

Unit Title: Reflecting Culture through Art - Personal Maps

INSTRUCTIONAL UNIT AUTHORS

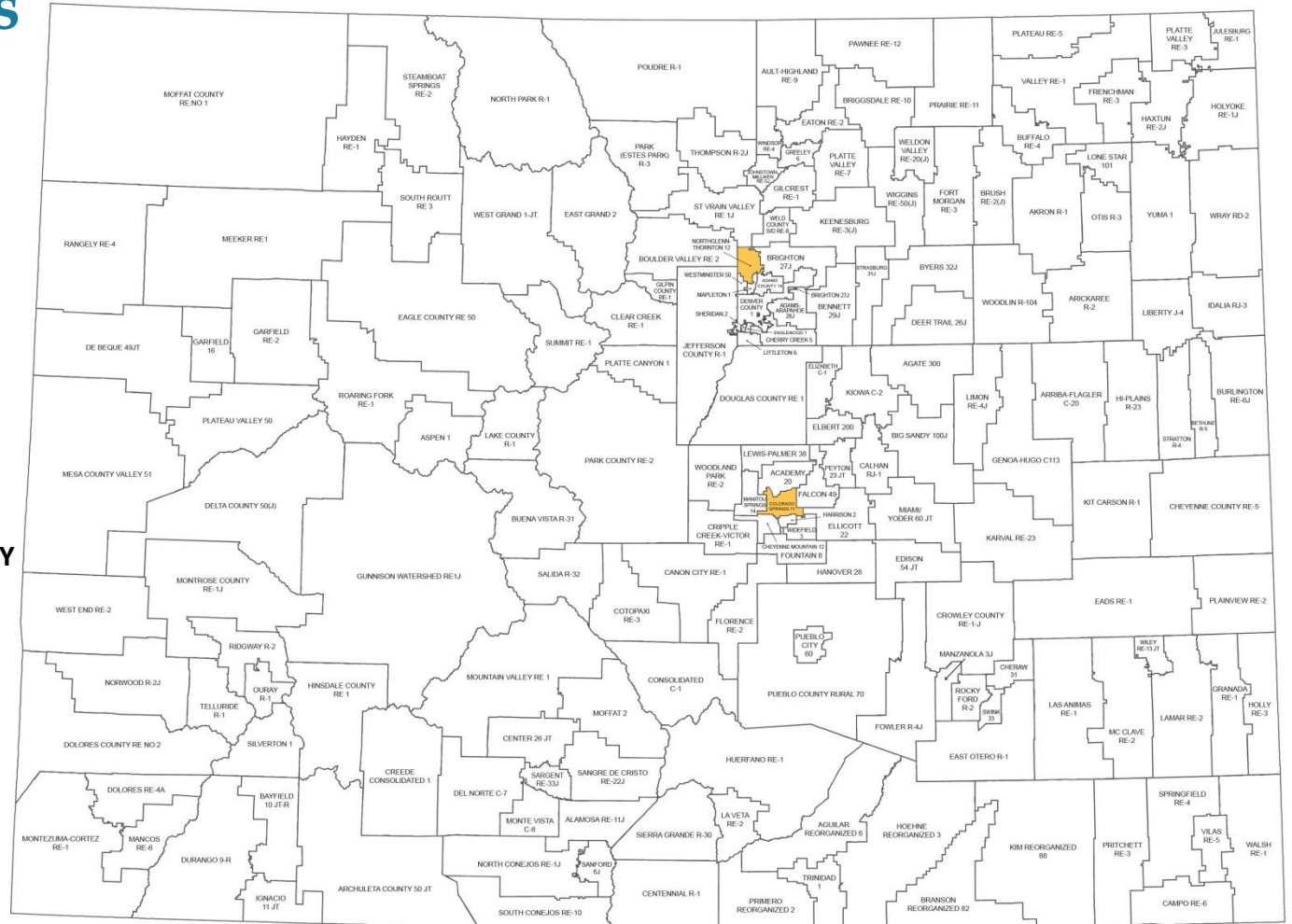
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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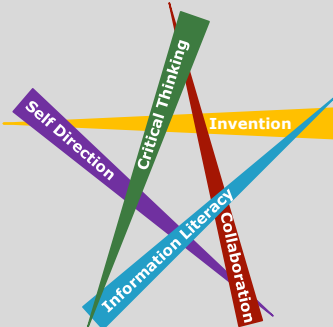


