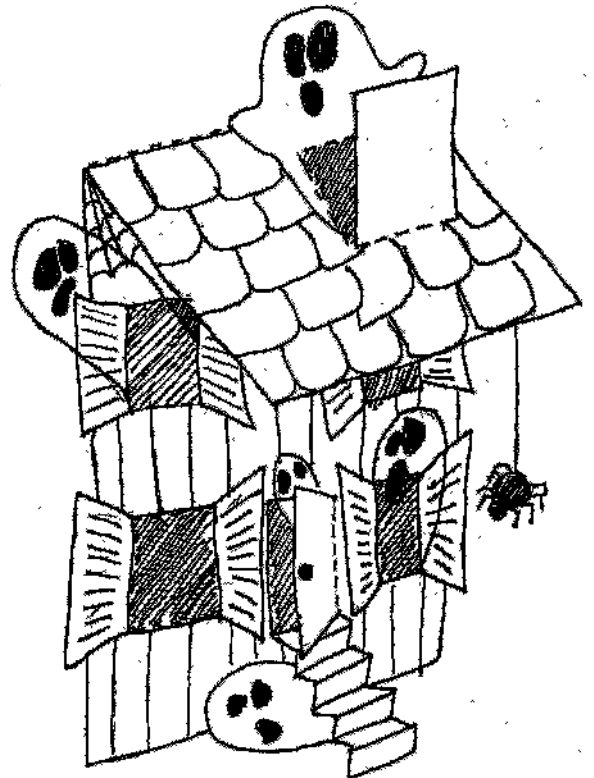
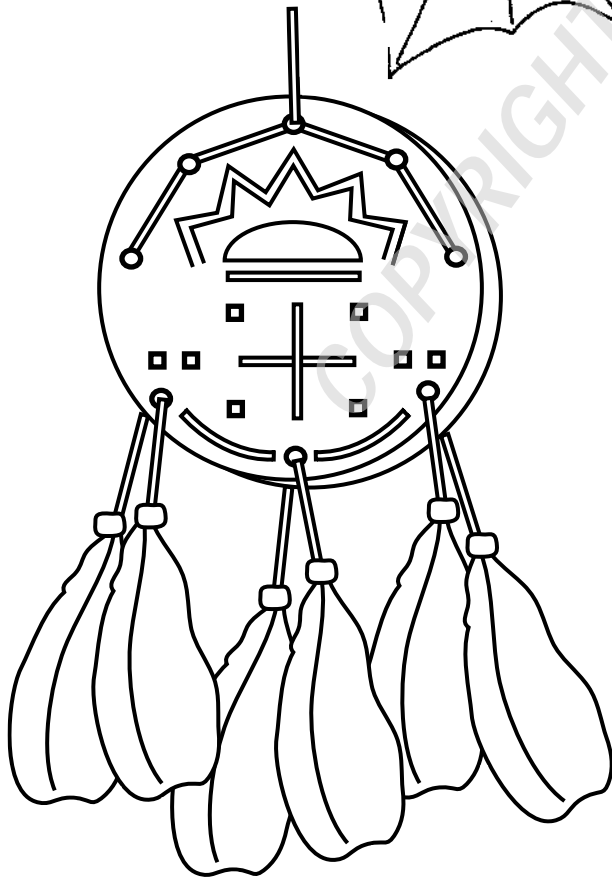
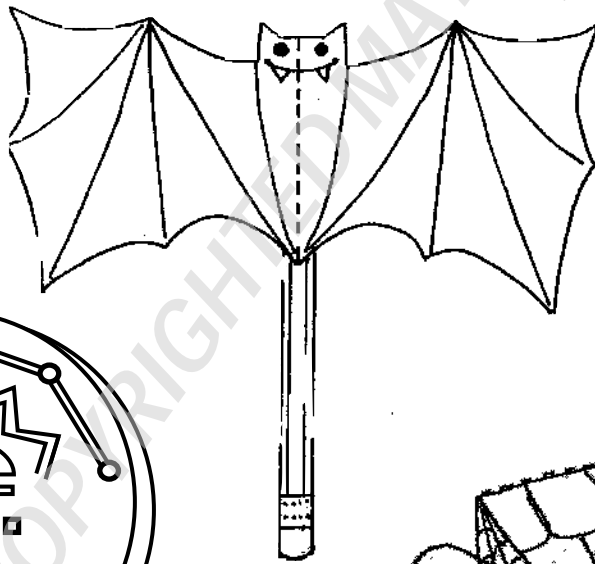


Fall



General

1. SUNFLOWER GARDEN

Grade Level: K-2

Sunflowers are a colorful part of fall in many parts of the country. They are the only single flower that can grow as high as ten feet. The sunflower is native to North America; Native Americans used it for food and pressed the seeds for hair oil. Today, the seeds are used for oil, birdseed, and snacks. The seeds are rich in calcium.

Project Description

Students will create sunflowers using paper plates, construction paper, and birdseed.

Advance Preparation

Obtain enough small paper plates to have one for every student. Buy paper cups and birdseed. Cut green construction paper into one 2" x 18" strip and two leaf shapes for each student. Pour the birdseed into paper cups. Make a finished sunflower to show the students.

Materials Needed

- Scissors
- Green construction paper
- Yellow construction paper
- Small paper plates
- White glue
- Craft stick
- Bag of mixed birdseed for outdoor birds (enough for 1/2 cup per student; about one 5-pound bag per class)
- Paper cups
- Crayons
- Tape
- Newspaper to cover work area



Connections to Other Disciplines

Science: Discuss sunflowers—where they grow, how tall they can get, and what they can be used for (food, hair oil, calcium-rich snacks).

