

SECCA EDUCATION

6th Grade Retreat Lesson Plans

1. The Value of Objects: Building Sacred Bundles
2. Project Terra Nova: Fix the Planet or Ditch the Planet?

Related SECCA Exhibition:
Collective Actions



Southeastern Center for Contemporary Art

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The Value of Objects: Building Sacred Bundles

Overview:

Students will look at and study a series of photographs by artist Mary Mattingly that explore the ways in which objects are given value. Students will learn through a guided discussion and a writing exercise how we place value on objects. Finally, using an object - or a drawing of an object - that is important to them, the students will build Bundles inspired by Mary Mattingly's artwork.

Essential Question:

How do people place value on objects?

Student Learning Objectives:

- 1 Look at and discuss Mary Mattingly's 'Sacred Bundles'.
- 2 Work in small groups and discuss different ways in which objects are given value.
- 3 Write descriptions and short stories about objects they value.
- 4 Work in small groups and construct their own 'Sacred Bundles'.
- 5 Learn how other people place value on objects.

Supplies:

Drawing paper, pencils, labels (cardstock cut to 4 x 6 or 4 x 6 index cards), twine, scissors.

Sequence:

- 1 On the day prior to using this lesson tell the students to think of and bring in an object they value. Tell the students not to bring in anything delicate or expensive and tell them that their objects are going to be part of temporary works of art that will remain in the classroom.

If the students do not want to bring an object have them make a sketch of an object they value.

- 2 Show students images of Mary Mattingly's artwork (see Resources), and ask them to look closely at the works for 2 – 3 minutes.
- 3 Divide the students into groups of 4 – 5 and have them discuss and make a list of the different ways in which objects are given value. Allow 5 – 10 minutes for the discussion. Check in with each group periodically and guide the discussion if necessary.
- 4 Have each group share with the class one of the ways they found to value objects. Allow 5 minutes.
- 5 Lead a classroom discussion on how stories influence the value we place on objects. Refer to a personal story about an object or use a well-known historic artifact or artwork as an example. Allow 5 minutes.
- 6 Within the groups, have each student write a physical description of their object on one side of the prepared labels. Include colors, shapes, approximate size and any other defining details. Allow 3 – 5 minutes.
- 7 Within the groups, have each student flip the label over to the blank side and write a short story about why they value their object. Allow 5 – 10 minutes.
- 8 Give each group a roll of twine. Using the twine, have each student attach their completed label to their object. There should be roughly 12 inches of twine between the label and the object. This will ensure that each label is visible when the artwork is completed. Allow 2 minutes.

Sequence:

- 9 Working as a team, have each group use twine to carefully bind their objects together into a Bundle. Students can use as much twine as they need to construct secure Bundles. Allow 5 – 10 minutes.
- 10 Have each group arrange their Bundle on a table so that all of the labels are visible.
- 11 Break up the groups and have the students walk through the space and look at the other Bundles. Have them read labels from the other groups to learn about the different ways people place value on objects. Allow 5 minutes.
- 12 Gather the students in a large group and lead a reflection.

Suggested Prompts:

Has this project changed the way you view the value of an object?
How has it changed the way you view the value of an object?

- 13 Display the Bundles or disassemble them and have each student take their object or drawing home.

About Mary Mattingly:

Mary Mattingly (born 1978) is an American visual artist living and working in New York. She was born in Rockville, Connecticut in 1978. She has studied at Parsons School of Design in New York, and received her Bachelor of Fine Arts (BFA) from Pacific Northwest College of Art in Portland, Oregon. She is the recipient of a Yale University School of Art Fellowship.

Mattingly explores the themes of home, travel, cartography, and humans' relationships with each other, with the environment, with machines, and with corporate and political entities. She has been recognized for creating photographs and sculptures depicting and representing futuristic and obscure landscapes, for making wearable sculpture, "wearable homes," and for her ecological installations, including the Waterpod (2009).

Additional information about Mary Mattingly can be found at:

<http://www.interviewmagazine.com/art/mary-mattingly>

<http://art-rated.com/?p=1110>

<http://www.art21.org/newyorkcloseup/films/mary-mattingly-owns-up/>

Resources:



Mary Mattingly, *Pull*, 2013

Mary Mattingly, *Terrene*, 2014



The rope-wrappings are unwound like cycles of production through a chain of formal and informal exchanges: materials mined, products made, distributed, bought, exchanged, eventually thrown away, part of another cycle.

Mary Mattingly, *Cube 4*, 2014



Researching each item's history is a way for us to begin an attended funeral prayer, illuminating rituals and tragedies embedded in objects in a precarious world. From the over-extraction of the earth, to the working conditions of workers and distributors, to the chemicals that enter the air and water affecting everyone, each object is embedded with trauma.

Project Terra Nova: Fix the Planet or Ditch the Planet?

Objective:

Students will study environmentalist artwork and the different ways that humans have negatively and positively impacted the planet Earth. Through a guided activity and group discussions students will think critically about the characteristics of a sustainable civilization and design their own sustainable colonies. Finally, students will defend their colonies through group debates.

Essential Question:

What are the characteristics of environmental sustainability?

Supplies:

Pencils and Project Terra Nova packets (attached at the end of this lesson).

Sequence:

- 1 Read through both Project Terra Packets before implementing this lesson.
- 2 Define and discuss the definition of Environmental Sustainability with the class.

Environmental sustainability is the rates of renewable resource harvest, pollution creation, and non-renewable resource depletion that can be continued indefinitely. If they cannot be continued indefinitely then they are not sustainable.

