

UnMuseum: Coral Reefs Around The World

Exhibition: Catherine Richards Coral City 3-5, 5-8



GRADE LEVEL: THIS LESSON CAN BE ADAPTED FOR MULTIPLE AGE GROUPS.

OBJECTIVE:

Inspired by Catherine Richard's exhibition, Coral City, students will explore and discuss the different types of coral reefs, where they can be found and their specific characteristics. The students will choose one type of reef and research its location and specific characteristics. They will design, write and illustrate a travel brochure detailing their research.

VOCABULARY

Communities
Symbiotic
Coral Reef
Ecosystem
Fringing Reefs
Barrier Reefs
Atolls
Ref Morphology
Lagoon

MATERIALS

Cardstock
Ruler
Markers
Glue
Student generated illustrations
Photos from magazines or images found through research
Travel brochures
Maps and atlases
*Watercolor postcards
*Watercolor Colored pencils
*These materials are for an optional activity extension

BEFOREHAND

Collect materials including travel brochures and maps to share with the class.
Assemble research materials- have the school librarian collect and display books on coral reefs.
Collect and preview documentaries on Coral Reefs

DISCUSSION

Discuss Catherine Richards's exhibition. As stated in the wall text for this exhibition:

"Coral Reefs are some of the most ecologically diverse places on the planet. They have an important impact outside of the ocean too because they provide about 50% of our oxygen and absorb carbon dioxide. Sadly, these sensitive environments are some of the most endangered and it is estimated that if action is not taken soon nearly all of the world's coral reefs could be lost by 2050."

Ask the students:

Why is it important to study the various Coral Reefs around the world?

What do you think are some of the factors threatening the world's coral reefs?

What are some of the ways you think we can help preserve the reefs?

"Cincinnati artist and designer Catherine Richards often uses her art to explore ecological and community focused issues. Richards envisions this project as more than just an impassioned plea for conservation of the world's coral reefs. She also sees these environments housing ecosystems of plants and animals as symbols of our own communities. When we let part of a city fall into disrepair it will affect the overall wellbeing of the whole community."

Ask the students:

Why is it important to study and understand Coral Reefs?

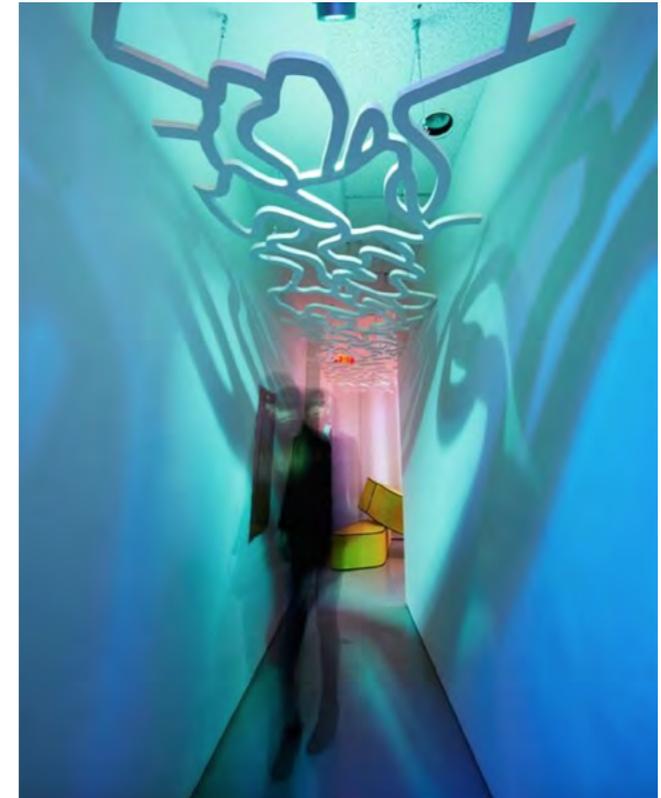
In what ways do the ecosystems that exist in the coral reefs resemble our own communities?

How is our community's success or failure dependant on the well being of each of its parts?

In what ways can we strengthen our own communities?

Present and discuss the three major types of coral reefs and their specific characteristics:

- Fringing Reefs
- Barrier Reefs
- Atolls



Present and discuss the major regions of coral reef development in the world:

- The Indo-Pacific
- The Wider Caribbean
- The Red Sea

Share various travel brochures with the class. Discuss what types of information it is important to include in this type of pamphlet. Ask the students to brainstorm the material they would include in a travel brochure about coral reefs.

