

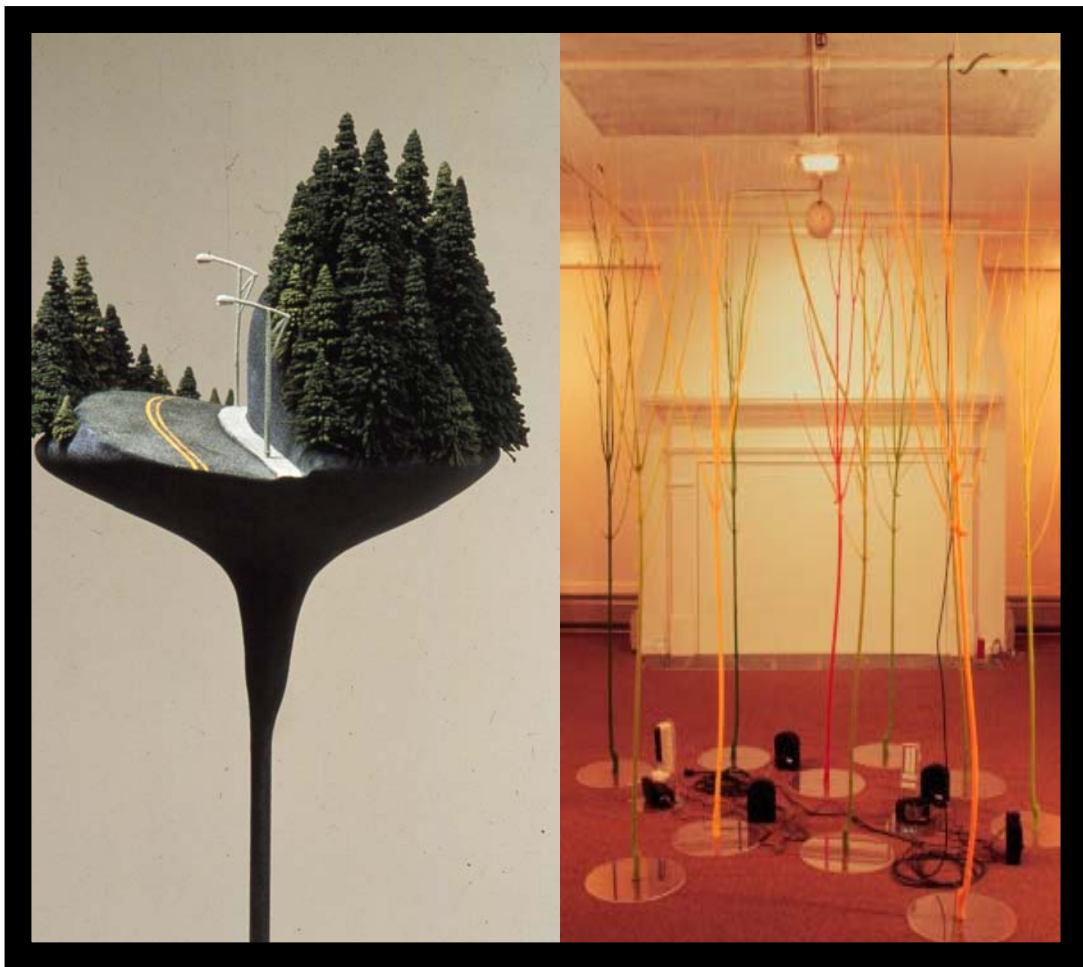
# *Earth, Wind, and Desire: Nature Park*

Featuring Rob de Mar and Victoria Palermo

October 2, 2003 – February 1, 2004

TEACHER CURRICULUM GUIDE

FALL 2003



(L) *Street Lamp II*, Rob de Mar, 2001. (R) *Virgin Timber*, Victoria Palermo, 2003.

