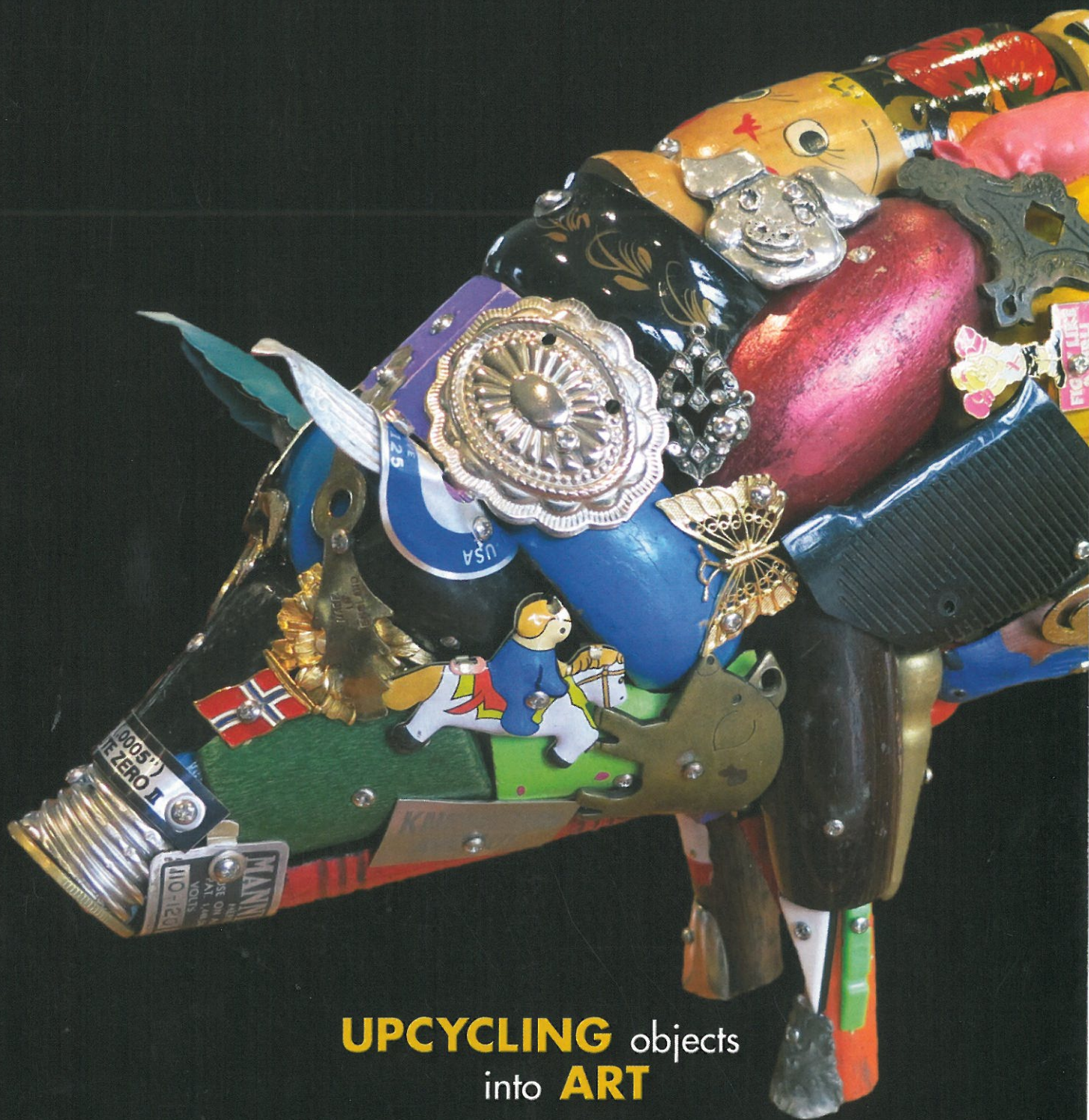


# arts & activities<sup>®</sup>

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**UPCYCLING** objects  
into **ART**



## INTEGRATING *the curriculum*

As state tests and school budgets are encouraging more and more emphasis on core subject standards, it's increasingly important for art teachers to link lessons to them. An example of such a cross-curricular project is the creation of 3-D maps.

Students must use social-studies and geography skills while engaging in artistic creation. Whether you're going it alone or teaming up with the geography teacher,

students will internalize what they learn about topographic charts as they use these specialty maps to create 3-D models of a state or country.

Making these maps is a multi-step process, and it usually took my eighth-graders three weeks (50 minutes a day) to complete a 3-D map.

First, I gave students a large map of a country or state. In this

**Rynerth's map before papier-mâché was added. Note the layers representing the various elevations.**

case Australia, printed on four sheets of paper, which students pieced and taped together before cutting out.

