

gr 5

Bookmaking: Immigration Past & Present



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sidexside

UNIT OVERVIEW

Students will study the history and different aspects of immigration and migration and will then select one historical wave of immigration to research or tell their personal story. Through writing, drawing, map making, painting, and imagery, students will share their knowledge in a handmade book.

BIG IDEA

We can share and represent our knowledge in literacy, history, and current events through narrative writing, drawing, illustrating, map making, painting, and sequencing information.

LEARNING GOALS

Students will understand:

- How to think like an artist with curiosity, experimentation and evaluation.
- How illustration can support narrative and creative writing.
- The importance of revising work, in both art and writing.
- How methods of bookmaking enhance non-fiction reading.
- How using the arts can invoke empathy and understanding.
- How to research and share understanding about human migration.
- How creative bookmaking can showcase visual knowledge and nonfiction writing.
- How art and science provide processes for discovering and demonstrating knowledge.
- How to present and share knowledge with peers and school community.

GRADE LEVEL: Fifth Grade

ART FORM: Mixed Media Bookmaking and Illustration

INTEGRATED SUBJECTS: Literacy, Social Studies

Project Kick-off:

The project will begin with a visit from a guest speaker who will speak to the process and challenges of immigrating to a new country, reflecting on the push and pull factors, the journey and hazards, and culture shock.

Timeframe: 1 hour

Lesson 1: Introduction

Students will be given a brief walk through of the project, shown an example, and given a demo of the materials available: 1 hour

Lesson 2: Push and Pull Factors

Students will present the push and pull factors for their book: 1 hour

Lesson 3: Mapping the Trek

Students will create a small map to outline the journey: 1 hour

Lesson 4: Hazards of the Trek

Students will discuss the universal hazards of migration and present written and visual components to outline them: 1 hour

Lesson 5: Arrival

Students will create a book component to describe the arrival: 1 hour

continued...

Teaching Tips:

- Pre-teach the content so students are familiar or even experts when they start to create.
- Give each student one large manilla envelope to keep all work in progress and materials in throughout the project.
- Allow time to pause and reflect during each lesson.
- End each lesson with a reflection (wrap up) such as 'Rose and Thorn' and describe next lesson.

Lesson 6: Book Covers and Culture Shock

Students will find visually impactful imagery for their covers and create a book component to represent culture shock: 1 hour

Lesson 7: "About The Author" Page

Students will create an About The Author passport page: 1 hour

Lesson 8: Assembly

Students will assemble their books making sure pockets and cover imagery are complete: 1 hour

Celebration of Learning

Students will participate in an exhibit and gallery walk of their books and a sticky note critique of each other's work: 45min-1 hour

SEL LESSON CONNECTIONS

Side x Side's model of arts integration authentically aligns with Social Emotional Learning benchmarks through three primary developmental areas: self-management, self-expression, and relationship skills. During this arts integrated unit, students have a range of opportunities to notice and learn about themselves in new ways. Many project components involve communication and collaboration, developing a broader sense of social awareness and forging deeper relationships. Students gain valuable flexible and varied skills when approaching a core subject in a creative way. We strive to incorporate communication and community building skills in everything we do. We use group reflection or wrap ups at the end of each lesson to cement learning and foster continued curiosity.

Most classrooms have students with varying learning styles. This unit includes opportunities to strengthen fine motor skills, follow multi-step directions, practice new and core vocabulary terms and work collaboratively with peers. Please note, the lesson plan can be adapted in multiple ways and tips for differentiating the lesson are given throughout.

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LESSON 1: Introduction

MATERIALS

Per student:

- large paper for book body
- manila envelope
- pencils and erasers
- checklist for book

To share:

- watercolor pencils
- pencil sharpeners
- thin sharpies
- heavyweight oak tag cut to size
- small paintbrushes
- containers for water
- paper towels

VOCABULARY

comic drawing, sequential information, accordion book, watercolor pencils, blending, color mixing

LEARNING GOALS

Students will understand:

- How to fold an accordion book
- How to use watercolor pencils
- How to use different techniques to mix colors and create textures.

