LASTING IMPRESSIONS

A nexus of history, art and technology

Curriculum, Teacher Guide Lesson Plans

Compiled by Erica L. Garcia Palace of the Governors with Beth Maloney
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“Lasting Impressions” Exhibit and Educational Programming Curriculum and Guide

WHAT IS “LASTING IMPRESSIONS”?

“Lasting Impressions” takes you on a journey across two centuries of literary history to introduce the artisan printers of the private press movement through their work, the tools of their craft, and their vision. Beginning with the arrival of New Mexico’s first press in 1834, the story follows a trail of printed treasures up to the present. Web pages display text that outlines how the influences of five different historical periods shaped content and how the unique talents of a handful of individuals brought artistic form to the book.

REASON FOR THE PROJECT “LASTING IMPRESSIONS”

This innovative web and curriculum project will reconnect New Mexicans to an important but little known aspect of their literary history and artistic heritage. “Lasting Impressions,” web and curriculum will help to develop student interest in contemporary writing by introducing them to a love of books and literature through the little-known world of private presses, a world populated with its own cast of characters, language, and combination of artistry and technology.

HISTORY IN “LASTING IMPRESSIONS” ON-LINE EXHIBIT

• A definition of a private press and an understanding of the types of individuals who established publishing ventures, their motivations, and their level of personal involvement in the production process.
• A historical overview of the private press movement in New Mexico, its relationship to similar endeavors throughout the rest of the country and world, and its importance to maintaining freedom of expression.
• An understanding of those qualities that have attracted and nourished a healthy environment for independent publishers and diverse points of view in New Mexico history.
• An appreciation of various private presses—fine arts, literary, educational, hobby, poetry, and those that cross categorical boundaries—and the wide array of handmade fine art, literary, and educational books.
• A basic knowledge of the laborious, mechanical process of producing a handmade book—design, typography, printing, binding—and the effect of particular choices on the end product.

COMMUNITY, STATE AND NATIONAL IMPACT

When communities lose their connection to their historical and cultural roots, they lose a part of their shared memory and cultural identity. These values link individuals and communities to the outside world, and provide broad perspectives needed to respond to demographic changes, economic trends and technological advances. “Lasting Impressions” web and curriculum works to reconnect communities to their historic, artistic and literary heritages.

Museum educators led the development of this comprehensive curriculum including hands-on activities for children and families.

Our partners for developing statewide outreach around the “Lasting Impressions” theme include the New Mexico State Library and the Museum Outreach Department’s Van of Enchantment.

HTTP://WWW.PRIVATEPRESS.ORG

This exhibition reaches out beyond the museum walls via an interactive website that will include:
• An on-line exhibit with many of the objects on display at the Palace.
• The Virtual Print Shop, where you can set your name in type.
• The Cuadernos de Orígrphie, with pages you can turn yourself.
• Links to our partners who are helping to take the story of “The Private Presses of New Mexico” to all of New Mexico.
• This curriculum packet for the teachers of New Mexico.
• A link to the Institute of Museum and Library Services, a federal grant-making agency dedicated to creating and sustaining a nation of learners by helping libraries and museums serve their communities.

This curriculum packet, programming and exhibit is made possible by the Institute of Museum and Library Services.
**GOAL**

To have students develop a hands-on appreciation for books, their variety, the information, and the leisure they provide. To identify individuals of importance to New Mexico’s Printing Press history and the impact on their communities.

**STUDENT LEARNING**

Students will examine a variety of books and learn to identify the various parts of a book, how they are assembled and the kinds of information they provide. Students will learn about important figures in the history of New Mexico Private Presses.

**PROCEDURE**

1. **Discussion** with students on “What is a book?” Question and answer period. Ask individual students why books are important to them and others.

   Books should be passed around during the discussion.

   - What is a book?
   - What makes a book a book?
   - Does it have to have pages to be a book?
   - What were the first books made of?
   - How are books made?
   - Why were books so rare in our past?
   - Why are books more available today?
   - Why are books considered works of art?
   - What would it be like to be unable to read?
   - What reasons would there not to be able to read to read?

2. **Discussion** important individuals in the history of private presses in New Mexico.

   - Padre Antonio José Martínez (1793–1867):
     - Born in Abiquiu, NM.
     - Champion of the poor; brought education to New Mexico.
     - Was responsible for the first printed books in the New Mexico.
     - His books were used to teach boys and girls how to read and write in Spanish.
     - One was the Cuaderno de Ortografía.
   - John Menaul (in NM starting 1877):
     - New Mexico publisher of trilingual works, in English, Spanish, and Keres.
     - A poet, writer, publisher, humorist.
     - His press was known as the Laughing Horse Press.
     - Liked to work in his swimsuit.
   - Rini Templeton (in NM 1950s–1974):
     - Publisher and illustrator. She worked to promote social justice (ought to protect people who were being treated badly).

