

# CURRICULUM GUIDE



**LIBERTY HALL**  
*Academic Center  
& Exhibition Hall*

**RARELY SEEN**  
PHOTOGRAPHS OF THE EXTRAORDINARY

An exhibition from  NATIONAL GEOGRAPHIC

GALLERIES  
KEAN UNIVERSITY

# RARELY SEEN

PHOTOGRAPHS OF THE EXTRAORDINARY



## **CONTENT:**

**Through a fun informative curriculum and high-quality instruction, it is our goal to:**

- ❖ **Provide a safe learning venue** for thousands of elementary-high school students.
- ❖ Inspire students to live out and **pursue their dreams** in the areas of visual art, science, and history.
- ❖ Create an exemplary learning atmosphere that introduces various **photography** to young students from surrounding cities.
- ❖ Offer rarely seen exhibits by **distinguished artists** and applied lessons that connect art, science, and history.
- ❖ Offer a locale for artistic excellence, **art ethics**, and create motivation for youth.
- ❖ Encourage **equitable provision**. LHAC and the Galleries at Kean offer equitable arts education developed through focus planning, partnership, awareness, and commitment. These divisions strive to create a safe, respectful, **inclusive learning platform** for all visitors.

**Curriculum goals...**

- **Build imagination and creativity.**
- **Improve critical thinking.**
- **Develop an awareness of arts connection to history.**
- **Engage in cooperative efforts.**
- **Critique, analyze & discuss the details in photography.**
- **Develop a respect for the arts.**
- **Draw positive connections between art, culture, creative writing, and history.**
- **Provide equity in art and history education.**

## INTRODUCTION & OVERVIEW OF THE EXHIBITION

Welcome to *RARELY SEEN – PHOTOGRAPHS OF THE EXTRAORDINARY*. We do hope your students enjoy viewing images that are so eccentric that they almost look fictitious. The exhibition is designed to spark the imagination of everyone who sees it and is entertaining and educational for broad student exposure and application. Importantly, the collection has been designed and created around the fascination with life, and to appeal to all student levels (Elementary, Middle, and Senior Year Levels). In the words of Photographer Stephen Alvarez, “The photographer’s role is to make the unknown known.”

**Experience astounding visual wonders this fall with *Rarely Seen: Photographs of the Extraordinary*, an exhibition by the National Geographic Society. This exhibition is full of striking images shot by some of the world’s finest photographers of seldom-seen places, events, and natural phenomena.**

**From a glacier in Patagonia to the deepest caves of Papua New Guinea, *Rarely Seen: Photographs of the Extraordinary* captures astonishing moments, natural wonders, and extraordinary objects from the far reaches of the globe.**

The purpose of this guide is to help teachers prepare and maximize the experience that students will have at this exhibition and ensure a sustained and lasting learning experience for students. In this guide, teachers will find a range of tasks and activities which can be utilized by scholars before, during, and after the exhibition itself, while providing educators with background information to help familiarize the subject matter and learning opportunities.

### **Purpose:**

This Lesson will focus on 5 of the 17 Sustainable Development Goals and are highlighted below.

“The **Sustainable Development Goals (SDGs)** or **Global Goals** are a collection of 17 interlinked global goals (all listed below) designed to be a “shared blueprint for peace and prosperity for people and the planet, now and into the future”. The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and are intended to be achieved by 2030.

The 17 SDGs are: No Poverty, Zero Hunger, Good Health and Well-Being, **Quality Education**, Gender Equality, **Clean Water and Sanitation**, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequality, Sustainable Cities

and Communities, Responsible Consumption and Production, **Climate Action**, **Life Below Water**, **Life On Land**, **Peace**, Justice, and Strong Institutions, Partnerships for the Goals.

**What you should know before you begin:**

**All learners, regardless of age, nationality, or background, should have privilege and access to visual art education.**

**All students will have the opportunity to have a simulated college campus experience that encourages diversity, equity, and inclusion.**

**Education through art promotes knowledge, appreciation, culture awareness and understanding.**

**Visual art education unlocks possibilities and offers learners the opportunity to discover who they are, their innovativeness, standards, morals, civilizations, and cultures.**

**Student Learning Outcomes**

**All students will develop knowledge of the process of critique, learn how to apply that knowledge, and reflect upon their critique.**

All students will **understand** and **analyze** the role, development, and ongoing influence of the arts in relationship to world cultures, history, science, and society.

