

Create a model of a lake by layering paper to imply depth

Grade Level: 2nd

2-ESS2-2 MI Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body

Materials:

- Assorted paper in various shades of blue, green, and brown (construction, card stock, scrap)
- Watercolor paints or tempera pucks in cool colors
- Dishes or cups for water
- Watercolor brushes, one for each student
- Scrap cardboard and/or box board
- Scissors
- Liquid glue

Students could be invited to collect small rocks, beach glass, and shells from their local area and bring those to class to use in their work

Procedure:

1. Watch *Live From the Opera House Lesson 302: Under Water* – which includes a read aloud about the Great Lakes.

<https://www.michiganlearning.org/lesson/under-water/>

2. Discuss the group's favorite Great Lake, and also the surrounding inland lakes and bodies of water in the local area.

3. Talk about the shapes of those water bodies, their depths, and their effects on nearby land masses (peninsulas, sand bars, islands, etc.).

4. Let students brainstorm ways they could create their water body of choice using paper, cardboard, and glue. Ask open-ended questions such as:

"How could you imply depth in your work?"

"How could you show water currents and waves?"

"What causes movement in the water?"

"What might your shoreline look like?"

"Would people visit the area?"

"If so, how would they interact with it?"

"Do wildlife live there?"

"What plants and animals would we see if we visited your body of water?"





5. Follow along with the art activity in the video, guided by TCAPS art teacher Mrs. Gang.
6. Encourage students to first paint various sheets of paper to create movement and depth of color, and let their paper dry. Be sure to remind them not to use too much water, so the paper has time to dry before it is cut and glued.
7. Show students how to build “stackers” using cardboard squares and glue, and let that glue dry before assembling the water body model.
8. Assist students as they cut their different layers of paper to assemble their body of water, alternating sheets of paper and cardboard “stackers.”
9. Remind students to think about their shoreline, and to add an edge around their body of water when they are ready.
10. Allow students to add found natural items like rocks, beach glass, and shells if they would like to polish their work of art and add extra details.
11. Work with students to decide how and where to display their models.

