CAEA Lesson Plan Format

LESSON TITLE: Altered Books: Redefining the Sketchbook and Engaging all Levels in Your Classroom

Name of Presenter: Matt Kelly

Grade Level: MS and HS

Background Information:
An altered book is a form of mixed media artwork that changes a book from its original form into a different form, altering its appearance and/or meaning. An altered book artist takes a book (old, new, recycled or multiple) and cuts, tears, glues, burns, folds, paints, adds to, collages, rebinds, gold-leaves, creates pop-ups, rubber-stamps, drills, bolts, and/or be-ribbons it. The artist may add pockets and niches to hold tags, rocks, ephemera, or other three-dimensional objects. Altered books may be as simple as adding a drawing or text to a page.

Content Standards:
ARTISTIC PERCEPTION
1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

CREATIVE EXPRESSION
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.4 Review and refine observational drawing skills.

2.5 Create an expressive composition, focusing on dominance and subordination.

Common Core Content Standards addressed with the lesson:
Writing standards . . . creating found poetry, reflective writing . . .

Learning Objectives/Goals/Essential Understandings:
To explore new materials and techniques...
To create provide guided instruction, then allow students to individually solve the artistic challenge

Vocabulary:
line, shape, color, form, shape, space, texture, balance, emphasis, movement, pattern, repetition, proportion, rhythm

Materials:
Needed for lesson—used hardcover books, markers, colored pencils, glue, masking tape, clear taper, paper,, etc.
Motivation:
Suggestions for involving students - provide open ended prompts that allow students to individually solve the challenge: sharing personal altered book and my creative process, video clips, providing examples of previous student work.

Procedure:
Step-by-step instructions
1. Getting started - selecting a good book
2. Designing title page
3. Cover design ideas
4. Thinning pages and combining pages
5. Creating textures
6. List of 10 successful prompts with examples
7. How to make a hidden compartment

Assessment and/or Evaluation:
Will provide an example of the grading rubric used

Extensions:
negotiations with Spain.

years were abruptly ended by the complete defeat of American shipping in the United States government's war bankruptcy, and with the Spanish trade capable of supplying a large quantity of gold and silver, an elastic, satisfactory commercial treaty with Spain seemed urgently necessary. Against this background one must consider the wearisome negotiations of 1785-1786 at New York, then the nation's capital, between Secretary Jay and the Spanish envoy, Don Diego de Gardoqui.

The smooth Gardoqui, having learned of Jay's vanity and his deep attachment to Mrs. Jay, undertook through lavish entertainment and other expenditures to curry favor with his American hosts. He "joined" one member of Congress a total of $5000. When he learned that General Washington desired some Spanish jackasses for breeding mules at Mount Vernon, he so informed his government. His superiors had anticipated his success by sending a handsome present to the general, who appreciatively named it "Royal Gift." Gardoqui's amiable continued his attentions to Mrs. Jay, whose beauty and charm made the Spanish diplomat a bit of a disagreeable influence notwithstanding my age," he wrote. "In an acting the gallant and accompanying Madame to the official entertainments and dances, because she likes it and I will do everything which appeals to me for the King's best interest." To judge from some of his official reports, Gardoqui danced his way through the negotiations—one of the few instances of tarsichorean diplomacy in American annals.

Gardoqui had received positive instructions from Madrid that the free navigation of the Mississippi was not to be yielded to the Americans. Jay had received equally positive instructions from Congress that no treaty was to be concluded which did not guarantee this right. After months of petty threats and negotiations, agreement seemed impossible. If, however, the Americans were willing to give way on the Mississippi issue, Spain was prepared to make important trade concessions. American merchants on the Atlantic seaboard could see no valid reason why such a prize should be denied, particularly if it meant sacrificing the interests of a group of uncouth back-countrymen.

Responding to the claims of Eastern merchants, Jay now began to change his views. After all, the West was not populous, and its great hardship would befall the United States if it lost the right to navigate the Mississippi, which was yielded for a decade or two. With regard to the immediate future, a commercial agreement with Spain probably would offset by a considerable margin the economic loss resulting from the closure of the river. Finally, there was no way to secure the treaty which languishing American commerce needed.

Overborne by such arguments, Jay at length surrendered. On August 1, 1786, he urged Congress to take his instructions to permit the United States to "forbear the right to navigate the Mississippi for twenty-five or thirty years in return for a commercial treaty with Spain."

*Quoted in S. P. Kenin, Pueblos, Tribes, (Baltimore, 1926), p. 84.