

LESSON PLAN

Teacher Candidate	
School	

LESSON NUMBER	1
Lesson Title	Environmental Activism Through Artmaking
Length of Class Period	45 minutes
Approximate Number of Students in Each class	22
Grade Level or Course Title	5
Beginning Date for this <i>Lesson</i>	
Ending Date for this <i>Lesson</i>	

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

5.2 CR Investigate ideas and inform artmaking through available resources

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

5.1 RE Use established criteria to assess works of art individually and collaboratively

5.3 RE Evaluate the relationship between works of art and human experience

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

5.1 CO Investigate works of art and the social and cultural contexts that shaped their creation

5.2 CO Recognize that art is a tool for advocacy and change

Performance-based Assessment Objectives

- Research and examine activist artwork through approved books, websites, art visuals and video resources to inspire your art.
- Use the activist artwork criteria to evaluate the effectiveness of activist works of art individually and collaboratively.
- Examine the social and cultural contexts that influenced the artists to create their activist artwork.
- Make connections between activist artwork and the artist's lived experience.
- Be able to acknowledge activist art as a tool for advocacy and/or change.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Class discussion where students will name environmental issues being addressed in artwork presented
- Students will use the “Activist Art Reflection” prompt to investigate and evaluate two works of art

Academic Language

Vocabulary

- Activism Art — art that wants to create change, create awareness, or create visibility to the public about a social or political issue
- Environmental Activism Art – art that addresses social and political issues relating to the natural environment.
- Political issue – deals with how power is distributed and how it operates within social organization
- Social issue – problem that affects many people within a society

Additional Language Demands (*specific communication task*)

- Writing prompted by the Activist Art Reflection sheet
- Oral dialogue prompted by teacher’s slide presentation
- Listening to artists talk about their work via videos

Accommodations for Special Populations

- Include closed captioning in the videos presented in class
- Students can orally dictate their responses to visual art examples

Art/Visual Culture Examples

- [Jill Pelto](#) – Maine, USA
Scientist and artist who uses scientific global warming data as elements in her paintings
- [Alejandro Duran](#) - Brooklyn, New York and Sian Ka’an, México
Noticed the trash pollution that washed up on the beaches of his hometown and photographed it to share the problem globally
- [Mbongeni Buthelezi](#) – Johannesburg, South Africa
Created a way to reuse plastic bag material as “paint” for his art

- [Benjamin Von Wong](#) – Toronto, Canada
Sources single use plastics and e-waste to make installations/photographic scenes
- [El Anatsui](#) – Anyako, Ghana, West Africa
Makes tapestry installations from found metal trash
- [Sayaka Ganz](#) – Yokohama, Japan
Makes sculptures out of single-use plastic
- [Nor Tijan Firdaus](#) – Nilai, Malaysia
Uses old toys and computer parts to make 2D images
- [Hannah Rothstein](#) — Colorado, USA
Created a series called “National Parks in 2050” about climate change

Preparations

Materials/Resources for Teacher

- [Slide presentation](#)
- [Color prints](#) of one work of art or videos from environmental activist artists for reflections stations
 - <https://www.jillpelto.com/increasing-forest-fire-activity>
 - <https://alejandroduran.com/photoseries?itemId=0pdneqnti7qc2o750in4k66raxb5i0>
 - <https://africaprime.com/mbongeni-buthelezi-the-south-african-artist-turning-plastic-into-portraits/>
 - https://www.youtube.com/watch?time_continue=73&v=R3fjsi-yo&feature=emb_logo&themeRefresh=1
 - <https://www.youtube.com/watch?v=5I7XZL9KjFQ>
 - <https://sayakaganz.com/plastics/emergence-ii>
 - <https://www.nrdc.org/onearth/artist-envisions-our-national-parks-2050>

Materials for Students

- [Activist Art Reflection](#) sheets (for each student)
- Sketchbooks (for each student)
- Pencils (for each student)

Safety Procedures

Students know to enter the classroom and grab their sketchbooks and pencils, and head straight to their seats.

If needed they will be reminded that pencils are for writing, not for stabbing things or people.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Have slide deck ready on the Smart board to present to the class
- Have 6 stations around the classroom: three with a color print of a work of art from a featured artist alongside an artist statement, and three as a video link on a computer or iPad of the artist talking about their work. Closed captioning will be included.
- Have enough copies of the reflection sheet and sharpened pencils for each student.
- Have the students' sketch books set out.

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

1. Talk with the students about how activist art is used to communicate the need to create change, awareness, or visibility to the public about an important social or political issues like racism, gender equality, healthcare, and human rights.
2. Since we are approaching Earth Day (and our school's Earth Day celebration) and the students are learning about the environment, pollution, and climate in science class, we will focus on environmental activist art.

I will share with the class that we will be learning about environmental activist art because we will be making and presenting our own activist art mural for our school's Earth Day Celebration. (2 min)

3. Present to the class the slide deck introduction to "Save the Earth with Art!" unit (20 minutes)
 - Introduce Environmental Activism Art
 - Present how these artists are using causes that they feel passionate about as inspiration for their artwork, such as climate change, pollution, and conservation
 - Introduce artists [Jill Pelto](#), [Alejandro Duran](#), [Mbongeni Buthelezi](#), [Benjamin Von Wong](#), [El Anatsui](#), [Sayaka Ganz](#), [Nor Tijan Firdaus](#), [Hannah Rothstein](#)
 - We will discuss where each artist is from and the social, cultural, and environmental events that happened which inspired them to use art as a tool to spread messages of environmental consciousness and/or justice.
 - We will review the Activist Art Reflection prompt as a class using a sample art piece to talk through it

4. After reviewing the [Activist Art Reflection](#) prompt sheets together as a class, students will grab two sheets and a pencil and walk around the room selecting two reflection stations that have a piece of art displayed or a video along with information about the artist. The examples will be from the artists we have discussed as a class. Students are encouraged to talk with each other about the work as well. During this exercise, the teacher will walk around the room to listen in on conversations to assess learning and to assist any students who need help. If a student has language challenges, they can give a verbal reflection to me. (15 min)
5. Students turn in papers and put pencils away. They are able to write any notes or sketch in their sketchbooks about our activity. (5 minutes)

Clean-up Procedures (Room, Materials & Work Storage)

Students will put their sketch books away.

Closure, Review & Anticipation (what's next?)

- Now that we know what environmental activist art is, next we are going to learn how to communicate our own environmental activist message with a poster.
- Then, we will focus on one environmental issue and create our school's mural.

Supplemental Activity

Oral discussion with teacher about environmental activist art

Teacher reflection focused on the lesson *after* it has been taught

After reading the reflection papers, do the students understand what Environmental Activist Art is and how it communicates a message? If not, how can I help solidify it at the beginning of the next class?

Lesson 1 Teaching & Learning materials

[Slide deck](#) slides 1-2

[Activist Art Research](#) prompt