

## **Lesson Plan Format**

**Title of Lesson:** Designing a Tour

**Overarching Concept for the Lesson/Unit:** Placemaking

**Grade Level:** 3

**Designer of Lesson:** Jacqueline Chapman

### **Essential Question:**

Do we all think about the schoolyard in the same way? Do we have the same special spots as our classmates? How do we interact with the built environment? How do we present these ideas and feelings to other people?

### **Georgia Performance or District Standards:**

**VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

**VA3.CR.2 Create works of art based on selected themes.**

a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

**VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.**

c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage).

**VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.**

d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

**VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

**VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

**MA3.CR.1 Generate and conceptualize artistic ideas and work.**

a. Develop and share multiple ideas for media artworks using a variety of tools, methods, and/or materials.

**MA3.CR.2 Organize and develop artistic ideas and work.**

a. Independently use and evaluate student-generated ideas to formulate plans for media arts productions.

**MA3.CR.3 Refine and complete artistic work.**

a. Create, organize, and edit content into unified, meaningful media arts products utilizing discipline-specific elements and principles.

**MA3.PR.1 Select, analyze, and interpret artistic work for presentation.**

a. Combine varied academic media content into unified media artworks.

**MA3.PR.2 Develop and refine artistic techniques and work for presentation.**

a. Develop basic artistic and technical skills (e.g. selecting and safely manipulating creation tools, making choices, collaborating when creating media artworks).

b. Examine fundamental creative and innovative strategies to develop solutions within and through media arts productions.

**MA3.RE.1 Perceive and analyze artistic work.**

- a. Identify and describe how messages are created through the components of a media artwork.
- b. Recognize and share how meaning and style in media artworks affect audience experience.

**MA3.RE.2 Interpret intent and meaning in artistic work.**

- a. Identify and discuss the purpose and meaning of various media artworks considering the context in which they were made.

**MA3.RE.3 Apply criteria to evaluate artistic work.**

- a. Analyze and interpret media artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, context, and artistic goals based on input from the critique process.

**Objectives:**

By the end of this 4 part lesson, the student will plan and design a tour (poster) of three important (to them) places on the grounds of the school that includes the creation of a drawn map, 3 photographs using an ipad or instant camera, and 3 brief written descriptions of their "tour stops." The student will identify design decisions in layout, font-choice, and composition. The student will be able to present and explain why they chose the "tour stops" to other classmates, and they will exchange information resulting in a reflection/analysis on aspects of their classmates "tours." This is an emotional/experiential map and therefore will not rely on formal cartography skills.

**Sample:**

attached

**Resources:**

Atlanta resources/familiar outdoor places

<https://atlantaolmstedpark.org/park-tour/>

<https://art.beltline.org>

<https://atlantabg.org/garden-guide/>

Travel photography

<https://www.nationalgeographic.com/travel/contests/photographer-of-the-year-2018>

<https://www.archives.gov/research/ansel-adams>

Interactive historical map

Nigg, J. (2013). Here be duck trees and sea swine. Slate. retrieved from

[http://www.slate.com/articles/technology/future\\_tense/2013/09/](http://www.slate.com/articles/technology/future_tense/2013/09/)

[olauus\\_magnus\\_carta\\_marina\\_sea\\_monsters\\_on\\_a\\_gorgeous\\_renaissance\\_map.html](http://www.slate.com/articles/technology/future_tense/2013/09/olauus_magnus_carta_marina_sea_monsters_on_a_gorgeous_renaissance_map.html)

Books

Balkan, G. Linero, S. (2015). *The 50 states*. London : Wide Eyed Editions.

<https://www.quartoknows.com/books/9781847807113/The-50-States.html>

Balka, G., Linero, S. (2017). *50 cities of the U.S.A*. London : Wide Eyed Editions.

<https://www.quartoknows.com/books/9781847808707/50-Cities-of-the-U-S-A.html>

Broom, J., Nieminen, L. (2013). *Walk this world*. London: Big Picture Press.

<http://www.bigpicturepress.net/our-books/walk-this-world/>

Brotton, J. (2014). *Great maps: The world's masterpieces explored and explained*. New York, NY: DK Publishing.

