The Arctic National Wildlife Refuge is an area located in the northeast corner of Alaska. Its establishment began in the 1950’s with the work of conservationists, led by Olaus and Margaret Murie, who sought to protect this wilderness frontier and its ecosystem. This area was seen to be unique and valuable in terms of its wildlife, wilderness and recreational value. The conservationists saw it as an important place to preserve and provide a protected habitat and eco-system, an area for scientific research and a connection to cultural heritage in terms of protecting one of the last areas of the American frontier. In 1954, the National Park Service recommended that this area in northeast Alaska be preserved and in 1960, the Secretary of the Interior under the Eisenhower administration signed a Public Land Order establishing the Arctic National Wildlife Refuge.

Despite the establishment of this protected wilderness, this area in Alaska is at the center of much debate and many threats from industry. It is estimated that the 19 million acre refuge may contain an estimated 16 billion barrels of crude oil and it is the desire for these resources that threatens the safety of the refuge and its inhabitants. This has been an ongoing battle between conservationists and politicians who want to develop and exploit these resources.

The Arctic Refuge exhibition presents the photographs of Jonathan Waterman who began photographing the Arctic National Wildlife Refuge in the northeastern corner of Alaska over three decades ago. He has documented his expeditions in photographs, film and in writing. Through his photographs he shows the habitats, eco-system and importance of the Arctic National Wildlife Refuge and what conservationist have fought to protect.

The activities and essential questions have been designed to meet a range of ages and abilities. They are foundations that may be modified and changed to meet the needs of educators in their classroom and community. The following sites contain further information and additional resources for these activities:
http://arctic.fws.gov/50th.htm
http://jonathanwaterman.com/save_arctic_refuge_campaign.htm
*Insert web address for 1911 Weeks Act exhibition here.*
PERSONAL REFUGES: VISUALLY EXPRESSING THE IMPORTANCE OF SAFE PLACES

ESSENTIAL QUESTIONS

• What is a safe place/refuge and why is it important?

• What do photographs tell us about the conflict between industry, humans and the natural environment?

• What is the relationship between humans, industry and the wilderness?

• How can visual images be used to express the importance of personal safe places?

MATERIALS (materials and resources may be modified to meet the needs of students and teachers)

Pencil
Paper
Camera
Computer
Computer Printer
Scissors
Glue
Paint
Paint Brushes
Paint Trays
Water Containers
Images of Natural Areas and Details

LEARNING OBJECTIVES

Students will be able to:

• Analyze and discuss the importance of safe places/refuges for natural species.

• Identify and describe the arguments and efforts made that called for and resulted in the establishment of the Arctic National Wildlife Refuge in Alaska and the advocates and conservationists that sought to save that area in terms of historical context and present impact.
• Analyze and interpret the importance of refuges and protected natural habitats and make connections between the importance of The Arctic National Wildlife Refuge and the student’s identified safe place/refuge.

• Visually communicate and express their personal views of the importance of a safe place/refuge and its qualities, visual imagery and aesthetics through the design and creation of a panoramic mixed media expression of that safe space/refuge.

DESCRIPTION OF LESSON

The Arctic National Wildlife Refuge in Alaska is a vast, remote area that has historically been a site of conflict between industry, humans and nature. Although it is a protected frontier habitat it is often threatened by outside individuals and groups who want the resources it has. This desire for resources can alter the landscape and create a habitat that is unsafe for its natural species. This activity is an exploration and discussion of the importance and role of protected habitats, refuges, and the outside forces that may put those natural habitats and its natural species in peril. It is an investigation and discussion of the history of the efforts to protect the Arctic range from human and industry threats and the importance of safe places and the qualities that establish them as safe and protected. The photographs of the Arctic Wildlife Refuge will be used to investigate and discuss issues surrounding the importance of the Arctic Wildlife Refuge, its unique qualities of habitat, place and aesthetics and make connections to place the students feel are their refuges or safe places. Students will use this exploration and discussion as a catalyst to identify, investigate and discuss places that are their refuges. Through their exploration and discussion of their refuges they will make connections to the importance of the Arctic Wildlife Refuge and the story that the photographs of it tell. The students will express their personal safe place, its qualities, visual imagery and the importance of protected refuges in a panoramic mixed media artwork.

ANTICIPATED LENGTH OF THE LESSON

* Class time may vary from school to school. The sequence may be modified to fit to a school’s instructional schedule.

Estimated Class Length: 45 minutes
Estimated Length of Lesson: 4 to 5 days
SEQUENCE OF DAILY LESSONS

The following is an outline of the possible sequence of procedure for the activity. This is a foundation that may be modified as needed by the instructor.

