

4

Design It: Stamp Design Review



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INTRODUCTION TO LESSON 4

Desired Outcomes

Students will engage their skills, knowledge, and imagination with the creation and design of their stamps. Students will use their knowledge of American History to choose a subject for their stamp design. Students will use their artistic skills to communicate their message in small stamp form. Students will use their imagination to identify a subject and illustrate it.

In This Lesson

Students will have the opportunity to review and apply what they have learned from the curriculum in a fun and creative way. After students have made a stamp design, the class can role-play as the Citizens' Stamp Advisory Committee. Students will have the opportunity to assess each others' works and select one stamp design that students feel best represents American History and culture.

National Standards of Learning

- *NSS-C.5-8.5* Roles of the Citizen
- *NSS-USH.5-12.3 through 12.10* Era 3 through 10: from the Revolution and the New Nation (1754-1820s) to Contemporary United States (1968 to the Present)

Note: For National Standards of Learning for Eras 3-10, those standards serve as a potential discussion of subject selection from that historical timeframe. You can make this activity unit topic-specific from a historical standpoint. (e.g. If you are studying the Civil War and Reconstruction, you can ask students what topics/themes from this unit are good stamp subjects.)



LESSON 4: INSTRUCTIONAL NOTES

Through this activity, students will be challenged to consider the subject of the stamp as a bridge between personal preference and national identity. The biggest goal is to ensure they have the right concept of what subjects can be used in a stamp. Seeing their artwork will help you to know that the curriculum is on the right track in its educational goals. It can branch from or to a discussion about national identity.

Dependent on their subjects, you should challenge students to incorporate the elements of art and principles of design in their stamp design. They should also include informative parts to make their project complete. Rubrics listed at the end of the page can be used to assess students' works.

At the end of the activity, have a discussion with your students. Examples for discussion: Identify what subjects they used and why, which element was strongly used in their work, how they used design to accommodate the small scale. Encourage them to use their art vocabulary!

Through this culminating activity, students will have an opportunity to invest in the quality of their work as well as in their understanding of the overall stamp design curriculum. This activity will serve as an assessment tool for the teacher to see if the curriculum is effective as a teaching model.

Materials and Resources

- **Thinking Routines**
- **Teaching Materials**
- **Handouts for Students:** Elements of Art, Principles of Design, Acceptable Subjects, Art Vocabulary, Design a Stamp Instructions
- Markers, crayons, or colored pencils
- 8 1/2 x 11 paper, blank or with stamp template
- **Optional:** rulers, stencils, standard pencils
- **Resource:** Rules for what can be put on a stamp can be found at <http://www.usps.com/communications/organization/csac.htm>. For the sake of this lesson, draw attention to Rules #1, 2, 3, 5, 8.
- **Resource:** Every U.S. stamp ever designed and issued is online at www.Arago.si.edu.

SUGGESTED THINKING ROUTINES AND ACTIVITIES⁸:

#1: At the end of the activity, students can pretend to be part of the Citizens' Stamp Advisory Committee. Divide students into groups of four or six, depending on the size of the class. Have each group evaluate and choose one design that they feel fits CSAC rules as well as meet design aesthetics. Once decided, have the students and their chosen designs to go to the front of the class and discuss their designs. Then, collectively, have the class vote for one artwork that they feel best represents American History and culture.

#2: Have students develop their own evaluation forms. It can be in any form they want. What would they want to evaluate from their stamps? Students can also work in groups, as a committee and develop their own criteria.

Possible questions:

- Did the subject fit the criteria of CSAC?
- Did the stamp represent personal pride?
- What would they want to look for in stamps?
- What about design aesthetics?

Lesson Extension:

International stamps serve as a great resource to inspire a world cultures discussion. Through this discussion, students could examine the subjects countries use to represent their own culture from a global perspective on national identity. Use "I See, I Think, I Wonder" thinking routine to encourage inquiry.

8. "Thinking Routines." *Visible Thinking*. Project Zero at Harvard Graduate School of Education. 13 October 2009. http://www.pz.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html.



I SEE / I THINK / I WONDER⁹ AN EXPLORING ROUTINE

1. What do you **see**?
2. What do you **think** about that?
3. What does it make you **wonder**?

Why ?

To help student make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry

When ?

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is.

How ?

Ask students to make an observation about the artwork or topic and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., “I see..., I think..., I wonder...” However,

you may find that students begin by using one stem at a time, and that you need to scaffold each response with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to have students carry out the routine individually on paper or in their heads before sharing them out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.

LESSON 4: RUBRICS

See example below. The top row is for identification of informative parts. Students should have three distinctive components in their stamp design: Subject, Country of Origin, and Stamp Value.

The first column is for determination in quality of work. Use the application of elements and principles for assessment.

Choose which box best fits the student’s work. Six is the total possible points for the work evaluated. If the student meets more than half of the six points, then the student has met the stated objectives in this curriculum.

