



Train Car Block Printing Lesson

Hear, Here Northside | John Lysaker - "Train" Story

This activity introduces simple printing techniques while also exploring the history of La Crosse's last circus train.

OBJECTIVES

- Express/communicate a train theme in a work of art.
- Experiment with simple printmaking techniques.
- Present/explain work to an audience.

MATERIALS

**needed to create*

- Rectangular sponges as blocks for inking
- 12 x 18 paper for printing on (heavyweight)
- Various colors of ink (lighter so drawing can be applied after drying)
- Colored pencils
- Sharpie markers, fine line (optional)

**needed for instruction*

- [John Lysaker Story on Hear, Here site](#)
- Ringling Brothers Circus Train [video clip](#)
- NFSA Films Wirth's Circus [video clip](#)
- Teaching How-To, Simple Block Printing
- [Railway Safety for Kids site](#)
- [Free coloring pages](#) (trains around the world)

PROCEDURES

**Instructor Does*

- Play John Lysaker's audio clip from *Hear, Here* site on the last circus train in La Crosse. Show story photos.
- Show short clip of one of the circus videos. Ask questions to students to see what they know about circuses and circus trains and why they no longer have animals (note: previous unfair treatment of animals). Define changes.
- Briefly discuss trains and safety around train tracks (see railway safety link). Ask if any students have ridden on a train. Discuss.
- Introduce printed train car artwork and demonstrate how to print boxcars on paper and repeat across the paper. (If printing wheels, also show that process, if not students can draw them on when embellishing).
- Provide free coloring book pages of trains from around the world for students to work on while they wait to print and for print to dry.
- Assist students with printing at designated inking stations and make sure of drying rack.
- Demonstrate embellishing and give work time.
- Have students complete exit ticket and share work.

**Learners Do*

- Listen, look, and ask questions if needed.
- Listen, look, ask questions, participate in discussion.
- Listen, look, ask questions, participate.
- Listen, watch (how to print)
- Wait turn for printing. While waiting select one of the coloring book pages of trains from around the world to color.
- Complete printing across paper and put on drying rack.
- While waiting for print to dry, continue with coloring your coloring book page of train you selected.
- When dry, embellish through design and drawing (train cars, scene, etc.)
- Complete exit ticket.
- Share/explain completed train art with class.

VOCABULARY

- Trains
- Train cars
- Train yard
- Box car
- Wheels
- Train track

- Circus
- Safety
- Shape (element of art)
- Circle
- Rectangle
- Line (element of art)

- Color (element of art)
- Texture (element of art)
- Drawing
- Design
- Outlining
- Embellishment

WI CORE STANDARDS ADDRESSED

- Art | Creating | Investigate (A.A.Cr.1.e/A.A.Cr.4.i) Experiment with techniques, tools, and elements of art.
- Art | Present | Communicate (A.A.Pr.2.e/A.A.Pr.S.i) Use art and design vocabulary to talk about ideas and artistic processes (verbal or written).
- Social Studies | Geography: Networks (SS.Geog3.b.2/SS.Geog3.b.4) Compare/contrast modes of transportation and how they've changed over time.

DIFFERENTIATION & SUPPORTS

- Adaptive: Hand-over-hand assistance &/or flexibility on media choices as needed.
- English Language Learners (ELL): [Google Translate](#), copy + paste website URLs.

ASSESSMENT

Informal: Visual monitoring and checking in with students one-on-one to check for understanding.

Formal Checklist Rubric: (optional)

	Demonstrated "X"	Mostly Demonstrated "X"	Little/Note Demonstrated "X"
Express/communicate a train theme in a work of art.			
Experimentation with simple printing techniques.			
Present/explain work to an audience.			

Lesson Author(s)

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EXIT SLIP

Name _____

How do you feel about your train print with drawn embellishments? Circle.

Great!



Ok



Not Ideal