Timeframe: 1 hour

Students will be given a brief walk through of the project, shown an example, and given a demonstration of the materials available.

INSTRUCTIONS

Step 1: Introduction

Give a brief walk through of the project, show examples, and give a demonstration of the materials available. Have students choose the color of the paper for their books and fold the book structure. Give students a manilla envelope to keep all their materials in along with a checklist of the criteria for the book. Students can also brainstorm ideas and plan on the envelope. Go over the **criteria for the book**:

- Push and Pull Factors: why people leave.
- The Trek: map of the journey and watercolor detail of the landscape.
- Hazards: dangers of the journey, trek.
- Arrival: how did they enter the country?
- Culture Shock: definition and example.
- About the Author: passport.



Teaching Tips:

- Use watercolor pencils to blend and layer colors, then add water.
- When drawing, turn paper upside down to focus on shapes
- Cover up some of the paper, so there is less information to process.

Step 2: Materials

Demonstrate how to use watercolor pencils, create boxes for comic drawings, and allow for time to practice with materials.

Step 3: Fold Accordion Book Structure

Choose a color of pre-cut rectangular heavy duty paper. Turn the paper to a vertical orientation and fold the paper in half. Then fold each half to meet in the middle. Next, re-fold the center fold so the book makes an M or W-shaped accordion. There should be four panels in the book. Be sure each student writes their name in a lower corner of their folded book.



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LESSON 2: Push and Pull Factors

MATERIALS

Per student:

- pencils and erasers

To share:

- watercolor pencils
- pencil sharpeners
- thin sharpies
- heavyweight oak tag cut to size
- small paintbrushes
- containers for water
- paper towels

VOCABULARY

components, storyboard, guidelines, text boxes

LEARNING GOALS

Students will understand:

- How to create comic or graphic novel boxes with a ruler
- How to use watercolor pencils
- How to create mood through illustration.
- How to show sequential information through visual artwork.

Teaching Tip:

Set up a watercolor station with watercolor pencils, paintbrushes, water, and paper towels.

Timeframe: 1 hour

Students will present the push and pull factors for their book.

INSTRUCTIONS

Step 1: Introduction

Give students a choice of how they want to present the push and pull factors for their book: comic or graphic novel, newspaper, or diary/journal entry. Discuss how each style is used and can convey information. Discuss ideas and examples of different push and pull factors and show examples.

Teaching Tip: Push and pull factors are the reasons that cause people to leave their homes and migrate or immigrate elsewhere. They can include war, economy, government, jobs, safety, healthcare, education, opportunity, etc.

Step 2: Creating the Book Components

After deciding on their format, have students draw lightly with pencil and then go over their pencil lines with a sharpie. Once sharpie is dry, have students erase the pencil lines and smudges.