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design	VA09-GR.4-S.1-GLE.1	
	2. Works of art articulate and express different points of view	VA09-GR.4-S.1-GLE.2	
	3. Artists, viewers and patrons respond to works of art using inference and empathy	VA09-GR.4-S.1-GLE.3	
2. Envision and Critique to Reflect	1. The critique process informs judgments about artistic and aesthetic merits in works of art	VA09-GR.4-S.2-GLE.1	
	2. The processes and philosophies of art and design inform interpretations in works of art	VA09-GR.4-S.2-GLE.1	
3. Invent and Discover to Create	1. Use media to express and communicate ideas about an issue of personal interest	VA09-GR.4-S.3-GLE.1	
	2. Materials and processes can be used in traditional, unique, and inventive ways	VA09-GR.4-S.3-GLE.2	
4. Relate and Connect to Transfer	1. Viewers and patrons make personal meaning and infer artistic intent	VA09-GR.4-S.4-GLE.1	
	2. Historical time periods and cultural settings are interpreted in works of art	VA09-GR.4-S.4-GLE.2	

Colorado 21st Century Skills



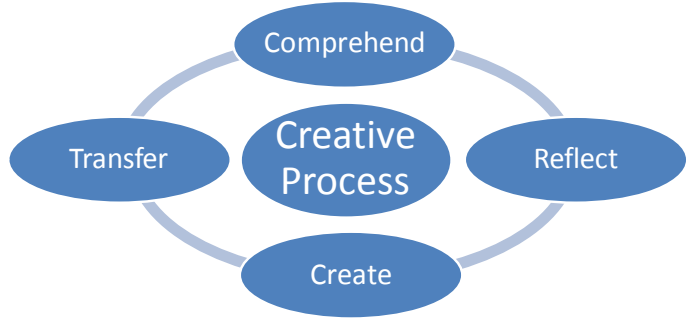
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Reflecting Culture through Art-Personal Maps	Instructor Choice	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Reflecting Culture through Art		Length of Unit	Instructor Choice
Focusing Lens(es)	Identity	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.1-GLE.2, VA09-GR.4-S.1-GLE.3 VA09-GR.4-S.2-GLE.2 VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3-GLE.2 VA09-GR.4-S.4-GLE.1, VA09-GR.4-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do various cultures experience art differently? (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.1,2) • Why would an artist make a functional object beautiful? • How does how a piece of art is made affect the value you place on it? • Why do artists' share ideas? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Composition (i.e., pattern, symmetry, organic shapes), Expressive Features And Characteristics (ie. motif), Artistic Expression, Theme, Artist Materials, Cultural and Historical Traditions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Culture and historical traditions inform themes found in works of art. (VA09-GR.4-S.1-GLE.1,2,3) and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.1) and (VA09-GR.4-S.4-GLE.1,2)	What are cultural or historical traditions of a specific culture? What works of art exemplify culture or historical themes?	Why are cultural styles and motifs (repetitive patterns) dependent on where an artist lives? Do artists influence other artists? Explain.
The availability of materials, tools and technology can determine perceived value in cultural works of art. (VA09-GR.4-S.1-GLE.3-EO.a) and (VA09-GR.4-S.2-GLE.2-EO.b,c) and (VA09-GR.4-S.3-GLE.1,,2) and (VA09-GR.4-S.4-GLE.1,2)	What are some examples of historical or cultural works of art that are considered valuable? What type of materials might an artist use in creating a painting? Sculpture? Installation? What kinds of craft traditions are present in our culture?	How can art tools and materials change over time? How does the availability of art materials affect the value of an art form? How do artists make choices about the tools and materials they might use for a work of art? Why do cultures appreciate craft differently?
Changing cultural traditions often gives rise to new forms of artistic expression. (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4- S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2)	How has technology changed the way we make art?	Why does art change from one artistic period to another?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of how artists are recognized for their contributions to cultural traditions (i.e., Latin: Rivera, Aida , African: Angela Asberry, Folk Art: Oaxaca artists) (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Examples of how a culture can affect another culture’s artistic development (i.e., Folk Art) (VA09-GR.4-S.1- GLE.1,2,3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,.2) and (VA09-GR.4-S.4-GLE.1,2) • Ways that expressive features & characteristics of art (i.e., pattern, symmetry, organic shapes) are employed with cultural intent (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) • The available materials, tools and technology artists use to create works of art (VA09-GR.4-S.1-GLE.1,2) • Ways that expressive features & characteristics as well as materials and tools can define creative outcome. (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) 	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art. (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Create art using materials and techniques necessary to convey an intended meaning/purpose. (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2) • Identify key artists employing specific cultural traditions. (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Compare and contrast works of art across time and cultures (VA09-GR.4-S.1-GLE.3-EO.b and (VA09-GR.4-S.2-GLE.2-EO.c,d) and (VA09-GR.4-S.3-GLE.2) and(VA09-GR.4-S.4-GLE.1,2) • Describe how the intended meaning and purpose for a work of art is dependent on culture. (VA09-GR.4-S.1- GLE.1,2,.3) and (VA09-GR.4-S.2-GLE.1,2) and (VA09-GR.4-S.3-GLE.1,2) and (VA09-GR.4-S.4-GLE.1,2)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Cultural identity is expressed through art works that are built from traditions, available tools and resources, and changing needs throughout time.</i></p>
<p>Academic Vocabulary:</p>	<p>Tradition, culture, embellishment, theme, compare and contrast</p>
<p>Technical Vocabulary:</p>	<p>Expressive features and characteristics of art, organic shape, motif, symmetry</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit, students will connect the elements of personal culture and tradition through self-portraiture and map rendering. Students will be asked to reflect upon their own cultural identity and/or traditions through researching geographical elements and discussion of the influence of geography on personal identity. Students will analyze how individuals and communities express their cultural identity through works of art. This unit culminates in a final project asking students to tell their own personal story through a “Self Portrait as Map” final artwork.
Considerations:	As a unit focusing on personal identity through the cultural and historical perspective related to geography, it is important to ensure students understand the context of how/why some cultures may have similarities and differences. It should also be clear that a final self-portraiture piece does not have to be a face. The idea of a self-portrait in this context is to build a piece of art that “maps the artist’s personal story” which may or may not include their face. When technology is referred to in this unit, a broad definition of technology (beyond electronics) should be applied within the context of the culture being studied such as architecture, artistic techniques, agricultural techniques etc. Teachers are encouraged to include examples of contemporary art and/or art that incorporate blended cultural traditions when using artifacts and examples.
Unit Generalizations	
Key Generalization:	Culture and historical traditions inform themes found in works of art
Supporting Generalizations:	The availability of materials, tools and technology can determine perceived value in cultural works of art
	Changing cultural traditions often give rise to new forms of artistic expression

