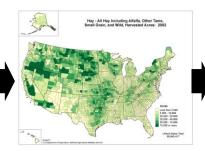
Instructional Unit Title: Reflecting Culture through Art: Personal Maps

Visual Arts 4th Grade

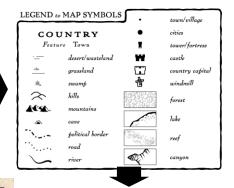
The teacher may present students with different types of maps (e.g., road, weather/climate, political, thematic, geographic/physical, economic/resource, and topographic maps) so that students can compare and contrast the different purposes for maps.



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.



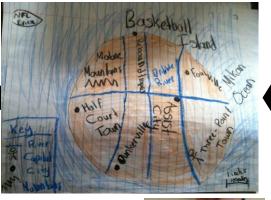
The teacher may discuss (using maps from previous experience and resources) the use and purpose of legends and symbols found on maps so that students can begin to discern how map makers and artists use icons and images to communicate. (e.g., to represent places, resources, items of interests, land forms)



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.



The teacher may use several maps of the same place so that students can understand how maps can be used to tell different stories.



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.



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.



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.

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).

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).



PERFORMANCE ASSESSMENT: You are a promising new artist that has been invited to show your work in an exhibition titled: Self-Portrait as Map. 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.