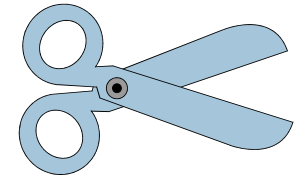


# Old-Fashioned Paper Dolls



**Background:** During our study of historical events, we saw many pictures. We learned that some of our holidays are based on events 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 Pocahontas, George Washington, Abraham Lincoln, and Betsy Ross to now.

**Design Challenge:** Design an old-fashioned paper doll that can be dressed to reflect its time period. You will be asked to tell your classmates about your paper doll.

**Criteria:**

- Your paper doll should stand alone.
- You must have two complete outfits.
- Your doll must be neatly decorated.
- The clothes must be changeable.

**Materials:** You may select from the items below.

- paper doll pattern
- scrap fabric
- scissors
- paper scraps
- wall paper sample books
- yarn
- markers, colored pencils, crayons, and glue
- pictures



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Targeted Standard of Learning: History and Social Science K.2  
Supporting Standards of Learning: History and Social Science K.1a  
Science K.1, K.9  
English K.1, K.2b, K.3, K.8, K.11a,

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

# Old-Fashioned Paper Dolls



**Targeted Standard 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.

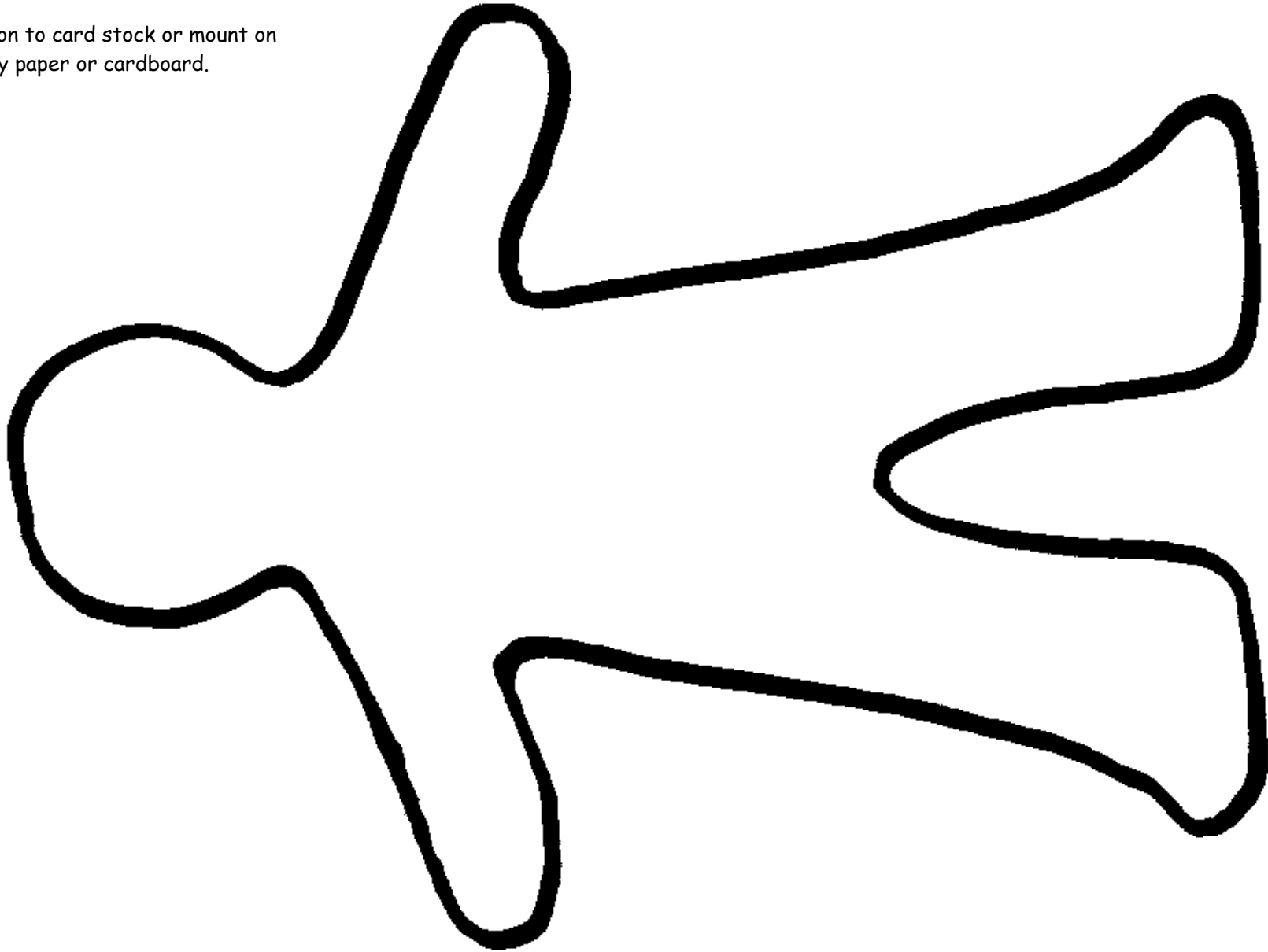
**Targeted Standard for Technological Literacy:** Standard 7

