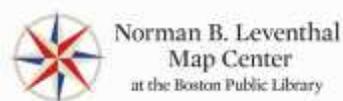


Lesson Plan		
Lesson Title	The Big Rock Candy Mountain Map	
Lesson	Unit:	Explorations in Art
Learning Standards & Objectives	<p>Massachusetts Arts Curriculum Frameworks-The Arts Disciplines-Visual Arts</p> <p>By the end of grade 4</p> <p style="text-align: center;">STANDARD 1: Methods, Materials, and Techniques</p> <p>Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. <i>Students will:</i></p> <ol style="list-style-type: none"> 1.1 Use a variety of materials and media, for example, <i>crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns</i>, and understand how to use them to produce different visual effects 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: <i>2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction</i> 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques 1.4 Learn to take care of materials and tools and to use them safely <p style="text-align: center;">STANDARD 2: Elements and Principles of Design</p> <p>Students will demonstrate knowledge of the elements and principles of design. <i>Students will:</i></p> <ol style="list-style-type: none"> 2.1 For color, explore and experiment with the use of color in dry and wet media Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork Explore how color can convey mood and emotion <i>For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.</i> 2.2 For line, explore the use of line in 2D and 3D works Identify a wide variety of types of lines in the environment and in artwork <i>For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines.</i> 2.3 For texture, explore the use of textures in 2D and 3D works Identify a wide variety of types of textures, for example, <i>smooth, rough, and bumpy</i>, in the environment and in artwork Create representations of textures in drawings, paintings, rubbings, or relief 2.4 For shape and form, explore the use of shapes and forms in 2D and 3D works Identify simple shapes of different sizes, for example, <i>circles, squares, triangles</i>, and forms, for example, <i>spheres, cones, cubes</i>, in the environment and in artwork 2.5 For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works Identify patterns and symmetrical forms and shapes in the environment and 	



artwork.

STANDARD 3: Observation, Abstraction, Invention, and Expression

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. *Students will:*

- 3.1 Create 2D and 3D artwork from direct observation
For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap.
- 3.2 Create 2D and 3D expressive artwork that explores abstraction
For example, a student simplifies an image by making decisions about essential colors, lines, or textures.
- 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy
For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

STANDARD 4: Drafting, Revising, and Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation. *Students will:*

- 4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion
For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made.
- 4.2 Select works for exhibition and work as a group to create a display
- 4.3 As a class, develop and use criteria for informal classroom discussions about art

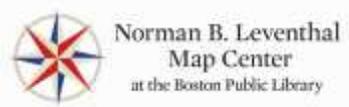
STANDARD 5: Critical Response

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. *Students will:*

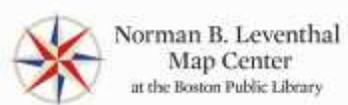
- 5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work
- 5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks
- 5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group

Objectives:

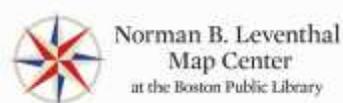
- Students will understand and use basic map vocabulary and be able to identify pictorial maps
- Students will listen to, envision and create drawings of images from the folk



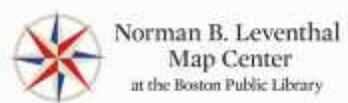
	<p>song "The Big Rock Candy Mountain"</p> <ul style="list-style-type: none"> • Students will be introduced to the American Folk painter Grandma Moses so that they can analyze and discuss her paintings deepening their appreciation for what they are viewing. • Students will learn basic drawing skills for observing and drawing maps. • Students will create an original pictorial map adding interest to their piece by incorporating their images for the song in the style of American Folk painter, Grandma Moses. • Students will use a painting technique called a color wash in one color of India Ink, adding water to dilute and manage tones so that they can create a balance of light and dark areas to their maps.
<p>Lesson Vocabulary</p>	<p>line texture shape envision color contrast dimension contour line detail technique color wash dilute tone primitive artist realistic India Ink brush tip marker landscape foreground middle ground background imagination utopia cartographer pictorial map scale balance direction distance Grandma Moses-American Folk Art hobo mountain compass rose north south east west key or legend cartouche geography decorative border 2D two dimensional 3D three dimensional experiment ingredients rock candy recipe process</p>
<p>Resources</p>	<p>heavy white sulphite/watercolor paper 18" x 24" (final draft) variety of sizes of watercolor brushes paper towels white sulphite paper, 8x11 (first drafts of images) pencils, erasers, sharpeners India Ink: water soluble ink in a variety of colors -plastic containers with lids for storage Sharpies: black-fine and black-ultra-fine Sharpies: Brush Tip permanent markers in a variety of colors Grandma Moses images: http://www.artnet.com/artists/grandma-moses/ Lyrics: The Big Rock Candy Mountain (with this lesson plan, pg. 7) Handout: Provide students with a variety of images from the song and images that students personally request such as: cherry pie, a fountain, soft serve ice cream cone, or a bulldog. About.com candy-Rock Candy recipe Maps & Map Details from Norman B. Leventhal Map Center: <i>A Pictorial Map of Loveland (Ernest Dudley Chase)</i> http://maps.bpl.org/id/14948 <i>Circular World Map (Pierre Le Rouge)</i></p>



