



## My City, My Neighborhood

### Project Overview:

Students will create a collaborative mural that illustrates the iconic elements of San Antonio, as well as distinguishing elements of their immediate neighborhood within the greater city. The mural can be arranged with their neighborhood/school at the center of the composition. Above mural was made around Halloween - so houses at center are spookier than normal.

Topics of research can be historical monuments/landmarks, such as the Alamo, Tower of the Americas, Missions, Riverwalk, etc. Students can also focus on familiar places such as the San Antonio Zoo, or Japanese Tea Garden. Use computer/projector to show imagery.

### Objectives:

- Students will research major landmarks in the city of San Antonio.
- Students can research their own neighborhood. When were the first houses built? How many people live in the area? When was their school built? How many students attend?
- Students will select elements of interest and create 8 x 8 drawings to illustrate their topic.

### Discussion:

Ask students what landmarks are - San Antonio has many unique ones. What are significant landmarks in San Antonio? Can mention and show images of the Alamo, Riverwalk, Missions, Tower of the Americas, etc. Which ones have you been to?

What are other places families visit in San Antonio? Can mention and show picture of the San Antonio Zoo, Japanese Tea Garden, SeaWorld, Six Flags, etc.

Which celebrations or holidays take place here? Can mention and show pictures of Fiesta, Alamo Bowl, etc.

What holidays or celebrations are coming up? Is your neighborhood decorated for it? What does your neighborhood/school look like? Does it look different around holidays?

### Materials:

- Cardstock cut in 8 x 8 squares
- Markers
- Crayons
- Glitter paper
- Animal print paper
- Large roll of white paper to mount individual pieces on
- Duct tape

### Process:

- 1) Students will select their topic to illustrate.
- 2) Each student can have one or two 8 x 8 pieces of paper
- 3) Using markers and/or crayons articulate the imagery
- 4) Students can use glittery paper to render water on the riverwalk, and animal print paper for zoo animals
- 5) After class - assemble individual drawings into larger composition.

### TEKS:

#### Social Studies:

113.13. (B1), (B6), (B8), (B16)

#### Mathematics:

111.4. (B1), (B3)

#### Fine Art:

117.108. (B1), (B2), (B3), (B4)

### Details:



