final wrap up and farewells</p>	
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X. ENDING THE LESSON

X-A. Closure of Lesson:

- Give every student the opportunity to share their artwork and thinking process
- What did you create? Why? How do you think you connect to the environment?
- Closure of unit: What was your favorite activity? What did you learn?

X-B. Transition to Next Lesson:

- Final lesson
- Remind one final time about photo submissions and about the virtual exhibition

XI. REFERENCES TO MATERIALS CONSULTED

<http://personal.psu.edu/cfu1/CUhlpersonalwebsite/chrisuhl.shtml>

(Christopher Uhl's lectures are what inspired this lesson)