

Destination 2018: Sustainability Lesson Plan

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CAMPUS: EAST

DISCIPLINE: HUMANITIES

The goal of this lesson plan is to help you decide why and where you will infuse sustainability to improve student learning. Remember that sustainability is not an "add-on" content area; rather, sustainability can be integrated into already existing lessons as in-class examples of concepts and as a context for activities and problem sets that promote critical thinking.

Week 1: Needs Assessment

This week you will write a needs assessment for your lesson, learn about SDG goals, and identify 3 goals that could align with your course and topic.

Needs Assessment

1. Write your Needs Assessment:

[\(examples\)](#)

Put your response here

A frustration that many of my students face, especially in my Intro to Humanities class, is why is this subject in itself necessary and practical? Why should they care about this class? Many of my students do not care about the Humanities. How can I make students care about their education? When we get to the unit on 21st century humanities many students ask why they should care about the present era they live in. Many students are frustrated: "I am just a single person, how can I contribute? How do I matter?" I think that learning about sustainability can help students to realize that they really should care about contemporary issues, and that they can indeed make a difference, by voting, and by embracing sustainable options in our present era. Each student should care and as individuals they can indeed make a difference. By examining artistic examples in recent times, I hope to introduce students not only to the Humanities of the present era, but also how environmental concerns and issues of sustainability may be addressed in contemporary humanities.

2. Explain why you think infusing sustainability will help this need:

[\(examples\)](#)

Put your response here

By infusing sustainability alongside the concept of caring in education, students may become active participants in making the world a better place. Students learn the transformative value that they can indeed make a difference. If students can begin to care about their education, they may be able to

extend that care to caring for the environment and caring about their rights and obligations as citizens. Simply by caring, students can achieve an active role in environmental and political issues. Issues of sustainability will become clearer through the student's lifetime as environmental issues become more prevalent and visible around the world.

3. State where (course or area) you are infusing sustainability and the topic:
([examples](#))

Put your response here

I am infusing sustainable living options in the final unit of an Intro to Humanities course, in which students are introduced to recent developments in the Humanities generally referred to as postmodernism.

Research SDGs

Visit the [Sustainable Development Knowledge Platform](#) to research the Sustainable Development Goals.

4. Choose at least 3 of the SDGs of interest that could align with your topic and share why:
([examples](#))

Put your response here

My three [actually four] SDGs of interest are Goal 6: Clean water and sanitation, Goal 7: Affordable and clean energy; and Goal 4: Quality education.

Goal 6: Clean and safe water is absolutely, positively, the most basic human need of all. We have to find a way to provide clean water to all people in this world.

Goal 7: Affordable and clean energy. Energy needs have had a profound impact upon the earth. Affordable and clean energy can help make this planet safe for present and future generations, and also for the other inhabitants upon this beautiful world on which we live.

However, for the purposes of my CAT, I will be addressing the following:

Goal 12: Responsible Consumption and production: We need to have more efficient methods of production and consumption in order to maintain a balance of resources around the world for all humans, as well as providing for food and water needs for all people.

Week 1 Reflection

5. Now that you have completed this week's portion of the template, reflect on the following:

a. I'm excited about...

I am excited about the potentials that this course may provide me as an educator to promote issues of sustainability and environmental concerns in my classes. These have already been of interest to me, and I am excited to be a part of this course.

b. I have questions about...

I have questions about the practicality, sometimes, of my ideas, and could use the common sense of my fellow educators in this course as I develop some interesting CATs and activities.

Week 2: Learning Outcomes/Research

This week you will write the student learning outcome for your lesson, explore lesson plan examples, look at a variety of classroom assessment techniques, and consider how you could incorporate the 3 Pillars of sustainability with a learning activity.

Student Learning Outcome(s)

The Student Learning Outcome is a statement of what the student will learn or be able to do because of this lesson. For more information on how to write a measurable learning outcome, review the following resources:

How to [Write Measurable Learning Outcomes](#) | Bloom's Taxonomy Resources - [Bloom's Taxonomy Action Verbs](#), [Bloom's Interactive Graphic](#), [Bloom's Taxonomy of Learning Domains](#)

6. Write your Learning Outcome:
(*examples*)

Students will evaluate postmodern art and global trends through the lens of sustainability.

