

# Multicultural Journals

Grade Level: 2-6

## Description:

Using the Cover-Up Sketchbook, your students can create a journal/sketchbook that reflects any culture you or their social studies teacher wishes to focus on. They will use symbols from the culture they choose to represent on the covers for their journal. The process described in this lesson involves printing Mayan symbols on the front of the book. Other approaches could be used, including covering the book with some of our pre-printed multicultural papers.

## Objectives:

- Students will learn a simple book-covering and binding process.
- Students will learn two simple printmaking processes to decorate the book.
- Students will explore Mayan symbols and pick from them elements for an effective design.

## Materials:

Cover-Up Sketchbooks, Pkg. of 6, 5-1/2" x 9-1/2" (405443-705)  
School Smart Kraft Paper, 100-Sheet Pkg., 12" x 18" (086642-705)  
Yes! Paste Glue, 16-Oz. Jar (401632-705)  
Scratch-Foam Board Printing Plates, Pkg. of 12, 9" x 12" (406541-705)  
Mastercarve Classroom Pack, Pkg. of 27, 1-1/2" x 1-1/2" x 3/4" (402627-705)  
Linoleum Cutter Handles (380969-705)  
Speedball Linoleum Cutters, 5-Blade Assortment (407536-705)  
Stack-A-Pad Washable Stamp Pads, 12-Color Set (443525-705)  
OR Inks and a Brayer as below  
Sax True Flow Block Printing Ink, 5-Oz. Tube, Red (461945-705)  
Sax True Flow Block Printing Ink, 5-Oz. Tube, Blue (461918-705)  
Speedball Soft Rubber Brayer, 2" Wide (216486-705)  
Raffia, 1-Lb. Pkg., Red (245655-705)  
Jumbo Glass Bead Assortment, 4-Lb. Pkg. (461102-705)

## You will also need:

Scraps of thin but strong and flexible paper  
Scratch paper  
If using block printing ink, a surface to roll out the ink on, such as a cookie sheet  
Pencil  
Scissors  
Scraps of mat board cut into 1" x 5" strips to use as paste spreaders  
Masking or cellophane tape  
Basic paper punch

## Directions:

1. Discuss the artifacts of the culture being studied. Find visual symbols of that culture: the writing; commonly used religious symbols; common decorative patterns for architecture, jewelry and fabric and so forth. Develop small sketches of at least three of these symbols on scratch paper. Set aside.
2. Cut enough of the Kraft Paper into 7-1/2" x 11-1/2" pieces to give each student two pieces. Distribute them to students.
3. Distribute two of the 1-1/4" wide cardboard strips of the Cover-Up Sketchbooks and two of the 8" x 5-1/2" cardboard pieces to each student.
4. Distribute two 1" strips of the strong but flexible and thin paper to each student.
5. Lay the 1-1/4" x 5-1/2" strips of cardboard next to the 8" x 5-1/2" pieces. Line up the 5-1/2" edges on both sets of pieces so that the top and bottom edges of both pieces of each set are perfectly even. Space them a little less than 1/4" apart.
6. Spread Yes! Paste on the 1" strips of paper. Adhere each one of them to one of the sets of cardboard pieces so that they form hinges between the 1-1/2" punched pieces and the 8" x 5-1/2" pieces. (See Diagram 1.) Repeat for the other set.
7. Lay the hinged sets of cardboard on the pieces of Kraft papers so that there is 1" border all around the cardboard. Use a pencil to trace around the cardboard on the paper and set the cardboard aside.
8. Trim the corners of the papers diagonally about 1/4" away from where corners of the cardboard are outlined.



9. Spread a thin coat of Yes! Paste on the marked side one of the pieces of Kraft paper.
10. Lay a hinged set of cardboard pieces within the markings on the paper that has the paste on it.
11. Carefully turn over and rub over the paper so the paper adheres to the outside of the cardboard.
12. Flip over and fold in the diagonally cut corners, and then fold in the sides, the top and the bottom of the Kraft Paper. (See Diagram 2)
13. Repeat steps 8-11 for the other cover.
14. Re-punch holes with paper punch where the Kraft Paper has covered them.
15. Cut the Scratch-Foam Board into 3" squares. Give two or three to each student.
16. Referring to the sketches in step one, develop two or three designs on scratch paper that will be printed on the front cover and that are each smaller than 3" square. Remember your design will reverse when printed.
17. Tape each design to a separate 3" square piece of Scratch Foam and go over your lines with a dull pencil.
18. Remove the paper design and incise your lines more deeply into the Scratch Foam.
19. You may wish to trim the Scratch Foam pieces to other simple shapes.
20. Decide how these Scratch Foam designs will be arranged on the front cover.
21. Orient one of the covers with the punched holes on the left, and with the covered side up.
22. Using either the ink pads (which will print rather faintly), another type of ink pad, or the ink and brayer combination, ink up your designs.
23. Do a couple of test prints, inking with each new printing. Then ink up the designs again and carefully lay them, ink side down, where you wish to print them on the cover and rub on the back of the designs. Repeat if necessary.
24. To print the corners of your pages, select another design and reduce it to about 1" square. Scribble on the back of it with graphite pencil. Lay it face up on a Mastercarve Block. Go over the design with the pencil or a ball point pen. The design will transfer lightly. Use the linoleum carving tools to carve away what you do not wish to print and leave in the areas that you wish to print.
25. Ink up the block as above.
26. Print the block design on the bottom left corner of the paper provided for the Journal/Sketchbook. Print only as many papers as you wish to use. Set aside to dry.
27. After the cover and pages are dry, assemble the book, lining up all of the holes on the left-hand side.
28. Bind the book with fibers of some type. The example was bound with several strips of raffia and beads were added for interest.

**National Standards:**

Content Standard #1: Understanding and applying media, techniques and processes.

Grades K-4: Students use different media, techniques and processes to communicate ideas, experiences and stories.

Grades 4-8: Students select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.

Content Standard #4: Understanding the visual arts in relation to history and cultures.

Grades K-4: Students know that the visual arts have both a history and specific relationship to various cultures.

Grades 4-8: Students analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.