Day 1: The teacher will introduce the photographs of the Arctic Refuge to the class and with the class investigate and discuss the individuals and groups who sought to protect the area in Alaska that resulted in the establishment of the Arctic National Wildlife Refuge. They will explore and discuss the steps taken by these individuals and groups to protect the natural habitats, the threats to the refuge from industry and individuals, the importance of protected habitats/refuges and the ongoing current efforts to protect the Arctic National Wildlife Refuge. They will use this discussion and investigation as a catalyst to identify and discuss areas the students feel are their personal safe places/refuges and the qualities that make them their safe place/refuge. This will include a discussion of the outside individuals or groups that jeopardize and threaten their safe place/refuge. The class will explore and discuss the visual imagery, elements and visual aesthetics of the Arctic Refuge and their safe place/refuge and draw connections between each and understand how the visual imagery of them expresses the importance of these areas and its qualities for their natural inhabitants. Each student will use these investigations, explorations and discussions as a catalyst to design and create a panoramic mixed media artwork that is a personal expression of the visual imagery, elements, aesthetic qualities and importance of their safe place/refuge.

Day 2: The teacher will refocus the students on the Arctic National Wildlife Refuge and their discussion of its qualities and the efforts to protect it and their safe place/refuge and the connections and understanding they have drawn. The teacher will introduce photographs from the Arctic Refuge exhibition by Jonathan Waterman to the class and discuss the visual imagery used by the artist and how it expresses the artist’s personal feelings and importance of a safe place/refuge (additional works of art may be used). The class will revisit their safe places/refuges, its personal importance, elements and aesthetic qualities and discuss the ways they could use visual images to express the importance of them. Using mixed media such as photographs, magazine images and paint, the teacher will demonstrate how to create a panoramic mixed media artwork that is a personal expression of a safe place/refuge. The students will begin composing a visual narrative that expresses their feelings of the importance, visual imagery, elements and aesthetic qualities of their safe place/refuge through mixed media.

Day 3: The teacher will refocus and the students on the topic of the lesson. The students will continue to work on panoramic mixed media narratives.

Day 4: Students will complete panoramic mixed media narratives. As a class students will discuss their completed panoramic mixed media visual narratives, their visual
imagery, elements and aesthetic qualities and how these elements express their personal feelings of the importance of their safe places/refuges.

ART HISTORY COMPONENT

Teacher selected images from the Arctic Refuge exhibition.
* Additional materials and resources may be researched and added by the teacher.

ASSESSMENT PLAN

Teachers may assess students formally and informally and design those assessment strategies using this lesson as a foundation and additionally tailoring them to their needs based upon their classroom profiles.

VOCABULARY

Advocacy
Conservation
Habitat
Refuge
Arctic
Space
Safe
Industry
Visual Narrative
Mixed Media
Panoramic

STANDARDS

Visual Arts Standards

Standard 1. Apply appropriate media, techniques, and processes
Standard 2. Identify and apply the elements of visual art and principles of design
Standard 3. Choosing and evaluating a range of subject matter, symbols, and ideas
Standard 4. Understanding the arts in relation to history and culture
Standard 6. Making connections between the visual arts, other disciplines and daily life

New Hampshire Curriculum Frameworks

* SS - 3.10.6.8 - Employ photographs to classify areas as rural, suburban, and urban, and to identify similarities and differences in land use in those areas.
- SS - 3.11.6.2 - Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.

- SS - 3.11.6.4 - Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.

- SS - 3.13.10.4 - Evaluate, take, and defend positions concerning the ways changing population patterns can influence the environment and society.

- SS - 3.14.6.1 - Identify and discuss ways people depend upon, use, and alter the physical environment.

- SS - 3.15.10.1 - Evaluate sites within their community or region in order to identify the best location for a particular activity (for example, school, factory, shopping area, waste treatment plant).

- SS - 3.15.10.4 - Use the concept of sustainable development to analyze how different countries respond to changes in population and the needs of society.

- SS - 4.16.6.6 - Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.

- SS - 4.16.6.10 - Discuss the importance of individuals and groups that have made a difference in history, and the significance of character and actions for both good and ill.

- SS - 4.16.10.4 - Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect.

- SS - 4.16.10.6 - Develop and implement research strategies in order to investigate a given historical topic.

- SS - 4.16.10.11 - Utilize knowledge of the past and the processes of historical analysis to carry out historical research; make comparisons; develop and defend generalizations; draw and support conclusions; construct historical explanations, narratives, and accounts; solve problems; and make informed decisions.

- SC - 4.3.10.1 - Investigate how human activities, such as reducing the amount of forest cover and increasing the amount and variety of chemicals released into the atmosphere have changed the Earth's land, ocean, and atmosphere.

- SC - 4.3.10.3 - Describe possible consequences of reducing or eliminating some of the Earth's natural resources.