

LASTING IMPRESSIONS

PALACE OF THE GOVERNORS

A nexus of history, art and technology

Curriculum
Teacher Guide
Lesson Plans



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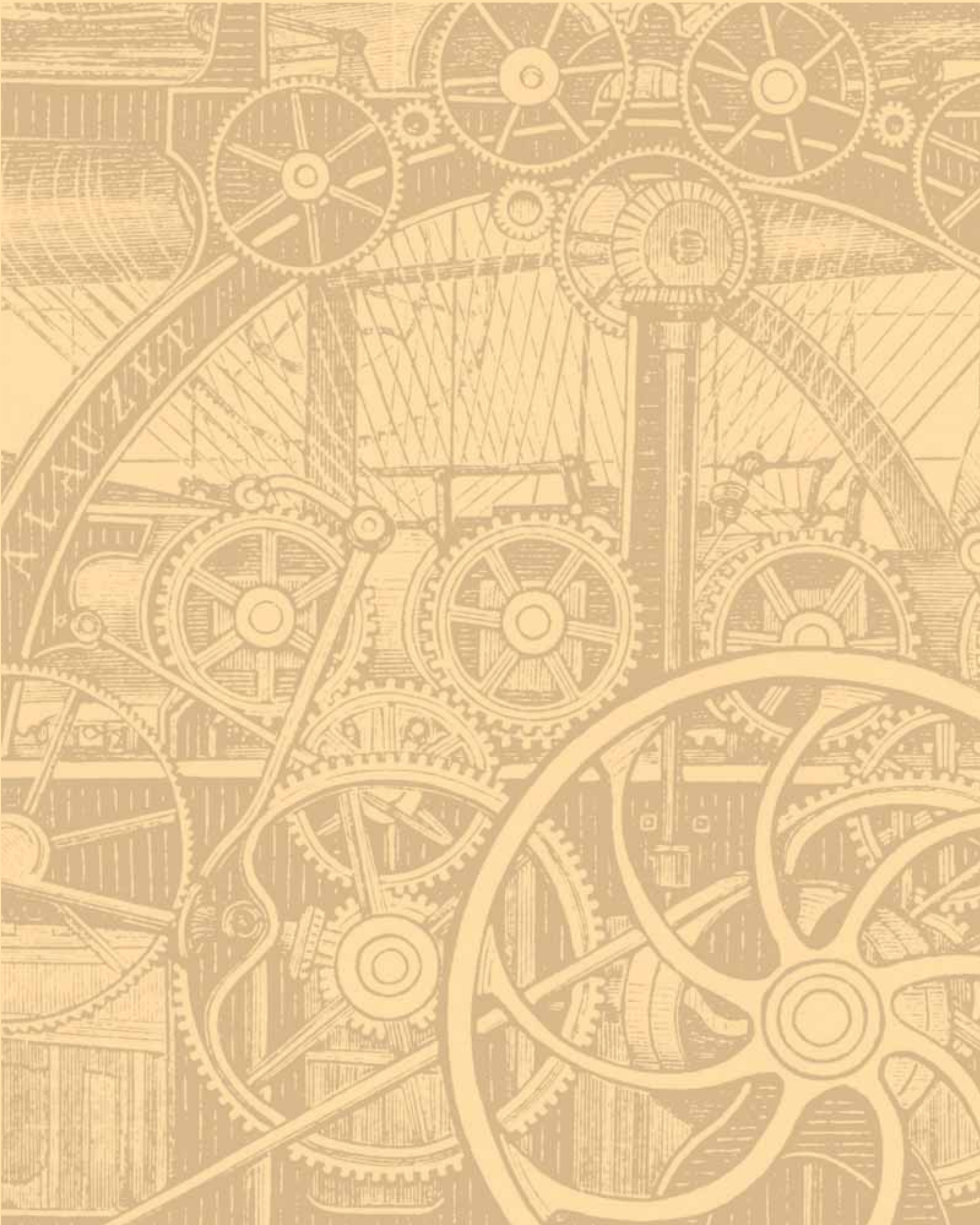




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“Lasting Impressions” Exhibit and Educational Programming Curriculum and Guide

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. Exhibit displays show how the influences of five 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, multi-faceted project will reconnect New Mexicans to an important but little known aspect of their literary history and artistic heritage. “Lasting Impressions,” at the Palace of the Governors through February 7, 2007, 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 peopled with its own cast of characters, language, and combination of artistry and technology.

HISTORY IN “LASTING IMPRESSIONS”

- 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 the various kinds of private presses—fine arts, literary, educational, hobby, poetry, and those that cross categorical boundaries—and the 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” will demonstrate the social significance of reconnecting communities to their historical, artistic and literary heritages.

Museum educators will lead the development of a comprehensive outreach program including hands-on activities for children and families, demonstrations, workshops, readings, lectures and storytelling. The exhibition also provides the opportunity to develop programming partnerships with local libraries, schools and community groups that will strengthen the relationship between the museum and the community, extend the benefit of our program to new audiences, and involve educators in designing outreach programs and curriculum tie-ins, such as this guide.

Our partners for developing statewide outreach include the New Mexico State Library and the Museum Outreach Department’s Van of Enchantment. The Palace Press is organizing an innovative “Adopt-a-Press” project that will place historical presses, refurbished and equipped by the Palace Press, in cultural institutions in rural and underserved communities across the state who agree to keep them in operation. These small versions of Centers for the Book, similar to those found in large urban areas, will provide a permanent link between the Palace and New Mexico communities, as well as venues for workshops and demonstrations.

[HTTP://WWW.PRIVATEPRESS.ORG](http://www.privatepress.org)

The exhibition will reach 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 Gallery Guide to the exhibition and the Adult Literacy Guide.
- The *Cuaderno de Ortografía*, 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 calendar of “Lasting Impressions” events at the Palace and throughout



New Mexico, including travel schedules for Bookmobiles and the Van of Enchantment.

- New Mexico venues for book-art traveling exhibits from TREX.
- 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. Only through the IMLS are this curriculum packet, programming and exhibits possible.

