



Grade/s: 3rd

Enduring Idea: Materialism

Integrated Discipline: Science

Unit Title: We speak for the trees...

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Unit Description: During the 1500's, one of the earliest industries began in North America. The fur trade between the French and Americans provided both parties with the goods they needed, such as warmth from the pelts and a variety of goods given in exchange for the pelts. However, it also gave these individuals and others throughout the world, such as Europe, a new object to desire and want. By the 1800's fur, especially those used for creating hats, were more scarce and desirable than silk. Yet, by the 1900's the trade had declined sharply due to factors such as mass land clearing for creating new settlements and the over-trapping of animals highly decreasing their populations. This story is not a new one. Similar accounts are known about the ivory trade, as well as with the diamond industry. Natural objects do and have served many purposes, both ornamental and practical. These items have been used as currency, personal adornments, a source of warmth and clothing, and as handles for tools. In spite of the many good intentions of using these objects for human needs, it often carries extreme consequences for the environment. Habitats have been wiped out completely and some species of animals have often been driven close to extinction. In this unit, learners will study the affects of using natural materials, in particular our use of products created from trees, such as paper and building materials. Learners will examine the effects of deforestation and how it affects communities, states, and countries. Finally, learners will create handmade paper, which they will use to create a collage symbolizing how materialism and consumerism impact our world.

Images: CMA 1983.4
CMA 1960.10
CMA 2011.2

Key Concept: Balance or imbalance in materialism can impact people, communities, and the world.

Essential Question: How do decisions affect our balance with ourselves, society, nature, and of the world?

CCSS Art:

1. VA3-1.5 Use all art materials and tools in a safe and responsible manner.
2. VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
3. VA3-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

Integrated CCSS: Science

1. 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to lights for plants).
2. 3-2.3 Recall the characteristics of an organism's habitat that allow the organism to survive there.
3. 3-2.4 Explain how changes in the habitats of plants and animals affect their survival.
4. 3-3.7 Exemplify Earth materials that are used as fuel, as a resource for building materials and as a medium for growing plants.

Learning Outcomes:

1. The learner will examine the affects of deforestation and other natural material imbalances.
2. The learner will create handmade paper from paper gathered around the school/community.
3. The learner will create a collage displaying a variety of symbols for conservation. (Learners may also create their own symbol.)
4. The learner will participate in both a self and group critique reflecting on how their image visually represents materialism.

Motivator: The teacher will read the book, "The Lorax", by Dr. Seuss. The learners will respond to the book, reflecting

on the main character's choices, which affected his environment. Learners will then study a variety of artworks to further the discussion on how materialism and the desire for natural objects carry a variety of consequences. Learners will discuss...

1. Why do humans need or desire natural materials?
2. Can other materials be used as a substitute for natural materials?
3. Can natural materials be reused?
4. Why is conservation important?
5. How would you feel if...
 - a. you were a fur trader
 - b. you were a consumer
 - c. the animals/materials disappeared

Day Breakdown: *Based on seven 50 minute class periods

Day 1: Motivator (see above)

Day 2: Learners will gather paper from around the school or community to recycle into new paper. Learners will organize the paper into different colors or textures. If learners finish with time remaining, they may begin researching symbols connected with conservation or may begin sketching their own ideas. The teacher will also hand out the project rubric during this time.

Day 3: Learners will work collaboratively with the teacher to create handmade paper from paper gathered during the previous class period.

Day 4-5: Learners will lightly draw their chosen or original conservation symbol onto a piece of construction paper. After successfully drawing their image, learners will use the newly created handmade paper to create their collage. Learners may choose to cut the paper into smaller pieces or can tear the paper. The teacher will circulate the room, assessing learners on their progress, as well as answering any questions or concerns.

Day 6: 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 conservation. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 7: 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:**
- Variety of papers
 - Water
 - 2-3 blenders
 - 5-10 screens
 - Pencils and erasers
 - Scissors
 - Glue

- Resources:**
1. "The Lorax", Dr. Seuss, 1971
 2. *Fur Traders Descending the Missouri*, George Caleb Bingham, 1845, oil on canvas

- Assessment:**
- Studio participation rubric
 - Project rubric
 - Self-critique