

IF WALLS COULD SPEAK

Ages 8 to 10 (Level 2)

Description:	In this project, learners imagine that they are street artists and will draw a scene/character/event/message that is meaningful for their community.
Leading question:	What can we tell others through walls?
Age group:	8-10
Subjects:	Art, Geography, History
Learning outcomes:	<ul style="list-style-type: none"> – Understand how walls can convey meaning – Represent their neighborhood through a map – Design a street mural on one wall that represents a hero, a daily event, or a message of hope for the community.
Concepts and skills covered:	<ul style="list-style-type: none"> ● Cave art ● Street Art ● Local history ● Urban geography ● Walls
Required previous learning	None
Total time required:	3.5 hours across 4 days
Self-guided / Supervised activity:	Medium supervision
Resources required:	Paper, chalk, pencils, paints, colors

Day	Time	Activity and Description
1	5 min 10 min	<p>Ask the learners: What are walls for? (Learners can say that walls are for separating spaces, maintaining privacy, protecting from the outside, protecting the city from the outside, marking the beginning of private property, etc.)</p> <p>Walls can also be used as murals and to communicate messages.</p> <p>Ask the learners, can you imagine how?</p> <p>For example, there is rupestrian art.</p> <ul style="list-style-type: none"> ● Ex. 1. Cave Paintings (rupestrian art) <p>If possible, show this image - or any image- of rupestrian art to children.</p> <p>Otherwise help them imagine what these looked like.</p>



These were painted in caves many many years ago (thousands of years ago), when people lived in caves.

- Can you see/imagine the kinds of things that were painted? (Animals, hunting scenes, hands, some patterns, etc.).
- Can you see/imagine the kinds of colors that they used? (earth colors, such as red, black, brown) Why do you think they used these specific colors?
- What tools do you think they used to draw? (Their hands, bones, sticks, etc.)

(Spend some time listening to the learner's answers and engage in a conversation).

These walls tell us many things! What are some of these things that our ancestors are telling us through these walls in the caves?

(For instance, they tell us about what people did at that time, the materials that they had available to them, the tools that they used for hunting, how tall they were, etc.)

	30 min	<p>Activity: Your own Cave Painting. What kind of scenes would you draw if you wanted to keep track of what people in your community do every day?</p> <p>(Spend some time listening to the learner’s answers and engage in a conversation. Lead them to 2 - 3 scenes of their daily lives that they would like to portray in their own cave painting).</p> <p>Invite learners to draw a mural with scenes from their lives at home in “rupestrian style.”</p> <p>Tape some paper or cardboard on the wall with tape.</p> <p>Learners can use red and black paint and white chalk if available, but they can also use soil and try to “discover” natural pigments.</p>			
	5 min	<p>After learners have finished, let them reflect about their creative process:</p> <table border="1" data-bbox="483 848 1419 1079"> <tr> <td data-bbox="483 848 1419 949">The reason I chose to show these particular activities and not other activities that my community does is because....</td> </tr> <tr> <td data-bbox="483 949 1419 1012">A particular challenge for me was...</td> </tr> <tr> <td data-bbox="483 1012 1419 1079">An awesome success for me was...</td> </tr> </table>	The reason I chose to show these particular activities and not other activities that my community does is because....	A particular challenge for me was...	An awesome success for me was...
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An awesome success for me was...					
	15 min	<ul style="list-style-type: none"> ● Ex. 2. Graffiti and street art <p>Here’s a more contemporary take on using walls to convey a message! Walls can also be the canvas for wonderful works of art that connect people in cities and towns.</p> <p>Ask the learners:</p> <p>-Have you seen street art before? If yes, where? (Walls, gates, roads, etc.)</p> <p>You can remind learners of places in your city or community where there are examples of this (if there are). Also, if possible (and if students have not seen street art before), you can have them look at these images:</p>			



What stands out for you about street art?

What do you find exciting about street art?

What are they showing us?

(Engage in a conversation with learners around these questions. The goal of the conversation is get them excited about doing their own street art).

How is street art different from cave paintings? How are they similar?