WHAT WILL I FIND IN “LASTING IMPRESSIONS”?

The **main exhibit** is located within the Palace of the Governors on the Santa Fe Plaza. Also, the **related exhibit**, “Lasting Impressions: A Library Legacy,” is located in Southwest Collections at the New Mexico State Library on Camino Carlos Rey and Cerrillos Road, in Santa Fe. And **traveling exhibits** will be in public libraries and museums throughout New Mexico.

“**Lasting Impressions**” exhibit label guides include:

- Period labels: Each section of “Lasting Impressions” is broken into periods of time, starting with the 19th Century.
- Press/printer panels: Information about who was producing what on which press, when and sometimes why.
- Object labels: What it is and why it is significant.

You’ll also find these:

Family Guides at the Front Desk.

Exhibit Guides/Adult Literacy Guides at the Front Desk and also at the entry to the “Lasting Impressions” exhibit.

Docent Tours offered Tuesday through Sunday, throughout the day. Please call the Front Desk for specific times, (505) 476-5100.

Palace Treasure Hunts inside the “Family Guide,” available at the Front Desk. Find it and start searching!

Activity Room within the exhibit at the Palace of the Governors.

Question Stops scattered throughout the exhibit that are designed to be conversation “starters” for students, teachers and visitors:

- What did the work of Padre Antonio José Martínez and John Menaul have in common?
- Who launched his printing career with a censorship battle, and whose work was at issue?
- How does censorship affect you?
- What are some of the book art techniques used to create “Lasting Impressions”?
- What is the most important part of a book?
- Name one of the longest operating “private” presses in New Mexico.

LASTING IMPRESSIONS

PRE-VISIT LESSON PLAN WHAT IS A BOOK? *Grades 3 and 4*

ESTIMATED TIME
45-minute session

MATERIALS
Various examples of different books
(text, pop-up, book as art, hand-
made, differently shaped books)

ADDITIONAL MATERIALS
Images of Padre Martínez,
John Menaul, Spud Johnson and
Rini Templeton on pages 8 and 12;
also available at
www.private.press.org

VOCABULARY
Printing Press
Private Press
Content/Text
Book Art
Pop-up Book
Braille
Bilingual (Trilingual)
Binding
Pages
End Page
Book Cover

STANDARDS MET
3rd grade: K-4 Benchmark I-A.1
4th grade: K-4 Benchmark
I-A.11 and 2

EXTENSIONS
As homework have students read
their favorite story to their family and
report the experience back to the class.

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. Suggested questions:
 - 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 are there not to be able to read?
2. Discuss important individuals in the history of private presses in New Mexico.
 - Padre Antonio José Martínez (1793–1867):**
 - Born in Abiquiú, 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* (this is one of the many extraordinary books on display at the Palace of the Governors).
 - John Menaul (in NM starting 1877):**
 - New Mexico publisher of trilingual works, in English, Spanish and Keres.
 - Spud Johnson, a.k.a. Walter Willard Johnson (in NM 1920s–1968):**
 - A poet, writer, publisher, humorist.
 - His press was known as Laughing Horse Press.
 - Liked to work in his swimsuit.
 - Rini Templeton (in NM 1950s–1974):**
 - Publisher and illustrator.
 - She worked to promote social justice (fought to protect people who were being treated badly).

SUGGESTED FORMS OF ASSESSMENT

Once back in class, have students share their experiences based on the journals they created.

LASTING IMPRESSIONS

ONSITE VISIT LESSON PLAN AT THE PALACE *Grades 3 and 4*

ESTIMATED TIME

1 hour, including journal time, at the Palace of the Governors

MATERIALS

Journals and pencils will be provided by the Palace of the Governors

VOCABULARY

Printing Press
Private Press
Book Art
Pop-up Book
Text
Literacy
Braille
Bilingual (Trilingual)
Binding
Pages
Book Cover

STANDARDS MET

3rd grade: K-4 Benchmark I-A.1
4th grade: K-4 Benchmark I-A.11 and 2

EXTENSIONS

Have a member of the Santa Fe Book Arts Group visit the classroom.

As homework have students read their favorite story to their family.

GOAL

See pre-visit lesson plan.

STUDENT LEARNING

See pre-visit lesson plan.

PROCEDURE

1. Point out various books and the different forms and information they provide throughout the tour. 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 are there not to be able to read?

2. Question-and-answer period. Ask individual students why books are important to them and others.

Point out important individuals in the history of private presses in New Mexico.

3. Discuss important individuals in the history of private presses in New Mexico.

Padre Antonio José Martínez (1793–1867):

- Born in Abiquiú, 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* (this is one of the many extraordinary books on display at the Palace of the Governors).

John Menaul (in NM starting 1877):

- New Mexico publisher of trilingual works in English, Spanish and Keres.

Spud Johnson, a.k.a. Walter Willard Johnson (in NM 1920s–1968):

- 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 (fought to protect people who were being treated badly).

Children are led from the exhibit to work on their journals and have access to the interactive stations (Activity Room).

SUGGESTED FORMS OF ASSESSMENT

See pre-visit lesson plan.

LASTING IMPRESSIONS

POST-VISIT LESSON PLAN POP-UP CARDS *Grades 3 and 4*

ESTIMATED TIME
45 minutes–1 hour

MATERIALS
Scissors
Blank sheet same size as template
Glue stick or tape
Coloring pencils, crayons, pens or
materials for collage

PROVIDED IN PACKET
Template image of the Palace of the
Governors on back cover for copying

VOCABULARY
Pop-up books

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

National Standards for English
Language Arts
(for K–12) Standard 7

EXTENSIONS
Students experiment with other
images to “round out” and create
their own original work.

GOAL

To explore the process of creating 3-dimensional book art.

STUDENT LEARNING

Students will make pop-up cards and gain a better understanding of the mechanics of 3-dimensional book art.