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Culture and historical traditions inform themes found in works of art
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a promising new artist that has been invited to show your work in an exhibition titled: <i>Self-Portrait as Map</i> . Your artwork, drawing inspiration from the idea of maps, must “tell your story” for the viewers of the show. Your artwork should reveal details from your culture and/or historical traditions, where you are from, likes and dislikes, as well as your future ambitions.
Product/Evidence: (Expected product from students)	Students will work individually to determine an organized, purposeful, exhibit-ready artwork. They will use visual cues to reflect knowledge of their personal culture, tradition, geographical influences, and other personal contexts shared through self-portraiture. The students will create a text panel description explaining their map as a narrative “map key”. Students should be evaluated on their artwork and narrative description related to artistic elements used, accuracy of skills and techniques as well as reasoning for the use of expressive features and characteristics of art within the artwork.
Differentiation: (Multiple modes for student expression)	<p>Students may:</p> <ul style="list-style-type: none"> • Embed other “map elements” such as; a compass rose indicating metaphorical directions within their piece. • Include use of primary languages within the piece or within the text description. • Provide a narrative that compares and contrasts their self-portraiture map to a more traditional geographical map • Provide an analytical essay that argues the pros and cons of an artistic rendering map making process to a cartographers requirements in map making • Offer additional map-based art making such as: mapping the imagination or mapping the creative process • These artworks can be developed using a multitude of media including but not limited to technology-based, 2-dimensional and 3-dimensional etc.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Personal Geographies: Explorations in Mixed-Media Mapmaking</i>-Jill K. Berry <i>From Here to There: A Curious Collection</i>-Hand Drawn Map Association <i>An Atlas of Radical Cartography</i>-Avery Gordon <i>The Map Book</i>-Peter Barber <i>Strange Maps: An Atlas of Cartographic Curiosities</i> –Frank Jacobs <i>Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel (Lab Series)</i> –Jill K. Berry <i>You Are Here: Personal Geographies and Other Maps of the Imagination</i>-Katharine Harmon <i>The Map As Art: Contemporary Artists Explore Cartography</i>-Katharine Harmon, <i>The Art of the Map: An Illustrated History of Map Elements and Embellishments</i>-Dennis Reinhartz <i>On the Map: A Mind-Expanding Exploration of the Way the World Looks</i>- Simon Garfield <i>Maps of the Imagination: The Writer as Cartographer</i>- Peter Turchi</p>	<p><i>Quiet Art</i>- Mark Kashman <i>Me on the Map</i>- Joan Sweeney (280L Lexile Level) <i>Everything Sings: Maps for a Narrative Atlas</i>-Denis Wood <i>Follow That Map: A First Book of Mapping Skills</i>-Scott Ritchie (590L Lexile Level) <i>As The Crow Flies: A First Book of Maps</i>-Gail Hartman (320L Lexile Level)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think/Research like an Artist- Gain an understanding of the art world through analyzing the use of visual characteristics in art	<p>Teacher Resources:</p> <p>http://www.everyarteverychild.org/assessment/studiohabits.html (Every Art, Every Child website features the Studio Habits) http://www.indiana.edu/~mathers/Tops.pdf (Presentation on teaching with objects and photographs) http://www.pzartfulthinking.org/index.php (Artful Thinking- Harvard Universities site for thinking routines and other helpful resources to “support thoughtful learning – in the arts, and across school subjects”) http://www.pz.gse.harvard.edu/art_works_for_schools.php (Harvard’s Project Zero ArtWorks for Schools resource designed to develop high-level thinking in and through the arts) http://www.pinterest.com/traart1/art-critique/ (Pinterest page with a variety of ideas to incorporate arts critique into a classroom)</p>
			<p>Student Resources:</p> <p>Art materials, journals and images appropriate for art experience exploration</p>
	Skills:	Observe and reflect like an artist- Identify characteristics, use descriptive language, sorting, compare and contrast works of art across time and cultures	<p>Assessment:</p> <p>Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in art making.</p>

