



artsNOW

Integrated learning solutions

ADVENTURE ISLAND Grade Band: 2-3 Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

Discover the possibilities of creative writing by making visual imagery that will inspire your students in new and exciting ways! The idea of a treasure map has long been a topic of excitement for young people. Allow your students to generate their own treasure map that will inspire a creative writing session!

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can the creation of visual imagery be the catalyst for creative writing?	<p>I can use line and shape to symbolize features on a map.</p> <p>I can write a fictional narrative that has a setting, characters, and all parts of a plot that is inspired by my treasure map.</p>



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	I can use descriptive language to help my audience visualize my narrative.
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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Grade 3: ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p>Grade 2: VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p>Grade 3: VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.</p> <p>Grade 3: ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing: a.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.</p>



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establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Narrative</u> - A story or sequence of events and experiences ● <u>Setting</u> - Where a story takes place ● <u>Characters</u> - Individuals, animals, or entities that take part in the action of a story, play, novel, movie, or any other narrative form ● <u>Mood</u> - The emotional atmosphere or feeling that a literary work ● <u>Map</u> - A plan or outline of a given geographic area ● <u>Compass rose</u> - A figure on a map, chart, or compass that displays the orientation of the cardinal directions—north, east, south, and west—and their intermediate points ● <u>Legend</u> - A guide that explains the symbols, colors, and lines used on a map 	<ul style="list-style-type: none"> ● <u>Line</u> - The path of a moving point ● <u>Texture</u> - The way something feels or looks like it feels ● <u>Shape</u> - A two-dimensional figure; a closed line ● <u>Negative space</u> - The background of an artwork; “empty” space ● <u>Positive space</u> - The subject of an artwork

MATERIALS

- 9” x 12” watercolor paper or other thick paper
- Fine point sharpies
- Markers or colored pencils
- Baking sheets
- Unsweet tea for staining paper

INSTRUCTIONAL DESIGN



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Opening/Activating Strategy

- Begin by playing a musical excerpt from “Indiana Jones and the Raiders of the Lost Ark” or other adventure movie soundtrack. While the music is playing, ask students to write down adjectives to describe what they are hearing.
- Allow time for students to share their adjectives. Ask students what the mood of the music is.
- Tell students that they will be using their imaginations to tell an adventure story based on a treasure map that they will create.

Work Session

Session 1: Creating Treasure Maps

- *Pre-work: This can be done as a station for students in preparation for the artwork. Fill a rectangular baking pan with luke-warm/room temperature tea. Have students soak their paper in the tea for at least three minutes. Then remove, and let dry.*
- Look at some examples of treasure maps. Ask students to notice the features and symbols on the maps.
 - Ask students to observe the lines, shapes, and textures that they see on the maps. Ask students how these are used to symbolize a feature, such as a river.
 - Ask students how the space is used. Is there much negative space (empty space)? How are features connected together? With a line?
- Have students work with a partner or small group to generate a list of possible features to use on their maps to describe their adventures. Features could include a winding river, shadowy forest, creepy castle, scary rocks, soft sand, shiny treasure, etc.
 - Ask groups to share their ideas; create one large collaborative list for the class.
 - Ask groups to choose eight features to include on their map. They should then create a symbol for each feature.
- After they have generated a list of at least eight symbols, pass out their pre-treated map paper.
- Next, allow students to draw the features they wish to include onto their final pre-stained papers. This can be done with pencils and extra fine point Sharpie markers before being colored in.
 - Ask students to think about the placement and scale of the items as they sketch their own map.
 - Students can add color with markers or colored pencils.
 - Students should then draw a legend on their maps.
 - Next, have students draw a compass rose on their maps to guide adventurers to the island.
- Finally, students can crumple their maps and tear the edges to create an aged effect.

Session 2: Narrative Writing

- Tell students that they will be writing narratives using their treasure maps as inspiration. The narrative should follow the adventures of a character or characters who follow the map in search of treasure.
- Ask students for examples of stories that involve characters following a map to treasure or going on an adventure.
- Remind students of the mood of the music students heard at the beginning of the lesson. *Optional: Play music from the activator while students plan their narratives.*



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- Students will collaborate with their groups to create a character or characters and plot for their narrative. Students will then individually write their narratives.
- Remind students to use descriptive language to help their reader visualize the adventure.
- Students will engage in the peer review process and edit and revise their work.

Closing/Reflection

- Provide time for students to share their maps and narratives.
- Discuss how students used lines and shapes to symbolize features on their map.
- Finish by having students complete a reflection using a “grow” and a “glow” about their work.

ASSESSMENTS

Formative

Teachers will assess students’ understanding of the content throughout the lesson by observing students’ participation in the activator, discussion of maps and features, map creation, collaboration with groups to create a narrative, and conferencing with students during the writing process.

Summative

CHECKLIST

- Students can use line and shape to symbolize features on a map.
- Students can write a fictional narrative that has a setting, characters, and all parts of a plot that is inspired by their treasure maps.
- Students can use descriptive language to help their audience visualize their narrative.

DIFFERENTIATION

Acceleration: During the writing process, students will brainstorm a variety of descriptive language that can be turned into similes and metaphors to explain the features on their maps. They will incorporate these into their final writing.

Remediation: Provide the students with a list of adjectives to choose from while listening to the music from the activator and a sample pool of map symbols and features to choose from to create their maps. The students will then be shown an example of a written narrative of an adventure map before they begin writing their own descriptive narratives.

ESOL Modifications and Adaptations: Preview vocabulary: Narrative, illustration, and map. Have students work with a partner. The length of the written narrative can be modified according to the student’s language level.

ADDITIONAL RESOURCES

NA



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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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SCAD

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