## Acknowledgements

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# *Earth, Wind, and Desire: Nature Park*

## TABLE OF CONTENTS

### 3<sup>rd</sup> and 5<sup>th</sup> grade

#### **Section 1: Introduction**

---

- Exhibition Overview and About the Artists . . . . . 4 – 6
- Program Overview . . . . . 6 – 7
- Goals and Learner Outcomes . . . . . 8 – 9

#### **Section 2: 3<sup>rd</sup> and 5<sup>th</sup> Grade Activities**

---

- Overview . . . . . 10
- Before Your Kidspace Program. . . . . 11 – 18
- During Your Kidspace Visit. . . . . 19
- After Your Kidspace Program . . . . . 20 – 21
- Artist Residency . . . . . 22

#### **Section 3: Additional Resources**

---

- Massachusetts Learning Standards . . . . . 23 – 24
- Glossary of Key Terms . . . . . 25 – 26

## **Introduction to *Earth, Wind, and Desire: Nature Park***

### **Exhibition Overview**

*Earth, Wind, and Desire: Nature Park* has transformed the Kidspace gallery into an indoor “nature park” An Astroturf path winds through the gallery, gently leading you through an exhibit of sculpture by Victoria Palermo and Rob de Mar. Both artists use nature as the inspiration for their art making, and are especially interested in how the natural environment is effected by human intervention.

Victoria Palermo surprises us in her choice of medium. She transforms natural materials such as grass and moss into whimsical chairs and abstract sculpture. At the same time, she also makes use of a manufactured material—rubber—to create forests of colorful birch trees. The contrast in Palermo’s choice of materials and subject matter encourages viewers to think about dualities that exist in natural and human-made surroundings. The exhibition includes three grass chairs, seventeen colorful rubber birch trees and twelve abstract moss sculptures.

Rob de Mar presents us with two types of fanciful environments. In some of his 3-D landscapes, he seamlessly integrates roads and cell phone towers with rolling hills and lush forests. In others, he creates natural ecosystems that have not yet been intruded upon by humans. We might encounter a green hilly mountainside pierced by a stark, seemingly endless black top road. Or we might find futuristic lush green landscapes with bulbous hills and fluffy white clouds that grow strangely from metal poles. The exhibition features two wall landscapes and four standing pieces.

### **About the Artist – Victoria Palermo**

Victoria Palermo, a sculptor residing in Queensbury, New York, holds a Bachelor of Science degree in Art from Skidmore College, Saratoga Springs, New York and a Master of Fine Arts degree from Bennington College, Bennington, Vermont. She is a Visiting Assistant Professor of Art at Skidmore College and previously was a scenic painter and art department director for Adirondack Scenic, Inc., in Glens Falls, New York. Victoria has been awarded artist fellowship grants from the New York Foundation for the Arts and the New York State Council on the Arts, and was an artist-in-residence at YADDO in Saratoga Springs, New York. Her work has been in solo and group shows in such

galleries and museums as: The Arts Center at Troy, New York; Pierogi 2000, Williamsburg, Brooklyn; ART/OMI Sculpture Park, Ghent, New York; Galerie Du Tableau, Marseilles, France; One Mellon Bank Center, Pittsburgh, Pennsylvania; Schenectady Museum, Schenectady, New York; Rice Gallery, Albany, New York; White Columns, New York City; and Art In General, New York City.



### **Artist Statement – Victoria Palermo**

*Nature has the power to seduce and terrify us--sometimes both at once. It has always been a source of fascination for human beings. Earlier civilizations explained it through myths and stories. Artists have celebrated it on canvas, writers through poetry. People attempt to tame it, reproduce it, bend it to their will in gardens, farms, lawns, and parks.*

*Much of my work looks at this relationship with nature. Sometimes I like to use landscape gardening materials and techniques to make surprising objects. Other times, I use very artificial materials to produce something botanical-looking. In this exhibit, I've used both approaches--to make a kind of "nature theme park."*

