

Bingham Mine

Jonas Lie, American



Jonas Lie was born in 1880 in Norway to an American mother and Norwegian father. He is known for his colorful landscape paintings of New England and New York, but has also done many sketches and paintings of other countries and states. He was named after an uncle who was a famous Norwegian author. At the young age of 12, Jonas's father died and Jonas went to go live with an artist near Oslo for three months.

Jonas was exposed to many cultural arts in his youth and his first love was music. He was also exposed and interested to

drawing, which no doubt flourished while living with the artist.

After his brief stay in Oslo he moved in with his namesake and uncle, author Jonas Lie and his family in Paris. He was frequently in the company of great literary, artistic, and musical expatriates of the likes of Grieg and Ibsen in his uncle's home. His uncle, noticing Jonas' interest and ability in drawing enrolled him in a private art school in Paris and took him to frequent visits to the Louvre, no doubt nourishing an already blossoming talent in the arts.

A few years later Jonas's life changed again when he was reunited with his mother and sisters in New York in 1893. He continued to study art and was enrolled in the Ethical Cultural School. After graduation he took a job as a textile designer to support his mother and sisters, but continued to paint and sketch at night and also take classes at the National Academy of Design. He quit his job in 1906 and returned to Paris in 1909 to paint along the Seine river. He returned back to America a year later and became a prominent figure and outspoken artist in New York.

Jonas Lie, American, 1917
Bingham Mine
Oil painting
Purchased with funds from the Wattis Endowment for
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Bingham Mine

Before and After: A Timeline of Art and Environment

written by Jennie La Fortune

Objectives:

Using Jonas Lie's piece *Bingham Mine*, students will:

1. See the relationship between humans and the environment.
2. Interpret nature as art.
3. Identify connections of present action and future results.
4. Create a natural timeline depicting their view and or opinion of environmental sustainability.

Duration approximately 1 ½ hours or two 45 minute class periods. Lesson may be stretched for greater complexity and depth.

Grade level: grades 6-12. Lesson may be simplified or advanced depending on grade.

Materials:

- Image of Bingham Mine by Jonas Lie
- Lie's preparatory drawings found here:
http://collections.umfa.utah.edu/index.php/Detail/Entity/Show/entity_id/2397
- Bingham Mine's Fun Facts and Resource page found here:
<http://www.kennecott.com/library/media/TeacherGuide.pdf>
- Timeline handout for student (template attached)
- Objects found outside
- Glue (to glue to timeline)

Concepts/Key Terms to Review or Introduce:

Environment- the surroundings or conditions in which a person, animal, or plant lives or operates.

Environmental sustainability (*for older grades)- the capacity of nature to endure; how biological systems remain diverse and productive over time.

Natural resource- a material source of wealth, such as oil, water, or mineral deposit that occur in a natural state and has economic value.

I. Getting Started: Draw a simple timeline on the board. Place Lie's painting at the end with the date 1917 below. Print out (prior to lesson) pictures of the preparatory drawings Lie drew while preparing to paint Bingham Mine. Pass out and have students place them in the order they believe Lie would have drawn them. While we are not sure (they are all done in 1917), allow this to begin a dialogue about process. Show the pictures (on LCD) for greater clarity and point out the different angles of the mine Lie drew (found on UMFA address above). Ask why questions. Analyze the painting together as a class. Carry this idea to how different angles and opinions exist on what to do with our environment and how humans fit into the picture. Also point out that there are portions of the mine we do not see in the final oil painting that Lie drew in his sketches. Make the connection that there is more to a story or environment than what the human eye sees at the present moment.

2. Directing the Learning:

a. Ask students for their own stories and memories of Bingham (Kennecott) mine. Many Utah students have gone, or at least heard of it. Use the resource link to share facts and a bit of history of the mine with students. Be sure to incorporate pros and cons and remain neutral – allowing the facts to speak to the students for them to draw and notice their own conclusions.

(<http://www.kennecott.com/library/media/TeacherGuide.pdf>).

b. Show pictures of the mine today. Add this to the timeline – extending the line to 2012. Briefly participate in a class discussion (or partners can discuss and then have one idea ready to share with the class) about what students notice from past to present. Ask for future predictions.

c. Again, revisit pros and cons of mining for natural resources. Extend this to beyond the Bingham mine, reminding students that this occurs in many places. This will prime students' minds to depict their own work displaying their thoughts on how our decisions today affect tomorrow.

3. Activity: Students will create an art timeline which communicates their answer to the question: how do our decisions today affect tomorrow? The timeline will be abstract and use materials found outside (i.e., leaves, sticks, flowers, small rocks, litter, found objects left in nature, etc.) to convey their feelings and answers on this topic.

a. Pass out timeline template to students after class introduction, analysis and discussion.

b. Explain the purpose and give general directions. They are to gather materials from nature. These can also include man-made objects if they have been left outside. These objects are to portray and represent their answer to the above questions. Given the material discussed earlier using Lie's work, they should have a good foundation for personal opinion.

c. Go for it!

d. When students hand their art timeline in have them do a group show and tell. Pick a few to share with the class, explaining the method and message of their art work.

*possible extension: field trip to the Kennecott Copper Bingham Mine

Name: _____
Period: _____

Date Due: _____
Date of Assignment: _____

A Penny for Your Thoughts: How do our decisions today affect tomorrow?

Instructions: Using the timeline below, answer the question above using materials found in nature. This is your interpretation and abstract representation. Convey your message with creativity and direction. Show us your perspective on this question through nature and let your voice be heard and seen! Glue your materials to this cardstock timeline. Have fun.

Causes & Needs

Yesterday

Today

Tomorrow

Results & Effects