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

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Time Management
<ul style="list-style-type: none"> <li>• Historical events</li> <li>• Historical people</li> <li>• Pictures of events</li> </ul>	<ul style="list-style-type: none"> <li>• Check Design Brief for recommended materials. Teacher may substitute materials.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of scissors</li> </ul>	<ul style="list-style-type: none"> <li>• Individual (recommended)</li> <li>• Partners or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Design Brief</li> <li>• Guided Portfolio (optional use)</li> <li>• Rubric Assessment</li> <li>• Doll Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Session 1: Introducing Design Brief (20 min.)</li> <li>• Sessions 2 and 3: Building (20-30 min.)</li> <li>• Session 4: Sharing and evaluating (20 min.)</li> </ul>

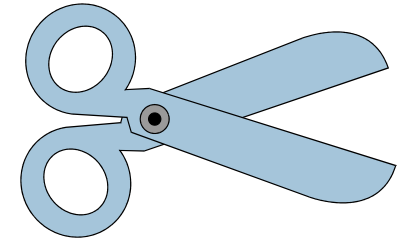
# Old Fashioned Paper Doll Pattern

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



Guided Portfolio—1

Name \_\_\_\_\_



# Old-Fashioned Paper Dolls

Group Members: \_\_\_\_\_

\_\_\_\_\_

**1. What is the problem?** State the problem in *your own words*.

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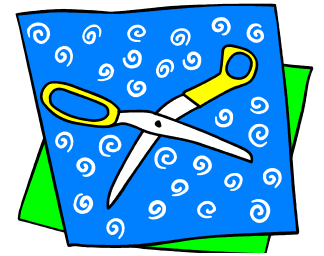
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Targeted Standard of Learning: History and Social Science K.2  
Supporting Standards of Learning: History and Social Science K.1a  
Science K.1, K.9  
English K.1, K.2b, K.3, K.8, K.11a,

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

Name \_\_\_\_\_



## 2. Brainstorm solutions.

Draw or describe some possible solutions.

A large graphic organizer consisting of four rounded rectangular boxes arranged in a 2x2 grid. The boxes are connected by lines to a central illustration of a lit lightbulb with radiating lines, symbolizing an idea or solution. The lightbulb is positioned in the center, with lines extending from its top and bottom to the four corners of the grid.

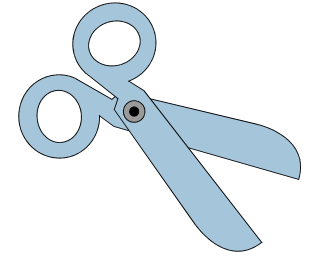


#### 4. Test your solution.

- Does your paper doll have two sets of clothing? YES NO
- Does your paper doll stand? YES NO
- Does the clothing reflect the doll's time period? YES NO
- Can you change the clothes on your doll? YES NO



Name \_\_\_\_\_



## 5. Evaluate your solution.

Was it the best solution? Would one of your other ideas have been better? Why or why not?