### **About the Artist – Rob de Mar**

Brooklyn-based sculptor Rob de Mar holds a BFA from New York's School of Visual Arts, and has been an artist-in-residence at the Skowhegan School of Painting and Sculpture as well as the Vermont Studio Center. In addition to his work as a professional artist, he is a set dresser for movies and television commercials. He has created furniture, gates, and various settings for such movies as the *Royal Tenenbaums* starring Ben Stiller and Gene Hackman, and *Birth*, starring Nicole Kidman. He is currently represented by the Clementine Gallery, New York City. Rob's work has been in solo and group exhibitions in

such galleries and museums as: White Columns, New York City; PS 1 Contemporary Art Center, Long Island City, New York; Whitney Museum of American Art at Philip Morris, New York City; Portland Museum of Art, Portland, Maine; Wave Hill Glyndor Gallery, Bronx, New York; Nylon Gallery, London, England; Inman Gallery, Houston, Texas; Aldrich Museum of Contemporary Art, Ridgefield, Connecticut; and the Pittsburgh Center for the Arts, Pittsburgh, Pennsylvania.



### **Artist Statement – Rob de Mar**

*My work is about simplifying the elements that are between humanity and nature. I attempt to address man's complicated relationship with nature, combining pastoral elements alongside structures of urban development. My sculptures are microcosms of our world: waterfalls, grassy hills, stone dwellings, forests, ponds, mountaintops, tree lines, autumn days mixed with cell towers, winding roads, stone walls, parking lots, and street lamps. These imprints of humanity on nature create an unlikely beauty.*

\* \* \* \* \*

### **When at Kidspace**

Some key points that we will address when your students visit Kidspace are:

- Artists and scientists analyze the world around them in surprisingly similar ways.
- There are strong relationships between artists' choice of material and the content of their work.

- Through artistic endeavors, one can express interests in the natural environment.
- Artists have many different approaches to creating images of nature in 3-dimensions.

Your students will role-play as scientists, observing and analyzing art and nature. They will be asked a series of questions about the art on view, however, the questions will be phrased using scientific terminology (found in the science MA Learning Frameworks). For instance, *describe* how it feels to be standing among these colorful trees. *Observe* the patterns you can find repeated in "Waterfall" *Formulate a hypothesis or theory about* why the artist made these chairs out of grass. *Predict* what will happen when you get to the end of the road in "Street Lamp II".

At the conclusion of the gallery tour, your students will work on a grade-appropriate art project. Students will try their hand at making their own sculptures depicting scenes in nature. These projects will enable your students to practice making 3-dimensional objects. When the artist visits your class, your students will also have the opportunity to create more complex sculptural works.

### **Additional Programs**

In addition to classroom and Kidspace activities, specialists in the arts and sciences have been invited to extend programs in your school. North Adams 4<sup>th</sup>-graders will visit Williams College's Hopkins Forest with Williams staff to gather information for their projects and the Kidspace experience. They will explore how the forest has changed over time as a result of weather, growth patterns, and land usage by humans and animals. Prior to their visit to the forest, students will work with Williams College students in their classrooms. Using primary source materials documenting the forest's growth over the past 60 years, they will learn what they need to look for while at the forest that provides evidence of change.

The artist residency component of the Kidspace program has been expanded in FY04 with Massachusetts Cultural Council funding. **Each school will have six days with the artists.** For the North Adams schools, the plan is as follows: Victoria Palermo will work in Greylock (13 classes) and Sullivan (19 classes), and Rob de Mar will work in Brayton (25 classes). Each class will have one visit from the artist. Each session will be 45-minutes. In addition, the 4<sup>th</sup>-graders will work

on more extensive projects and will have two additional visits with the artist, one of which will take place at Kidspace.

### **Program Goals**

- Contemporary art can be used to sharpen student visual literacy skills, which can be applied in many subject areas, in particular in art-making, English language arts and science.
- Interactions with artists and their artwork and scientists and their primary source materials are a means for students to more fully understand the relationship between the scientific and artistic problem-solving processes.
- Curriculum materials and teacher workshops can motivate classroom educators to make connections among multiple ways in which to explore the natural environment.