<https://www.smithsonianmag.com/store/books/great-maps-smithsonian/>

Harmon, K., Clemans, G. (2010). *The map as art*. New York, NY : Princeton architectural Press

<https://www.papress.com/html/product.details.dna?isbn=9781568989723>

Harzinski, K. (2010). *From here to there: a curious collection from the hand drawn map association*. New York, NY : Princeton Architectural Press  
<https://www.papress.com/html/product.details.dna?isbn=9781568988825&ipA5>

Mizielinska, A., Mizielinski, D. (2013). *Maps*. London: Big Picture Press.  
<http://www.bigpicturepress.net/our-books/maps/>

Siber, K., Turnham, C. (2018). *National parks of the USA*. Minneapolis, MN : Wide Eyed Editions.  
<https://www.quartoknows.com/books/9781847809766/National-Parks-of-the-USA.html>

Artists that use maps  
<http://www.mychaelbarratt.com>  
<https://www.tate.org.uk/art/artworks/prendergast-lost-p78411>

selection of guidebooks for different countries or cities  
collection of tourist maps

### **Vocabulary:**

**built environment:** The built environment is everything from buildings to parks that is human-made within which we live, work, and play.

**landscape architecture:** Landscape architecture is the design of outdoor space. Rather than designing buildings, landscape architects design outdoor spaces, including parks.

**travel photography:** Travel photography is the kind of photography that focuses on documenting the feeling of a place, specifically for the photographer.

**tourist map:** A tourist map is a map designed for people visiting a place. It would include such elements as special landmarks and paths.

**orientation:** In the sense of tourist maps, orientation is about how the drawing of a map relates to compass directions. Most commonly, maps are oriented so that the top is north.

**compass rose:** A compass rose is an icon found on maps that show the directions: north, south, east, and west.

**font:** A font is the style of letters, numbers, and symbols.

**layout:** In the sense of tourist maps, the layout is how the elements on the page are arranged.

### **Introduction/Motivation:**

The teacher will take the students on a short tour of some part of the school. The teacher will explain why they chose the stops and why they are special to them. Back in the classroom, everyone will take a look at ways tours are imagined, including what imaginative maps look like, and subsequently travel photography, including a look at the work of Ansel Adams,. The example maps and photography will be presented in a powerpoint presentation and through the websites provided (some have interactive elements). Guidebooks and travel maps will be around and specific features of each will be pointed out, such as fonts, orientation, and other special features that help convey information. There will be a discussion on why people like to go look at special places.

### **Content Paper:**

powerpoint presentation attached

### **Instructor's Procedures:**

Day 1

The teacher will introduce the lesson by taking the class on a short tour of some part of the school. Back in the classroom, the teacher will use a powerpoint presentation to acquaint

the students with the project and offer inspiration and ideas. In addition to the powerpoint presentation, there will be physical objects like books and tourist maps to look at and examine. What is the common language of maps?

What is the purpose of creating a tourist map?

What are some special features of tourist maps?

How do the artists who create the maps communicate with the viewer?

What stories are told with the visual elements of the maps?

1. After the discussion of the books, websites and other materials, the teacher will instruct the students to get their sketchbooks, that are stored by class, by table groups.
2. The teacher will let the students know the full scope of the project and offer a student self-assessment checklist, so that the students can stay on track and see what steps there are to do, and to understand what is expected of them. A rubric will be shown in the powerpoint.
3. The teacher will put up an image of the school yard from google maps in satellite format.
4. The teacher will ask the students to think about three places that are special to them in the school yard.
5. Then, the teacher will ask the students to make a sketch of the school yard, noting where those three places are.
6. The students will return their sketchbooks to where they are stored, by table group, and checklists to their "in process" folder.

## Day 2

The teacher will introduce the photography segment of the project using a powerpoint presentation. This short presentation will introduce the concept of travel photography and a small study of the photography of Ansel Adams, and is really meant as inspiration.

What makes a successful photograph?

What is different about travel photography compared to other genres of photography?

What can the student do to make their photos enticing?

1. The teacher will take the class out to the school yard and distribute the instant cameras to groups of three or four.
2. The students will be instructed to take pictures of the special places of the school yard that they noted on their sketches from the previous class. The teacher will bring a stool along in case there are students that have a hard time operating the camera.
3. After the pictures have been taken, the teacher will collect the cameras
4. The class will return to the classroom and put their photos in their "in process" folders.
5. They students will go through their checklists and be reminded that in their next meeting they will start drawing their maps.

## Day 3

This day is for maximum production. There will be very little introduction so that most of the time can be spent creating the maps. While they are making the maps, the teacher will roam the room and ask the students questions about their work.

What do they think about their design choices?

Do their choices help communicate what stories they are hoping to tell visually?

1. The teacher will have prepared by supplying the tables with paper and basic supply caddies.
2. The students will be instructed to get their sketchbooks so that they can look at their sketches while creating their final maps.
3. The teacher will allow them to have a lot of choice in medium, but not including some like paints (other than watercolor) and clay.

4. When it is time to clean up, the students will be instructed to store their work in their “in process” folder, and then make sure that their table and space is tidy.

