

## **1. Lesson Title:**

**Lema Familiar / Family Motto: Carving Our Collective Identity**

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## **2. Objectives:**

### **Academic Objective(s):**

- Students will analyze and create meaningful mottos that reflect family values and identity.
- Students will engage in intergenerational dialogue to refine language and meaning collaboratively.

### **Artistic Objective(s):**

- Students will learn the fundamentals of block printing, including design transfer and carving techniques.
  - Students will design and print a visual representation of their family motto using printmaking tools.
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## **3. Standards:**

### **Academic Standards:**

- TEKS English Language Arts and Reading: 110.15(b)(12) Writing/Persuasive Texts: develop drafts of short phrases or slogans for specific purposes.
- TEKS Social Studies: 113.15(b)(15) Culture—understand how symbols, customs, and traditions contribute to identity.

### **Arts Standards:**

- National Core Arts Standards (Visual Arts):
  - VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.

- VA:Cr2.2.4a: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space.
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## **4. Vocabulary:**

### **Academic Vocabulary English:**

- Motto
- Identity
- Family
- Community

### **Vocabulario Académico:**

- Lema
- Identidad
- Familia
- Comunidad

### **Artistic Vocabulary English:**

- Printmaking
- Carving
- Block
- Brayer

### **Vocabulario Artístico:**

- Grabado

- Tallado
  - Bloque
  - Rodillo
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## 5. Materials/Resources Needed:

- Rubber printing blocks or printing foam (for younger grades)
  - Carving tools (gouges) and bench hooks
  - Brayers and block printing ink
  - Carbon paper or tracing paper
  - Pencils
  - Aprons or protective gear
  - Paper for printing
  - Optional: foam sheets and ink pads (for differentiation)
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## 6. Lesson Introduction (5–10 minutes):

Introduce the idea of mottos by showing examples from families, schools, and cultural communities. Ask:

**“What kinds of short phrases show what a family believes in or stands for?”**

Explain that students will design a family motto in consultation with their families and transform that idea into a printed artwork. Introduce the concept of block printing as a traditional form of artistic reproduction used to convey important messages.

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## 7. Guided Practice (15–20 minutes):

1. **Explore:** Look at examples of different mottos and analyze their meaning and structure.

2. **Brainstorm:** Students begin drafting a family motto using poetic or symbolic language.
  3. **Collaborate:** Students take their draft home to gather family feedback and revise their motto.
  4. **Demonstrate:** Model the block printing process—transferring the motto, carving the block safely, and printing the design on paper.
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## 8. Independent Practice (15–20 minutes):

Students will:

- Finalize their family motto.
  - Transfer their design onto a rubber block using tracing or carbon paper.
  - Carve their design with guidance and print it using ink and brayers.
  - Make multiple prints and reflect on their craftsmanship and message.
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## 9. Closing (5–10 minutes):

After all prints are complete, students can share their work and explain the meaning behind their family motto. Facilitate a dialogue:

- “What did you learn about your family through this project?”
  - “How did it feel to turn words into art?”  
Encourage students to decide where their print might be displayed at home, and ask families to share photos of the artwork in place.
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## 10. Assessment:

**Academic Assessment:**

- Review final motto drafts for clarity, depth, and evidence of family collaboration.
- Optional: Written reflection on what the motto means to them and how it represents their family.

#### **Artistic Assessment:**

- Rubric based on technique, craftsmanship, safe use of tools, and creativity.
  - Evaluate student ability to translate text into a visual format through layout and composition.
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### **11. Differentiation Strategies:**

- Younger students can use **printing foam** instead of carving tools.
  - Substitute **ink pads** for brayers for easier ink application.
  - Provide pre-cut block sizes and visual samples.
  - Offer a **banner template** as an alternative to carving for students who may need additional support.
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### **12. Reflection (Post-Lesson):**

- Did students successfully synthesize abstract language into visual artwork?
  - How did family participation enhance the depth of each motto?
  - Did students engage safely and confidently with printmaking tools?
  - What adjustments might be made for students with different artistic or literacy levels?
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#### **Notes:**

**Additional Extensions:**

- Create a **class motto** and display it above the classroom door.
- Host a **school-wide activity** to co-create a collective motto or “cloud of beliefs.”
- Partner with a community arts center to exhibit the prints publicly.
- Use motto prints as cover pages for family photo books or memory binders.

**Extension for Younger Students:**

- Use **printing foam** for safer carving.
- Have students **write or draw their motto** in a decorative banner format.
- Use stamps and markers to embellish their designs creatively.

**Age Range:**

Recommended for Grades 4–5 due to tool use, but adaptable for younger students with alternate materials.

**Community Cultural Wealth Objectives:**

- Connects to **Familial Capital** by encouraging reflection on both biological and chosen family identity, values, and wisdom across generations.