Cooking: Bring in sunflower seeds for the students to snack on.

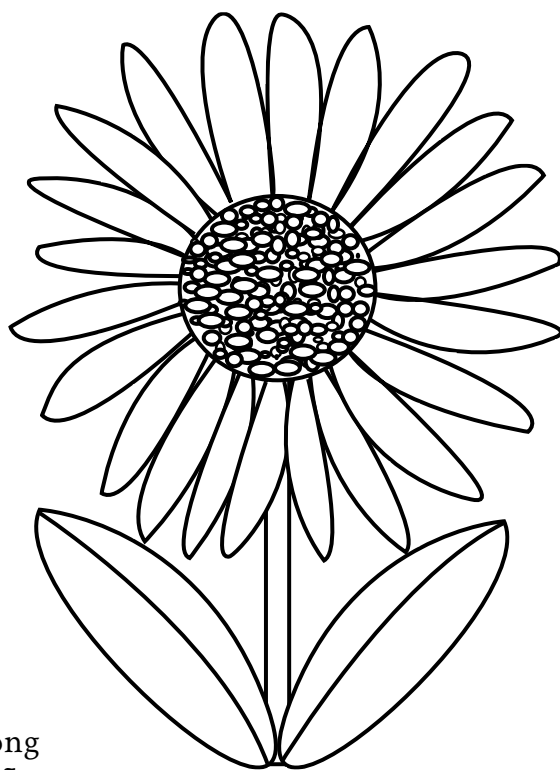
Reading: Introduce *And a Sunflower Grew* by Aileen Lucia Fisher.

Teacher Directions

1. Cover the work area with newspaper.
2. Give each student a paper plate, a 2" x 18" strip of green construction paper, and two leaf shapes.
3. Distribute the rest of the materials.
4. Show students the sample project.
5. Help students with cutting and pasting.

Student Directions

1. Cut thirty 12" petals from the yellow construction paper, and glue them around the edge of the paper plate.
2. Use a craft stick to spread glue over the center of the paper plate.
3. Sprinkle birdseed over the glue, and gently shake off any excess birdseed. Let dry.
4. Glue a stem and two leaves in place. Use a crayon to add veins to the leaves.
5. Tape the sunflower along with your classmates' sunflowers on a wall in the classroom to create a "garden."



2. OWL'S HOME

Grade Level: 2–3

Owls are often heard in the woods in the fall. Owls are birds that have large eyes and fine depth perception (ability to judge distance). They have the most highly developed sense of hearing of all birds. An owl can fly through a forest in silence because its wing feathers have downy fringes to muffle the sound of its approach. All of these characteristics help the owl catch its prey. Owls make their nests in cavities of trees.

Project Description

Students will create an owl and its tree using paper and crayons.

Advance Preparation

Make copies of the owl pattern sheet, cut apart at the cut lines, and give one owl to each student. Have enough brown construction paper on hand to give a sheet to each student.

Materials Needed

- Owl pattern sheets
- Sheets of scrap drawing paper
- Crayons
- 8" x 12" sheets of brown construction paper
- Black markers
- Scissors
- Tape

Connections to Other Disciplines

Science: Talk about where owls live. What do they eat? Why are their eyes large?

Language Arts: Discuss the expression "As wise as an owl." Have students make up a story about their owl.

Mathematics: Show how an owl can be drawn using circles, triangles, and patterns.

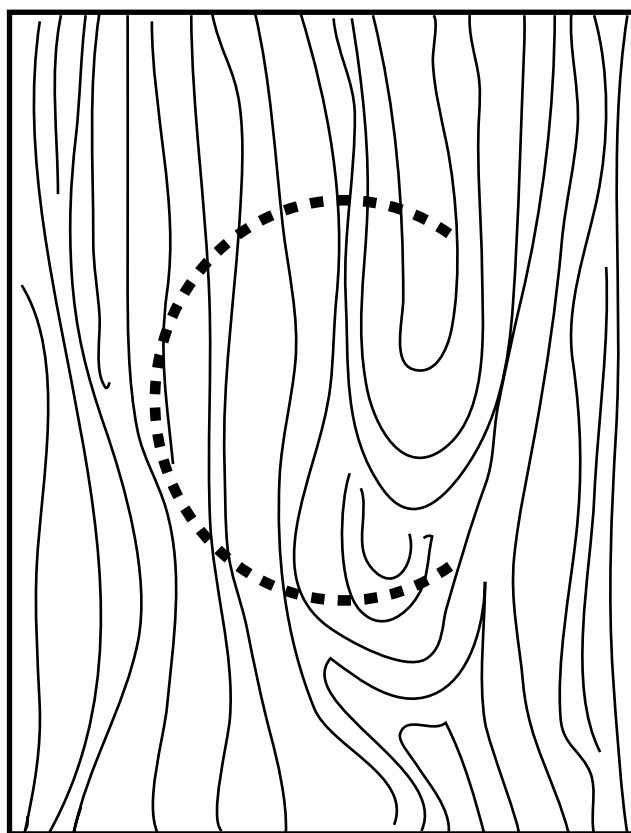


Teacher Directions

1. Give each student one owl pattern sheet and one sheet of brown construction paper.
2. Distribute the rest of the materials.
3. Show students how to make contour lines.
4. Help students cut out the C in the brown paper.