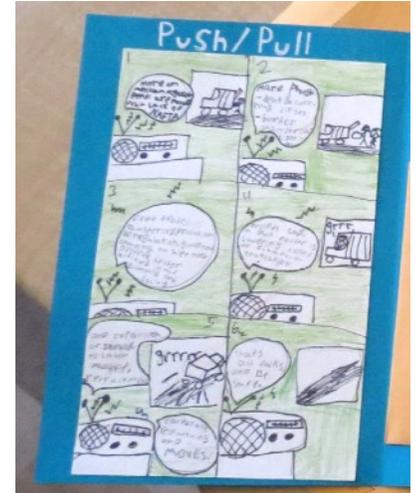
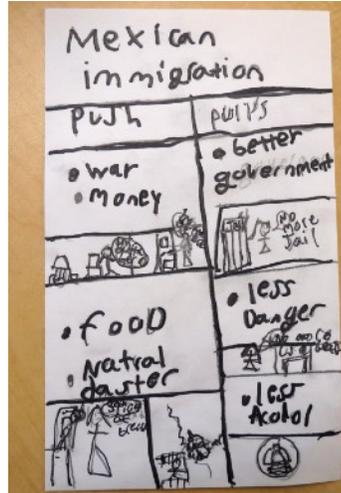
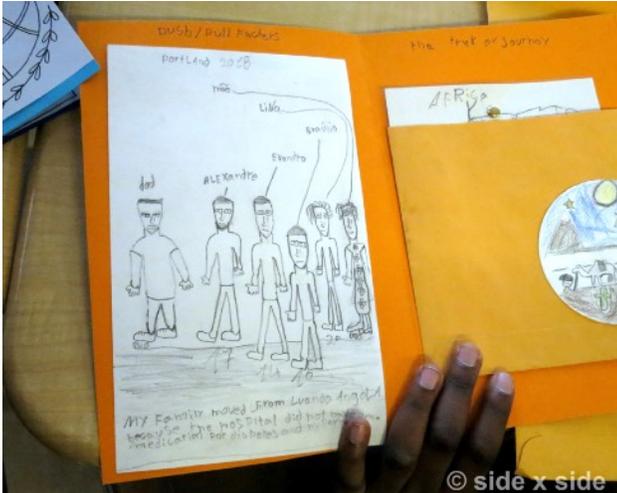
Drawing Tip: Draw light 'til you get it right!

Step 3: Adding Details

Students may add color and use the watercolor pencils at the watercolor station. Encourage careful work and invite students to pause and reflect on their work, ie: What is successful about this piece?

SEL SKILL: SOCIAL AWARENESS

is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. Choosing how to explain the push and pull factors of why humans migrate in a visual and narrative format requires students to understand a different perspective and or life experience than their own.





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LESSON 3: Mapping the Trek

MATERIALS

Per student:

- map paper cut to size (2 per student)
- acetate sheets cut to size of map (2 per student)
- hole-punched map paper and acetate in sets
- 5"x6" envelopes with the top third cut off
- watercolor paper circles (3" in diameter) at least one per student
- maps of the areas shrunk down to the correct size for reference

To share:

- pencils and erasers
- pencil sharpeners
- painters tape
- brass brads
- watercolor pencils
- paintbrushes
- water cups
- paper towels
- thin black sharpies
- thick sharpies in a variety of bold colors

VOCABULARY

landscape, terrain, background, middle ground, foreground, detail, acetate overlay, light source, value, tone, shade

LEARNING GOALS:

Students will understand:

- How to trace a map using a light source.
- How to label a map.
- How to draw on acetate with sharpie to create trek lines.
- How to assemble a map and acetate overlay.
- How to create foreground, middle ground, and background
- How to use watercolor pencils to create different value.

Timeframe: 1 hour

Students will create a small map to show the journey, the map will have an acetate overlay with the trek line drawn on with a sharpie. The map component will live inside of an envelope pocket in the book and have a small watercolor detail of the terrain glued to the envelope.

INSTRUCTIONS

Teaching Tips:

- Students must know the route of travel for their trek page before this activity, they should have researched the trek already and have a small map.
- **Classroom teachers need to provide the teaching artist with the maps that they students are using beforehand so that the teaching artist has time to shrink the maps to the correct size to be used in the book.**

Step 1: Introduction

Demonstrate the following:

1. How to trace the map using a light source.
2. How to create the trek line on an acetate overlay.
3. What kind of imagery belongs on the watercolor detail.

Step 2: Creating the Map

Students will either hand draw or trace a map of the area. The trek may travel through one or more countries, or continents. Students can create two maps if they like, one of a larger scale and one of the trek once they are in the new country. Students will trace the outline of the map and borders on the paper and then label them after.



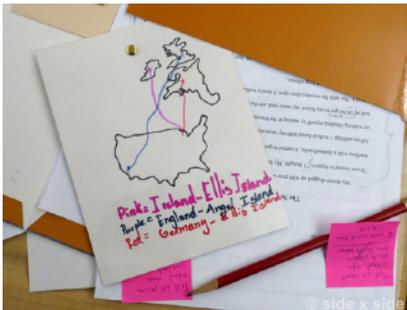
Step 3: Creating the Overlay

After students have created the map component and labeled the maps with pencil, they can trace over the pencil lines with thin sharpie. The acetate overlay will be attached to the map with a brass brad, allowing the overlay to be moved off the map if desired. The map paper and the acetate should be hole punched as a unit and kept in the envelope pocket when complete. Students may use the brass brad to attach the map and overlay when both are finished.



