

Chapter 7 Lesson Plan

Graphic Communications

Chapter Resources		
Textbook Activity	Teacher CD	Online Learning Center
Design a Board Game Design and build a prototype of a board game, including all components and packaging.	Lesson Plan Flash® Presentation <i>ExamView®</i> Chapter Test	Chapter Activities Chapter Quizzes

FOCUS

This chapter introduces printed communication, photography, and drafting as means of communication. Readers will learn both technology and evaluation techniques for all three of these media.

Objectives

- List the principles of design.
- Describe the different printing processes.
- Compare and contrast film and digital photography.
- Explain why drafting is referred to as the universal language.

Tying to Previous Knowledge

Ask students to describe advertisements that they have found particularly memorable. Request other students to analyze why that might be so with respect to the features or characteristics of the ad itself.

TEACH

1. **Evaluating design.** Divide your class into teams. After reviewing with the class the elements that go into good graphic design (as discussed in Chapter 7), assign one specific hand or power tool to each team. Each team's goal is to produce a safety poster for that tool. The poster will be evaluated on the strength of its graphic design. Each team may determine the size, shape, and all other variables, including whether to use pictures, whether to use color or black-and-white graphics, etc. Display completed posters near the corresponding tools.
2. **Demonstration.** It is not necessary that students do projects using each of the printing techniques. Simple demonstrations can help students quickly grasp the workings of the various printing methods. Take your class to look at your school's copy machine when discussing electrostatic printing. Make a simple screen printing device for them to see or even try. If you have a set of letter punches, demonstrate relief printing techniques by coating the letters with ink and pressing them onto paper. Ask a local printing shop for

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an old set of metal printing plates to show students as you explain their use. Have students use a magnifying glass to compare the type outputs of dot matrix, ink jet, and laser computer printers.

- 3. Demonstration.** Students may have trouble grasping the concept that some computer disks *magnetically* store information. Bring in an old floppy disk or expendable hard disk and let students witness what is stored on it. Pass a powerful magnet over the disk several times and then try to read it in the computer again. The loss of information will prove to students that data are magnetically recorded.
- 4. Simulation.** Display a water gun or similar product spraying a stream of liquid (perhaps through some cut-outs). Explain how an ink jet printer works on a similar but more sophisticated principle.

ASSESS

Have students complete Chapter Test 7. Chapter tests are found in the *ExamView*® Assessment Suite on this Teacher Resource CD-ROM.

Reteach

1. Display and discuss posters or any other graphics that demonstrate good graphic design. (*Note:* Art teachers can often be used as a resource for graphic designs to borrow and display.)
2. Reference famous graphic images from the past and have the class try to analyze why they have stood the test of time.
3. Select a few current and popular graphic images and ask the class if they feel the images will be long-term “hits.” The respondents should be able to support their opinion with some sound reasoning.

Enrich

1. Generate a message and ask students to create effective methods of communicating it graphically, photographically, and/or via drafting.
2. Place a relatively simple object in an opaque textile enclosure (such as a piece of clothing). Ask one student to describe it in words using sense of touch only. Survey his or her classmates to see who can identify the object. This activity will vividly demonstrate that a picture (or drawing) is worth a “thousand words.”

REFLECT

When photography first started to become popular, there were many who believed that painters would become unemployable. No one would want a likeness painted by hand when they could have an actual photographic depiction. Discuss with the class why this fear did not come to fruition.