PROCEDURE

1. Review class visit to the “Lasting Impressions” exhibition. What were students’ favorite books/images? Why? The printers featured are considered book artists, expressing themselves by making books. Books can come in all different shapes and sizes. Explain that students will be making pop-up cards, a kind of paper art used by some book artists.
2. Share examples of pop-up books with the class (see bibliography, page 31, for reference). What makes these books interesting? What works? Is anything confusing? Which ones are students’ favorites? Why?
3. Pass out template and blank sheet. Students color and decorate the image of the Palace of the Governors. Next, they cut out the image of the Palace, including the tabs on either end.
4. Students fold the blank sheet in half, making a card.
5. Students then bend the image to make it 3-D, with the decorated side out. Next they tape or glue the tabs to each side of the inside of the folded blank sheet.
6. Students re-close and open the card, testing to see whether or not the tabs were attached in the right places and that the images bows out. Once tabs are securely in the right place, allow the glue to dry.
7. Students write a paragraph about their trip to the Palace of the Governors. This writing can be copied into the card to accompany the image of the Palace.

SUGGESTED FORMS OF ASSESSMENT

Observe students’ work
Pop-up cards produced
Writing about the visit to the “Lasting Impressions” exhibit

LASTING IMPRESSIONS

PRE-VISIT LESSON PLAN PRESSES AND NM HISTORY *Grades 7 and 8*

ESTIMATED TIME
1.5 hours

MATERIALS

The images of Padre Martínez, Spud Johnson and Rini Templeton provided here. Bio-sketches on page 6; additional biographical information available at www.privatepress.org

VOCABULARY

Private press
Forms of Communication
Book Art and Paper Art
Type setting
Cuaderno de Ortografía
Daguerreotype
Censorship
Bill of Rights
Poet
Publisher and Editor
Binding
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 at the Palace of the Governors (free admission to NM residents on Sundays and always free to 16 and younger), 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 Martínez, *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 their 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?

LASTING IMPRESSIONS

ONSITE LESSON PLAN AT THE PALACE *Grades 7 and 8*

ESTIMATED TIME
1.5 hours

MATERIALS
none

VOCABULARY
Private press
Forms of Communication
Book Art
Paper Art
Type setting
Religious Printing
Cuaderno de Ortografía
Daguerreotype
Censorship
Bill of Rights
Poet
Publisher
Editor
Binding
Printer's Devil
Social Justice
Political Publications

STANDARDS MET
7th Grade: 5–8
Benchmark I-A7.4, 7.6

EXTENSIONS
Have students read the book
or see the movie
The Milagro Bean Field War.

GOAL

Learn of major figures in New Mexico's private press history, as well as the impact they and the presses have had on communities from 19th century to the present. Understand the cultural interactions private presses help to create.

STUDENT LEARNING

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

PROCEDURE

1. Tour of "Lasting Impressions" with Palace of the Governors' Educator.
2. Discuss role of education and the private press.
3. Track progression of art and literature in NM private presses.
4. Discuss the reasons artists came from industrialized regions to New Mexico.
5. What part do private presses play in the preservation of freedom of speech or expression and censorship?
6. How can the private press work with and for social change?
7. In what ways does the contemporary private press join the past and the present?
8. "Lasting Impressions" Treasure Hunt (pick up a "Family Guide" at the Front Desk).

SUGGESTED FORMS OF ASSESSMENT

Have students write a report on where they see examples of freedom of speech and censorship in their everyday lives.

LASTING IMPRESSIONS

POST-VISIT LESSON PLAN BOOK MAKING *Grades 7 and 8*

ESTIMATED TIME

Two 45-minute sessions

MATERIALS

For each student:

2 pieces of cardboard, 6-by-9 inches

Paper for book covers (wall paper,
decorative paper, colored paper)

Copier paper (10 sheets)

Scissors

Glue

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 in the exhibition “Lasting Impressions” created books that reflected personal styles, choices and expressions. What materials did they use? What kinds of books did they produce?
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 write in journals daily. Many people keep an on-line journal.
4. Following the detailed instructions in this packet, students make their own journals.
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 standards, 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

Discussion of “Lasting Impressions”

Observe students work

Journals produced

Final discussion of process

LASTING IMPRESSIONS

PRE-VISIT LESSON PLAN WHO? WHAT? WHY? *Grades 11 and 12*

ESTIMATED TIME

1.5 hours

MATERIALS

Copy of the Bill of Rights
(Have students read the night before the lesson.)

VOCABULARY

Printing Press
Private Press
Bill of Rights
First Amendment
Censorship
Art
Book Art
Music
Literature
Pornography
Copyright

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.

GOAL

Learn New Mexico cultures' interpretations of each other in New Mexico's private press history in the late 19th early 20th century. 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 Martínez
 - Spud Johnson
 - Rini Templeton
2. What social and artistic impact did these individuals make on NM history with their 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.

LASTING IMPRESSIONS

ONSITE LESSON PLAN AT THE PALACE *Grades 11 and 12*

ESTIMATED TIME
2–3 hours

MATERIALS
The images of Padre Martínez, Spud Johnson and Rini Templeton provided here. Bio-sketches on page 6; additional biographical information available at www.privatepress.org

VOCABULARY
Printing Press
Private Press
Bill of Rights
First Amendment
Censorship
Art
Book Art
Music Literature

STANDARDS MET
3rd grade: K-4 Benchmark I-A.1
4th grade: K-4 Benchmark I-A.11

GOAL

Learn New Mexico cultures' interpretations of each other in New Mexico's private press history in the late 19th early 20th century, the economic and art community development in New Mexico, and the impact of that development 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 censorship and the Bill of Rights play important roles in the lives of individuals today.

PROCEDURE

1. Brief tour of the "Lasting Impressions" exhibit highlighting:
 - Padre Martínez, *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. What is art and what is not art?
3. Break into teams for the censorship exercise. Students break into three groups: one represents the general public, the second comprises those being censored by a governing body, and the third represents those who are censoring the second group. There will three topics for the students to choose from: censorship in art, censorship of the media by a government, censorship by historical perspective.

