

# **I Hope For the World...**

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**Professor – Donna F. St.John**

**Grade: 2- 3**

**Time period: 2 class periods**

## **Outcome Statement:**

The students will construct Hope dolls utilizing the concept of worry dolls and Guatemalan fabric patterns. Students will be placing a hope they have for the environment or world within the head of their dolls. Students will be educated about the soil pollution and natural science considering how they can make their environmental hopes a reality. This lesson is important because it will empower students that they have the ability to create change. It also is teaching them the important lesson that taking care of the Earth is an important factor in life.



## **Objectives:**

The Learner will:

- Create artwork that brings awareness and change in regards to a social or environmental issue
- Importance of the environment and the interconnectivity between humans and our environment
- Learn the history of “worry” dolls in Guatemala
- Be educated on the importance of cultural history (global awareness)
- Contribute to Mel Chin’s Operation Pay Dirt
- Understand that artists use their artistic voice to bring about social change

## **Visual Art Standards:**

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| ART.VA.I.2.2.    | Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness. |
| ART. VA.II.2.1.  | Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.      |
| ART. VA.III.2.2. | Recognize that art is created to fulfill personal and/or social needs.                                 |
| ART. VA.IV.2.2   | Discuss the subject matter of artwork from particular cultures at specific time.                       |

ART. VA.V.2.4 Describe how are is used in everyday life.

### **Integrated:**

Science – Natural science, Soil pollution (explanation of how and why things that are put into the Earth effects all living creatures)

P.PM.02.41 Recognize that some objects are composed of a single substance (water, sugar, salt) and others are composed of more than one substance ( salt and pepper, mixed dried beans)

### **Multiple Intelligences:**

Musical- “What A Wonderful World” Louis Armstrong, “Don’t Worry About a Thing” Bob Marley

<https://www.youtube.com/watch?v=A3yCcXgbKrE&spfreload=10>

<https://www.youtube.com/watch?v=EYi5aW1GdUU>

Visual – Guatemalan textiles or fabric to pass around.

Naturalist- Going outside to discuss the earth and its different properties.

Intrapersonal- Hope

### **Anticipatory Set:**

When the students begin entering the classroom they will receive a stone and asked to sit in their seats. Then when the students are seated the explanation of worry and how people deal with it will start the class.

### **Materials:**

- Fabric
- Glue
- Q tips
- String
- Markers
- Buttons
- Stones

### **Terms**

Sculpture- The art of making two or three-dimensional representative or abstract form

Analogue- A person or thing seen as comparable to another.

Worry dolls- (muñecas quitapenas), or trouble dolls, are very small and colorful dolls traditionally made in Guatemala. A person (usually a child) who cannot sleep due to

worrying can express their worries to a doll and place it under their pillow before going to sleep.

Weaving- Technique of making fabric using long strands and interlacing with one another.

Where is Guatemala?

What is a pattern?

### **Resources**

McDonnell, Sara. " ." *Worry Doll Legend*. N.p., n.d. Web. 25 Oct. 2014.  
<<http://www.tc.umn.edu/~mcdo0151/legend.html>>.

<https://www.youtube.com/watch?v=A3yCcXgbKrE&spfreload=10>

<https://www.youtube.com/watch?v=EYi5aW1GdUU>

### **Procedures:**

Day One-

Worry stones will be explained to the students after they are seated. Student will be introduced to Guatemalan history before the assignment along with the importance and history of worry dolls. Making a clear connection between the Hope dolls students will be creating and the significance of them. Students will be shown the different patterning and color schemes represented in Guatemalan fabric and patterning. Students will begin creating a pattern on the fabric which will be used for the clothing of their dolls.

Day Two-

Review worry stones and dolls, Guatemala, and patterning with the students. Operation PayDirt will be introduced. Students will be asked to write their “environmental hope” on a small piece of paper that will be placed in the head of their Guatemalan Hope Doll. There will be a step-by-step demonstration on how to construct their Hope Doll. Students will have a workday where they will have the opportunity to work on a “Fundered” dollar bill to participate in Operation Pay Dirt.

Day Three-

This will be the last workday for students. At the end of class students will be placing their dolls at the front of the class where all of the hope dolls will be photographed together. The Hope Dolls will be exhibited together in the school media center with an explanation of the objectives and Operation PayDirt and their work with social justice issues.

### **Accommodations:**

For students struggling with the assignment they will have to opportunity to discuss their hopes with their classmates.

### **Closure will include:**

Review the importance of having a clean environment with students and how hopes can become a reality. Discuss the importance of “Hope” dolls and review information such as the history and culture of Guatemala. Ask the students what they can do to help keep a clean Earth.

- What is a sculpture?
- What is an analogue?
- Where is Guatemala located?
- What is a pattern?
- What is a sculpture?
- How are the hope dolls and worry dolls similar? How are they different?
- What are some of the dangers of lead paint?
- What does Mel Chin do? How does he use his art to make the world safer?

### **Assessment**

Exemplary- Student participated in class discussion and has constructed a Hope doll and has completed all of the requirements placing their hopes inside the doll. Successfully utilizing the materials to create their doll and drawing Guatemalan inspired patterning on to the doll. Student has a strong understanding of the concepts and vocabulary.

Good- Students attempted to participate in class along with creating a Hope doll but did not successfully complete their doll, and only partially utilized Guatemalan patterning. Student has a moderate understanding of the concepts and vocabulary.

Needs Improvement- Student did not attempt to participate in class discussions or finish their doll. Student has a weak understanding of the concepts and vocabulary.