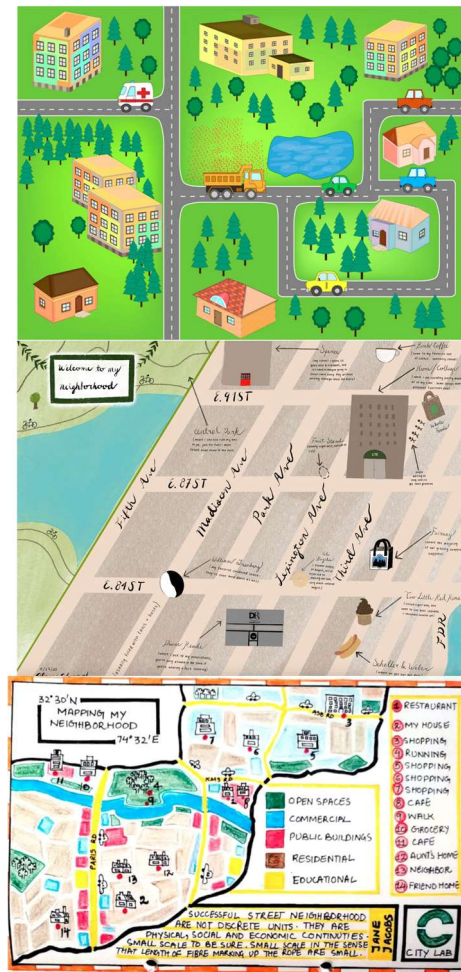
Similarities	Differences
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Literacy extension: Write three sentences explaining the main similarities/differences between street art and cave paintings. Use connectors

	15 minutes	<p>or transition words such as “unlike”, “on the contrary”, “similarly”, “in a similar fashion...”, “however”, etc.</p> <p>Have you ever painted on a wall? What were you trying to do? What happened when you did? Most likely, you’ve gotten in trouble for scribbling on walls, since it can ruin the painting. Street artists also get in trouble sometimes.</p> <p>In this project we are going to pretend that we are street artists and we are going to paint a mural on the street's walls!</p> <p>Painting on walls is difficult and can get us in trouble if we don’t have permission to do it. Why do you think this is the case? Why is it wrong to paint on public property without permission?</p> <p>In this project, we are also going to create your own depiction of your neighborhood and try to understand what are some messages or ideas that walls can tell the people in the neighborhood.</p> <p>At the end of the project, we’ll have a representation of your neighborhood and a beautiful street art piece to go with it.</p>
2	30 min 30 min	<p>Before doing our street art, we need to understand our neighborhood better, and need to think about what story or characters we want our street art to represent.</p> <p>Invite learners to take some time to walk around their neighborhood or local area. In a classroom setting, learners can go around the school’s neighborhood together. They can also go around with their parents or siblings if they are at home. Here are some questions that might guide the learners’ exploration:</p> <ul style="list-style-type: none"> - What are some places or landmarks that are meaningful to you? - Do you have memories that take place in any of these places? - What are some places or spaces for gatherings? - Is there a place that is representative of what people do for fun in your community? - Is there a historical site or an upcoming venue that is interesting to you? <p>After going around, learners will sketch a map of their neighborhood or local area.</p> <p>Invite learners to do this map as they see it through their eyes. This map does not have to be “accurate” or similar to other maps that exist. However, if they are interested, they could try to draw the map to scale, or use symbols to represent houses, parks, etc.</p>

(**Tip:** Consider what types of features do you anticipate students will be most excited about including on their maps? How can you build on this excitement? For example, learners can be excited about routes that they take, or places where family members live, or trees, places where they have seen animals, places where they have been, etc.).

Here are some examples of maps that you could share with students. You can also analyze any map that you have at home or at school. Spend some time analyzing and identifying some key elements:



