

MOBY-DICK

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VISUAL ARTS: Ports of the World

Students will

- Identify and illustrate concepts from direct observation and personal experiences
- Apply elements of art through personal expression
- Discuss the expressive properties of personal artworks using art vocabulary accurately

Copies for Each Student: *Moby-Dick* Synopsis, Map of the Ports, Activity Worksheet

For the Teacher: *Moby-Dick* Synopsis, Map of the Ports, Activity Worksheet, Example

Getting Ready:

Decide which section(s) of the lesson you wish your group to complete.

Gather materials:

- Construction Paper
- Pencils
- Color Pencils
- Ruler
- Any additional art supplies

Instructional Time: One 45-minute class period

Introduction

The story of this opera, and novel of the same name, centers around Captain Ahab who is traveling aboard his whaling ship seeking revenge on the white sperm whale, Moby-Dick, who he blames for the loss of his leg. Aboard the ship is a young man who records his journey including a descriptive log of all the whales they encounter during their travels at sea.

Have students read the *Moby-Dick* Synopsis to familiarize themselves with the story of the opera, which is slightly different from the novel. Then have students imagine they were to sail around the world. Tell students that they will be using the map to track their voyage and they will create a visual log to represent their experiences in each place. Have the students discuss the different ports on the map and different places they would like to travel.

Guided Practice

Have students pick four port locations around the world, mark those ports on the map, and draw the route their ship would take to each port. Then have students use a large piece of construction paper (or a large canvas, fabric, tree bark, drawing paper, or any large material divided into fourths) folded in half vertically and horizontally, creating four boxes. These four boxes will serve as a visual location log for the student to depict the culture and environment of the different ports.

The students will fill each quadrant with pictures to represent the culture, food, music, weather or anything else they feel represents the area where the port is located. At the top of each box, have students name the port and the country. The visual representation should fill up the rest of the space under the port name.

Independent Practice

Depending on your grade level, the ability of your students, and time constraints, you may choose to have students complete the assignment as a whole class, in small groups, with a partner, or individually.

If time allows

Have the students present their map of the ports with the route taken to get to each port and their visual log that depicts the culture and environment of each port. The assignment can be as detailed or general as you would like. Have students create a 3D representation of the ports as a class using sculpture models, wardrobe, jewelry, plants, etc.

Evaluation:

1. Were the students able to plot and chart their way of travel on the map?
2. Were the students able to complete the visual logs?
3. Were the students able to present their visuals log to their peers and express the expectations of each location visited?

TEKS – Fine Arts

Middle School 1

117.202 c. 1 A,B,D Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately; (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

117.202 c. 2 A,C Creative expressions

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks based on direct observations, original sources, personal experiences, and the community; and (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

117.202 c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

117.202 c. 4 A,B,E Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses to artwork using appropriate art vocabulary; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (E) understand and demonstrate proper exhibition etiquette.

Middle School 2

117.203. b. 1 A,B,D Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately; (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

117.203. b. 2 A,C Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community; (C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.

117.203 b. 3 C Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture.

117.203. b. 4 B,E Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (E) demonstrate an understanding of and apply proper exhibition etiquette.

Middle School 3

117.204. b. 1 A,B Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international; (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately.

117.204. b. 2 A,C Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community; (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.

117.204. b. 3 B,C Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy; (C) evaluate the relationships that exist among a society's art, music, theatre, and dance.

117.204. b. B,D Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (D) understand and demonstrate proper exhibition etiquette.

Art, Level I

117.302. c 1 A Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork.

117.302. c. 2 A,D,F Creative expression

The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; and (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

117.302. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage.

117.302. c. 4 B Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) evaluate and analyze artwork using a verbal or written

method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Art, Level II

117.303. c. 1 A Foundations: observations and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks.

117.303. c. 2 A,D,F Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.

117.303. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze specific characteristics in artwork from a variety of cultures

117.303. c. 4 A,B,C Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites; (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (C) use responses to artwork critiques to make decisions about future directions in personal work

Art, Level III

117.304. c. 1 D Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.