- 3 Divide the class into four equal groups.
- 4 Read the introduction to Project Terra Nova to the entire class found on page 1 of both packets.
- 5 Give two groups the Fix the Planet packet and two groups the Ditch the Planet packet.
- 6 Have all four groups read through the second page of their packets. Allow five minutes for reading and questions about their mission.
- 7 Allow at least 30 minutes for the groups to complete their packets.
- 8 Combine both Fix the Planet groups with one another and both Ditch the Planet Groups with one another so that there are two large groups and have them discuss the similarities and differences between their colonies. Allow at least 5 minutes for discussion.
- 9 Have each of the two larger groups prepare at least 5 questions for the other groups. Taking turns, have each group ask the other their questions one at a time. Give the students 5-10 minutes to debate and discuss the different challenges they had to face and the different solutions they brainstormed.

PROJECT: TERRA NOVA

Space Colony



United Earth Federation

PROJECT: TERRA NOVA

March 4, 2059 -

A devastated and polluted Earth is on the brink of environmental collapse. In a last-ditch effort to save the human race from extinction an international scientific organization known as TERRA NOVA has been created by the United Earth Federation. TERRA NOVA has recruited you and your colleagues to lead the fight for survival.

Your Mission:

To establish independent colonies and insure that at least some of the human race survives. You may use existing technologies or invent new technologies to complete your mission.

In order to increase the odds of success TERRA NOVA has divided you into four colonies:

Two colonies will remain Earthbound and attempt to reverse the damage done to the planet.

Two colonies will leave the Earth to build a new home for humanity among the stars.

The future of mankind rests in your hands.

PLEASE OPEN THIS BOOKLET FOR YOUR COLONY ASSIGNMENT

COLONY ASSIGNMENT:

Due to your skills and knowledge, you and your colleagues have been chosen to leave Earth.

Your group is in charge of establishing a human colony on **Tau Ceti e**, a habitable planet located 11.9 light-years away. Long range telescopes confirm that **Tau Ceti e** is Earth-like and supports abundant plant and animal life.

Surviving on **Tau Ceti e** will be easy... getting there alive is the hard part.

Travel Time to Tau Ceti e: 12 years

Number of People on the Spaceship: 1,000

Mission Preparation

Before the spaceship launches, you must consult with your colleagues and address the following issues involved with space travel.

Name the Spaceship and the Colony

Air Supply and Water Supply

Health and Medicine

Food Production

Waste Management

Energy

Living Quarters / Sleeping Quarters

Maintenance and Manufacturing

Transportation

Recreation

Laws and Government

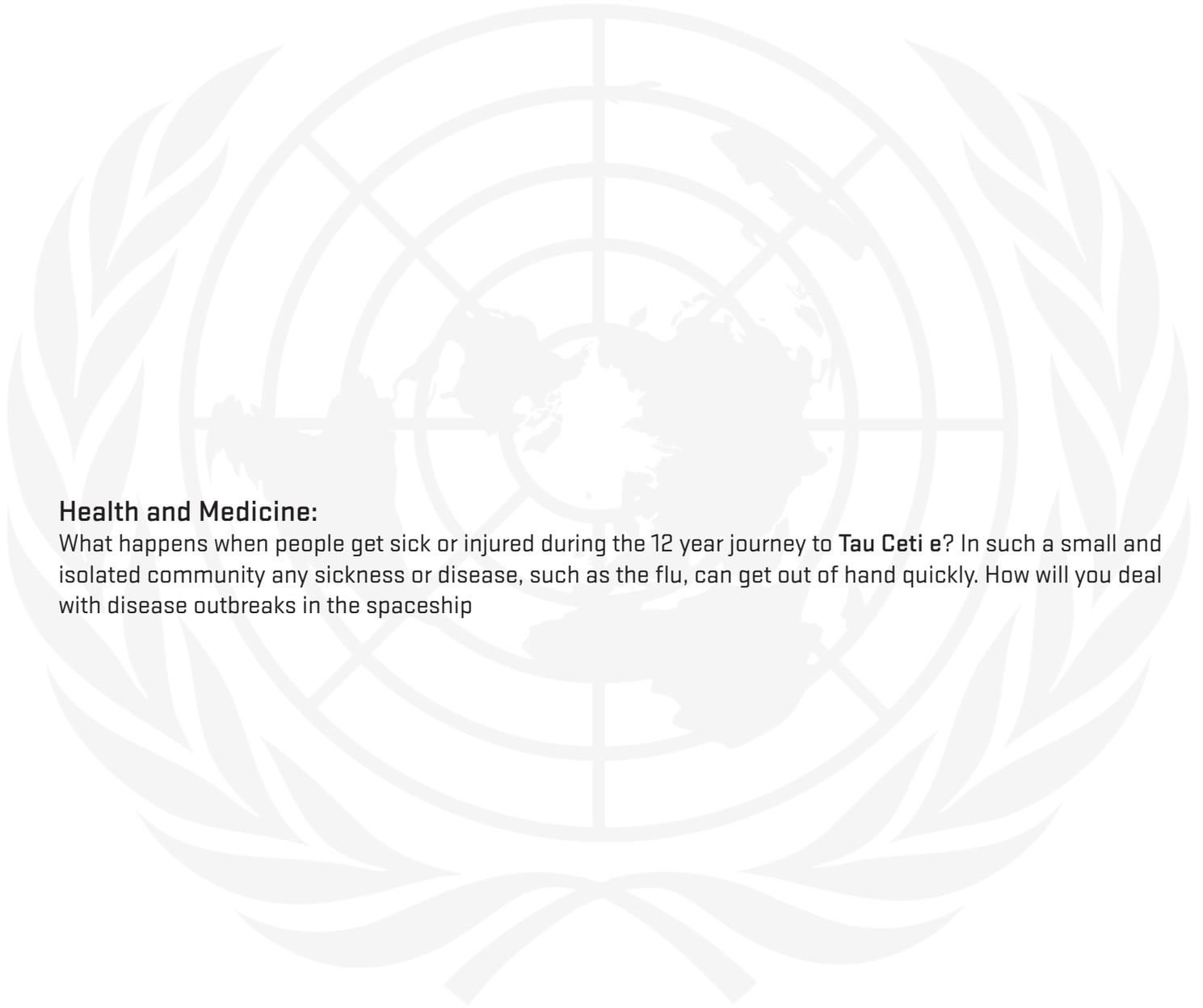
Name the Spaceship and the Colony:

