

Commercial Illustrations

Lesson Plan

A resource developed through the *Longfellow and the Forging of American Identity* program

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Suggested Grade Level: High school (easily adaptable for grades 5-8)

Subject Area: Art

Maine Learning Results targeted:

Visual and Performing Arts, secondary level:

Creative Expression: A2, A3

Cultural Heritage: B1, B5

Criticism and Aesthetics: C2, C4

Time Required: 2-3 days

Materials and Resources Required:

- Pencils and newsprint or scrap paper for brainstorming ideas thumbnail sketches, plans
- Any other durable drawing media:
 - pen or brush and ink
 - watercolor or tempera paint
 - felt markers
 - possibly collage
- Sturdy ground:
 - 12 x 18 inch size recommended for posters or frontispieces
 - 4 x 5 inch for card game
- Possible paper types:
 - 90 lb white bond
 - inexpensive 190 lb watercolor paper
 - oak tag
 - poster board
 - illustration board

Preparation Required/Preliminary Discussion:

Students will *examine* and *discuss* examples of Longfellow's portraits from the Maine Memory Network slide show entitled "Celebrity's Picture: Using Henry Wadsworth Longfellow's Portraits to Observe Historic Changes."

Recommended:

Slide 4 (MMN 16231)	Slide 17 (MMN 15564)
Slide 6 (MMN 15567)	Slide 20 (MMN 15562)
Slide 8 (MMN 15884)	Slide 25 (MMN 15916)
Slide 9 (MMN 13294)	Slide 27 (MMN 15565)
Slide 10 (MMN 15911)	Slide 29 (MMN 16408)
Slide 13 (MMN 4120)	Slide 31 (MMN 15908)
Slide 16 (MMN 15913)	Slide 32 (MMN 4111)

The four themes introduced on the slide show title page might suggest to the teachers some directions to take and questions to ask. Students will plan images to finish as one of the following commercial designs (teacher may offer a choice or select one project only).

Instructions:

Variation 1: New “Old” Posters: Each student will *design a poster* that imaginatively incorporates invented text data (lettering: who, what, where, when) and an image of Henry Wadsworth Longfellow, based on a “what if?” situation. That is, if the poet were alive today, he would probably publicize his new books with a reading or a book signing or a newspaper/magazine ad. Design “new” posters for the “old” author. It’s OK to read some part of Longfellow’s work, such as *Evangeline* or *Hiawatha* to invent additional imagery. *This project could also be done with a computer graphics program.*

Variation 2: Frontispiece: Student will select a portrait of Longfellow from any source and any period of his life, then prepare their own interpretation of the image, and create a final version in a print medium, linoleum block or silkscreen recommended. *This project can also be done with a computer graphics program.*

Variation 3: Group project: Students will *invent a card game* based on *Authors*. The whole class must negotiate a common background design for one side of the card, perhaps a Longfellow portrait; individuals will submit proposals to the class. They must also *negotiate* a set of rules for playing the game. Working in clusters of 4-6, each small group will select 2 or 3 Longfellow poems to read, and then illustrate their selections, preferably in an agreed-upon common style. Felt markers on 4x5 inch heavy poster board or oak tag is the recommended medium for the final product, which may be laminated or taken one step further by figuring out how to reproduce the set (for example, by *using a computer graphics program*).

Display and critique projects as a group.

Assessment summary:

- Imaginative, expressive composition
- Project Requirements met, as outlined
- Careful craftsmanship, neat presentation of final product
- Controlled handling of media, increasing mastery of materials and techniques
- Cooperative group interaction, including discussion/critique participation