

Lesson 1: Dolls Like Me

Objectives:

Students identify physical traits that make them unique.

Essential Questions:

- Where do you get your hair color from? Your eye color? Do you have a birthmark?

Enduring Understanding:

Dolls have been used for thousands of years to teach children skills and also for them to learn the world around them.



Standards:

- L11. Uses expanding vocabulary
- L14. Recalls people, places, objects and experiences and makes connections
- L20. Uses a variety of writing or art tools.
- SSC1. Draws and constructs
- SSC2. Participates in multi-cultural art activities, song, & dance.
- SSC4. Explores family characteristics, communities, and their functions.

Alaska Native Values:

Know who you are: you are a reflection of your family. See connections: All things are related. Have patience: Somethings cannot be rushed. Show respect to others: Each person has a special gift. Accept what life brings: You cannot control many things.

Materials:

- Dolls
- Decorating material
- Pencils & Paper
- Mirror (to have students look at through the lesson)
- Markers

Promoting Culture Self Assessment:

- display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- encourage and provide opportunities and experiences for children that support Alaska Native culture.
- use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.
- provide activities to help children learn about and accept the differences and similarities in all people as an ongoing component of program curriculum.

Center Setup:

1. Cover a table with paper for students to draw freely on and practice their eyes, hair, nose, ears and mouth. Have an example of a decorated doll for students to see.
2. Set out materials on table for student use when ready.
3. If possible, have a mirror or a photo of students in class to help students look at themselves while decorating.

Activity



Engage: Hook, Iqsak, Uqtaq, Ihshak

Show students the doll that they will decorate. Explain: "We are going to decorate our dolls to look like us. We are a reflection of our parents & grandparents." We will decorate this doll to look like me then each of you will color your doll to look like you."

If I want to make this doll look like me what color of marker should I use for the hair? Is my hair straight or curly? Long or short? Where should I draw my hair?"

Demonstrate how to make different lines (curly, short, long, straight) on the board or a paper that students can see. Allow students to practice making lines on the set up table covered with paper.

"What color should I use to make my doll have eyes like me?" Give students a chance to look at your eyes and help to pick a color. Using a pencil first, demonstrate how to make eyes, first making a circle then a half crescent on the top and one on the bottom.

"How many eyes do I have? Where should I draw them on my practice face?"

What else is missing? Demonstrate how to make a mouth and nose using basic shapes.

Explore: Touch, Agturu, Agtur, Vandaniilchit

Activity 5-10 minutes

Partner up students and pass out dolls. Have students share with their partner where they will draw the eyes, nose, mouth and hair. Have an example of a doll or drawing on the board showing the body parts they are to draw on their dolls.

You may want to start with a pencil and do each facial feature together with the students. Help students to trace over their pencil lines with a marker if necessary after they have marked in their features. Students can also color a shirt and pants on their dolls using the markers. Its fun to mimic the clothing they are wearing for that day so that the dolls have a greater resemblance to the students.

Explain: Talking, Niugtuk, Qalarte, Qenax

"Many of our traits like how our eyes look, our hair, teeth, nose and ears look we get from our parents or even our grandparents or great-grandparents. It's what makes us special and unique!" Ask "Who did you get your hair color from? Your eye color?"

"We are going to use our dolls throughout the year to play and learn new things!"

Take a walk through of all the complete dolls. Have students talk about how they made their eyes, nose, mouth, hair, ears and clothing.

Evaluation

Emerging:

Student does not attempt to make a face for their doll.

Developing:

Student can make point to where eyes, nose, mouth, ears, hair and clothing should go but will not work on drawing or coloring.

Proficient:

Student draws or colors eyes, nose, mouth, ears and hair with help. Student can identify family characteristics.

Advanced:

Student draws all the facial parts on their own as well as clothing and can identify family characteristics.

