

4. Three lesson plans

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China: Papermaking
(Lesson Plan Template Used With Permission From LessonPlansPage.com)

Lesson Plan Title: Homemade Paper

Concept / Topic To Teach: Papermaking

Ohio Standards Addressed:

Content Standard: Historical, Cultural, and Social Contexts

Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social, and political forces that in turn shape visual art communication and expression. Students identify significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in the lives of people.

Content Standard: Creative Expression and Communication

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Content Standard: Valuing the Arts/Aesthetic Reflection

Students understand why people value visual art. They present their beliefs about the nature and significance of selected art works and their reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

Content Standard: Connections, Relationships, and Applications

Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

General Goal(s): To teach the students how to make homemade paper with as few and as simple tools as possible.

Specific Objectives: Student participates in the making of homemade paper and receives a piece of the project.

Required Materials: Various scraps of paper including notebook, wrapping, post its, construction, notepaper, paper grocery bags, napkins, and any others, also thread, bits of yarn, dried flowers or similar items; an old window screen; water; an old blender or food processor; newspapers or rags; dishpan or larger sized similar container.

Anticipatory Set (Lead-In): Show samples of pre-made homemade paper and tell students that making paper is something they can do.

Step-By-Step Procedures:

1. Have students rip pieces of paper of their own choosing into pieces small enough for the blender or food processor container.
2. Fill the blender/processor about $\frac{3}{4}$ full with paper and slowly pour water in about halfway up.
3. Put cover on blender/processor and blend until a pulp is created. One will have to keep adding water and ripped paper bits until the pulp is the consistency of thick cooked oatmeal.
4. Put the pulp in the dishpan and add more water until a thin oatmeal type soupy consistency is created.
5. Depending upon the mess permitted in your workspace, allow students to put handfuls of the pulp on the window screen (which has been placed on a newspaper or towel cover table or propped up horizontally off the ground, outdoors). You may, if outside with sufficient drainage, dump the rest of the pulp in as thin a layer as possible on the window screen. If indoors, and the size of the window screen and pan allow, dip screen in horizontally and push pulp onto screen then raise it out of the pan.
6. Put a layer of towels or newspaper on top of the paper pulp and gently press water out changing towels as necessary. Do not scrape the pulp off the screen. Here, threads, yard, dried flowers, fabric, etc. can be pressed into the wet paper. When as much water as can be pressed out has occurred go to the next step.
7. Quickly flip screen over and tap the paper out onto a washable flat surface. One may also tap the paper out onto a newspaper covered flat surface.
8. Depending on the thickness of the paper, allow to completely dry, removing any newspaper before complete drying. This may take anywhere from one to 3 days.
9. Cut dried paper into sections for each student.

As you work, tell the students about Ts'ai Lun, the Chinese man who is given the credit for inventing paper about 105 AD during the Han Dynasty (202 BC-220 AD). Taking the inner bark from a mulberry tree and some bamboo fibers, he pounded them using a wooden tool after mixing them with water. He took the water/fibers mixture and poured it out on a piece of cloth so that the water drained through. When it dried, he found that this light material was good to write on and was easy to make. From China, this knowledge of how to make paper was passed to Korea, ancient Iraq, and Damascus.