LASTING IMPRESSIONS

POST-VISIT LESSON PLAN NATURE PRINTING *Grades 11 and 12*

Adapted from
Historic Book Arts Projects
Press of the Palace of the Governors
©1984

ESTIMATED TIME
45 minutes–1 hour

MATERIALS
Newsprint paper
Black, water-soluble
block-printing ink
4-inch-wide brayers
An inking slab (9x12-inch piece
of glass, smooth linoleum)
Masking tape
Old newspapers and rags for cleanup
Fresh leaves, ferns
Vocabulary
Nature printing
Brayer

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 stationary. 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. Review the visit to the “Lasting Impressions” exhibition. What were students’ favorite books/images? How did printers and artists use natural materials and create designs inspired by nature? 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

LASTING IMPRESSIONS

LITERACY THROUGH BOOK ARTS

RATIONALE

Literacy through Book Arts is a three-part lesson plan that is designed to follow a classroom visit to the Palace of the Governor's *Lasting Impressions: The Private Presses of New Mexico* exhibit. The focus of this lesson is to bring literacy activities into project-based learning, where the literacy activities are embedded into the structure of the project. Each of the literacy activities is indicated by bold font. These activities are based on:

- **Oral language** — Interaction between teacher and student and students and the other students in their working group. Oral language is the basis for all of the components of early literacy, especially in situations where students are learning English as a second language. Through all aspects of this lesson plan, use of oral language is encouraged in the forms of: dialogue, discussion, decision-making, peer-editing and proofreading, and the active oral engagement of each student. Having students work in cooperative learning groups, with students grouped together who are at different levels of literacy and bilingualism, encourages oral interaction and in this way the students learn from each other.
- **Reading** — Students read text during the museum visit again, as they go through the other lesson plans that accompany this exhibit, as well as they proceed through each of the *Literacy through Book Arts* lessons to create a mini-exhibit. Reading is crucial to accomplishing the mini-exhibit end product of this lesson. Students will read instructions, follow directions, create text, read and give feedback on each other's text and read the final product.
- **Written language** – students write instructions, text and feedback within their working groups. Central to this literacy lesson plan is interactive writing. Students will generate text for their display boards for their mini-exhibit. In the process of constructing text, students will engage in numerous literacy activities, such as generating key words and main ideas, sequencing ideas to create written instructions, peer editing and proofreading, revision of written text, organization of titles and subheadings, and others activities.

This lesson plan is created with a definitive end product: The mini-exhibit. For students to produce a final product, they must have passed through the many steps outlined in each procedure section, which include numerous literacy activities. However, with these activities embedded into learning that is project-based, the learning itself becomes applied. In other words, students are learning and applying knowledge and literacy skills toward creating a final product.

LASTING IMPRESSIONS

3rd and 4th Grade Lesson Plan

Literacy through Book Arts

PED STANDARDS MET

Language Arts 3/4
Standard 1, Benchmark A3.1,2,3,4
Standard 1, Benchmark D3.1,2,4,5,6
Standard 2, Benchmark A3.1,3,5
Standard 2, Benchmark B3.1,2,3,4,5,6,7,8,9,10
Standard 2, Benchmark C3.1,3,5,6
Standard 3, Benchmark B3.1
Standard 1, Benchmark A4.1,4
Standard 1, Benchmark C4.2,5
Standard 1, Benchmark D4.1,2,3,4,5
Standard 2, Benchmark A4. 1,2,3,4,5
Standard 2, Benchmark B4.1,2,3,4,5,6,7,8,9
Standard 2, Benchmark C4.2,3
Standard 3, Benchmark B4.4

PART I

CREATING TEXT FOR MINI-EXHIBIT DISPLAY

GOAL

To have students identify key words and phrases within an exhibit, display or demonstration, in order to solidify main ideas. To be able to utilize vocabulary to demonstrate learning.

STUDENT LEARNING

Students will generate a key words and phrases list during visit to “Lasting Impressions” exhibit. Students will analyze these vocabulary words in class and create text for a mini-exhibit of their pop-up cards using selected words.

ESTIMATED TIME

2 hours (It is suggested that this be broken up over at least two class days.)

PROCEDURE

1. Before visit to museum, teacher will discuss with students how to identify key words and phrases* in the “Lasting Impressions” exhibit.

2. Students will view exhibit in groups of three, jotting down words and phrases from the text portions of each display. Students will have to work cooperatively to determine which words are selected as key words.
3. After the museum visit, the teacher will lead the class in an activity of **sharing and collating** the selected words into a common class list.
4. The common class list of words will then be written on large sheets of paper for viewing by entire class. Teacher will lead students in **reading the list orally and in phonemic analysis of the words** to help students **decode each aspect of the vocabulary**.
5. The class generated list will include many different types of words. If students fail to **identify words that express main ideas** of the exhibit, the teacher can assist with prompts. Some of the vocabulary that may be seen in this list is:

Printing press	Bilingual (trilingual)	Publisher
Private press	Pages	Exhibit
Content	Book cover	Display
Text	Image	Literacy
Pop-up book	Art	
Braille	Illustrator	

6. Using tri-fold display boards as backdrops, teacher will **demonstrate how students can incorporate their vocabulary words into text** for a mini-exhibit.
7. Student teams will work together, through the **writing process (rough draft, proofread, feedback, interactive writing and editing, revision and final copy)**, to **create three to six paragraphs of text** that will incorporate the vocabulary words and be mounted on the tri-fold board. These paragraphs will vary depending on which vocabulary words are selected. However, they should refer to the pop-up cards that they will also make (refer to Part II *Literacy through Book Arts*, Lesson Plan, 3rd and 4th grade) and include in the display.
8. The end result will be a tri-fold display board, mini-exhibit of the pop-up cards, **supported by text written and edited by the students** that refers back to the “Lasting Impressions” exhibit.

PART II CONSTRUCTING ORIGINAL POP-UP CARDS

GOAL

To have students work off of a demonstrated template and textual instructions to learn the mechanics of constructing 3-D book art. To learn how to apply an original design to the mechanics of the pop-up card. To learn how to display original designs, accompanied by original student text.