Present the expectations for this project. Have the students include information about the location, yearly weather patterns, animals and plants found there as well as interesting facts they discover through research. Explain that that travel brochure's objective is to encourage people to visit. Have them to come up with slogans and fun, inviting imagery. Also have the students include a disclosure regarding the fact that the reef is endangered and some suggestions for what travelers can do to help preserve the destination's treasure. The brochures should include pictures either cut from magazines or student generated. Creativity is a plus!

PROCEDURE

Have the students choose the type of Coral Reef they want to research. Once they have settled on the type have them research where this particular reef can be found and its specific characteristics. It is ok for them to focus on a particular named reef or they can create their own.

Have the students tri-fold their card stock sheet.

Using markers, magazines, etc have the students design, write and illustrate their travel brochures

All six sides should include illustrations and text.

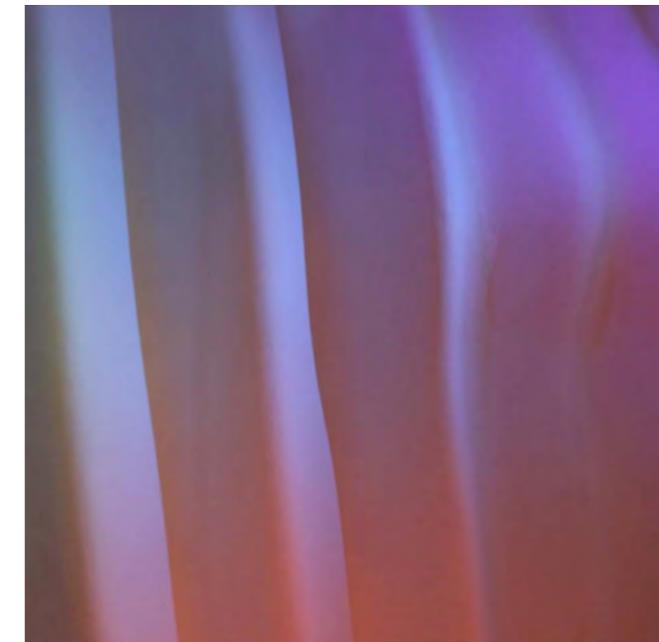
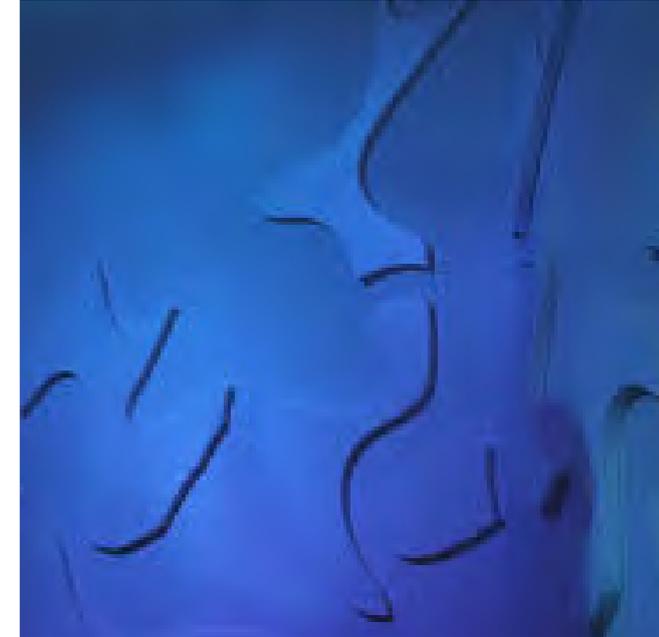
* As an optional activity or extension to this lesson have the students create watercolor postcards.

Using the watercolor pencils have the students design and write postcards highlighting a trip to the coral reef.

On the reverse side have the students write a note describing their trip to the reef.

For younger students this activity can replace the travel brochure and for older students it can be an extension to the lesson.

Once completed have the students display their work.



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Create a survey form- Have the class read through the various brochures. They can vote on the one that has the best design, is the most informative, best illustration, best slogan, etc.

Create a rubric for evaluating the students' final project.

EVALUATION

Using the created rubric:

Evaluate the student's research for accuracy and depth.

Evaluate the display of effort in completing the brochure.

Evaluate the persuasive nature of the student's brochure.

Other students through the maze.