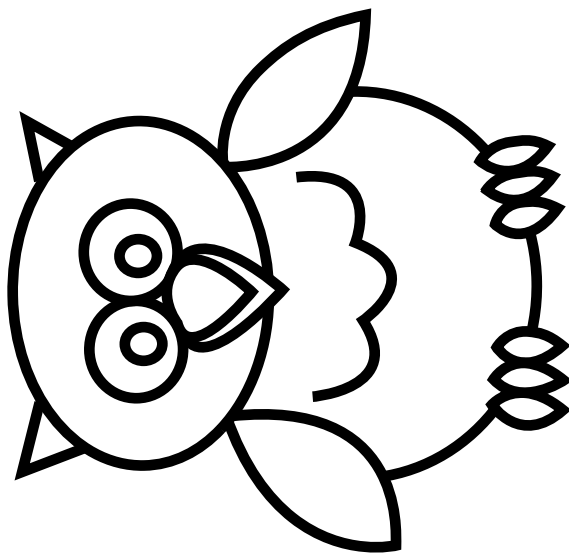
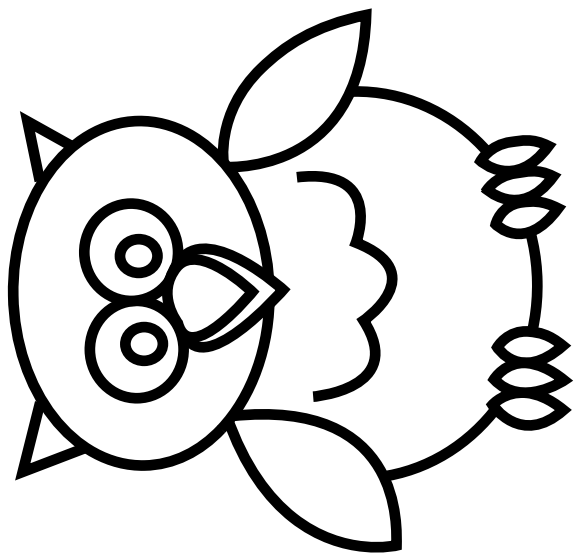
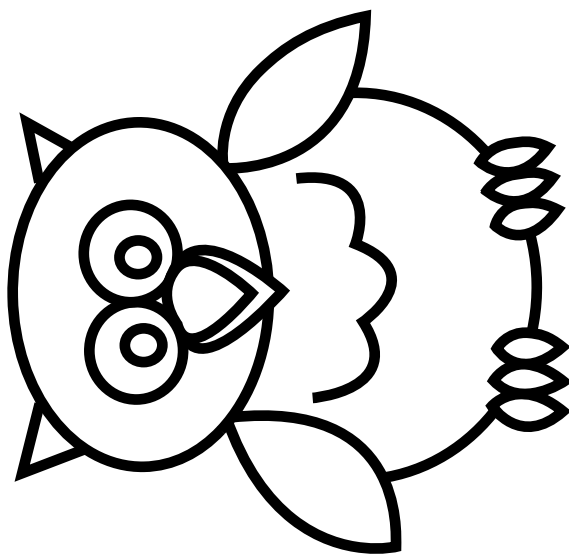
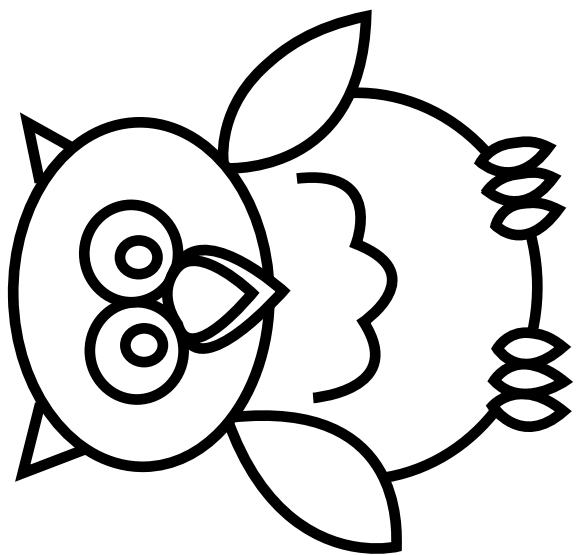
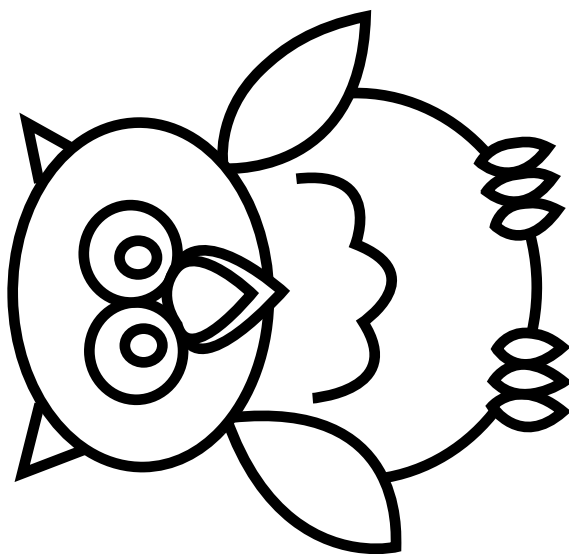
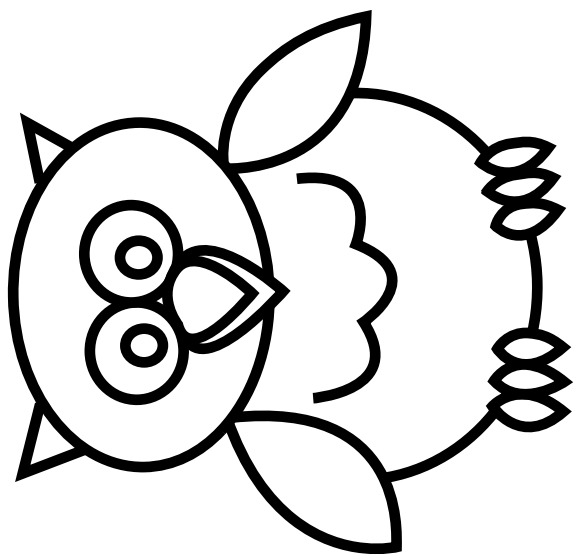
Student Directions

