

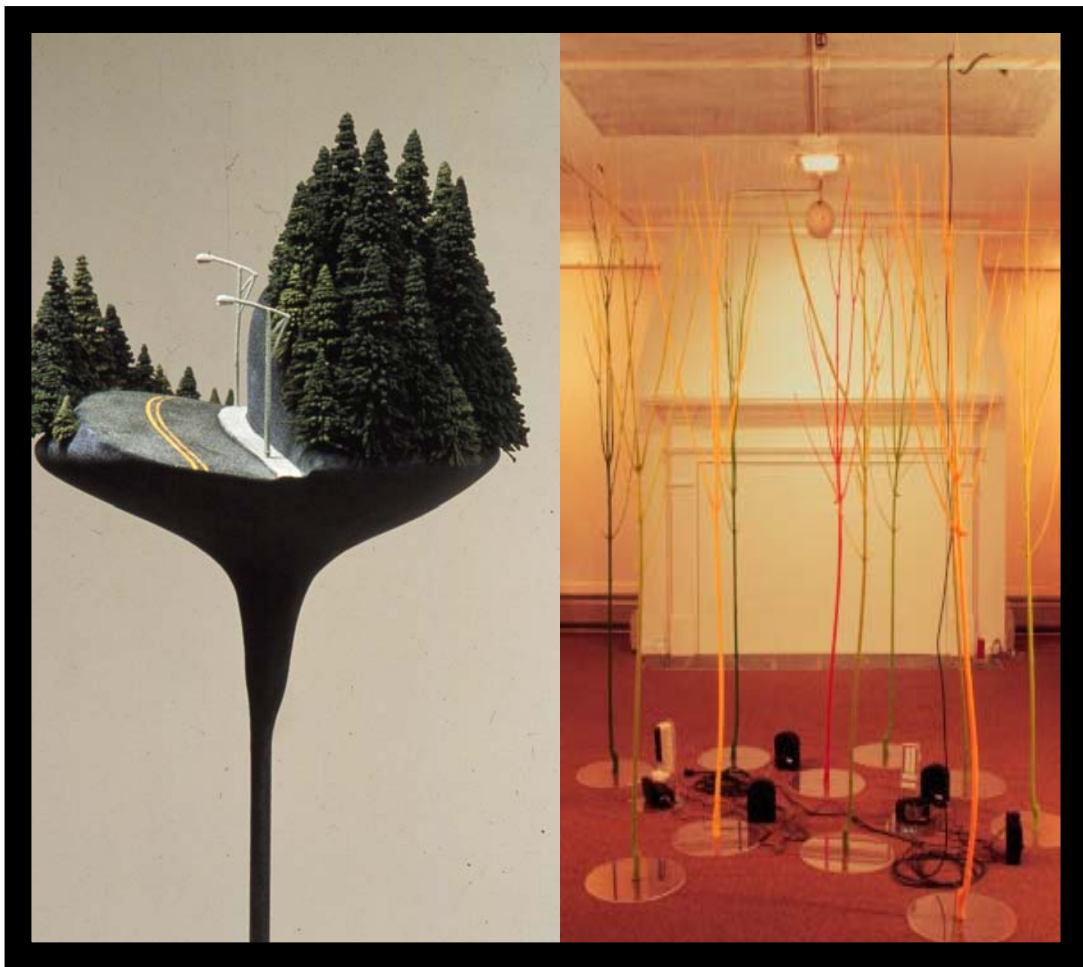
Earth, Wind, and Desire: Nature Park

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

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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 4th-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 4th-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, 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 – 2nd grade, 4th grade, and 3 and 5th 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

ECOSYSTEMS

Pre-K – 2nd Grade Activities

Overview

In the classroom and at Kidspace, Pre-K – 2nd grade students will examine ecosystems from both scientific and artistic points of view. Students will be introduced to the concept of ecosystems such as deserts, tundras, and rainforests, and will learn about the elements that encompass them. Using the sculptures in Kidspace, they will explore human relationships to ecosystems and discover similarities among how animals and humans design certain aspects of the world around them. Classroom activities that you will do after your visit will encourage students to make connections between animals and humans and the natural environment: to realize that we are all dependent on nature for our survival.

Activity Schedule

Before Your Kidspace Program

1. Discussion/Language Arts: What is an Ecosystem?
2. Matching Game: Where Do You Live?
3. Art/Discussion: Introduction to Kidspace Semester
4. Art: Exploring Clay

During Your Kidspace Visit

1. Guided Discussion
2. Art-Making Activity

After Your Kidspace Program

1. Discussion: Appreciating Ecosystems
2. Language Arts/Performing Arts: If a Tree Falls in the Forest, Does a Bird Cry?
3. Art/Language Arts: The Giving Tree

Extensions

1. Art: Natural Living Room
2. Art: Classroom Forest
3. Art/Science: Classroom Terrarium
4. Discussion/Language Arts: Endangered Species

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

Pre-K – 2nd Grade

Objectives

- Through reading and match-game activities and discussions, students will discover what comprises ecosystems.
- In reviewing images of the sculpture on view in Kidspace, students will be better prepared to talk about art during their field trips.
- In free explorations of Model-Magic clay, students will become comfortable using a material that will be used at Kidspace.

