

## Mark Dion: *Troubleshooting*

### ***Day 1: A New Way of Thinking about Art***

#### Concept/Main Idea of Lesson

This lesson will orient students to the work of artist Mark Dion, introducing them to the exhibition *Troubleshooting* and its special connection to Florida.

#### Intended Grade Level

Grades 6-12

#### Infusion/Subject Area(s)

Visual Art

Science

Social Studies

#### Florida Curriculum Standards

Visual Art:

VA.5.C.3.3: Critique works of art to understand the content and make connections with other content areas.

VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.

VA.68.C.3.1: Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

VA.912.H.3.1: Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

Science:

SC.8.N.4.2 C. Human activities and natural events can have profound effects on populations, biodiversity and ecosystem processes.

SC.912.L.17.20 Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

SC.912.L.17.16 Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

Social Studies:

SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

SS.912.G.5.3: Analyze case studies of the effects of human use of technology on the environment of places.

## National Council for the Social Studies Curriculum Themes

Culture: Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.

People, Places, & Environment: Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

Science, Technology, & Society: Technology is as old as the first crude tool invented by prehistoric humans. Our modern life would be impossible without technology and the science that supports it. Today's technology forms the basis for many difficult social choices.

Global Connections: The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.

### Common Core:

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

### **Learning Activities Sequence**

#### Set Induction:

- Bring in some old/used objects such as an old light bulb, a mesh produce bag, and slivers of soap. (Alternately, show the slide from the PowerPoint presentation that has images of these items.)
- Ask students: What other purposes can these items serve (other than their original intended purpose)? Accept all reasonable answers.

Share with students that mesh produce bags can be saved and used as pot scrubbers when washing dishes; soap slivers can be melted in the microwave or in a saucepan and formed into a new bar of soap; old light globes turned upside down can be used as flower vases or candle holders. (These new purposes are included in the Powerpoint presentation as well.)

- Say: Today we will begin studying the work of Mark Dion, an artist who uses “found objects” in new and meaningful ways to educate and make statements about the environment and other social issues.

### Learning Activity 1: Word Wall

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. 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 (in this curriculum project, many of the words are likely to be art-specific). Suggested terms for the Word Wall for this unit are:

- Aesthetics: concerned with the nature and appreciation of beauty, especially in art
- Assemblage: a two or three dimensional artwork made by putting together found objects
- Cabinet of Curiosity: a collection and display of seemingly unrelated artifacts that shows their interconnectedness in ways that encourage curiosity about the world
- Diorama: a three-dimensional miniature or life-size scene in which figures, stuffed wildlife, or other objects are arranged in a naturalistic setting
- Found Objects: objects which have not been designed for an artistic purpose, but used for artistic expression. Found objects can be manufactured items or things which occur in nature.
- Installation: a large sculpture-like artwork which alters the way a space is experienced
- Lithograph: a print produced by printing an image on a flat surface, such as a sheet of zinc or aluminum
- Mixed Media: a technique that uses two or more artistic media (materials and methods)
- Museum: a place where objects of lasting interest or value are exhibited
- Natural History Museum: a place where objects from the natural and human-made world are exhibited
- Naturalist: a person involved in the scientific study of (or education about) nature and the natural world
- Photography: images recorded by a camera and reproduced on a photosensitive surface
- Repurpose: to use an object in a different way than the original intention
- Sculpture: the art of making two- or three-dimensional representative or abstract forms, especially by carving stone, marble, or wood or by casting metal or plaster.
- Taxidermy: the art of preparing, stuffing, and mounting the skins of animals with lifelike effect
- Technique: a method or procedure used to create a work of art
- Troubleshooting: to solve problems
- Visual arts museum: a space for the exhibition of art, usually in the form of paintings, sculpture, works on paper, videos, and installations

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.

Learning Activity 2: PowerPoint on Mark Dion's life and work

**ATTACHMENT: 2.MarkDion\_student\_version.ppt**

Using the PowerPoint presentation developed for this unit, have students explore Mark Dion's work pausing to ask questions and clarify understandings.

On slide 12, define any of the following words if needed:

- humor: something that is comical (funny) in written, oral, or graphic form
- irony: the use of words or actions that mean the opposite of what they say literally
- metaphor: a figure of speech that suggests similarity between one thing and another

Closure: Exit Ticket

**ATTACHMENT: 3.ExitTicket.pdf**

An Exit Ticket is a 5-minute, end-of-class exercise that can be an efficient way to check for comprehension and gather feedback from students. They can provide an opportunity to determine students':

- understanding of key concepts
- remaining questions
- attitude towards the content or instructional methodology

For this lesson, the Exit Ticket question is: What do you think of Mark Dion's work so far? Which piece did you like best --- why?