	<p>http://maps.bpl.org/id/m8778 Leavitt's map with views of the White Mountains, New Hampshire (Franklin Leavitt), 1871 http://maps.bpl.org/id/14944</p> <p>Map Details (at end of lesson plan, pg. 8)</p>
	Mini-Lesson
Connection	<p>Social Studies-map skills Music Instruction Science-rock candy recipe</p>
Teach (I Do)	<ul style="list-style-type: none"> • Show students the various pictorial maps, identify features of mapping. • Students listen to, discuss and review the lyrics of the song and make reasonable decisions about depicting their vision of the Big Rock Candy Mountain on their pictorial map. • Brainstorm ideas about the meaning of the lyrics and a place “Where handouts grow on bushes” • Students will sketch a variety of rough drafts of the map features, the various parts of the song they will depict in their maps, and the items they wish to include in their unique Big Rock Candy imaginary place. • Students must add pertinent details of the song making decisions about scale and their desired final composition. • Students observe and critique the work of Grandma Moses focusing on her primitive and realistic style. Students interpret, describe, evaluate, and respond to her paintings depicting scenes from her everyday life. <ul style="list-style-type: none"> • Demonstrate by step-by-step instruction how to use simple shapes to draw a crystal fountain, a boxcar, a bulldog, a hen, a cherry pie, a king's crown, a soda water fountain, a lemonade spring, a mockingbird, a mountain, an axe, a saw, a pick, and rock candy. • Demonstrate how to create a contour line of their pictorial map design and how to plan to incorporate the features they find in the map samples such as, a cartouche and a compass rose.
Guided Practice (We Do)	<ul style="list-style-type: none"> • Observe maps selected from the Leventhal Map Center. Observe the colors, patterns and shapes. Choose important features cartographers use when creating a pictorial map. Assist students with the process of envisioning how the materials can be incorporated to include all of the items in the folk song. • Demonstrate how students should begin their first draft. Using the sample maps students will sketch the parts of the song they need to describe the story of The Big Rock Candy Mountain. • Students will demonstrate their drawing skills and knowledge of drawing by



	<p>following in their sketchbooks each of the step by step instructions for items found in the songs lyrics.</p> <ul style="list-style-type: none"> • Provide additional opportunities for students to practice their drawing skills in their sketch books. • Teacher will circulate around room to check that students are able to demonstrate knowledge of shapes and correct proportions while creating their contour lines of each of their subjects.
Independent Practice (We Do)	<ul style="list-style-type: none"> • Students demonstrate an understanding of drawing the pictorial map by transferring their sketches to their landscape on their final draft heavy weight paper. • Students choose a single color of India Ink and block in a color wash of India ink to paint their maps. Students will dilute the ink with water to create a variety of tones. • When their maps are completely dry students will use the brush tip Sharpie markers to add color to specific features of their maps creating a variety of dimension and contrast. • Students will create interest as they choose any combination of colors and may outline their drawings or lettering with black sharpie if they choose to. • Students should incorporate the details found in the various maps from the map center to embellish their maps such as, borders around their entire map or decorative border around their key or legend.
ELL	<p>Visual aides: variety of step by step diagrams of drawings color photographs of maps from the map center whole class visual demonstration of steps one on one student conferences</p> <p>Extension:</p> <ul style="list-style-type: none"> • Students learn and sing lyrics of "The Big Rock Candy Mountain" in music. • Students experiment with making rock candy on a stick (<i>find an easy recipe for how to make rock candy by Elizabeth Labau at about.com candy</i>)
Differentiation	<p>Intervention:</p> <ul style="list-style-type: none"> • conference one on one with students to assist them with observational skills and processing how to follow the steps they see in the diagrams • review one on one the techniques for color wash painting and India Ink • repeat directions, model instructions • small group instruction for students needing step by step instruction review