1. Practice drawing contour lines on the scrap paper with crayons.
2. When comfortable making contour lines, use a black marker to draw contour lines on the brown paper so that the paper looks like tree bark.
3. Draw a large C in the center of the brown paper. Cut along the C to form a flap.



4. Use crayons to color the owl.
5. Place the finished owl behind the cut-out C flap and tape it in place. Fold back the flap so you can see the owl.





3. POINTILLIST AUTUMN LANDSCAPE

Grade Level: 3–4

The painter Georges Seurat (1859–1891) developed the style of painting called *Pointillism*, using small spots of pure color. When viewed from a distance, the light rays reflected from the adjacent colors merged to produce a blended hue of different colors. The effect created a luminous moving color exchange.

Project Description

Students will learn how to use a new watercolor and craypas technique to create a three-dimensional autumn landscape.

Advance Preparation

Find examples of Pointillist paintings, especially some by Georges Seurat, to show to students. Have available several Styrofoam packing “peanuts” and two sheets of white watercolor paper for each student.

Materials Needed

- White watercolor paper
- Watercolors
- Craypas
- Scissors
- Paintbrushes
- Water cups
- Packing peanuts
- White glue
- Newspaper to cover work area

Connections to Other Disciplines

Science: Discuss interaction of colors, the light spectrum, and refraction.

Reading: Introduce *The Lives of Artists* (series) by Kathleen Krull.

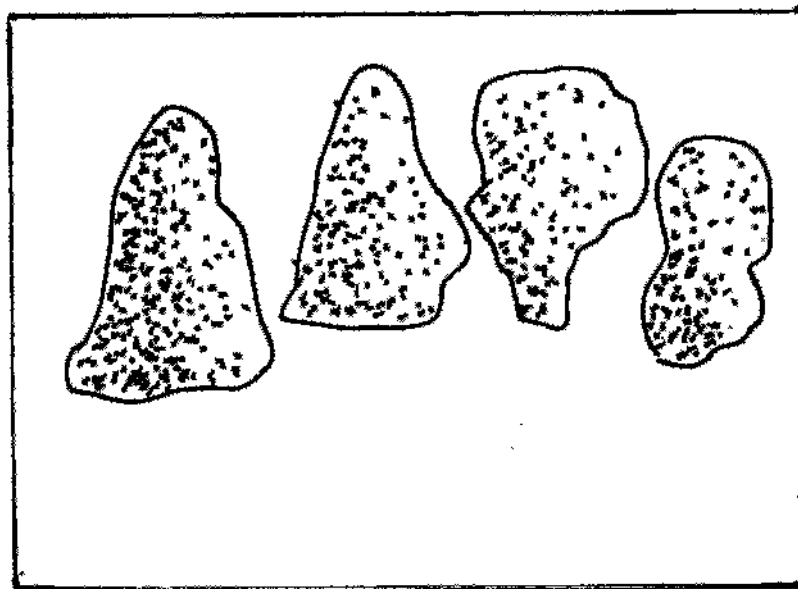


Teacher Directions

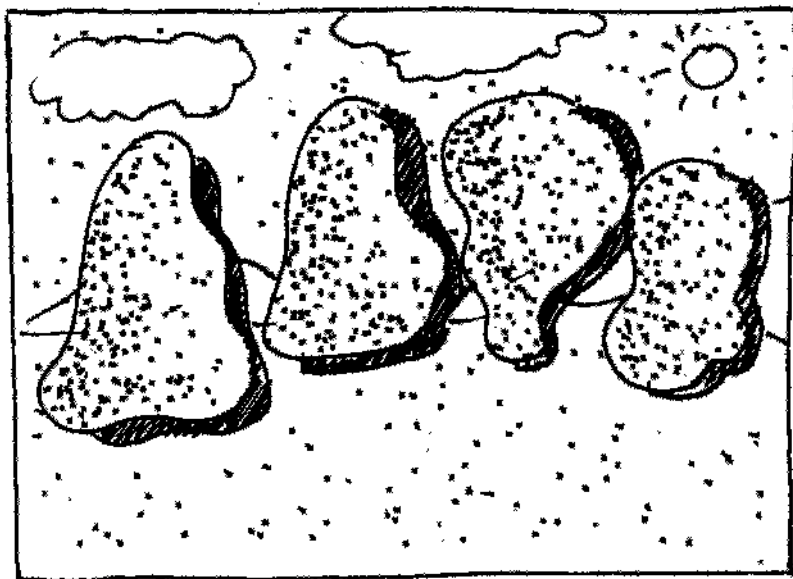
1. Describe Pointillism. Show examples by famous artists, such as Georges Seurat.
2. Cover the work area with newspaper.
3. Give each student two sheets of watercolor paper.
4. Hand out the rest of the materials.
5. Help students create the background and trees using dots and bright colors.

Student Directions

1. On one sheet of paper, paint a fall foliage scene using watercolors to make dots.
2. On a separate sheet of paper, use craypas to draw tree shapes. Color in the trees with dots.



