

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 9

## Topics:

**Journal Writing  
Transitioning to Print  
Block Print**

## Outcomes:

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will compare the ease and quickness of block print to calligraphy.  
Students will strategize to create printed text in the fastest way.

## Materials:

Writing journals  
LCD projector  
Chart paper  
Post-its  
Hole punch  
String or Yarn  
Calligraphy pens ( one set per student)  
Practice paper  
Calligraphy paper (for their book)  
Stamp sets  
Ink pads

*PRINTING TRANSFORMS KNOWLEDGE* Teacher Guide

**BOOKS:** class set of...*Calligraphy for Kids* by Eleanor Winters

**HANDOUTS:** *PRINTING TRANSFORMS KNOWLEDGE* Study Guide (in students' folders)  
*PRINTING TRANSFORMS KNOWLEDGE* Quiz #3

**New Vocabulary:** *no new vocabulary*

## **Sequence of Events:**

### **I. Journal Writing (15)**

1. Prompt:

**What do you think of how the world changed  
due to the printing press?**

### **II. Printing Transforms Knowledge Quiz #3 (30)**

1. Ask students if there are any questions about Parts 4 & 5 of the documentary and # 37 - 45 on the study guide.
2. Allow time for students to complete Quiz #3.

**HANDOUT: Printing Transforms Knowledge Quiz #3**

3. Review answers to the quiz.

### **III. Printing (80)**

1. Tell students that today they will be experiencing the differences between using print letters and using calligraphy.
2. Give students their printing sets and show them how to use the inkpad and stamp the letters. Tell students they will be comparing the difference between calligraphy and stamp printing by two competitions:

#### **Competition #1 (35)**

Divide the class into two teams. One team is the print team. The other the calligraphy team. When you say "Go," allow students fifteen minutes to create the alphabet (letters in sequence) as many times as possible until you say, "STOP." Now switch materials, so that the calligraphy team is now the print team and vice versa. Again time students for fifteen minutes. At the end of this time, count how many times the alphabet was completed in calligraphy and how many times the alphabet was completed in print. PRINT should be the winner.

### Competition #2 (35)

Tell students that early printmakers held competitions to see who could print the fastest. Divide students into teams of 2,3,4 or 5. Allow ten minutes for students to brainstorm and strategize how they might create the alphabet even faster with the blocks (ex.: Tape blocks together, assembly line). When You say, "Go," allow fifteen minutes for all teams to create as many block print alphabets as possible. At the end of fifteen minutes, stop the groups and discuss how the winning group was able to achieve such success.

### **IV. Preparing for the Book Fair (60)**

1. Explain to students that at the end of the next session, they will be displaying their books for others to view. The invited guests will be encouraged to ask questions about the books and about what students have learned in class thus far. Brainstorm with students a list of possible questions for which students can prepare answers.
2. Students continue working on their grandparent books, enhancing them with creative use of block print letters.
3. Block print might also be used to create invitations, programs, or posters for the Book Fair.

### **V. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:

**What are the main differences between using print  
and using calligraphy?**

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.