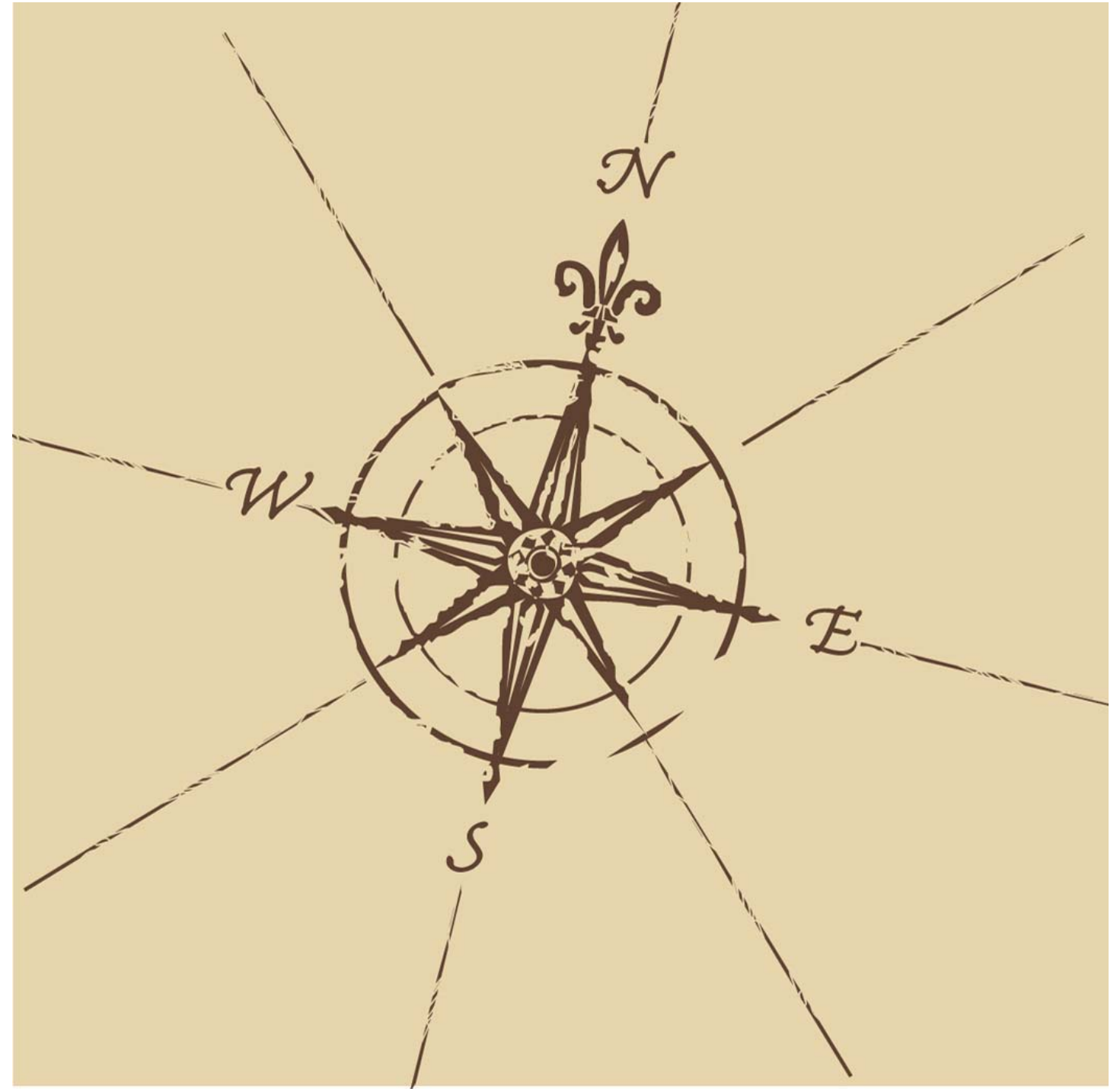


Sequence • Narrative • Storytelling • Illustration • Map



## Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE 3

**ELA3W1:** The student demonstrates competency in the writing process.

**ELA3W2:** The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

**ELA3LSV1:** The student uses oral and visual strategies to communicate.

#### GRADE 4

**ELA4W1:** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA4W2:** The student demonstrates competence in a variety of genres.

**ELA4LSV1:** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

#### GRADE 5

**ELA5W1:** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA5W2:** The student demonstrates competence in a variety of genres.