Colorado Teacher-Authored Sample Instructional Unit

2.	Description:	Think/Research like an Artist- Gain an understanding of the art world through analyzing the use of visual characteristics in map making	Teacher Resources:	See text and ongoing resources above
			Student Resources:	Art materials and images appropriate for art experience and self-expression
	Skills:	Observe and reflect like an artist- Identify characteristics, use descriptive language, sorting, Compare and contrast works of art across time and cultures	Assessment:	Students will generate group and individual lists, concept maps, critiques and other analytical documents. http://www.pzartfulthinking.org/index.php (Artful Thinking- Harvard Universities site for thinking routines and other helpful resources to “support thoughtful learning – in the arts, and across school subjects”) http://www.pz.gse.harvard.edu/art_works_for_schools.php (Harvard’s Project Zero ArtWorks for Schools resource designed to develop high-level thinking in and through the arts) http://www.pinterest.com/traart1/art-critique/ (Pinterest page with a variety of ideas to incorporate arts critique into a classroom)
3.	Description:	Stretch and explore like an artist- Make connections and inferences about how the availability of materials, tools and technology determine the art created by a culture.	Teacher Resources:	Variety of books and resources (see Texts for Classroom Support section)
			Student Resources:	Tools and materials, time and space
	Skills:	Describe how artistic characteristics are dependent upon culture: time, geography, purpose, natural resources, etc.	Assessment:	Students will use a teacher created list (or create their own) of artistic characteristics such as culture, time, geography, purpose, natural resources, etc. to develop art making ideas. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (Compilation of observation checklists)

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) ability to function responsibly and safely in an art studio environment to include the appropriate use of tools and materials. Students will be encouraged to use descriptive vocabulary and persist through art making. Successful learning will draw upon grade level knowledge of and ability to use the expressive features and characteristics of art.

Colorado Teacher-Authored Sample Instructional Unit

Learning Experiences # 1 – 10
Instructional Timeframe: Instructor’s Choice

Learning Experience # 1		
The teacher may present students with different types of maps (e.g., road, weather/climate, political, thematic, geographic/physical, economic/resource, and topographic maps) so that students can compare and contrast the different purposes for maps.		
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art	
Teacher Resources:	<i>Various map examples:</i> Road, weather/climate, political, thematic, geographic/physical, economic/resource, and topographic found on-line and at local resources <i>Me on the Map-</i> Joan Sweeney (280L Lexile Level) <i>Everything Sings: Maps for a Narrative Atlas-</i> Denis Wood <i>Follow That Map: A First Book of Mapping Skills-</i> Scott Ritchie (590L Lexile Level) <i>As The Crow Flies: A First Book of Maps-</i> Gail Hartman (320L Lexile Level) http://www.youtube.com/watch?v=dldHalRY-hY (YouTube video with easy to understand various maps, a bit of the history of maps and ideas regarding their importance)	
Student Resources:	N/A	
Assessment:	Students will begin a reflection journal and begin to determine the different purposes for maps through listing and categorizing various map elements and purposes. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Describing word wheel)	Students may work in groups to generate lists and purposes of maps Students may use graphic organizer for building key describing words Students may be given real map to explore, tactile- similar to one being shown to class
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://gwydir.demon.co.uk/fo/mosaic/ (Interactive tool for creating a mosaic) http://www.fotor.com/features/collage.html (Online tool for creating a collage)	Students may become the team lead during group work Students may present a collage or mosaic of map attributes

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Cultural and historical traditions related to masks • Styles and motifs (repetitive patterns) found in maps • Cultural influences symbolized in maps
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art • Compare and contrast attributes
Critical Language:	Culture, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, function, motif, biome

Learning Experience # 2

The teacher may use an artistic map rendering (e.g., Colorado Department of Education’s Colorado Map) so that students can begin to consider the similarities and differences between an artistic rendering of a map and a traditional map.