9. “I See, I Think, I Wonder.” *Artful Thinking*. Traverse City Area Public Schools and Project Zero at Harvard Graduate School of Education. 13 October 2009. http://pzweb.harvard.edu/tc/see_think_wonder.cfm
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Example

RUBRICS	1 One informative part is identified	2 Two informative parts are identified	3 Three informative parts are identified
1 Poor quality. Does not apply elements or principles			
2 Average quality. Applies one element/principle			
3 High quality. Applies two or more elements/principles			



Lesson 4 Instructions

Design a Stamp

- ◀ Choose a subject of national importance that is also meaningful to you.
- ◀ Use a Stamp Frame Template for your design.
- ◀ Review your handouts on Elements of Art, Principles of Design, Art Vocabulary, and Acceptable subjects. Use several design elements to make your subject stand out.
- ◀ Your subject should be center of the image.
- ◀ Choose one to three words to include in your stamp.
- ◀ Include stamp value and country of origin.



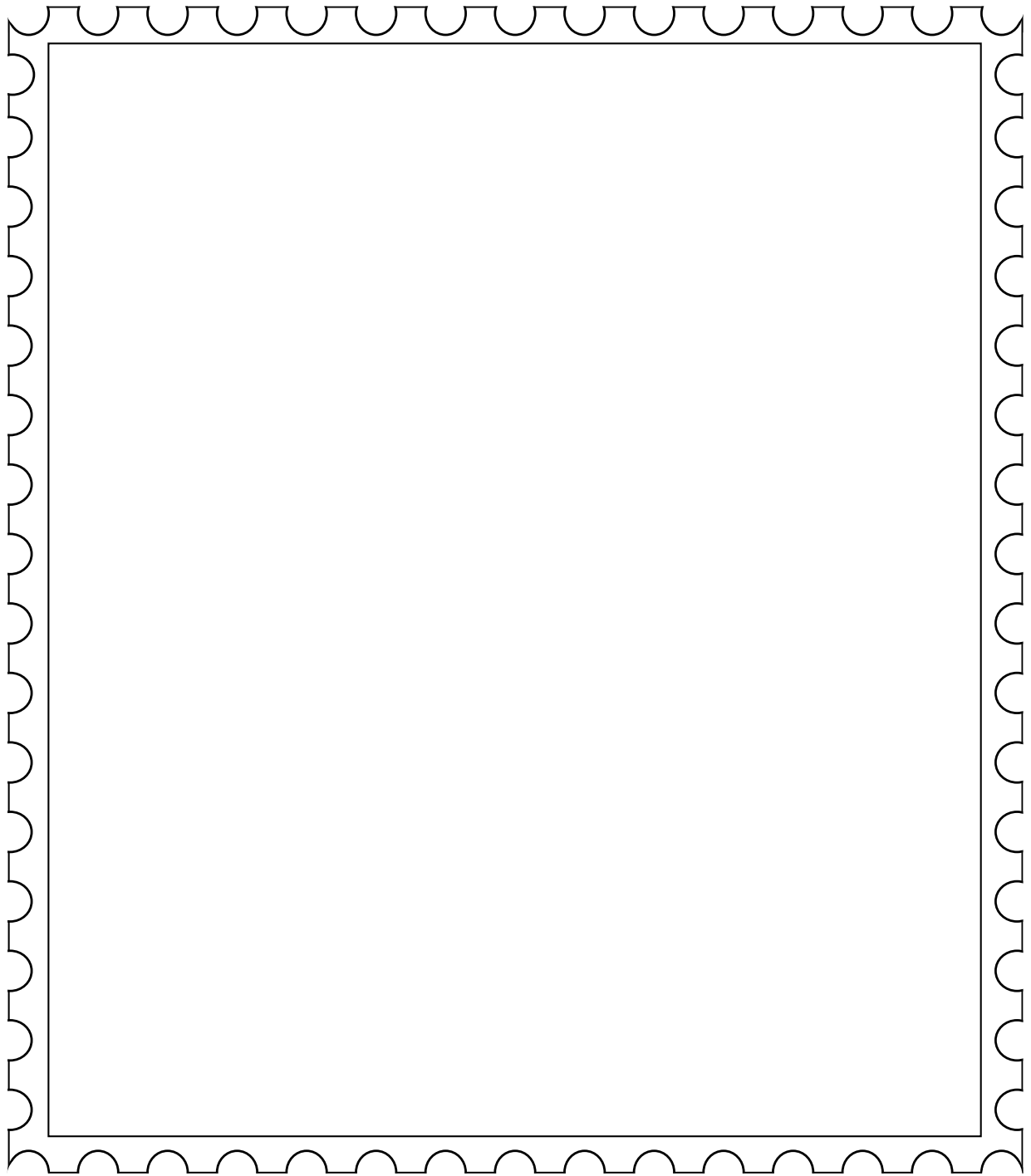
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Printable Versions are available on-line at http://www.postalmuseum.si.edu/educators/4b_DesignIt_Materials.html



Lesson 4

Stamp Template



Printable Versions are available on-line at http://www.postalmuseum.si.edu/educators/4b_DesignIt_Materials.html