


risd | Department of Teaching + Learning in Art + Design
 Alternate Template for Unit + Lesson Planning Combined

Unit Title + Grade Level:	Little Cartographers, grade 3
Big Idea + Overview:	Mapmaking
Rationale + Cultural Responsiveness:	Lets create a map of a place we're familiar with. What do the paths look like? How would you help us get there? Can we change the traditional design of a map so it can be something more familiar to us?
Unit Objectives:	As as result of instruction/at the end of this unit, students will be able to: <ul style="list-style-type: none"> • Create art with a literal sense of direction • Reflect on a familiar place for their art making practices • Create a map!
Assessment Strategies (formative + summative)	Summative; students will be creating art in a specific way and will be graded based off how they perform.
NCVA Standards:	VA:Cr2.1.1a- Explore uses of materials and tools to create works of art or design. VA:Cr2.3.1a- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. VA:Re.7.1.1a- Select and describe works of art that illustrate daily life experiences of one's self and others.
Differentiated Instruction:	<ul style="list-style-type: none"> • Using large fonts • Providing separate spaces for students who have difficulty concentrating- with periods of time during the day where they can reconvene with their friends! • Allowing students who are having trouble to work with a friend.
Safety Procedures:	<ul style="list-style-type: none"> • Using non-toxic materials • STRESSING HOW THE MATERIALS SHOULD NOT BE EATEN- if there are repeated offenses of students eating any salt dough (even though it isn't technically harmful) they will have to create with alternate materials. • Keeping fire exits clear

Class Session	Instruction Details:	Visual References (include small images here + artist name). This might also be a book 😊	Materials Needed	Planning Notes (if any)
Class 1	Hook/Intro: 10 minutes <ul style="list-style-type: none"> • Seating • Attendance • Handing out materials for the day (calling up a student and asking if they want a friend to help) 	THIS ARTICLE THIS ARTICLE IS BETTER THIS VIDEO IS GREAT	Paper Pencils Crayons Colored Pencils	

	<p>Talk about maps, what their purpose is, and what they show. Showcase particular details of maps such as waypoints, and travel marks.</p> <p>Ask students if they've ever been to a place that's far from their home! Or have a home in another part of the world.</p> <p>Exploration/Making: 10 minutes Students will create a drawn draft for a map, <u>showcasing a place they've been to before, or a place they wish they could go to (real or fantastical)</u> with marks detailing how to travel there. The map itself will be a pencil drawing with some color to give the student an idea of what the final product can look like. It's a draft!</p> <p>Closure: 10 minutes</p> <ul style="list-style-type: none"> ● Materials are collected (same method as passing them out.) ● Students are lined up and sent off. 	 <p>Ellen Jean Diederich</p> <p>This book</p> <p>But THIS book is better</p> <p>SPECIFICALLY helpful article I found just now.</p>		
Class 2	<p>Hook/Intro: 10 minutes</p> <ul style="list-style-type: none"> ● Seating ● Attendance ● Handing out materials for the day (calling up a student and asking if they want a friend to help) <p>Walking students through a video that showcases a salt dough map. Which will be their final product!</p> <p>Exploration/Making: 10 minutes Students will be given a tougher piece of material (cardboard/foamcore) and start drawing out the look of their FINAL map using the first draft as a reference, they will NOT be working with the dough yet, or adding any color in this phase.</p> <p>Closure: 10 minutes</p> <ul style="list-style-type: none"> ● Materials are collected (same method as passing them out.) ● Students are lined up and sent 		<p>THE HARD BITS (cardboard/foam core, whatever is more accessible.)</p> <p>Markers to draw distinct marks over the material.</p>	

	off.			
Class 3-6	<p>Hook/Intro: 5 minutes</p> <ul style="list-style-type: none"> • Seating • Attendance • Handing out materials for the day (calling up a student and asking if they want a friend to help) <p>Exploration/Making: 15 minutes Students will be starting their exploration with the salt dough, this process will take anywhere from 3 to 4 more class periods. Between classes their projects could be covered with plastic wrap to prevent it from drying completely.</p> <p>Closure: 10 minutes</p> <ul style="list-style-type: none"> • Materials are collected (same method as passing them out.) • Students are lined up and sent off. 		Salt dough or adjacent building material within reason, (air dry clay) as well as plastic wrap to slow the drying process if necessary.	
Class 7	<p>Hook/Intro:</p> <ul style="list-style-type: none"> • Seating • Attendance • Handing out materials for the day (calling up a student and asking if they want a friend to help) <p>Exploration/Making: After the maps are finished, they will be left to dry, then they will be painted with acrylics or markers. This process will also take anywhere from 2 to 3 class periods.</p> <p>Finishing touches such as marking locations with paint, toothpicks, and masking tape. As well as putting their name somewhere on (or around) their map!</p> <p>Closure:</p> <ul style="list-style-type: none"> • Materials are collected (same method as passing them out.) • Students are lined up and sent off. 		Acrylic paint Markers Toothpicks Masking Tape Glue	

Class 8	<p>Hook/Intro: 15 minutes</p> <ul style="list-style-type: none">● Seating● Attendance● Handing out materials for the day (calling up a student and asking if they want a friend to help) <p>Today is our FINAL DAY! And with it we'll be analyzing our maps together.</p> <p>Everyone's maps will be organized on each table based on where students sit. We will take a moment as a class to walk around the room and look at everyone's maps- while being RESPECTFUL, and not touching them.</p> <p>Closure: 15 minutes</p> <p>After our browsing session is done, each student will sit by their maps, be given a slip of paper, and answer the following questions.</p> <ol style="list-style-type: none">1. Where does your map lead to?2. Why is this place important to you?3. Say something you liked about one of the other maps your friends made! <p>1 or 2 students will be called to share why the place on their map was important to them!</p> <ul style="list-style-type: none">● Folders are collected.● Materials are collected (same method as passing them out.)● Students are lined up and sent off.			
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