### **Learner Outcomes**

Through multiple activities focusing on contemporary art and the natural environment, students will:

- discuss their understanding of how an artist's selection of material influences meaning in works of art;
- recognize natural materials as viable sources for art works;
- express key points connecting the artistic and scientific problem-solving processes;
- describe their concerns and/or admiration for the natural environment;
- illustrate their interpretations of nature in sculpture and drawings, and in written and oral stories.

### **Your Feedback and Sharing with Others**

In February, we have scheduled an evaluation workshop with all the teachers in your school. We would like to know your thoughts on the curriculum and programs. We also ask that you share your comments on the exhibition. We will provide you with an evaluation form to complete at the workshop. Meanwhile, we would appreciate hearing your thoughts along the way. Drop us a note at [lhompson@massmoca.org](mailto:lhompson@massmoca.org), or phone us at 413-664-4481 ext. 8131. Your comments do make a difference. For instance, you will notice that based on teacher comments made last year, we have broken down this curriculum by grade levels: Pre-K – 2<sup>nd</sup> grade, 4<sup>th</sup> grade, and 3 and 5<sup>th</sup> grade.

We hope that you will share your class projects with others in your school. Since each class in your school is involved with Kidspace, it would be interesting to see the different interpretations of the activities and the Kidspace experience. You might display your work throughout the school and meet with other classes to discuss the artists' work and Kidspace.

We would like to visit your school to document your students' work and to hear about the other projects that you develop on your own in conjunction with the *Nature Park* exhibit. You may also send digital photographs, scanned work, or project ideas to the email address above.

We look forward to a successful collaboration!

Laura Thompson, Ed.D.  
Associate Curator of Exhibitions and Education

Megan Hack  
Kidspace Assistant

# **ADAPTATION**

## **3<sup>rd</sup> and 5<sup>th</sup> Grade Activities**

### **Overview**

The curriculum for grades 3 and 5 will address the concepts of habitat, adaptation, and how the adaptation of both animals and humans plays a role in the formation and change of an ecosystem. The activities relate to the artwork on display in Kidspace and will prepare your students for the artist residency.

### **Activity Schedule**

#### **Before Your Kidspace Program**

1. Art/Science: Artistic Ecosystems
2. Art/Science: Adaptation
3. Language Arts Extension: Further Research

#### **During Your Kidspace Visit**

1. Guided Discussion
2. Art-Making Activity

#### **After Your Kidspace Program**

1. Art/Science: Tools!

#### **Artist Residency\***

1. Preparing for Artist Residency
2. Project with Artist

\*NOTE: Please keep all Kidspace-related art projects created at school and at Kidspace in the classroom until after the artist residency. The artist will want to view your students' work and will connect the residency project to the work your students have already completed.

# BEFORE YOUR KIDSPACE PROGRAM

## 3<sup>rd</sup> and 5<sup>th</sup> Grade

### Objectives

- Students begin to discuss subjects that will be addressed in Kidspace.
- Students will practice looking, questioning, hypothesizing, interpreting, and evaluating: skills which are used in both science and art.
- Students will explore and research animal habitats, how animals have adapted to their habitats, and how they relate to an entire ecosystem.
- Students will expand their knowledge of animal's physical features and behaviors that can help or hinder their survival in a particular habitat and remind them that humans are animals too!

### **PRE-VISIT ACTIVITY 1**

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#### **Art/Science: Artistic Ecosystems**

(Materials: Images of Victoria Palermo and Rob de Mar's artwork)

Students will explore the similarities between the scientific and artistic inquiry process by discussing images of Victoria Palermo's *See Creatures* and *Cushion Me Soft* and Rob de Mar's *Waterfall III*. By examining the images closely, using their prior scientific knowledge, and learning specific facts about the pieces of artwork, students will develop theories about the artworks' construction and how the pieces function. They will also formulate guesses as to **why** Palermo and de Mar created these pieces.