[Note: a template for the exit ticket is included with this lesson. Simply photocopy as many sheets as you need, distribute to students, and have them write their responses on the back of their ticket.)

Give students time at the end of the lesson to complete their exit ticket.

Have students turn in their Exit Ticket on the way out of class. Review before the next class so that any concepts can be clarified, questions answered, or suggestions can be incorporated in the following day's lesson.

## **Evaluation**

Check for comprehension throughout the lesson by using the question prompts imbedded in the lesson and PowerPoint.

Solicit feedback on the lesson by reviewing and synthesizing the information gathered via the Exit Ticket.

**Materials and Resources**

Old/used items (realia or images on PowerPoint)  
Computer and projector for PowerPoint presentation  
Mark Dion PowerPoint presentation  
Exit Ticket

**References and Internet Links**

Mark Dion. (2012). Résumé.

[http://www.tanyabonakdargallery.com/bio.php?art\\_name=Mark%20Dion](http://www.tanyabonakdargallery.com/bio.php?art_name=Mark%20Dion)

PBS. (2012). "Mark Dion," *Art 21*. <http://www.pbs.org/art21/artists/mark-dion>

Pescovitz, David. (2008). "Mark Dion: Art, Science, Natural History."

<http://boingboing.net/2008/03/18/mark-dion-art-scienc.html>

The Warhol. (2012). "Mark Dion," *Artists Who Collect*. [http://edu.warhol.org/app\\_dion.html](http://edu.warhol.org/app_dion.html)

# Mark Dion: *Troubleshooting*

## ***Day 2: Looking at Florida Wildlife***

### Concept/Main Idea of Lesson

The purpose of this lesson is to familiarize students with local Florida wildlife. They will compare the status of populations of animals that naturalists studied in the 1700s and 1800s to those populations today. They will consider whether or not these plants and animals need to be “rescued.”

### Intended Grade Level

Grades 6-12

### Infusion/Subject Area(s)

Visual Art  
Science  
Social Studies

### Florida Curriculum Standards

#### Visual Art:

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

#### Science:

SC.6.N.2; SC.7.N.2; SC.8.N.2: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

SC.7.N.2 C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

SC.8.N.4.2 C. Human activities and natural events can have profound effects on populations, biodiversity and ecosystem processes.

SC.912.N.2: Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

SC.912.L.17.8 Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

**Social Studies:**

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

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

**Common Core:**

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**National Council for the Social Studies Curriculum Themes**

**People, Places, & Environment:** Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

**Civic Ideals and Practices:** All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.

**Learning Activities Sequence**

**Set Induction:** Whole class discussion

Ask: Have you ever seen a wild animal in Florida? If so, what was it?

Discuss as a whole class. Then ask: If this question had been asked of someone your own age 100 years ago, how different do you think the response would have been?

### Learning Activity 1: Think-Pair-Share

Have students consider the following question and generate a list first individually (5 min), then share with a partner (5 min):

- What are some wild animals or plants that you think are important in Florida ecosystems?
- What do you know about the “status” of these animals? (Are they endangered? Are they in plentiful numbers?)

Have students share their lists with the entire class, creating a class list on the board. Leave this list within view of students for reference.

If necessary, review the definitions of the following terms:

- extinct species: The animal or plant is gone from the Earth forever. There is no “rescuing” possible anymore.
- endangered species are those plants and animals that are so rare, they are in danger of becoming extinct.
- threatened species are plants and animals whose numbers are very low or becoming low quickly. Threatened species are not endangered yet, but are likely to become endangered in the future.

### Learning Activity 2: Analyzing the Art Work

**ATTACHMENT: [4.MarkDion\\_Florida\\_Wildlife.ppt](#)**

Project images of selected Dion works (or show PowerPoint provided with this lesson):

- *The South Florida Wildlife Rescue Unit: Mobile Laboratory*, 2006
- *The South Florida Wildlife Rescue Unit: The Uniforms*, 2006
- *Travels of William Bartram Reconsidered (alligator cabinet)*, 2008
- Small’s orchid truck (detail from *The South Florida Wildlife Rescue Unit: Mobile Laboratory*, 2006)

As each image is displayed, ask:

- In what ways does Mark Dion show his interest in Florida wildlife in his work?

