

The Dinner Party Curriculum Project

Classroom Connections: Mothers of Mother Earth

Grade Levels: Upper Elementary (adaptable to Middle or High School)



Andrea Horn

Art teacher Andrea Horn from Muhlenberg Elementary in Allentown, PA, created a unit of study for fifth-grade students entitled *Mothers of Mother Earth*. In this lesson students parallel the process of making *The Dinner Party* by balancing the challenges that arise when working in teams while allowing for individual strengths. Students consider the responsibilities both of the leader and of the team. Additionally, Horn asks the question: "Why is research important in creating a work like *The Dinner Party*?" Students then are involved with their own research and need to make decisions, as did the researchers of *The Dinner Party*.

Enduring Idea:

1. Across cultures and throughout history, women have made great contributions in improving the world.

Lesson One: Mothers of Mother Earth

Grade: Fifth

Time Allotment: Ten 45-minute class periods.

Overview:



Lesson Summary:

Small groups of three to four members will create and present a motivational multimedia work of art based on the contributions of a contemporary or historical woman. The members of each group will work together to determine each other's talents and interests; they will then research and design an artwork that is enhanced by their collective talents.

Artworks, Artists, and Artifacts:

1. *The Dinner Party* by Judy Chicago

Key Concepts:

1. Women have made great contributions to the world; their contributions should be considered of equal importance to those of men.
2. One person can make a difference in the world.
3. Art can educate people about the past and motivate them to make a difference for the future.
4. Everyone has a responsibility to better our world.

Essential Questions:

1. What defines a “great contribution”?
2. Why is it important to learn about the contributions of all human beings?
3. Why does every human being have a responsibility to better our world?



PA Standards:

9.1.5 Production, Performance, and Exhibition of Dance, Music, Theater and Visual Arts

- A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works of arts.
- C. Know and use fundamental vocabulary within each of the arts forms.
- D. Describe and use knowledge of a specific style within each art form through a performance or an exhibition of a unique work.
- E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- F. Describe works of others through performance or exhibition in two art forms.
- G. Identify the function and benefits of rehearsal and practice sessions.
- H. Use and maintain materials, equipment, and tools safely at work and performance spaces.
- J. Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.
- K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

9.2.5 Historical and Cultural Contexts

- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.3.5 Critical Response

- B. Describe works in the arts comparing similar and contrasting characteristics.

Interdisciplinary Connections:

History, Science, Reading, Writing

Lesson Objectives:

Through participation in art production and art criticism/aesthetics activities students will:

1. Understand and provide evidence that art can educate people about the past and motivate them to make a difference for the future.
2. Understand and provide evidence that women have made great contributions to the world; these contributions should be considered of equal importance to those of men.

Assessment:

Students will demonstrate their understanding of the Enduring Idea and Key Concepts at the end of this unit through the following tasks:

1. Class participation in all lesson activities.
2. Creation of collaborative, motivational multimedia works showing the great contributions of women.
3. Sketchbook-journal entry based on a set of closing questions about the unit.



Sequence of Action:

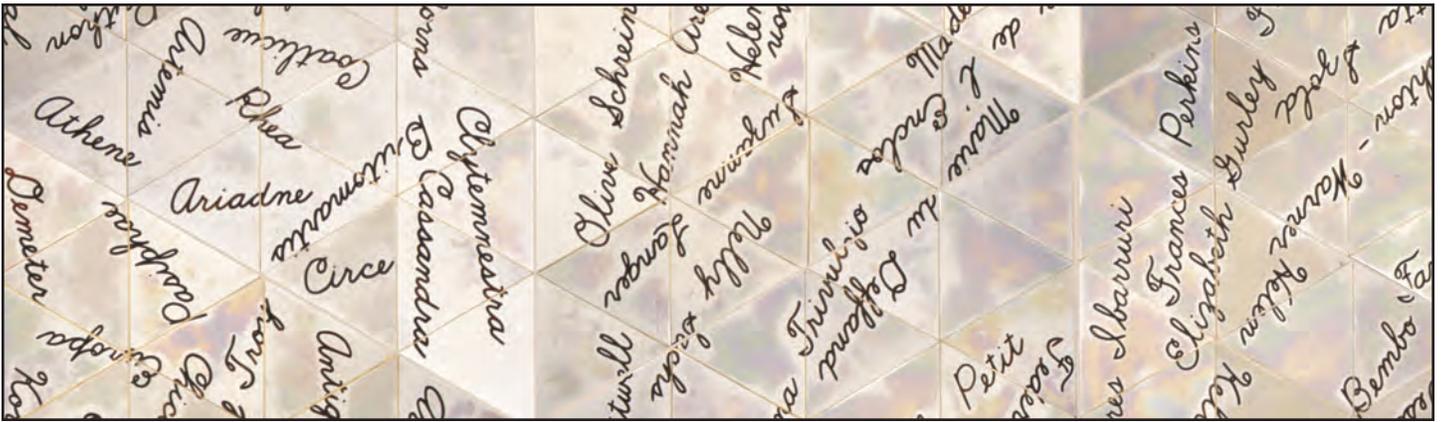
Instructional Strategies/Activities:

Engage:

- ▶ Students will be introduced to the art-making aspect of the unit – *Mothers of Mother Earth*.
 1. What comes to mind when you hear the word “mother”?
 2. Why our planet is often referred to as “Mother Earth”?
 3. These questions will be used to stimulate a class brainstorming session. Ideas should be documented on chart paper as well as in student sketchbook-journals.
 4. How does the word “mother” relate to this lesson title, *Mothers of Mother Earth*?
 5. How does this relate to what we’ve been exploring with Judy Chicago and *The Dinner Party*?
 6. Discuss how the students’ observations connect with the “big idea:” Across cultures and throughout history women have made great contributions in improving our world.

Develop:

- ▶ Distribute Handout 1: *Project Requirements*. Tell students that they will be working in small groups (assigned by the teacher) to create a collaborative, motivational multimedia artwork about our *Mothers of Mother Earth*.
 1. What is a multimedia work of art?
 2. What does the prefix “multi” mean?
 3. What do you know about media in art?
 4. Use these questions to make sure students understand what they will be creating.
 5. An image of *The Dinner Party* will be used as an example of a multimedia work. The following questions will be used to check for student understanding prior to beginning the project:
 - ▶ How many different mediums, techniques and processes did Judy Chicago use in *The Dinner Party*?
 - ▶ What does it mean if someone or something is considered motivational?
 - ▶ Do you know someone who has motivated you in your life?
 - ▶ Do you think *The Dinner Party* is a motivational work of art?
 - ▶ Is Judy Chicago a motivational artist?
 - ▶ What will you need to do to create a motivational work of art?
 6. Students will then be strategically placed in teams of three to four based on individual strengths. They will be encouraged to shake hands and will be reminded that they are a team, and that the contributions of each student are important for the project’s success. The teacher will select a team leader for each group.
 7. Each group will be assigned a woman to research and will be provided with a folder including information and articles about her. Individual reading materials will be assigned to each student based on his or her abilities. The name of the student should be written on the assigned article.
 8. Students will be informed that the first stage of their collaborative work of art will involve research. The following questions will be used to check student understanding prior to beginning their research:
 - ▶ Why is research important in creating this kind of art?
 - ▶ What would *The Dinner Party* be like without the research that was involved?
 - ▶ Would you be able to create a work of art about someone or something without knowing about them?



- ▶ Distribute Handout 2: *Research Process*. The teacher will then review the questions on the handout with the students. The research teams will be instructed to silently read the assigned articles and find answers to the questions on the handout. Dictionaries will be provided for student use during this process. The teacher will circulate throughout the class to provide assistance when needed. Students will also be encouraged to seek advice from other team members if they are having difficulties. This part of the lesson will be assigned as homework if the research is not completed by the end of the first class period.

1. Team members will discuss their findings with one another. After they have done so, they will meet with the teacher to make sure they are on the right track.

- ▶ Distribute Handout 3: *Project Planning Process: Visual Art Form*. Students will continue planning the artwork. The teacher will review the questions on the handout with the students. Students will complete the handout individually and then share their ideas with other members of the team. When finished, each team will share their ideas with the teacher.
- ▶ Distribute Handout 4: *Project Planning Process: Other Art Form*. The teacher will review the questions on the handout with students. Students should individually complete the handout and then share their ideas with the team. When finished, each team will again share their ideas with the teacher.
- ▶ Distribute Handout 5: *Final Proposal*. Students complete this as a team, with the team leader as the recorder. When finished, each team will present their final ideas to the teacher for approval.