117.304. c. 2 A,E Creative expression

The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, (E) collaborate to create original works of art

117.304. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork

117.304. c. 4 B,C,D Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness; (D) use responses to artwork critiques to make decisions about future directions in personal work

Art, Level IV

117.305. c. 1 A Foundations: observations and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The

student is expected to: (A) consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.

117.305. c. 2 D,F Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (F) create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media

117.305. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze and evaluate the influence of contemporary cultures on artwork

117.305. c. 4 D Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (D) use responses to artwork critiques to make decisions about future directions in personal work

Correlates: Language Arts, Geography

Gardner's Intelligences: Linguistic, Logical-Mathematical

Bloom's Taxonomy: Understand, Analyze, Apply, Evaluate

Sources

<http://hdwallpaperbackgrounds.net/wp-content/uploads/2015/07/Blank-World-Map-Black-White-Wallpapers.png> (Accessed on 8/8/16)

<http://www.smithsonianmag.com/innovation/interactive-50-largest-ports-world-180947915/?no-ist> (Accessed on 8/8/16)

Moby-Dick

Synopsis

ACT ONE

Scenes 1 to 4. Day One: The whaling ship Pequod has been at sea for one week

Captain Ahab stands alone on deck in the hours before dawn. Below deck, while most of the crew sleeps, the harpooner Queequeg prays and wakes Greenhorn, a loner and newcomer to whaling. Dawn breaks and the call is made for "All Hands!" While the crew is raising the ship's sails, Starbuck, Stubb, and Flask talk about Ahab, whom no one has seen since the ship left Nantucket.

The crew sings of whales, wealth and home when suddenly, Captain Ahab appears. He tells them of Moby-Dick, the white whale that took off one of his legs, then nails a gold doubloon to the mast and promises it to the man who first sights him. This is the real reason they have sailed, he explains: to search the globe to find and destroy this one whale. His rousing call of "Death to Moby-Dick!" excites everyone but the first mate, Starbuck. To no avail, he confronts Ahab about what he sees as a futile and blasphemous mission.

Starbuck instructs Greenhorn about the dangers of whaling. When he ponders never again seeing his wife and son, he is overcome with emotion and orders Queequeg to complete the lesson. Stubb sights a pod of whales, but Ahab will not allow the eager crew to hunt since they have not yet found Moby-Dick. Starbuck orders the crew to sail on and sends Greenhorn up to the lookout on the masthead, joined by Queequeg.

As the sun begins to set, Ahab looks over the wake of the ship and mourns that his obsession deprives him of any enjoyment of beauty. All is anguish to him. At the masthead, Queequeg and Greenhorn look over the world, while Starbuck, on deck, bemoans Ahab's madness.

Scenes 5 to 7. Day Two: Three months later

After three months without a single whale hunt, Stubb jokes with the young cabin boy Pip about the sharks circling the ship. The song ignites a dance for the full crew, but rising tensions take over and a dangerous racial fight erupts. When Greenhorn suddenly sights a pod of whales, Starbuck is at last able to persuade Ahab to let the men hunt. Starbuck and Stubb harpoon whales, but Flask's boat is capsized and Pip is lost at sea.

On board the Pequod, an enormous whale is being butchered and the oil rendered in the burning tryworks. Flask tells Ahab that the search for Pip is under way, but Ahab thinks only of finding Moby-Dick. As they butcher the whale, the crew imagines Pip lost and struggling in the heart of the sea. Flask tells Starbuck that many oil barrels are leaking and he goes below to tell Ahab they must find a port for repairs.

Ahab is unmoved by Starbuck's report, and is concerned only with the white whale. When Starbuck refuses to leave, Ahab grabs a musket and orders him to his knees. From afar, Greenhorn shouts that Pip has been found. Ahab orders Starbuck out of the cabin.

On deck, the crew listens to Greenhorn describe how Queequeg rescued Pip. As the men return to work, Greenhorn pleads with Starbuck to get help for Pip, who has gone mad. But, the first mate ignores him. Greenhorn observes how life really works on the ship and decides to befriend Queequeg.

Starbuck returns to Ahab's cabin, where he finds the captain asleep. He picks up the musket with which Ahab had threatened him and contemplates what he should do. Pull the trigger and he may survive to see his wife and child again. When Ahab cries out in his sleep, Starbuck replaces the musket and leaves the cabin.