Sustainability Lesson Plan Samples

Explore the following resources for lesson plan ideas:

- [Sustainability teaching activities across the disciplines](#) (Repository developed by Carleton College)
- Lesson plans organized according to conceptual Sustainability Systems: [Water](#), [Energy](#), [Food](#), [Waste](#), [Landscape & Ecosystem](#), [Supply Chain](#), and [Quality of Life](#) (Developed by ASU faculty)

- [AASHE Curriculum Resources Hub](#) (requires login)

7. Of the lesson plans you've explored, pick 3 and share why you selected those:
([examples](#))

Put your response here

Spaceship Introduction to Sustainability. I like this lesson plan in that it asks students to compare the functioning of life support systems in a closed system. Contemplating the earth in a comparative manner may be an eye-opener for students.

Sustainable Transportation: by cutting down on the use of automobiles in the cities and encouraging more individuals utilize public transportation and bicycles, carbon emissions are reduced and cities become cleaner. This activity I think would work well with students as they become aware of trends in cities like Paris that are more active in public and other alternate forms of transportation.

Arizona Water Consumption: Students are introduced to alarming trends regarding usage of water. Most of us are not conscious of water consumption issues. This activity helps illustrate that daily activities such as toilet flushing, washing dishes, brushing teeth and other such activities consume vast quantities of our water reserves. Even more alarming are the trends as to the water consumption levels from food production.

Classroom Assessment Techniques

Explore the following resource for Classroom Assessment Techniques:

- [101 Strategies to Demonstrate the Essential Competencies](#) – a college of classroom assessment techniques aligned to the essential competencies of a Valencia educator prepared by Valencia faculty Donna Colwell and Kevin Colwell
- [50 CATs by Angelo and Cross](#)
- [Classroom Assessment Techniques](#) by Northwest Evaluation Association

8. Of the CATs you've explored, pick 3 and share why you selected those:
([examples](#))

Put your response here

Minute Paper: I like this as an all-purpose CAT that can help students and instructors identify what aspects of a lesson have made the largest impact on students, and which elements of the class remain unclear. This is especially useful for the instructor to determine how content delivery is being processed by students.

Muddiest Point: One of the simplest CATs and also one of the most effective. This allows instructors especially to ascertain which aspects of the class presentation are most problematic among students.

Exam Evaluations: Another excellent CAT for the instructor especially, and most effective at the next class after the test. Students can express how “fair” they thought the exam, and what aspects were most difficult for them and why. Assessment is always process of growth for the instructor, and this CAT helps ease the tension at times between student and instructor regarding assessment.

Two new CATs to consider:

16. Concept Maps: Students can diagram the way that the three pillars could possibly be adapted to four specific works in the Humanities.

20. What's the Principle? Students identify principles to solve problems of various types.

3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:
([examples](#))

[For an Intro to Humanities Class]

Our final chapter details Postmodern Humanities. Among the various topics, we have a section on Globalism in the Contemporary World. The interaction of the global ecosystem is addressed in the article *The Diversity of Life* in 1992 by Edward Osborn Wilson. Wilson calls for “scientific humanism,” to improve the human condition. In his plea for the support of what he calls **biodiversity**, he insists that the people of the world need to develop a practical ethic in which humans become “stewards” of the environment.

In this unit, we have discussed the basics for the issues of sustainability. As a review, these are the three pillars of environmental, social, and economic factors that contribute to sustainability.

Contemplate Wilson’s essay excerpt. As you analyze the artistic works in this chapter, identify one work in contemporary humanities in this chapter that would address environmental, social, and economic factors related to biodiversity or sustainability, and explain how that work addresses these issues.

How does this work address issues of ENVIRONMENTAL concern?

What SOCIAL issues does it address?

What could be the potential ECONOMIC impact that this work in the Humanities addresses?

Compose a 250 word essay based on these factors.

This could also be assigned as a formative group assignment, in which a few examples in the Humanities are chosen and student divide into groups for consideration of these art works with students divided in into social, economic, and environmental groups for analysis of these works.

Week 2 Reflection

10. Now that you have completed this week's portion of the template, reflect on the following:

a. I'm excited about...

I have been excited about sustainability for some time. I am a great fan of Bill Nye the Science Guy and his writings as an educator. His book *Unstoppable* addresses the issues of climate change and sustainability. He says that WE can become unstoppable, as the newest "greatest generation" that will tackle the issues of climate change and sustainability in our present day for the good of ourselves, as well as future generations. I am really excited to be part of this Destinations project which deals with an issue that I have been so excited about. It is nice to know that we are slowly but surely making positive changes for the environment, even if it is one person at a time!

b. I have questions about...