1. Art Making: The art making part of this lesson will span multiple sessions. Time will be allotted for coaching individual groups in both the creating and presenting processes.

Closure:

- ▶ Distribute Handout 6: *Presentation Evaluation*. Each group will present its collaborative, motivational, multimedia work to their fellow classmates. Audience members will complete the *Presentation Evaluation* (Handout 6) for each presenter.
- ▶ Distribute Handout 7: *Self Evaluation* for each student to complete.
- ▶ Distribute Handout 8: *What Have You Learned on this Journey?* The teacher will then review the questions on the handout with the students. Students will be required to answer the questions in their sketchbook-journal in clear, complete sentences. This part of the lesson will be assigned as homework if it is not completed by the end of the class period.

1. The teacher will read the book, *Dear Children of the Earth: A Letter from Home*. This instructional unit will conclude with a parting quote from Judy Chicago: “[M]y hope is for a time when there will be justice and equality for all creatures who share the Earth.”



Butterfly Drawing Activity:

- ▶ About halfway through the art making part of the project, students will have the opportunity to participate in a drawing contest involving their depiction of Mother Earth.
- ▶ The winning drawing will be voted on by the entire fifth grade and the winning drawing of Mother Earth will be enlarged using an overhead projector and bulletin board paper.
- ▶ Each group will decorate the large Mother Earth drawing with the name of the woman from their project as well as a symbol to represent her.
- ▶ The display will include a butterfly representing Judy Chicago, along with the unit-closing quote.

Preparation:

- ▶ Teacher Research and Preparation:
 1. Review Resource List of women involved with the environment included as *Mothers of Mother Earth Resources* and select as many as needed so that each group is assigned one woman.
 2. Collect articles about each woman and assign articles to individual students based on reading abilities. Place articles in a folder to be distributed to each group.
 3. Photocopy handouts one through eight for distribution to students at appropriate times.
- ▶ Instructional Resources:
 1. Large chart paper for early brainstorming.
 2. Exhibition poster of *The Dinner Party*
 3. Handouts one through eight.
 4. Packets of articles for each team created from Resource List.
 5. Dictionaries.
- ▶ Student Supplies:
 1. Sketchbook-Journals.
 2. Pencils.
 3. A variety of art supplies (teacher discretion).

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Handout 1: Project Requirements

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

1. All group members *must* be involved in creating *and* presenting the collaborative, motivational, multimedia work of art.
2. The presentations must be at least, but not limited to, one minute in length, and involve at least two forms of media, one of which must be a visual art form.
3. Multimedia work *must* be about the assigned *Mother of Mother Earth*.
4. Each visual art form must include at least one symbol to represent the group's *Mother of Mother Earth*.
5. Each visual art form must creatively include the name of the group's *Mother of Mother Earth* as part of the design.

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Handout 2: Research Process

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Name of Student: _____

Names of Group Members: _____

What is the name of the person you are researching? _____

Who is she – artist, scientist, author, etc.? _____

What great contribution(s) did the woman give to Mother Earth? _____

How can this woman's life and/or work provide a model for our future? What can we learn from this person? _____

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Handout 3: Project-Planning Process: Visual Art Form

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Name of Student: _____

Names of Group Members: _____

1. What message do you want to send your audience about this person? How are you going to motivate your audience?

What do you want people to learn from your work? _____

2. What kind of visual art would be a great way to get your message across – sculpture, painting, collage, drawing, etc.?

3. Judy Chicago selected the butterfly as one of many symbols to represent the women symbolized in the place settings of *The Dinner Party*. What symbols would you use to represent your group's *Mother of Mother Earth* in the visual art form? Sketch ideas in sketchbook-journal.

4. Judy Chicago used illuminated letters to honor the women symbolized in the place settings of *The Dinner Party*. How would you design the name of your group's *Mother of Mother Earth* in the visual art form? Sketch ideas in sketchbook-journal.

5. Judy Chicago used the place settings and *Heritage Floor* to honor the women of *The Dinner Party*. What are your ideas for your group's *Mother of Mother Earth* visual art form? Don't forget to include symbols and the woman's name in your sketches.