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What would you have done differently?

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Could you add to it to make it better? What would you add to it?

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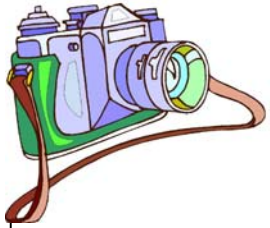
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Guided Portfolio—6

Name \_\_\_\_\_

Attach a photograph of your final project here. If you do not have a photograph, draw a picture of your final project.



How would you make your project better? Draw a picture showing how it would look after you have made changes to it.



# Rubric for *Old-Fashioned Paper Dolls*

Name \_\_\_\_\_

Date \_\_\_\_\_

Student Evaluation	no evidence 0	limited understanding 1	some understanding with room for improvement 2	good understanding with room for improvement 3	substantial understanding 4
<b>Oral Presentation: The student</b> <ul style="list-style-type: none"> <li>used complete sentences</li> <li>used descriptive words.</li> </ul>					
<b>Guided Portfolio: The student</b> <ul style="list-style-type: none"> <li>restated the problem</li> <li>brainstormed solutions</li> <li>created a solution</li> <li>tested the solution</li> <li>evaluated the solution.</li> </ul>					
<b>Team Skills: The student</b> <ul style="list-style-type: none"> <li>used appropriate voice</li> <li>encouraged team members</li> <li>listened to team members</li> <li>was involved in all aspects of the project</li> <li>respected team members.</li> </ul>					

Tested Criteria		
The paper doll stands alone.	Yes	No
Two changes of clothes have been designed.	Yes	No
The clothing can be switched.	Yes	No
The doll is neatly decorated.	Yes	No



# Standards of Learning

## English (2002)

### *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 choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
  - c) Participate in creative dramatics.
  - d) Begin to discriminate between spoken sentences, words, and syllables.
  - e) Recognize rhyming words.
  - f) Generate rhyming words in a rhyming pattern.
- K.2 The student will use listening and speaking vocabularies.
- a) Use number words.
  - b) Use words to describe/name people, places, and things.
  - c) Use words to describe location, size, color, and shape.
  - d) Use words to describe actions.
  - e) Ask about words not understood.
  - f) Follow one-step and two-step directions.
  - g) Begin to ask how and why questions.
- K.3 The student will build oral communication skills.
- a) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
  - b) Express ideas and needs in complete sentences.
  - c) Begin to use voice level, phrasing, and intonation appropriate for language situation.
  - d) Listen and speak in informal conversations with peers and adults.
  - e) Begin to initiate conversations.
  - f) Participate in discussions about books and specific topics.

### *Reading*

- K.8 The student will demonstrate comprehension of fiction and nonfiction.
- a) Use pictures to make predictions about content.
  - b) Retell familiar stories using beginning, middle, and end.
  - c) Discuss characters, setting, and events.
  - d) Use story language in discussions and retellings.
  - e) Identify what an author does and what an illustrator does.
  - f) Identify the topics of nonfiction selections.

## English (2002) continued

### *Writing*

- K.11 The student will write to communicate ideas.
- Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
  - Write left to right and top to bottom.

## Science (2003)

### *Scientific Investigation, Reasoning, and Logic*

- K.1 The student will conduct investigations in which
- basic properties of objects are identified by direct observation;
  - observations are made from multiple positions to achieve different perspectives;
  - objects are described both pictorially and verbally;
  - a set of objects is sequenced according to size;
  - a set of objects is separated into two groups based on a single physical attribute;
  - nonstandard units are used to measure common objects;
  - a question is developed from one or more observations;
  - picture graphs are constructed using 10 or fewer units;
  - an unseen member in a sequence of objects is predicted; and
  - unusual or unexpected results in an activity are recognized.

### *Earth Patterns, Cycles, and Change*

- K.9 The student will investigate and understand that change occurs over time, and rates may be fast or slow. Key concepts include
- natural and human-made things may change over time; and
  - changes can be noted and measured.

## History and Social Science (2001)

### *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 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.

## **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.