

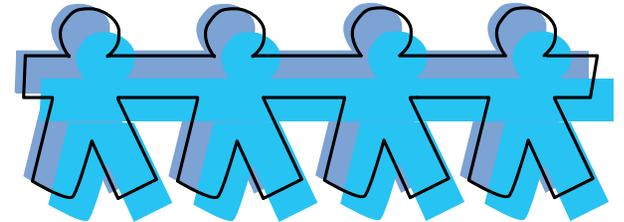
Old-Fashioned Paper Dolls

Background: During our study of historical events, we saw many pictures. We learned that some of our holidays are based on events from a long time ago. The class discussed the similarities and differences of people today and people of long ago. One of the most notable differences was the clothing styles from the days of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln to now.

Design Challenge: Design and create clothing for a paper doll to reflect two time periods. You will be asked to tell your classmates about your paper doll and its clothing.

Criteria:

- You must create two outfits for your doll.
- Your outfits must represent two time periods.
- Your doll must be able to stand on its own.
- The clothes must be changeable.
- Your doll must be neatly decorated.



Materials: Select from the list below.	Tools: Select from the list below.
<ul style="list-style-type: none">• card stock• fabric scraps• glue• paper doll pattern• paper scraps• wallpaper samples• yarn/string	<ul style="list-style-type: none">• markers/crayons/colored pencils• pictures of persons from different time periods (from books or online resources)• scissors

Targeted Standard of Learning: History and Social Science K.2
Supporting SOL: English K.1, K.2b, K.3, K.8, K.11a; Science K.1; History and Social Science K.1a

Targeted Standard for Technological Literacy: 7
Supporting STL: 1, 3, 5, 6, 8, 9

Tips for Teachers

Targeted Standards of Learning:

History and Social Science K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Supporting SOL: English K.1, K.2b, K.3, K.8, K.11a; Science K.1; History and Social Science K.1a

Targeted Standards for Technological Literacy:

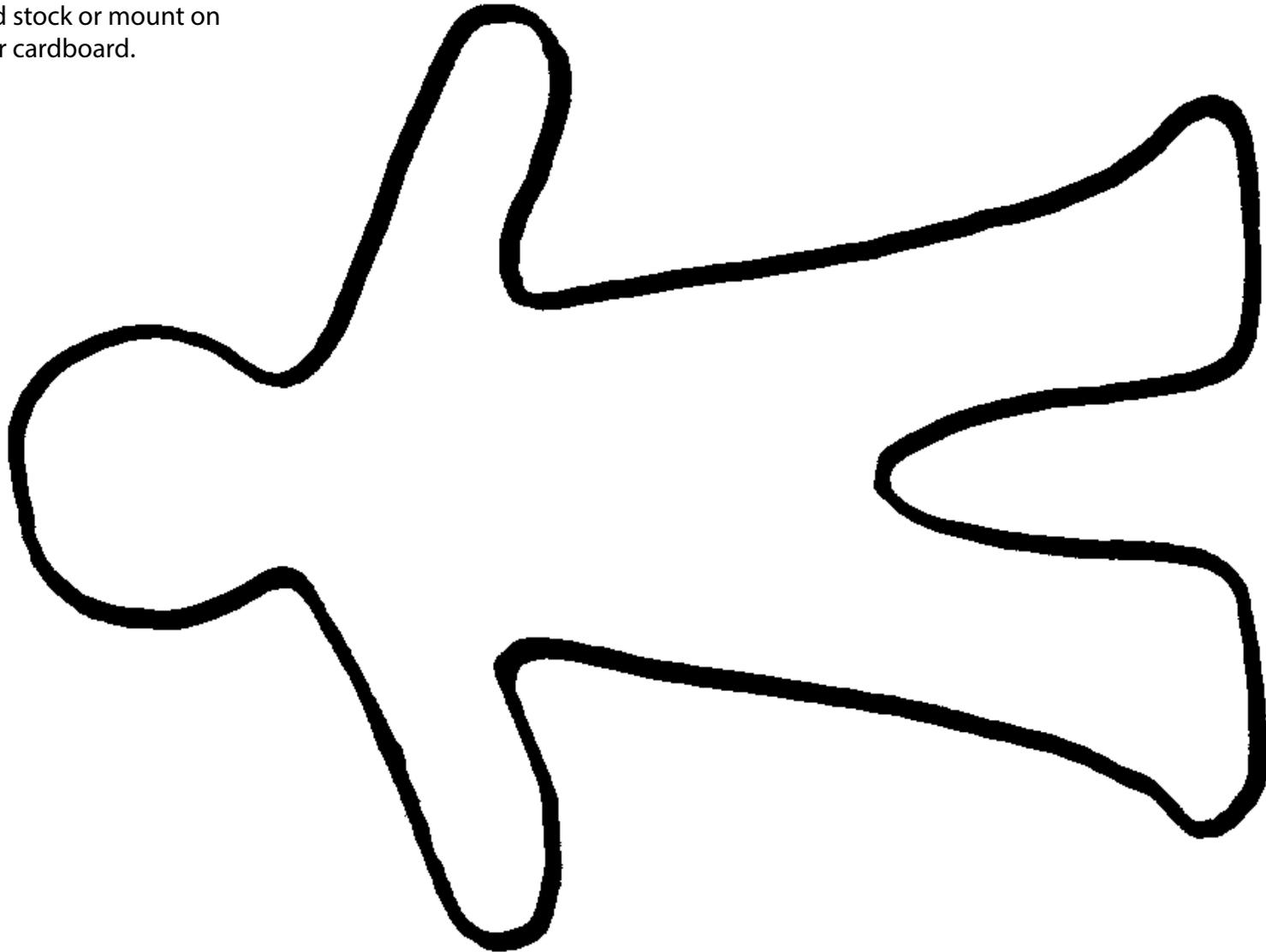
7 Students will develop an understanding of the influence of technology on history.