I am hoping that I will be able to successfully develop the final project for this course. My problems tend to be practicality. I am a fine theorist, but putting things into common sense practicality is a challenge at times for me. I hope that I can successfully integrate my ideas in an activity or assessment that will help students understand sustainability issues. I have plenty of experience with CATs, but I hope that I will be able to really develop a fine CAT that will help students in my classes understand sustainability while successfully completing Destinations requirements.

Another important question: Are all 17 Sustainable Development Goals all part of what we consider "Sustainability?"

Week 3: Putting it All Together

The goal for this week is to create an activity that incorporates the SDG, CAT, and connection to the 3 Pillars of sustainability.

SDG Selection

11. Choose the SDG that aligns best with your Needs Assessment/Student Learning outcome and explain why:
([examples](#))

Put your response here

Goal 12: Responsible Consumption and production: We need to have more efficient methods of production and consumption in order to maintain a balance of resources around the world for all humans, as well as providing for food and water needs for all people.

CAT Selection

12. Choose the CAT that aligns best with your Needs Assessment/Student Learning outcome and explain why:
([examples](#))

Put your response here

20. What's the Principle? Students identify principles to solve problems of various types. Looking at four works in the Humanities: Edward Osborn Wilson's *The Diversity of Life*, Robert Smithson's Spiral Jetty, Norman Foster's Swiss Re Building in London, and the Gaia Principles that has been identified often in the Humanities, students will reflect on principles of sustainability, and through discussion, and how each of these works in the humanities can illustrate the three pillars as potential solutions to the environmental challenges of the contemporary world. By the end of this activity, students will be able to analyze and discuss how a work of postmodern art addresses issues of sustainability.

3 Pillars Activity

13. Describe how you will incorporate the 3 Pillars into your activity:
([examples](#))

Put your response here

As a homework reading assignment, students will contemplate the examples that I have provided above while also contemplating a reflection sheet that illustrates the three pillars so that students are comfortable with environmental, social, and economic aspects of sustainability.

For the assignment, the instructor will introduce the three pillars and how they are examples that must be considered within the concept of sustainability in a ten minute lecture. Following the lecture, students will be divided into groups of four or five students each to identify how the three pillars can be addressed within each of these examples in the humanities.

Activity Draft

14. Create a draft of the activity using the SDG, CAT, and 3 Pillars:

[\(examples\)](#)

Put your response here

Proposal: An in-class formative discussion and reflection activity on sustainability and postmodern art.

The instructor will introduce a Jackson Pollock painting and an image by Andy Warhol.

These are examples of what we call postmodernism in art. Often when we get to this unit, students have a hard time appreciating postmodern art, and it seems to violate the masterpieces of the past such as Leonardo da Vinci's *Last Supper*.

But postmodern art often reflects aspects of life in our present era. For example, Andy Warhol's Campbell Soup Cans, or Coca Cola bottles as a reflection and partially a criticism of mass consumer consumption in our present era.

Yet postmodern art is often a voice for change regarding issues in present society. One issue of this age is concern for the environment and issues of climate change.

A case study is Andy Warhol's *Green Coca Cola Bottles* from 1962. What Andy Warhol is arguing is the postmodern art has reached a pinnacle that is mass produced, low cost, cheap, gimmicky, and creates disposable pop culture that surrounds us every day.

One of the issues of this disposable pop culture is mass production and waste. Think of fast food: low cost, disposable quality, gimmicky advertising, and producing immense waste.

Let us now examine a Sustainable Development Goal from the United Nations: Goal 12: Responsible Consumption and Production. We need to find a way to engage a sustainability goal for water needs, sustainable food supplies and energy needs.

Can we see ways of embracing sustainable production and consumption in art? Can we, through art, embrace a sustainable ideal?

The CAT that we will be implementing is 20. What's the principle? Students identify principles to solve problems of various types by approaching issues of sustainability in analysis and with four works in the Humanities.

Students will evaluate **analyze** and **evaluate** the data in this CAT.