Project the overhead transparencies of Victoria Palermo's *Cushion Me Soft* and *See Creatures* and Rob de Mar's *Waterfall III* and discuss these pieces of artwork as a class (see the **Teacher Information Sheet for discussion of artwork by Victoria Palermo and Rob de Mar (TIS)**).

As illustrated in the Information Sheet, approach the discussion from a scientific and an artistic viewpoint. On the one hand, use specific terminology used in scientific inquiry. On the other hand, discuss the artwork in terms of its aesthetic value, sociological meaning, relevance to contemporary art making issues (see the TIS), etc.

After the discussion, ask your students to compare and contrast the two approaches. How were they similar / different? Did the two paths ever cross? Did the two approaches ever lead them to similar conclusions?

## Teacher Information Sheet for discussion of artwork by Victoria Palermo and Rob de Mar

The following is a series of questions to aid in the discussion of Victoria Palermo's and Rob de Mar's artwork. Key information is in bold. This factual information can be worked into the discussion as is outlined below or as seems natural within the discussion framework.

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*Cushion Me Soft, 2003*

materials: soil, sod, steel infrastructure, hoses, pump, water tank, cart



*See Creatures, 2003*

materials: soil, moss, plastic jars



*Waterfall III, 2003*

materials: steel, flocking

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### Investigation

- What are the pieces entitled *See Creature* made of? Are they alive? Is there a term we might use to describe these "experiments"?

The *See Creatures* are completely self-sufficient ecosystem. The canisters are sealed. They were made by forming soil into the abstract shape seen in the image, collecting moss samples from local woods, creating a moss slurry by combining the moss and water in a kitchen blender, and then applying the slurry to the soil form (like a "chia pet"). This form is then placed in the plexi canister with a specific amount of water and then it is sealed. Under the correct

temperature conditions, the ratio of water to air to moss type and rate of moss growth is such that the moss keeps itself alive.

- What are the pieces entitled *Cushion Me Soft* made of and how are they constructed? Why don't they fall apart? Do you think you could sit on them?

The pieces entitled *Cushion Me Soft* are made of living grass and have an internal watering system. Palermo constructs the grass chairs by initially creating an internal armature of steel. This armature (a sturdy support system like the bones in our body) is shaped like the body of the chair but is hollow. Its cavity is filled with vermiculite, a light-weight low-moisture soil. On the outside of the armature, Palermo builds a layer of nutrient rich soil. Finally, she covers the entire surface with sod.

The watering system is made of a network of small rubber tubes that converge into a large tube which is connected to an external water tank with a pump. These tubes have small holes along their length and are interwoven with the armature and thus evenly water the roots from the bottom up. The chairs sit on a special platform that allows them to drain.

- How do the moss and grass continue to thrive indoors?  
When the chairs are on exhibit outdoors, they have the sun and the rain. Here in Kidspace we have the watering system and two special grow-lights that mimic the sun's rays.
- Now that you are familiar with the term **ecosystem**, would you consider Rob de Mar's *Waterfall III* to be an ecosystem? If so, what are the different elements that compose this ecosystem?  
*Waterfall III* depicts the relationships between the elements of water, air, land, and vegetation. De Mar shows how they are connected and dependent by tying them to one another with steel wire.
- Could Palermo's pieces exist in an animal's habitat?
- Does de Mar depict a specific habitat?

## Interpretation

- Do the chairs or moss experiments remind you of anything you have seen indoors or outdoors?
- Why did Palermo make chairs out of living grass?
- What are de Mar and Palermo trying to tell us about nature and about ourselves in their artwork?