PRE-VISIT ACTIVITY 1

Discussion/Language Arts: What is an Ecosystem?

(Materials: books and resources with information about ecosystems)

Both Victoria Palermo's and Rob de Mar's artwork reflects an interest in ecosystems. Victoria's moss box experiments and grass chairs can be looked at as mini-ecosystems. They are self-sustained worlds that do not require interaction from additional natural elements other than sunlight. Rob's work also presents us with mini-ecosystems as he includes many different natural and human-made elements in his sculpture.

To begin your discussion on ecosystems, read as a group a book on an ecosystem. We recommend:

- *Pond, Cactus Desert, or Seashore* by Donald M. Silver
- *Eye Wonder: Rain Forest* by Elinor Greenwood
- *Life in the Tundra (Ecosystems in Action)* by Cherie Winner

Discuss the different elements that make-up an ecosystem.

PRE-VISIT ACTIVITY 2

Matching Game: Where Do You Live?

(Materials: chalkboard or chart paper, images of animals and natural environments)

Ask your students to play a matching game to discover what ecosystem different animals live in. On your chalkboard make two columns. In one column, list 5 -6 animals. On the other side, list 5 –6 different places they might live. Ask your

students to match where the animals live and to talk about why they made those decisions. For younger (pre-reading) students, instead of having them match using words, you might scramble up pictures of animals and natural environments that you photocopy from library books or print from the Internet.

PRE-VISIT ACTIVITY 3

Art/Discussion: Introduction to Kidspace Semester

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

Now that your students are aware of ecosystems and the different places in which animals live within them, begin a discussion on human relationships to their ecosystems. Talk about how both animals and humans use materials in the natural environment for their homes. Also discuss that humans use manufactured materials in their homes such as plastics and metals. Explain that when they are visiting Kidspace, they are going to look at how two artists make sculptures using natural and manufacture materials. Also discuss that these artists represent ecosystems in their work in unique ways. Show them two images of Rob de Mar's work ("Waterfall III" and "Forest") and one image of Victoria Palermo's work ("See Creatures"). Ask your students to talk about what they imagine these pieces are made of and how they might be ecosystems. Suggested questions:

- Do these environments look real?
- How are they similar to and different from things found in nature?
- What are the different parts that make up the sculpture?
- What would happen if you removed one part of it (like the armature (stem) from Rob's work)?
- What kind of animal would you imagine might live in these sculptures?
- If you were standing in these pieces, how do you imagine you might walk around them? (i.e., in "Waterfall", you might have to hop from tree to tree.)

Time permitting, have your students sketch animals that they imagine live in Rob's and Victoria's landscapes.

PRE-VISIT ACTIVITY 4

Art: Exploring Clay

(Materials: Crayola Model-Magic, modeling tools)

Your students will work with Model-Magic clay (by Crayola) at Kidspace. For many students, this may be the first time they will have worked three-

dimensionally and with this material. To help them to feel comfortable with the clay, please allow for some time before their visit to play with the clay in your classroom or with your art teacher. Give each student a handful of the clay and have them try different ways to model it such as rolling, pinching, pulling, and flattening. They don't have to make anything specific; rather, this is an opportunity for the students to familiarize themselves with the material and to have fun.

DURING YOUR KIDSPACE VISIT

Pre-K – 2nd 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

Pre-K – 2nd Grade

Objectives

- Through role-play activities, students will become aware that all the different parts of an ecosystem work together.
- Through reading activities, students will explore their own relationship to the environment.
- In drawing and writing activities, students will express their appreciation for nature.

POST-VISIT ACTIVITY 1

Discussion: Appreciating Ecosystems

Victoria Palermo and Rob de Mar want viewers to become more aware of the natural world. Both artists present us with the opportunity to talk about the beauty of natural ecosystems and how humans interact with them. Rob has singled out some natural elements for us to appreciate including trees, clouds, and waterfalls. In Victoria's work, we find beautiful natural environments in her moss box experiments and in the display of rubber trees and grass chairs.

Remind students about what they saw at Kidspace. Ask them to discuss what they learned about nature through Rob's and Victoria's sculpture. Ask if anyone can define "ecosystem" and if they saw a sculpture at Kidspace that might be an example of an ecosystem. Move on to the activities below.

POST-VISIT ACTIVITY 2

Language Arts/Performing Arts: If a Tree Falls in the Forest, Does a Bird Cry?

Ask your students to brainstorm as a group to create a list of things that might be found in a forest (ex. trees, rocks, moss, pond, fish, birds, squirrels, leaves, ferns, etc.).

