

**Enduring Idea:** Materialism

**Integrated Discipline:** Science and Health

**Unit Title:** "I have to have that!"

**Unit Designer:** Molly D. Chance

**Unit Description:** Before walking into any grocery store, we know a battle is waiting for us...a struggle between what we need and what we want. We need the carrots and the strawberries, but the chocolate ice cream looks oh so good! This struggle is not reserved only for the grocery store. We find ourselves constantly asking if we truly need the things that we are purchasing and consuming. In this unit, learners will explore our wants and needs. What do we need to survive? Live comfortably? How much is too much? Is materialism different for individuals living in a different region, country or continent? By creating a still life, learners will explore these questions along with their own needs and wants.

**Images:**

1. CMA 1953.1  
- *Ferdinand I de'Medici, Grand Duke of Tuscany*, Scipio Pulzone da Gaeta, 1590, oil on canvas
2. CMA 1962.18  
- *Still Life*, Pieter Claesz, 1657, Oil on oak panel
3. CMA 2009.22  
- *Still Life with Fruit*, Severin Roesen, 1850, oil on linen

**Key Concept:** Materialism involves a struggle between needs and wants.

**Essential Question:** How are needs and wants determined?

**CCSS Art:**

1. VA3-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey.
2. VA3-3.1 Recognize and describe the content in a work of visual art.

3. VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

**Integrated CCSS:** Science

1. 3-1.6 Infer meaning from data communicated in graphs, tables, and diagrams.

Health

1. P-3.1.1 Define the term “wellness”.
2. N-3.1.5 Categorize his or her food choices by food group.
3. N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.

**Learning Outcomes:**

1. The learner will discuss needs and wants from a variety of perspectives through viewing a variety of images and expressing personal experiences.
2. The learner will create a Venn diagram of foods that they want and need.
3. The learner will create a still life based on the results of their Venn diagram.
4. The learner will participate in both a self and group critique reflecting on how their image visually represents materialism.

**Motivator:** The learners will listen and view the book “I Really Absolutely Must Have Glasses”, by Lauren Child (part of the *Charlie and Lola* series). Learners will discuss the content of the book, as well as share experiences of wanting something. Learners will express their feelings during a time of want and how they felt after either obtaining the wanted item or not getting it. Learners will then begin exploring needs and wants. Learners will need to consider both their own personal needs and wants, as well as other perspectives, such as people living in a different region, country, or continent.

**Day Breakdown:** \*Based on nine 50 minute class periods

Day 1: Motivator (see above)

Day 2: Learners will review topics discussed during the previous class. After discussion, learners will be given a large sheet of paper, as well as a magazine and either markers or colored pencils. Learners will reflect on their own personal wants and needs. Learners will construct a Venn diagram displaying their specific food wants and needs. Learners will have the option of using magazine

cutouts or drawing their own food to display on their Venn diagram. If time remains, learners will be given the opportunity to share their diagrams.

Day 3: Learners will review the results of their Venn diagram. After reviewing, the teacher will introduce/review still life artworks, discussing their purpose, the subject matter depicted, and will show various examples from a variety of art periods. Learners will be creating a still life that shows both their food wants and needs. Learners will create a still life depicting a bowl in the center of their paper. Half of their paper/bowl will be filled with wants and the other half of the paper/bowl will be filled with needs. Learners will use the remainder of the class period creating sketches of their still life.

Day 4-7: These days will be used as studio days. Learners will be able to work independently on their still life, first drawing it lightly with a pencil, then adding color and detail using oil pastels. The teacher will circulate the room reviewing the rubric with learners. The teacher will assess the learner's progress and will address any questions or concerns.

Day 8: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of materialism through our wants and needs. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 9: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork.

- Materials:**
- 2 sheets white 12 x 18" sheets construction paper
  - Glue
  - Scissors
  - Colored pencils
  - Magazines
  - Oil pastels
  - Paper towel

**Resources:** "I Really Absolutely Must Have Glasses", Lauren Child (book)

**Assessment:**

- Venn diagram
- Studio participation rubric
- Project rubric
- Self-critique