



Please Visit: 21st Century WPA travel posters
July 27, 2018

Inspired by the Works Progress Administration travel Posters from the Great Depression students will Make a Reduction block print that creatively incorporate text and imagery in a united composition to positively promote a location of significance to them.

Overview

Student Objectives

List the bulleted goals/objectives behind your lesson plan

Students will:

- Use the historical art styles, customs, and elements of a geographical location to create a contemporary composition that encapsulates the place.
- Creatively combine text and imagery in a United Composition
- Create a successful 3 color harmony reductive block print

Grade level

9-12

Curriculum area

Example: Language Arts

Art: Creative Design

Materials

Pencil, paper, computer, Linoleum, gouges, ink, brayer, plate, newsprint, tracing paper, marker, erasers

**Standards****Learning Standards by State**

Explain in bullet points how each of the Objectives align with state learning standards

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

-Unity and Balance will be emphasized in the design process

E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

- Their place of location is their theme represented in the work

F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

-Students must research cultural and stylistic history of the location

H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

-Through the block printing process

J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

-comparison of the printing process of WPA posters to modern technologies

9.2. Historical and Cultural Contexts

G. Relate works in the arts to geographic regions:

- project must reflect a specific place

H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

- Referencing the works of Katherine Milhous

9.4. Aesthetic Response

B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

- Discussion of the different style choices relative to each location

Recommended time frame overview

Example: 6 sessions: 1 30-min group intro / 5 30-min computer-based activity sessions / 1 30-min group wrap-up List the procedure and

Lesson within the "Graphic Design" Unit:

Classes are intro high school Creative Design Class:

Daily 42 minute classes



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<i>resources for– bullet points with resource links for each sessions:</i>	
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Session One:	<p>Poster designs:</p> <ul style="list-style-type: none"> -Discuss with a partner what Posters are used for and what makes them effective. Record conversations. -Group discussion using example posters (Topics to cover) <ul style="list-style-type: none"> - Legibility - Unity of text and possible imagery - Emphasis and Balance with words and imagery - -Intro WPA posters with powerpoint: http://www.postersforthepeople.com/wpa-poster-history.html <ul style="list-style-type: none"> - Discuss print making then vs. Now - Partner Exchange: Relate them to their current time period vs. contemporary (technologies) what do they relate them to? <ul style="list-style-type: none"> - No social media to spread the word on issues - similar to billboards <p>End with</p> <ul style="list-style-type: none"> - Travel Posters http://theheadsofstate.com/work/travel-posters/ <ul style="list-style-type: none"> -What imagery did artists choose to use? -Color choices? Why limited colors? -Text relative to imagery -Katherine Milhous vs. German Frakturs <p>Exit Ticket: On notes from discussion, write favorite poster reviewed and what about it they liked best.</p>
Session Two:	<p>In ticket:</p> <ul style="list-style-type: none"> - Where do they desire to travel and why? - What place(s) in the world do they most connect to? <p>Share answers:</p> <p>Do a group brainstorm for a Travel Poster for the High School:</p> <ul style="list-style-type: none"> -Individual Brainstorms which include the following questions (computers available for research): <ul style="list-style-type: none"> - Place of interest - Historical style - What do they relate to from the location? - List style, music/dance, food, religion, landmarks - Imagery related to the above - Colors - Possible slogans - 4 thumbnails of 4 different concepts from that place



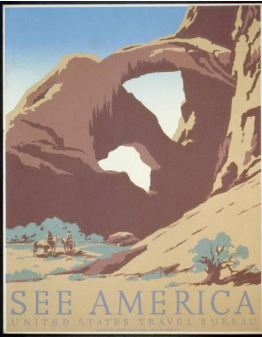
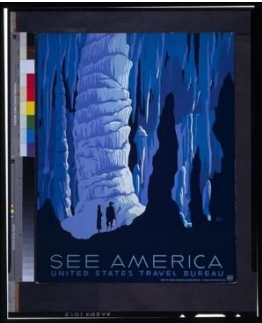
	Finish with a idea exchange
Session Three:	<ul style="list-style-type: none"> - Demonstrate how to take one overall idea (words and imagery) and plan out how to create different compositions using the idea. - Students will take their favorite thumbnail and draw out 4 more thumbnails playing with text vs. imagery - Then begin drawing out final larger rough draft from their favorite
Session Four:	<p>-Block printing intro and demo (this will allow those still working on complete rough draft to plan accordingly and finish their all their brainstorming for homework)</p> <p>https://www.youtube.com/watch?v=0p9nWlcHtCE</p> <p>https://www.youtube.com/watch?v=Rj-uJv35pOc</p> <ul style="list-style-type: none"> -Printing on the relief (carved areas blank) - separating color, and color order -graphic style -direction of cuts -Text will be backwards -Transferring design onto block -SAFETY!- materials, bench hook, gouges -Do practice with letter on an eraser Exit ticket- stamp their letter on a paper
Session Five:	<p>-Demonstrate and have students:</p> <p>Use tracing paper to plan out what part of linoleum should be cut for each color (3 pieces of tracing paper)</p> <ul style="list-style-type: none"> -Transfer design onto block
Session Six- Fourteen:	<ol style="list-style-type: none"> 6. Students cut out whites 7. Registration demonstration and labeling (to keep track which order they were printed in) <ul style="list-style-type: none"> - Print 1st color 8. Carve away lightest colored areas 9. Print 2nd color 10. Carve away medium value 11. Print final color 12. Organize prints 13. Evaluation <ul style="list-style-type: none"> - Students answer questions based on performance <ul style="list-style-type: none"> -How does your design relate to historic style of the place? - what imagery did you chose to represent the place and why?