### Learning Activity 3: Learning about Endangered Florida Wildlife

**ATTACHMENTS: [5.Alligator\\_Group\\_Handout.pdf](#)**

**[6.Cypress\\_Tree\\_Group\\_Handout.pdf](#)**

**[7.Florida\\_Panther\\_Group\\_Handout.pdf](#)**

**[8.Ghost\\_Orchid\\_Group\\_Handout.pdf](#)**

**[9.Key\\_Deer\\_Group\\_Handout.pdf](#)**

**[10.Wood\\_Stork\\_Group\\_Handout.pdf](#)**

Students will be assigned or be allowed to choose a particular animal or plant to investigate: American alligator, Florida panther, Key Deer, wood stork, cypress tree, ghost orchid. In groups, students will:

1. Read about their chosen/assigned animal or plant (distribute Student Reading Handouts).
2. Talk about the questions below with their group members and prepare a summary that will be presented to the whole class:
  1. What are three things you have learned about your animal/plant?
  2. Do you think this animal needs to be “rescued”? Why or why not?
  3. How would you represent what you have learned about your animal in an art work?

[Note to teacher: you might consider asking students to name the 3 most interesting things as they relate to whether the animal/plant needs to be rescued or not. As an example, the panther’s long tail isn’t that pertinent to it needing help, but its need for a large range and its low birth rate are.]

Allow each group to make a brief presentation to their classmates about the animal or plant they learned about (using the questions in the group assignment).

### **Evaluation**

Say: For homework, you will have the opportunity to become a member of Dion’s *South Florida Wildlife Rescue Unit*. Select an animal or plant discussed today that you might work to “rescue” or protect. Then, create a sketch for an artwork that will help to support and call attention to Florida wildlife.

### **Materials and Resources**

Whiteboard

Student Reading Handouts

PowerPoint: Florida Wildlife

### **References & Internet Links**

U.S. Fish & Wildlife Service: Listings and occurrences for Florida

[http://ecos.fws.gov/tess\\_public/pub/stateListingAndOccurrenceIndividual.jsp?state=FL](http://ecos.fws.gov/tess_public/pub/stateListingAndOccurrenceIndividual.jsp?state=FL)

Florida Museum of Natural History: Natural History Collection

<http://www.flmnh.ufl.edu/museum/collections.htm#natsci>

John Kunkel Small (Florida plants) <http://everglades.fiu.edu/reclaim/bios/small.htm>

### **Alligator**

<http://dhr.dos.state.fl.us/kids/symbol.cfm?page=1&id=3>

[http://www.lowryparkzoo.com/bio\\_florida\\_american\\_alligator.php](http://www.lowryparkzoo.com/bio_florida_american_alligator.php)

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/american-alligator/>

### **Orchids/Bromeliads**

<http://www.gator-woman.com/orchid.html> (this is just a photo, but a nice one)

<http://conservationreport.com/2009/07/21/endangered-species-rare-ghost-orchid-attracts-crowds-to-floridas-corkscrew-swamp-sanctuary/>

### **Wood Stork**

[http://www.biologicaldiversity.org/news/press\\_releases/2012/wood-stork-01-04-2012.html](http://www.biologicaldiversity.org/news/press_releases/2012/wood-stork-01-04-2012.html)  
(too hard)

<http://www.keysnet.com/2012/01/11/412386/south-florida-wood-storks-making.html>

<http://www.fpl.com/environment/endangered/pdf/woodstork.pdf>

<http://www.youtube.com/watch?v=9GhQIHwEREO> (video – text is not interesting – although it is about “rescue” -- but a nice view of real wood storks)

### **Key deer**

<http://floridakeystreasures.com/creatures/keydeer/>

<http://www.keysdirectory.com/keydeer/>

[http://en.wikipedia.org/wiki/Key\\_deer#Endangered\\_status](http://en.wikipedia.org/wiki/Key_deer#Endangered_status)

### **Florida panther**

[http://www.eparks.org/wildlife\\_protection/wildlife\\_facts/florida\\_panther.asp](http://www.eparks.org/wildlife_protection/wildlife_facts/florida_panther.asp)

<http://www.panthersociety.org/faq.html>

[http://www.defenders.org/wildlife\\_and\\_habitat/wildlife/panther.php](http://www.defenders.org/wildlife_and_habitat/wildlife/panther.php)

<http://www.floridapanther.com/articles/FLORIDA%20PANTHER.htm>

### **Cypress trees**

<http://en.wikipedia.org/wiki/Taxodium>

[http://www.sfrc.ufl.edu/Extension/florida\\_forestry\\_information/forest\\_resources/cypress\\_swamps.html](http://www.sfrc.ufl.edu/Extension/florida_forestry_information/forest_resources/cypress_swamps.html)

# Mark Dion: *Troubleshooting*

## ***Day 3: How can trash be art?***

### Concept/Main Idea of Lesson

The purpose of this lesson is to allow students the opportunity to explore how Dion turns “trash” (including serious pollution) into “art.” Students will examine a particular instance of “trash” in the natural environment, and speculate on how this could become: 1) an opportunity for (public) art, and 2) an opportunity for action (i.e., doing something about a “trash” problem).