Step 4: Creating the Watercolor Circle

The detail of the landscape, or a 'close-up' look at a part of the trek, will be created on a circle of watercolor paper. The idea is to capture what it was like to have to travel through a particular environment; the watercolor circle represents a zoomed-in view of an area on the map. Students will choose a part of the landscape to draw (desert, mountains, the ocean, or if their trek was mostly by plane, they can draw a plane in flight).



Step 5: Materials

Demonstrate how to create foreground, middle ground, and background through values and details.

Step 6: Drawing

Begin with choosing the area students want to illustrate, use imagery so students have an accurate resource to use as a guide. Draw lightly with pencil first.



Step 7: Adding Color & Detail

Go over lines with a thin sharpie, and then use watercolor pencils.

Step 8: Assembly

Once the watercolor circles have dried, students can glue them onto the envelope pocket that contains the map components.



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LESSON 4: Hazards of the Trek

MATERIALS

Per student:

- pencils and erasers

To share:

- examples of old postcards
- paper cut to different sizes (postcard, comic/graphic/diary entry)
- thin black sharpies
- watercolor pencils
- paintbrushes
- water cups
- paper towels
- pencil sharpeners

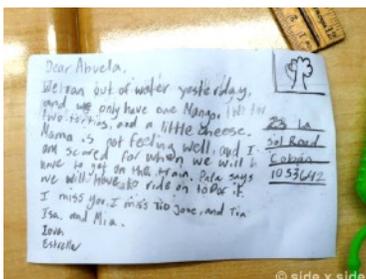
VOCABULARY

imagery, setting, design, blending, layout

LEARNING GOALS

Students will understand:

- How to convey meaning and mood through visual artwork.
- How to create a postcard.
- How to combine illustration with some text.
- How to create a diary entry.
- How to create a letter.



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Timeframe: 1 hour

Students will discuss the universal hazards of migration.

INSTRUCTIONS

Teaching Tip: Students need to have researched the hazards of their trek before the session.

Step 1: Introduction

Discuss some universal hazards of immigration and migration journeys. Hazards of the journey or trek might include: violence, drugs, theft, personal injury, getting lost, lack of food and water, war, environmental dangers, or health. Discuss the options for how students can present the hazards of the trek for their book and give a quick demo of the materials available.

Step 2: Choosing the Format

Have students choose how they want to present the hazards of the trek. They can write a diary entry, a letter, or a postcard. They can create a comic/graphic-novel-style drawing or an illustration with a little bit of writing. Discuss how each choice conveys information, show examples of old postcards, highlighting the format, the amount of writing, etc. Go over how to create mood through color choice, illustration, style of narrative writing illustrations, the style of narrative writing, and how to put the reader into the situation of the person on the journey.



Step 2: Creating the Book Component

Have students decide on the format for their book component and then draw lightly with pencil. They should then go over their lines with a thin sharpie and erase all pencil lines and smudges. Next, have students add color using the watercolor pencils at the watercolor station.

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LESSON 5: Arrival

MATERIALS

Per student:

- pencils and erasers

To share:

- graph paper cut to size
- ledger paper cut to size
- double-sided card stock cut to size
- glue sticks
- double-sided sticky tape
- long handle stapler
- white gel pens
- watercolor pencils
- thin black sharpies
- pencil sharpeners

VOCABULARY

text box, speech bubble, font, layout design

LEARNING GOALS

Students will understand:

- How to fold paper to create a journal.
- How to create text bubbles.
- How to assemble a journal.
- How to use a white gel pen.



Timeframe: 1 hour

Students will create either a text message thread or small journal that describes the arrival of how they entered the country.

