

**Lesson Title:** Mapping Miami

**Grade Level:** 5th

**Estimated Completion Time:** 2 sessions

**Lesson Overview:**

In this lesson, students will learn about the natural history of Miami-Dade County and learn about contemporary artists who use cartography to make art of personal significance. Students will be introduced to the art of Mark Bradford, Kathy Prendergast, and Ibrahim Mahama, and explore how contemporary artists use maps in various ways to examine places of personal significance. In response, students will design their own maps of Miami-Dade County that honor the natural history of the land and highlight areas/places of personal significance to them.

**Enduring Ideas/Essential Questions:**

How is mapmaking related to art?

How can art represent change?

**National or State Learning Standards:**

NAEA: VA:Cr1.1.5a; VA:Cr1.2.5a; VA:Cr2.3.5a; VA:Re.7.2.5a; VA:Re8.1.5a; VA:Cn10.1.5a

Next Generation Sunshine State Standards: VA.5.C.1; VA.5.C.2; VA.5.S.1; VA.5.S.3; VA.5.O.2; VA.5.O.3; VA.5.H.1; VA.5.H.3; VA.5.F.1

**Lesson Objectives:**

Students will (1) observe connections between cartography (mapmaking) and art while learning about the natural history of our county; (2) design a map of Miami-Dade County using elements of design and accenting places of personal significance.

**Tools & Materials:**

Paper, Pencils, Rulers, Ink Pens, Tea, Water, Colored Pencils, Markers

**Introduction:**

To begin this lesson, play “Discovering Miami’s 2000 Year Old History From Vintage View Master Pictures” video which shows the change, natural history, of Miami-Dade County overtime. Then, project a slide that shows on one side, a map of South Florida from the past, and on the other side, a current map of Miami Dade County. Ask students what changes they see between these maps? What factors from the video do you think contributed to these changes? Next, project a slide that shows images of Mark Bradford, Kathy Prendergast, and Ibrahim Mahama’s artworks. Tell the students how these are artworks from three different contemporary

artists that use cartography (maps) as a theme in their art. Ask the students what they think the artworks are trying to highlight about an area?

### **Procedure:**

Day 1:

1. Begin the class period with the Introduction lesson.
2. Once the Introductory lesson is over, display images of Miami-Dade County from google maps and tell students that today they are going to create a map of Miami
3. Instruct them to begin with pencil and draw the outline of the county on their paper, allowing them to use rulers if they want.
4. Next, invite students to look more closely on the maps projected and identify which neighborhoods/areas around the city that they recognize and have been to.
5. Instruct students to use pencil in adding in those neighborhood sections, in a cartography style, onto their map.
6. Once this first portion is completed, instruct students to place teabags into water bowls and then squeeze out excess water back into the bowl and place the tea bags onto their maps. Then, instruct students to move the tea bag across their whole map, coloring the area with mostly even yellow-beige stains from the tea.
7. Once finished, instruct students to place their maps in the drying rack and set aside the tea and water bowls.
8. If there is time left in class, pass out the Places of Personal Significance worksheets, see Attachment A and instruct students to begin working on the planning sheet in which they must select at least five places that are important to them from around the city, tell them to think of places they love , visit often, or where they first experienced something and write them on the sheet.
9. When there is a couple of minutes left of the class period, instruct students to stack their planning worksheets in a pile and clean up their tables.

Day 2:

1. Begin the class period by showing students the artworks of Bradford, Prendergast, and Mahama once again and ask students how these artists depict places of personal significance? Then, How do these artists use color in their maps? Next, project another slide that shows references from other maps that have highlighted certain places on them and used color in different ways to give students inspiration and reference points.
2. Once the continued Introductory lesson is finished, pass back the students' maps and planning worksheets.

3. Instruct students to complete their planning worksheets, Attachment A, by sketching out an image or symbol of that place or representative of that place/memory that they will add onto their map.
4. Once they are finished planning their additions to their map, instruct students to add in their places of significance with pencil.
5. Then, students will go over their previously made pencil outlines of the county and their new additions with black ink pens.
6. Once this is done, instruct students to look back at the projected maps and decide how they want to finish their map of Miami in regards to negative space and color.
7. Invite students to use colored pencils and markers to finish their maps of Miami.
8. When finished, students will stack their maps in a pile on their tables and clean up their work areas.

### **Distribution & Clean-Up:**

If possible, have the required materials for the activity ready to go for the students before they come into the classroom. For clean-up, have students place paper materials in a stacked pile on their work tables for easy pickup, and drawing/coloring materials together in their according container.

### **Assessment:**

Questions to consider when assessing students' learning and performance/participation in the project and lesson include: To what extent did the students add personal touches/objects of significance to their map? How successful were the students in mixing cartography designs/symbols with artistic elements? Also, refer to students' Places of Personal Significance planning worksheets in assessing the learning outcomes of the lesson, see Attachment A.

### **Artists or Works of Art Studied:**

- Mark Bradford, *Scorched Earth*, 2006  
(<https://www.thebroad.org/art/mark-bradford/scorched-earth>); *Lights and Tunnels*, 2015  
(<https://hammer.ucla.edu/exhibitions/2015/mark-bradford-scorched-earth>)
- Kathy Prendergast, *Road Trip 17*, 2023  
(<https://www.kerlingallery.com/artists/kathy-prendergast#tab:slideshow;tab-1:slideshow;tab-2:slideshow>); *Fujidelic*, 2015-16  
(<https://awarewomenartists.com/en/artiste/kathy-prendergast/>)
- Ibrahim Mahama, *Anoma Kole Kole*, 2023-24  
(<https://www.whitecube.com/artworks/anoma-kole-kole>); *Untitled (Triptych)*, 2019  
(<https://www.artsy.net/artwork/ibrahim-mahama-untitled-triptych>)

**References:**

<https://art21.org/read/maps-providing-a-sense-of-direction/>

[https://www.youtube.com/watch?v=\\_kBWvGXRJgA](https://www.youtube.com/watch?v=_kBWvGXRJgA)

**Appendix / Attachments:**

**PLACES OF PERSONAL SIGNIFICANCE**

Name: \_\_\_\_\_

Think about and describe five places in our city that have personal significance to you. Think of places that you love, visit often, or where you first experienced something. Then, create a list of these places and begin to sketch out how you will represent them in the large box. Title each design in relation to the place you selected and add them to your map. When finished, think about what colors you want to add to your map and record your choices in the colour palette below before adding in the final details.

**VISUAL BRAINSTORMING**

**5 Places List**

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**Colour Palette**


Describe what these places are and explain why you chose them...

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Brainstorm how you will represent these places on the map... a symbol, a building, a feeling

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