

Social Studies: Lenni Lenape Indians Using Printmaking and Book Arts

By Jeanne Jablonski

Here's a lesson plan inspired by ATI that incorporates book making and print making. I taught this to a class of fourth graders (as part of an AIE residency) but it can be adapted to all grade levels and subject. The students were learning about the Lenni Lenape in social studies and I had the full cooperation of the art teacher (who is also the computer teacher and their classroom teacher).

The Printmaking Part:

It was decided that we would make a one-sheet "snail book". Each person was given an 18"x18" sheet of white drawing paper; tempera paint to share and painting supplies (brushes, water, etc.); and a selection of found objects (paper tubes, sponge pieces, small wood scraps, etc.).

The first step is to cover the entire piece of paper with one color of paint. When dry, flip the paper over and paint the other side. Encourage the kids to use a different color. Now start dipping the found objects into the paint and press onto the painted paper. They should attempt to cover the whole surface with marks made with a variety of objects. This would be a good time to reintroduce the color wheel with emphasis on contrasting colors. Do both sides.

The Book Making Part:

After the paper is thoroughly dry we are now ready to make the book structure. Begin by folding the paper in half and then in half again. Open the paper flat again. They should have four long sections. Turn the paper and fold it again the same way. Open up flat and there should be sixteen squares. With a pair of scissors starting on the left-hand side carefully cut up the fold line three squares high. Turn and cut over two squares. Turn and cut down two squares. Turn and cut over one square and finally, up one square. They should now be in the exact center of the paper. It is time to fold the paper to create the book. Once again start at the left hand square and fold back and fourth until all the squares are used up. They now have a book structure that has the possibility of having 32 pages.

If a cover is desired use two pieces of mat board cut slightly larger than the square. Wrap with decorative paper. You can add a ribbon for a tie on one of the covers. Glue one cover to the front and one to the back.

The Book Content:

The fourth graders I was working with wrote stories from the viewpoint of a Lenni Lenape child growing up in the area. Their classroom teacher guided them through the research and the writing process. Queen Nur, a professional story teller who teaches at ATI in Camden, also worked with the students to develop their stories. When the story was complete they went to the computer lab and typed their stories so each line fit onto a square that was then cut apart using fancy-edged scissors. Each of the typed squares was glued in sequence on their painted paper book. If they have any empty pages they included illustrations. They also included a title page and a page for their colophon.

Objectives:

The students will be able to produce a one-sheet book.

The students use found objects as a printmaking tool.

The students will create an original story based on their Lenni Lenape research.

NJ Standards:

Visual and Performing Art 1.1, 1.3, 1.5

Rubric:

Did the student follow procedures? Printing_____ Bookmaking_____ Story_____

Did the student successfully complete the assignment? Yes_____ No_____

Can the student repeat the steps of the project(verbally or written) Yes_____ No_____

Did the student use visual arts skills? Yes_____ No_____

Did the student use computer skills? Yes_____ No_____

Did the student use research and writing skills? Yes_____ No _____

Check the appropriate answer and assign a number value for each check.

Comments:

1. Holistic student development:

This was a lesson that allowed all kinds of learners to be successful and was truly cross-curricula. It was necessary for the children to cooperate with each other through sharing, ideas, information and materials.

2. Write a quote linking your learning at ATI to these accomplishments:

When speaking to Heather Sakewicz-Frank (an ATI alumni), who is the art teacher at the school, she told me about one of the students who was involved in this project. His mother told her that this was the project that made her normally frustrated son "eager to come to school."

3. Interdisciplinary skills/curriculum integration

The students involved were able to put many of their educational skills to good use. They needed to be proficient in the areas of art, writing, research, and computers.

Because of ATI, we had access to visiting artists. Queen Nur was the visiting story teller for the fourth grade project. We also had Winnie Radolan who is a paper maker, worked with another group of student book makers.

4. Art specific skills:

The children were able to put their knowledge of the color wheel to work. Painting and cutting skills were used. They were introduced to a new printing technique(printing with found objects). They learned how to construct a one-sheet book and wrap a cover for it. They also used design skills to put together the finished story in the book along with illustrations.

5. Public relations:

The finished books were on display during the "Family Art Night". Parents and the community in general were invited to view the results of all of the books that were made by all class levels in addition to participating in many art activities overseen by the students. The local paper sent a reporter. We had a great turn-out and many positive comments.

6. Professional development, turn-key learning:

During the residency I gave an in-service to the faculty and staff. The subject was very easy book structures that they can use in their classroom. Most of these books I learned at ATI. The next day I had a third grader seek me out and asked me to visit his classroom. When I did the class proudly showed me the envelop books they had made for a science lesson. Their teacher had showed them how to make the books after attending the professional development workshop.

7. Measuring success:

Every fourth grader involved in this project was successful. They each completed a book and wrote a story.