

# Design It!

## Table of Contents

ii	Overview
1–7	<b>Lesson 1: What is a Stamp?</b>
1	Introduction
2	Instructional Notes
2	Thinking Routines
2–3	Supporting Materials
4*	Informative Parts of a Stamp Handout
5*	Sample of a Cancellation Mark Handout
6–7*	History of a Stamp and Its Informative Parts Worksheet
8–13	<b>Lesson 2: Selecting a Subject</b>
8	Introduction
9	Instructional Notes
9	Thinking Routines
10	Claim/Support/Question: A Reasoning Routine
10	Supporting Materials
11–12*	Acceptable and Unacceptable Subjects Handout
13*	Selecting a Subject Worksheet
19–23	<b>Lesson 3: Designing a Stamp</b>
14	Introduction
15	Instructional Notes
15	Thinking Routines
16	Colors, Shapes, Lines: A Routine for Exploring Formal Qualities of Art
16	Supporting Materials
19*	Elements of Art Handout
20*	Principles of Design Handout
21*	Compare and Contrast: Poster vs. Stamp Handout
22*	Art Vocabulary Handout
23*	Designing a Stamp Worksheet
24–39	<b>Lesson 4: Stamp Design Review</b>
24	Introduction
25	Instructional Notes
25	Thinking Routines
26	I See/I Think/I Wonder Routine
26	Rubric
27*	Instructions: Design a Stamp Handout
28*	Stamp Template Handout
A–D	<b>Appendices</b>
A*	Samples of Enlarged Stamps
B	Artist Biographies
C	Teacher Answer Keys

\*Handouts and Worksheets for students

# Design It:

# Student Stamps for America Curriculum

## OVERVIEW

American history and culture continue to live vicariously through stamp imagery. This curriculum, geared towards students in grades 3–6, is designed to enhance students’ understanding of U.S. stamp development through the context of Social Studies and Visual Arts Standards of Learning. Thinking Routines and Visual Learning, as suggested throughout the curriculum, will bridge the relationship between American History and Visual Arts and promote student understanding.<sup>1</sup> Over four lessons, students will have an opportunity to learn elements of art, principles of design, and social studies concepts. Students can show what they have learned by designing a stamp of their own.

After completing this curriculum, students will be able to:

- Name three characteristics of a stamp that help it communicate its idea.
- Identify one subject that is of significance to their nation
- Use and identify one element of art and one principle of design used in designing a stamp
- Complete a stamp design that meets United States Postal Service requirements

By integrating art and social studies content, this curriculum increases students’ opportunity to make and build connections on existing knowledge and experiences with art and national identity. Students will have the opportunity to reflect on the relationship between their nation and self after designing a stamp. They also will have the opportunity to improve their observation, identification, and drawing skills. The curriculum has built-in assessment activities that serve as an evaluation tool to see if students have met the stated objectives.

Although this curriculum is broken into four lessons, all four can be completed with limited discussion in one hour. Handouts and additional activities can extend the lessons into a multi-day activity. The curriculum guide is available on the National Postal Museum website ([http://www.postalmuseum.si.edu/educators/4b\\_DesignIt.html](http://www.postalmuseum.si.edu/educators/4b_DesignIt.html)).

1. Thinking Routines and Visual Learning are long-term and extensive research projects for the promotion of strong learning skills through the arts by Project Zero at the Harvard Graduate School of Education. For more information on Thinking Routines and Visual Learning, please visit their websites: <http://www.pz.harvard.edu/index.cfm>; <http://pzweb.harvard.edu/tc/routines.cfm>; & [http://www.pz.harvard.edu/vt/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03a\\_ThinkingRoutines.html](http://www.pz.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html).