

## InsideArt, Fall 2016 — *Extracted*

**Title**

Extraction and Responsibility: Exploring Ecological Footprinting through the work of Mary Mattingly

**Estimated Time for Completion of Lesson**

1-2 class periods.

**Concept/Main Idea of Lesson**

The Anthropocene is a proposed geological epoch that begins when human activities started to have a significant global impact on Earth's geology and ecosystems. In this lesson, students will consider how humans are “extractive” beings, leaving ecological footprints by their interactions with the environment.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts

Social Studies

Environmental Studies

**Curriculum Standards**

*Next Generation Sunshine State Standards*

Visual Arts: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Social Studies: Understand how human actions can impact the environment.

*National Standards for Arts Education*

#7: Perceive and analyze artistic work.

#8: Interpret intent and meaning in artistic work.

#11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*National Council for the Social Studies*

People, Places, and Environments

Production, Distribution, and Consumption

Science, Technology, and Society

Global Connections

*Common Core*

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **Instructional Objective**

The student will:

- define unit-specific vocabulary by maintaining a “word wall”;
- describe and analyze the work of Mary Mattingly through a guided visual analysis exercise;
- analyze humans’ responsibility to Earth by viewing a video and engaging in a think-pair-share activity;
- sharpen their critical thinking and writing skills by writing a reflection in their student journals.

### **Learning Activities Sequence**

#### **Attention-Getter:**

1. Access the PowerPoint presentation, “Mary Mattingly (Extracted, Day 1).” Project slide 1 on a screen for all students to view. Give students 2-3 minutes to view the image, allowing them to inspect the image close-up to make out individual elements, if they wish.
2. Guide their visual analysis and whole-class discussion by asking:
  - Describe the scene.
  - What is the person doing?
  - Describe what she is pulling: what is the ball of things made up of?
  - How is it all held together?
  - Why do you think she is pulling the ball of things?
  - Where is this scene taking place?

Tell students that the work is called *Pull*. It was created by artist Mary Mattingly. In this work, Mattingly uses a previous work, *Terrene* (2012), a twine-wrapped parcel of her belongings: books, magazines, a lamp, purses, and other household objects. In *Pull*, she then drags this across a city sidewalk, visibly straining with its heft.

- What is the artist trying to convey with this work?

**Word Wall:** To start this unit, tell the class that they will be creating and maintaining a Word Wall. A word wall is a systematically organized collection of words displayed on a wall or other large display place in the classroom. Typically, they are high-frequency vocabulary words that are used in a unit of study; for secondary classrooms, brief definitions should accompany accurate spellings. Illustrations or other graphic representations can also be included. Word Walls are especially helpful for ELLs but are of value for all students, particularly if the words are outside the regular course of study. Suggested terms for the Word Wall for this unit are located on the “Word Wall” resource sheet.

Words for the Word Wall can be added as they are encountered in the unit of study or they can be placed on the wall from the unit’s inception. Alternate strategies include simply writing the words and definitions on the board and/or having students write the words and definitions in their student journals.

**PPT-Guided Interactive Lecture:** Using the PowerPoint presentation developed for this lesson, have students explore Mary Mattingly’s work pausing to ask questions and clarify understandings. Note that questions and suggestions have been imbedded in the Notes View of the PPT slides.

**Think-Pair-Share with Video Prompt:** Access the 9-minute video, *Mary Mattingly Owns Up* (<http://www.art21.org/newyorkcloseup/films/mary-mattingly-owns-up/>). Ask students to consider this question as they view the video clip:

- Do objects come with responsibility?

### **Closure**

Write these questions on the board, asking students to discuss first in pairs and then as a whole group:

- Do you agree with the Anthropocene being added as an epoch in human history? Why? Explain your reasoning.
- What does it mean to be an “extractive being”?
- Should countries with high ecological footprints be required to invest in environmental clean-up efforts?
- Should people with higher ecological footprints be required to pay an “ecological tax”?
- Do you feel personally responsible for objects you acquire in your life?

### **Evaluation**

Advance the PowerPoint presentation to the final slide. Have students reflect on and respond to this quotation by Mary Mattingly in their student notebooks:

"We're probably doomed as humans if we don't start thinking in a posthuman way."

Mary Mattingly

### **Optional Extension Activities**

**Online “footprint” quizzes:** Allow students to take an online quiz to determine the ecological impact they are having on the planet. Some possibilities include:

- Global Footprint Network: <http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>
- World Wildlife Fund: <http://footprint.wwf.org.uk/>
- The Nature Conservancy: <http://www.nature.org/greenliving/carboncalculator/>
- Earth Day Network: <http://www.earthday.org/take-action/footprint-calculator/>

**The “Happy Planet Index” (HPI):** The HPI measures human well-being and environmental impact, giving higher scores to nations with lower ecological footprints. Access the worldwide map and results at: <http://www.happyplanetindex.org/>. Have students consider: Which countries in the world have the highest HPI? Which countries have the lowest HPI? What are some possible reasons for these results?

### **Materials and Resources**

Computer, Projector, Speakers  
PowerPoint: Mary Mattingly (Extracted, Day 1)  
Resource Sheet: Word Wall

### **Internet Links**

<http://www.marymattingly.com>

<https://www.youtube.com/watch?v=gujH5oYmHcY>

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

<https://www.artsy.net/artist/mary-mattingly>

<http://www.artinamericamagazine.com/news-features/interviews/life-of-objects-an-interview-with-mary-mattingly/>

### **References**

Estefan, Kareem. (2016). *Mary Mattingly*. Art in America. Retrieved from: <http://www.artinamericamagazine.com/reviews/mary-mattingly>.

Lindquist, Greg. (2013). *Life of Objects: An Interview with Mary Mattingly*. Retrieved from: <http://www.artinamericamagazine.com/news-features/interviews/life-of-objects-an-interview-with-mary-mattingly/>

Mary Mattingly. (2016). *Mary Mattingly: Work and Biography*. Retrieved from: <http://www.marymattingly.com>.