

# Mapping the Silk Road

"It's not uncommon to compare the writing of a story to the mapping of a world."

Turchi

## Artists' Maps



Nigel Peake

**Big Idea:** Information can be presented in any number of ways, there isn't one right way to do things, and different perspectives lead to different presentations.

### Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and heard.</i>
<p><b>1.</b> Information varies by how you look at it</p>	<p><b>1.</b> Take part in sociometric lines/4 corners and discussion following</p>
<p><b>2.</b> To "Read" information presented in non-traditional creative formats (Artist Maps)</p>	<p><b>2.</b> Participation in small and full group discussion, analyzing select artist maps. Connect/Extend/Challenge forms</p>

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Day 1:

**Sociometrics lines** – line up by alphabetically by first name and then by last name. Why are the lines different? (Different criteria), line up by height, circle by height (different presentation)

**4 corners/metaphors** - student stand in the corner that best describes their viewpoint. Groups discuss why they choose to be in that particular corner, and then share reasons with full class.

Maps are like: Math/Literature/Art/Science

The Silk Road is like: A folk song/A sand castle/The Mona Lisa/A Broadway show

## Looking at Maps

A variety of maps from different cultures are projected on screen. Class discuss what similarities and differences in how (and what) information is being conveyed in each map, ie: Topographical map with contour lines of Mt Everest / 3D contour map of NYC, showing the "peaks and valleys" of crime by neighborhood across the city.

**>Formative Assessment Checkpoint for Objective #2: class discussion**

Day 2:

Mapping cont.

Small group activity. Each group is given 3 different artist maps. Students discuss what the artist is trying to convey, how they convey it, etc.

Groups collective fill out a **C**onnect/**E**xpand/**C**hallenge *Making Thinking Visible* form.

Each group presents at least one map with discussion points to full group.

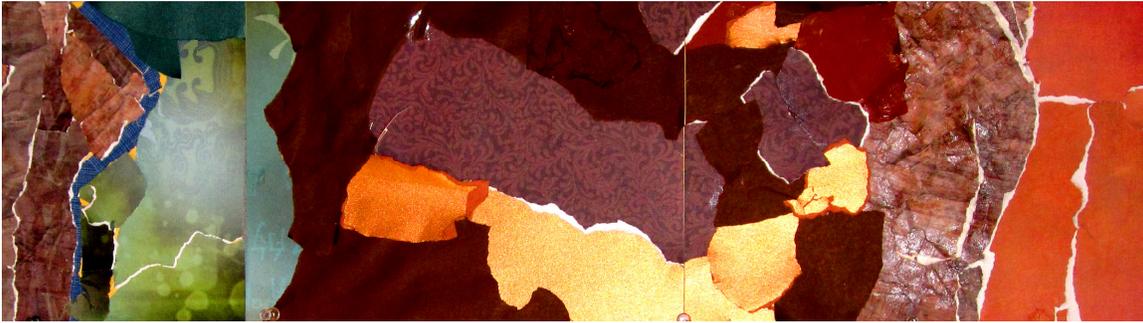
**>Formative Assessment Checkpoint for Objective #2: CEC form/ class discussion**

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## Geographic Torn Paper Maps



Student's torn paper map of the Silk Road

**Big Idea:** Parts interact, influence each other, and together become a whole.

**Social Studies Objective: Understanding the geography of the Silk Road to better understand the Silk Road dynamics.**

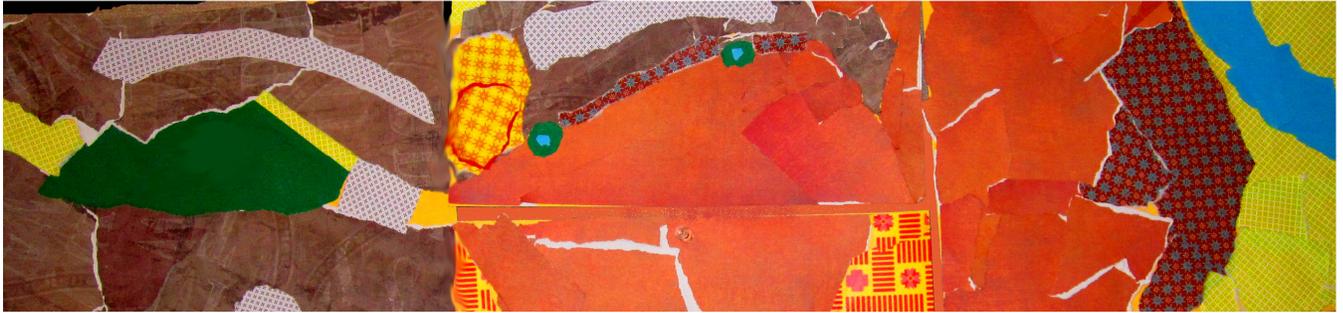
Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and heard.</i>
<b>1.</b> Written information can be transformed in to visual information. Creative brainstorming solves problems.	<b>1.</b> Participation in small groups' analysis of the Silk Road geography from reading, creatively create their own mapping conventions with torn paper.
<b>2.</b> Conventional information can be shown in artistic/creative ways.	<b>2</b> Each students' section of the map uses creativity within the group's mapping conventions.
<b>3.</b> Creativity doesn't mean random, maps must have an inherent logic.	<b>3.</b> Students' geographic maps convey geographic information, and shows consistency of conventions.

**Supplies:** Heavy weight paper for map base, a large variety of different color/patterned papers, glue sticks.

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Student's torn paper map of the Silk Road

## Instructions:

### Day 1

Students are assigned HW reading describing geographic information on one (of 6) section of SR and draw simple maps representing major places and geographic information.

### Day 2

Students sit in group of 6 with one student representing each of the 6 sections of the SR route.

Torn paper map assignment is explained to class.

Groups discuss/brainstorm conventions and how their maps will fit together. Prompts: What do you want to show? How will you show it? Why are you showing that particular piece of information? Why are you using a certain color/pattern/texture? How will it come together artistically? Is it consistent? Is there an inherent logic throughout piece?

**>Formative Assessment Checkpoint for Objective #1: Dana and Scott float and prompt/clarify/ help groups when needed.**

**Day 3 and 4:** Students work on their sections of the maps.

**>Formative Assessment Checkpoint for Objective #2: reverse room scan while student work**

**Day 5:** Groups combine sections to make a full SR map, display. Class discussion.

What do these maps tell you about the SR? How do they convey information differently than conventional maps? Can you see the logic across the groups work? What is effective, what isn't?

**>Formative Assessment Checkpoint for Objective #3: class discussion**