UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Paige Bauske</th>
<th>Email:</th>
<th><a href="mailto:pabauske@uwm.edu">pabauske@uwm.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title:</td>
<td>Monoprinting Stories</td>
<td># of Sessions</td>
<td>3-4</td>
</tr>
<tr>
<td>Level/Grade/Age:</td>
<td>3rd or 4th grade</td>
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BIG IDEA
(Describe how the big idea is important to this age group in relation to student assets and the content area):
Telling stories of personal culture through symbols
Students start to understand symbolism around 3rd grade, so it is important to start to build and develop these skills. It is also important to talk about culture relating to the students lives along with talking about a variety of other cultures.


<table>
<thead>
<tr>
<th>Art</th>
<th>Other Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong>&lt;br&gt;Given artwork and demonstration, students will skillfully use symbolism of stories to create a mono print.</td>
<td></td>
</tr>
<tr>
<td><strong>Producing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responding</strong>&lt;br&gt;Students will demonstrate an understanding of Native American culture by sharing their personal stories through symbolism.</td>
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<tr>
<td><strong>Connecting</strong>&lt;br&gt;Given a class discussion, students will thoroughly describe Native American culture and story telling of personal culture through symbolism.</td>
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</table>

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Academic language to be used:</th>
<th>Symbolism, monoprint, printmaking, composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where academic language will</td>
<td>The entire lesson should reinforce symbolism throughout. For example</td>
</tr>
</tbody>
</table>

[http://edglossary.org/academic-language/](http://edglossary.org/academic-language/)
be practiced (i.e. through writing, speaking, art making): through speaking during the PowerPoint, drawing their symbols on the brainstorming worksheet, and in their art making. Other academic language will be practiced during the art demonstration and art making process.

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

<table>
<thead>
<tr>
<th>Type of language function</th>
<th>Interpreting art, describing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis of language function</td>
<td>It is important for students to talk about symbolism they see in the artist work representing things of another culture, but also in our own culture.</td>
</tr>
<tr>
<td>(describe the main purpose of using this language function for your lesson):</td>
<td></td>
</tr>
<tr>
<td>Where language function will be practiced (i.e., through writing, speaking, art making):</td>
<td>Most of the interpreting art will come from speaking. This will be seen during a looking and talking activity about Native American art and symbolism.</td>
</tr>
</tbody>
</table>

**UNIT or LESSON OVERVIEW:**

Students will explore the history of Native Americans along with their personal culture. With the guidance of a PowerPoint, they will look at a contemporary Native American artist to identify the modern culture and how it is represented in art. As a class, we will brainstorm ideas of happy or exciting memories students have had with friends or family and continue with a brainstorming worksheet. Through monoprinting, students will tell a story of their personal culture through symbols. The lesson will finish with a sharing activity where students tell their story to the class.

**UNIT or LESSON DETAIL (provide for each lesson session):**

**Motivation/introduction:** The lesson will start with a powerpoint talking about Native American culture then movie into symbolism relating to what symbols we see today and what symbols we see in Native American artwork. We will talk about an artist who used printmaking techniques along with symbols to tell a story about her personal culture. This will lead into the brainstorming worksheet and going through it as a class before students fill out their own.

**Art Making:**

**Supplies:**
- Brainstorming worksheet
- Foam sheets, ballpoint pens, printmaking ink, printmaking rollers, paint trays, colored paper, paint smocks,

**Teacher instruction:**
While students work on their brainstorming worksheets, the teacher should help answer any questions that come up, along with making sure students are following directions/understanding what to do. Day 1 will only include the powerpoint and worksheet, so the worksheets should be collected and given feedback on for the next class. Once students are ready and have a good design, they can start on their foam piece. Students might need help achieving the correct pressure using the pens. Check their finished foam piece
for line depth/shading. If not enough, then have the students go over their lines again. Day 3 is printing day, so the teacher should assist with the paint and technique of printing.

Objective:
The goal for this lesson is for students to create three prints telling a story about a happy or exciting memory they have had with friends or family. Students should complete the brainstorming worksheet, transfer their design onto the foam, make three prints using different colors, and finally share their story/symbols with the class.

Students at work:
Students will first work on their brainstorming worksheet to come up with what story they want to tell, what three symbols they will use, and creating a layout/composition. After they receive feedback on the worksheets, students can adjust their designs and once it is approved, they can move on to the foam piece. Day 3 will specifically be for making prints.

Closure:
After students make prints, they will share their story with the class. Each student will sit in the story telling chair and describe their story and what three symbols they chose to represent the story.

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<table>
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<tr>
<th>ADAPTATIONS:</th>
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| **RELEVANT THEORIES:**  | Scaffolding  
|                         | Multiple intelligence  |
| **ASSESSMENTS:**        | Initial (formal/informal):  
|                         | Informal: responses to PowerPoint questions and looking/talking about art activity  
|                         |  
|                         | Progressive/Formative (formal/informal):  
|                         | Formal: Brainstorming worksheets  
|                         | Collect worksheets to determine students understanding and provide written feedback to each student  
|                         |  
|                         | Final/Summative (formal/informal):  
|                         | Formal: Final print  
|                         | Informal: Story telling final sharing activity  |

**EVIDENCE**
- If you have implemented this lesson, please include reflections on how it went and/or samples of student work (artifacts).
TEACHER REFLECTIONS ON IMPLEMENTATION
Include student reactions, what worked/what didn’t work, how you would revise the lesson, etc.

One of the most difficult parts of this lesson was understanding the concept and creating three simple symbols to create a story. I went through the brainstorming worksheet with an example on the board and had the class tell me what to do next, which was helpful. I think I should have spent more time talking about composition of their final design and how to use the three symbols in it. After the worksheet, students used thin foam pieces and ballpoint pens to transfer their design on to. I definitely think I should have gave each student a small piece of foam to practice on and to check each one to make sure they were using the correct pressure with the pens to leave an imprint. I also should have thought about a simple way for students to transfer their design from a drawing onto the foam. I originally thought students would just free draw their design, but most wanted exactly what they drew. Some used windows to draw on, which provided enough light to see their lines.

Another part of this lesson I would have like to spend a lot more time on was the actual art making process. Students used printmaking supplies with their choice of paper and paint colors. I would recommend making at least three prints with students, so they completely understand the process and are comfortable with the material. I would also recommend having a decent amount of work space and materials. I only had room for 5 kids to go at a time and only had about 30 minutes to make the actual prints. The students also finally understood why they made the foam pieces after demonstrating and they were blown away! They would have got a lot out of making more prints. Finally, for the story telling at the end, I think it would have been helpful for students to make a writing component to go with their piece. Even though they verbalized their story, the final display could have used a description of what their story means.

STUDENT WORK SAMPLES (ARTIFACTS)
May also be sent as a separate file

Powerpoint
Brainstorming worksheet

What is your happy or exciting memory with your family?

What did you see or do during this event?
List 5-7 words:
Circle 3 of the above words

Draw the same object even simpler!

Draw each of the words you circled as symbol
What is your happy or exciting memory with your family?
When I went to Colorado, we went on a airplane. We went hiking. It was my mom, dad, me, and little sister.

What did you see or do during this event?
List 5-7 words:
- people
- wind
- plants
- mountains
- lake

Circle 3 of the above words.

Draw each of the words you circled as symbols:

Draw the same object even simpler!