ACT TWO

Scenes 1-3. Day Three: One year later

An enormous storm is approaching, but Stubb, Flask and the crew sing a jolly work song. From the mastheads, Greenhorn and Queequeg talk of traveling together to his native island. Greenhorn wants to learn Queequeg's

language and write down their adventures. Suddenly, Queequeg collapses. The crew gets him down and Ahab announces he will take the masthead watch himself, as he wants to sight Moby-Dick first.

Below deck, Queequeg tells Greenhorn that he is dying and asks that a coffin be built for him. Pip enters from the shadows and sings a lament, joined by Greenhorn.

The massive storm now surrounds the *Pequod*. As Ahab sings defiantly to the heavens, bolts of lightning engulf the ship and the masts glow with St. Elmo's fire. Ahab demands that the men hold their posts, promising them the white flame is a sign from heaven to guide them to the white whale. The crew is inspired once again by the captain, much to Starbuck's distress.

Scenes 4 to 7. Day Four: The next morning

The ship has made it through the storm. From afar, the voice of Gardiner, captain of the *Rachel*, calls out. He pleads with Ahab to help him search for his 12-year-old son who was lost in the storm, but Ahab refuses. Pip shouts to Gardiner of the *Pequod's* own lost boy. Pip cuts himself and gets blood on Ahab's clothes. The captain orders the ship to sail on, leaving Gardiner behind. Ahab contemplates the heartless God who devastates so many lives and baptizes his new harpoon with Pip's blood.

Below deck, Greenhorn sees Queequeg's newly built coffin and contemplates the madness that seems to surround him.

On deck, Ahab and Starbuck gaze over the horizon. Ahab describes his forty years at sea and all he has left behind. And why? To what end? He cannot say. But he sees in Starbuck's eye a human soul and it touches him deeply. Starbuck seizes the moment and persuades Ahab that they should return to the wives and sons who wait for them in Nantucket.

Just as Ahab appears to relent, he sights Moby-Dick on the horizon. Great excitement ensues and the whale boats are lowered. Ahab looks again in Starbuck's eye and orders him to stay on board. The crew declares its loyalty to Ahab. During the chase, Moby-Dick destroys two whaleboats in succession, drowning their crews. Then, the *Pequod* is rammed and sunk, killing all aboard. Ahab's boat is then attacked and all but the captain jump or fall off. Finally alone with the white whale, Ahab cries out and stabs at Moby-Dick before being dragged down into the sea.

Epilogue: Many days later

Greenhorn floats on Queequeg's coffin, barely alive, softly singing his lost friend's prayer. Gardiner calls from afar, thinking he has at last found his missing son. Instead, he learns that Ahab and all the crew of the *Pequod* have drowned, except for this one survivor.

Name: _____

Date: _____

Moby-Dick

Activity Sheet

Part I: Below is a list of some of the busiest container ports in the world. Choose four port cities you would like to visit and plot them on the world map. Be sure to map out the route you will take from one port to the next.

Part II: Create a visual log that represents the life, culture, and experiences of each port to present to the class. You can use pictures of the local food, music, weather or anything else you can think of that represents the area where the port is located. You will need to name each port and the country.

Container Port Cities:

1. Shanghai, China
2. Dubai Ports, United Arab Emirates
3. Rotterdam, Netherlands
4. Hamburg, Germany
5. Antwerp, Belgium
6. Los Angeles, United States
7. Tanjung Pelepas, Malaysia
8. New York, United States
9. Tokyo, Japan
10. Valencia, Spain
11. Jawaharlal Nehru, India
12. Colombo, Sri Lanka
13. Manila, Philippines
14. Felixstowe, United Kingdom
15. Balboa, Panama
16. Santos, Brazil
17. Durban, South Africa
18. Port Said, Egypt
19. Port Metro Vancouver, Canada
20. Melbourne, Australia

Moby-Dick
Ports Around the World



Moby-Dick
Example

New York City, U.S.A. - Santos, Brazil - Duran, South Africa - Shanghai, China