## Prediction

- Do you think Palermo's artwork will continue to grow? Why?
- How do you think their growth will be affected by anything (stimuli) in Kidspace? What if they were to be placed in the woods?
- Do you think the grass chairs will manage to change their environment over time?
- Are there any parts of de Mar's sculpture that will change over time?
- Imagine de Mar's sculptures are real landscapes. How might they change or stay the same?
- What do you think the grass chairs would look like if left in Kidspace for the next 20 years? What if they were left outdoors?

## Documentation

- How and why might we document the grass chairs, moss experiments, or steel sculpture?  
**Possible suggestions might be: photographs, drawings, written descriptions, actual measurements, etc.**
- Is there anything about these grass chairs or moss experiments that could be measured quantitatively?

## PRE-VISIT ACTIVITY 2

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### Science: Adaptation

(Materials: blackboard or chart paper, drawing paper, pencils, crayons, markers)

Victoria Palermo molds living grass into functioning chairs and creates living moss terrariums. In terms of adaptation, Palermo has adapted the natural material grass to fulfill her need for a place to sit. Rob de Mar shows how humans can utilize natural resources. For instance, in "Well" he illustrates the depth of a rock lined well and the water that exists within it.

#### Recommended books on habitats and adaptation

All by Mymi Doinet:

**The Laziest**  
**The Meanest**  
**The Loudest**  
**The Ugliest**

#### Recommended websites

[www.bbc.co.uk/nature/](http://www.bbc.co.uk/nature/)  
[www.mbgnet.mobot.org](http://www.mbgnet.mobot.org)

**How do Animals Adapt?** by Bobbie Kalman  
**Claws, Coats, and Camouflage** by Susan E. Goodman and Michael J. Doolittle (Illustrator)  
**Who Lives Here?** by Maggie Silver  
**Animal Architects** by National Geographic

Begin this activity by asking your students to draw a four-column chart on a piece of paper (like the one at the end of this activity). Explain to your students that each vertical column will represent an animal, and each row will contain a question (listed below).

As a class choose two animals. Ask them the questions below and discuss how they might fill in the chart.

- ✦ What is the climate like in this animal's habitat?
- ✦ How does this animal find shelter?
- ✦ How does this animal find food?
- ✦ Does this animal have any predators?
- ✦ What behaviors show this animal has "adapted" to its environment?
- ✦ How has this animal changed its environment?
- ✦ Has this animal adapted well or poorly to its natural habitat?

For the third column, announce the discovery of a fascinating new animal—the human! Ask the class to think about themselves and try to answer the same questions about habitat. Have some fun! Ask your students to rename themselves based on something they enjoy or where they live. For example, a boy named Dylan who likes to skateboard could be called “Dylan Skateboardicus.”

A portion of this activity was found at [www.bbc.co.uk/nature/](http://www.bbc.co.uk/nature/) .

Next ask your students to imagine how that they might adapt if they were forced to live in the habitat of one of the other animals explored. Have them make a humorous drawing of what they might look like after adapting to their new environment.

## **EXTENSION**

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### **Language Arts: Further Research**

Have your students further research the habitat and adaptations of one animal in groups or individually.

	animal #1	animal #2	human
What is the climate like in this animal's habitat?			
How does this animal find shelter?			
How does this animal find food?			
Does this animal have any predators?			
What behaviors show this animal has "adapted" to its environment?			
How has this animal changed its environment?			
Has this animal adapted well or poorly to its natural habitat?			

## **DURING YOUR KIDSPACE VISIT** **3<sup>rd</sup> and 5<sup>th</sup> Grade**

When your students visit Kidspace, they will be asked to talk about the art on view in guided discussions. A series of questions will be used to help guide the students in their exploration of the artwork: they will be asked to respond to these questions using the artwork as a source of information and inspiration. Each question builds upon another so that students might create stories about nature based on the artwork. For instance, they might be asked the following questions when standing in front of one work of art:

- What do you think is going on in this sculpture?
- Who do you imagine would live in this place?
- Have you ever seen something similar to this piece in real life?
- How do you think the artist made it?
- Why do you think the artist chose to use that material?
- What are the different parts of this sculpture?
- How does this piece relate to the last piece we looked at?