#### Day 4

This day is for finishing up the project and presentation. The teacher will introduce the end of the lesson by setting expectations with a time limit for finishing and presentation. Instructions for presentation will be delivered audibly, with an agenda on the screen. They will present to each other in small groups of three or four.

1. The students will be asked to retrieve their maps and sketchbooks.
2. While they are making finishing touches to their maps by adding little blurbs to their “tour stops.”
3. When it is time for presentation, they will break into their smaller groups, there will be approximately one or two groups per table.
4. The teacher will ask them to present their projects to each other while roaming and observing.
5. The students will be asked to write/draw a short reflection about their classmates’ projects, with at least one reference to the presentations.
6. The students will be asked to put away their sketchbooks and the teacher will collect their projects by asking them to put them in a pile at their tables.

#### **Materials and Materials Management:**

Fujifilm Instax camera and film (approximately 10 cameras - or - iPads and color printer  
students’ sketchbooks

11 x 17 drawing paper (approximately 25 per classroom)

selection of pencils, pens, colored pencils, watercolor pencils, watercolors, oil pastels

magazines and other various items for collage (these are available in bins in reach of students)

glue sticks/glue (in caddies at the tables)

Sketchbooks are stored by class on a bookshelf. On an introductory day of the the lesson, students will go get their sketchbooks, grouped by table, and bring them back to their table. At the end of the class, they will return their sketchbooks to the bookshelf, by table group.

For the first part of the project production, instant cameras will be given to groups of three to four students. Students will be responsible for holding onto their pictures until they return to class. Students will put their pictures away in their “in process” folders. Cameras will be returned into a specified bin when the students return to the classroom.

If iPads are being used, the students will each use their own devices to take the photographs, which are their responsibility as they will bring them to each of their classes. At the end of the class, they will put their pictures in Google Classroom.

For the second part of the project production, the paper will be on the tables when the students arrive. All of the supplies that they will use will be either in a caddie on the table or in bins that are within easy reach of the students. They will go by table group to get their photos from their “in process” folder. Since this is a project where the medium is self-selected, they will obtain as needed. When the class is over for the day, the students will return their work to the “in process” folder.

For the last day of the lesson, students will retrieve their maps from their “in process” folder. They will also be getting their sketchbooks by table group. At the end, the teacher will collect all of their work by table groups. Students will return their sketchbooks by table group.

## **Student Procedures:**

### **Day 1**

1. The students will enter the room and line up again at the door.
2. They will go on a short “tour” with their teacher as an introduction to the lesson.
3. They will look a powerpoint presentation and pass around books and maps.
4. At the end of the presentation, the students will get their sketchbooks.
5. In their sketchbooks, the students will make sketches of the maps they will produce and identify three “special places” in the school yard. They will start to write blurbs of those places in the sketchbooks.
6. At the end of the class, the students will return their sketchbooks back to where they are stored.
7. The students will take a look at their checklists to make sure they are on track.

### **Day 2**

1. The students will enter the room and sit on a rug or at the tables.
2. They will look at a short powerpoint presentation on travel photography.
3. The students will line up at the door and then follow their teacher to the school yard.
4. Cameras will be distributed to small groups (table groups).
5. Students will take three pictures to correspond with their “special places/tour stops.”
6. Students will hold onto their instant photos until they go back to the classroom.
7. They will put their photos into their “in process” folders.
8. The students will take a look at their checklists to make sure they are on track.

### **Day 3**

1. The students will enter the room and sit at their tables.
2. On their table they will find paper and basic supplies and will go retrieve their sketchbooks, photos, and checklists.
3. Students will commence creating their final map using their preferred medium.
4. At the end of class, students will put their work away in their “in process” folder and tidy their tables. They will be responsible for putting away whatever materials they got out.
5. The students will take a look at their checklists to make sure they are on track.

### **Day 4**

1. The students will enter the room and sit at their tables.
2. They will understand that there is a little time for making finishing touches to the maps, but that there will be a small group presentation.
3. The students will go retrieve their maps, sketchbooks, and checklists by table group.
4. The students will complete the maps.
5. They will separate into small groups and present/discuss their maps taking their classmates on the “tour” by going through their maps.
6. After they present their maps to each other, students will write/draw a reflection in their sketchbook.
7. The students will take a look at their checklists to make sure they completed all of the components of the project.
8. The students will make a pile of their maps and checklists on one end of the table and go put away their sketchbooks.

## **Closure/Review:**

At the completion of their own projects, the students will break into small groups of three or four and present their tour to their classmates. In their sketchbooks, the students will write a short reflection and a quick drawing about some aspect of their classmates' tours that they took interest in.