**ELA5LSV1:** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

### VISUAL ARTS

#### GRADE 3

**VA3MC.1:** Engages in the creative process to generate and visualize ideas.

**VA3PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA3C.2:** Develops life skills through the study and production of art.

#### GRADE 4

**VA4PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA4C.2:** Develops life skills through the study and production of art.

#### GRADE 5

**VA5PR.1:** Creates artworks based on personal experience and selected themes.

**VA5PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA5C.2:** Develops life skills through the study and production of art.

## National Standards

### ENGLISH LANGUAGE ARTS

**NL-ENG.K-12.4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**NL-ENG.K-12.5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**NL-ENG.K-12.6:** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

**NL-ENG.K-12.12:** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### VISUAL ARTS

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 2:** Using knowledge of structures and functions

**Standard 6:** Making connections between visual arts and other disciplines

**SCAD**

Idea Contributed by Joy Patty

Modifications, Extensions, and Adaptations Contributed by:  
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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 map and inspire a creative writing session!

**Essential Question: How can the creation of visual imagery be the catalyst for creative writing?**

**Process**

- Begin by playing a musical excerpt from “Indiana Jones and the Raiders of the Lost Ark”. While the music is playing, ask students to write down adjectives to describe what they are hearing.
- Once they have shared some of these words, tell students they are going to be using their imaginations to create their own treasure maps!
- Begin by collectively looking at some examples of treasure maps, then generate a list of possible features and symbols to use on their maps to describe their adventures.
- After they have generated a list of at least eight symbols, pass out their pre-treated map paper (thick paper that has been stained with tea) for their final designs. (This map could include a winding river, shadowy forest, creepy castle, scary rocks, soft sand, and shiny treasure.)
- 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 with markers or watercolor paint.
- Ask students to think about the placement and scale of the items as they sketch their own map.
- Last, a wind rose compass design can be generated to guide adventurers to the island. The maps can then be rolled and tied with string or twine.
- Ask students to generate written narratives describing the treasure map they have just created and share with their peers!

**Assessment**

- Students’ Adventure Island Maps must include a minimum of eight separate items.
- Student maps should include elements of a map such as: compass rose, title, and labels.
- Students’ writing must use descriptive language and include three to five paragraphs.
- Students’ writing must be free of grammatical errors and be based on the aforementioned Adventure Island Maps!

**ESOL Modifications and Adaptations**

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

**ESOL Assessments**

Same as lesson, depending on students’ language level. Adjust the length and number of paragraphs required from students as needed. Students may need to use inventive spelling in their writing.

**Materials**

- 12” x 12” watercolor paper
- templates used for tracing
- fine point sharpies
- colored markers or watercolor paints and brushes
- wind rose compass designs
- Elmer’s glue
- twine or string

**Vocabulary**

**Narrative**

A story or sequence of events and experiences

**Illustration**

Visual imagery used to accompany or clarify text

**Map**

A plan or outline of a given geographic area

**Gifted Modifications and Extensions**

Students will use quadrant graph paper to create their maps. Depending on grade level, students may use quadrant I (+,+) or all 4 quadrants (includes positive and negative coordinates). Students will create a key that labels at least 5 points on the map using (X,Y) coordinate points. During the writing process, students will brainstorm a variety of descriptive language that can be turned into similes and metaphors to explain the objects on their maps. They will incorporate these into their final writing.

**Gifted Assessments**

Students’ maps must include at least 5 features that have correctly labeled (X,Y) coordinates. Students’ writing should include at least one simile and one metaphor.

**Special Education Modifications and Adaptations**

Provide the students with a list of adjectives to choose from while listening to the Indiana Jones music and a sample pool of map symbols and features to choose from to generate 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.

**Special Education Assessments**

Students’ maps must include 4-6 separate items. Students’ writing must include descriptive language and a minimum of 2 paragraphs consisting of 3-5 sentences each. Students’ writing must be related to the Adventure Island maps.

**Common Core Georgia Performance Standards**

(CCGPS implementation year 1: 2012-2013)

**ENGLISH LANGUAGE ARTS**

**GRADE 3**

**ELACC3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC3W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**ELACC3L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**GRADE 4**

**ELACC4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**ELACC4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELACC4L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**GRADE 5**

**ELACC5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**ELACC5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELACC5L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**WIDA English Language Proficiency Standards**

**Standard 1:** English language learners communicate for social and instructional purposes within the school setting.

**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

**Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.