



**Enduring Idea:** Perseverance

**Grade:** 6-8

**Integrated Discipline:** Social Studies

**Unit Title:** Perseverance Garden

**Unit Designer:** Ginger Henson

**Unit Description:** Exploring perseverance is a way for learners to begin thinking critically about what it has taken to survive throughout history and what is needed for them to survive in their everyday lives. It is important for learners to see what is necessary in overcoming adversities and ways for them to not only support their lives but also their communities through the use of tangible and intangible tools. Learners will collaborate with others to create a perseverance garden installation in an approved location that shows their exploration and understanding of perseverance and how it relates to their lives as a group/community. Through this study and art making learners will gain life tools such as leadership, team-building, problem solving and communication. All necessary elements needed to survive and persevere in today's world.

**Images:**

William De Leftwich Dodge, Man with Scythe, 1999.29

Charles Christian Heinrich Nahl, Buffalo Hunt, 1960.10

Julien Dupré, Home from the Pasture, 1962.36

Washington Allston, Coast Scene on the Mediterranean, 1957.14



**Key Concept:** Perseverance is about survival through challenges.

**Essential Question:** What tangible and/or intangible tools do people need for survival?

**CCSS Art:**

VA7-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art. VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking. VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork. VA7-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

**CCSS Standard:**

**World History Era 5-7A:** Account for the growth, decline, and recovery of the overall population of Afro-Eurasia and analyze ways in which large demographic swings might have affected economic, social, and cultural life in various regions.

**The Ecological Perspective:** Earth is composed of living and nonliving elements interacting in complex webs of ecological relationships that occur at multiple levels. Humans are part of the interactive and interdependent relationships in ecosystems and are one among many species that constitute the living part of Earth. Human actions modify physical environments and the viability of ecosystems at local to global scales. The survival of humans and other species requires a viable global ecosystem. Understanding Earth as a complex set of interactive living and nonliving elements is fundamental to knowing that human societies depend on diverse small and large ecosystems for food, water, and all other resources. People who regularly inquire about connections and relationships among life forms, ecosystems, and human societies possess an ecological perspective.

Understanding and using the spatial and ecological perspectives helps geographers understand how to interpret nature and societies on Earth. Viewed together, the geographic perspective overall encompasses an understanding of spatial patterns and processes on Earth and its web of living and nonliving elements interacting in complex webs of relationships within nature and between nature and societies.

A fully developed geographic perspective, therefore, involves an integration of both spatial and ecological points of view, as well as a consideration of

other related perspectives that may be useful in understanding and interpreting the world.

**Learning Outcomes:**

- Learners will collaborate with others to create a *perseverance garden installation* in an approved location that shows their exploration and understanding of perseverance and how it relates to their lives as a group/community.
- Learners will collect information via research online and in books relating to the subject matter in order to create a collaborative installation.
- Learners will discuss how perseverance and composition can be used to create an installation that evokes meaning and inspiration to the viewer.

**Motivator:** The learners will be introduced to ideas of perseverance and installation art via images and key websites. They will connect ideas based on survival from the Columbia Museum of Art images and how to conceptualize them into an installation artwork.

**Day Breakdown:****Day 1:**

- Introduction of *perseverance art images* and discussion.
- Introduction *installation art* Websites and discussion of using a concept to create an art installation with meaning.
- Learners will work as a group to develop ideas about a "Perseverance Installation Artwork," (location, materials provided, structure, interaction, impact).

**Day 2:**

- Recap of Day 1. Show slides. Discuss ideas. Narrow down ideas.
- The teacher will show learners already approved locations for installation.
- Learners will explore Materials and choose a location
- Learners will draft plan of installation and a proposal. Proposal will state their purpose for creating this installation, whom it is intended to impact and how it will be cared for on location.

**Day 3:**

- Learners will finish their proposal and drafted plan.
- Learners will begin to construct and manipulate materials for their purposes

**Day 4:**

- Learners will begin to construct installation on location.
- Teacher & Learners will address issues and problem solve.

**Day 5:**

- Learners will continue to construct installation on location.

**Day 6:**

- Learners will finish project and maintain care throughout the year.

## **Day 7:**

-Learners will critique their finished work. What were the challenges, how did they overcome them?

### **Materials:**

Stones  
Collected objects to transform space  
Recycled bottles, materials etc.  
Wire  
PVC Pipe Tubing & joints  
Scrap Fabric  
Glue guns  
Scissors  
Vegetable and Flower Seeds  
Starters (from home garden)  
Compost/Dirt  
Rope/twine

### **Resources:**

*Artists and Images:*

-CMA Images

-*"Horse Sculpture Galloping up a River"*-

<http://www.designdaily.us/2013/01/10-awesome-outdoor-installations-that.html>

-*"Weathering the Storm: Stories of Perseverance"*-

-Lora Jost Community Project [http://lorajost.org/?page\\_id=31](http://lorajost.org/?page_id=31)

-<https://www.facebook.com/ovaal>- Variety of awesome art installations

### **Assessment:**

**Artwork-** Collaborative Learners will complete a *perseverance garden installation* showing; proper use of materials, execution of teamwork and perseverance to complete a finished product.

**Composition:** Collaborative Learners must show understanding of creating a sculpture effectively within a chosen space. Learner must exhibit understanding of Elements of Design such as balance, emphasis, unity, contrast and Elements of Art such as line, shape, color, texture, value, space.

**Concept/Content:** Learner will show grasp of *meaning* in their artwork. Their art will demonstrate *perseverance* in a reflective manner, whether abstract or representational.

**Craftsmanship:** Learners will show *understanding of sculpture/installation building techniques*. Construction is well thought through, *neat, clean* and complete. Installation elements *are applied with care*. Art shows proper use of materials and supplies.

**Originality:** Student ideas are independent, unique, and innovative. Artwork shows critical thinking. Installation addresses subject matter through obvious thought and research.

**Artist's Statement:** Each learner will write a short paragraph that will be submitted describing their personal experience constructing an installation as a team. What did they learn about perseverance? How did both the act of creating the installation and the finished product relate to perseverance? Describe your process from start to finish (research, sketches, ideas). How did you get to the final product?

**Evidence of research and exploration:** Learner will show the thought and study they put into their work via sketches, journaled ideas and note taking on research conducted on-line or library.