**Assessment Questions:**

Did the student complete the project?

Did the student use good craftsmanship to make the project?

Did the student use ideas from the introduction examples or the materials in novel ways?

Did the student participate in all aspects of the project?

Did the student present their project to their small group and write a reflection in their sketchbooks?

**Assessment Instrument:**

observation

self-assessment checklist (attached)

rubric (attached)

# Tour Lesson Checklist

## Day 1 - Introduction

- \_\_\_\_\_ I chose three places for my tour.
- \_\_\_\_\_ I made sketches for my map in my sketchbook.
- \_\_\_\_\_ I can define the term “built environment.”
- \_\_\_\_\_ I know what we will work on next class meeting.

## Day 2 - Photo Day

- \_\_\_\_\_ I took 3 pictures to attach to my map.
- \_\_\_\_\_ I thought about composition as I was deciding how to take my pictures.
- \_\_\_\_\_ I was careful with the camera.
- \_\_\_\_\_ I know what we will work on next class meeting.

## Day 3 - Map Production

- \_\_\_\_\_ I used my sketchbook sketch as a reference.
- \_\_\_\_\_ I showed directions on my map for orientation.
- \_\_\_\_\_ I drew the school yard and a path of the “tour.”
- \_\_\_\_\_ I carefully chose my supplies.
- \_\_\_\_\_ I attached my pictures to my map
- \_\_\_\_\_ I wrote a small blurb for my tour stops.
- \_\_\_\_\_ I know what we will work on next class meeting.

## Day 4 - Presentation

- \_\_\_\_\_ My map was ready to present to my small group.
- \_\_\_\_\_ I presented my map and listened as my classmates presented theirs
- \_\_\_\_\_ I wrote/drew a reflection in my sketchbook in response to the presentations.

| Category         | Exemplary                                                                                                                                                          | Proficient                                                                                                                                                                        | Developing                                                                                                                                                                        | Needs Improvement                                                                                                                     |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Complete Project | You completed the tour project. There is a map, 3 photographs of the tour stops, and a written description describing why each tour stop is special.               | You completed most of the tour project. There is a map, most of the photographs of the tour stops, and most of the written descriptions describing why each tour stop is special. | You completed some of the tour project. There is a map, some of the photographs of the tour stops, and some of the written descriptions describing why each tour stop is special. | You did not complete the tour project. There is no map created, no photographs taken, and no written descriptions for the tour stops. |
| Craftsmanship    | Each element of the tour looks like you did your best work.                                                                                                        | Most elements of the tour looks like you did your best work.                                                                                                                      | Some elements of the tour looks like you did your best work.                                                                                                                      | It is hard to have good craftsmanship if you do not complete the assignment.                                                          |
| Creativity       | You took special care in creating the tour stops, taking the photographs, and using the supplies provided to create a compelling tour map to present to the class. | You took special care in creating most of the tour stops, in taking most of the photographs, and using the supplies to create a tour map to present to the class                  | You took special care in creating some of the tour stops, in taking some of the photographs, and using the supplies to create a tour map to present to the class.                 | It is hard to display your creativity when you do not complete the assignment.                                                        |
| Participation    | You attended every class and took part in each day's lesson,                                                                                                       | You attended most of the classes and took part in most of each day's lesson.                                                                                                      | You attended some of the classes and took part in some of each day's lesson.                                                                                                      | You did not attend any classes and therefore did not participate in the lessons.                                                      |
| Presentation     | You presented your project to your small group and also wrote a reflection about all of your small group's projects in your sketchbook.                            | You presented your project to your small group and also wrote a reflection about most of your small group's projects in your sketchbook.                                          | You presented your project to your small group and also wrote a reflection about some of your small group's projects in your sketchbook.                                          | You did not present your project to the group and also did not write a reflection in your sketchbook.                                 |





the "Rainbow" monkey bars  
me and a group  
of other girls hang  
out on top of here  
while reviewing our  
"run from Addies  
little brother" plan.

Shoal Creek  
the trail  
the woods

big roots

big playground

b-ball court

In man

the field

the Portables

Parking lot

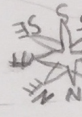
the garden

the Pavilion

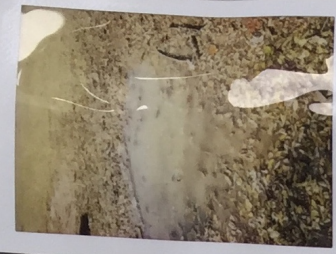
Small playground

delivery/trash lot

Winifred Park



Parking lot



the Big Puddle  
Sometimes after it rains  
me and my friends  
play chocolate factory  
here!



the concrete slab  
We just stand  
around and talk  
here