

InsideArt, Fall 2016 — *Extracted*

Title

Consumers of Toxins: The Work of Marina Zurkow

Estimated Time for Completion of Lesson

2 class periods.

Concept/Main Idea of Lesson

Marina Zurkow's work focuses on petrochemicals and how they are ever-present in our daily lives. Students will learn about various petrochemicals and the ways we are daily consumers of such chemicals.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Environmental Studies

Social Studies

Art

Curriculum Standards

Next Generation Sunshine State Standards

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

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.

Instructional Objective

The student will:

- define unit-specific vocabulary by maintaining a "word wall";
- engage in critical analysis of various panels of art via VTS orally as a class;
- analyze quotes about the exhibition orally as a class;
- investigate and report on a single petrochemical by creating a PPT slide;

- discover his/her consumption of petrochemicals by creating a petrochemical log.

Day 1 Learning Activities Sequence

Attention-Getter: Slide 2

What is a *Petrochemical*?

Petrochemical: A chemical substance obtained from petroleum or natural gas, as gasoline, kerosene, or petrolatum.

What is a *Manga*?

Manga: A Japanese graphic novel, typically intended for adults, characterized by highly stylized art.

Word Wall: Words to add to the word wall for this lesson include: petrochemical, Manga, PET, PVC, HDPE, PMMA, polystyrene, polyurethane, ammonia, nylon, and paraffin.

PPT-Guided Interactive Lecture: Using the PowerPoint presentation (PPT) developed for this lesson, students will learn more about the artist and explore her 2012 work: *The Petroleum Manga*. Quotes and questions are embedded in the Notes View of the PPT slides and listed below. Additional information is embedded in the Notes View of the PPT.

Slide 6:

Ask Students

- What do you see in these panels?
- What's going on in these panels?
- What do you see that makes you say that?

Slide 7:

Have a student read aloud, "The convenience and the good that plastics provide human lives is indisputable, and the collection does not try to look away from this fact." –

Michael McLane

Ask Students

- What do you think this reviewer of Marina Zurkow's collection is suggesting?

Slide 9:

Have a student read aloud, "It is the place where the desire and the love of an individual comes most into conflict with the ability of petrochemicals to save a single life, at the potential cost of many more. At that moment, environmental social justice, global warming, and binaries fall apart..." –Michael McLane

Ask Students

- Are petrochemicals bad?

Activity: Petrochemicals

Slide 10:

Have each student choose one petrochemical highlighted in Marina Zurkow's work: PET, PVC, HDPE, PMMA, polystyrene, polyurethane, ammonia, nylon, and paraffin.

Research this petrochemical:

- What is it?
- How is this chemical used?
- What products contain this chemical?

- What makes this chemical harmful to the environment and/or toxic to humans and animals?

Have students create a PPT slide to share his/her findings with the class. Collect all their slides and combine into one PPT presentation. Organize presentation by petrochemical.

Application Activity: Petrochemical Log

Have students keep a log from the end of class to the beginning of class the next day of everything they use that contain the chemicals highlighted in the class PPT.

Day 2 Learning Activities Sequence

Activity: Petrochemicals

Have each student present their PPT slide to the class.

Word Wall

Review word wall and check student understanding of each word.

Closure

Have students look over their Petrochemical log. Engage the class in a conversation about how we are consumers of petrochemicals and their effects on humans, animals, and the environment.

Evaluation

- PPT slide on a petrochemical
- 24-hour Petrochemical log
- Class participation
- Vocabulary from Word Wall

Optional Extension Activity

- Marina Zurkow created "Slurb" for the Lights on Tampa public art program in 2009. Have students watch the video and engage in a conversation on what the artist is trying to convey about their hometown:
https://www.youtube.com/watch?v=8k_jY7xCPYY. After students have discussed the video, pass out the article titled, "Marina Zurkow: Slurb" and have students take turns reading the piece aloud (article found at http://o-matic.com/press/zurkow_slurb_voeller.pdf)

Materials and Resources

- Computer, Projector, Speakers
- PowerPoint: Marina Zurkow (Extracted, Day 3a)
- Resource Sheet: Word Wall
- Copies of article (http://o-matic.com/press/zurkow_slurb_voeller.pdf)

Internet Links

<http://www.dictionary.com/browse/petrochemical>
<http://www.dictionary.com/browse/manga>

References

http://o-matic.com/press/zurkow_slurb_voeller.pdf

Bio. Retrieved from: <http://o-matic.com/about/about.html>

Marina Zurkow. Retrieved from: https://en.wikipedia.org/wiki/Marina_Zurkow

McLane, M. *Marina Zurkow's "The petroleum manga"*. Retrieved from: <https://tarpaulinsky.com/2016/02/marina-zurkow-2/>

Zurkow, M. (2016). *Marina Zurkow biography*. Retrieved from: <https://www.artsy.net/artist/marina-zurkow>

Zurkow, M. (2009). *Slurb*. Retrieved from: https://www.youtube.com/watch?v=8k_jY7xCPYY