

Full Experience Narrative (both in the classroom and at the museum):

The *Art as Environmental Advocacy Field Trip Experience* is a thematic exploration of the Museum's landscapes demonstrating how artists can advocate for environmental protection. During the pre-visit activity students will preview the paintings on the tour and use the internet to research the artists' lives and inspiration. This tour is for students in grades 6-8 and includes Moran's paintings from an expedition to advocate for national parks, Winslow Homer's view of the Adirondacks, and Maya Lin's appeal for concern about our rivers and oceans. During the studio workshop students create gelatin prints to depict both nature and the manmade world. Back at school, for a post-visit activity students will develop debate arguments to advocate for or against a new national park in Maine. This experience is sure to develop appreciation for landscapes and foster argumentation skills in Maine's future voters.

Descriptions of Tour and Studio at the Museum:

Artworks on the Guided Tour may include:

Title	Artist
Town of Skowhegan	Yvonne Jacquette
Pin River Kissimmee	Maya Lin
Disappearing Bodies of Water: Arctic Ice	Maya Lin
The Trapper	Winslow Homer
View from Olana in the Snow	Frederic Edwin Church
The Great Blue Spring of the Lower Geyser Basin	Thomas Moran

Studio Workshop (optional):

Gelatin Printmaking Workshop - Inspired by the artworks seen on their tour, students will create original compositions based on nature and the man-made environment around them. They will then experiment with gelatin printmaking techniques to show the structure of an object, represent depth, texture, and add emphasis.

Description of Before and After Visit Lesson:

Before the visit, students will preview the paintings on the tour and use the internet to research the artists' lives and inspiration. After the visit, for a post-visit activity students will develop debate arguments to advocate for or against a new national park in Maine.

Maine State Learning Results:

Grades 6-8 SOCIAL STUDIES

Geographic Knowledge, Concepts, Themes, and Patterns: Students draw on concepts and processes from geography to understand issues of people, places, and environments in Maine, the United States, and world. (D1)

Individual, Cultural, International, and Global Connections in Geography: Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Native Americans. (D2)

BEFORE THE VISIT

Lesson Title: Artists as Environmental Advocates

Objectives:

1. Students will be able to describe the impact of changes on the environment that result from decisions made by society and/or individuals.
2. Students will understand the impact of geography on decisions to migrate and settle in new areas.
3. Students will make connections between the climate and the natural resources as well as the impact of societal decisions on the environment.

Materials: internet access, projector

Duration: 90 minutes

Procedures:

1. Preview the paintings on the tour using the links shown above. (Confirm whether or not Thomas Moran's *The Great Blue Spring of the Lower Geyser Basin* will be included.)
2. Read Thomas Moran's diary about his participation in Nathaniel Langford's expedition west that surveyed the territories new to the United States. The diary can be found at <http://www.nps.gov/yell/learn/historyculture/moransdiarypage1.htm>
3. Consider Moran's descriptions of what he saw. What kind of reaction did he have to the physical features of the area that become Yellowstone National Park? What did he think of Acoma?
4. The expedition had both a painter and a photographer. If you were part of the expedition, what job would you want to have? Why? How would the responsibilities of an expedition photographer differ from those of a painter?
5. The expedition also visited Acoma, the oldest continuously inhabited site in North America. Watch this video to learn about the history of Acoma. <http://www.acomaskycity.org/main.html?pgid=11>
6. Describe the geography of Acoma. How did the community survive there over the centuries? What was the impact of the European explorers and settlers on the Acoma community? How did migration of settlers of European descent to the Acoma region benefit or hurt the native Americans there?
7. Why did Winslow Homer like to paint in the Adirondacks? What were some of the other places he painted? How did the Adirondack State Park come into existence?
8. Visit Maya Lin's website "What is Missing". Explore the stories and memories recorded on the website. Have the students find one they want to share with the class.