Supporting STL: 5, 8, 11, 12

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
<ul style="list-style-type: none"> • Historic events • Historic people • Pictures of events • Use of books and online resources 	<ul style="list-style-type: none"> • Check Design Brief for recommended materials. • Can discuss ways to attach clothes, but it is often better to see what the student can create or to offer a variety of paper doll samples. 	<ul style="list-style-type: none"> • Use of scissors 	<ul style="list-style-type: none"> • Individual • Partners or groups (recommended) 	<ul style="list-style-type: none"> • Design Brief • Guided Portfolio (adapt as appropriate/optional) • Rubric Assessments • Doll pattern 	<p>Follow the Design Process:</p> <ul style="list-style-type: none"> • Restate the problem. • Brainstorm solutions. • Create the best solution. • Test the solution. • Evaluate the solution.

Old-Fashioned Paper Doll Pattern

Copy onto card stock or mount on sturdy paper or cardboard.



Guided Portfolio, p2

Name _____



2. Brainstorm solutions. Sketch and/or describe some possible solutions.

Guided Portfolio, p3

Name _____

3. Create the solution you think is best.

Keep notes about your problems and how you solve them. Make sketches if they help.

Guided Portfolio, p4

Name _____

4. Test your solution.

How many outfits did you make? _____

Does the clothing reflect two time periods? YES NO

Does your paper doll stand? YES NO

Can you change the clothes on your doll? YES NO

Guided Portfolio, p5

Name _____

5. Evaluate your solution.

Was it the best solution? Why or why not?

What would you have done differently?

Rubric for Old-Fashioned Paper Dolls

Name _____ Date _____

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

Student Evaluation	0	1	2	3	4
Oral Presentation: The student <ul style="list-style-type: none"> used complete sentences used descriptive words. 					
Guided Portfolio: The student participated in <ul style="list-style-type: none"> restating the problem brainstorming solutions creating a solution testing the solution evaluating the solution. 					
Team Skills: The student <ul style="list-style-type: none"> used appropriate voice encouraged team members listened to team members was involved in all aspects of the project respected team members. 					

Tested Criteria	YES	NO
The paper doll stands by itself.		
The clothing can be changed.		
The student designed and created at least two changes of clothes.		
How many changes of clothes did the student make?		

Standards of Learning

English (2010)

Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- a) Listen to a variety of literary forms, including stories and poems.
 - b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
 - c) Participate in oral generation of language experience narratives.
 - d) Participate in creative dramatics.
 - e) Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
 - b) Use number words.
 - c) Use words to describe/name people, places, and things.
 - d) Use words to describe/name location, size, color, and shape.
 - e) Use words to describe/name actions.
 - f) Ask about words not understood.
 - g) Use vocabulary from other content areas.
- K.3 The student will build oral communication skills.
- a) Express ideas in complete sentences and express needs through direct requests.
 - b) Begin to initiate conversations.
 - c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - d) Listen and speak in informal conversations with peers and adults.
 - e) Participate in group and partner discussions about various texts and topics.
 - f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
 - g) Follow one- and two-step directions.
 - h) Begin to ask how and why questions.

