ELA: Landform Regions

Developed by: Kanelia Cannon   **Grade Level**: 8   **Duration:** 3 weeks

Essential Question: Where do the connections to our past, present, and future lie?

Student Objectives:
The Learner Will Be Able To:
- Interpret devices of figurative language
- Analyze a given literary text to determine its theme.
- Analyze the relationship among characters and plot.
- Create responses to literary and informational texts through a variety of methods
- Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
- Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs
- Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).
- Carry out research to enhance reading.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a variety of print and electronic reference materials.
- Establish connections across content areas.

Standards:
SC: 8-1.3, 8-1.4, 8-1.5, 8-1.6, 8-2.4, 8-3.1, 8-4.3, 8-4.7, 8-5.3, 8-6.2, 8-6.3, 8-6.4, 8-6.6, 8-6.7
Common Core State Standards: RL.1, RL.2, RL.3, RL.4, RI.7, W.2, W.4, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, L.4, L.5, L.6
Standards Correlations for two (2) or more content areas: Science and Social Studies (S.C. History)

Materials:
Clarendon Island by Jane P. Hill
Copy Paper
Computer with Internet access and word processor software

Pre-Reading Activity
Students will research the landforms, wildlife, plants, culture of Clarendon County and Charleston, South Carolina.
- Landforms mentioned in book: woods, creeks, marsh, Palmetto thicket
- Wildlife mentioned in the book: birds, deer, lizards, snakes, gators, crabs, oysters, blue heron, egrets, opossums, bugs
- Plants mentioned in the book: Spanish moss, oak trees
- Culture mentioned in the book: 1885, lowcountry, sharecropping, root doctors, folklore, ghosts

Students will use the information they collect to create a word cloud (Wordle, Tagxedo) that emphasizes the most important concepts/information.

Unit 1 (Chapters 1-7)

Vocabulary: expanse, conjugate, incompetence, Emancipation, rheumatism, Protestant, persecution, confiscated, Huguenots, saber, colleagues, adequate, obscure, superstitious, malicious, astonished, acquainted

Comprehension Questions

1. Why did the Yorkes move?
2. Why is it hard for Charlotte to go bed in the beginning?
3. What is the young ghost's name?
4. Why did the young ghost flee France?
5. How long has she been a ghost?
6. How did she become a ghost?

Unit 2 (Chapters 8-14)

Vocabulary: mash, adjacent, intimidate, trepidation, collateral, broach, exploit, disenchanted, treachery, cutlass, commiserate, anonymous, deceive, figurative language (simile, metaphor, personification, onomatopoeia, hyperbole, extended metaphor), imagery

Comprehension Questions

1. What does Jeanne want Charlotte to find out for her?
2. Who was Anne Bonny?
3. What happened to Anne?
4. What was Leroy's plan to rebuild the still?
5. What are the following sentences examples of?
    a. Her red hair covered her shoulders like a mane. _____
    b. Her skin was the color of fresh cream. _____

Discussion Questions

1. Was it a good idea for Leroy to apply for a loan at the bank?
2. What do you believe happened to Anne Bonny?

Have students research Low country folklore about spirits (boos-hags, haints, etc) like the ones mentioned in the story. Then, have students create their own story about a spirit and how to keep it away.

Unit 3 (Chapters 15-21)
Vocabulary: perturbed, adversely, ensuing, ether, derisively, audacity, levitating, disengage, precarious, commotion, astonishment, disreputable, idleness, inconceivable, contrite, inept, concoction, trepidation
Discussion Questions
1. Do you agree with the judge's ruling?
2. Why do you believe De Doc's accent changed?

Unit 4 (Chapters 22-27)
Vocabulary: decrepit, cheroot, self-effacing, perplex, elaborate, lament, exuberance
Discussion Questions
1. What examples of figurative language, imagery, and/or idioms can you find in Unit 4?
2. Why do Charlotte and Miss Rosier exchange glances at the mention of red hair?
3. What do you believe they're thinking?
4. Could they be right?
Activity
In small groups, have students either research the Carolina Indians or the effect of the American Revolution on Ft. Moutrie (1776) and Seabrook Island (1780). Each group will create an informational pamphlet using the information they find.