Next, I gave them a colored topographical map, which indicated the elevations of the country. Shades of green are typically used for the lower elevations, with the darkest green representing the lowest. Shades of brown

## LEARNING OBJECTIVES

Middle-school students will ...

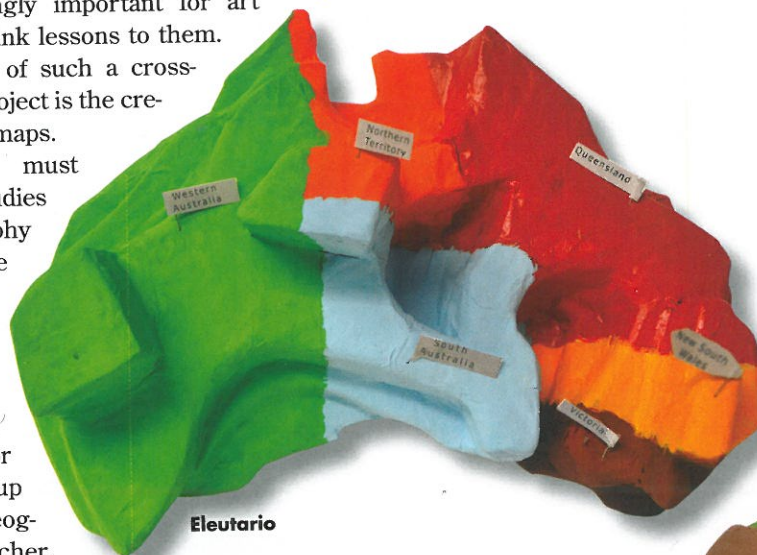
- learn how to interpret topographical maps.
- Use their new knowledge to create maps.

## NATIONAL ART STANDARDS

- Understanding and applying media, techniques and processes.
- Using knowledge of structures and functions.
- Making connections between visual arts and other disciplines.

## MATERIALS

- Colored topographic elevation maps, large country or state maps
- Colored pencils
- Cardboard (boxes that reams of paper come in work well for this)
- Good-quality, heavy-duty scissors
- Tape
- Plastic pitchers, disposable bowls, papier-mâché paste, old newspapers
- Paint, paintbrushes



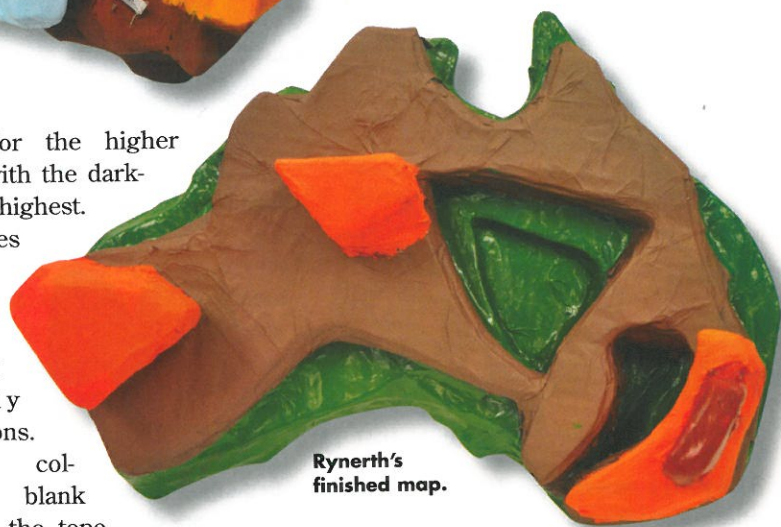
Eleuterio

are used for the higher elevations, with the darkest being highest. Reds, whites or purples are often used to represent extremely high elevations.

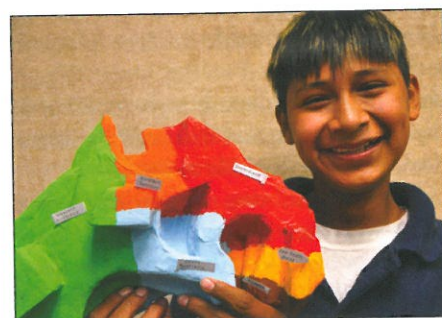
Students colored their blank maps using the topographical map as reference. This was not a simple coloring exercise, but a crucial step in the 3-D process. I encouraged them to replicate the map as closely as possible.

After coloring, students were ready to cut their layers. They traced their colored maps of Australia onto a piece of cardboard, cut it out and repeated the process so they had *two* cardboard cut-outs (layers) of Australia.

Next, they trimmed their maps down to the *next* contour line/color, see **MAPS** on page 32



Rynerth's finished map.



A pleased Eleuterio with his map.



Immanuel painted a flag of Fiji (his native country) over his 3-D map.

# 3-D MAPPING

## CONNECTING ART WITH GEOGRAPHY

by Jennifer Vandenberg