### Intended Grade Level

Grades 6-12

### Infusion/Subject Area(s)

Visual Art  
Science  
Social Studies

### Florida Curriculum Standards

Visual Art:

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

Science:

SC.6.N.2; SC.7.N.2; SC.8.N.2: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

SC.7.N.2 C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

SC.8.N.4.2 C. Human activities and natural events can have profound effects on populations, biodiversity and ecosystem processes.

SC.912.N.2: Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

**Social Studies:**

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

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

**Common Core:**

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

**National Council for the Social Studies Curriculum Themes**

**People, Places, & Environment:** Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

**Power, Authority, & Governance:** Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence.

**Science, Technology, & Society:** Technology is as old as the first crude tool invented by prehistoric humans. Our modern life would be impossible without technology and the science that supports it. Today's technology forms the basis for many difficult social choices.

**Global Connections:** The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.

**Civic Ideals and Practices:** All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present

practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.

### **Learning Activities Sequence**

Set Induction: Images of trash

**ATTACHMENT: 11.MarkDion\_Trash.ppt**

Using the PowerPoint presentation developed for this lesson, display photos of trash at the base of the Himalayas, without identifying where the photos were taken. As the students view the images, ask:

Slide 2: What do you see? What are the items on the ground, in the foreground of the photo? Where was this photo taken?

Slide 3: What is this person doing? What is s/he picking up? Where was this photo taken?

Explain that these images were taken at the base of Mount Everest. Trash left behind by climbers is a growing problem and the Nepalese Sherpas collect the garbage in organized clean-up efforts.

Discuss as a class: Why is there so much trash at the base of Mount Everest? Does it matter? Why or why not?

Learning Activity 1: Reading and Discussion

**ATTACHMENT: 12.New\_England\_Digs\_Student\_Reading.pdf**

Show slide 4: Say: Today you will learn a little more about Mark Dion. Many of his artworks are created with “found objects.” These images were taken in England, for an exhibition called *Tate Thames Dig* (1999). He has also done this kind of work in the United States.

Distribute reading about Dion’s work, *New England Digs* (2001). Allow students enough time to read independently (alternately, you can read the piece together as a class).

Have students answer the following questions, either individually or in pairs:

- Why do you think Dion asks volunteers to help him in his collection of materials?
- How does “old” trash compare to “new” trash?
- Why do you think people feel excited as each item is discovered?
- How have the objects “traveled full circle” once they are displayed in Dion’s work?

Discuss students’ responses as a class.

Learning Activity 2: Art Analysis

As a class, allow students to examine and discuss Dion's *New England Digs* (2001) using the PowerPoint provided.

Questions for discussion as images are viewed:

- Many people would say, "This isn't art! This is ugly. It is nothing but trash." How would you respond to these statements?
- What is Dion trying to communicate with this work of art? What is he saying about trash? About what people can do about it?

Learning Activity 3: Individual writing/Partner discussion

Individually, have students describe in writing (or draw an image of) a natural place that they care about. Allow approximately 5 minutes for this.

Then allow students to share their images with a partner, responding to this question: How might you feel if this area and its life were "trashed"? (Alternately, this can be done as an individual free-writing activity.)

Closure: Quote

Mark Dion has been quoted as saying: "'My idea of art isn't necessarily something that provides answers or is decorative or affirmative.'" Ask students to consider and/or discuss: What *should* be the role of the artist? What functions can art have in a society?

**Evaluation:** "Artistic Plan of Action" for Cleaning up a Trashed Environment

Tell students that this is their opportunity to develop an "Artistic Plan of Action" to clean up a trashed environment. Just as Mark Dion uses "found objects" to turn into art, they should look at this exercise as an opportunity to both clean up a natural environment and create a work of art.

Ask students to consider:

- What objects are you likely to find at your selected site?
- How would you go about classifying the objects?
- What kind of clean-up are you likely to do on the objects to make them "presentable"?
- What message might you communicate in your work of art?

