

*Using Art to Tell our Stories*

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| **Introduction** | |
| The type of lacquer work exemplified in the Sindhi Cradle is known as jandi. This trade has been around for thousands of years, but the practice is now in decline due to environmental changes. Deforestation in the region has resulted in low supplies of wood and other materials used for preparing the natural dye applied to the woodwork. The low supply of raw materials makes it difficult to produce these kinds of pieces and is negatively contributing to the trade of these items.  Further, deforestation and poor land management lead to soil erosion and flooding. These factors strain the agricultural communities who depend on the land for their livelihood and the wider community who depend on the food that comes from those communities. | |
| **Indiana Standards Connections:**    7.1.19 Using primary and secondary sources, analyze issues confronting the eastern hemisphere.  6.1.16 Discuss the benefits and challenges related to the development of a highly technological society.  WH.6.12 Investigate current global issues such as terrorism, genocide, and environmental issues.  ES.3.1 Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time. | **Compelling Question(s):**    How do environmental changes impact the creation and preservation of art?  How does global climate change impact day-to-day life?  How do cultures adapt in while facing environmental hardship? |
| **Lesson Objectives:**  Students will be able to: analyze how the creation and preservation of art reflect climate.  Students will be able to: describe the impact of global climate change on communities in South Asia by researching an additional trend of their choice. | |
| **Materials** | |
| 1. Video outlining [How Climate Changes Art](https://www.youtube.com/watch?v=dvQocRS3RdE) 2. Projector/screen 3. Image of Sindhi Cradle 4. Image of [The Great Mosque of Djenne](https://upload.wikimedia.org/wikipedia/commons/thumb/7/75/Djenne_great_mud_mosque.jpg/1280px-Djenne_great_mud_mosque.jpg) 5. Image of [Flooded Venice](https://static01.nyt.com/images/2019/11/20/travel/20update-venice01/merlin_164305197_07621c2f-305e-495c-bb5a-36f612cc842c-mobileMasterAt3x.jpg) 6. Triple Venn diagram (copies for students) 7. Student access to computers for additional research | |
| **Learning Plan** | |
| **Activities**   1. Show the video *How Climate Changes Art*. Ask the students to consider the following: How do environmental changes impact how art is produced and preserved? What obstacles do cultures face as they combat global climate change? How does their art reflect the environment around them? 2. Display the image of the Sindhi Cradle, the Great Mosque of Djenne, and flooded Venice. 3. Pass out copies of the triple Venn diagram to students. The three sections covered in the diagram should include: the Sindhi Cradle, the flooding of Venice, and the Great Mosque of Djenne. These three items were covered in the Toolbox lesson and video. 4. Ask students to think about what these three items may have in common and what makes them different. Have the students break into small groups to complete their triple Venn diagram. 5. Have students share out what they notice. Students may mention differences such as location or type of art exhibited. They may mention similarities such as raw materials included or environmental changes impacting all three. 6. At the conclusion of the activity, students should be asked to describe how these pieces of art and architecture are created and preserved in the midst of climate change. | |
| **Assessment Suggestions**    Students can write a paragraph in which they describe the impact of global climate change on art creation and preservation.  Students can conduct independent or group research projects on how climate change is affecting other pieces of art. | |
| **Extensions**    This lesson can be extended to examine additional trends in environmental change in South Asia during the 20th and 21st centuries. Students can conduct research on trends of their choice or work in small groups where they are assigned one. They then can share about their findings with the class. | |

Sindhi Cradle 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:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**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:Cn11.1.4a | 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. |

*Students can be asked to consider how art reflects time periods, cultures, traditions, etc. Part of their exploration of industrialization could be focused on how cultural aspects such as fashion can be seen as a result of this time period just as much as economic innovations, etc. How do people show their connectedness through clothing and accessories? What do trends tell us about what people cared about or what was popular? Why were certain artistic expressions popular? How does this connect to the goods and ideas that were being spread globally at the time?*

**Social Studies**

**Grade 7: History, Places, and Cultures of Africa, Asia, and Southwest Pacific**

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| 7.1.14 | Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. |
| 7.1.16 | Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. |
| 7.1.19 | Using primary and secondary sources, analyze issues confronting the eastern hemisphere. |
| 7.3.4 | Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time. |
| 7.3.11 | Analyze current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific. |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. While this lesson is focusing on Asian countries, there can be an exploration into how these trends spread to Africa and the Southwest Pacific as well. A larger exploration of trade can also be a focus of study. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. and the exploration of the impact of globalization.*

**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.6.2 | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.* |
| GHW.8.2 | *Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.* |

**World History and Civilization**

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| WH.7.6 | Formulate and present a position or course of action on an issue by examining underlying factors contributing to that issue and support that position. |

*The incorporation of these artifacts is broadly applicable when teachers are covering Asian history. This portion of the curriculum is rich in examining the interconnectedness of our world during a time of expansion and growth. There could be exploration into how globalization became even more prevalent as the century continued and even connections to modern day could be explored to make the content more relatable to students’ lives.*

**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 innovations and trends that spread due to the growth of industrialization and globalization during the 20th century. In doing so, they would be incorporating Writing standards that ask them to consider the organization features of their writing and their sources of information. Students could also be asked to present their findings in a way that allows for Speaking and Listening standards to be highlighted as well.*