STUDENT LEARNING

Using the pop-up cards made in the “Lasting Impressions Post-Visit Lesson Plan, Grades 3 and 4” as a guide, students will design their own pop-up cards for inclusion in a mini-exhibit for their classroom.

ESTIMATED TIME

1 hour

MATERIALS

Paper in assorted colors and textures
Scissors
Glue
Crayons, colored pencils, markers
Materials for collage
Materials for decoration of cards (glitter, feathers, buttons, etc.)
Tape

PROCEDURE

1. Teacher will review examples of pop-up cards and books with students, discussing images, color, construction, and content.
2. Teacher will review the process outlined in previous lesson (pop-up cards with Palace of Governors image.)
3. Together, teacher and students will **reiterate the basic steps of creating a pop-up card and write it on the blackboard** for reference.
 - Students design, color and cut out the card itself, including tabs.
 - This is folded in half.
 - Students design, color and cut out the pop-up image, including tabs.
 - Tape or glue the tabs in place.
 - Close and open the card, testing to see whether the tabs are attached in the right place.
 - Complete additions of color and/or decorations on card.
4. Students will work in groups of three, using multiple types of paper and other art supplies to begin to design original pop-up cards. Each student will make his/her own card to include in mini-exhibit.
5. Teacher will outline a cooperative learning process, where students consult each other on construction process, **referring to the printed instructions** on the blackboard.
6. When cards are completed, students will arrange cards on a table in groups of three for feedback from peers.

7. Teacher will provide feedback forms to each group. Student groups will each write **two to three sentences of feedback** regarding each group of cards. Teacher will have to provide modeling of this activity and explanation of purpose of feedback (to improve product.)

8. Each student group will then come together to **review the feedback** the other student groups made regarding their pop-up cards. In their groups, they will discuss the comments on the feedback forms.

PART III

COMBINING TEXT AND CARDS IN DISPLAY

GOAL

Students will work together in their groups of three to combine text and art to demonstrate mastery of vocabulary and concepts.

STUDENT LEARNING

Students will utilize a cooperative learning process in making decisions about layout, content and design to create a display as part of a larger classroom exhibit.

ESTIMATED TIME

45 minutes

MATERIALS

Tri-fold display boards
(1 per 3 students)
Glue stick

Tape
Colored paper in various textures
Paint and brushes

PROCEDURE

1. Each group of three students will be given a tri-fold display board.
2. Student groups will have to make decisions regarding:
 - color scheme
 - **font type for titles and text**
 - **layout**
 - background
3. Students should have before them, the printed paragraphs that use the identified vocabulary words with information about the card making process and the pieces themselves. The pop-up cards that the students made should also be present. Students will arrange and discuss the paragraphs and card layout on the tri-fold board before attaching.
4. Students should also decide on the background (or surface of the tri-

fold board). Depending on available supplies, the boards can be painted, or covered with colored or textured paper.

5. Students will then attach the paragraphs and pop-up cards to the display board with glue. Students will also **design titles and subtitles** to be attached as well.

6. Completed displays can then be set up as a mini-exhibit for other classes to view within the school

EXTENSION ACTIVITIES

Students can give oral presentations about their display.

Students can act as exhibit guides for visitors from other classes.

*Bold font in Procedures denotes Literacy Activities (refer to list below)

SPECIFIC LITERARY ACTIVITIES

- Identifying key words and phrases from “Lasting Impressions” text (Reading Aloud, Directed Reading)
- Sharing and collating selected words (Oral Language, Shared Reading, Phonological Skills)
- Read list orally with directed phonemic analysis of words (Phonological Skills, Shared Reading, Directed Reading, Oral Language)
- Decode vocabulary (Phonological Skills, Shared Reading)
- Identify words that express main ideas (Directed Reading)
- Incorporate vocabulary words into text (Directed Reading, Directed Writing)
- Write paragraphs describing card making process and book art history for display (Writing Process, Interactive Writing, Peer Editing, Directed Writing)
- Generate list of basic steps of creating a pop-up card (Shared Reading and Writing, Interactive Writing)
- Write steps of construction process on board (Shared Reading and Writing, Interactive Writing)
- Refer to printed instructions (Shared Reading, Directed Reading)
- Write feedback on critique forms (Directed Writing)
- Review feedback (Shared Reading)
- Design layout (included font type, titles, subtitles) for display (Directed Writing)
- Act as exhibit guide for visitors (Oral Language and Presentation)

EARLY LITERACY

Oral language is foundation

Dialogue

Discussion

Verbal interaction

Active oral engagement

Emergent readers and writers

Phonemic awareness

Phonological strategies

Decoding skills

LASTING IMPRESSIONS

7th and 8th Grade Lesson Plan

Literacy through Book Arts

STANDARDS MET

Language Arts 7/8
Standard 1, Benchmark A7.2
Standard 1, Benchmark A8.2
Standard 1, Benchmark B7.2,3,4
Standard 1, Benchmark B8.1,2
Standard 1, Benchmark C7.1,2
Standard 1, Benchmark C8.1
Standard 1, Benchmark D7.4
Standard 1, Benchmark D8.5,6
Standard 2, Benchmark A7.1,2,3,4,5
Standard 2, Benchmark A8.1,2
Standard 2, benchmark B7.1,2,3,4,5,6,7,8,9,11,12
Standard 2, Benchmark B8.1,2,3,4,7
Standard 2, Benchmark C7.3

PART I

CREATING TEXT FOR MINI-EXHIBIT DISPLAY

GOAL

To have students identify key words and phrases within an exhibit, display or demonstration, in order to solidify main ideas. To be able to utilize vocabulary to demonstrate learning.

STUDENT LEARNING

Students will generate a key words and phrases list during visit to “Lasting Impressions” exhibit. Students will analyze these vocabulary words in class and create text for a mini-exhibit of their journal using selected words.

ESTIMATED TIME

2 hours (It is suggested that this be broken up over at least two class days.)