Students are introduced to Sustainability and the three pillars of Environmental, Social, and Economic concern within the sustainability model. This will be introduced to students in the class before the activity. We will use the muddiest point CAT at this point to make sure that students are comfortable with the three pillars. Further they are assigned the following works in the textbook with a brief lecture introduction as follows:

1. Edward Osborn Wilson's *The Diversity of Life*
2. Robert Smithson's *Spiral Jetty*
3. Norman Foster's *Swiss Re Building* in London

4. The “Gaia Principle”

The CAT:

Goal: Students will reflect on the three pillars as a group assignment with the works in the Humanities previously assigned above.

Students will be divided into groups of four or five, each analyzing one specific example of the art works indicated above (this proposal assumes 16-20 students total, more art works can be added for larger classes)

Students will assign a leader, a note taker, a time-keeper, and a speaker.

Length of the student group discussion is 15 minutes of group activity.

The instructor will act as a moderator, to move among the groups and see how students are doing with the material, and offering advice to the students.

The goal: establish the three pillars in the following examples. The notes below are some of the concepts in these art works that the instructor will try to develop as the students work in groups.

After having concluded group activity, the student speaker for each group will report that group’s findings regarding the three pillars.

Please note, that concepts listed below each item are content that the instructor will guide in the prior lecture, and also as a moderator within the student groups.

1. Edward Osborn Wilson’s *The Diversity of Life*

- a. Wilson argues that we need to establish is knowledge of biodiversity and a practical ethic in the modern world.
- b. Can this be achieved artistically?
- c. What do you think of the concept of humans as the “stewards” of the earth?

2. Robert Smithson’s *Spiral Jetty*

- a. Is there a socio economic element that this art work considers?
- b. Consider that it is a work that addresses water levels in the environment
- c. This work was built during a severe drought, and thus it responds to the environment.
- d. Can this, in the face of a drought in the American west, be indicative that we need to be responsible for or consumption and use of water?
- e. Were sustainable materials used for the construction of this art work?

3. Norman Foster’s *Swiss Re* building in London

- a. A new development is a movement in architecture to do the least possible damage to the environment. This is known as “green” or “sustainable” design
- b. Notice London’s first environmentally sustainable skyscraper.

- c. Natural ventilation is provided by windows that open automatically, and it contains an exterior of 260,000 square feet of glass that provides solar heating and much of the building's energy cost.
 - d. Is this an economic model for the future?
 - e. Or is this only socially possible in richer parts of the world.
4. An analysis of the Gaia Principle
- a. Mythologist Joseph Campbell, along with some figures in the Humanities have argued on the concept known as the "Gaia Principle," named for the Greek earth mother deity in that the earth seems to function in the manner of an organism at times.
 - b. While this has not been as much embraced in modern biology, it is an interesting model to consider.
 - c. If the earth is indeed an organism, what are our obligations to that living earth?
 - d. Do we have social and economic obligations?

[An additional idea that will probably not be incorporated to this assignment]

Having completed this assignment, a **creative** example could be further modeled as follows:

1. If we were to consider creating a painting in the postmodern style, in what ways could we approach it sustainably?
2. Apply the three pillars here
3. How could a work of art embrace the idea of environmental sustainability, without descending into "propaganda," that is, maintaining a legitimate aesthetic?
4. Can the same be said about a work that would also simultaneously address social and economic issues?

15. Explain how the activity aligns with your Needs Assessment/Student Learning Outcome
([examples](#))

Put your response here

Students will analyze and evaluate both postmodern trends in the humanities as well as issues of sustainability as solutions to environmental concerns in contemporary times by addressing specific examples and incorporating the three pillars.

Week 3 Reflection

16. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...

My plan of action is finally starting to take shape.

b. I have questions about...

Am I sufficiently focused in this activity for the requirements of this assessment? Again, practicality is usually my biggest challenge.

Week 4: Lesson Plan Draft

This week you will finalize your activity and create directions for students.

17. Prepare a set of instructions on how to facilitate this activity.

[\(examples\)](#)

Answer the following questions:

What prior knowledge will students need to be successful with this activity?

Students will need to have read the textbook chapter on Postmodernism, and should have been introduced to the general content to be covered in the assessment by a brief lecture introduction to the content. The instructor should also have outlined the four works featured in the assessment during the lecture.

What needs to be setup prior to delivering the lesson?

Students need to be organized in groups. As a rule, 4-5 students would suffice for a group of 20 students. Within each group should be four “officers”: a Leader, Speaker, Note-Taker, and Time Keeper. Powerpoints can be displayed by the instructor / facilitator when each group presents their content. Other than the reading material, the instructor’s powerpoints, and some notebook paper for the students, no other content will be needed for the assessment.