Unit 5 (Chapters 28-34)
Vocabulary: quandary, incarceration, evade, squalid, incredulously
Discussion Questions
1. Why do you think Ms. Emma brought the Smith boys dinner?
2. Summarize what happened to Anne Bonny.
3. Do you believe that Anne Bonny has a connection to the group?
4. Does Mr. Newman and Miss Rosier make a fine pair?
5. Research- How did one or more of the following affect Charleston? (Hurricane of 1782, St. Philips Church Fire 1735, Fever Epidemic 1858, and Hurricane of 1885)

Unit 6 (Chapters 35-40)
Vocabulary: imposing, prominent, engrossed, perused, excavator, birdshot
Comprehension Questions
1. What did the boys uncover/discover?
2. How did Miss Emma know what to do for Billy?
Discussion Questions
1. What earthquake did they feel in Clarendon?
2. How did the robber know that Dr. Yorke was not at home?
Activity
Individually, have students research the stories of Blackbeard, Stede Bonnet and/or any other pirates that were known in the sea islands of South Carolina. Students will then create a wanted poster for a pirate that includes a name, picture, reward, and the crimes he/she is accused of committing.

Clarendon Island Exam

A. Character Match-up Choose the correct description for each character by writing the letter choice beside the character's name.

1. Billy Smith _____
2. Charlotte Yorke _____
3. Daisy _____
4. De Doc _____
5. Dr. Yorke _____
6. Jeanne Dubois _____
7. John Newman _____
8. Leroy Smith _____
9. Miss Anne Bonny _____
10. Miss Emma Smith _____
11. Miss Rosier _____
12. Molly _____
13. Mrs. Luke McLendon _____

a. drowned on a pirate ship at sea
b. famous prosecutor who was once in love with Mrs. McLendon but now wishes to court another
c. French tutor smitten with an older man
d. housekeeper who knew everyone and everything
e. introduced Jeanne to a new world of living as a ghost
f. once an outlaw who later became a part of Charleston society and saved the life of one of the main characters
g. originally disliked moving to Clarendon Island but later became best friends with a ghost
h. originally known as Verna Logan, she had many fascinating stories about Clarendon Island
i. served a nurse in the war
j. surprisingly good excavator who became a hero
k. tried to get a loan to build a still
l. used an accent to fool people into thinking he was a root doctor but was really into Indian medicine because of his heritage
m. wanted to help those without medical care after he lost his wife

B. Constructed Response How does Charlotte and Jeanne's quest for information drive the plot of the story? What can we learn from this? Be sure to include support from the novel.

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Vocabulary Activities

Any of the following activities can be used to facilitate the learning of the vocabulary words for this text.

Picture Flashcards
Steps:
1. Provide students with two-three sentence strips (they can be purchased or cut from card stock).
2. On the front, students should draw a picture/visual that they feel represents that word.
3. On the back, have students write the word and/or the definition.
4. Have students work in pairs or small groups to figure out the word that is represented.
5. You can also use the student examples to place on your word wall.

Story Time
Steps
1. Provide students with the vocabulary words for the unit, chapter, etc.
2. You can either provide the definitions or have them define the words themselves.
3. Have students create a story/narrative that uses the vocabulary properly.
   a. This can be used as introduction or as an assessment
   b. For differentiation, you can create the story for the students that includes their names (see "New York? No Thanks!!") and have them fill in the blanks.

Taboo
Steps:
1. Assign (or have the group select) a "talker" to begin the game.
2. Give the talker one word with a list of words that describe it. (See example below.) The talker cannot say the words listed underneath the vocabulary word.
   a. Differentiation: If you feel this is too big of a challenge for your students, change the rules. Allow them to say only the words listed on the card.
3. The talker role rotates after each word is completed.
4. The other student(s) in the group are the "guessers."

Game Play
Round One:
- The talker tries to have his/her team members say the word listed on the card. Descriptions can be words, phrases, or sentences. Students should also avoid using any word that is listed underneath the vocabulary word.
- As soon as the first word is guessed, the talker can move to the next word on the list until the set is completed.
- Time is called after a specified time period (usually one minute), and teams are awarded
- Points for each word guessed.

Round Two:
- The talker role is passed to the next team member, and Round Two begins with another vocabulary word.

Draw It - Pictionary

Students draw pictures as clues to the vocabulary word for team members to correctly identify the term. Draw It is similar to the popular game *Pictionary* where drawings represent ideas or terms.