Air Supply and Water Supply:

How will you create a breathable atmosphere on the spaceship? How will you find or make clean drinking water on the spaceship?

Health and Medicine:

What happens when people get sick or injured during the 12 year journey to **Tau Ceti e**? In such a small and isolated community any sickness or disease, such as the flu, can get out of hand quickly. How will you deal with disease outbreaks in the spaceship

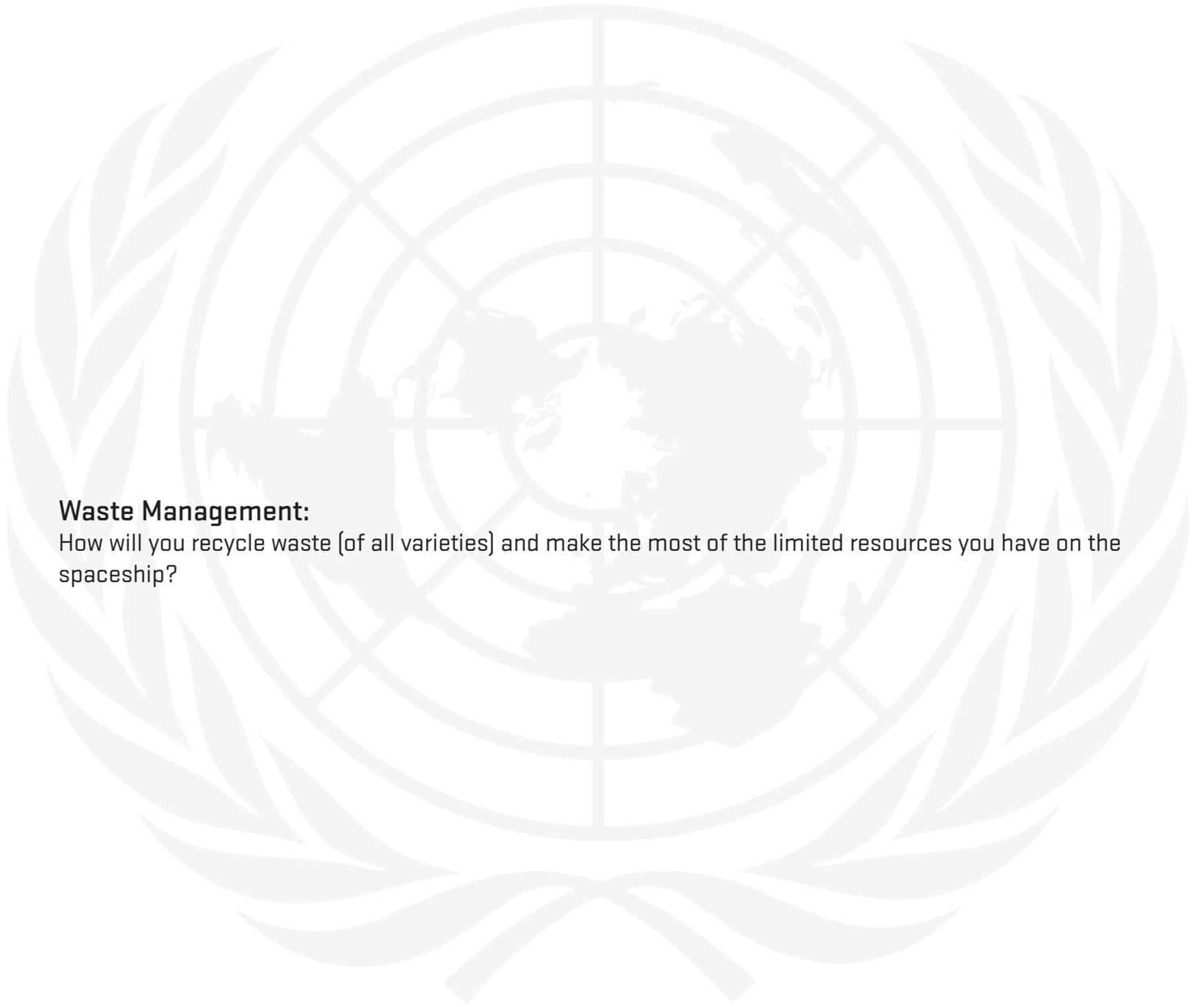


Food Production:

Describe the types of food you will grow on the spaceship. How will you grow and store food? If a crop fails and there is a severe food shortage on the spaceship, how will you decide who gets food and who doesn't?

Waste Management:

How will you recycle waste (of all varieties) and make the most of the limited resources you have on the spaceship?