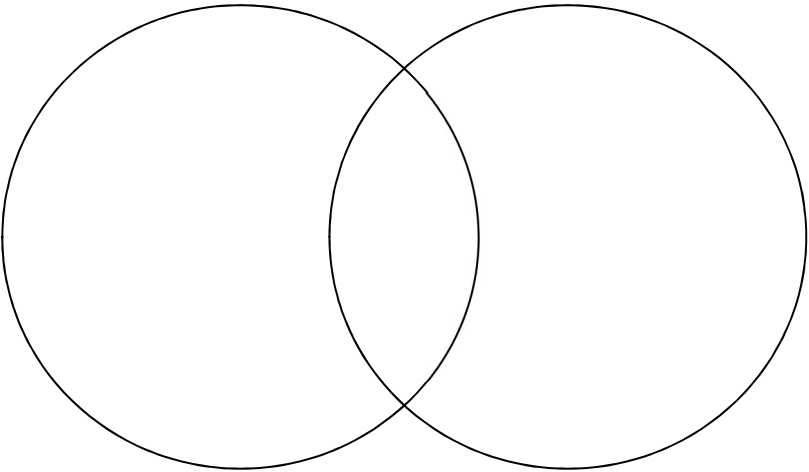
15 min

Learners will show their map to someone else in their family and/or community (a friend, a family member, someone from an older generation, a neighbor, a teacher, etc.).

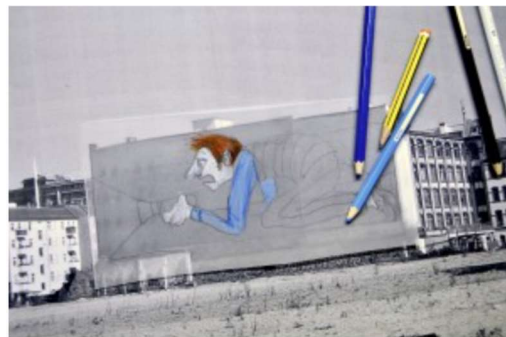
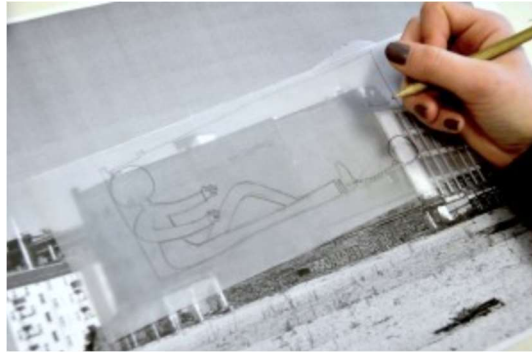
Learners will **explore connections** between that person's experience of the neighborhood, and their map/neighborhood. Ask the person to talk to you about a place or places in the neighborhood that are important to them.

		<p>If any of these places appear on your map, be sure to mark them. They will annotate the map together to include, for example, places that they love (could add a heart), additional places that need to be featured, additional routes, differences between routes, etc. You can use markers, pens, 3D materials like cardboard (and glue/tape), stickers, labels—anything you like to demonstrate the connections the person is seeing.</p> <p>Also, make sure that together they think about interesting walls and annotate their place on the map.</p>												
3	<p>20 min for walking around (depends on the neighborhood)</p> <p>10 min for each wall</p>	<p>Ask learners to go back around the neighborhood or local area, looking carefully at the walls, keeping in mind the conversation that they had on Day 2.</p> <ul style="list-style-type: none"> - Mark 3 walls on the map - Have learners fill this table as they go around <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Interesting features (What are they made of? -brick, clay, etc., - size, functions, how old they are, etc.)</th> <th>What would this wall tell <i>me</i> if it could speak? (i.e. What are some scenes that happen in front of it or behind it that could depict in a cave style? What is a message that would be relevant to have in that place?)</th> </tr> </thead> <tbody> <tr> <td>Wall #1</td> <td></td> <td></td> </tr> <tr> <td>Wall #2</td> <td></td> <td></td> </tr> <tr> <td>Wall #3</td> <td></td> <td></td> </tr> </tbody> </table>		Interesting features (What are they made of? -brick, clay, etc., - size, functions, how old they are, etc.)	What would this wall tell <i>me</i> if it could speak? (i.e. What are some scenes that happen in front of it or behind it that could depict in a cave style? What is a message that would be relevant to have in that place?)	Wall #1			Wall #2			Wall #3		
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	<p>10 min</p> <p>20 min to find the people</p> <p>5 - 10 min interview ing</p>	<p>Ask learners to choose one wall that they thought was particularly interesting and mark it on their original map.</p> <p>Ask the learner to answer this question:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>What I found interesting about this wall was that.....</p> <p>If this wall could speak, it would tell me that.....</p> </div> <p>After this, ask them to go back and interview three different people in the neighborhood, or at home to see what they think about what that wall would tell them if it could speak.</p> <p>Some possible interview prompts to guide the interviewed people (learners can choose to focus on one or two):</p> <ul style="list-style-type: none"> - A memory or something that happened to them around that wall - A story about that wall that they have heard from someone else - How has that wall changed over time - What that wall represents to them - A message that would be important for people who this wall <p>Learners will write down their notes on the following table:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th>What I learned from them about the wall that I found interesting</th> </tr> </thead> <tbody> <tr> <td>Person 1</td> <td></td> </tr> <tr> <td>Person 2</td> <td></td> </tr> <tr> <td>Person 3</td> <td></td> </tr> </tbody> </table>		What I learned from them about the wall that I found interesting	Person 1		Person 2		Person 3	
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Person 2										
Person 3										