MATERIALS NEEDED

Flip chart paper or black board
Word processors and printers
Paper
Pens/pencils

PROCEDURE

1. Before visit to museum, teacher will discuss with students how to **identify key words and phrases*** in the “Lasting Impressions” exhibit.
2. Students will view exhibit in groups of three, jotting down words and phrases from the text portions of each display. Students will have to work cooperatively to determine which words are selected as key words.
3. After the museum visit, the teacher will lead the class in an activity of **sharing and collating the selected words** into a common class list.
4. The common class list of words will then be written on large sheets of paper for viewing by entire class. Teacher will lead students in **reading the list orally and in phonemic analysis of the words to help students decode each aspect of the vocabulary.**
5. The class-generated list will include many different types of words. If students fail to **identify words that express main ideas** of the exhibit, the teacher can assist with prompts. Some of the vocabulary that may be seen in this list is:

Printing press	Pages	Art
Private press	Book cover	Illustrator
Content	End-papers	Publisher
Text	Cover	Exhibit
Journal	Spine	Display
Braille	Binding	Literacy
Bilingual (trilingual)	Image	

6. Using tri-fold display boards as backdrops, teacher will **demonstrate how students can incorporate their vocabulary words into text** for a mini-exhibit.
7. Student teams will work together, through the **writing process (rough draft, proofread, feedback, interactive writing and editing, revision and final copy)**, to create three to six paragraphs of text that will incorporate the vocabulary words and be mounted on the tri-fold board. These paragraphs will vary depending on which vocabulary words are selected.

However they should refer to the journals that the students will also make (refer to “Lasting Impressions Post-Visit Lesson Plan, Grades 7 and 8”) and include in the display. Students should write paragraphs that address the journal making process, giving step-by-step instructions in how to bind books. Students can also write paragraphs giving background on the bookbinding process and on journals themselves. Much of this information will have been covered orally in the discussion portions of the “Onsite Visit Lesson Plan, Grades 7 and 8.”

8. The end result will be a tri-fold display board, mini-exhibit of the journals, **supported by text written and edited by the students** which refers back to the “Lasting Impressions” exhibit.

PART II CONSTRUCTING ORIGINAL PRINTS

GOAL

Students will work together in their groups of three to combine text and art to demonstrate mastery of vocabulary and concepts.

STUDENT LEARNING

Students will utilize a cooperative learning process in making decisions about layout, content and design to create a display as part of a larger classroom exhibit.

ESTIMATED TIME

45 minutes

STANDARDS MET

Language Arts 7/8
Standard 1, Benchmark A7.2
Standard 1, Benchmark A8.2
Standard 1, Benchmark B7.2,3,4
Standard 1, Benchmark B8.1,2
Standard 1, Benchmark C7.1,2
Standard 1, Benchmark C8.1
Standard 1, Benchmark D7.4
Standard 1, Benchmark D8.5,6
Standard 2, Benchmark A7.1,2,3,4,5
Standard 2, Benchmark A8.1,2

Standard 2, Benchmark B7.1,2,3,4,5,6,7,8,9,11,12
Standard 2, Benchmark B8.1,2,3,4,7
Standard 2, Benchmark C7.3

MATERIALS

Tri-fold display boards (1 per 3 students)
Glue stick
Tape
Colored paper in various textures
Paint and brushes

PROCEDURE

1. Each group of three students will be given a tri-fold display board.
2. Student groups will have to make decisions regarding:
 - color scheme
 - **font type for titles and text**
 - **layout**
 - background
3. Students should have before them, **the printed paragraphs that use the identified vocabulary words** with information about the card making process and the pieces themselves. The journals that the students made should also be present. Students will arrange and discuss the paragraphs and card layout on the tri-fold board before attaching.
4. Students should also decide on the background (or surface of the tri-fold board). Depending on available supplies, the boards can be painted, or covered with colored or textured paper.
5. Students will then attach the paragraphs to the display board with glue. Students will also design titles and subtitles to be attached as well. They will also have to decide how best to display the journals so that they correspond with the written text about them on the display board.
6. When displays are completed, students will set them up on a table for a peer-critique of the display as a whole
7. Teacher will provide critique forms to each group. Student groups will each **write two to three sentences of feedback** regarding each display. Teacher will need to provide modeling of this activity and explanation of purpose of feedback (to improve product.)
8. Each student group will then come together to review the feedback the other student groups made regarding their journal displays. In their groups, they will **discuss the comments on the critique forms**.

9. Completed displays can then be set up as a mini-exhibit for other classes to view within the school

EXTENSION ACTIVITIES

Students can give oral presentations about their display.
Students can act as exhibit guides for visitors from other classes.

*Bold font in Procedures denotes Literacy Activities (refer to list below)

SPECIFIC LITERARY ACTIVITIES

The following are correlated with activities from the Foundations for Literacy Program:

- Identifying key words and phrases from “Lasting Impressions” text (Reading Aloud, Directed Reading)
- Sharing and collating selected words (Oral Language, Shared Reading, Phonological Skills)
- Read list orally with directed phonemic analysis of words (Phonological Skills, Shared Reading, Directed Reading, Oral Language)
- Decode vocabulary (Phonological Skills, Shared Reading)
- Identify words that express main ideas (Directed Reading)
- Incorporate vocabulary words into text (Directed Reading, Directed Writing)
- Write paragraphs describing card making process and book art history for display (Writing Process, Interactive Writing, Peer Editing, Directed Writing)
- Write steps of construction process on board (Shared Reading and Writing, Interactive Writing)
- Refer to printed instructions (Shared Reading, Directed Reading)
- Write feedback on critique forms (Directed Writing)
- Review feedback (Shared Reading)
- Design layout (included font type, titles, subtitles) for display (Directed Writing)
- Act as exhibit guide for visitors (Oral Language and Presentation)

LASTING IMPRESSIONS

11th and 12th Grade Lesson Plan *Literacy through Book Arts*

PED STANDARDS MET

Language Arts 11/12
Standard 1, Benchmark A11.1,2,3
Standard 1, Benchmark A12.1,2
Standard 1, Benchmark B11.3,4
Standard 1, Benchmark B12.3
Standard 1, Benchmark C11.1,3
Standard 1, Benchmark D11.1,2,3,5
Standard 1, Benchmark D12.1,4,6
Standard 2, Benchmark A11.2,3
Standard 2, Benchmark A12.1,2
Standard 2, Benchmark B11.1,2,3
Standard 2, Benchmark B12.1
Standard 2, Benchmark C11.2,3
Standard 2, Benchmark C12.1,3

PART I CREATING TEXT FOR MINI-EXHIBIT DISPLAY

GOAL

To have students identify key words and phrases within an exhibit, display or demonstration, in order to solidify main ideas. To be able to utilize vocabulary to demonstrate learning.