Energy:

How will the spaceship be powered? Will you rely on solar energy, nuclear or something else entirely?

Living Quarters / Sleeping Quarters

Space will be at a premium on the ship. Where will the people live? How will people sleep on the ship? What if there is no gravity? Describe some of the things people on the spaceship will need in their living quarters.

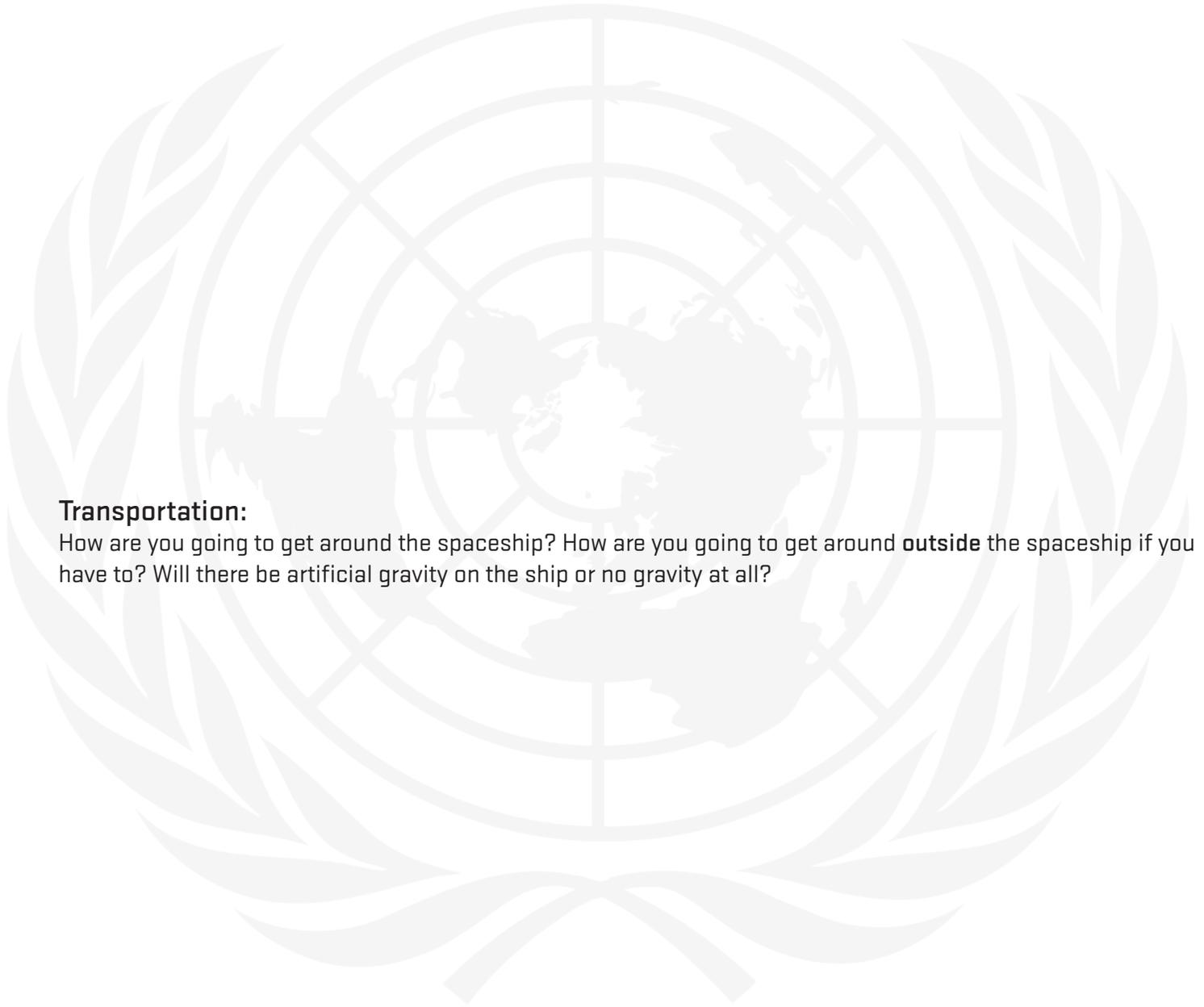


Maintenance and Manufacturing:

How will you make what you need on the spaceship? Where will you get the raw or recycled materials? What if the spaceship breaks and you need to make repairs?

Transportation:

How are you going to get around the spaceship? How are you going to get around **outside** the spaceship if you have to? Will there be artificial gravity on the ship or no gravity at all?

