

## ***Preserve That Perspective!: Understanding Landscapes, Erosion, and Preservation with the Biggs***

**Grades:** Grades 3, 4, and 5  
**Subject:** Visual Arts, Earth Science  
**Time Required:** 30 minutes  
**Author:** Biggs Museum Curator of Education  
**Featured Biggs**  
**Artwork:** *Far View (Old Beach)*, Ethel Pennewill Brown Leach, Pre-1926

<b><u>ANCHOR STANDARDS:</u></b>	<p><b>VA:</b> Cr2. 1. 3a</p> <p><b>VA:</b> Cr2. 3. 3a, 4a</p> <p><b>VA:</b> Pr6. 1. 3a</p> <p><b>VA:</b> Cn10. 1. 3a, 4a</p> <p><b>3ES:</b> S3. B: <i>Natural Hazards</i>: A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts</p> <p><b>4ES:</b> S2. A: <i>Earth Materials and Systems</i>: Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p>
<b><u>ESSENTIAL QUESTION and ENDURING UNDERSTANDING:</u></b>	<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do objects, places, and design shape lives and communities? How do artists and designers create works of art or design that effectively communicate?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><b><u>PERFORMANCE STANDARD:</u></b></p>	<p>Create personally satisfying artwork using a variety of artistic processes and materials</p> <p>Individually or collaboratively construct representations, diagrams, or map of places that are part of everyday life</p> <p>Document, describe, and represent regional constructed environments</p> <p>Identify and explain how and where different cultures record and illustrate stories and history of life through art</p> <p>Develop a work of art based on observations of surroundings</p> <p>Create works of art that reflect community cultural traditions</p>
<p><b><u>I CAN STATEMENT</u></b></p>	<p>I CAN create meaningful art</p> <p>I CAN create a piece of art of a place I know, by myself or with others</p> <p>I CAN make art that represents my community</p> <p>I CAN develop a work of art based on observations of surroundings</p> <p>I CAN create works of art that reflect community cultural traditions</p>
<p><b><u>ACCELERATION STRATEGIES:</u></b></p>	<p>Students will learn about the history of the Cape Henlopen lighthouse, how environments change over time, and how artists use perspective and horizon lines to create landscapes</p> <p>Students will create one landscape of a place they care about the way it looks now and one landscape of that same place if it falls subject to erosion and weather</p>
<p><b><u>ACTIVATING STRATEGIES:</u></b></p>	<p><b>Vocabulary</b></p> <p><b>Landscape:</b> a drawing, painting, or photograph of a scene from nature</p> <p><b>Perspective:</b> the creation of depth on a flat picture plane</p> <p><b>Preservation:</b> the protection of a place or things</p> <p><b>Erosion:</b> the destruction or change of a landscape or building from elements like water, wind, ice, and gravity</p> <p><b>Horizon line:</b> the line that separates the sky from the ground in a painting</p>

<b><u>LEARNING STRATEGIES:</u></b>	Students will apply what they've learned about preservation and creating landscapes to make their own landscapes
<b><u>SUMMARIZING STRATEGIES:</u></b>	Students can have a chance to share with the class the differences between their two landscapes and what could have caused these changes
<b><u>EXTENDED THINKING STRATEGIES:</u></b>	In cooperation with a science teacher, this lesson could be paired with an exercise or activity in a science class that addresses the concept of erosion more directly

## Featured Artwork

*Far View (Old Beach)*, Ethel Pennewill Brown Leach, Pre-1926

## Lesson Objectives

At the conclusion of this lesson, students should:

- Be able to create a landscape that features all the art elements addressed in the lesson
- Understand that the look of places and objects change overtime due to weather and other factors
- Understand that there are ways to preserve the memory of these places through art

## Materials

- Included worksheet
- Colored pencils

## Lesson Steps

1. View *Far View (Old Beach)*, Ethel Pennewill Brown Leach, Pre-1926
  - a. Ask the students if this is a landscape painting or a portrait and ask them to define both types of painting

- b. Ask students to describe what a lighthouse is and does and ask if any have seen a lighthouse and what they thought about it
  - c. Explain the following history of this lighthouse in Cape Henlopen
    - i. The lighthouse was built in the 1760s and could be seen from 17 miles out at sea
    - ii. The scenery around it was beautiful and many local artists painted it throughout the years
    - iii. In 1926, the lighthouse toppled into the sea, but artists like Leach continued to paint it from memory
    - iv. Leach created several different paintings of the lighthouse in order to preserve the image of what it used to look like
    - v. Today, the hill that used to feature the lighthouse is empty and a new lighthouse has been constructed on sturdier ground below
  - d. Use the history of the lighthouse to talk about the concept of erosion and natural hazards
    - i. Ask students what parts of weather at the beach can be damaging
    - ii. Explain that when water, wind, and ice destroy parts of the Earth or buildings, it is called erosion and this is what happened to the ground that this lighthouse stood on, causing it to fall down
  - e. Ask students what the word preserve means
    - i. Explain that there are many ways to preserve a physical place, but there are also ways to preserve the memory of a place
    - ii. Explain that many artists like to use their art to preserve the memory of people, places, and things that are no longer with us
  - f. Explain that to create this scene, the artist used two elements of art to make it seem realistic
    - i. Ask the students why the lighthouse is so small – does it mean that the lighthouse is close or far away?
      - 1. Explain that when artists makes close things large and things that are far away small, they are using something called perspective
      - ii. Point out the horizon line and ask the students to identify what it is or what two parts of the landscape meet there
        - 1. Explain that the horizon line is where the land or ocean meets the sky and it's how artists show us that the scene is outside
2. Use the worksheet to encourage students to create a landscape of their favorite outdoor place and what it might look like many years from now if erosion or other problems happen to that place
- a. Instruct students to include some large objects that are close and some small objects that are far away
  - b. Require that students must include a horizon line to show the land and the sky

- c. If time allows, students can share their two landscapes with encouragement to discuss what kinds of weather may have caused the destruction present in the second landscape



## My Favorite Place Today

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**What My Favorite Place Would Look Like After Erosion**