STUDENT LEARNING

Students will generate a key words and phrases list during visit to “Lasting Impressions” exhibit. Students will analyze these vocabulary words in class and create text for a mini-exhibit of their print images using selected words.

ESTIMATED TIME

2 hours (It is suggested that this be broken up over at least two class days.)

MATERIALS NEEDED

Flip chart paper or black board
Word processors and printers
Paper, Pens and/or Pencils

PROCEDURE

1. Before visit to museum, teacher will discuss with students how to **identify key words and phrases*** in the “Lasting Impressions” exhibit.
2. Students will view exhibit in groups of three, jotting down words and phrases from the text portions of each display. Students will have to work cooperatively to determine which words are selected as key words.
3. After the museum visit, the teacher will lead the class in an activity of **sharing and collating the selected words** into a common class list.
4. The common class list of words will then be written on large sheets of paper for viewing by entire class. Teacher will lead students in **reading the list orally and in phonemic analysis of the words** to help students **decode each aspect of the vocabulary**.
5. The class-generated list will include many different types of words. If students fail to **identify words that express main ideas** of the exhibit, the teacher can assist with prompts. Some of the vocabulary that may be seen in this list is:

Printing press	Bilingual (trilingual)	Display
Private press	Image	Literacy
Content	Art	First Amendment
Text	Illustrator	Bill of Rights
Journal	Publisher	Censorship
Braille	Exhibit	Copyright

6. Using tri-fold display boards as backdrops, teacher will **demonstrate how students can incorporate their vocabulary words into text** for a mini-exhibit.
7. Student teams will work together, through the **writing process (rough draft, proofread, feedback, interactive writing and editing, revision and final copy)**, to **create three to six paragraphs of text** that will incorporate the vocabulary words and be mounted on the tri-fold board. These paragraphs will vary depending on which vocabulary words are selected. However they should refer to the print images that the students will also make (refer to “Lasting Impressions Post-Visit Lesson Plan, Grades 11 and 12”) and include in the display. Students should write paragraphs that address the print-making process, giving step-by-step instructions in how to create prints. Students can also write paragraphs giving background on the printmaking process and on issues of censorship and freedom of expression. Much of this information will have been covered orally in the discussion portions of the “Onsite Visit Lesson Plan, Grades 11 and 12.”
8. The end result will be a tri-fold display board, mini-exhibit of the print images, **supported by text written and edited by the students** that refers back to the “Lasting Impressions” exhibit.

PART II

CONSTRUCTING ORIGINAL PRINTS

GOAL

To have students work from a demonstrated template and textual instructions to learn the mechanics of constructing original prints. To learn how to apply an original design to the mechanics of printmaking. To learn how to display original designs, accompanied by original student text.

STUDENT LEARNING

Using the prints made in the “Lasting Impressions Post-Visit Lesson Plan, Grades 11 and 12” as a guide, students will design their own print images for inclusion in a mini-exhibit for their classroom.

ESTIMATED TIME

1 hour

MATERIALS

Paper in assorted colors and textures
Newsprint paper
Water-soluble block-printing ink
4-inch-wide brayers
and inking slab (9x12-inch piece of glass, smooth linoleum)
Masking tape
Old newspapers and rags for cleanup
Linoleum squares (1 per student)
Exacto knives (1 per student)

PROCEDURE

1. Teacher will **review examples of prints, images**, graphic designs and examples of graffiti. Teacher will also **review discussion of First Amendment rights** under the Bill of Rights, putting the discussion in the context of graphic images and censorship. Issues of graffiti art can be brought into the discussion, as well as the topic of pornography.
2. Teacher will **review the process outlined in previous lesson** (print images of leaves found in nature).
3. Together, teacher and students will **reiterate the basic steps of creating a print and write it on the blackboard** for reference.

- Students design, color and cut out paper to size.
- Students design an original image on paper. Teacher will have to explain the idea of positive and negative space in a composition, with the negative space being recessed (or carved) into the linoleum.
- When satisfied with the design, students will re-draw the image on the linoleum square.
- Using the Exacto knives, students will slowly cut out the lines or negative spaces in their images.
- Students will prepare their ink by squeezing half an inch of ink on the upper quarter of the inking slab and spread it with the brayer until the roller is coated smoothly.
- Students roll the inked brayer slowly and with even pressure, over the linoleum square until the side of square with image is completely covered with ink.
- Students center the inked linoleum square over the printing paper and firmly press square onto the paper, transferring the ink from linoleum square to paper.
- Next, lift the square straight up to prevent smearing. Allow the paper to dry for a few minutes. The results should be a printed image of the original design.
- Students may choose to do more prints. If the ink dries, add another small dab and smooth on the brayer.
- Complete additions of color and/or decorations on the print, if desired.

4. Students will work in groups of three, using multiple types of paper and other art supplies to begin to design original prints. Each student will make his/her own print to include in mini-exhibit.

Teacher will outline a cooperative learning process, where students consult each other on construction process, **referring to the printed instructions** on the blackboard.

PART III

COMBINING TEXT AND PRINTS IN DISPLAY

GOAL

Students will work together in their groups of three to combine text and art to demonstrate mastery of vocabulary and concepts.

STUDENT LEARNING

Students will utilize a cooperative learning process in making decisions about layout, content and design to create a display as part of a larger classroom exhibit.