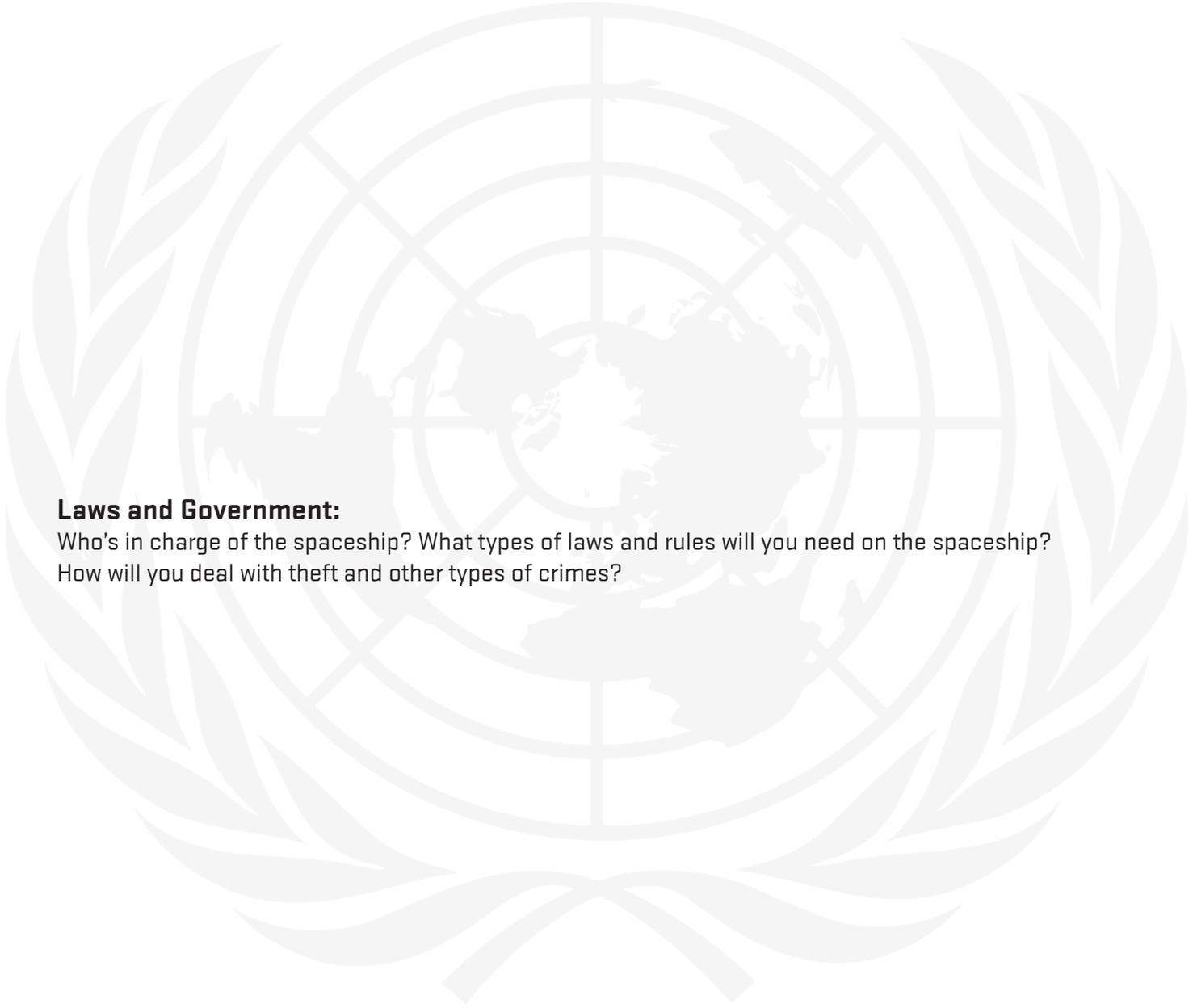


Recreation:

How will people stay entertained and physically fit during the 12 year journey to **Tau Ceti e**?
What types of sports and activities will you do on the spaceship?

Laws and Government:

Who's in charge of the spaceship? What types of laws and rules will you need on the spaceship?
How will you deal with theft and other types of crimes?



What will you miss most about the planet Earth?

What will you not miss about the planet Earth?



PROJECT: TERRA NOVA

Sustainable Earth Colony



United Earth Federation

PROJECT: TERRA NOVA

March 4, 2059 -

A devastated and polluted Earth is on the brink of environmental collapse. In a last-ditch effort to save the human race from extinction an international scientific organization known as TERRA NOVA has been created by the United Earth Federation. TERRA NOVA has recruited you and your colleagues to lead the fight for survival.

Your Mission:

To establish independent colonies and insure that at least some of the human race survives. You may use existing technologies or invent new technologies to complete your mission.

In order to increase the odds of success TERRA NOVA has divided you into four colonies:

Two colonies will remain Earthbound and attempt to reverse the damage done to the planet

Two colonies will leave the Earth to build a new home for humanity among the stars.

The future of mankind rests in your hands.

PLEASE OPEN THIS BOOKLET FOR YOUR COLONY ASSIGNMENT

COLONY ASSIGNMENT:

Due to your skills and knowledge, you and your colleagues have been chosen to remain on Earth.

Your group is in charge of establishing an environmentally friendly and sustainable colony that will allow humanity to live on the harsh new Earth. Pollution has filled the air and water with toxins and the oil and coal that was once used to power the planet has run out.

Earth is no longer the paradise it once was.

Number of People in the Colony: 5,000

Colony Location:

Before you begin planning your colony you and your group must decide on a location. Keep in mind access to natural resources, such as water, food and building materials, when choosing a location.

You may choose from the following geographic areas listed below - **Please circle your choice**

The Mountains - The Plains - The Ocean - The Tropical Island - The Rainforest - The River Valley - The Desert

Mission Preparation

Before you embark on your mission you must consult with your colleagues and address the following issues:

Name Your Colony

Air Supply and Water Supply

Health and Medicine

Food Production

Waste Management

Energy

Living Quarters

Maintenance and Manufacturing

Transportation

Recreation

Laws and Government

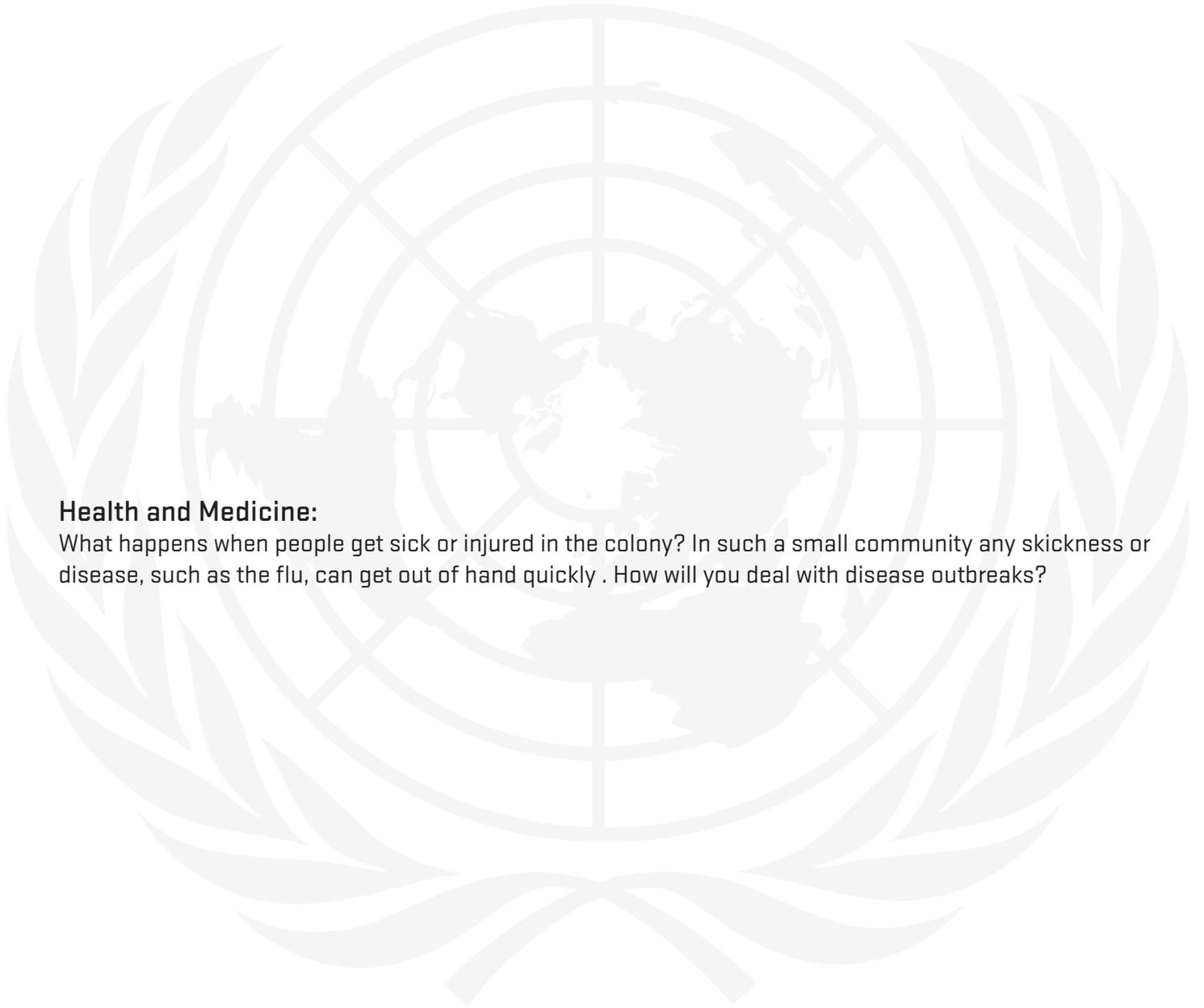
Name Your Colony:

Air Supply and Water Supply:

How will the colony address high levels of pollution in the air and water? How will you clean the air and water? If the pollution is too severe and you are forced to live indoors, how will you get clean air and water?

Health and Medicine:

What happens when people get sick or injured in the colony? In such a small community any sickness or disease, such as the flu, can get out of hand quickly . How will you deal with disease outbreaks?