		<p>To reflect on the interviews, learners will identify differences between how they think about the wall, and how other people in the community think about it.</p> <div style="text-align: center;"> <p>What I think What others think</p>  </div>
4	1 hour	<p>Ask learners to draw on a piece of paper the wall that they have been thinking about throughout the project.</p> <p>The drawing needs to be big enough so that they can make their street start on top of it. (Alternatively, and if there is a camera available, learners can go around the neighborhood and take pictures over which they can paint).</p> <p>Learners will draw on top of the drawing of the house and make their own street art based on their reflections about that wall and their conversations with people in the neighborhood!</p> <p>Here are some tips for thinking about the street art:</p> <ul style="list-style-type: none"> - Invent a character that represents someone in your community - Give your personal touch to the body and face (no need to respect the proportions) - Adapt the position of the body to the space to be decorated - Think of an object or an activity (the character has to do something with some object) - Tell a story (the character can think / feel / communicate emotions, a message or an intention) - Draw a background, realistic or abstract - Draw and color in pencil on tracing paper. You can also redraw the contours with a thin black marker. - Put your own TAG (your signature with an alias)

Here are some examples of what the drawings can look like:



After they finish, learners will present their street art to their family members and community.

Some questions that can guide their presentation are:


- What did you find interesting about the wall?
- What did it remind you of?
- Why did you choose the drawings that you chose?
- What is the message that you are trying to convey with your drawing?

If learners are doing this in a classroom setting, there can be a final exhibit of student mini-street art.

	<p>After learners have finished, let them reflect again about their creative process:</p> <table border="1" data-bbox="483 386 1417 579"> <tr> <td data-bbox="483 386 1417 449">A particular challenge for me was...</td> </tr> <tr> <td data-bbox="483 449 1417 512">An awesome success for me was...</td> </tr> <tr> <td data-bbox="483 512 1417 579">Compared to Day 2, the challenges and successes were.....</td> </tr> </table>	A particular challenge for me was...	An awesome success for me was...	Compared to Day 2, the challenges and successes were.....
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Assessment Criteria:	<ul style="list-style-type: none"> - Creativity/Critical Thinking: <ul style="list-style-type: none"> - Learners will create their own cave painting with daily scenes and local materials - Learners identify challenges and successes in their creative processes - Learners will be able to create their own map of their neighborhood and annotate it - Learners will demonstrate their understanding of the idea of “walls that speak” by providing examples of things that walls in their neighborhood could say - Learners will creatively express what they think a wall could say if it could speak about their community - Communication <ul style="list-style-type: none"> - Learners will conduct interviews and contrast other people’s perspectives about their ideas. 			
Inspiration:	<p>https://arteascuola.com/2016/03/street-art-puppets/ https://outofeden.s3.amazonaws.com/Creating+and+Sharing+Neighborhood+Maps.pdf</p>			

Ages 11 to 14 (Level 3)

Description:	In this project, learners imagine that they are street artists and will draw a scene/character/event/message that is meaningful for their community.
Leading question:	What can we tell others through walls?
Age group:	11-14
Subjects:	Art, Geography, History
Learning outcomes:	<ul style="list-style-type: none"> – Understand how walls can convey meaning – Represent their neighborhood through a map – Design a street mural on one city’s wall that represents a hero, a daily event, or a message of hope for the community.
Concepts and skills covered:	<ul style="list-style-type: none"> ● Cave art ● Street Art ● Local history ● Urban geography ● Walls
Required previous learning	None
Total time required:	3.5 hours across 4 days
Self-guided / Supervised activity:	Medium supervision
Resources required:	Postal or craft paper, chalk, red and black paint, colors, waxed paper

