

I. Lesson Title: Pen Pal Prints

- 7th or 8th
- Lesson #1

II. Focus

- To interact with another group of individuals from an area school or a school from another state via a pen pal program. They are to create the stationary representing their personalities/interests; they will use this to send their letters on. In their letters they need to discuss what is happening in their daily life at school and normal social interactions.
- Human Commonality: “All of us develop some forms of social bonding”

III. Objectives

- To learn about the history of printmaking.
- To understand the printmaking process and how it is related to common day via letters/cards.
- To gain a better understanding of what represents their current personalities and interests via specific shapes and patterns, landscapes, animals, cars, flowers, etc.
- To view how other’s interests affect their work.
- To explore the aesthetics of cards and stationary.
- To use a system of communication that is slowly becoming less utilized but develops empathy and appreciation to receiving mail hand written instead of an instant internet message.
- To learn how to interact with others who are from a different social background, to see what differences and similarities they may have, to gain perspective with their age group.

IV. Standards and Benchmarks

- ART.II.VA.M. II, III, IV
- ART.III.VA.M. II, III, IV, V
- ART.IV. VA.M. I, II
- ART.V.VA.M. II

V. Resources

Video from United Streaming:
Printing Press. Discovery Education. 2007. Discovery Education. 9 November 2008
<<http://streaming.discoveryeducation.com/>>

Although Johannes Gutenberg is credited with inventing moveable type and the printing press in Europe, the Chinese used woodblock printing and moveable type as early as AD 200.

Copyright: 2007

Grades: Gr. 6 - Gr. 12

The following two clips will be used: “Alphabet and Written Language” (5:23) and “Printing Press” (4:07)

These can be found following this link:

<http://students.discoveryeducation.com/genericStudentIndex.cfm?cdPasscode=T842D-6C99>

Images of card styles and block prints:

www.pistachiopress.com

<http://www.hughbryden.com/wp-content/uploads/01.jpg> ---Bryden Hugh

<http://josephrichardson.net/images/vespa.jpg> --- Joseph Richardson “Vespa Sprint ‘69”

<http://www.meherashaw.com/cotton-clothing/hand-block-prints/>

<http://www.ivafineart.com/blockprintstwo.htm>

VI. Time Required

- One class period to view videos (approx. 10 minutes), discuss the project, to demonstrate the method to be used, to show block printing images, and to brainstorm ideas for the block carving and to create project proposal sketches.
- 2 Class periods to carve the blocks and to create proofs to make sure the print is how each student wants theirs to look
- One class to print the actual prints
- Half of class to write first letter to their pen pal.

VII. Materials and Preparation

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| - Speedball ink | - Another class willing to participate in this program. |
| - Rollers | - Address for the school |
| - Linoleum or Rubber for stamp | - Examples of Greeting Cards used with block prints |
| - Speedball Carving Tools | - Slideshow with images of block prints. |
| - Plexi Glass/ Plastic to use for rolling ink on | - News Paper to use as a table protector and to place on back of paper to rub on. |
| - Printing paper cut to stationary size | |
| - Scissors | |
| - Pens | |
| - Envelopes for the cards to be sent | |

VIII. Motivation

I will be using the videos from United Streaming to motivate the students to get their minds thinking in the direction of communicating via print and using a block print.

IX. Instruction

Day 1: Start class by showing the United Streaming Videos.

Discuss the history of Block Printing with the class and how the written language is important along with how communication has changed between people (letters, books, telephone, internet, e-mail).

Discuss the project: The students will be creating a set of greeting cards that reflect their personality or interests. They will make at least 10 greeting card prints and they will send at least three to a pen pal in another 7th grade class from a different district. What to include in the letters will be given at a later date.

Discuss and provide images of block prints along with greetings cards via the slideshow presentation.

Discuss possible personality/interest ideas with students. Allow for students to view images in the room to start sketches to present the teacher with their final idea to carve into rubber blocks.

Day 2: Start class with the demonstration of how to carve the blocks.

1: Show tools and demonstrate how each blade cuts.

2: Explain if they can't get the blade to go all the way in to make sure the correct side is being entered. If the tool becomes unscrewed all the way and parts fall out, find them and bring them to me, however, this should not happen.

3: Explain to the student about how the print will be reversed from how you carve it out. For example demonstrate with a couple of letters carved the correct and incorrect ways.

Now allow students to finish/tweak anything with their final ideas. Discuss them with me and once I have approved them they may begin to carve into their blocks.

Day 3: Allow for the class to carve for the majority of the class period. At the end of class if people begin to finish, use a students stamp to demonstrate how to create a proof to see if anything needs to be carved away farther or if something is showing and they don't want it to be showing.

- Demo (you will need a ink roller, ink, plexi glass, news print, and paper):

1: Choose ink color

2: Place small amount of ink onto plexi glass.

3: Take the roller and roll out the ink so you can hear the paint evenly distributed on the plexi glass.

4: Now take the roller and evenly distribute the ink onto the block.

5: Place block onto news print to create the proof. Be careful not to touch the front of the stamp with ink.

6: Push down on block with your fist to make sure it's evenly placed on the paper.

7: Remove the block from the paper.

8: If you see some spots that you don't want to see you know you need to fix some things and carve away farther. If the print looks like the way you want it to, you are ready to start making your series of 10 prints.

9: Create 10 cards. You may make them any size, shape, etc. You can add different colored paper onto the card before or after you make a print. You may also mix colors, just try to conserve your colors and see if anyone

wants a color that you have already started and won't finish before you wash it off. Get creative! If you want to experiment with an idea first you can do it on newsprint before you use the good paper.

10: Once you have created one print, write the name in the bottom left corner and place what print number it is in the right corner for example: 1/10, 2/10, 3/10, etc.

Day 4: Allow for students to create their 10 prints and pass out paper with required information to be discovered about their pen pals along with the name of their pen pal's basic information. They may start writing their first letter. If not finished by end of class it should be completed at home and brought to me at the start of the next class period finished. I will send them and they will be getting their first letter soon!

X. Vocabulary

Ink: A pigmented liquid or paste used especially for writing or printing.

Printing Press: a machine, as a cylinder press or rotary press, for printing on paper or the like from type, plates, etc.

Prints:

to produce (a text, picture, etc.) by applying inked types, plates, blocks, or the like, to

1. paper or other material either by direct pressure or indirectly by offsetting an image onto an intermediate roller.
2. to reproduce (a design or pattern) by engraving on a plate or block.
3. to form a design or pattern upon, as by stamping with an engraved plate or block: to print calico.

XI. Assessment and Evaluation

Students should be able to demonstrate:

- the ability to express positive and negative space effectively within their block prints.
- effective ways to represent themselves in a two dimensional and symbolic manor.
- The students should also be able to find the required information from their pen pal.
- The students should also be able to write about the different or similar personality/interests expressed in each of their stationary prints.

XII. Background

<http://www.historyforkids.org/learn/literature/printing.htm>

<http://www.computersmiths.com/chineseinvention/blockprint.htm>

XIII. Extensions or Adaptations for Student with Disabilities

- In addition to the printing you could teach how to write in the calligraphy form. The students could be required to write at least one of their letters using calligraphy that they have learned.
- You can also print onto fabric and possibly create pillows, clothing for a doll, etc. all while discussing different cultures and symbols.