9. Look at images of Skowhegan from Maine Memory Network particularly at the images of the Kennebec River before the dam in Skowhegan was constructed.
(https://www.mainememory.net/search/more?keywords=skowhegan+kennebec+river&original_uri=https%3A%2F%2Fwww.mainememory.net%2Fsearch%3Fkeywords%3Dskowhegan%2Bkennebec%2Briver%26refine%3D0&active_tab=core)

Discuss what were the economic advantages of installing the dam? What were the environmental consequences? Do dams still serve a purpose? Should some or all of the dams on Maine rivers be removed?

Assessment: Formative assessments can be made based on students' participation in the discussions.

Formative assessments can be made based on any written responses to the questions posed in class.

Differentiation and Extensions:

- Watch Ken Burns discuss Yellowstone National Park
<https://www.youtube.com/watch?v=86k-4ie05qc>
- Watch Maya Lin's video What is Missing?
<https://www.youtube.com/watch?v=0cFbLBQ9J-A>

Resources:

- For more background on Thomas Moran and the surveying of Yellowstone National Park see: <http://www.pbs.org/nationalparks/parks/yellowstone/>
- The Lure of the West <http://xroads.virginia.edu/~cap/nature/cap3.html>
- Additional Acoma Website Another website to view is <http://www.acomaskycity.org/home.html>.

AFTER THE VISIT

Lesson Title: A Debate on the proposed Maine Woods National Park

Objectives:

1. Students research, select, and present a position on a national park in northern Maine by proposing and revising research questions, and locating and selecting information from multiple and varied sources.
2. Propose and revise research questions related to a new northern national park. Locate and access relevant information that includes multiple perspectives from varied sources.
3. Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.

Materials:

Internet access
notecards

Duration of Activity: 90 minutes

Procedures:

1. Watch the Youtube video *The North Maine Woods*.
<https://www.youtube.com/watch?v=ePIF0trRimg>
2. The class will discuss possible questions to be researched for advocacy and opposition to the proposed Maine Woods National Park.
3. The class will be asked to find the difference between a national park and a national monument. Why would the President designate this area a national monument rather than a national park?
4. Debate teams of 3 - 4 students will be formed and sides assigned.
5. Students will organize and research topics for their debate.
6. The students will be asked to research in particular the opinion of people living in or near the lands that could become a new national park. How much say should the local East Millinocket community have?
7. Students will be asked to incorporate arguments related to the economic impact of a Maine Woods National Park or Monument.
8. The teams will debate the efficacy of the proposed Maine Woods National Park.

Method of Assessment: Debate performance

Possible rubrics:

http://www.niu.edu/facdev/_pdf/guide/strategies/classroom_debate_rubric.pdf

<http://www.csun.edu/~ds56723/phil338/hout338rubric.htm>

Differentiation and Extension Activities:

- Students will discuss within their teams the assignment of roles.
- Students will select topics they want to research.
- Students can extend the activity into an individual evaluation of the pros and cons of a new national park or monument in the form of a policy paper to be submitted to the Governor and state Senate President.
- Write an opinion editorial on the importance of state and national parks.
- In 1892 New York State created the Adirondack State Park where Winslow Homer painted *The Trapper*. Percival Baxter, a former governor of Maine, donated the land for Baxter State Park. Research the creation of Baxter State Park. How many state and national parks there are in Maine?
- Take a poll in your school and see if your school supports or opposes a new national park in northern Maine.

Interdisciplinary Connections:

This research relates to economic impact on the local and state economy. A math activity relating the value of the forestry industry to the expected value of tourism from a new national park or national monument.

This activity can be aligned with a science environmental unit.

Resources:

Maine Woods National Park Photo-Documentation Project

<http://www.mainewoodsnationalpark.com/the-park.html>

Maine Forest Products Council

<http://maineforest.org/wp-content/uploads/2015/04/20-Reasons-to-Oppose-the-Proposed-National-Park-in-Northern-Maine.pdf>

Maine Woods National Park Campaign

<http://www.mainewoods.org/>

East Millinocket to reaffirm opposition to national park

<http://bangordailynews.com/2015/11/20/outdoors/east-millinocket-to-reaffirm-opposition-to-national-park/>

What's the difference between a national park and a national monument?

<http://vault.sierraclub.org/planet/199611/nationalpark.asp>