



**Enduring Idea:** Nature

**Grade:** 9-12

**Integrated Discipline:** Language Arts and Social Studies

**Unit Title:** Personal Places of Solitude or Peacefulness

**Unit Designer:** Molly Whittaker

**Unit Description:** The transcendentalist Ralph Waldo Emerson argued that nature allows individuals to understand the realities of the world. Elements in nature such as leaves, mountains, rivers and animals all participate in this animating life force and collaborate with one another for the benefit of the individual. In the unit the learners will recognize the importance and influence of nature in literature and verse. The learners will also recognize the influence of nature in their own experiences. The learners will describe personal places of solitude or peacefulness in journal entries as well as illustrate their chosen place with innovative techniques. The learners will use linoleum and linoleum tools to create their prints.

**Images:**

Alfred Hutton, Banks of the Ashley River, 1991.11.2

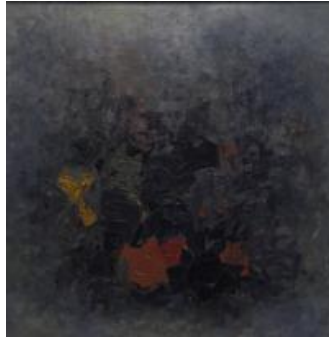
Yoshida Toshi, Morinji in Spring, 1976.40.1

Ralph Albert Blakelock, Moonlight, 1999.16

Victoria Hudson Huntley, Nocturne, 1988.36.2

Jerry T. Okimoto, Gray Conception, 1959.16





**Key Concept:** Nature can be beneficial to an individual's experience and personal character.

**Essential Question:** How is the presence of nature beneficial to individuals?

**CCSS Art:**

VAH1-1.4: Apply materials, techniques and processes with skill, confidence and sensitivity sufficient to make his or her intentions observable in the artwork he or she creates.

VAH1-3.2: Analyze and describe the relationship among subject matter, symbols and themes in communicating intended meaning in their artworks and the works of others.

VAH1-5.2: Make complex, descriptive, interpretative and evaluative judgments about their own artworks and those of others.

**Integrated CCSS:**

CCSS.ELA-Literacy.W.11-12.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Learning Outcomes:**

Learners will explore the influence and importance of nature in regards to their own experiences and interactions.

Learners will illustrate a personal place of solitude or peacefulness within the natural world.

Learners will use printing materials such as linoleum, and linoleum tools to illustrate their chosen place of solitude or peacefulness.

Learners will examine writers Henry David Thoreau, Ralph Waldo Emerson, and William Wordsworth to depict their own interactions with nature in their journals.

**Motivator:** The learners will read an excerpt from Ralph Waldo Emerson's Nature essay to introduce the notion that nature is beneficial and important to all individuals. The teacher will engage in class discussion: How is nature beneficial to individuals? How might it provide solitude or peacefulness in the world? Does nature influence or affect their experiences? How do you interact with nature? What are personal places in nature that provide you

with solitude or peacefulness? The learners will respond to class discussion and Emerson's Nature excerpt in their journals during the first class period.

### **Day Breakdown:**

#### Class Period 1

Motivation: The learners will read and respond to Ralph Waldo Emerson's Nature essay in their journals.

Teacher Demonstration: The teacher will present artist images from the Columbia Museum of Art to introduce the concept that nature influences our experiences and personal character.

The learners will also write about a place in nature that either represents personal solitude or peacefulness.

\*The teacher will collect journals.

Brainstorm: The learners will begin to explore and draw out their chosen place of solitude or peacefulness in nature.

#### Class Period 2

Motivation: The learners will read and respond to William Wordsworth's Calm is all Nature as Resting Wheel poem in their journals. How does Wordsworth use nature to depict solace or peacefulness? How does twilight benefit Wordsworth? How does he use nature to reveal his emotions or experience?

\*The teacher will collect journals.

Teacher Demonstration: The teacher will demonstrate how to cut into the linoleum with the small and large U gouge tools as well as demonstrate how to use the printing press.

Studio Time: The learners will complete their initial drawings and begin to cut into the linoleum plate.

#### Class Period 3

Motivation: The learners will read and respond to Henry David Thoreau's Nature poem in their journals. How does nature affect Thoreau's personal character? Is nature beneficial to Thoreau? How does he describe his relationship or interaction with nature?

\*The teacher will collect journals.

Studio Time: The learners will continue to cut into the linoleum printing plate.

#### Class Period 4

Studio Time: The learners will complete the linoleum printing plate and begin to print images.

#### Class Period 5

Studio Time: The learners will print images and begin to print on assorted papers.

#### Class Period 6

Studio Time: The learners will print final images and have at least seven prints using three different papers.

\*The learners will be evaluated on journal entries and the studio project rubric.

**Materials:**

Pencils  
Journals  
Linoleum Hard Blocks  
Linoleum Cutters (Large and Small U Gouge)  
White Paper  
Newsprint  
Rubber Brayers  
Tissue Paper  
Butcher paper  
Printing Ink  
Ink Plates  
Printing Press

**Resources:**

William Wordsworth's Poems: Calm is all Nature as Resting Wheel  
Henry David Thoreau's Poem: Nature  
Ralph Waldo Emerson: Excerpt From Nature

**Assessment:**

Write Three Journal Entries: The learners will examine the importance and influence of nature in literature and in verse. The learners will respond to the writers Ralph Waldo Emerson, William Wordsworth, and Henry David Thoreau in regards to their own interactions or experiences with nature in three different entries.

Studio Project Rubric:

Did the learner explore personal experiences and interactions with nature in their journals?

Did the learner choose a personal place of solitude or state of seclusion within the natural world for their composition?

Did the learner show an understanding of printing techniques? Did the learner have six prints?

Did the learner experiment with printing papers? Newsprint? Tissue paper? Butcher paper?