Steps:
1. Divide the class into teams with three or four students per team. Explain that each team's goal is to be the first in a round to correctly identify vocabulary terms.
2. Designate one student on each team as the artist. This student is the only one able to see the list of words written on the board or overhead.
3. Identify the time limit for the first round of words.
4. Explain that the artist looks at the word to be illustrated and draws a rough sketch of what the word represents. When the word is identified by the group, the artist continues to the next word.
5. Explain that after identifying all of the terms, team members raise their hands indicating the end of the first round.
6. Rotate the artist role around the team until all have participated as an artist.
7. Place students in pairs rather than small groups if time is limited.

Adaptations:
- Students view everyone's drawings following the game to see the different artist renditions of the vocabulary terms.
- Pre-teach the students how to "quick draw" so time isn't spent on detailed drawings.
- Cards with a list of words are given to each student to use when it is his/her turn to be the artist.

Sources:
Marzano, Robert J., and Debra J. Pickering. *Building Academic Vocabulary: Teacher's Manual.* Alexandria, VA: ASCD, 2005, 62-63.
"Literacy Graffiti." *Read, Write, Think.* 05 May 2006
    < http://www.readwritethink.org/student_mat/student_material.asp?id=23>.
Pictionary. Milton Bradley. East Longmeadow, MA: Milton Bradley Company, 1993.

The Magic Square

From *Words, Words, Words* by Janet Allen

Steps:

1. To make a magic square, begin by drawing up a two column list: one column is a lettered list of terms; the other column is a numbered list of definitions.
2. The size of the square is based on the number of terms used: 3 by 3 for 9 terms, 4 by 4 for 16 terms.
3. Students match the definitions to the terms and place the number of the definition in the box bearing the letter of the term.
4. Students are able to check the accuracy of their matches, because correct matches will yield the same numerical total for each row across and down.

Magic Square

Directions: Select from the numbered statements the best answer for each of the social studies terms. Put the number in the proper space in the magic square box. The total (sum) of the numbers will be the same across each row (horizontally) and down each column (vertically). Does it work diagonally on each axis of the "X" in the middle?

History Terms
A. affirmative action
B. Cold War
C. carpetbagger
D. expansionism
E. détente
F. impeach
G. hippie
H. fascism
I. nonrenewable resources
J. Solidarity
K. suffrage
L. perestroika
M. internment camp
N. yellow journalism
O. sanctions
P. McCarthyism

Statements
1. policy of falsely accusing people of working against the government
2. time of peaceful relations between U.S. and U.S.S.R.
3. irreplaceable natural resources
4. desire to gain more land
5. political and economic struggle between U.S. and U.S.S.R. from 1945 to 1989
6. the right to vote
7. a person in the 60s and 70s who questioned the established culture in the U.S. (what's your definition?)
8. sensationalized news stories written to sell papers
9. what rebels called Yankees who came south during reconstruction to get rich, usually unethically
10. labor union that helped end communism in Poland
11. charge a government leader with a crime
12. method used by nations to force a country to change
13. place where U.S. government held Japanese American citizens hostage during WWII
14. totalitarianism marked by right-wing dictatorship
15. the opening up of Soviet economy during 1980s
16. government requirement for schools and business to set aside positions for minorities

Answer Box

A 16	B 5	C 9	D 4
E 2	F 11	G 7	H 14
I 3	J 10	K 6	L 15
M 13	N 8	O 12	P 1

Magic Number =

5. HOW DO WE KNOW IT'S WORKING?

Figure 5.6

Wordle Directions

1. Using the research you collected, create a list of 20-30 words (or very short phrases) that represent the most important ideas about the landforms, plants, wildlife, and culture of Clarendon County and Charleston.

2. Type the list in Microsoft Word (or word processor software).

   a. You must then duplicate the most important words.

   b. The number of times you duplicate a word increases that words level of importance.

3. Access www.wordle.net and select "Create your own" at the top of the screen.

4. Copy and paste your list into the box.

5. Print your word cloud.

Lowcountry Folklore Rubric

Category	3	2	1
Clarity	Writing is clear and coherent. There is one clear, well-focused topic.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.
Style	The style is appropriate to task, purpose, and audience.	The style is somewhat appropriate to the task and purpose and audience.	The style distracts the audience from the writing's task and purpose.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.

Making A Brochure : Clarendon Island

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Making A Wanted Poster : Clarendon Island

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.