3. Cut out the trees and glue two or three packing peanuts to the back of each tree.
4. Glue the trees to your watercolor background.



4. HARVEST APPLE

Grade Level: 3–4

John Chapman, known as Johnny Appleseed, is an American legend. It's believed that he helped spread apple trees across the country in the late 1700s and early 1800s.

Project Description

Students will create three-dimensional apples.

Advance Preparation

Cut newspaper into strips or use recycled strip paper. Make two copies of the apple pattern sheet for each student.

Materials Needed

- Apple pattern sheets
- Crayons or craypas
- Scissors
- Stapler
- Newspaper strips or recycled strip paper
- String

Connections to Other Disciplines

Science: Discuss the nutritional value of apples in the diet.

Social Studies: Explore the legend of Johnny Appleseed.

Reading/Mathematics: Introduce *Ten Apples Up on Top* by Dr. Seuss (writing as Theo LeSieg) and *The True Tale of Johnny Appleseed* by Margaret Hodges.

Cooking: How many ways can apples be prepared? Make applesauce with the students, or bring some applesauce cake to class.



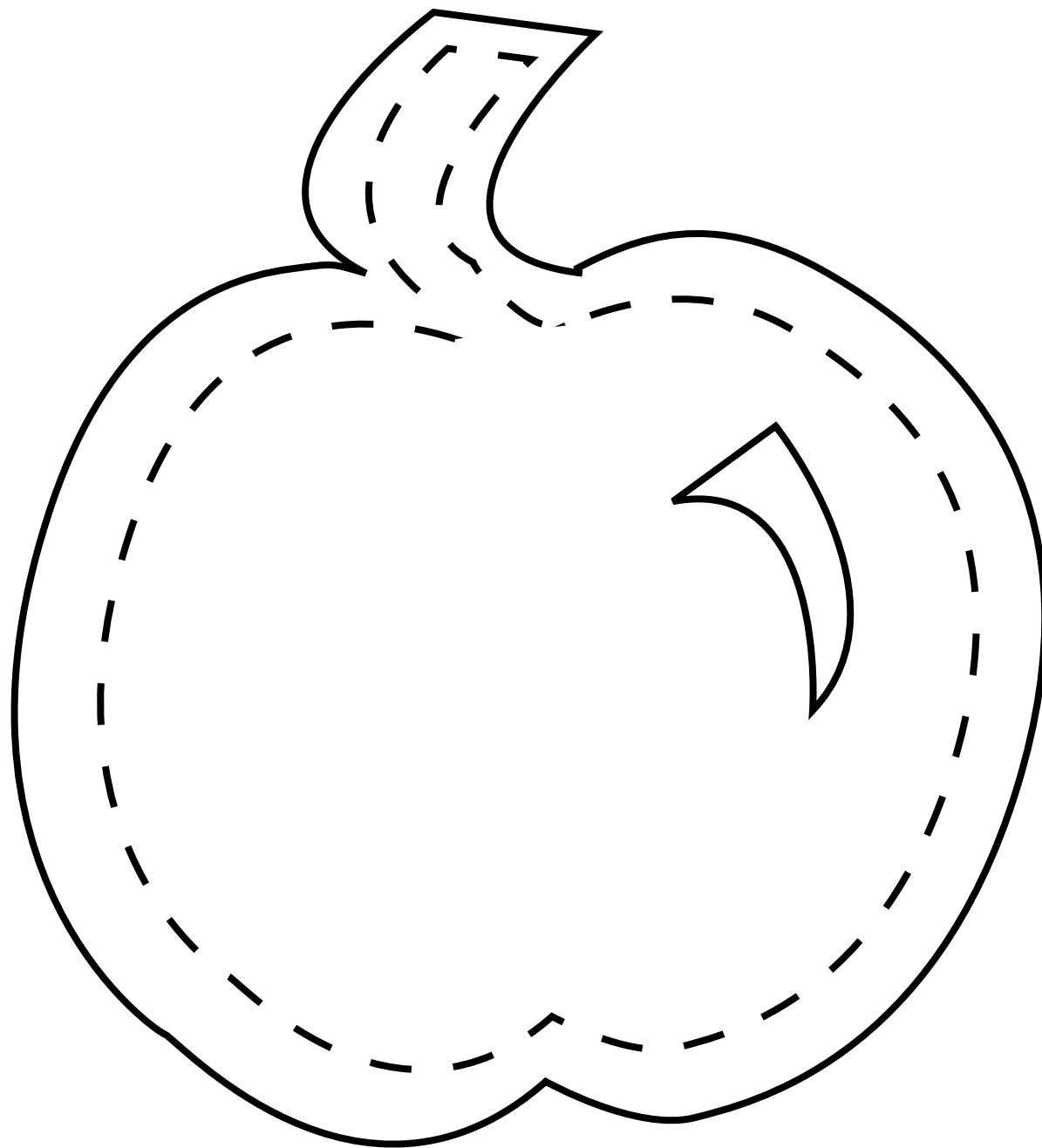
Teacher Directions

1. Pass out two copies of the apple pattern sheet to each student.
2. Discuss the different colors of apples.
3. Have students color the apple patterns first with light colors, then overlapping with darker colors. Show students how to use complementary colors to create shading.
4. Help students with the stapling.
5. Hang the finished apples in the classroom.

Student Directions

1. Color one apple pattern following your teacher's directions. Then color the second pattern the same way.
2. Cut out the two apples and place them together, colored sides out.
3. Staple two edges together halfway around.
4. Stuff the apple with strips of newspaper.
5. Finish stapling the apple together.
6. Use string to hang your apple in the classroom.