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Handout 4: Project-Planning Process: Other Art Form

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Name of Student: _____

Names of Group Members: _____

1. What message do you want to send your audience about this person? How are you going to motivate your audience?
What do you want people to learn from your work? _____

2. What other art form would be a great way to get your message across – poetry, dance, musical composition, song, speech, skit, etc.? _____

3. What are your ideas for your group's *Mother of Mother Earth* other art form? _____

4. This collaborative, motivational multimedia art project has two major parts – a visual art form and one other art form. What talents can you contribute to this project? What parts of the project do you have a strong interest in? How do you enjoy expressing yourself (public speaking, comedy, creative writing, painting, physical activity, singing, playing an instrument, etc.)? _____

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Handout 5: Final Proposal

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Names of Group Members: _____

1. What message will you send to your audience about this person? How are you going to motivate your audience? What will people learn from your collaborative, motivational multimedia work? _____

2. What type of visual art form are you going to create? What materials/tools will you need to complete this part of the project? _____

3. What other art form are you going to create? What materials/tools will you need to complete this part of the project? How does this medium fit together with the visual art form? _____

4. How will you share the creation and presentation process? What will be the responsibilities of each group member in order to successfully complete this project?

Group Member / Responsibilities: _____

* Please attach sketches and any other important ideas, creations, etc.

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Handout 6: Presentation Evaluation

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Group Name: _____

Presentation Title (Great Contributor's Name): _____

What are this woman's great contributions to the world? _____

What did you like about the work? _____

Please attach sketches and any other important ideas, creations, etc.

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Handout 7: Presentation Self-Evaluation

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Student Name: _____

Group Name: _____

Presentation Title (Contributor's Name): _____

1. Do you think your message about this woman's great contributions is clear to audience members? _____

2. What are the strengths of your group? What could you improve upon? _____

3. What do you like about your work? _____

4. How do you feel about this project? _____

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Handout 8: *What Have You Learned on this Journey?*

Mothers of Mother Earth: Collaborative, Motivational Multimedia Works of Art

By Andrea Horn

Please answer the following questions in *complete, well-thought-out* sentences in your journal:

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1. What have you learned from Judy Chicago and *The Dinner Party*?
 2. What have you learned from the collaborative, motivational, multimedia works of art?
 3. What are the similarities between your artwork and the work of Judy Chicago? What are the differences?
 4. Why is it important to learn about the contributions of all human beings?
 5. Why does every human being have a responsibility to better our world?
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"...my hope is for a time when there will be justice and equality for all creatures who share the Earth."

- Judy Chicago

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Resource List for Mothers of Mother Earth

By Andrea Horn

1. *Betty Beaumont – environmental artist:

en.wikipedia.org/wiki/Betty_Beaumont
greenmuseum.org
www.nyu.edu/classes/beaumont/collaboration/

2. Lucy Braun – botanist and ecologist:

[encarta.msn.com/encyclopedia_761582587/Braun_\(Emma\)_Lucy.html](http://encarta.msn.com/encyclopedia_761582587/Braun_(Emma)_Lucy.html)
encyclopedia.farlex.com

3. *Jackie Brookner – environmental artist:

www.jackiebrookner.net

4. Rachael Carson – marine biologist and nature writer:

www.rachelcarson.org
www.time.com/time/time100/scientist/profile/carson.html www.rachelcarsonhomestead.org/
www.ecotopia.org/ehof/carson/
www.pbs.org
www.lkwdpl.org

5. Anna Botsford Comstock – artist, educator and conservationist:

en.wikipedia.org/wiki/Anna_Botsford_Comstock
www.nwf.org
historicabotanica.blogspot.com

6. *Betsy Damon – environmental artist:

greenmuseum.org/content/artist_index/artist_id-62.html
cgee.hamline.edu
www.wellnessgoods.com/garden.asp
www.artheals.org

7. *Agnes Denes – environmental artist:

greenmuseum.org/content/artist_index/artist_id-63.html
www.mu.edu/haggerty/exhibitions/denes.html
www.evol.org/agnesdenes.html
www.tfaoi.com

