

*Using Artifacts to Examine Human Impact on Environmental Issues*

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| **Introduction** | |
| This lesson explores the use of natural resources, including animals and animal products, for commercial purposes in both the past and present. Beginning with an exploration of several animal products that have been used in luxury items as well as animals captured for zoos and entertainment, students can not only gain an understanding of the impact imperialism on areas in Africa and Asia, but they also can extend this exploration to discuss more modern examples of human environment interaction and impact. | |
| **Indiana Standards Connections:**    7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies both from European and indigenous perspectives.  7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs, and change in history. | **Compelling Question(s):**    How does imperialism impact the natural resources of an area?  What impact does human civilization have on ecosystems?  What responses have been taken to ensure human environment interaction is limited in its harm on natural resources and animals?  Why are certain goods considered luxury items? |
| **Lesson Objectives:**  Students will be able to: describe how humans have impacted the natural environment of an area by examining the impact of European imperialism on the collection and use of animals and products from Africa and Asia. | |
| **Materials** | |
| 1. Ostrich Egg Cup image 2. Brisé Fan image 3. [The Tower of London Menagerie](https://www.hrp.org.uk/tower-of-london/history-and-stories/the-tower-of-london-menagerie/#gs.4r8b7a) website | |
| **Learning Plan** | |
| **Activities**   1. Begin by showing students the image of the Ostrich Egg Cup. Ask students to discuss what they notice about this artifact. What does it look like? What do they believe it was used for? When was it possibly made? Out of what material does it look like it was made? 2. Provide students a few minutes to discuss in pairs or small groups their thoughts regarding these questions. Then have students share out their thoughts. 3. Engage students in an interactive lecture that covers the information about the ostrich egg cup and how this artifact ties into a larger study of the European exploration of the 1600s. This interactive lecture can engage students in conversation around the impact of this on trade and consumerism at the time as well as the impact this had on areas in Africa, Asia, and the Americas that were sites of this globalization of natural resources. The lecture can also ask students to infer the major effects of such globalization via imperialism and exploration as well as why someone might want such an extravagant cup as the one in the image. 4. Students can then be shown the Brisé fan image and be asked to share what they notice about this item as well. Ask students how this artifact relates to the previous one. 5. The discussion of the impact of globalized trade on animals and natural environments can also surround the Tower of London Menagerie as animals were kept there for entertainment purposes. | |
| **Assessment Suggestions**    Students can be asked to answer the following question: how do these artifacts demonstrate the impact globalized trade had on the natural environment?  While this lesson is aimed at examining the historical impact of European imperialism on animals, it can be extended to examine the modern problem of human impact on endangered species. Students could focus their study on organizations like the WWF that have attempted to protect animals such as elephants from poachers.  <https://www.worldwildlife.org/initiatives/stopping-elephant-ivory-demand>  <https://www.smithsonianmag.com/science-nature/new-tool-fight-against-elephant-poaching-180961425/>  In doing so, students could be addressing the following question: How does our understanding of these artifacts reflect issues still impacting our world today? | |
| **Extensions**  They could look at the impact humans, and the growth of industrialization and commercialism, have had on other natural resources as well. For example, students could explore the following articles that describe the necessity to protect peatlands to halt climate change.  <https://www.iucn.org/resources/issues-briefs/peatlands-and-climate-change#:~:text=They%20store%20more%20carbon%20than,restoration%20can%20reduce%20emissions%20significantly>.  <https://www.nature.com/articles/d41586-020-00355-3>  <https://www.theguardian.com/environment/2017/jul/28/ultimate-bogs-how-saving-peatlands-could-help-save-the-planet>  <https://www.nytimes.com/2020/10/09/climate/peat-climate-change.html> | |

Ostrich Egg Cup Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic work  Enduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? | |
| VA:Re7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |
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| VA:Re9.1.5a | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society |
| VA:Re7.1.Ia | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA:Re7.1.IIa | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments |
| VA:Re7.1.IIIa | Analyze how responses to art develop over time based on knowledge of and experience with art and life |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.  Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life? | |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.2a | Compare and contrast cultural uses of artwork from different times and places. |
| VA:Cn11.1.3a | Recognize that responses to art change depending on knowledge of the time and place in which it was made |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |
| VA:Cn11.1.7a | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses |
| VA:Cn11.1.8a | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity |
| VA:Cn11.1.IIa | Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. |
| VA:Cn11.1.IIIa | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. |

*Students can be asked to consider how art reflects time periods, beliefs, cultures, traditions, etc. In exploring the ostrich egg cup, students are examining how items such as this reflected class and stature in European society and why such items were seen as luxury. Students could also explore how luxury items have changed over time; how different cultures use art, artifacts, and props to demonstrate their interests, beliefs, and stature; how such items demonstrate social capital; etc. Students can discuss why animal products are so commonly used in fashionable items like the ostrich egg cup and the fan.*

**Social Studies**

**Grade 6: History, Places, and Cultures in Europe and Americas**

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| 6.1.3 | *Explain the impact of humans on the physical environment in Europe and the Americas.* |
| 6.3.10 | *Explain the ways cultural diffusion, invention, and innovation change culture.* |
| 6.3.11 | *Differentiate between the terms anthropology, archaeology, and artifacts while explaining how these contribute to our understanding of societies in the present and the past.* |

**Ethnic Studies**

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| **ES.4.1** | *Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.* |

**Geography and History of the World**

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| **GHW.4.2** | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.* |
| **GHW.4.3** | *Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.* |
| **GHW.4.4** | *Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.* |

**World History and Civilization**

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| **WH.7.3** | *Investigate and interpret multiple causation in analyzing historical actions and analyze cause-and-effect relationships.* |
| **WH.7.6** | *Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue and support that position.* |

*Outside of the 6th and 7th grade Indiana standards, the exploration regarding how imperialism has led to an impact on other cultures and environments. Students should be able to examine the role of human environment interaction involved in the development of such items as the cup and fan included in this lesson. There’s room for them to make connections to contemporary issues that are similar to and a consequence of this result of imperialism.*

**Language Arts**

**Writing Skills:**

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| 4.W.5 | Conduct short research on a topic.   * Identify a specific question to address (e.g., What is the history of the Indy 500?). * Use organizational features of print and digital sources to efficiently locate further information. * Determine the reliability of the sources. * Summarize and organize information in their own words, giving credit to the source * Present the research information, choosing from a variety of formats. |
| 5.W.5 | Conduct short research assignments and tasks on a topic.   * With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). * Identify and acquire information through reliable primary and secondary sources. * Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. * Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. * Present the research information, choosing from a variety of sources. |

*Students could conduct research projects in which they examine examples of cultural diffusion and/or how animals and environments have been used, and potentially abused, for human products.*