5. LEAF FRAME

Grade Level: 3–4

Here's an activity that incorporates found objects to make a "natural" craft project out of autumn leaves.

Project Description

Students will create a frame with glued leaves.

Advance Preparation

Collect small leaves (or have students collect them) and flatten them under a book for a day or two. Cut an 8" square of cardboard for each student. Cut sponges into 1" squares. Cut four 2" x 8" and two 2" x 7" strips of cardboard for each student. Obtain spray shellac and sponges; cut the sponges into 1" squares, one for each student. Make a completed leaf frame to show to students.

Materials Needed

Cardboard
Leaves
Glue
Spray shellac (CAUTION: To be used only by an adult)
Paints
Sponges
Newspaper to cover work area

Connections to Other Disciplines

Science: How many different shapes of leaves can be found? Which leaf comes from what tree?

Reading: Introduce *Why Do Leaves Change Color?* by Betsy Maestro.

Teacher Directions

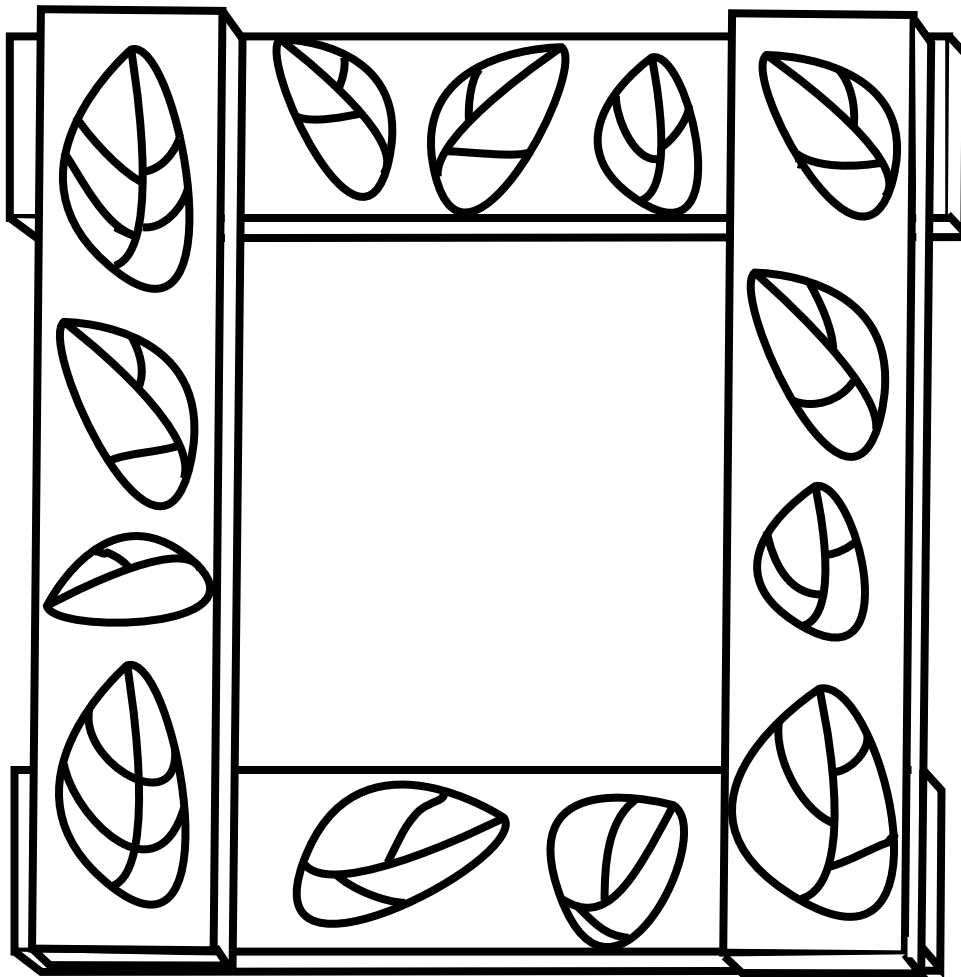
1. Show students your sample of the finished frame.
2. Cover the work area with newspaper.
3. Give each student an 8" square piece of cardboard, four 2" x 8" strips and two 2" x 7" strips of cardboard, and a 1" square piece of sponge.



4. Distribute the rest of the materials.
5. Help students form their frames.
6. Take the finished frames outdoors and spray with the shellac.

Student Directions

1. Make a frame by gluing the four 2" x 8" cardboard strips together in the shape of a frame. Overlap the side strips on top and bottom strips and glue the corners together; the sides of the frame do not have to be flush. The window of the frame will be a 4" x 4" space. Attach the frame to the 8" square cardboard backing and glue the two 2" x 7" strips onto the backing. Let dry.
2. Use the paint and sponges to apply color to your frame. Let dry.
3. Glue pressed leaves to the frame. Let dry.
4. Your teacher will bring your frame outdoors to spray with shellac. When it's dry, you can put an item or picture in your frame.



Columbus Day

6. THE *NIÑA*, THE *PINTA*, AND THE *SANTA MARIA*

Grade Level: 3–4

Christopher Columbus sailed from Spain in 1492 to find a shorter passage to the East Indies, where precious spices and rare cloth could be found. His three ships, the *Niña*, the *Pinta*, and the *Santa Maria*, landed on the island of Hispaniola (now home to Haiti and the Dominican Republic) in the Caribbean. This is considered to be Europeans' first contact with the New World. Columbus Day is observed on the second Monday in October.

