

## Lesson 2: Water Stories: Mapping, Memory, and Stewardship

### *Lesson Plan*

#### **INTRODUCTION:**

Students will use art supplies to add their own idea of what their town would look like based on the bodies of water. Students may add any elements to their work to complete their map.

#### **STANDARDS:**

VA:Cr1.2.4a. Collaboratively set goals and create artwork that is meaningful and has purpose to the maker.

SS.4.23. Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.

SEL: Self-Awareness 2C. Demonstrate ability to set and achieve goals for success (Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals.)

#### **LEARNING OBJECTIVES:**

As cartographers, students will be able to collaboratively set goals to create maps that have purpose to the maker by including physical features in Nevada such as the city or town they live in.

#### **ESSENTIAL QUESTIONS:**

- What is a map? Is it simply lines and street names, or can a map convey feelings and history?
- How does water shape where and how people live?
- Why is water important in communities, cultures, and ecosystems?
- How do maps and stories communicate knowledge about water and place?
- How can we care for and conserve water where we live?

#### **VOCABULARY:**

- **Aerial View:** Perspective of looking down at the land or a bird's eye view
- **Biodiversity:** Encompasses all the variety of life on Earth
- **Cartography:** The art and science of map-making
- **Natural Resource:** materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.
- **Place-Based Stewardship:** Using the local community and environment as a basis for learning and teaching how to be better caretakers of their community and environment

- **Sacred Lands:** Spaces that often provide the physical foundation for a tribe's creation stories, the thread that connects each new generation to their ancestors and knits them into the fabric of tribal culture and identity.
- **Water Rights:** Regulations on how public and private parties use water from a source, and protect the fair use of water
- **Water School:** At water schools, students have access to fresh tap water all day, which they can drink throughout the day

**MATERIALS:**

- Printed Water Maps (Blank)
- Colored Pencils
- Markers

\*Map of Nevada, where are you and these places (Where you live, Cedar Spring)

**LESSON:**

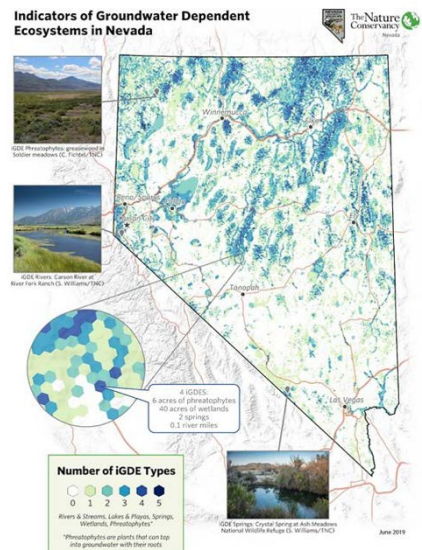
**ENGAGEMENT:**



**Project Slide 2-** From the PowerPoint, Water Maps. Ask the following questions, “What is this map showing us?” <Nevada, Water> “What can maps show us?” <Directions, Landmarks, Distance>

**Project Slide 3-** Ask students the following questions, “Where do you see the most water? Is the water located in the north or the south?” Have the students describe where they live on the map. Where do you get your water? <Local Source i.e. Truckee River> Where do big cities get their water?

**Project Slide 4-** Ask students the following question, “Who makes maps?” <Cartographers> Why are cartographers important? <They show us where to go> “How are we able to read maps?” <Symbols, Compass Rose, Key, Legend>



## EXPLORATION:

**Project Slide 5-** Have students observe *Wallowa Waterhole* #6 and #7. Have the students look at the artwork silently for 30 seconds. Call their attention for a group discussion. Ask the following questions: “What do you see?” <Symbols> What symbols do you recognize? <Tools, Water, People> What does the story of this map show us? <Where to find water, food and shelter>



**Project Slide 6-** Project *Water Map* artwork on the whiteboard or pass out a printed image to the students. Give them 30 seconds to look at the artwork quietly. Call their attention for a group discussion.

**Project Slide 7-** Ask students the following questions:

- What do you see?
- What patterns do you see?
- What lines do you see?
- What colors do you see?
- What does the color blue represent? <water>

Call the students attention to the right side of the artwork.

- What do you see?
- What do you recognize?



## EXPLANATION:

Share with the students that this piece created by Oscar Tuazon includes maps and drawing pf Cedar Springs in Eastern Nevada. He invites us to reimagine how we use water.

Explain to the students that they will be creating their own water map of the area where they live. Explain that they will be focusing solely on water sources, not buildings or landmarks to begin with.

Before they begin, ask the following question:

- Where can we find water where we live? <lakes, ponds, rivers>

Explain that an aerial view is like a bird's view flying over the land. Ask the students: "What would you see if you were flying over the water sources in your town?" < How it moves through the land, how it expands and contracts and the town is built around it>

### ELABORATION:

Pass out drawing paper and colorful drawing materials to the students. Instruct the students to begin drawing their water map from an aerial view, focusing on the water sources in their area.

Once they have completed their water map, share with the students that they may use their imagination to recreate the area with any places they want. These can be places they are familiar with such as school, home, the store etc.. Have students include a compass rose and a key of symbols they will use.

Ask the students the following questions:

- If you could change how the area looks, what would you add or take away?
- What will your map include?
- Where will the buildings be?
- What type of symbols will you use in your map?
- How will the people in the town retrieve the water?

### EVALUATION:

Ask the students the following questions:

- Why did you place the buildings where you did?
- Did the water's location change the way you created your town?
- What did you not include in your map? Why?
- How did you engage the community?
- How will they use the water? Preserve the water? Protect the water?