3. **Extention** Students will create hands-on pop-up cards.

   a. **Materials:**
      - Blank sheet same size as template
      - Glue stick or tape
      - Coloring pencils, crayons, pens or materials for collage

   b. **Procedure:**
      - Students will examine a variety of books and learn to identify the various parts of a book, how they are assembled and the kinds of information they provide.
      - Students will learn about important figures in the history of New Mexico Private Presses.
      - Students will create hands-on pop-up cards.

4. **Extension:** Students will create hands-on pop-up cards.

   - **Materials:**
     - Blank sheet same size as template
     - Glue stick or tape
     - Coloring pencils, crayons, pens or materials for collage

   - **Procedure:**
     - Students will examine a variety of books and learn to identify the various parts of a book, how they are assembled and the kinds of information they provide.
     - Students will learn about important figures in the history of New Mexico Private Presses.
     - Students will create hands-on pop-up cards.
LASTING IMPRESSIONS

LESSON ACTIVITY PLAN
PRESSES AND NM HISTORY
Grades 7 and 8

ESTIMATED TIME
1.5 hours

MATERIALS
None; however, images of Padre Martinez, Spud Johnson and Rini Templeton are in this packet.

VOCABULARY
Private press
Forms of Communication
Book Art
Paper Art
Type setting
Cuaderno de Ortografía (1834)
Daguerreotype
Censorship
Bill of Rights
Publisher
Editor
Printer’s Devil
Social Justice
Political Publications

STANDARDS AND BENCHMARKS
7th Grade:
5-8 Benchmark I-A7.4, 7.6

Extensions: For extra-credit, have students interview a master printer from the Palace of the Governors. (POG is free to NM residents on Sundays). OR, report on the contents of the Bill of Rights and its impact on US and NM history.

GOAL
Learn of major figures in New Mexico’s private press history as well as NM presses and their impact on communities from the 19th century to the present. Understand the cultural interactions NM private presses help to create.

STUDENT LEARNING
In discussion of NM private presses and their impact on communities students can realize how the ideas of censorship and the Bill of Rights play roles in the lives of individuals today.

PROCEDURE
1. Discuss a brief history of NM private presses, covering:
   • Padre Martinez, image courtesy of The Albuquerque Museum
   • Spud Johnson, image courtesy of the Harry Ransom Humanities Research Center, the University of Texas at Austin
   • Rini Templeton, image courtesy of Jenny Vincent, San Cristobal, New Mexico.

2. Ask these questions to elicit further student thought and participation:
   • What impact did these individuals make on NM history with private presses?
   • What are the differences between a private press and one owned by a company or government?
   • What is freedom of speech? What is censorship?
   • Why are private presses important in terms of freedom of speech?
   • Why are private presses important in terms of censorship?
   • In which document are U.S. citizens granted freedom of speech?
   • How are you affected by the Bill of Rights?
   • How are you affected by censorship?

ESTIMATED TIME
Two 45-minute sessions

MATERIALS
(for each student)
2 pieces of cardboard, 6 inches by 9 inches
Paper for book covers (wall paper, decorative paper, colored paper)
Copier paper (10 sheets)
Scissors
Chalk
Access to an awl
Access to a hole puncher
2 notebook rings (1 inch)
or a piece of yarn (2 feet long)
Materials for decorating journals (paper for collage, colored pencils, etc.)

VOCABULARY
Journal
End-papers

STANDARDS MET
• National Standards for English Language Arts
  (for K – 12) Standard 7
• National Standards for Arts
  Education, Visual Arts
  Content Standards, 1-5

GOAL
To explore the process of making books, including binding and decorating.

STUDENT LEARNING
Students will create their own journals and decorate them in ways that reflect themselves or something important to them.

PROCEDURE
1. Discuss how artists and printers create books that reflect personal styles, choices and expressions. The materials they use and the type of books they produce can be as expressive as what is written within the book.

2. Review the anatomy of a book. What are the different parts of a book (end-papers, cover, spine and binding, body)? Students identify the parts of a book.

3. What is a Journal? Students create a definition for journals based on conversation and personal experiences. If possible share examples of journals with the class, such as historical, contemporary and on-line. Journals have been used for recording observations of nature or when traveling, for personal reflection and musings, for recording dreams and for writing creatively. Some people record in journals daily. Many people keep an on-line journal.

4. We suggest following the detailed instructions for student to make their own 5-stitch booklet:

5. Students decorate the cover of their journals to reflect their personal preferences, hobbies and interests. Students may also decorate their journals in keeping with other curriculum strands, i.e. with the flavor of the era they are studying in Social Sciences, or with objects from nature if theirs is to be a scientific journal.