Clarendon Island Exam *Answer Key*

Character Math-up

1. j
2. g
3. d
4. l
5. m
6. a
7. b
8. k
9. f
10. i
11. c
12. e
13. h

Constructed Response Rubric

Score Point	Descriptor
3	The 3 response fully accomplishes the task requirements. It • includes a complete interpretation that goes beyond the text, • has clear logic or reasoning, • provides specific, relevant support from the text.
2	The 2 response adequately accomplishes the task requirements. It • includes an adequate interpretation, • may have minor flaws in logic or reasoning, • provides general but relevant support from the text.
1	The 1 response minimally accomplishes the task requirements. It • includes a minimal interpretation, • may have gaps in understanding or flaws in logic or reasoning, • may provide sparse or irrelevant support from the text.
0	The 0 response does not accomplish the task requirements. It • may provide no support from the text, • may be limited to information copied directly from the text and presented as the student's own ideas, • may be incorrect or illogical.

Works Cited

Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Maine: Stenhouse
   Publishers, 1999. Print

Preszler, June, Rowenhorst, Barb, & Jo Hartmann, eds. *On Target: Strategies to Build Student
   Vocabularies*. Rapid City, SD: Black Hills Special Services Cooperative, 2006. Print.

Math: S.C. Landforms

Grade Level: 8th

Duration: one week

Objectives: The student will demonstrate through the mathematical processes an understanding of operations with integers, the effects of multiplying and dividing with rational numbers, and the comparative magnitude of rational and irrational numbers.

Standards Correlations for two (2) or more content areas:
Math, Science, Social Studies, & ELA

Materials:
- Hottest, Coldest, Highest, Deepest by Steve Jenkins
- Internet
- Various materials to display research

Procedures:

1. Students will read Hottest, Coldest, Highest, Deepest in math class.

2. Students will use the Internet to research twenty land elevations or landmarks within South Carolina, writing each as an integer. Students will pinpoint each land elevation they find on a South Carolina map.

3. Students will choose a high (positive integer) and low (negative integer) elevation within South Carolina and compare them by multiplying or dividing with rational numbers.

4. Students will write a description of the high and low elevation points utilized in procedure #3. Students will include which landform region each is located within, and various facts about each point.

Assessment: Students will compose a display of their research and present their results to the class.

Math – SC Landforms

Grade Level: 8th   **Duration:** 2 to 3 weeks

Standards: 8-1, 8-3

Indicators: 8-3.6, 8-3.7, 8-1.3, 8-1.6

Standards Correlations for two (2) or more content areas: Science, ELA, Social Studies, and Geography

Essential Question: What do geologists know about how Earth's features are formed?

Student Objectives:
The Learner Will Be Able To:
- Explain how the theory of plate tectonics accounts for the motion of the lithospheric plates, the geologic activities at the plate boundaries, and the changes in landform areas over geologic time.
- Illustrate the creation and changing of landforms that have occurred through geologic processes.
- Create a visual response to a literary text.
- Establish connections across content areas.
- Carry out research to enhance reading.
- Construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation
- Use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation.

Materials:
Novel- *Clover*
Tectonic Sandbox Kit
What is the theory of Plate Tectonics by Craig Saunders
Bodies from the Ash: Life and Death in Ancient Pompeii by James Deem
Computers
White Copy Paper

Procedures:
1. Students will read *Clover*.
2. Students will listen to the read aloud, *What is the Theory of Plate Tectonics* and summarize the main idea.
3. Students will listen to the read aloud, *Bodies from the Ash: Life and Death in Ancient Pompeii* and write an account from the perspective of one of the bodies.
4. Students will watch geologic time unfold in the classroom as they view the Tectonic Sandbox demonstration and record their observations in their Learner's Log.
5. Students will research a famous landform that is randomly assigned to them and create a brochure that exemplifies the type of landform, boundary, stress, fault, location, five interesting facts, and a summary of why geologist should visit the landform.

Assessment: Landform Brochure

Landforms that will be assigned:
- Folded Mountains – Himalayas, Alps, Andes, Rockies, Urals
- Faultblock Mountains – Sierra Nevada, Harz
- Volcanoes – St. Helens, Pinatubo, Kea, Loa

Purchase Order info:

1	Tectonic box – Carolina Biological Supply Company	98.50
1	What is the Theory of Plate Tectonics by Craig Saunders – Amazon	9.31
1	Bodies from the Ash: Life and Death in Ancient Pompeii by James Deem	6.80
	white copy paper	

Landform Brochure
Rubric

Brochure information	10 points	5 points	0 points
Name of landform & your name	correct	incorrect	not present
Location	correct	incorrect	not present
Picture	correct	incorrect	not present
Description of the type of landform	correct	incorrect	not present
Type of boundary	correct	incorrect	not present
Type of stress	correct	incorrect	not present
Type of fault	correct	incorrect	not present
5 interesting facts	5 facts	1-4 facts	No facts
Summary of why a geologist should visit your landform	3-4 sentences	1-2 sentences	No summary
Sources cited	correct	incorrect	not present

Grade Level: 8th   **Duration:** 1-2 weeks

Standards: 8.3.1

Essential Question: How did landform regions of South Carolina affect the historical development of the state?