INSTRUCTIONS

Step 1: Introduction

Give students a demonstration on how to create a visual representation text message or a small journal. Both options will live inside of a pocket, creating an interactive component of the book. Discuss what kind of information will go into the journal and the text messages. Who will they be texting? Is it a group text? Have students choose the color paper for the journal, text, and pocket.

Step 2: Creating Phone/Journal

Have students use graph paper or ledger paper for the inside of their phone or journal. Demonstrate how to glue the paper into the phone and draw the text bubbles, using the grid and/or boxes on the paper as a guide. Students can also create several pages in the journal and use a long-arm stapler to staple the paper in the center of the journal, or just have one piece of paper glued inside to create two pages.

Step 2: Adding Text

Have students create the text bubbles in pencil first and then trace over them with thin black sharpie. Students can also color in the text bubbles or the space around the texts with colored pencils. Journal writing does not have to be copied over in sharpie, it can be left in pencil.

Step 4: Adding Decoration

After students have worked on the content inside the phone or the journal, have them spend time decorating the outside of both.

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LESSON 6: Book Covers and Culture Shock

MATERIALS

Per student:

- pencils and erasers

To share:

- examples of powerful imagery
- example of vellum
- oak tag paper cut to size
- pencil sharpeners
- thin black sharpies
- watercolor pencils
- paintbrushes
- water cups
- paper towels
- white gel pens
- glue sticks
- definition of culture shock typed, printed, and cut to size to fit into books

VOCABULARY

powerful imagery, format, overlay, components

LEARNING GOALS

Students will understand:

- How to choose a powerful image.
- How to create a powerful title.

Timeframe: 1 hour

Students will find visually impactful imagery for their covers and create a book component to represent culture shock.

INSTRUCTIONS

Teaching Tip: The definition of Culture Shock: The feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar way of life or set of attitudes.

Step 1: Introduction

Discuss the meaning of culture shock. Give students three options to depict culture shock: comic or graphic novel style drawing, narrative writing with some imagery, or illustration with some writing. Brainstorm ideas together and how to represent them.

Step 2: Writing or Gluing

Demonstrate where the definition of culture shock will go on the page. Have students use white gel pen to neatly write the definition on the top of the book page itself, or use a typed version that will be glued into the book page.

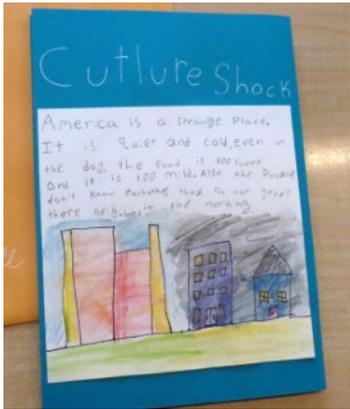
Step 3: Drawing

As students begin to make their culture shock component, remind them to draw lightly with pencil then go over pencil lines with a sharpie. Have them erase pencil lines and smudges before adding color.

Step 4: Choosing Book Cover Image

Show example of the book cover. Discuss what makes a powerful image to use on the book cover. The image will be printed in color and then covered by a vellum overlay with the title printed on it. Have students choose an image relevant to the content in the book and create a title for the book. They must get approval for both the title and image.

Teaching Tip: Have classroom teacher set up a Google Doc for students to put their images and titles into. Then have the classroom teacher share the document with the Teaching Artist for printing. Students should be allowed a few days to choose images and titles.



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LESSON 7: "About The Author" Page

MATERIALS

Per student:

- pencils and erasers

To share:

- double-sided card stock cut to size
- pencil sharpeners
- thin black sharpie
- glue sticks
- watercolor pencils
- water cups
- paintbrushes
- paper towels

VOCABULARY

portrait, scale, proportion, texture, line, blending

LEARNING GOALS

Students will understand:

- How to fold the passport.
- How to assemble the passport.
- How to fill in information on the passport.
- How to draw a small self portrait.