Generalization Connection(s):	Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art	
Teacher Resources:	https://docs.google.com/file/d/0B0UgKNRmwOk6cGxxdGN1b2JSQTg/edit?pli=1 (Interview with CO Map artist) http://www.cde.state.co.us/coarts/artsinaction (Open source Colorado Map artwork) http://www.brainpickings.org/index.php/2011/01/07/must-read-map-books/ (Site with book recommendations and artistic map images) http://www.brainpickings.org/index.php/2011/09/06/everything-sings-david-wood/ (Site with a good overview of the Everything Sings-Denis Wood resource posing strong inquiry on the question of maps as artistry vs. cartography point of view) http://education.nationalgeographic.com/education/map/?ar a=1&map_types=52 (Thematic Mapping)	
Student Resources:	http://www.cde.state.co.us/coarts/artsinaction (Open source Colorado Map artwork)	
Assessment:	Students will create a group Venn diagram generated from the initial inquiry about the similarities and differences between an artistic map rendering and traditional maps, including map terminology. http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Printable/customizable Venn diagram)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may complete a list of map attributes partially created by teacher: compass rose, key, scale etc. Students may label parts of traditional and artist’s rendering of a map http://blog.worldlabel.com/free-printable-labels-gallery (printable label downloads)	Students may give verbal observations of similarities and differences to a partner Students may use pre-populated labels to describe map attributes.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may design a map with a particular purpose

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Tools, materials, and technology support artists to create works of art • Examples of how a culture can effect another culture’s artistic development
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art • Compare and contrast works of art across time and cultures • Describe how intended meaning and purpose for a work of art is dependent on culture
Critical Language:	Artistic rendering, cartography, map elements, culture, traditions, themes, ethnicity, curator, museum, exhibit, attributes, folk art

Learning Experience # 2

The teacher may present students with different types of maps (e.g., road, weather/climate, political, thematic, geographic/physical, economic/resource, and topographic maps) so that students can compare and contrast the different purposes for maps.

Generalization Connection(s):	<p>Culture and historical traditions inform themes found in works of art</p> <p>The availability of materials, tools and technology can determine perceived value in cultural works of art</p>
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Teacher Resources:	<p><i>Various map examples:</i> Road, weather/climate, political, thematic, geographic/physical, economic/resource, and topographic found on-line and at local resources</p> <p><i>Me on the Map-</i> Joan Sweeney (280L Lexile Level)</p> <p><i>Everything Sings: Maps for a Narrative Atlas-</i> Denis Wood</p> <p><i>Follow That Map: A First Book of Mapping Skills-</i> Scott Ritchie (590L Lexile Level)</p> <p><i>As The Crow Flies: A First Book of Maps-</i> Gail Hartman (320L Lexile Level)</p> <p>http://www.youtube.com/watch?v=dldHalRY-hY (YouTube video with easy to understand various maps, a bit of the history of maps and ideas regarding their importance)</p>
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Student Resources:	N/A
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Assessment:	<p>Students will begin a reflection journal and begin to capture the different purposes for maps through listing and categorizing various map elements and purposes.</p> <p>http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>
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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Describing word wheel)</p>	<p>Students may work in groups to generate lists and purposes of maps</p> <p>Students may use graphic organizer for building key describing words</p> <p>Students may be given real map to explore, tactile- similar to one being shown to class</p>

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://gwydir.demon.co.uk/jo/mosaic/ (Interactive tool for creating a mosaic) http://www.fotor.com/features/collage.html (Online tool for creating a collage)	Students may become the team lead during group work Students may present a collage or mosaic of map attributes
Critical Content:	<ul style="list-style-type: none"> • Cultural and historical traditions related to masks • Styles and motifs (repetitive patterns) found in maps • Cultural influences symbolized in maps 	
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art • Compare and contrast attributes 	
Critical Language:	Culture, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, function, motif, biome	

Learning Experience # 3	
The teacher may discuss (using maps from previous experience and resources) the use and purpose of legends and symbols found on maps so that students can begin to discern how map makers and artists use icons and images to communicate. (e.g., to represent places, resources, items of interests, land forms)	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art
Teacher Resources:	<i>Various room map examples: existing classroom map examples</i> <i>Me on the Map-</i> Joan Sweeney (280L Lexile Level) <i>Everything Sings: Maps for a Narrative Atlas-</i> Denis Wood <i>Follow That Map: A First Book of Mapping Skills-</i> Scott Ritchie (590L Lexile Level) http://events.nationalgeographic.com/events/special-events/giant-traveling-maps/ (National Geographic site with information on renting a giant traveling floor map) http://education.nationalgeographic.com/education/?ar_a=1 (National Geographic site with mapping resources and videos on Geo-Literacy) http://www.youtube.com/watch?v=Otc15CP2gFk (YouTube video illustrating a classroom’s map making process and activity)
Student Resources:	N/A
Assessment:	Students will create a simple traditional map of the classroom with legend to identify the location of learning resources and supplies in the room. Students will use their journal to sketch the classroom map once it is completed. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/emilylucas/classroom-maps/ (Pinterest site with classroom maps ideas)	Students may fill in details a pre-drawn classroom map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may build a school map showing where their classroom map would be located
Critical Content:	<ul style="list-style-type: none"> • The available materials, tools and technology artists use to create works of art • Ways that expressive features & characteristics as well as materials and tools can define creative outcome • Use expressive features and characteristics to describe and create culturally informed art • Compare and contrast works of art across time and cultures • Describe how intended meaning and purpose for a work of art is dependent on culture 	
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art. 	
Critical Language:	Culture, map elements, symbols, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, traditions, function	

