Flour – Salt – Water: Salt Dough Recipe

Materials

3 parts salt
1 part flour
Water

Procedure

Mix dry ingredients. Add water until it has desired consistency. Initially it should be thick for the mountains. Take clumps of dough and spread it only on the mountain region. Pinch the dough to form peaks. Add just a little bit of water to thin the dough for the plateau region. Spread this on the plateau region of the paper. Dough should be high in elevation but smooth. Add additional water so the dough is thin and filmy. Spread this on the desert region. It should be runny and just coat the region.

Let it dry overnight. Paint the regions using tempera paints: brown for mountain region, orange for plateau, and yellow for desert. Make sure the key reflects this. Students should also label the regions: Mountains, Desert, and Plateau. A compass rose should be included. Phoenix should be shown with a star, labeled as Phoenix, and the star should be in the legend. Other features can be added as the teacher desires.
Arizona Regions: Salt Dough Maps Assessment

Name: _________________________

A. \(\frac{4}{6}\) parts water + \(\frac{1}{6}\) part sugar + \(\_\) part(s) flavor = \(\frac{6}{6}\) or 1 whole drink

B. \(\_\) part(s) mixed nuts + \(\frac{1}{8}\) part M & M + \(\frac{4}{8}\) parts Crispix + \(\frac{1}{8}\) part raisins = \(\frac{8}{8}\) or 1 whole mix

C. \(\frac{1}{5}\) part milk + \(\_\) part(s) sugar + \(\frac{2}{5}\) parts oatmeal + \(\frac{1}{5}\) part peanut butter = \(\frac{5}{5}\) or 1 whole candy mix

D. \(\_\) part(s) sand + \(\frac{1}{4}\) part cement + \(\frac{2}{4}\) parts water = \(\frac{4}{4}\) or 1 whole cement mix

E. \(\frac{1}{9}\) part apples + \(\frac{2}{9}\) parts banana + \(\frac{1}{9}\) part mayonnaise + \(\frac{1}{9}\) part walnuts + \(\frac{1}{9}\) part marshmallows + \(\_\) part(s) grapes = \(\frac{9}{9}\) or 1 whole Waldorf Salad

Arizona Regions: Salt Dough Maps Assessment

Name: _________________________

A. \(\frac{4}{6}\) parts water + \(\frac{1}{6}\) part sugar + \(\_\) part(s) flavor = \(\frac{6}{6}\) or 1 whole drink

B. \(\_\) part(s) mixed nuts + \(\frac{1}{8}\) part M & M + \(\frac{4}{8}\) parts Crispix + \(\frac{1}{8}\) part raisins = \(\frac{8}{8}\) or 1 whole mix

C. \(\frac{1}{5}\) part milk + \(\_\) part(s) sugar + \(\frac{2}{5}\) parts oatmeal + \(\frac{1}{5}\) part peanut butter = \(\frac{5}{5}\) or 1 whole candy mix

D. \(\_\) part(s) sand + \(\frac{1}{4}\) part cement + \(\frac{2}{4}\) parts water = \(\frac{4}{4}\) or 1 whole cement mix

E. \(\frac{1}{9}\) part apples + \(\frac{2}{9}\) parts banana + \(\frac{1}{9}\) part mayonnaise + \(\frac{1}{9}\) part walnuts + \(\frac{1}{9}\) part marshmallows + \(\_\) part(s) grapes = \(\frac{9}{9}\) or 1 whole Waldorf Salad
Arizona Regions: Salt Dough Maps  

**Answer Key**  

Name:  

A. \[\frac{4}{6} \text{ parts water} + \frac{1}{6} \text{ part sugar} + \frac{1}{6} \text{ part(s) flavor} = 6 \text{ or 1 whole drink}\]

B. \[\frac{2}{8} \text{ part(s) mixed nuts} + \frac{1}{8} \text{ part M} & M + \frac{4}{8} \text{ parts Crispix} + \frac{1}{8} \text{ part raisins} = 8 \text{ or 1 whole mix}\]

C. \[\frac{1}{5} \text{ part milk} + \frac{1}{5} \text{ part sugar} + \frac{2}{5} \text{ parts oatmeal} + \frac{1}{5} \text{ part peanut butter} = 5 \text{ or 1 whole candy mix}\]

D. \[\frac{1}{4} \text{ part sand} + \frac{1}{4} \text{ part cement} + \frac{2}{4} \text{ parts water} = 4 \text{ or 1 whole cement mix}\]

E. \[\frac{1}{9} \text{ part apples} + \frac{2}{9} \text{ parts banana} + \frac{2}{9} \text{ parts mayonnaise} + \frac{1}{9} \text{ part walnuts} + \frac{1}{9} \text{ part marshmallows} + \frac{2}{9} \text{ part(s) grapes} = \frac{9}{9} \text{ or 1 whole Waldorf Salad}\]
# Arizona Regions: Salt Dough Maps Rubric

**Student Name __________________**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Labels &amp; Landforms – Neatness</strong></td>
<td>90-100% of the labels/landforms can be easily interpreted.</td>
<td>89-80% of the labels/features can be easily interpreted.</td>
<td>79-70% of the labels/features can be easily interpreted.</td>
<td>Less than 70% of the labels/features can be easily interpreted.</td>
</tr>
<tr>
<td><strong>Map Legend/Key</strong></td>
<td>Legend is easy-to-find and contains a complete set of symbols,</td>
<td>Legend contains a complete set of symbols, including a compass rose.</td>
<td>Legend contains an almost complete set of symbols, including a compass rose.</td>
<td>Legend is absent or lacks several symbols.</td>
</tr>
<tr>
<td></td>
<td>including a compass rose.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Color Choices</strong></td>
<td>Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.</td>
<td>Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).</td>
<td>Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).</td>
<td>Student does not use color appropriately.</td>
</tr>
</tbody>
</table>

**ARIZONA GEORGRAPHIC ALLIANCE**

ARIZONA

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