

WE ARE ALL RELATED: A BOOKMAKING ACTIVITY

Janet Beaver, Ontario

INTENDED GRADE/SUBJECT AREA

Grade 3 History, Language Arts, Arts

CONCEPT

- Students use their information from an interview of an elder in their family to create a page of a book patterned after the book, *We Are All Related*, by George Littlechild and the students of GT Cunningham Elementary School.

INSTRUCTIONAL OUTCOMES

Language Curriculum Expectations (Ontario) Students will:

- produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems);
- begin to use compound sentences and use sentences of varying length;
- revise and edit their work, using feedback from the teacher and their peers;
- proofread and correct their final drafts;
- use and spell correctly the vocabulary appropriate for this grade level;
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level.

The Arts Students will:

- produce 2D and 3D works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- identify elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- use art tools, materials, and techniques correctly to create different effects.

RECOMMENDED TIME FRAME

160 minutes

MATERIALS/RESOURCES

- styrofoam plates to cut for shapes for print making
- rollers or brayers (inked stamp pad can be used if brayers/printmaking ink not available)
- garbage bags to tape over desks so that printmaking ink can be used on it
- printmaking ink (two or three colours) or tempera paint
- white cartridge paper 12" x 18"
- tempera paint
- sponges cut into 3-4 cm pieces
- squares of corrugated cardboard cut into 10 cm squares
- glue sticks and scissors

- Littlechild, George. *We Are All Related*. GT Cunningham Elementary School, Vancouver, BC, 1996. ISBN 0-9680479-0-4
- We Are All Related—The Outline

ACTIVITIES

- Send a letter home to parents introducing the bookmaking project and asking for their help in providing information and photos (to be photocopied and returned).
- Read selections from *We Are All Related* by George Littlechild making specific mention of the texture of the backgrounds, the pattern around the edge and the pattern in the type of information on each page.
- Tell students that they are going to be producing a page for a class book patterned on *We Are All Related*.
- Provide students with *We Are All Related—The Outline*.
- Students ask an elder to fill in the section entitled “The Elders Speak” and students fill in the rest of the outline.
- Students produce a draft of the written part of their page.
- Students get draft peer edited and teacher edited (Editing Checklist).
- Students bring in several photographs showing them and/or the elder.
- Photocopy photos for students to cut and paste later for their page. All miscellaneous items for their page should be kept in student’s art portfolio.
- Have students type their information onto computer using the same font type and size (Font size 24 is reasonable).
- Model the various paint and printmaking techniques that students will be using.
- Demonstrate how the various elements of design (colour, line, shape, form, space and texture) can be used effectively to create different effects.
- Students then use tempera paint and sponges or the edges of corrugated cardboard squares to make patterns and textures as background for their page (12” x 18” cartridge paper).
- When page is dry, cut styrofoam plates into squares approximately 6 cm x 6 cm.
- Each student draws a simple design on their piece of styrofoam using a pencil and pressing firmly.
- Student then uses a brayer and rolls it in the printmaking ink so that it is evenly coated but not heavily coated (a stamp pad will also work).
- Student rolls ink onto styrofoam where design is drawn and stamps it around the border of their page of the book alternating colours or using one colour for their border print.
- Once page is dry, students can design and layout their text from the outline and their photos to create the page for their book. It is effective to cut around the people in photocopied photos to eliminate the background before sticking them onto page.
- Students who complete their page first, design and create a cover and title page for class book using same paint and printmaking techniques.
- Fold pages in half and glue pages together to create a book 9” x 12.”

- Students write a reflection about their use of the elements of design, i.e., colour, line, shape, form, space, and texture, for their page of the book.

About the Educator

Jan Beaver is a skilled author and storyteller committed to raising awareness of aboriginal history and culture. She has written an award-winning curriculum document called *Aboriginal Voices—Then and Now*. Firmly committed to equity and anti-racist education, Jan creates a classroom environment that is inclusive, respectful and supportive of students' goals. She develops and teaches workshops for classes ranging from Kindergarten to Grade 12 and has taught history to other educators and teachers in training.

We Are All Related—The Outline

- I am _____ (name)
- The elder in my collage is _____ (name)
- The photograph of me shows _____ (describe)
- The photograph of _____ (elder's name) shows
_____ (describe)
- I drew _____ (describe your illustration)
- The border on my collage is (what is it; why is it meaningful) _____
- I enjoyed this project because (tell why) _____
- The Elders Speak _____
- _____
- (Ask your elder to write some advice for young people today.)
- Elder's Name _____
- Elder's relationship to you (e.g., grandmother) _____
- To me "We Are All Related" means that... _____

Editing Checklist

Student

- Have I checked all that words that I'm not sure how to spell?
- Have I used capitals, periods, and question marks?
- Have I used paragraphs?
- Does my written work make sense?
- Have I checked my grammar?
- Are my ideas in the correct order?

Peer

- Have I underlined all words where spelling should be checked?
- Do all sentences start with capitals?
- Do all sentences end with correct punctuation?
- Has student used correct grammar?
- Does student's writing make sense?
- Have paragraphs been used?
- Has student used good description?

Teacher

- Has all editing been completed?
- Are paragraphs correctly used?
- Does the written work make sense?
- Has all necessary information been included with description?
- Does student use a variety of sentence types?