Learning Experience # 4	
The teacher may review the differences and similarities between cartographic and artistic rendering of maps so that students can explore how accuracy, interpretation and “artistic license” might inform a map maker’s decisions.	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art The availability of materials, tools and technology can determine perceived value in cultural works of art
Teacher Resources:	<p><i>Various room map examples:</i> existing school/location map examples using symbols https://docs.google.com/file/d/0B0UgKNRmwOk6cGxxdGN1b2JSQTg/edit?pli=1 (Interview with CO Map artist)</p> <p><i>Personal Geographies: Explorations in Mixed-Media Mapmaking</i>-Jill K. Berry <i>From Here to There: A Curious Collection</i>-Hand Drawn Map Association <i>An Atlas of Radical Cartography</i>-Avery Gordon <i>The Map Book</i>-Peter Barber <i>Strange Maps: An Atlas of Cartographic Curiosities</i> –Frank Jacobs <i>Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel (Lab Series)</i> – Jill K. Berry <i>You Are Here: Personal Geographies and Other Maps of the Imagination</i>-Katharine Harmon <i>The Map As Art: Contemporary Artists Explore Cartography</i>-Katharine Harmon, <i>The Art of the Map: An Illustrated History of Map Elements and Embellishments</i>- Dennis Reinhartz <i>On the Map: A Mind-Expanding Exploration of the Way the World Looks</i>- Simon Garfield</p>

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	<p><i>Maps of the Imagination: The Writer as Cartographer</i>- Peter Turchi http://www.imagekind.com/art/stunning/maps/artwork-on/fine-art-prints?gclid=CPOpnK6q0bwCFQtgMgodu2QAoA –(Site with images of Map Art) http://www.youtube.com/watch?v=Otc15CP2gFk (YouTube video illustrating a classroom’s map making process and activity) http://artsintegration.perpich.mn.gov/unit-plans/personal-geographies (Perpich Center 4th Grade Personal Geography Unit)</p>	
Student Resources:	N/A	
Assessment:	<p>Students will create an artistic rendering of a map of the school (or another location) important resources and facilities. (For example, the cafeteria might be represented as a pizza, the gym as a large basketball, the library as a swirling tornado of words and letters—all connected by footprints). Students will add reflections to their journals around the pros and cons to map creation between the two styles (traditional and artistic rendering) http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/emilylucas/classroom-maps/ (Pinterest site with classroom maps ideas)	Students may fill in details a pre-drawn map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a treasure map version of the location map to guide the reader to a specific area.
Critical Content:	<ul style="list-style-type: none"> • Cultural elements related to maps • Styles and motifs (repetitive patterns) found in maps • Expressive features and characteristics of art • Examples of symbolic representation in maps 	
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe culturally informed art. 	
Critical Language:	Culture, attributes, geography, elements and principles in art, traditions, purpose, intention, characteristics, traditions, function, cartography, artistic license	

Learning Experience # 5	
The teacher may use several maps of the same place so that students can understand how maps can be used to tell different stories.	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art
Teacher Resources:	Various maps of Colorado that tell different cultural and/or historical stories about the state: http://www.cospringsrealestatenews.com/relocating-to-colorado-springs-colorado/ (1903 Colorado Railway map) http://www.native-languages.org/colorado.htm (Map of original locations of Native American tribes in Colorado) http://csfs.colostate.edu/pages/forest-types.html (Map of Colorado Forest types)

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	https://docs.google.com/file/d/0B0UgKNRmwOk6cGxxdGN1b2JSQTg/edit?pli=1 (Interview with CO Map artist) http://geography.mrdonn.org/mapsymbols.html (Site with map symbol resources) http://frog.calderstones.co.uk/user/74/72491.ppt (Power Point for ideas on creating a pirate treasure map)	
Student Resources:	Maps, origin labels information	
Assessment:	Students will pick a region of the state (or another state) and research at least two ways to tell a story about that region. (e.g., rural region-agriculture and historical trails; urban region-population and cultural sites) http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.nationalatlas.gov/printable/images/pdf/reference/pagegen_co.pdf (Printable Colorado Map) http://www.waterproofpaper.com/printable-maps/colorado.shtml (Various downloadable Colorado map versions)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/usa/states/colorado/ (Colorado map resources)	Students may add details to an existing map using specific symbol image cards
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.superteachertools.net/speedmatch/ (online tool for creating a Speed Match game)	Students may create a matching game between a symbol and its meaning
Critical Content:	<ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e., pattern, symbols) are employed with artistic intent • The available materials, tools and technology artists use to create works of art 	
Key Skills:	<ul style="list-style-type: none"> • Identify key art tools, materials, and technologies employed by map makers and artists • Compare and contrast maps 	
Critical Language:	Geography, biome, continent, natural resources, origin, label, symbol, map elements	