What resources and materials will you need?

Textbook content will be needed by the instructor for the following examples: Edward Osborn Wilson’s *The Diversity of Life*; Robert Smithson’s *Spiral Jetty*, Norman Foster’s *Swiss Re Building* in London, and the “Gaia Principle.” All of these can be found in Gloria Fiero’s *Humanistic Tradition* Volume 6, Sixth Edition. For further information on the Gaia Principle, consult Joseph Campbell with Bill Moyers, *The Power of Myth* (any edition).

How do you plan to introduce the topic?

The topic will be introduced during the reading assignment discussion for the students regarding the chapter in an Intro to Humanities class dealing with Modernism and Postmodernism in the Humanities. Lecture content and interactive discussion with supportive powerpoints will be provided for the students following the students' reading of the chapter, and the four principal examples of this assessment will be part of the reading assignment for this section of the course.

How will you keep students engaged?

Students are to be engaged by a dynamic lecture introduction with supportive discussion and visual powerpoints of the course content assigned. Group activity is intended to be academic but engaging in an informal manner. It is intended that the facilitation should be an enjoyable experience for the students conducive to growth while maintained in a somewhat informal manner.

Step-by-step run of the activity

Now that you have addressed the questions above, include directions in the draft of your activity

Proposal: An in-class formative discussion and reflection activity on sustainability and postmodern art.

1. This assessment is intended for an HUM 1020 Intro to Humanities class.
 - a. It can be easily adapted to a 20th 21st Century Humanities class as well.
 - b. The assessment intended to address the following Student Learning Outcome: Students will evaluate postmodern art and global trends through the lens of sustainability.
 - c. The three pillars of environmental, social, and economic will be reinforced in an introduction to how postmodern art can be interpreted through the lenses of sustainability
 - d. The assessment reinforces the Sustainable Development Goal 12: Responsible Consumption and Production.
 - e. It also employs Angelo and Cross's 50 CATs number 20: What's the Principal? Students identify principals to solve problems of various types.
2. Introduction to student difficulties with postmodern art

- a. Many students have trouble at the introductory level of the Humanities with the Postmodern Art section of the typical Intro to Humanities textbook and course content.
 - b. For example, the aesthetic value of Jackson Pollock's drip paintings and Andy Warhol's *Green Coca Cola Bottles* from 1962 in comparison to Leonardo da Vinci's *Last Supper* is often extremely questionable to most students.
 - i. [Note that these images should be introduced to students from the reading assignment and class discussion].
 - c. Yet postmodern art is often a voice for change regarding issues in present society. One issue of this age is concern for the environment and issues of climate change.
 - d. This activity is intended to expand the interest of students while reinforcing principles of sustainability in the Humanities.
 - e. The Three Pillars of Environmental, Social, and Economic concern within the sustainability model are further to be introduced to students.
3. Andy Warhol's *Green Coca Cola Bottles*: a postmodern case study for student frustration
- a. Any Warhol's *Green Coca Cola Bottles* is an interesting statement about United States and Western culture in the 1960s.
 - b. Postmodern artists have reached a pinnacle that emphasizes the mass produced, low cost, cheap, gimmicky, and examines the disposable pop culture that surrounds us every day.
 - c. One of the issues of this disposable pop culture is mass production and waste.
 - d. Fast food is a typical example of this quality: low cost, disposable quality, gimmicky advertising, and producing immense waste.
 - e. This may be a statement, however, as an interpretation of values that may be an excellent opportunity to introduce students to issues of environmental concern and sustainability in general.
 - f. Specifically, this assessment will target Sustainable Development Goal 12 from the United Nations, regarding Responsible Production and Consumption.
4. Classroom Assessment Goals:
- a. Students will implement Angelo and Cross's CAT Number 20: What's the Principal?

- b. Students analyze and evaluate Postmodern art through the lens of sustainability.