These guided discussions serve two purposes: to build students' visual literacy skills and to increase their knowledge of the various ways in which artists represent the natural environment. In terms of visual literacy skills, students will be asked to think critically and to form opinions and interpretations of the artwork. Students will be encouraged to talk about the meaning of the art and to make comparisons between an artistic composition and an ecosystem.

Following the guided discussions, students will have the opportunity to reflect on the artists' art-making processes. We will talk about what the artists needed to do in order to create their works of art. Then students will create their own sculptures depicting an ecosystem -- a forest. Having been prepared in the classroom to use Model-Magic clay, students will design their own forest at Kidspace using this material. We will review with them how to model the clay to form trees, rocks, and animals.

# AFTER YOUR KIDSPACE PROGRAM

## 3<sup>rd</sup> and 5<sup>th</sup> Grade

### Objectives

- By looking at illustrations of early American tools by Eric Sloane, students will explore how humans have adapted natural resources to meet their own specific needs.

### **POST-VISIT ACTIVITY 1**

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#### **Art/Science: Tools!**

(Materials: paper, pencils, illustrations of tools by Eric Sloane)

**“A tool is but the extension of a man’s hand”** Henry Ward Beecher

In molding grass and soil to create a functioning chair, Victoria Palermo illustrates how a modern day human can create utilitarian objects from natural resources. In her case, the chair is displayed as a work of art. Eric Sloane was a renowned painter, historian, and tool appreciator. In his books, he discusses how American pioneers created tools that were beautiful and reflected a great deal about the maker’s life. Palermo seems to get back to this tradition by creating a chair that reflects her hand, her thoughts, and her personality.

As a class, make a list of objects you can find in your classroom that are made from a natural material but have been changed to fit a human need. (A few examples are: books, pencils, lined paper, stone ground to make bricks, etc.)

Make a copy of the montage of Eric Sloane’s illustrations of tools found in *A Museum of Early American Tools* by Eric Sloan, Wilfred Funk, Inc.: New York 1964 and give one to each of your students. Discuss with your class the different tools and make comparisons between the different versions of similar tools. Sloane was fascinated by the individuality found in the American tools made up until the Civil War (when people started to mass produce tools). Ask your students to compare the tools they see in the illustrations with the tools they have used or seen at home. For several of the images, have your students try to figure out for what purpose the tools were used for.

Next, ask your students to imagine that they have been transported to an underwater world (or Mars, or any other habitat that you might be studying). As they are new to this world, they must figure out how to survive. Using their knowledge of underwater habitats, ask your students to devise several tools, out of the natural resources available to them, that will help them to survive. Reminding them to think of the Eric Sloane illustrations, explain that in designing their tools, they should take into consideration:

- ✦ what **exactly** they will be using the tool for
- ✦ what materials they will make it out of
- ✦ if they need it to work for several uses
- ✦ their height and weight (for example, a girl with small hands would need a small handle for her hammer)
- ✦ their strength
- ✦ how long they will need to use the tool
- ✦ any aesthetic preferences

Ask your students to make drawings of their tools and write a short paragraph that explains what the tool is used for, what it is made out of, and any other information about the tool. Display the drawings.

## **ARTIST RESIDENCY**

### **3<sup>rd</sup> and 5<sup>th</sup> Grade**

Your students will have the opportunity to work with either Victoria Palermo or Rob de Mar in your classroom. The artist will visit for 45 minutes and we recommend that you prepare your students ahead of time for this exciting piece of the Kidspace program. Please review the art that your students viewed at the Kidspace gallery. Ask them to create a list of any questions that they might have for the artist, such as why he/she made a certain piece and why he/she decided to become an artist. Inform students that they will have the opportunity to ask the artist some of these questions and to begin working on an art project with the artist. Since time is limited, you may be asked to complete the art project with your students after the artist leaves. (We will discuss the specific art projects with you at our teacher workshop in January.)