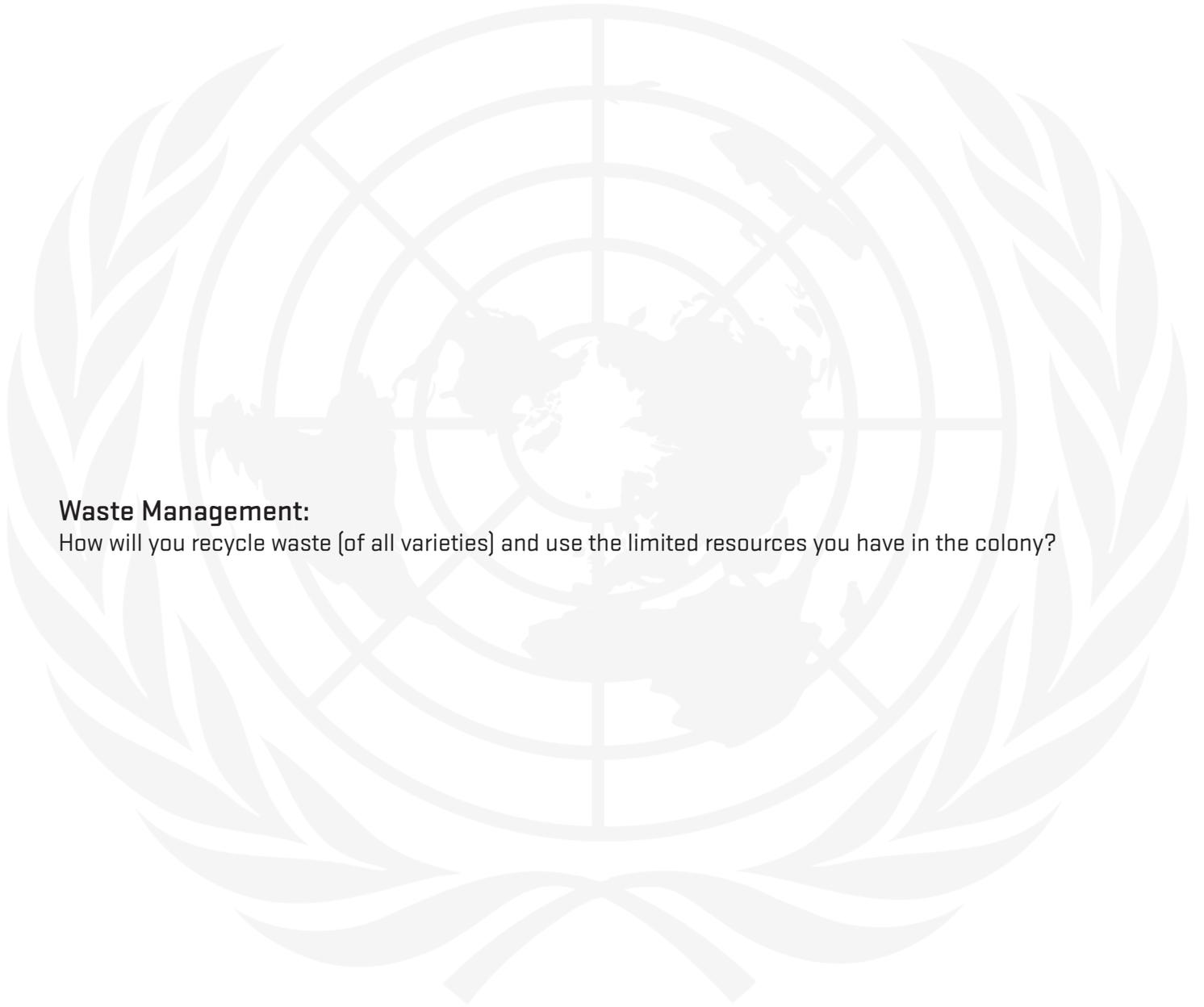


Food Production:

Describe the types of foods you will grow. How will you grow and store food? If a crop fails and there is a severe food shortage, how will you decide who gets food and who doesn't?

Waste Management:

How will you recycle waste (of all varieties) and use the limited resources you have in the colony?



Energy:

How will the colony be powered? Will you rely on solar energy, atomic, wind, water or something else entirely? Does the colony even need electricity?

Living Quarters / Sleeping Quarters

Where will people live in the colony? Above ground, below ground, indoors, outdoors, on the water, under the water? Describe the living quarters and some things people in the colony will need in their living quarters.



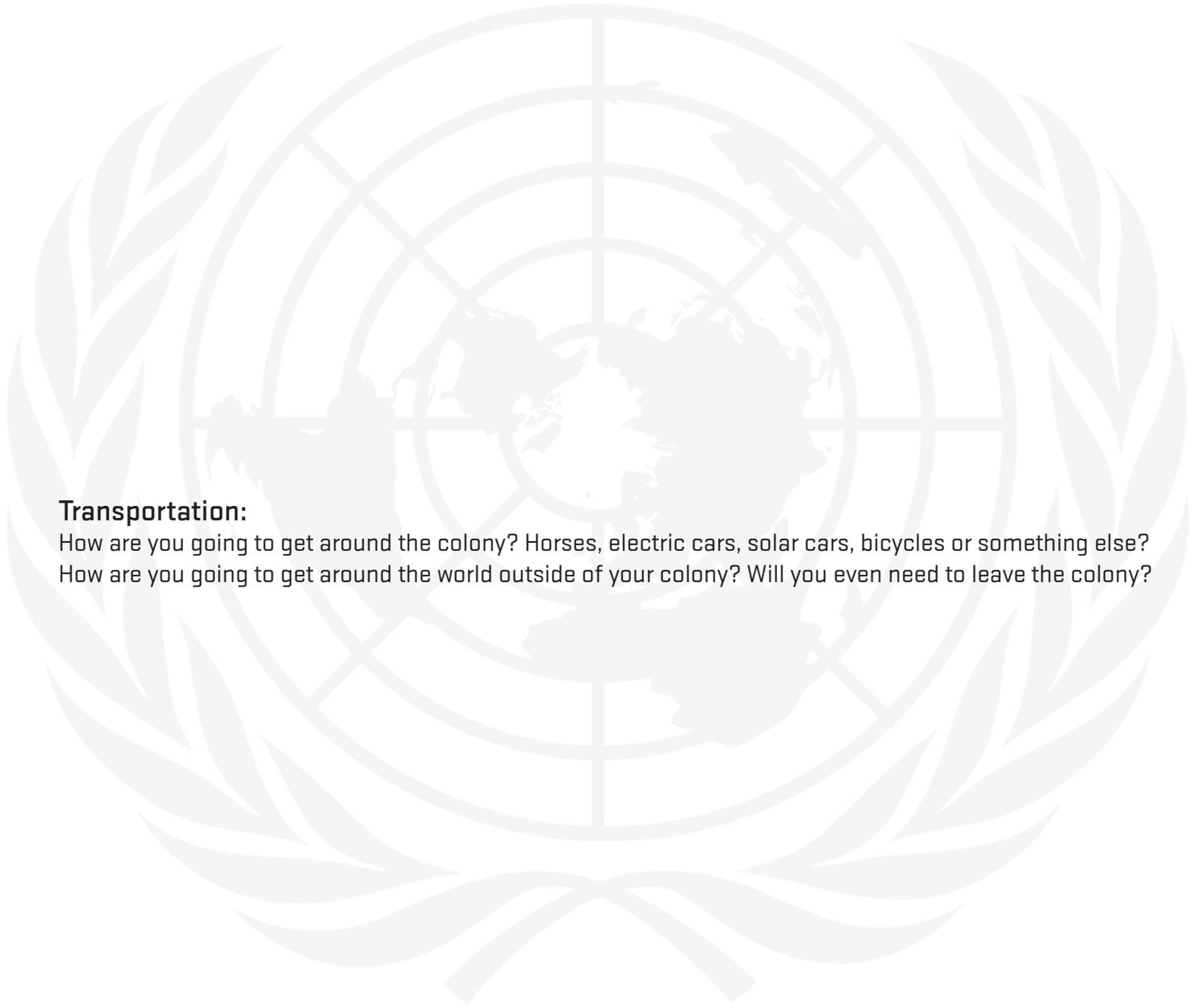
Maintenance and Manufacturing:

How will you make what you need in the colony? Where will you get the raw or recycled materials?

Transportation:

How are you going to get around the colony? Horses, electric cars, solar cars, bicycles or something else?

How are you going to get around the world outside of your colony? Will you even need to leave the colony?

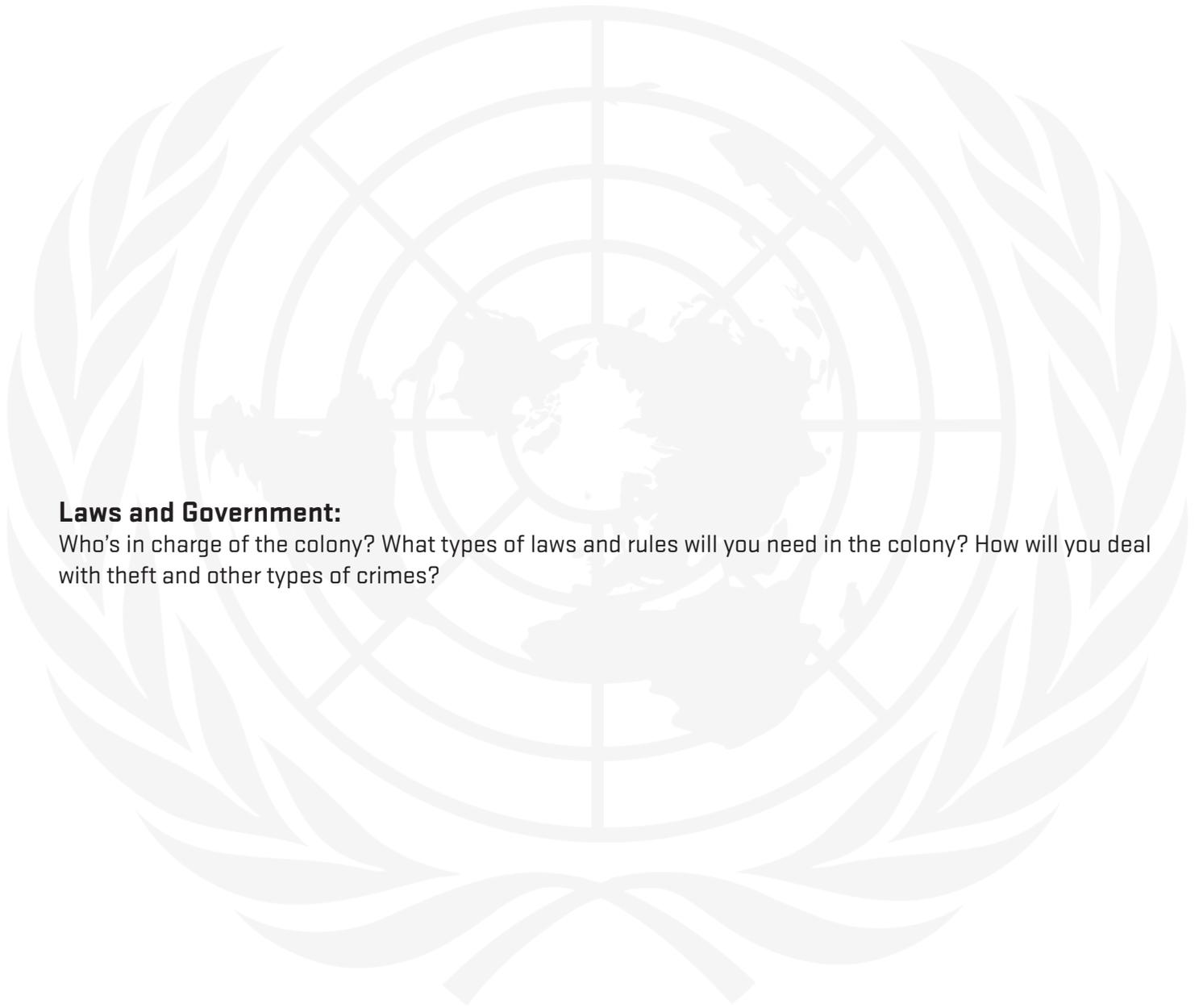


Recreation:

How will the people stay entertained and physically fit in the colony?

Laws and Government:

Who's in charge of the colony? What types of laws and rules will you need in the colony? How will you deal with theft and other types of crimes?



What will you miss most about the old planet Earth?

What will you not miss about the old planet Earth?