Reading

- K.8 The student will expand vocabulary.
- a) Discuss meanings of words.
 - b) Develop vocabulary by listening to a variety of texts read aloud.

Writing

- K.11 The student will print in manuscript.
- Print uppercase and lowercase letters of the alphabet independently.
 - Print his/her first and last names.

History and Social Science (2008)

History

- K.1 The student will recognize that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Science (2010)

Scientific Investigation, Reasoning, and Logic

- K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- basic characteristics or properties of objects are identified by direct observation;
 - observations are made from multiple positions to achieve different perspectives;
 - a set of objects is sequenced according to size;
 - a set of objects is separated into two groups based on a single physical characteristic;
 - nonstandard units are used to measure the length, mass, and volume of common objects;
 - observations and predictions are made for an unseen member in a sequence of objects;
 - a question is developed and predictions are made from one or more observations;
 - observations are recorded;
 - picture graphs are constructed;
 - unusual or unexpected results in an activity are recognized; and
 - objects are described both pictorially and verbally.

Standards for Technological Literacy

- Standard 1: Students will develop an understanding of the characteristics and scope of technology.
- Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
- Standard 5: Students will develop an understanding of the effects of technology on the environment.
- Standard 6: Students will develop an understanding of the role of society in the development and use of technology.
- Standard 7: Students will develop an understanding of the influence of technology on history.
- Standard 8: Students will develop an understanding of the attributes of design.
- Standard 9: Students will develop an understanding of engineering design.

Please give us some feedback.

Complete the form below to let us know how this design brief worked for you and your students. Please be specific so that we might use your suggestions to improve the activity. *You can fill this out on your computer, or you can print it, fill it out manually, and scan it.*

Teacher: _____

School: _____

School division: _____

Design brief title: _____

Background	<i>Put an X in the appropriate column:</i>			Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does it set the context for the activity?						
Is it age-appropriate in language, length, and complexity?						
Does it reference prior learning and/or research that the students did that will facilitate designing a solution to a problem?						
Is it detailed enough that an adult will understand the purpose for the design brief?						
COMMENTS. <i>If any of the questions above are marked other than “ready for classroom use,” please provide suggestions here.</i>						

Design Challenge	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does the challenge support your curriculum?			
Is it age-appropriate in language, length, and complexity?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. <i>If any of the questions above are marked other than “ready for classroom use,” please provide suggestions here.</i>			

Criteria Criteria are part of the challenge. They set the limitations for the design. They are not directions.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Are the limitations age-appropriate?				
Do the limitations encourage critical thinking?				
Is the application of mathematic knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of science knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of social studies knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Are language skills integrated into the criteria? If not, should the skill area be addressed?				
COMMENTS. <i>If any of the questions above are marked other than “ready for classroom use,” please provide suggestions here.</i>				

Materials Materials help set the limitations for the design. The list should include materials that might work.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Does the materials list encourage a variety of design solutions?				
Does the materials list include a variety of choices for joining items?				
Does the materials list include materials that force students to make decisions?				
COMMENTS. <i>If any of the questions above are marked other than “ready for classroom use,” please provide suggestions here.</i>				

Tools Tools can be used in the construction of the designed product. They are used to manipulate materials. They cannot become part of the product.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the tools listed age appropriate?			
Are all tools needed for the activity included?			
COMMENTS. <i>If any of the questions above are marked other than “ready for classroom use,” please provide suggestions here.</i>			

Standards of Learning	Yes	No
Does the design brief reinforce the targeted Standard of Learning(s)?		
Are the supporting Standards of Learning appropriate?		
What Standards of Learning would you add or remove?		

Standards for Technological Literacy	Yes	No
Does the design brief reinforce the targeted Standard(s) for Technological Literacy?		
Are the supporting Standards for Technological Literacy appropriate?		
What Standards for Technological Literacy would you add or remove?		

Tips for Teachers	Yes	No
Are the tips listed in the chart helpful for a first-time teacher?		
What tips would you add?		

Guided Portfolio	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the instructions and questions age appropriate and clear?			
In the “Test your solution” section, do the questions force students to thoroughly test their solutions?			
In the “Evaluate your solution” section, do the questions force students to honestly evaluate their solutions			
<p>COMMENTS. <i>If any of the questions above are marked other than “ready for classroom use,” please provide suggestions here.</i></p>			

<p>Additional Comments Please use this area to provide general suggestions for improving this design brief.</p>