Learning Experience # 6	
The teacher may brainstorm multiple uses of maps so that students can begin to explore how visual cues and symbols on a map tell a story and can be translated into understanding about the place described by the map.	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art
Teacher Resources:	http://www.artssmart.sa.edu.au/files/links/Unit_3_Storytelling_throug.pdf (PDF Lesson on Storytelling through Key Images or Symbols) https://docs.google.com/file/d/0B0UgKNRmwOk6cGxxdGN1b2JSQTg/edit?pli=1 (Interview with CO Map artist) http://www.cde.state.co.us/coarts/artsinaction (Open source Colorado Map artwork) http://geography.mrdonn.org/mapsymbols.html (Site with map symbol resources) http://frog.calderstones.co.uk/user/74/72491.ppt (Power Point for ideas on creating a pirate treasure map)
Student Resources:	Maps, origin labels information

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Assessment:	Students will use the maps created in Learning Experience #5 and tell a narrative about each map (can also use the two maps together to tell a combined narratives about the region). http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.nationalatlas.gov/printable/images/pdf/reference/pagegen_co.pdf (Printable Colorado Map) http://www.waterproofpaper.com/printable-maps/colorado.shtml (Various downloadable Colorado map versions)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/usa/states/colorado/ (Colorado map resources)	Students may add details to an existing map using specific symbol image cards
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.superteachertools.net/speedmatch/ (online tool for creating a Speed Match game)	Students may create a matching game between a symbol and its meaning
Critical Content:	<ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e., pattern, symbols) are employed with artistic intent • The available materials, tools and technology artists use to create works of art 	
Key Skills:	<ul style="list-style-type: none"> • Identify key art tools, materials, and technologies employed by map makers and artists • Compare and contrast maps 	
Critical Language:	Geography, biome, continent, natural resources, origin, label, symbol, map elements	

Learning Experience # 7	
The teacher may bring in images of artwork and artistic maps that tell stories (personal geographies) about the artist or subject so that students can begin considering the ways in which their personal stories could be told visually.	
Generalization Connection(s):	Changing cultural traditions often give rise to new forms of artistic expression
Teacher Resources:	<i>Quiet Art</i> - Mark Kashman <i>Personal Geographies: Explorations in Mixed-Media Mapmaking</i> -Jill K. Berry <i>Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel (Lab Series)</i> –Jill K. Berry <i>You Are Here: Personal Geographies and Other Maps of the imagination</i> -Katharine Harmon <i>Maps of the Imagination: The Writer as Cartographer</i> - Peter Turchi https://risd.digication.com/kristenpickell/4th_Grade_Personal_Geography_Books1 (Site on creating 4th grade personal geography books) http://www.imagekind.com/art/stunning/maps/artwork-on/fine-art-prints?gclid=CPOpnK6q0bwCFQtgMgodu2QAoA –(Site with images of Map Art) http://www.youtube.com/watch?v=HXT-aQhiaac (You Tube Book Review of Personal Geographies) http://www.youtube.com/watch?v=55ZblCrc6Ng (You Tube video of a Personal Geography Scrapbook)

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	https://risd.digication.com/kristenpickell/4th_Grade_Personal_Geography_Books1 (Site on creating 4th grade personal geography books) https://risd.digication.com/kristenpickell/Art_1E_Foundation_Studies (Site with lesson plan on creating personal geography self-portraits)	
Student Resources:	Paper, pencil, Images of personal geographies	
Assessment:	Students will choose one or two (or more) images/symbols that they personally identify with. Students will continue to use reflective journaling to note why and how these images/symbols tell their story. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://quizlet.com/create-set (Site for creating flash cards)	Students may tell a personal story using flash card images.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://risd.digication.com/kristenpickell/4th_Grade_Personal_Geography_Books1 (Site on creating 4th grade personal geography books)	Students may create a personal geography book
Critical Content:	<ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e., pattern, symmetry, organic shapes) are employed with cultural intent • Examples of how a culture can affect another culture’s artistic development • The available materials, tools and technology artists use to create works of art 	
Key Skills:	<ul style="list-style-type: none"> • Identify key artists employing specific cultural traditions. • Compare and contrast works of art across time and cultures • Describe how the intended meaning and purpose for a work of art is dependent on culture. 	
Critical Language:	Traditional, contemporary, compare/contrast, folk art, personal geography, visual story telling	

Learning Experience # 8	
The teacher may model a personal mapping self-portrait (e.g., their cultural and environmental influences) so that students can determine the primary topic for their own personal story telling. (i.e., what story they want to tell about themselves).	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art Changing cultural traditions often give rise to new forms of artistic expression
Teacher Resources:	<i>Quiet Art</i> - Mark Kashman <i>Personal Geographies: Explorations in Mixed-Media Mapmaking</i> -Jill K. Berry <i>Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel (Lab Series)</i> –Jill K. Berry <i>You Are Here: Personal Geographies and Other Maps of the Imagination</i> -Katharine Harmon