Materials and Resources

Student reading: *New England Digs*

PowerPoint: Trash

## References & Internet Links

USGS Florida Access Site - Environmental Quality: Pollution  
<http://sofia.usgs.gov/publications/reports/rali/eqpollution.html>

Judge Urges Progress on Everglades Pollution Fixes  
<http://abcnews.go.com/US/wireStory/judge-urges-progress-everglades-pollution-fixes-15348563#.TxNc0oG0KSo>

Mt. Everest Trash Google Images  
[http://www.google.com/search?q=mt.+everest+trash&hl=en&client=firefox-a&hs=9rF&rls=org.mozilla:en-US:official&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=emATT6GvOsmsiQK23YW\\_DQ&sqj=2&ved=0CCEQsAQ&biw=1080&bih=578](http://www.google.com/search?q=mt.+everest+trash&hl=en&client=firefox-a&hs=9rF&rls=org.mozilla:en-US:official&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=emATT6GvOsmsiQK23YW_DQ&sqj=2&ved=0CCEQsAQ&biw=1080&bih=578)

Information on Himalaya clean-up efforts:  
<http://www.everestsummiteersassociation.org/saving-mount-everest-clean-up-expedition-team-successfully-bring-over-8-tons-of-garbage-from-mount-everest>

Tate Learning. (2012). *Mark Dion: Tate Thames Dig*.  
<http://www.tate.org.uk/learning/thamesdig/flash.htm>

# Mark Dion: *Troubleshooting*

## *Days 4, 5, and 6: Student-Created Art Project & Walking Gallery*

### Concept/Main Idea of Lesson

The purpose of this lesson is to allow students the opportunity to design and create an original art project that illuminates a current issue. The project will be created with found objects, realia, and/or technology and can be completed in pairs or individually.

### Intended Grade Level

Grades 6-12

### Infusion/Subject Area(s)

Visual Art

Science

Social Studies

### Florida Curriculum Standards

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SC.912.N.2: Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

Social Studies:

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

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

#### Common Core:

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### National Council for the Social Studies Curriculum Themes

Civic Ideals and Practices: All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.

#### **Learning Activities Sequence**

##### Set Induction:

Think-Pair-Share: have students consider the following question and generate a list first individually (5 min), then share with a partner (5 min):

- What are some important issues or problems in the world that need to be solved?

Have students share their lists with the entire class, creating a class list on the board. Leave this list within view of students for reference.

Ask: Recall what the word “troubleshooting” means. (to solve problems, usually serious problems) Why do you think Mark Dion titled his art show *Troubleshooting*? What kinds of issues or problems are highlighted in Dion’s work?

Say: Today you will have the opportunity to design and create your own work of art, using some of the techniques used by Mark Dion in his work.

### Learning Activity 1: PowerPoint

[ATTACHMENT: 13.Art\\_Project\\_student\\_version.ppt](#)

Using the Powerpoint accompanying this unit, have students consider the technique of assemblage used by Mark Dion in several of his works.

Assemblage: a two or three dimensional artwork made by putting together found objects

### Learning Activity 2: Research

Make arrangements for students to research an issue in the school library and/or on the Internet (they can refer to the list of issues generated by the class). Information gathered about the issue should inform the design and presentation of the project. Students are also to write a short report about the issue that will accompany the art project.

### Learning Activity 3: Design and Create Project

Allow students with enough time to design and create their projects using found objects, realia, and/or technology.

Distribute “Art Project Evaluation Rubric” and explain each of the four components that will be assessed.

### Learning Activity 4: Walking Gallery

Students will display their projects in a “walking gallery” format in the classroom. Half the students will set up their projects first, being available for explanation and questions as the other half of the class tours the “gallery.” The students will then switch roles so that the other half of the students’ projects can be displayed and viewed.

Projects will be assessed using the “Art Project Evaluation Rubric” distributed to students.

### **Evaluation**

Use the “Art Project Evaluation Rubric” to assess the students’ projects.

[ATTACHMENT: 14.Art\\_Project\\_Rubric.pdf](#)

### **Materials and Resources**

PowerPoint: Art Project

Art Project Evaluation Rubric

**References & Internet Links**

The Warhol. (2012). "Mark Dion," *Artists Who Collect*. [http://edu.warhol.org/app\\_dion.html](http://edu.warhol.org/app_dion.html)

Rattemeyer, Christian. (2004). Mark Dion Talks about Rescue Archaeology. *Artforum International*, 43(3), p181.