8. Marjory Stoneman Douglas – journalist and environmentalist:

en.wikipedia.org/wiki/Marjory_Stoneman_Douglas
www.nps.gov/archive/ever/eco/marjory.htm
usparks.about.com
www.wellesley.edu/Anniversary/douglas.html
www.cnn.com

9. Rosalie Edge – environmentalist:

www.ecotopia.org/ehof/edge/bio.html
pabook.libraries.psu.edu
www.depweb.state.pa.us
www.cascadepolicy.org

10. *Erica Fielder – environmental artist:

www.ericafielder-ecoartist.com
www.birdfeederhat.org
www.weadartists.org/fielder/index.html
www.greenmuseum.org

11. Dian Fossey – zoologist:

www.gorillafund.org
www.mnsu.edu/emuseum/information/biography/fghij/fossey_dian.html
womenshistory.about.com/library/bio/blbio_fossey_dian.htm

12. *Jane Goodall – naturalist, primatologist, ethologist and anthropologist:

www.janegoodall.org
en.wikipedia.org/wiki/Jane_Goodall
www.wic.org/bio/jgoodall.htm
www.pbs.org/wnet/nature/goodall/story.html

13. *Temple Grandin – animal scientist:

www.grandin.com/temple.html
www.avam.org/exhibitons/home.html

14. *Julia Butterfly Hill – activist and environmentalist:

www.circleoflifefoundation.org
en.wikipedia.org/wiki/Julia_Butterfly_Hill
www.ecotopia.org/ehof/hill/bio.html

15. *Lynne Hull – environmental artist:

www.eco-art.org
greenmuseum.org/content/artist_index/artist_id-7.html
www.communityarts.net/readingroom/archivefiles/1999/12/lynne_hull.php
www.artheals.org/news_2007/junjul07.php#interview

16. *Jane Ingram Allen – environmental artist:

www.janeingramallen.com
greenmuseum.org/content/artist_index/artist_id-99__nosplit-z.html
www.greenworks.tv/radio/todaystory/20011207.htm
www.mentalcontagion.com/issue0703/causeandeffect.html

17. *Alette Jamart – animal activist:

www.tve.org/earthreport/archive/doc.cfm?aid=1723

Bow, P. (2004). Changing the Future for Endangered Wildlife: Chimpanzee Rescue. Firefly Books Ltd. Buffalo, NY.

18. *Patricia Johanson – environmental artist:

patricajohanson.com

greenmuseum.org/content/artist_index/artist_id-98.html

www.metroactive.com/papers/sonoma/01.25.06/johanson-0604.html

www.landviews.org/la2003/fecund-pj.html

artheals.org/news_2003/apr03.php

19. *Wangari Maathai – environmentalist, women's rights activist:

greenbeltmovement.org

en.wikipedia.org

nobelprize.org

womenshistory.about.com/od/wangarimaathai/p/wangari_maathai.htm

20. Margaret Morse Nice – ornithologist:

en.wikipedia.org/wiki/Margaret_Morse_Nice

elibrary.unm.edu/sora/Wilson/v110n01/p0025-p0027.pdf

www.columbusaudubon.org/about/MMN.html

21. *Dr. Carole Noon – scientist and animal activist:

www.savethechimps.org/news/article_satya.asp

www.janegoodall.org/news/article-detail.asp?Entry_ID=240

Bow, P. (2004). Changing the Future for Endangered Wildlife: Chimpanzee Rescue. Firefly Books Ltd. Buffalo, NY.

www.releasechimps.org/mission/provide-sanctuary/sanctuaries-facilities/

22. *Ruth Patrick – botanist and limnologist:

en.wikipedia.org/wiki/Ruth_Patrick

astro4.ast.vill.edu/mendel/patrick.html

www.amphilsoc.org/museum/undaunted/patrick.html

www.ansp.org/research/pcer/rp/index.php

23. *Dr. Sue Savage-Rumbaugh – primatologist:

en.wikipedia.org/wiki/Sue_Savage-Rumbaugh

www.paulagordon.com/shows/savage-rumbaugh/

www.iowagreatapes.org/research/srumbaugh/rumbaugh.php

www.geocities.com/RainForest/Vines/4451/SheTalks.html

24. *Susan Leibovitz Steinman – environmental artist:

www.steinmanstudio.com

www.cla.purdue.edu/WAAW/cohn/Artists/Steinmanstat.html

greenmuseum.org/c/ecovention/sect3.html

25. Terry Tempest Williams – author, naturalist and environmental activist:

en.wikipedia.org/wiki/Terry_Tempest_Williams

www.americanswhotelthetruth.org/pgs/portraits/Terry_Tempest_Williams.html

www.ecotopia.org/ehof/williams/index.html

More Resources...

