

## InsideART Fall 2024

*Skyway 2024: 12 Ways of Looking at a Landscape***Title**

*Andrés Ramírez: Hidden Truths*

**Estimated Time for Completion of Lesson**

1 class period (50 minutes)

**Concept/Main Idea of Lesson**

This lesson introduces students to the work of Andrés Ramírez. Students will engage in critical analysis and reflection on humans' interaction with their environment through Ramírez's photography.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts  
Social Studies

**Curriculum Standards****Florida Curriculum Standards**

Visual Arts:

- VA.68.H.1 and VA.912.H.1  
Through study in the arts, we learn about and honor others and the worlds in which they live(d).

- V.A.68.C.1.2  
Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.912.H.3.1  
Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- VA.68.C.1 and VA.912.C.1  
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- VA.68.S.1 and VA.912.S.1  
The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.
- VA.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
- VA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information
- VA.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
- VA.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.
- VA.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
- VA.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- VA.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

#### Social Studies:

- SS.6.G.3
  - Understand the relationships between the Earth's ecosystems and the populations that dwell within them.
- SS.6.G.5
  - Understand how human actions can impact the environment.
- SS.6.W.1
  - Utilize historical inquiry skills and analytical processes.
- SS.7.CG.2
  - Evaluate the roles, rights and responsibilities of U.S. citizens, and determine methods of active participation in society, government and the political system.
- SS.7.CG.4
  - Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of U.S. foreign policy.

- SS.8.G.4
  - Understand the characteristics, distribution, and migration of human populations.
- SS.912.H.1.1
  - Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.2
  - Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- SS.912.H.2.3
  - Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
- SS.912.H.2.5
  - Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.
- SS.912.A.1.4
  - Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.7
  - Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.H.2.4
  - Examine the effects that works in the arts have on groups, individuals, and cultures.
- SS.912.H.1.6
  - Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.H.1.3
  - Relate works in the arts to various cultures.
- SS.912.G.2.2
  - Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.5.1
  - Analyze case studies of how the Earth's physical systems affect humans.
- SS.912.G.5.4
  - Analyze case studies of how humans impact the diversity and productivity of ecosystems.
- SS.912.A.7.17
  - Examine key events and key people in Florida history as they relate to United States history.

### National Standards for Arts Education

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### National Council for the Social Studies Themes

- Culture
- People, Places, and Environments
- Production, Consumption, and Distribution
- Global Connections

### **Instructional Objectives**

The student will:

- become familiar with the artwork of photographer Andrés Ramírez;
- consider how Ramírez's aerial photography reveals aspects of the environment not immediately apparent at the ground level;
- discuss humans' interaction of, and impact on, their environment;
- interpret through Ramírez's artistic work, the unique environmental issues facing the state of Florida.

### **Learning Activities Sequence**

#### **Pre-Teaching:**

Make copies of the Archives.gov photo analysis worksheet.

Familiarize yourself with all lesson materials, review the Notes View at the bottom of the PPT slides. Activate the PowerPoint presentation and display slide 2.

#### **Attention-Getter:** (10 minutes)

As students walk into the classroom, hand them each a copy of the Archives.gov photo analysis worksheet.

Display Slide 1 and ask students to silently study the image.

Individually or in small groups, direct students to complete the worksheet, making note of their observations by responding to the prompts provided.

#### **Learning Activity:** Photo analysis debriefing (10 minutes)

Debrief with students by having a whole-group discussion, asking for volunteers to share their responses on the photo analysis worksheet.

Ask students: What do you think the people in the photo are doing? Where do you think this photo was taken?

Slide 2: Reveal the title of the work and that the aerial photo was taken in Florida from an airplane.

Slide 3: Tell students that today they will be learning about the work of Andrés Ramírez, a first-generation American photographer and visual artist who examines the struggle for land use in Florida and the tension between and among suburban sprawl, the natural environment, agriculture, and immigration.

**Learning Activity:** *PPT-Guided Teacher Explanation and Note-Taking* (25 minutes)

Progress through Slides 4-16, allowing students to examine the images and facilitating discussion by asking the questions in the Notes View.

**Closure:** *Whole-Class Discussion* (10 minutes)

Advance to Slide 17.

Anthony Record, former curator at the Museum of Florida Art and Culture (MOFAC), has said of Ramírez's work:

"His photographs can seem like colorful abstract paintings at first, but Ramírez has captured some amazing moments from 1,000 feet in the air. They allow us to see the surprising structure and the breathtaking scale of a lot of ordinary things that we drive by all the time."

Animate the slide to show the final reflection question. Ask students to reflect on the works by Ramírez they viewed today:

*How do Ramírez's photographs reveal new perspectives about familiar structures and landscapes?*

## **Evaluation/Assessment**

Participation in class discussion, completion of photo analysis worksheet, engagement in presentation, note-taking.

## **Materials and Resources**

- PowerPoint Presentation: *Andrés Ramírez: Hidden Truths* (Skyway 2024)
- Archives.gov photo analysis worksheet:  
[https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_former.pdf)
- Pen and paper or student notebooks
- Computer, projector, screen

## **Tiered Instruction Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/cooperative learning
- Alternative assessment options

## **References**

South Florida State College. (2024). *MOFAC Presents Exhibitions of Traditional African Art and Aerial Photography*. <https://www.southflorida.edu/news/mofac-presents-exhibitions-of-traditional-african-art-and-aerial-photography>

Viveros-Fauné, C. (2024). *Skyway 2024* (exhibition essay). Contemporary Art Museum, University of South Florida.  
[http://usfcam.usf.edu/CAM/exhibitions/2024\\_07\\_Skyway2024/Skyway24.html](http://usfcam.usf.edu/CAM/exhibitions/2024_07_Skyway2024/Skyway24.html)