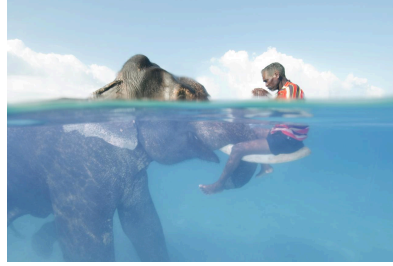
All students will **demonstrate** knowledge of how artists and artistic works connect with political, social, cultural, and historical events.

All students will **investigate** sources of sustainability and how they can be an active **agent of change**.

All students will develop a range of **literacies and aesthetic dispositions**, with a major focus on visual literacy and aesthetic assessment through visual art education.

**As you tour the exhibit what do you see as a common theme in each photograph?**

**Looking at the 3 photographs below, take note of the colors and the shapes that you see.**



- Which photograph do you find most fascinating? Why?
- Do you recognize any familiar shapes, colors, or patterns?
- Is there a specific culture identified in any of the photographs? If yes, explain.
- Is there a connection between art and climate in any of these photographs?

**Scientifically Speaking:**





Take a long look at this featured photograph. What might you conclude about this photo \_\_\_\_\_?

What season do you think it is here and why?

Tell me a story:



**Above we see a green-crowned brilliant hummingbird staring into the eyes of a pit viper. What do you think happened after this phenomenal photograph was taken?**

B) Write a short story on how you think this moment may have been captured. Be sure to build a creative storyline that includes influences from the categories below:

- History
- Culture
- Science
- Adventure

***Read this short informational text about, Climate Change.***

### **WHAT IS CLIMATE CHANGE?**

*Climate change is a broad term used to refer to changes in the Earth's climates, at local, regional, or global scales, and can also refer to the effects of these changes. In recent decades, the term 'climate change is most often used to describe changes in the Earth's climate driven primarily by human activity since the pre-Industrial period (c. 1850 onwards), particularly the burning of fossil fuels and removal of forests, resulting in a relatively rapid increase in carbon dioxide concentration in the Earth's atmosphere.*

*Global warming is a term often used interchangeably with climate change, as it is one of the most important measures of global change. Global warming refers to the rise in average global temperatures, which is linked to significant impacts on humans, wildlife, and ecosystems around the world. Because there are more factors and impacts than only rising surface temperatures, the term climate change is used to include these additional impacts. There is strong consensus among scientists, representing 97% of actively publishing climate scientists, that human influence has been the dominant cause of observed warming trends since the 20th century.*

*The concentration of carbon dioxide in the atmosphere has risen from hovering around 280 parts per million (ppm) in pre-Industrial time to 413 ppm as of early 2020.*

*This concentration of carbon dioxide is unprecedented in recorded history. Scientists have reported that we need to return to a 'safe' concentration of 350 ppm by 2100 in order to stabilize global warming.*

**Questions:**

What did you find most interesting about this information?

**What is climate change?**

**What is global warming?**

**The Job Is Ours:**

**Here's the story, titled "Whose Job Is It Anyway?"**

***This is a story about four people named Everybody, Somebody, Anybody and Nobody.***

**There was an important job to be done and Everybody was sure that Somebody would do that job. Anybody could have done it, but Nobody did the job. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do the job. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.**

**What can you and your family do?**

- Think twice before shopping.
- Make sure your big purchases have big environmental benefits.
- Go #PlasticFree.
- Avoid products that endanger wildlife.
- Pay attention to labels.
- Be water wise.
- Drive less, drive green.
- Green your home.

- Choose Wild Energy.
- Extinction is not an option.
- ★ Use your voice, and when you are of age, use your vote.

**New Jersey Core Curriculum Content Standards**

1.3.2 D. Visual Art 1. Identify the basic art elements of color, line, shape, form, texture, and space. 2. Discuss how art elements are used in specific works of art.

1.3.6 D. Visual Art 1. Describe the emotional significance conveyed in the application of the elements. 2. Describe a work of art that clearly illustrates a principle of design.

1.4.12 A. Knowledge 1. Examine the artwork from a variety of historical periods in both western and non-western culture(s). 2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art. 3. Determine the influence of tradition on art experience, as an art creator, performer, and consumer.

1.4.12 B. Skills 1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique. 2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1.5.8 A. Knowledge 1. Analyze how technological changes have influenced the development of the arts. 2. Examine how the social and political environment influences artists in various social/historical/political contexts.

Standard 1.5 All Students Will Identify The Various Historical, Social, And Cultural Influences And Traditions Which Have Generated Artistic Accomplishments Throughout The Ages And Which Continue To Shape Contemporary Arts.

Standard 5.9 All Students Will Gain An Understanding Of Natural Laws As They Apply To Motion, Forces, And Energy Transformations

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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