Project Description

Students will create a picture of Christopher Columbus's three ships using cut paper. (*Note:* This project is done in three lessons.)

Advance Preparation

Using the pattern, cut stencils for the ships' hulls out of oak tag (one for each student). Obtain sheets of 8-1/2" x 11" sheets of white construction paper, 9" x 12" brown construction paper, and 12" x 18" blue construction paper (at least one for each student). For younger students, prepare the sails.

Materials Needed

- Oak tag
- Hull pattern sheets
- 8-1/2" x 11" sheets of white construction paper
- Scissors
- Red crayons
- 9" x 12" sheets of brown construction paper
- 12" x 18" sheets of blue construction paper
- White glue
- White chalk
- Tape



Connections to Other Disciplines

Geography: Discuss the seven continents and where they are located. Find Hispaniola on a map.

Social Studies: Discuss why Christopher Columbus made his trip from Spain.

Reading: Introduce *On the Day the Tall Ships Sailed* by Betty Paraskevas. (Although this book's level is K-1, other students may still find it interesting.)

Teacher Directions

Lesson 1

1. Hand out the white paper, scissors, and red crayons. For younger students, pass out the sails you have prepared in advance.
2. Help older students fold and cut out the white paper to make sails.

Lesson 2

1. Hand out the brown paper, the ship's hull pattern, scissors, and glue.
2. Help students trace the pattern of the ship's hull on brown paper, then cut out the ship.
3. Help students glue sails onto the masts.

Lesson 3

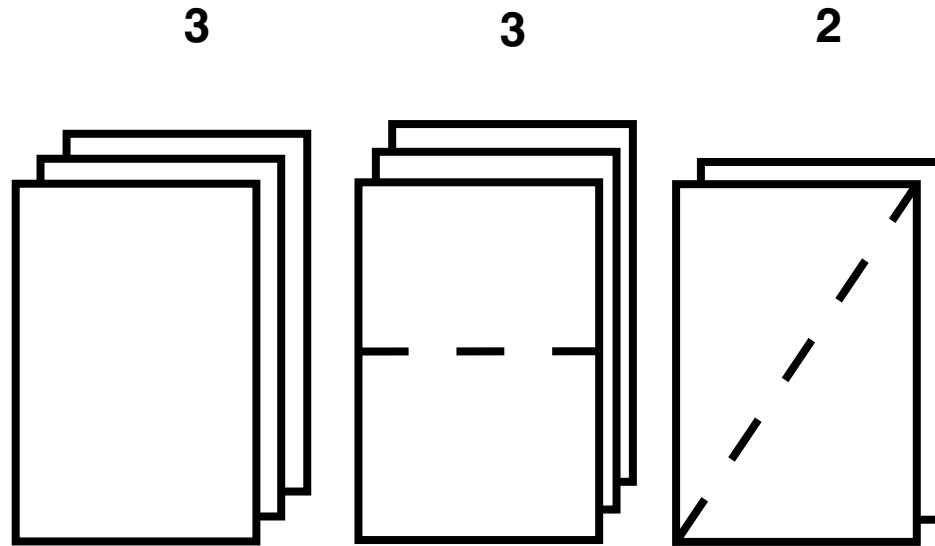
1. Hand out the blue construction paper, chalk, scissors, and tape.
2. Help students fold and cut the blue paper for the ocean.

Student Directions

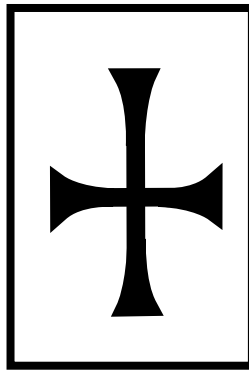
Lesson 1

1. Cut the 8-1/2" x 11" white paper in half. You will use one 8-1/2" x 5-1/2" half sheet for your sails.
2. Fold the white paper into eight equal sections.
3. Cut out three sections for the large sails, cut in half three sections for the half sails, and cut two sections in half for the triangle sails. These sections will be the sails for the three boats. There should be four sails for each of the three boats.





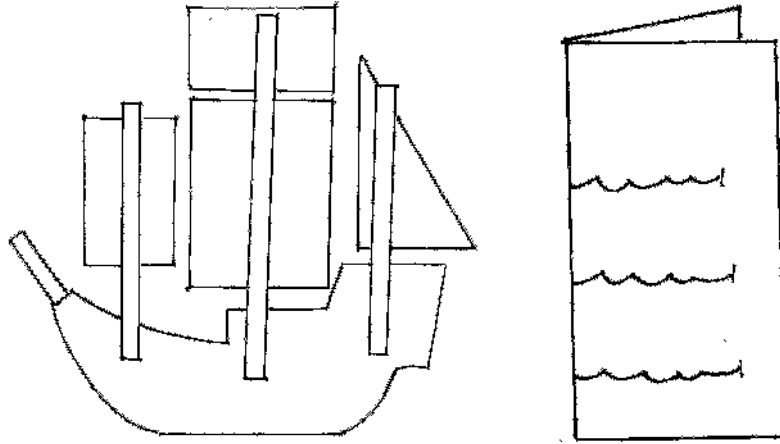
4. Draw a Spanish cross in red on the square and rectangular boxes.