Day	Time	Activity and Description
1	5 min	Ask the learners: What are walls for? (Learners can say that walls are for separating spaces, maintaining privacy, protecting from the outside, protecting the city from the outside, marking the beginning of private property, etc.)
	10 min	<p>Walls can also be used as murals and to communicate messages.</p> <p>For example, there is rupestrian art.</p> <ul style="list-style-type: none"> ● Ex. 1. Cave Paintings (rupestrian art) <p>If possible, show this image - or any image- of rupestrian art to learners.</p> 



Otherwise help them imagine what these looked like.

These were painted in caves many many years ago (thousands of years ago).

- Can you see/imagine the kinds of things that were painted? (Animals, hunting scenes, hands, some patterns, etc.).
- Can you see/imagine the kinds of colors that they used? (Earth colors, such as red, black, brown) Why do you think they used these specific colors?
- What tools do you think they used to draw? (Their hands, bones, sticks, etc.)

(Spend some time listening to the learner's answers and engage in a conversation).


These walls tell us many things! What are some of these things that our ancestors are telling us through these walls in the caves?

(For instance, they tell us about what people did at that time, the materials that they had available to them, the tools that they used for hunting, how tall they were, what they thought important to keep track of, etc.)

30 min

Activity: Your own Cave Painting. What kind of scenes would you draw if you wanted to keep track of what people in your community do every day?

(Spend some time listening to the learner's answers and engage in a conversation. Lead those to a storyboard of their daily lives that they would like to portray in their own cave painting).

	5 min	<p>Invite learners to draw a mural with scenes from their lives at home in “rupestrian style.”</p> <p>Tape some postal/ kraft paper/regular paper/ cardboard on the wall with painters' tape (You can use old boxes for creating this canvas).</p> <p>Learners can use red and black paint and white chalk if available, but they can also use soil and try to “discover” natural pigments.</p> <p>After learners have finished, let them reflect about their creative process:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>The reason I chose to show these particular activities and not other activities that my community does is because....</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>A particular challenge for me was...</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>An awesome success for me was...</p> </div>
	15 minutes	<ul style="list-style-type: none"> ● Ex. 2. Graffiti and street art <p>Here’s a more contemporary take on using walls to convey a message! Walls can also be the canvas for wonderful works of art that connect people in cities and towns.</p> <p>Ask the learners:</p> <p>-Have you seen street art before? If yes, where? (Walls, gates, roads, etc.)</p> <p>You can remind learners of places in your city or community where there are examples of this if there are. Also, if possible (and if students have not seen street art before), you can have them look at these images:</p> <div style="text-align: center;">  </div>



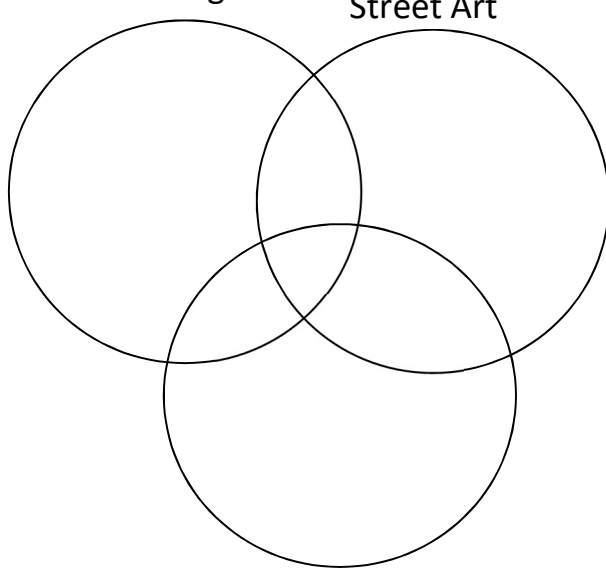
- What stands out for you about street art?
- What do you find exciting about street art?
- What are street artists showing us?
- What can be controversial about street art?

(Engage in a conversation with learners around these questions. The goal of the conversation is getting them excited about doing their own street art).

