



Zac Lawhon Unit Plan

<p>Title of Unit: Loss and Desire, the Disappearing Islands</p>	<p>School/Team/Grade Level: 8th grade Video Production</p>
<p>Projected Timeline: 8/24/15 - 9/30/15</p> <p>Week 1: Immerse...how? Find videos and documentaries on the Smith Island/Hollins Island issues. Track changes to the islands on Google Earth. Find out data on their disappearance this way. Students pick sides to debate. To save, to save for now, or to evacuate? Erosion, Sea Level Rise, Subsidence - pair with materials that erode or otherwise disappear over time, to explore them and analyze their differences/similarities.</p> <p>Week 2-3: Create a sculpture reflecting on these cultures, or about another thing you think is disappearing over time, that you can cause to disappear using erosion, subsidence, or water level rise.</p> <p>Week 3-4 Film the disappearance of this artwork.</p> <p>Week 4: Edit the videos and get them ready for presentation.</p> <p>Week 5: finish videos, create artist statements that explain the link between videos and issues on the Chesapeake bay.</p>	<p>Participating Teachers/Disciplines: Zac Lawhon, Patti Child</p>
<p>Organizing Question: How do forces of erosion, subsidence, and sea level rise affect land masses in the Chesapeake Bay area?</p>	

Focus of Investigation:

Smith Island, along with many other areas of the Bay, are disappearing because of forces like erosion, sea level rise, and subsidence. Discovering how these forces work on solid land masses, and how they affect people living in these areas and others' attitudes towards their plight, can help students relate to the Islander's feelings of loss and desire to save their culture. Learning about how other artists have addressed these themes will help students find their own authentic narrative for describing these human responses to natural and social phenomena.

Standards Addressed

"VA:Cr1.1.8

Document early stages of the creative process visually and/or verbally in traditional or new media."

"VA:Cr1.2.8

Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design."

"VA:Cr2.3.8

Select, organize, and design images and words to make visually clear and compelling presentations."

"VA:Pr5.1.8

Collaboratively prepare, and present selected theme-based artwork for display and formulate exhibition narratives for the viewer."

"VA:Re7.2.8

Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions."

CC.8.R.L.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.R.L.6 Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.8.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Community Resources (people, places, stakeholders, things):

Completion of project: Directors and documentarians of erosion on the bay, Blue Water Baltimore, Parents, school community

Discerning Audience: Patti Child, HS Environmental Science class, Baltimore Trashtalk (installation artists who work with the environment — for critiques), Victoria Mathews and other Teachers on the Estuary participants who might be interested in critiquing our final products

Fieldwork:

To understand how subsidence, erosion, and sea level rise might affect land forms, experiments on various arts materials and scavenged materials will occur outside. Monitoring these experiments, students will look for signs of erosion, and water damage on the outside of the school.

Culminating project:

Students will document the erosion of sculptures they created using video and editing techniques to show the sculpture's change over time.

Authentic Forum for the Presentation of Student Work:

Students will host a film screening in December at the culminating event of the year, and perhaps send their work to other science classrooms in the school/at other schools to get feedback from student scientists. Guest critics may also be paired with students to act as advisors on their film throughout the creation process, and serve as final judges on student rubrics.

Organizing Question:

Example: What are the impacts of a decreased oyster population to the health of the Chesapeake Bay?

Daily Supporting Question <i>The question that will frame each lesson</i>	Investigation <i>Describe how students will explore the question</i>	Assessment <i>What will students produce that will demonstrate skills and knowledge?</i>	Standards Addressed <i>What are the specific state standards being assessed?</i>
What islands are disappearing in the Chesapeake? Who lives there? (Day 1)	Several documentaries on Hollins Island, Smith, and Tangier will be viewed.	<ul style="list-style-type: none"> Students will take part in classroom discussions, and leave notes on a reflection board, expressing what they learned and viewpoints they have developed. 	<p>"VA:Re7.2.8 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions."</p> <p>CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
How quickly is the land disappearing? Who is affected by it? (Day 2)	Track changes to the islands on Google Earth. Find out data on their disappearance this way.	Students will fill out data sheets expressing the year and amount of land loss on Smith Island.	<p>MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>
What do you think is causing this change? Should it be stopped? How? (Day 3)	Read texts supporting different approaches to the Smith Islanders' problems. Students pick sides to debate. To save, to save	Students will film their main points and share them with the class as if they were viewpoints shared during a documentary.	<p>MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>"VA:Cr1.2.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a</p>

	for now, or to evacuate?		contemporary practice of art or design."
<p>How are different materials affected by the forces that are affecting the islands? (Day 4)</p>	<p>Erosion, Sea Level Rise, Subsidence - pair with materials that erode or otherwise disappear over time, to explore them and analyze their differences/similarities.</p>	<p>Students will design a way to test 10 materials, including: clay, rock, sand, rooted soil, soap, paper, sugar and 3 of their own choices and how they stand up against erosion, sea level rise, or subsidence (assigned by group) Video group collaboration.</p>	<p>"VA:Cr1.1.8 Document early stages of the creative process visually and/or verbally in traditional or new media." CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p>
<p>How can we determine which materials are strongly and less strongly affected by these forces? (Day 5)</p>	<p>Erosion, Sea Level Rise, Subsidence - pair with materials that erode or otherwise disappear over time, to explore them and analyze their differences/similarities.</p>	<p>Students will test their subjects, and present on their findings. Video group collaboration: Document the experiments.</p>	<p>CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. "VA:Cr2.3.8 Select, organize, and design images and words to make visually clear and compelling presentations."</p>

<p>How can we communicate our findings about our work?</p>	<p>Write and structure a video report on their topic.</p>	<p>Students will produce videos expressing what they learned about the materials and the force they chose, why they think it is a formidable challenge for the islanders, and express what they think should be done about it in videos about their experiment.</p>	<p>"VA.Pr5.1.8 Collaboratively prepare, and present selected theme-based artwork for display and formulate exhibition narratives for the viewer." CC.8.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
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