Please remember to have handy Kidspace-related art projects for the artist to review.

## ***EARTH, WIND, AND DESIRE: NATURE PARK MASSACHUSETTS LEARNING STANDARDS***

The *Earth, Wind, and Desire* project addresses multiple learning standards as the project is interdisciplinary including activities in the arts, science/technology, history/social sciences, and English language arts. The following selected standards will be addressed:

### **Arts**

- Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts (MA Standard 1).
- Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques (MA Standard 3).
- Students will use imaginative and reflective thinking during all phases of creating (derived from MA Standard 4).
- Students will use analytical and critical thinking to respond to and interpret works of art (derived from MA Standards 5 & 6).
- Students will apply their knowledge of the arts to the study of the English language arts, mathematics, and science and technology (MA Standard 10).

### **History/Social Science**

- Students will describe the location and features of places in the immediate neighborhood of the student's home or school (MA Standard - Pre-K – K.5).
- Students will describe the major natural resources in their community (derived from MA Standard – 4.17).

## **Science/Technology**

- Students will examine evidence that where people live reflects technological changes (derived from MA Learning Standards Pre-K – 4).
- Students will give examples of the decisions we make as individuals, groups, and communities that can affect society and the natural environment, and will explain that these changes are not always easy to reverse (MA Learning Standard Pre-K – 8).
- Students will apply multiple lines of inquiry to address and analyze a question (MA Learning Standard 5 -8).
- Give examples of how organisms can cause changes in their environment to ensure survival. How do these changes affect the ecosystem? (MA Learning Standard 3-5).
- Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive. (MA Learning Standard 3-5).
- How do organisms respond to stimuli (not just instinctive)? (MA Learning Standard 3-5).

## **English Language Arts**

- Students will pose questions [about works of art], listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge (derived from MA Standard 2).
- Students will understand and acquire new vocabulary and use it correctly in reading and writing (MA Standard 4).
- Students will identify the basic facts and essential ideas in what they have read, heard, or viewed (MA Standard 9).
- Students will identify, analyze, and apply knowledge of a theme in art and literary works and provide evidence to support their understanding (derived from MA Standard 11).

# Glossary of Key Terms

## **Adaptation**

An alteration or adjustment in structure or habits, often hereditary, by which a species or individual improves its condition in relationship to its environment. Change in behavior of a person or group in response to new or modified surroundings.

## **Appreciation**

Recognition of the quality, value, significance, or magnitude of people and things.

## **Data**

Factual information, especially information organized for analysis or used to reason or make decisions.

## **Documentation**

Something, such as a recording, photograph, printed or written paper, that can be used to furnish decisive evidence or information.

## **Ecosystem**

A system formed by the interaction of a community of organisms with their physical environment

## **Environment**

The totality of circumstances surrounding an organism or group of organisms, especially:

- a. The combination of external physical conditions that affect and influence the growth, development, and survival of organisms: "We shall never understand the natural environment until we see it as a living organism" (Paul Brooks).
- b. The complex of social and cultural conditions affecting the nature of an individual or community.

**Habitat** - the normal environment in which an organism lives

**Hypothesis**

A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.

**Journal**

A personal or official record of occurrences, experiences, and reflections kept on a regular basis.

**Landscape**

An expanse of scenery that can be seen in a single view or the aspect of the land characteristic of a particular region

**Museum**

A depository for collecting and displaying objects having scientific or historical or artistic value

**Organisms**

An individual form of life, such as a plant, animal, bacterium, protist, or fungus; a body made up of organs, organelles, or other parts that work together to carry on the various processes of life.

**Prediction**

A statement about the future

**Plot**

A small piece of ground, generally used for a specific purpose.

**Survival**

A living or continuing longer than, or beyond the existence of, another person, thing, or event; an outliving.

**Tool**

Something used in the performance of an operation

Definitions found at [www.dictionary.com](http://www.dictionary.com).