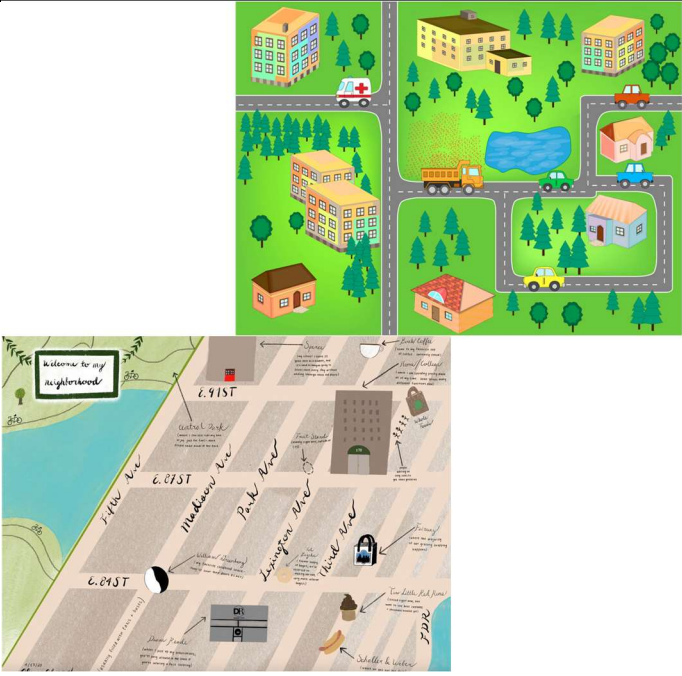
- How is street art different from cave paintings? How are they similar?

One way in which street art and cave paintings are similar is that they communicate to people in the neighborhood what the day to day experiences of the community are like. This is, in a way, similar to what the news does. Do you agree with this? Why or why not? What are ways in which cave paintings, street art, and local news are similar? What are ways in which they are different?

Ask learners to organize their thoughts on a Venn Diagram like this one:

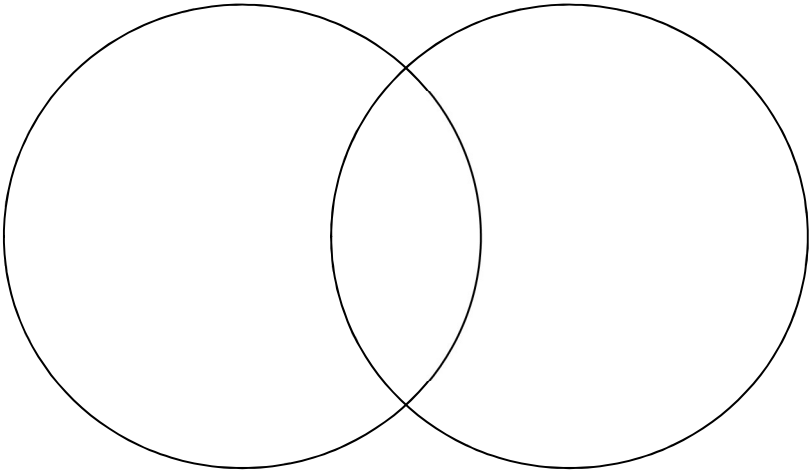
	<p>15 minutes</p>	<div style="text-align: center;"> <p>Cave Painting</p>  <p>Street Art</p> <p>The news</p> </div> <p>Literacy extension: Write two paragraphs explaining the main similarities/differences between street art and cave paintings. Use connectors or transition words such as “unlike”, “on the contrary”, “similarly”, “in a similar fashion...”, “however”, etc.</p> <p>Have you ever painted on a wall? What were you trying to do? What happened when you did? Most likely, you’ve gotten in trouble for scribbling on walls, since it can ruin the painting. Street artists also get in trouble sometimes.</p> <p>In this project we are going to pretend that we are street artists and we are going to paint a mural on the street's walls!</p> <p>Painting on walls is difficult and can get us in trouble if we don’t have permission to do it. Why do you think this is the case? Why is it wrong to paint on public property without permission?</p> <p>In this project, we are going to create your own depiction of your neighborhood and try to understand some of the messages or ideas that walls can tell people around the neighborhood.</p> <p>At the end of the project, we’ll have a representation of your neighborhood and a beautiful street art piece to go with it.</p>
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2	30 min	<p>Before doing our street art, we need to understand our neighborhood better, and think about what story or characters we want our street art to represent.</p> <p>Invite learners to take some time to walk around their neighborhood or local area. In a classroom setting, learners can go around the school’s neighborhood together. They can also go around with their parents or siblings if they are at home. Here are some questions that might guide the learners’ exploration:</p> <ul style="list-style-type: none"> - What are some places or landmarks that are meaningful to you? - Do you have memories that take place in any of these places? - What are some places or spaces for gatherings? - Is there a place that is representative of what people do for fun in your community? - Is there a historical site or an upcoming venue that is interesting to you?
	30 min	<p>After going around, learners will sketch a map of their neighborhood or local area.</p> <p>Invite learners to do this map <u>as a representation of their view of the neighborhood (through their eyes)</u>. This map does not have to be “accurate” or similar to other maps that exist. However, if they are interested, and as a numeracy extension, they could try to draw the map to scale, or use symbols to represent houses, parks, etc.</p> <p>(Tip: Consider what types of features do you anticipate students will be most excited about including on their maps? How can you build on this excitement? For example, learners can be excited about routes that they take, or places where family members live, or trees, places where they have seen animals, places where they have been, etc.).</p> <p>Here are some examples of maps that you could share with students. If possible, encourage learners to analyze and compare any maps that they have at home or at school.</p> <p>Spend some time analyzing and identifying some key elements such as the conventions, the idea of geographical features (hills, plateaus, water bodies, etc.), man-made/artificial features vs. natural features, how neighborhoods change through time and what are the driving forces of change, etc.:</p>

