

Using Global Youth Artwork to Inspire Discussion About Water Pollution

Crop It Strategy, adapted from [Facing History and Ourselves](#)

OBJECTIVES

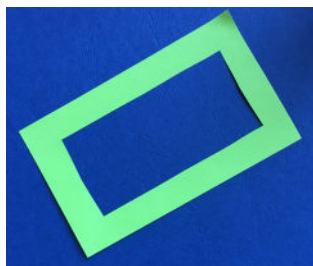
- Students will be able to look closely at artwork about water pollution and the health of our waterways, identify details in the work, and analyze themes or concepts.
- Students will be able to discuss their insights about or responses to artwork with their classmates.
- Students will be able to recognize and discuss similarities and differences between their observations and their classmates' observations.

LESSON TIMESPAN

Generally about 20-25 minutes. Depending upon the number of pieces of artwork you use and the amount of discussion you allow, the timing of this lesson can vary.

SUPPLIES

- Artwork from Bow Seat's online gallery (either printed, projected onto a wall, or compiled in a virtual gallery through Google Drive, Airtable, Padlet, or other preferred online tool). Print or download artwork from bowseat.org/gallery. Each group of 3-4 students will need a piece of artwork. See our suggested artwork below.
- **Physical Classroom:** A Crop It Tool/Frame for each student: Cut out the center rectangle from 3x5-inch sticky notes, leaving a frame.



- **Virtual Classroom:** You can recreate the Crop It Tool/Frame virtually in a variety of ways. For example, students can use the built in "snipping tool" on the computer to take a screen grab of a selected area of an image. Many snipping tools also come with a markup feature, with highlighters or red pens for students to identify specific parts of an image.

PREPARATION

- To explain to students that this artwork was made by teens from all around the world just like them, check out our 2021 Ocean Awareness Contest, *WATER RISING* (bowseat.org/contest).
- Set up art around the classroom, place the artwork on students' desks if using printouts, or share a virtual gallery (described above) with students.
- Make sure each student has a frame (see virtual adaptation above).
- Arrange students into groups (3-4 students per piece of artwork is ideal).

LESSON HANDOUTS

Crop It Activity Questions, final page of this document (or you can have these projected onto a screen for students)

SUGGESTED STUDENT ARTWORK

- ["Polluting Water Pollutes Life" by Allison Guo](#)
- ["Can't Breathe" by Lynne Yoon](#)
- ["Human Pollution" by Rachel Jang](#)
- ["Jaded Water" by Hayun Chong](#)
- ["Rainbows, Debunked" by Megan Vetter](#)
- [Untitled by Se Yeon Choi](#)
- ["8 Cups of Oil" by Daumoney Liu](#)
- ["Consuming Nature" by Kristy Lee](#)
- ["We Lose Ourselves" by Sergiy Rudik](#)

CROP IT ACTIVITY

After introducing the artwork and arranging students into groups, guide students through an exploration of the artwork using the following questions:

1. **Question 1: Identify the part of the image that first caught your eye.** Ask students to use their frame to identify the part of the image that first caught their eye.
 - All students in the group will place their frame on the artwork.
 - Ask students to discuss with their groupmates why they chose to place their frame where they did.
2. **Question 2: Identify a part of the artwork that shows who or what this image is about.** Students will move their frame to respond to Question 2, then discuss within their groups.
3. **Question 3: Identify a part of the image that shows a tension or problem.** Students will move their frame to respond to Question 3, then discuss within their groups.

EXTENSION

4. Once groups have completed their discussion for one painting, they can swap paintings with the group sitting next to them, and run through the three questions again with the new artwork, or consider additional questions, such as:
 - Identify the part of the image that the artist thinks is the most important.