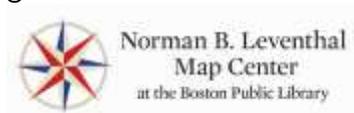
<p>Assessment</p>	<p>Students are able to create a pictorial map depicting their Big Rock Candy Mountain incorporating both the elements from the folk song and the elements found in pictorial maps to fulfill the multiple steps of the assignment. Students are able to create a 2D composition that gives the illusion of 3D space and volume. Students demonstrate the proper use of vocabulary, materials, and methods.</p> <p>Students discuss challenges and success at the completion of their lessons expressing their creative process and perseverance for completing projects with many steps using a variety of methods and techniques.</p>
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Big Rock Candy Mountain (lyrics)

One evening as the sun went down
 And the jingle fires were burning,
 Down the track came a hobo humming,
 He said, "Boys, I'm not turning
 I'm headed for a land that's far away
 Beside the crystal fountains
 I'll see you all this coming fall
 In the Big Rock Candy Mountains

In the Big Rock Candy Mountains,
 There's a land that's fair and bright,
 Where the handouts grow on bushes
 And you sleep out every night.
 There the boxcars are all empty
 And the sun shines every day
 Oh, I'm bound to go where there ain't no snow
 Where the sleet don't fall and the wind don't blow
 In the Big Rock Candy Mountains.

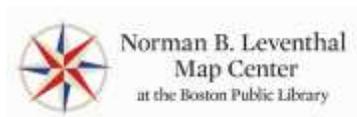
In the Big Rock Candy Mountains
 All the cops have wooden legs
 And the bulldogs, they have rubber teeth
 And the hens lay soft-boiled eggs
 There money trees are blooming



And you sleep on new mown hay
Where you stand knee-high in cherry pie
And you eat until you think you'll die
In the Big Rock Candy Mountains.

In the Big Rock Candy Mountains,
The jails are made of tin.
But it really doesn't matter,
For no one puts you in.
There isn't any work to do,
No axes, saws or picks
Oh, I'm bound to stay where you snooze all day
Where a bum's a king and has everything
In the Big Rock Candy Mountains.

Oh, the buzzing of the bees in the cigarette trees
By the soda water fountains
By the lemonade springs, where the mockingbird sings
In the Big Rock Candy Mountains.



Compass Rose

Gives the orientation of the map—North, East, South, West



Cartouche

Decoration with inscription or information about the map



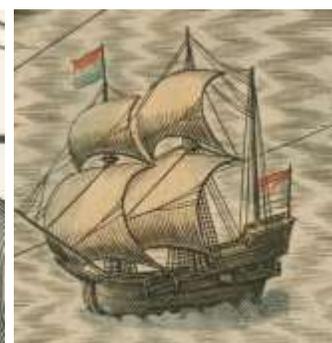
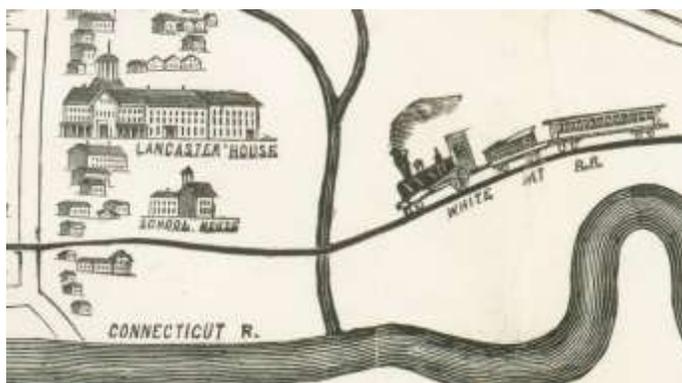
Legend or Key

Describes the symbols on the map

MASTER KEY			
	Village		Grassland
	Town (small)		Hills/Lowlands
	Town (large)		Mountains
	City (small)		Volcano
	City (large)		Cliffs
	City (walled)		Canyon/Rift
	Capital		Site of Interest
	Castle		Ley Line Site
	Keep/Fortress		Desert
	Wall		Swamp/Marsh
	War Gate		River
	Tower		Bridge
	Ruin		Road/Trail
	Undead		Trade Route
	Sentinel		Abandoned Route

Details of places and things

Can be imaginary or real details of what you might find in that place



Norman B. Leventhal
Map Center
at the Boston Public Library

<http://www.leventhalmap.org/>