	<p>15 min</p>	 <p>Learners will show their map and tell the story they came up with about to someone else in their family and/or community (a friend, a family member, someone from an older generation, a neighbor, a teacher, etc.).</p> <p>Learners will explore connections between that person’s experience of the neighborhood and their map/neighborhood. Ask the person to talk to you about a place or places in the neighborhood that are important to them.</p> <p>If any of these places appear on your map, be sure to mark them. They will annotate the map together to include, for example, places that they love (could add a heart), additional places that need to be featured, additional routes, differences between routes, etc. You can use markers, pens, 3D materials like cardboard (and glue/tape), stickers, labels—anything you like to demonstrate the connections the person is seeing.</p> <p>Also, make sure that together they think about interesting walls and annotate their place on the map.</p>			
<p>3</p>	<p>20 min for walking around (depends on the neighborhood)</p>	<p>Ask learners to go back around the neighborhood or local area, looking carefully at the walls, keeping in mind the conversation that they had on Day 2.</p> <ul style="list-style-type: none"> - Mark 5 walls on the map - Have learners fill this table as they go around <table border="1" data-bbox="578 1797 1419 1898"> <tr> <td data-bbox="578 1797 711 1898"></td> <td data-bbox="711 1797 1075 1898"> <p>Interesting features (What are they made of? -brick,</p> </td> <td data-bbox="1075 1797 1419 1898"> <p>What would this wall tell me if it could speak?</p> </td> </tr> </table>		<p>Interesting features (What are they made of? -brick,</p>	<p>What would this wall tell me if it could speak?</p>
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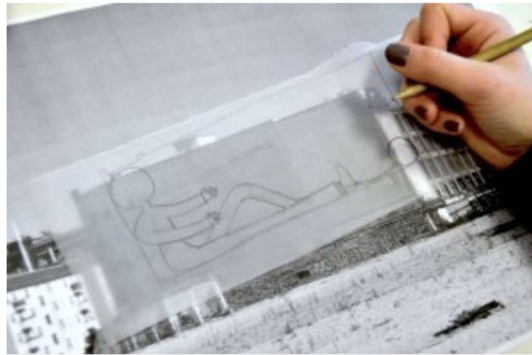
			clay, etc., - size, functions, how old they are, how many bricks do they have? What's their area, etc?)	(I.e. What are some scenes that happen in front of it or behind it that could depict in a cave style? What is a message that would be relevant to have in that place?
	10 min for each wall		Wall #1	
			Wall #2	
			Wall #3	
			Wall #4	
			Wall #5	
	10 min		<p>- Are there important differences between the walls?</p> <p>Ask learners to choose one wall that they thought was particularly interesting and mark it on their original map.</p>	