26. *Lois Dellert – artist:
<http://www.loisdellert.com/cv.html>
27. *Abigail Doan – environmental artist:
greenmuseum.org/content/artist_index/artist_id-122.html
28. *Amy Franceschini – environmental artist:
greenmuseum.org/content/artist_index/artist_id-134.html
29. *Linda Frost – artist:
www.lindafrost.com
30. *Linda Gass – artist:
www.lindagass.com
31. *Reiko Goto – environmental artist:
greenmuseum.org/content/artist_index/artist_id-10.html
32. *Lorna Green – environmental artist:
greenmuseum.org/content/artist_index/artist_id-105.html
33. *Yolanda Gutiérrez – environmental artist:
greenmuseum.org/content/artist_index/artist_id-34.html
34. *Helen Mayer Harrison – environmental artist:
greenmuseum.org/content/artist_index/artist_id-81.html
35. *Isabelle Hayeur – artist:
isabelle-hayeur.com
36. *Basia Irland – environmental artist:
greenmuseum.org/content/artist_index/artist_id-80.html
37. *Deborah Kennedy – environmental artist:
greenmuseum.org/content/artist_index/artist_id-53.html
38. *Ingrid Koivukangas – environmental artist:
greenmuseum.org/content/artist_index/artist_id-35.html
39. *Stacy Levy – artist:
www.stacylevy.com
40. *Laurie Lundquist – environmental artist:
greenmuseum.org/content/artist_index/artist_id-40.html
41. *Dr. Joanna Macy – eco-philosopher:
www.joannamacy.net
42. *Dominique Mazeaud – environmental artist:
www.earthheartist.com
greenmuseum.org/content/artist_index/artist_id-111.html

43. *Kathryn Miller – environmental artist:
greenmuseum.org/content/artist_index/artist_id-3.html
44. *Martina Navratilova – professional tennis player and animal rights activist:
www.martinanavratilova.com
45. *Andrea Polli – environmental artist:
www.andreapolli.com
46. *Aviva Rahmani – environmental artist:
ghostnets.com
47. *Janisse Ray – environmental activist and poet:
en.wikipedia.org/wiki/Janisse_Ray
48. *Gay Reinartz - conservationist:
www.zoominfo.com/people/Reinartz_Gay_1180464148.aspx
49. *Ann T. Rosenthal – artist:
www.studiotara.net
50. *Rachel Rosenthal – artist, teacher and animal rights activist:
en.wikipedia.org/wiki/Rachel_Rosenthal
51. *Barbara Roux – conservation artist:
www.barbararoux.com
52. *Christy Rupp – artist:
www.christyrupp.com
53. *Shelley Sacks – environmental artist:
greenmuseum.org/content/artist_index/artist_id-140.html
54. *Lada Segal – environmental artist:
greenmuseum.org/content/artist_index/artist_id-16.html
55. *Mara Adamitz Scrupe – environmental artist:
www.scrupe.com
56. *Fern Shaffer – environmental artist:
greenmuseum.org/content/artist_index/artist_id-20.html
57. *Bonnie Ora Sherk – environmental artist:
greenmuseum.org/content/artist_index/artist_id-85.html
58. *Anne-Katrin Speiss – environmental artist:
www.annekatrin.info
59. *Chrysanthe Stathacos – artist:
www.chrysannestathacos.com
60. *Kim Stringfellow – artist:
www.kimstringfellow.com

61. *Diana Lynn Thompson – environmental artist:
www.dianathompson.net

62. *Ruth Wallen – environmental artist:
communication.ucsd.edu/rwallen

63. *Shai Zakai – environmental artist:
www.eco-art.co.il/home.asp?CL=ENG

64. *Ann Haymond Zwinger – author:
http://en.wikipedia.org/wiki/Ann_Zwinger

*Contemporary Women