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	<p><i>Maps of the Imagination: The Writer as Cartographer</i>- Peter Turchi https://risd.digication.com/kristenpickell/4th_Grade_Personal_Geography_Books1 (Site on creating 4th grade personal geography books) http://www.youtube.com/watch?v=HXT-aQhiaac (You Tube Book Review of Personal Geographies) http://www.youtube.com/watch?v=55ZblCrc6Ng (You Tube video of a Personal Geography Scrapbook) https://risd.digication.com/kristenpickell/4th_Grade_Personal_Geography_Books1 (Site on creating 4th grade personal geography books)</p>	
Student Resources:	N/A	
Assessment:	<p>Students will develop an artistic rendering of a map that visually represents their home town. Students will continue reflective journals by adding personal attributes and ideas to convey in a personal map self-portrait. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>SCAMPER: www.litemind.com/scamper/-creativeproblemsolvingwithscamper TAB studio breakout learning centers by attributes</p>	Students may construct a list of attributes by using an attribute guide to use in their personal geography self-portrait
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use the SCAMPER technique to transform a idea into a visual image
Critical Content:	<ul style="list-style-type: none"> • Examples of how a culture can affect another culture’s artistic development • Ways that expressive features & characteristics of art (i.e., pattern, symmetry, organic shapes) are employed with cultural intent • The available materials, tools and technology artists use to create works of art • Ways that expressive features & characteristics as well as materials and tools can define creative outcome. 	
Key Skills:	<ul style="list-style-type: none"> • Create art using materials and techniques necessary to convey an intended meaning/purpose. • Use expressive features and characteristics to describe and create culturally informed art • Use informed decision making in choosing the types of materials for art making 	
Critical Language:	Attributes, category, material, influence, artistic development, pattern, symmetry, region, organic shapes	

Learning Experience # 9	
<p>The teacher may use sample shapes/outlines (e.g., heart, hand, head) so that students can begin exploring how the boundary/shape can act as a metaphor for their personal story topic (e.g., family move/might use feet, loss of a loved one/might use heart).</p>	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art

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Teacher Resources:	http://www.sparklebox.co.uk/thumbs271-275/sb275prev.html#.U3JfaZjnbZ4 (Body shapes templates) http://inspired-everyday.blogspot.com/2012/06/my-personal-geography.html (Head map image) http://h5inc.wordpress.com/2011/03/15/two-personal-geographies-of-education-and-one-awesome-painting/ (Heart map image)	
Student Resources:	Blank text panels, pencils, laptops	
Assessment:	Students will create a personal map image that incorporates their personal story into a map outline/boundary that symbolically represents their story. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may verbally narrate their text panel
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e., pattern, symmetry, organic shapes) are employed with cultural intent • Narrative and expository writing strategies 	
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art • Create art using materials and techniques necessary to convey an intended meaning/purpose • Accurately describe art elements at grade level • Describe how the intended meaning and purpose is dependent on culture 	
Critical Language:	Purpose, attributes, function, artist statement, text panel, culture	

Learning Experience # 10	
The teacher may model the process of writing a text panel so that students can begin to understand how translate a personal narrative into a visual representation.	
Generalization Connection(s):	Culture and historical traditions inform themes found in works of art
Teacher Resources:	Teacher Modeled Text panel: Emphasize writing skills and incorporate visual literacy regarding purpose/ function of mask such as: is it traditional or contemporary? What are the attributes and/or categories? What is the origin? Is it related to a specific cultural, tradition or time period? http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677 (How to write effective museum text) http://australianmuseum.net.au/Writing-Text-and-Labels (Writing text and labels) http://www.wikihow.com/Write-an-Artist-Statement (Writing an Artist Statement) http://www.pwnhc.ca/programs/downloads/exhibit_text.pdf (Guide for writing exhibit text and labels)

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Student Resources:	Blank text panels, pencils, laptops	
Assessment:	<p>Students will share reflections of their personal map and the process in creating the self-portrait through presenting their final text panel to the class. Teachers may incorporate basic peer review comments, celebrations and questions to determine clarity and detail of the descriptions within the text panel</p> <p>http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p> <p>http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html (Basic double entry journal graphic organizer to include artist and peer/viewer reflections)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may verbally narrate their text panel.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Ways that expressive features & characteristics of art (i.e., pattern, symmetry, organic shapes) are employed with cultural intent • Narrative and expository writing strategies 	
Key Skills:	<ul style="list-style-type: none"> • Use expressive features and characteristics to describe and create culturally informed art • Create art using materials and techniques necessary to convey an intended meaning/purpose • Accurately describe art elements at grade level • Describe how the intended meaning and purpose is dependent on culture 	
Critical Language:	Purpose, attributes, function, artist statement, text panel, culture	