



HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES
In partnership with the Florida Humanities Council

JUNE 24-28, 2019 UNIVERSITY OF FLORIDA

“TAKING IT BACK TO THE CLASSROOM”

We know that it's not always possible to develop and implement a new lesson plan in a busy curriculum. How do you envision incorporating our experiences in your classroom teaching?

Teacher(s) Denyse Cohen

Grade(s): Middle School

Subject(s): Art

Idea 1 - Based on Dr. Sassaman's archeological research students will learn about Shell Mound and native peoples use of pottery.

Learning Goals/Standards

Create a clay utilitarian vessel that illustrates a meaningful event in your community/family.

VA.68.H.1.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d). <https://www.cpalms.org/Public/search/Standard#>

VA.68.H.2.2 Explain the impact artwork and utilitarian objects have on the human experience.

Idea 2 - Students will read the chapter “Who owns a creek” and discuss the question of the role of humans in land conservation. (The land will be here long after humans are gone - Feudal relationship)

“The land was legally mine, and short of long tax delinquency, nothing and nobody could take it from me. Yet if I did not take care of the land lovingly, did not nourish and cultivate it, it would revert to jungle. Was it mine to abuse or to neglect? I did not think so.”

Excerpt From Cross Creek Marjorie Kinnon Rawlings

Learning Goals/Standards

Students will create a visual narrative (comic strip/vine) or write a poem (ELA) and illustrate it (illustrators) considering the questions of use of land for human existence and conservation for future generations.

VA.H.3.3 Create imaginative works to include background knowledge or information from other subjects.

LAFS.910.SL.2.4

Idea 3 - Learn about the Samuel Proctor Oral History Program

Learning Goals/Standards

Students will interview an elder in their family/community about how their environment has changed since they were the interviewer's age. Students will compare and contrast the interview with their own current observations of their environment.

VA.H.3.3 Create imaginative works to include background knowledge or information from other subjects

VA.F.1.3 Investigate and describe how technology inspires and affects new applications and adaptations in art.

Idea 4 - Students will learn about CO₂ Sequestration **Watch the video Longleaf - the heart of pine (14:00 - 15:42)**

Learning Goals/Standards -

Students will learn about CO₂ Sequestration and create an infographic explaining the process and benefits.

VA.F.1.3 Investigate and describe how technology inspires and affects new applications and adaptations in art.

SC.7.E.6.6 Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

Idea 5 -

Students will learn about the recycling program at UF at recycling.ufl.edu and identify a recycling problem in our school/community.

Learning Goals/Standards

Students will create a proposal to Organize a solution for the identified problem. (Many art tie ins like logo design/website design, etc.)

VA.F.2.2 - Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.

Idea 6

Students will learn about the Florida Springs Institute and its restoration plans. Students will learn about artist Margaret Talbots and the springseternalproject.org

<https://floridaspringsinstitute.org/springs-map-2.0/>

Learning Goals/Standards

Students will create 2D artwork in their chosen medium inspired by Florida Springs. Works can be displayed as a geographic map of Florida with artist statements that discuss their perceptions and conclusions about their Springs research as a temporary exhibit at school.

What additional resources do you need in order to act on these ideas?