Timeframe: 1 hour

Students will create an "About The Author" passport page.

INSTRUCTIONS

Step 1: Introduction

Introduce the "About the Author" component of the book which will be a school "passport" that demonstrates the diversity of where the students were born (it is deliberately designed without a country on the outside in order to focus only on the school community).

Step 2: Creating Passport Pages

Have students choose what color paper they would like to use for their passport. Give each student a passport cover page and interior page. Demonstrate how to fold the paper and where to glue each component.

Step 3: Adding Information

Demonstrate how to fill out the inside of the passport including: name, place of birth, and residence, and have students add their information.

Step 4: Creating Self-Portrait

Have students draw a small self-portrait for their passports using pencil (similar in size to a passport photo). Then have them use colored pencils to add color.

Teaching Tip: Use multicultural color pencils with a variety of skin tone colors to choose from.

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LESSON 8: Assembly

MATERIALS

Per student:

- pencils
- cover images cut to size
- vellum title pages printed and cut to size
- hole-punched cover image and vellum together

To share:

- double-sided sticky tape
- card stock cut to size for pockets
- glue sticks
- extra component pieces from each part of the book, just in case
- watercolor pencils
- thin black sharpies
- white gel pens
- paintbrushes
- water cups
- paper towels
- brass brads
- double-sided card stock cut to size for cover page
- hole punch

VOCABULARY

coming soon...

LEARNING GOALS

Students will understand:

- How to assemble the book, page by page.
- How to create a pocket to hold the phone, journal, or postcard.
- How to create the heading on the top of each page.
- How to assemble the cover image and title page.

Timeframe: 1 hour

Students will assemble their books making sure pockets and cover imagery are complete.

INSTRUCTIONS

Teaching Tips:

- Hand out the book covers individually once each student has completed all other book components.
- Have students keep all book components inside their manila envelopes.
- Keep a checklist in each manila envelope listing all the components of the book for reference.

Step 1: Introduction

Demonstrate how to assemble the book, making a pocket for the journal or phone, labeling each page with gel pen, and emphasizing the order of the components. Let students know that the final piece of assembly is the cover of the book.

Step 2: Choosing Card Stock

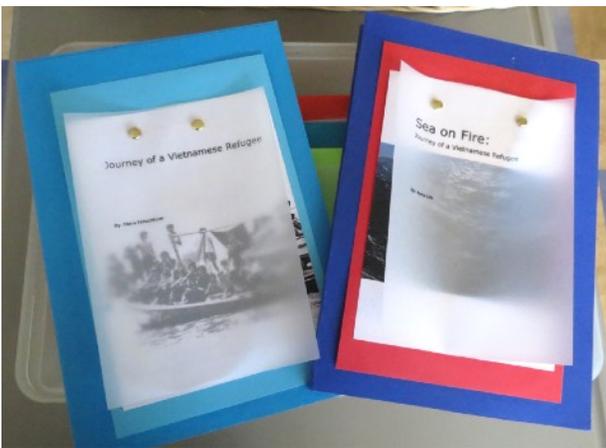
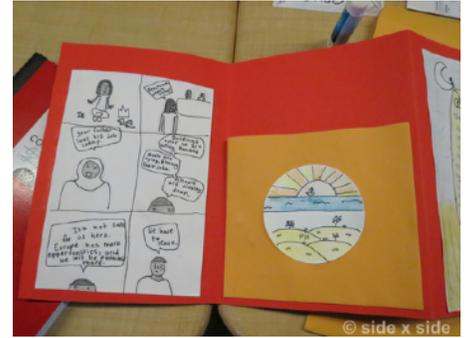
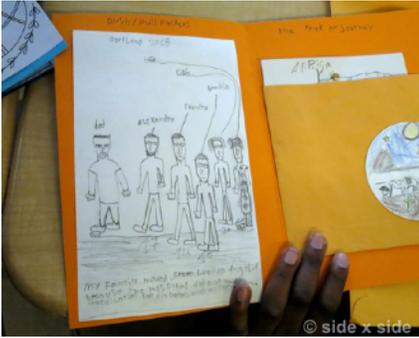
Have each student choose a piece of colored card stock to add to the cover of their book to frame the cover image and title.