	<ul style="list-style-type: none"> - How does your text and imagery Unite? - What color harmony did you chose and why? -What is most successful about your piece and what would you alter about it? 14. Group Critique <ul style="list-style-type: none"> - which posters convince you most to go there? -What about it? Following with: - Most interesting use of text? - Most united? composition
Evaluation	
<i>Note the rubric which will help you evaluate/grade your students</i>	<ul style="list-style-type: none"> • Students will be evaluated using.... <p>Design reflects attributes of the place (10)</p> <p>References historical style of location (10)</p> <p>Design has personal and contemporary elements (10)</p> <p>Typography- word style reflect concept and images well (10)</p> <p>Composition:</p> <p>Unity- do the placement of the words and images relate (10)</p> <p>placement on images and color bring everything together (10)</p> <p>Color – Do the colors reflect a specific color scheme (10)</p> <p>Craftsmanship-</p> <p>Accurate registration with clean borders (10)</p> <p>Appropriate use of tools and materials (10)</p> <p>Clearly inked quality prints (10)</p>
Additional Resources	
<i>List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration</i>	<p>http://theheadsofstate.com/work/travel-posters/</p> <p>http://www.postersforthepeople.com/wpa-poster-history.html</p> <p>https://www.youtube.com/watch?v=0p9nWlcHtCE</p> <p>https://www.youtube.com/watch?v=Rj-uJv35pOc</p>
Accommodations	
<i>Note any accessibility options that might be applied to address student needs</i>	<p>To accommodate certain students,</p> <ul style="list-style-type: none"> - Styrofoam will be used in place of linoleum - Stencils are available and use is allowed






Primary Sources from the Library of Congress

Image Thumbnail	Description	Citation	URL
	<p>Summary: Poster for the United States Travel Bureau promoting tourism, showing two cowboys on horseback by stream near desert rock formation.</p> <p>Contributor Names: Nicholson, Frank S., artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943</p>	<p>https://www.loc.gov/item/93505613/</p>
	<p>Summary Poster for the United States Travel Bureau promoting tourism, showing two people in caverns.</p> <p>Contributor Names Dux, Alexander, artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/96503125/</p>


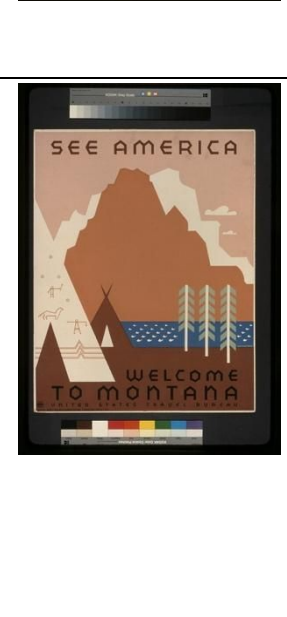


	<p>Summary Poster promoting Lancaster County, Pennsylvania, showing an Amish couple.</p> <p>Contributor Names Milhous, Katherine, 1894-, artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98518749/</p>
	<p>Summary Poster promoting Pennsylvania, showing head-and-shoulders portrait of a woman in eighteenth-century costume against a background of fraktur.</p> <p>Contributor Names Milhous, Katherine, 1894-, artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98518752/</p>

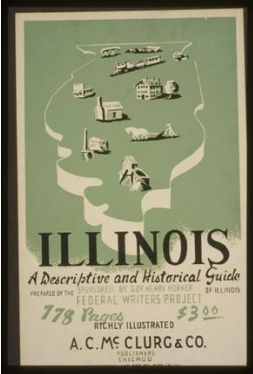


	<p>Title Pennsylvania The little red schoolhouse // Katherine Milhous.</p> <p>Summary Poster promoting Pennsylvania, showing children from a religious community attending school.</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98518751/</p>
	<p>Summary Poster promoting the Ephrata Cloister, Lancaster Co., Pa., showing two angels dropping flowers on the community.</p> <p>Contributor Names Milhous, Katherine, 1894-, artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98518747/</p>
	<p>Summary Poster promoting Puerto Rico for tourism, showing view of park with palm trees.</p> <p>Contributor Names Nicholson, Frank S., artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98518614/</p>



	<p>Summary Poster for Federal Theatre Project presentation of "Goodbye Hollywood" showing two men prepared for travel.</p> <p>Contributor Names Federal Theatre Project (U.S.), sponsor</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98519053/</p>
	<p>Summary Poster for United States Travel Bureau promoting travel to Montana, showing Indian encampment next to lake.</p> <p>Contributor Names Rothstein, Jerome Henry, 1918-, artist</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98518516/</p>



	<p>Summary Poster for Federal Writers' Project advertising "American Guide Series" volume on Illinois, showing outline of map of the state.</p> <p>Contributor Names Federal Writers' Project, sponsor</p>	<p>By the People, for the People: Posters from the Wpa, 1936 to 1943 (931)</p>	<p>https://www.loc.gov/item/98507272/</p>
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