- Identify a part of the image that connects to you personally.
 - Identify a part of the artwork that illustrates emotion.
5. Combine groups together and ask them to compare notes:
 - Did your groups focus on similar parts of the image?
 - Did you agree on what the image is about?
 - Did your groups identify similar or different problems and tensions?
 6. Closing Group Discussion. As a full class, students can discuss:
 - Did looking closely at artwork help you understand the meaning?
 - How did it make you feel? Did the choice of colors and images impact your feeling?
 - Did you learn something new about causes of water contamination? About water's connection to human health and the health of aquatic organisms?

LESSON ASSESSMENT

Students will complete an "exit card" before leaving the class, explaining:

- One thing learned or realized from the Crop It activity.
- One thing learned from discussion with peers.
- One (or more) questions they have.

SUGGESTED CULMINATING PROJECT: 2021 OCEAN AWARENESS CONTEST

Bow Seat's [Ocean Awareness Contest](#) is a call for young artists, conservationists, makers, thinkers, and activists who are concerned about the future of our blue planet. Your students are invited to join the thousands of youth around the world in our annual program that raises awareness about planetary health, uplifts youth voices for environmental conservation, and inspires hope and action through art, creative media, and storytelling.

The 2021 Ocean Awareness Contest theme **WATER RISING** challenges students to explore and understand their connection to water, and to creatively communicate the need to protect this vital resource. What are the stories we need to tell about water to sustain and conserve it for current and future generations of life on Earth?

WATER RISING Prompts

Submission(s) must respond to one of the following prompts:

1. PROMPT 1: Global warming affects the water cycle, fueling extreme weather events, such as hurricanes and droughts. Warming seas are also contributing to sea level rise around the world. Whether too much or too little, water is the primary way we will feel the effects of climate change. How do you feel the effects of climate change where you live? How will this change within your lifetime?
2. PROMPT 2: We are all interconnected through water. What does it mean to be up- or downstream from one another? Where does your water come from, and what is the journey it takes to get to you?

3. PROMPT 3: Though water is a basic human right, more than 1 billion people do not have access to clean and safe water worldwide. Access to clean water is increasingly threatened by pollution, privatization, and climate change, but these threats do not impact us all equally. Water contamination and environmental injustice overwhelmingly affect Indigenous communities, people of color, and the poor. How is water a lens through which we can understand and fight for justice? Consider water as a mirror of our society—it reflects back to us who we are. What do you see in the mirror?
4. PROMPT 4: Clean water is not only necessary to sustain human communities, but all life on Earth. There are many movements rising up to protect water and all those who depend on it. Who has historically led these movements? Who (and what—for example, policies) are our water protectors?
5. PROMPT 5: Think about the role that water plays in your life, and how that ripples out to connections in your community, society, and the world. What memories do you have of water? What is your water story?

Students ages 11-18 from around the world are invited to participate. Submissions accepted in: Visual Art (any medium), Creative Writing, Film, Performing Arts: Music & Dance, Interactive & Multimedia, and Poetry & Spoken Word. Students may earn cash awards of up to \$1,500, and student work becomes part of a global art collection that is helping to raise awareness and inspire protection of our blue planet.

Deadline to enter: June 14, 2021

Visit [bowseat.org/resources](https://www.bowseat.org/resources) for additional classroom resources, inspiration, and media!

COMMON CORE STANDARDS

Standards for English Language Arts 6-12 and Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

College and Career Readiness Anchor Standards for Reading (CCRA.R/CCRA.RH/RST)

-Informational Text-

Integration of Knowledge and Ideas

CCRA.R.7/ CCRA.SL.2: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Speaking and Listening (CCRA.SL)

Comprehension and Collaboration

CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Crop It Questions

- 1) **Identify the part of the image that first caught your eye.**

- 2) **Identify a part of the image that shows what this image is about.**

- 3) **Identify a part of the image that shows a tension, problem, or dilemma.**

- 4) **Identify the part of the image that the artist thinks is the most important.**

- 5) **Identify a part of the image that connects to you personally.**

- 6) **Identify a part of the artwork that illustrates emotion.**