

Identity of the Land

Inspired by the exhibition *Carolina Caycedo and David de Rozas: The Blessings of the Mystery*
Prepared by Amana Ahmad, Chae Sung, Mik-Everett / Whim Krueger-Inabnit, and Sarah Wilson



Carolina Caycedo and David de Rozas, *Halving and Quartering*, 2020. Survey flags, stakes, tape, spray paint. Courtesy of the artists. Commissioned by Ballroom Marfa. Photo: Sandy Carson.

Lesson Overview

In this lesson, students will learn about how the identity of land changes over the course of history. Students will explore this concept through research and cooperative artmaking. Classes will be broken up into 4 groups. These groups will explore the following qualities of their school's property: Natural Landscape, Roads, Population Density / Settlements, and Infrastructure. Each group will explore the history of the school's land through their subject in the context of the 1800s, 1900s, and 2000s. After compiling their research, students will create a map of their subject through time on 3 sheets of transfer paper. At the end of the project, all 4 groups will come together to make 3 comprehensive maps. Through this lesson, students will learn how to work cooperatively and will gain a newfound appreciation for the land they interact with on a daily basis.

Big Idea

Understanding how the identity of the land in your community transforms over time.

Grade Level: High School

Context

This lesson is inspired by the site-specific installation *Halving and Quartering* by artists Carolina Caycedo and David de Rozas, included in the exhibition *The Blessings of the Mystery* at the Visual Arts Center. The work features a large-scale map of the city of Austin made of colored survey flags and tape, highlighting the transformation of the land over time by combining early 1800s city drawings with contemporary survey maps.

More on this exhibition can be found here:

<https://utvac.org/event/carolina-caycedo-david-de-rozas-blessings-mystery>

Learn more about Carolina Caycedo's work: <http://carolinacaycedo.com/>

Learn more about David de Rozas' work: <http://awayaboutsomethings.com/>

TEKS:

(117.304) Collaborate to create original works of art;
Create original artwork to communicate thoughts, feelings, ideas, or impressions

National Arts Standards:

(VA:Cr2.2.1a) Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

(VA:Cr2.3.11a) Redesign an object, system, place, or design in response to contemporary issues.

Objectives	Students will be able to: <ul style="list-style-type: none"> - Learn about the local community - Students will develop research skills - Develop an understanding of the local timeline - Understand geographic features of the land - Understand the consequences of human decisions on land 	Teacher Materials / Resources: <ul style="list-style-type: none"> - Pencils - Markers - Transfer paper - NA and TEKS standards
Anticipatory Set / Motivation	<ul style="list-style-type: none"> - Introduce the exhibition <i>The Blessings of the Mystery</i> by artists Carolina Caycedo and David de Rozas - Engage in a discussion with students about the material 	Student Materials: <ul style="list-style-type: none"> - Transfer paper - Pencils - Markers
Teacher Demo Anticipated Tmeline: 4-5 class meetings (about 3-4 weeks)	<ul style="list-style-type: none"> - The teacher will split the class into 4 groups. - Each group will be assigned one category: Natural Landscape, Roads, Population Density/Settlements, or Infrastructure - Each group will be instructed to take 3 sheets of transfer paper and map out what their category looked like visually on their school campus during the early 1800s, early 1900s and early 2000s. For example, one piece of transfer paper will depict roads during the early 1800s, another piece will depict roads during the early 1900s, and the third piece will depict roads during the early 2000s. - After research is done, the class will come back together and the pieces of transfer paper from the same time periods will be put together to depict a unified visual of what all 4 categories look like together. 	
Activity	<ul style="list-style-type: none"> - Students will research and create visual maps on transfer paper depicting how their category impacted the land around their school campus during the early 1800s, early 1900s, and early 2000s. - Students will then discuss the collaborative process and the results they noticed when joining their individual maps together by category. - Groups will then come together to make the final 3 maps that display all categories during the early 1800s, early 1900s, and early 2000s. - The class will then display the 3 final maps side by side on white butcher paper and will discuss the end results of the project. 	

Vocabulary	<p>Geography: the nature and relative arrangement of places and physical features</p> <p>Identity: the key characteristics with which a particular country, region, city, or village is associated</p> <p>Transform: make a thorough or dramatic change in the form, appearance, or character of</p>
Formative Assessment	<ul style="list-style-type: none"> - Ability to create a legend - Ability to discuss key features in each era - Ability to observe transformation or changes in land
Summative Assessment	<ul style="list-style-type: none"> - Ability to translate research into a visual representation - Ability to work and collaborate with others - Ability to stay engaged - Ability to discuss key changes