Unit Objective(s):
- Students will create a model of the landform regions of SC.
- Students will research one of the landform regions of South Carolina on the internet and take notes on the characteristics, information on how your region was formed, places of interest, and the development of this regions history.
- Students will develop a 20 slide PowerPoint presentation on the landform regions of South Carolina.
- Students will choose one of the following:
  - Create a poem or story about one of the SC landforms.
  - Create a voice over for each slide of the PowerPoint.
  - Research whether constructive forces, destructive forces, or both forces created each of these landforms.

Materials:	
• computers	• rigatoni noodles
• pizza boxes	• brown sugar
• blue construction paper	• glue
• green construction paper	• peat moss
• gravel	• black magic markers
• sand	• template of outline of SC and its regions

Procedures:

Day 1-2: Introduce SC Landform regions. Students will construct a model of the landform regions I a pizza box in the pizza box.

Day 3-7: Students will research one of the landform regions of South Carolina on the internet and take notes on the characteristics, information on how your region was formed, places of interest, and the development of this regions history. Students will take this information develop a 20 slide PowerPoint presentation on the landform regions of South Carolina.

Day 8-9: Students will choose one of the following to add to their PowerPoint.
   -Create a poem or story about one of the SC landforms. Include it, with accompanying graphics, in the PowerPoint.
   -Create a voice over for each slide. Every person in the group must speak at some point in the presentation.
   -Research whether constructive forces, destructive forces, or both forces created each of these landforms. Develop PowerPoint slides that explain how you know this.

Day 10-12: Students will present their PowerPoint to the class.

Art: Landform Regions

Grade Level: 8th

Duration: Art Class (5 days a week) total weeks= 2 weeks
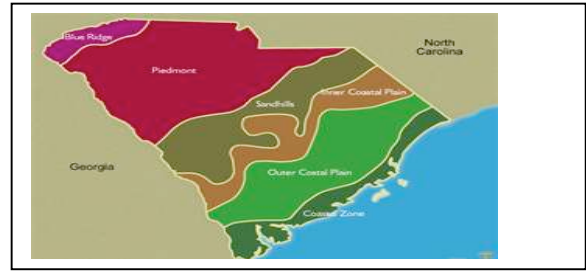
Unit Objective(s): (1) The student will create a watercolor landscape incorporating one of the four types of mountains in South Carolina. (2) The student will demonstrate an understanding of the history and culture of South Carolina.

Standards Correlations for two (2) or more content areas:
I. Understanding and Applying Media, Techniques, and Processes
    Students will
    A. Describe how different media, **techniques**, and processes evoke different responses in the viewer of an artwork.
    B. Select and apply the most effective media, **techniques**, and processes to communicate their experiences and ideas through their artworks.
    C. Use art materials and tools in a safe and responsible manner.
II. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas
    Students will
    A. Use visual metaphors and symbols in an artwork to convey meaning.
    B. **Analyze** and describe the relationships among **subjects**, themes, and symbols in communicating intended meaning through their own artworks and in **interpreting** the artworks of others.
IV. Understanding the Visual Arts in Relation to History and Cultures
    Students will
    A. Compare and contrast the characteristics of artworks from various cultures and historical periods.

Integrations:
History: South Carolina History
Science: South Carolina Agriculture and Land
Math: Proportion, Time Zone
ELA: Critique Writing

Materials:
Watercolor Paper, Pencils, Copies of Folded, Upwarped, Fault, and Volcanic Mountains, Watercolor, Paintbrushes, Cups, Water, Dry Tempera (for texture).

Procedures:
Week 1: The students will draw a landscape incorporating one of the four different types of mountains.
Week 2: The students will begin applying watercolor.

Assessment: 1) The students will write a critique about their project. 2) The students will be tested on South Carolina facts and art vocabulary.