

Americana: Word and Image

Mapping Personal Landmarks

Grades K-12

Summary

Creating a neighborhood map can give students a better understanding of Cartography, Social Studies, Drafting, Mathematics, and the Visual Arts. The students begin with a route they are very familiar with, such as the routes to school and home. By locating landmarks on the way to school and back, they create a unique map that anyone could follow. This lesson encourages development of their own creative point of view, while building on cartography that has become more technological, graphic and scientific in nature. For students of any age, using graphic tools like Google Maps will allow them to combine scientific accuracy with the personal expression of hand drawn elements. The finished project can incorporate collage, drafting and hand coloring.

Curriculum Ties

Integrated Core K-2

Social Studies K-12

Fine Arts - Visual Arts K-12

CTE/ Information Technology Education – GIS Remote Sensing 9-12

CTE/ Information Technology Education – Introduction To Geographical Information Systems 9-12

Time Frame

2 Hours

Materials

19" x 24" Drawing Paper

Colored Pens

Colored Pencils

Ruler

Resources

Kate Ericson and Mel Ziegler examined community, social, and political issues in America through public art and social practice during their decade-long collaboration. Some of the work they made was site specific and involved mapping trajectories, questioning history, and highlighting what makes a place unique.

www.vanderbilt.edu/arts/ziegler.html

[www.perrotin.com/artiste-Kate Ericson et Mel Ziegler-181.html](http://www.perrotin.com/artiste-Kate_Ericson_et_Mel_Ziegler-181.html)

www.nytimes.com/2014/08/03/arts/design/kate-ericson-and-mel-ziegler-collaborated-in-color.html?_r=0

Books about Cartography:

Cassidy, John. *Earthsearch: A Kids' Geography Museum in a Book*. Palo Alto, CA: Klutz Press, 1994. ISBN 1-878257-74-9.

Perhaps the greatest geography book yet! Klutz Press' address is 2121 Staunton Court, Palo Alto, CA 94306.

Claridge, Marit and Paul Dowswell. *Geography Quizbook*. Tulsa, OK: EDC Publishing, 1993. ISBN 0-7460-0710-8.

Students Should Understand the Following Vocabulary

Cartography- The science or practice of drawing maps.

Latitude- The angular distance of a place north or south of the earth's equator, or of a celestial object north or south of the celestial equator, usually expressed in degrees and minutes.

Longitude- Angular distance east or west on the earth's surface, measured by the angle contained between the meridian of a particular place and some prime meridian, as that of Greenwich, England, and expressed either in degrees or by some corresponding difference in time.

Key/Legend- A table on a map, chart, or the like, listing and explaining the symbols used.

Elevation- The height to which something is elevated or to which it rises.

Altitude- The height of anything above a given planetary reference plane, especially above sea level on earth.

Mountain Range- A series of mountains, or of more or less parallel lines of mountains, closely related, as in origin.

Atlas- A bound collection of maps.

Geography- The topographical features of a region, usually of the earth, sometimes of the planets.

Topographical- The detailed mapping or charting of the features of a relatively small area, district, or locality.

Birds Eye View- A view from a high angle as if seen by a bird in flight.

Intended Learning Outcomes

1. Students develop the ability to combine creative and analytical thinking processes simultaneously.
2. Students learn the ability to design with accuracy, applying the elements and principles of design and clearly representing a creative style that is unique to each student.
3. Students incorporate hand drawn elements with technological elements in a way that is cohesive and interesting to look at.

Instructional Procedures

1. Students create the map by applying all the significant landmarks they find on their route to and from school. They can make the map larger if they would like, exploring where they think the boundaries of their neighborhood should be for this project.
2. The students will use Google maps to incorporate the maps they find of their neighborhood with hand drawn landmarks, adding legends, symbols, and any other cartography-related information that they would like.

Questions to ask during the art making process:

What is the most important part of your map? How can you give that element more emphasis?

Before starting on the map, what do you intend to include that we find on most maps?

How will you use color to show the readers of your map what to pay closer attention to?

How will this be a better map than what you found on Google maps?

Questions to ask at the end of the project:

Have you ever used a map to find a place before?

Do you think there are landmarks that you chose that might not be there in 5-10 years?

If you were to give this map to someone to use, would you need to give any further description or directions to the person?

What was your favorite part of the map-making process?

If you were to invent a tool to make cartography easier what would it be?

What are the benefits of combining computer and hand-made skills?

If you could make a map of other parts of your town or city, what parts would you focus on?