

Artists as Explorers

Lesson Overview	Explorers exist in every field of human endeavor, including geography, the arts, sciences, and philosophy. In this lesson, students will gain an understanding of humans' need to explore. They will create a "journey map" on Plurk's time line depicting the accomplishments of artistic explorers, and research the influences that caused the artists to embark on these explorations.
Length of Lesson	Five 45-minute class periods
Grade Level / Subject	9 th Grade English
Instructional Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • learn about journey maps and explorers. • expand their understanding of the term "explorer" to include those individuals who have made discoveries in the areas of arts and literature. • identify artists and writers who are "explorers." • make journey maps detailing these explorers' creations, ideas, and influences.
Instructional Plan	<p>Introduction</p> <p>Lead the students in a discussion of the human need to explore. In what ways has the human race been affected by all forms of exploration and discovery? Explorations can lead to one final discovery, or to more questions. What types of explorations are the students most familiar with? Prompt the students by asking questions such as:</p> <ul style="list-style-type: none"> • What do you think of when you hear the word "explorer"? • What makes an explorer different from other people? • What motivates him/her to explore? • What keeps people from being explorers? (i.e., fear, doubt, money) <p>Ask students to brainstorm the most famous explorers from the past and the present day. Make a list on the blackboard.</p>
Activity	<p>Examine the explorers named by students thus far. Ask the students to start thinking of people who are explorers in fields other than geography, such as science, politics, and the arts. Remind students that an intellectual exploration can be like a journey even if it does not include travel. Focus the classroom discussion on explorers in the arts. Name artist "explorers" for each of the following genres of art: theatre, literature, musical theatre, visual arts, music, and dance. Examples might include:</p>

	<p><i>Theatre:</i></p> <ul style="list-style-type: none"> • August Wilson • Arthur Miller • Anton Chekov • Shakespeare <p><i>Literature</i></p> <ul style="list-style-type: none"> • Edmund Spenser • Ernest Hemingway • Leo Tolstoy <p><i>Musical Theatre</i></p> <ul style="list-style-type: none"> • Richard Rodgers • Stephen Sondheim 	<p><i>Visual Arts</i></p> <ul style="list-style-type: none"> • Picasso • Jackson Pollock • Monet <p><i>Music</i></p> <ul style="list-style-type: none"> • Mozart • Duke Ellington <p><i>Dance</i></p> <ul style="list-style-type: none"> • Bob Fosse • Rudolf Nureyev
Procedure	<p>Introduce students to the concept of "journey mapping" and show examples, such as the examples from the National Geographic MapMachine. Tell the students that they will be making journey maps related to concepts in the arts, focusing on the work of certain "explorers." Students should research the influences that caused the artists to embark on their "exploration," particularly the childhood/adolescent experience of the artist, their homelands and hometowns, their schooling, family life, the ideas or discoveries that they developed, the way that those ideas influenced other artists and changed the genre in which they worked, their social interests, etc. Have the students choose one of this literary or people of the arts to create a "journey map" for. Have them research their chosen person and then create a Plurk Profile as their person. On the Plurk time line, create the journey map, mapping out their major accomplishments and any other influential things that happened in the person's life in chronological order. Encourage the students to check their classmates profiles and ask questions under the Plurks.</p>	
Closure	<p>Display the various journey maps around the room and bind them all into a classroom "atlas." Ask the students what surprised them most about their research and creation. Relate the work of this activity to their studies of other cultures. Compare and contrast two artists of the same genre that come from different countries, and look for the similarities and differences in the journey maps of these two artists.</p>	
Assessment	<p>Use the Assessment Rubric to evaluate student learning.</p>	
Sources	<p>Print:</p> <ul style="list-style-type: none"> • Barraclough, Geoffrey,ed. <i>The Times Atlas of World History</i>. Revised Edition. Maplewood, NJ: Hammond, 1985. 	
Authors	<ul style="list-style-type: none"> • ARTSEGE and DoDDS, Curriculum Partnership The John F. Kennedy Center Washington, DC • http://artsedge.kennedy-center.org/content/2301/ 	
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