

Lesson One

Objectives

1. Students are able to give examples of people accomplishing more as a group than they can as individuals.
2. Students are able to give examples of ways that they or others in their families or communities are “going green.”

Arizona Visual Arts Standard

RELATE: Artworlds: PO 105, 205 & 305: Make connections between art and other curricular areas.

Preparation

Preview *The Web of Life PowerPoint* and look through the *Green Revolution* exhibition preview.

Resources

[The Web of Life PowerPoint](#)

[Green Revolution PowerPoint](#)

OPTIONAL: sample objects that express ideas such as political posters, religious jewelry, school pennants, ribbons for causes and flags.

Activities

Unit Preview: Introduce the theme in life: “We all make decisions based on deeply-held values. For example, many people value ‘green’ practices to help preserve the natural environment.” Mention some current issues related to the natural environment, such as climate change, species extinction and sustainable sources of energy.

Introduce the theme in art: “Across cultures and through time, artists and others have made objects to express and declare their values.” Mention objects like posters that support political candidates, religious jewelry that declare beliefs, school pennants that express loyalty, yellow ribbons that welcome troops back from war and flags that express patriotism, showing examples, as available.

Introduce the key questions in the unit with which students will be working:

1. What materials can be used to construct fabric or decorate with fibers?
2. How do artists use cool colors symbolically?

Introduction: Introduce “going green” values by showing and discussing the Web of Life PowerPoint.

Access Prior Knowledge: Ask students to describe ways they, their families or others in the community are “going green.” Discuss 1) recycling efforts at home, in school and in the community; 2) ways people they know are saving energy, like using compact fluorescent light bulbs, drying clothes on a line instead of in a dryer, using public transportation; 3) generating their own energy by installing solar panels or wind turbines; or 4) growing their own garden or enriching the soil by composting.

Ask students to think of some activities that one person cannot do as easily as a group of people, such as play some games or sports, build a bridge, launch a satellite or make a movie.

Vocabulary

community

recycle

carbon footprint

compost

Extension Activities

Investigate the science curriculum or consult with a science teacher for possible interdisciplinary collaboration.

Assessment Checklist

_____ 1. Students are able to give examples of people accomplishing more as a group than they can as individuals (in discussion during or following presentation of Web of Life PowerPoint).

_____ 2. Students are able to give examples of ways that they or others in their family or community are “going green” (in discussion during or following presentation of Web of Life PowerPoint).