



**Grade/s:** 9-12

**Enduring Idea:** Power

**Integrated Discipline:** Biology

**Unit Title:** Man vs. Nature

**Unit Designer:** Kara Luke

**Unit Description:** Learners will explore the fragile relationship between man and nature through the creation of a book sculpture. Learners will use manmade material (discarded library books) to create a nature scene. The struggle for power in terms of man vs. nature will be explored through various works from the CMA. Learners will discuss the power of nature, changing ecosystems, and how man has impacted the planet both positively and negatively.

**Images:** -Kenneth Callahan, *The Cove: Two Worlds*, 1952; CMA 1964.15  
-Thomas Lyons Mills, *Convex Map*, 2001-2006; CMA 2011.6  
-Nagakura Kenichi, *Snail*, 2006; CMA 2007.15.1  
-Charles Christian Nahl, *Buffalo Hunt*, 1865; CMA 1960.10

**Key Concept:** Using power in different forms: man vs. nature, man vs. man, man vs. society

**Essential Question:** How does the struggle for power differ when it takes the form of man vs. nature as opposed to man vs. man?

**CCSS Art:** SC High School Visual Arts Standards:  
**Standard H1-III** The student will explore prospective content in artworks.

**Standard H1-VI** The student will make connections between the visual arts, other arts disciplines, other content areas, and the world.

**Integrated CCSS:** SC High School Biology Standard:  
**Standard B-6:** The student will demonstrate an understanding of the interrelationships among organisms and the biotic and abiotic components of their environments.

**Learning Outcomes:**

1. The learner will discuss the relationship between man and nature, and point out key elements that have affected our ecosystem and way of life.
2. The learner will view examples of book sculpture as an art form and create his/her own book sculpture that conveys a deep understanding of the fragile relationship between man and nature.

**Motivator:** The teacher will give learners a small stack of book pages and ask them to create a tree in 30 minutes. This will be a competitive motivator that will introduce them to the material as well as the context of our assignment.

Day 2 Motivator: Watch excerpts of 'Chasing Ice,' a documentary film about melting glaciers in various parts of the world.

**Day Breakdown:** Day 1: Motivator exercise, discussion of exercise outcomes

Day 2: Formal introduction to unit, PowerPoint presentation, show past student examples, deep discussion about our changing ecosystem and the effects of man on our natural habitats

Day 3: Learners will create sketches of ideas, research parts of the natural world and how the landscape has changed, and develop a finite scene for their sculpture

Day 4: Demonstration for material use

Day 5-15: Book sculpture construction

**Materials:** Discarded library books, glue, tape, scissors, cardboard, wire, Xacto knives

**Resources:** Past student examples, PowerPoint presentation with professional artist examples, CMA professional works

**Assessment:** -group discussion and participation checklist  
-formal rubric with assignment outcomes