Assign each student to play a role as one of the natural elements from the list you created. Have the different elements talk to each other about their life in the forest and how they need each other. For instance, a bird might talk to a tree letting them know that they are thankful that the tree allows them to have their

nest in the tree's limb. Or a fish might say to the pond that he/she likes the cold water. Encourage your students to be imaginative. To inspire them, you might want your students to first act out what they imagine the natural elements look and sound like before they begin making up stories. For example, a student might pretend to be a tree swaying in the wind or a bird flying into his/her nest.

POST-VISIT ACTIVITY 3

Art/Language Arts: The Giving Tree

Read *The Giving Tree* by Shel Silverstein at the beginning of this activity. This story is about a tree that gives a boy different parts of itself including its apples to sell, limbs for a house, and trunk for a boat. Discuss the different things that we take from nature. Ask your students to think about how the tree in the book gives everything to the boy, yet the boy doesn't give anything back to nature. How do they feel about this? How should humans be more giving to nature (and the ecosystem of which they are a part) by taking care of it in certain ways?

Have them talk about the different things in nature that they need such as water, vegetables, and trees. Ask them to choose one natural element for which they would like to show appreciation and do a drawing of themselves thanking that thing.

****For 1st – 2nd grade students you might extend this project by having your students complete the following writing activity:**

Have your students write postcards (on unlined index cards) to nature. They should choose one natural element that they would like to thank for being supportive to them as humans. For instance, a student might write to the rain to thank it for providing him/her with water. Or he/she might write to a tree and thank it for providing it with wood and shade. On the front of their index cards, have your students draw a picture showing them within nature. Display the postcards in your classroom by hanging them from the ceiling using yarn or string so that your students can review both sides of the card. Or you can have your students mail the postcards to someone in their families.

EXTENSIONS

Pre-K – 2nd Grade

The following lists additional activities you might choose to complete with your students. They relate to the Kidspace exhibition and further explore the connection between art and science, in particular the design of ecosystems.

EXTENSION ACTIVITY 1

Art: Natural Living Room

(Materials: Images of *Cushion Me Soft*, drawing paper, pencil, crayons, markers)

Together, look at *Cushion Me Soft* (grass chairs) by Victoria Palermo (use overhead transparency). Suggested questions:

- Why did the artist use grass for the chairs?
- Where do you think she intended the chairs to be placed?
- How well do you think the chairs function as chairs?
- Who do you imagine might use the chairs?
- What other kinds of furniture might you put around the chairs? What kinds of material would they be made of?

Now, ask your students to complete a drawing of the grass chairs in a particular setting or ecosystem. You may want to explain the connection between a human-made setting such as a living room and a natural ecosystem such as a forest. Talk about the many different elements that make up a living room (e.g. sofa, table, lamp, TV) and that together create a whole setting or environment. Similarly, an ecosystem--like a forest--has many different elements such as trees, ferns, leaves, and rocks. Have your students think about where they might place the grass chairs in a house and to design in their drawings additional furniture and fixtures out of nature materials. For instance, they might choose to place a TV made out of rocks or a lamp made out of leaves and a tree trunk near the grass chairs!

EXTENSION ACTIVITY 2

Art: Classroom Forest

(Materials: paper, pencils, markers)

Put on small pieces of paper the name of different elements in a forest. Make sure you have one slip of paper for each student. Put the papers in a bag and

have each student pick one out. Ask students to create a drawing of whatever is noted on their chosen piece of paper. And instead of trying to make their drawings look realistic, have them try to use a technique similar to something Rob or Victoria might use. For a Rob-styled drawing, have your students only use two or three bright colors. Or for a Victoria-inspired drawing, have your students imagine their element is made out of grass. For instance, they might draw a picture of a rock or leaf with green crayons and grassy / choppy edges. Put all the pictures together on display in your classroom.

EXTENSION ACTIVITY 3

Art/Science: Classroom Terrarium

(Materials: clear bottles, scissors, soil, small plants, activated charcoal, pebbles, hammer, philips-head screwdriver)

Create a classroom terrarium to demonstrate an ecosystem at work. Remind your students of Victoria Palermo's "See Creatures" (moss box experiments), and talk about how those are examples of terrariums. Try to make the plants in your terrarium look just as wacky. Use the instructions, from the web-site listed below, on how to build a terrarium from the Association of Science-Technology Centers Incorporated (<http://www.astc.org/exhibitions/rotten/terrarium.htm>).

EXTENSION ACTIVITY 4

Discussion/Language Arts: Endangered Species

Endangered species is another interesting topic to discuss with your students when exploring habitats and ecosystems. Read a book with your class on endangered species and discuss where these animals live and why they are considered endangered. Ask your students to talk about what parts of the ecosystem are failing to cause the animals to become endangered (i.e., too many buildings taking over nature, water becoming polluted). We recommend:

- *Panda Bear, Panda Bear, What do You See* by Bill Martin (illustrations by Eric Carle)
- *Panther: Shadow of the Swamp* by Jonathan London
- *Thunder on the Plains: The Story of the American Buffalo* by Ken Robbins
- *Endangered Forest Animals* by J. David Taylor

ARTIST RESIDENCY

Pre-K – 2nd 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.