5. The Assessment

- a. The instructor introduces the challenges of postmodern humanities.
 - i. The examples of Jackson Pollock, and Andy Warhol, as discussed above are presented.
- b. In addition to the reading assignment, students are introduced to postmodern humanities in general, but also to issues of environmental concern that may be addressed by this new aesthetic, specifically four concrete examples of postmodern humanities:
 - 1. Edward Osborn Wilson's *The Diversity of Life*
 - 2. Robert Smithson's *Spiral Jetty*
 - 3. Norman Foster's *Swiss Re Building* in London
 - 4. The "Gaia Principle"

[Note that students will be formed into groups in this CAT with each group assigned one of these four works in the Humanities].

- c. The instructor at this point introduces some of the challenges facing people all over the world regarding the environment, specifically United Nations: Goal 12: Responsible Consumption and Production.
 - i. We need to find a way to engage a sustainability goal for water needs, sustainable food supplies and energy needs.
- d. Also, the Three Pillars of Environmental, Social, and Economic concern within the sustainability model are to be introduced to students at this time.
 - i. The primary group activity will be to determine examples of the Three Pillars illustrated within "section b" above.
- e. The instructor will request any "muddiest point" issues at this time, and inform students of a group CAT to be addressed in the next assigned class.
- f. The following class will feature groups of about four or five students each from a general class of 15-20 students.
- g. Each group is to be subdivided among four "officers": a Leader, Speaker, Note-Taker, and Time Keeper.
 - i. Powerpoints can be displayed by the instructor / facilitator when each group presents their content.

- h. Each of the four groups is assigned to consider one of the four works in the Humanities mentioned in “section b” above.
 - i. Students will work in their groups, defining ways that the Three Pillars may be expressed in the art works assigned.
 - ii. As students engage one another to analyze and evaluate the Three Pillars within each group, the instructor will act as a moderator and support to clarify or steer direction of each group as needed.
- i. Having engaged one another for 10-15 minutes, the Speaker for each group will share with the class that group’s findings and how each of the four works may relate to the Three Pillars.
- j. Project will probably take a whole 75 minute course time period.
- k. With the conclusion of the CAT, the instructor will summarize again United Nations: Goal 12 and sustainability in general.

Appendix: Instructor / Facilitator Moderation Content Suggestions for the Four Examples and Further Clarification

1. Edward Osborn Wilson’s *The Diversity of Life*
 - a. Wilson argues that we need to establish is knowledge of biodiversity and a practical ethic in the modern world.
 - b. Instructor may address: can this be achieved artistically?
 - c. What do students think of the concept of humans as the “stewards” of the earth?
2. Robert Smithson’s *Spiral Jetty*
 - a. Is there a socio-economic element that this art work considers?
 - b. Consider that it is a work that addresses water levels in the environment
 - c. This work was built during a severe drought, and thus it responds to the environment.
 - d. Can this, in the face of a drought in the American west, be indicative that we need to be responsible for or consumption and use of water?
 - e. Were sustainable materials used for the construction of this art work?
3. Norman Foster’s *Swiss Re* building in London
 - a. A new development is a movement in architecture to do the least possible damage to the environment. This is known as “green” or “sustainable” design
 - b. This is London’s first environmentally sustainable skyscraper.

- c. Natural ventilation is provided by windows that open automatically, and it contains an exterior of 260,000 square feet of glass that provides solar heating and much of the building's energy cost.
 - d. Is this an economic model for the future?
 - e. Or is this only socially possible in wealthier parts of the world?
4. An analysis of the Gaia Principle
 - a. Mythologist Joseph Campbell, along with some figures in the Humanities have argued on the concept known as the "Gaia Principle," named for the Greek earth mother deity in that the earth seems to function in the manner of an organism at times.
 - b. While this has not been as much embraced in modern biology, it is an interesting model to consider.
 - c. If the earth is indeed an organism, what are our obligations to that living earth?
 - d. Do we have social and economic obligations?

Having completed this assignment, a **creative** example could be further modeled and implemented as follows if time allows:

5. If we were to consider creating a painting in the postmodern style, in what ways could we approach it sustainably?
6. Apply the three pillars here
7. How could a work of art embrace the idea of environmental sustainability, without descending into "propaganda," that is, maintaining a legitimate aesthetic?
8. Can the same be said about a work that would also simultaneously address social and economic issues?

Week 4 Reflection

18. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...

I am excited in that I think I have created a fine CAT that may be easily implemented in my Humanities classes that addresses issues of sustainability that I have been enthusiastic about for quite some time.

- b. I have questions about...

Question: is my proposal practical enough for a beginning of the 20 PD hour expansion of Destinations 2018 in the fall of 2018?