6. As a whole class, students share journals with each other, discussing their choices of paper, design and decoration.

SUGGESTED FORMS OF ASSESSMENT
Observe student work
Journals produced
Final discussion of process
GOAL
Learn about New Mexico's late 19th and 20th century private press history. Study the economic and art community development in New Mexico and its impact on rural communities. Understand social conflict based on the Bill of Rights.

STUDENT LEARNING
In discussion of NM private presses and their impact on communities students can realize how the ideas of censorship and the Bill of Rights play a role in the lives of individuals today.

PROCEDURE
1. Discuss a brief history of NM private presses; include:
   - Padre Martinez
   - Spad Johnson
   - Rini Templeton
2. What social and artistic impact did these individuals make on NM history with private presses?
3. What is freedom of speech? What is censorship?
4. Why are private presses important in terms of freedom of speech?
5. Why are private presses important in terms of censorship?
6. In which document are U.S. citizens grant the freedom of speech? Discuss in what areas of your contemporary life you see issues of censorship and the banning of materials?

STANDARDS MET
9-12 Benchmark I-A.4., 5.
I-B.9. I-C.2.4., 12.,
I-D.1.2., 3. 4., 6., 7.,
Benchmark II-B.1.3., II-C.1.,
II-E.1.5., 7.,
III-A.5.

EXTENSIONS
Have students attend a local debate or government meeting to gain an understanding of parliamentary procedure.

Adapted from Historic Book Arts Project
Press of the Palace of the Governors
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ESTIMATED TIME
45 minutes – 1 hour

STANDARDS MET
National Standards for Arts
Education, Visual Arts Content
Standards, 1-5

EXTENSIONS
Students create a "know your trees"
guide or plant notebooks, cards
and stationery. Ask students
to bring in leaves for this exercise.

GOAL
To explore the process of nature printing.

STUDENT LEARNING
Students will create prints using materials found in nature.

PROCEDURE
1. Explain that students will be making nature prints, a process developed in 17th century Europe to illustrate books on herbs and plants. This kind of printing makes impressions directly from the object that appears on the paper.
2. Students place fresh flat leaf, veined side up on newspaper. They prepare their ink by squeezing half an inch of ink on the upper quarter of the inking slab and spreading it with the brayer until the roller is coated smoothly.
3. Students roll the inked brayer slowly and with even pressure over the leaf, stem to tip. Next, they lift inked leaf carefully by the stem and lay on fresh piece of newspaper.
4. Students lay a piece of printing paper gently over the leaf (2 inches larger than the leaf) and tape down the end of the paper so that it does not move. Holding the paper down with one hand, students then press and rub gently over leaf with fingers of other hand.
5. Students lift paper straight up to prevent smearing, turn face up and allow to dry for a few minutes. The results should be an accurate detailed picture of a leaf.
6. Students may choose to do more prints. If the ink dries, add another small dab and smooth with the brayer. Once the finished work has dried, review the work as a class and discuss the process. What was hard? Did the project inspire them to create other kinds of prints?

SUGGESTED FORMS OF ASSESSMENT
Observe students work
Prints produced
Final discussion of process
BIBLIOGRAPHY
FOR TEACHERS AND ADULTS

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Margarette Cojorno Radencich, Kathleen Oropallo, Beeline Books,


Write Away! Activities that help ordinary writers become extraordinary writers ISBN 38208-X (5–6)
10 Ready-to-Go Book Report Projects: High-interest projects that help every student create meaningful responses to favorite books. , ISBN 31444-0 (4–8)

Great Graphic Organizers ‘To Use With Any Book’ 50 fun reproducible and activities to explore literature and develop children’s writing , ISBN 76990-1 (2–6)

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FOR TEACHERS AND ADULTS

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Away, The Story of a Dofl Child by Lou, Ann Walker
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Blind Boone: Piano Prodigy by Madge Harrah
Braille for the Sighted by Jane Schneider
Can You Feel the Thunder? by Lynn E. McElfresh
Cheesecake Moon by Nancy Butts
The Chinese Mirror by Mirza Ginsburg
Dear Dr. Bell - Your Friend, Helen Keller by Judith St. George
Desert Voice by Byed Baylor
Do You Remember the Color Blue: And Other Questions Kids Ask About Blindness by Sally Hohart Alexander
Handmade Counting Book by Laura Rankin
Kids Explore the Gifts of Children with Special Needs John Muir
Publications
Learn to Sign the Fun Way by Penny Warner
Let’s Get Invisible! By R.L. Stine Bryant
Mirror Image by Cherie Bennett
So All Is Not Lost by A. Gabriel Melendez
LASTING IMPRESSIONS

PALACE OF THE GOVERNORS