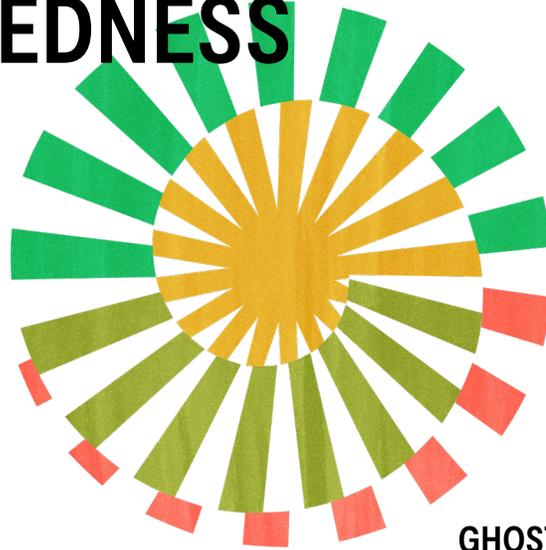


# LESSON 1: INTERCONNECTEDNESS



**GHOST OF A DREAM  
ALIGNED BY THE SUN**

## OVERVIEW

The artist collective Ghost of a Dream presents *Aligned by the Sun*, a short film featuring footage of the sun captured by artists from over 200 nations and autonomous zones around the world. Through dialogue and an activity, students will consider the similarities and differences between the overlapping moving images and explore the interconnectedness of the human experience.

### Objectives:

1. Students will consider human interconnectedness as cohabitants of one planet.
2. Students will explore the global significance of shared sunlight in daily life.
3. Students will reflect on borders and imagine a future chartered beyond them.
4. Students will work together to understand the impact of global collaboration.

### Lesson Plan:

1. Introduction: 5 minutes
2. Screen Film: 5 minutes
3. Group Discussion: 15 minutes
4. Partner Talk: 10 minutes
5. Activity: 20 minutes
6. Conclusion: 5 minutes

### Key Terms & Vocabulary:

Border, Climate Change, Coast, Collaboration, Community, Energy, Interconnected, Landscape, Regenerative, Solar Energy, Skyline, Topography

### Materials:

1. Provided activity sheets (to be printed)
2. Writing tools (pens, (colored) pencils, markers)

# 1 INTRODUCTION (5 MINUTES)

Welcome students.

Today, we will be exploring the theme of the sun. We will consider our individual dependence on the sun as well as our global interconnectedness that is also based on the sun.

**Q:** When I say the word sun, what other terms come to mind that we might use to refer to or call the sun?

**A:** Star, Energy, Center of the Solar System, Light, Warmth, Beams, Sunshine, etc.

Excellent answers. Some other terms might be \_\_\_\_\_ (add any that students missed). The sun is an enormous star—more than a million earths could fit in it – positioned at the center of our solar system. Our planet, home to nearly eight billion people, revolves around the sun.

**Q:** What are some ways that we use the sun?

**A:** Solar Energy, Grow Plants and Food, Heat, Generate, Power, Light to See, etc.

Great responses.

The sun is our most significant source of natural energy, for all the reasons you mentioned.

# 2 SCREEN FILM (5 MINUTES)

Before we begin our conversation or activities for the day, we will now watch a film titled *Aligned by the Sun*, by an artist collective named Ghost of a Dream.



**ACTION:** As we watch the film together, please consider:

1. What do you think is happening in the film?
2. What do you notice stays the same throughout the film and what changes?

# 3 GROUP DISCUSSION (15 MINUTES)

Take a moment to recall what we just saw in the film.

**Q:** What did you notice when watching the film?

**Q:** Where might this be filmed?

**Q:** What images are being overlapped?

**Q:** Who do you think captured the film?

*Aligned by the Sun* is compiled of footage of the sun, captured by artists in over 200 nations and autonomous zones across the world. Each individual video is by a different artist from a different part of the globe, and they all come together to form one film.

- Q:** What perspectives are present in the film (i.e., bird’s eye, worm’s eye view, etc.)?
- Q:** What is the center or focal point of the film?
- Q:** What brings all of the videos together?

The focus of *Aligned by the Sun*, as the title describes, is the sun. However, the meaning of the film is not so simple. Let’s consider what *Ghost of a Dream* might be communicating by including artists’ perspectives from around the world.