ESTIMATED TIME

45 minutes

MATERIALS

Tri-fold display boards (1 per 3 students)	Tape
Glue stick	Colored paper in various textures Paint and brushes

PROCEDURE

1. Each group of three students will be given a tri-fold display board.
2. Student groups will have to make decisions regarding:
 - color scheme
 - **font type for titles and text**
 - layout
 - background
3. Students should have before them, **the printed paragraphs that use the identified vocabulary words** with information about the print-making process and the pieces themselves. The printed images that the students made should also be present. Students will arrange and discuss the paragraphs and image layout on the tri-fold board before attaching.
4. Students should also decide on the background (or surface of the tri-fold board). Depending on available supplies, the boards can be painted, or covered with colored or textured paper.
5. Students will then attach the paragraphs to the display board with glue. Students will also **design titles and subtitles** to be attached as well. They will also have to decide how best to display the printed images so that they correspond with the written text about them on the display board.
6. When displays are completed, students will set them up on a table for a peer-critique of the display as a whole
7. Teacher will provide critique forms to each group. Student groups will each **write two to three sentences of feedback** regarding each display. Teacher will need to provide modeling of this activity and explanation of purpose of feedback (to improve product).
8. Each student group will then come together to **review the feedback** the other student groups made regarding their print displays. In their groups, they will **discuss the comments on the critique forms**.
9. Completed displays can then be set up as a mini-exhibit for other classes to view within the school

EXTENSION ACTIVITIES

Students can give oral presentations about their display.
Students can act as exhibit guides for visitors from other classes.

*Bold font in Procedures denotes Literacy Activities (refer to list below)

SPECIFIC LITERARY ACTIVITIES

The following are correlated with activities from the Foundations for Literacy Program:

- Identifying key words and phrases from “Lasting Impressions” text (Reading Aloud, Directed Reading)
- Sharing and collating selected words (Oral Language, Shared Reading, Phonological Skills)
- Read list orally with directed phonemic analysis of words (Phonological Skills, Shared Reading, Directed Reading, Oral Language)
- Decode vocabulary (Phonological Skills, Shared Reading)
- Identify words that express main ideas (Directed Reading)
- Incorporate vocabulary words into text (Directed Reading, Directed Writing)
- Write paragraphs describing card making process and book art history for display (Writing Process, Interactive Writing, Peer Editing, Directed Writing)
- Write steps of construction process on board (Shared Reading and Writing, Interactive Writing)
- Refer to printed instructions (Shared Reading, Directed Reading)
- Write feedback on critique forms (Directed Writing)
- Review feedback (Shared Reading)
- Design layout (included font type, titles, subtitles) for display (Directed Writing)
- Act as exhibit guide for visitors (Oral Language and Presentation)

PALACE INFORMATION

For questions about the Palace of the Governors Education Programs, contact Erica L. Garcia at (505) 476-5109 or at erica.garcia@state.nm.us.

To schedule a tour please contact Cynthia Martinez at (505) 476-1140.

Student tours are available every Tuesday and Thursday at 10:30 a.m. for "Lasting Impressions" and for future exhibits at the Palace of the Governors / New Mexico History Museum.

Lasting Impressions

EDUCATION AND PROGRAM

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BIBLIOGRAPHY FOR TEACHERS AND ADULTS

The Young Author Festival Handbook: What Every Planner Needs to Know
Marguerite Cogorno Radencich, Kathleen Oropallo, Beeline Books,
Heinemann, Portsmouth, NH, ISBN 0-325-00020-4, www.heinemann.com

Literacy through the Book Arts, Paul Johnson Heinemann, ISBN 0-435-08766-5

Books Don't Have to Be Flat! Innovative ways to publish students' writing in every curriculum area, Kathy Pike and Jean Mumper, Scholastic Professional Books, ISBN 0-590-12049-2 (3-6)

Write Away! Activities that help ordinary writers become extraordinary writers
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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 reproducibles and activities to explore literature and develop children's writing, ISBN 76990-1 (2-6)

BIBLIOGRAPHY FOR CHILDREN AND YOUNG ADULTS

¡Volvámonos invisibles! by R.L. Stine

Amelia Lends a Hand by Marissa Moss

Amy, The Story of a Deaf Child by Lou Ann Walker

Benjamin Franklin: A Man with Many Jobs by Carol Greene

Blind Boone: Piano Prodigy by Madge Harrah

Braille for the Sighted by Jane Schneider

Can You Feel the Thunder? by Lynn E. McElfresh

Cheshire Moon by Nancy Butts

The Chinese Mirror by Mirra Ginsburg

Dear Dr. Bell—Your Friend, Helen Keller by Judith St. George

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Do You Remember the Color Blue: And Other Questions Kids Ask About Blindness by Sally Hobart Alexander

Handmade Counting Book by Laura Rankin

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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

Palace of the Governors

The New Mexico History Museum

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INFORMATION

For questions about the Palace of the Governors Education Programs
contact Erica L. Garcia
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To schedule a tour
contact Cynthia Martinez
at (505) 476-1140

Student tours available
every Tuesday and Thursday at 10:30 a.m.
for "Lasting Impressions" and for future exhibitions
at the Palace of the Governors / New Mexico History Museum



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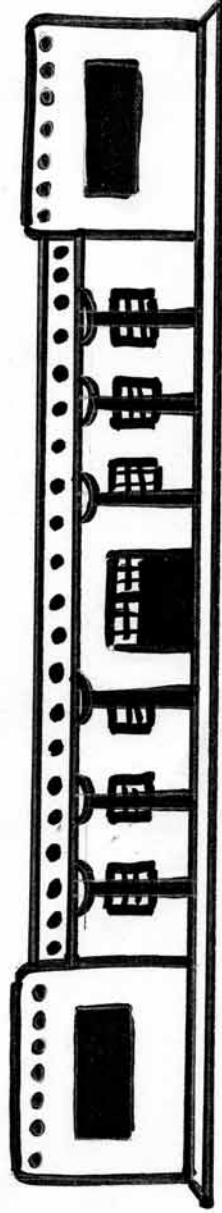
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"LASTING IMPRESSIONS"



PALACE OF THE GOVERNORS