	<p>20 min to find the people</p> <p>5 - 10 min interviewing</p>	<p>Ask the learner to answer this question:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>What I found interesting about this wall was that.....</p> <p>If this wall could speak, it would tell me that.....</p> </div> <p>After this, ask them to go back and interview three different people in the neighborhood, or at home to see what they think about what that wall would tell them if it could speak.</p> <p>Some possible interview prompts to guide the interviewed people (learners can choose to focus on one or two):</p> <ul style="list-style-type: none"> - A memory or something that happened to them around that wall - A story about that wall that they have heard from someone else - How has that wall changed over time - What that wall represents to them - A message that would be important for people who this wall <p>Learners will write down their notes on the following table:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th>What I learned from them about the wall that I found interesting</th> </tr> </thead> <tbody> <tr> <td>Person 1</td> <td></td> </tr> <tr> <td>Person 2</td> <td></td> </tr> <tr> <td>Person 3</td> <td></td> </tr> </tbody> </table> <p>To reflect on the interviews, learners will identify differences between what they think about the wall, and what = other people in the community think about it.</p>		What I learned from them about the wall that I found interesting	Person 1		Person 2		Person 3	
	What I learned from them about the wall that I found interesting									
Person 1										
Person 2										
Person 3										

		<p style="text-align: center;"> What I think What others think </p>  <p>Ask the learners:</p> <ul style="list-style-type: none"> - What stands out about this diagram? - What are some new insights that you have about your community after your conversations? - What are some new insights that you have about the purposes of walls after your conversations?
4	1 hour	<p>Ask learners to draw on a piece of paper the wall that they have been thinking about throughout the project.</p> <p>Ask them to write down in a piece of paper the message that they want to share.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>If this wall could speak, it would tell us that.....</p> </div> <p>The drawing needs to be big enough so that they can make their street start on top of it. (Alternatively, and if there is a camera available, learners can go around the neighborhood and take pictures over which they can paint).</p> <p>Learners will add a waxed paper on top of the drawing of the house and make their own street art based on their reflections about that wall and their conversations with people in the neighborhood!</p> <p>Here are some tips for thinking about the street art:</p> <ul style="list-style-type: none"> - Invent a character that represents someone who has done a lot for connecting your community

- Give your personal touch to the body and face (no need to respect the proportions)
- Adapt the position of the body to the space to be decorated
- Think of an object or an activity (the character has to do something with some object)
- Tell a story (the character can think / feel / communicate emotions, a message or an intention)
- Draw a background, realistic or abstract
- Draw and color in pencil on tracing paper. You can also redraw the contours with a thin black marker
- Put your own TAG (your signature with an alias)

Here are some examples of what the drawings can look like:



		<p>After they finish, learners will present their street art to their family members and community. If learners are doing this in a classroom setting, there can be a final exhibit of student mini-street art.</p> <p>After learners have finished, let them reflect again about their creative process:</p> <table border="1" data-bbox="483 491 1417 680"> <tr> <td data-bbox="483 491 1417 558">A particular challenge for me was...</td> </tr> <tr> <td data-bbox="483 558 1417 625">An awesome success for me was...</td> </tr> <tr> <td data-bbox="483 625 1417 680">awesome success for me was...</td> </tr> </table>	A particular challenge for me was...	An awesome success for me was...	awesome success for me was...
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Assessment Criteria:	<ul style="list-style-type: none"> - Creativity/Critical Thinking: <ul style="list-style-type: none"> - Learners will create their own cave painting with daily scenes and local materials - Learners identify challenges and successes in their creative processes - Learners will be able to create their own map of their neighborhood and annotate it - Learners will demonstrate their understanding of the idea of “walls that speak” by providing examples of things that walls in their neighborhood could say - Learners will creatively express what they think a wall could say if it could speak about their community - Communication <ul style="list-style-type: none"> - Learners will conduct interviews and contrast other people’s perspectives about their ideas. 				
Inspiration:	<p>https://arteascuola.com/2016/03/street-art-puppets/ https://outofeden.s3.amazonaws.com/Creating+and+Sharing+Neighborhood+Maps.pdf</p>				