- Q:** What are some elements that change throughout the film?
- A:** Seasons, Perspectives, Landscapes/Topography, Buildings, Actions, Sound, etc.
- Q:** What are some elements of the film that remain consistent throughout?
- A:** The Sun, Water, Land, Sky, People
- Q:** Why do these elements remain constant throughout the globe?
- Q:** How might these elements impact and depend on one another?

#### 4 PARTNER TALK (10 MINUTES)

Read the following quote by the artists with the person sitting next to you.

“ With *Aligned by the Sun* we hope to communicate how the sun knows no borders and that we are collectively together on this planet through the light and warmth of the sun.  
 - *Ghost of a Dream*

Talk to your partner for two minutes and work together to interpret what the artists intended to say. Then answer the following questions.

- Q:** What is a border?
- Q:** What borders surround us?
- Q:** How do we know that the border is there?
- A:** border is a line separating two political or geographic areas.

Reconvene the group.

- Q:** What might the artists mean when they say, “the sun knows no borders?”
- Q:** How does the film show the audience that “the sun knows no borders?”  
 Why do you think the artists wanted to show this idea?
- Q:** Do you agree with their perspectives?

## 5 ACTIVITY: HOME IS WHERE THE SUN IS (20 MINUTES)

*This activity involves creating visuals of home, the sun, and the globe using lessons learned from the film and students' lived experiences.*

No matter where you live, access to the sun is universal. In this activity, we will consider our relationship to the concept of home from the perspective of the sun. We will also imagine possibilities for our global home beyond borders.

- Step 1** Prepare the materials. Students will need the attached activity sheet or a blank piece of paper where they can draw the template. Students will also need a writing tool (pencil, pen, marker, etc.).
- Step 2** Instruct students to recall two places they have felt “at home” in their life and write them in columns one and two. This can include where they currently live, past homes, a family member or friend’s home, their school, or any place where they felt most themselves.
- Step 3** Instruct students to draw and/or write their memory of the sun from that location. **You might ask:** What did you see? What surrounded you? What was your view when you looked at the sun from that location?
- Step 4** In the third and final box ask students to:
  1. Write/draw a view of the sun from the perspective of an ideal “global home.”
  2. Students can interpret this however they like. There is no right or wrong.
  3. What will the view look like when everyone works together to protect the earth?
- Step 5** Invite two to three participants to briefly share their work with the class.

## 6 CONCLUSION (5 MINUTES)

Today we have explored many topics based on the film *Aligned by the Sun*. We have discussed ways that we use the sun’s energy throughout the globe, our interconnectedness and interdependence, the concept of borders, as well as our own perspectives on and dreams for the concept of “home.”

### **Concluding Questions:**

- Q:** What part of the film or lesson today inspired you the most? Why?
- Q:** How do artists use their creativity to express challenging ideas?
- Q:** Share one lesson you learned about the significance or impact of the sun.
- Q:** In what ways has your knowledge of interconnectedness changed or expanded?
- Q:** Are there any other questions or comments before we end our lesson for the day?

## GLOSSARY

**Border (noun):** A line separating two political or geographical areas, especially countries.

**Climate Change (noun):** A change in global or regional climate patterns, in particular a change beginning in the 20th century and attributed largely to the increased levels of atmospheric carbon dioxide produced by humans using fossil fuels.

**Coast (noun):** The part of the land near the sea; the edge of the land.

**Collaboration (noun):** The action of working with at least one other person to create something.

**Community (noun):** A group of people living in the same place or having a characteristic in common.

**Energy (noun):** Power derived from the utilization of physical or chemical resources, especially to provide light, heat or electricity.

**Interconnected (adjective):** Having all constituent parts linked or connected.

**Landscape (noun):** All the visible features of a land area, often considered in terms of their aesthetic appeal.

**Regenerative (transient verb):** To regrow or be renewed or restored, with the intention to improve upon what has been damaged or lost.

**Solar Energy (noun):** Radiant energy emitted by the sun.

**Skyline (noun):** An outline of land and buildings defined against the sky.

**Topography (noun):** The arrangement of the natural and artificial physical features of an area.

# HOME IS WHERE THE SUN IS (ACTIVITY)

GHOST OF A DREAM  
ALIGNED BY THE SUN

1. Identify two places you consider “home” in spots #1 and #2 below
2. Draw or write about your homes! What did you see? What surrounded you? What was your view from that location?
3. Now draw or write about the regenerative home and global world you would like to see. What does it include?

#1

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#2

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Regenerative Home

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