

InsideART, Spring 2020 — *The Sponge Exchange & FloodZone*

Title

Hope Ginsburg: Building Community through Learning and Art

Estimated Time for Completion of Lesson

1 class period

Concept/Main Idea of Lesson

This lesson is an introduction to the work of artist Hope Ginsburg who explores issues of human interaction with the environment.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

- Social Studies:

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

National Standards for Arts Education

Anchor Standard 4: Understanding the visual arts in relation to history and cultures.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies

People, Places, and Environments

Common Core

VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source

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.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Objective

The student will:

- view and analyze selected art works by Hope Ginsburg;
- contemplate how the artist's concern and interest in the natural world impact her artistic expression;
- consider the notion of human-environment interaction;
- reflect on an element of the natural world in his/her own experience.

Learning Activities Sequence**Pre-Active Teaching**

Review the information provided in the "Notes View" of the PowerPoint and then view the PPT in "slide show" mode to become acquainted with the animations embedded.

Cue the audio clip to begin at the start (the first 2 minutes will be played):

http://media.icompendium.com/hopegins_Land-Dive-Team-Amphibious-James-Live-Performance.mp3

Attention-Getter:

Activate PPT and advance to slide 2. Dim the lights, ask students to get comfortable in their seats, and ask students to close their eyes to heighten their hearing,

Direct them to listen to the audio clip, keeping in mind the four questions posed on the screen (read these four questions aloud before starting the audio clip):

- What do you hear?
- What sounds can you make out?

- What/Who is making the sounds?
- Where do you think this is taking place?

Stop the audio clip at the 2-minute point, ask students to open their eyes, and jot down their responses to the four questions in their notebooks or on a sheet of paper.

After giving students a couple of minutes to write down their thoughts, ask volunteers to share their responses to each of the questions.

Prompt a discussion (either whole-class or in pairs) by asking: What one word comes to mind as a result of listening to this audio clip?

Explain that the audio clip is from a work by Hope Ginsburg, an artist deeply concerned about environmental issues.

Advance to slide 3: Explain that *Land Dive Team: Amphibious James* was a public performance at the site of the James River in Virginia. The work involved musicians, a dive team (including the artist), meditation on the species that live in and on the river.

Slides 4-7: Show students stills from *Land Dive Team: Amphibious James*.

Brief Artist Biography:

Slides 8-9: Provide students with some background information on Hope Ginsburg, pausing to explain the central concepts and art mediums present and reflected in her work.

Historical Photo Analysis

Slide 10: Give students 1-2 minutes to view the black and white photograph. Ask:

When might this photograph have been taken?

Where was this photo taken?

What objects can you identify?

What are the people doing?

After discussing their guesses, tell students that this photograph was taken at the beginning of the 20th century in Tarpon Springs, Florida, a city with a long history in the sponge industry.

Presentation: Tarpon Springs History

Slides 11-16: Share brief history of Tarpon Springs and sponge diving.

Hope Ginsburg's *Sponge Exchange* (2019)

Slides 17- 19: Introduction to *Sponge Exchange*. Give students a taste of the more in-depth lesson they will embark on tomorrow.

Closure: Quote by Hope Ginsburg:

Slide 20: Read aloud (or ask a volunteer) the quote by Hope Ginsburg. Ask students to reflect on the "importance of preserving the visual." What objects and places in their environment do they feel are important to preserve?

Evaluation

Reflect on a place in the natural world important to you (it could be somewhere you go to now or have visited in the past). Prepare a reflection on this place by doing one of the following:

- Writing an essay
- Creating a poem
- Composing a song or piece of music
- Drawing a picture
- Creating a photographic collage
- Recording a video

Materials and Resources

- Computer
- Projector
- Speakers
- Screen
- PowerPoint presentation: *Hope Ginsburg: Building Community through Learning and Art* --- Day 1.Hope Ginsburg (Overview & Bio)
- Paper, pencils or pens for writing

Special Learner Accommodations

Extra time for note-taking

Translation dictionaries for ELLs

Visually-rich PPT

Small group discussions

Alternative assessment options

References

Cue Art Foundation. (2011). *Emily Sessions on Hope Ginsburg*. Retrieved from: <http://cueartfoundation.org/young-art-critics-essays/2013/8/8/emily-sessions-on-hope-ginsburg>

Ginsburg, H. (2019). *Hope Ginsburg*. Retrieved from: <http://www.hopeginsburg.com/>

SpongeDocks.net. (2019). *Tarpon Springs Culture and History*. Retrieved from: <https://spongedocks.net/tarpon-springs-history/>

Tarpon Springs Chamber of Commerce. (2019). *History of Tarpons Springs*. Retrieved from: <https://www.tarponspringschamber.org/history-of-tarpon-springs>