Step 3: The Cover

Have students fasten the cover image and title page together using two brass brads. Then glue them into the book cover.

SEL SKILL: SELF MANAGEMENT

is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. Assembling the book takes time, patience, and attention to design and layout. Students need to use their time effectively to make sure that all their components are glued into their books with craftsmanship and thoughtful design. Being able to think clearly, manage emotions, and problem solve when unexpected problems arise are important skills for students to be developing.



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CELEBRATION OF LEARNING

Timeframe: 30 – 45 minutes

Students will teach their peers and community about human migration using their books as a visual aid.

Students will have an opportunity to celebrate their work and share their books with teachers, parents, school community, and peers. This event is an important component of the unit giving students an opportunity to reflect on their success, share their knowledge, and receive positive feedback on their hard work. Teaching artists and classroom teachers design this component to meet the needs of the students and school community.

Celebration Suggestion:

Gallery Walk

Set up completed books in a common space where there is enough room to walk around the books and see them all clearly. Invite other grades, classes, school administration, families, and community partners. Before the gallery walk begins, take time to reflect on the program with students and teachers. This could be a round of “Rose, Bud, Thorn” and should remind students of all they’ve accomplished. Review art and classroom content and ask students to spend time using their observation skills to view each other’s work, noticing different approaches taken to create book components. Use the sticky note critique method for students to give and receive constructive positive feedback on their work.

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Lesson Modifications and Extensions

Tunnel Books

Tunnel books can be used to convey one aspect of immigration or migration. Tunnel books create a narrative scene demonstrating one of the following push and pull factors: the trek, hazards, arrival, or culture shock. Have students draw choosing one of these formats: a graphic or comic, a landscape, the scene from inside of a dwelling, a mode of transportation, or a map. Detailed drawings, text boxes, speech bubbles, etc. help to convey information. Students can also add imagery to the outside of the front cover frame to create depth and provide more information.



COMMON CORE STATE STANDARDS
corestandards.org

Reading Standards for Informational Text:
CCSS ELA literacy RI 3.1-3.10

Writing:
CCSS ELA literacy W 3.1-3.10

Speaking and Listening:
CCSS ELA literacy SL 3.1-10

Vocab Acquisition:
CCSS ELA literacy L3.1-10

Math, measurement and Data:
CCSS MATH CONTENT 3MD A 1-4

21st CENTURY STUDENT OUTCOMES
p21.org

21st Century Interdisciplinary Themes:
Environmental Literacy
Global Awareness
Financial, Economic, Business and
Entrepreneurial Literacy
Civic Literacy

Learning and Innovation Skills:
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration

Information, Media and Technology Skills:
Information Literacy

Life And Career Skills:
Social and Cross-Cultural Skills
Leadership and Responsibility

NATIONAL CORE ART STANDARDS
nationalcoreartsstandards.org

Anchor Standard 1: Generate and conceptualize artistic ideas and work. VA: Cr1.1.5a, VA: Cr2.1.5a

Anchor Standard 2: Organize and develop artistic ideas and work. VA: Cr3.1.3a

Anchor Standard 3: Refine and complete artistic work. VA: Cr3.1.3a

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. VA:Pr5.1.3a

Anchor Standard 6: Convey meaning through the presentation of artistic work. VA:Pr6.1.3a

Anchor Standard 7: Perceive and analyze artistic work. VA:Re.7.1.3a

Anchor Standard 8: Interpret intent and meaning in artistic work. VA:Re8.1.3a

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. VA:Cn10.1.3a

NEXT GENERATION SCIENCE STANDARDS

Earth's Systems: 3-ESS2-2, 3-ESS3-1

CASEL SOCIAL EMOTIONAL LEARNING SKILLS

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. casel.org

- Self Management
- Self-Awareness
- Relationship Skills
- Responsible Decision-Making