Lesson 2

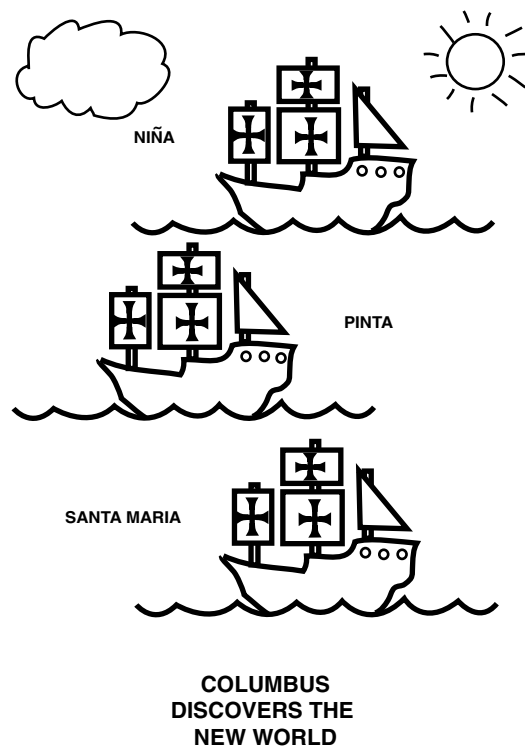
1. Fold the brown paper into three short sections.
2. Trace the pattern of the boat's hull on the folded paper.
3. Cut out the hull to create three hulls.
4. Cut out nine strips from the brown paper to form masts.
5. Glue three of the brown strips to each hull to make masts.
6. Draw portholes on the ships.
7. Glue the sails to the masts.

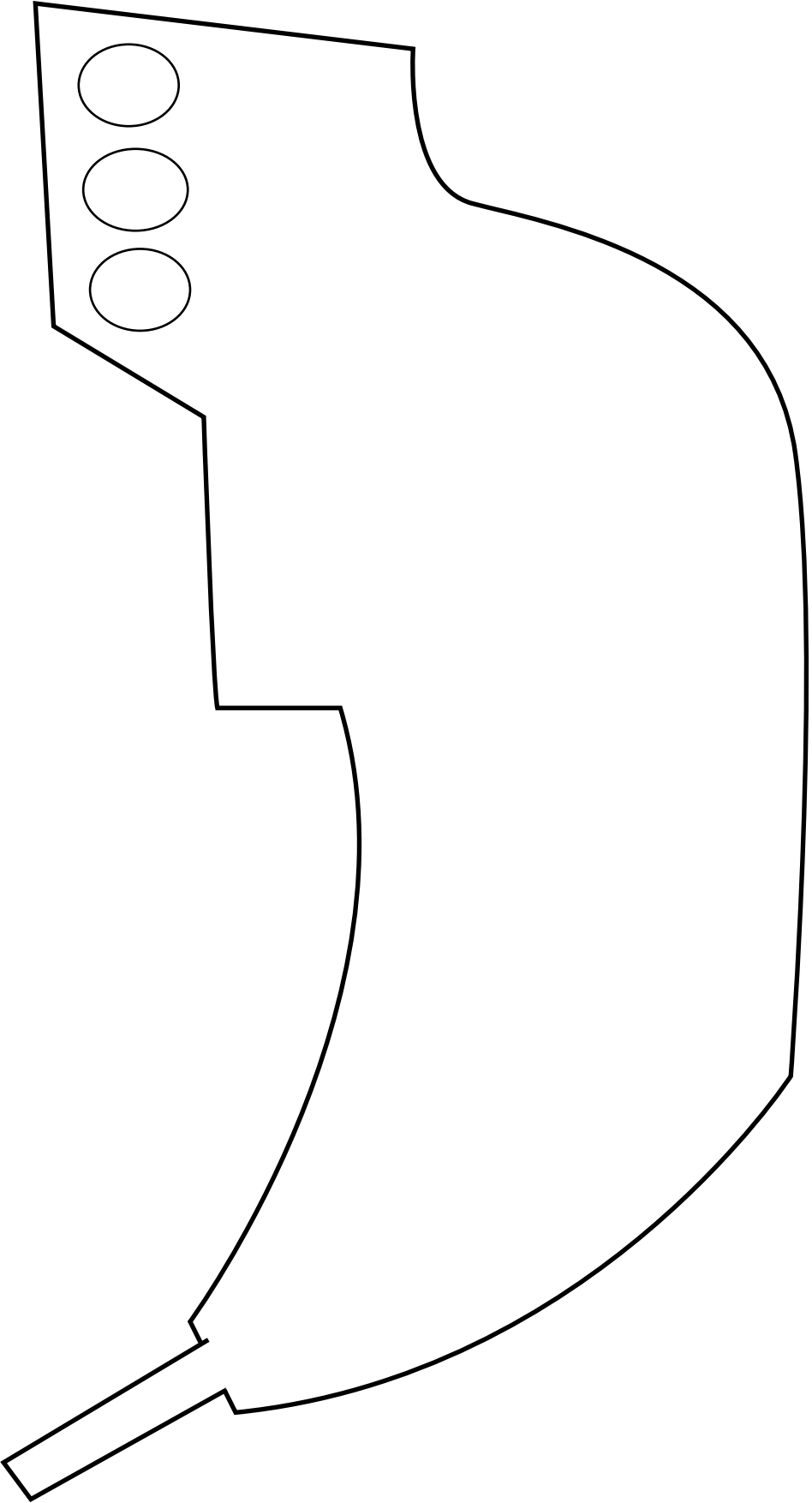




Lesson 3

1. Fold the blue construction paper in half. Using white chalk, draw ocean waves on the paper from the fold line to about 1" from the edge.
2. Cut along the lines of the waves. Open the paper and draw some more waves. Draw some clouds in the sky with the white chalk.
3. Slip the hulls of your completed boats behind the three waves and secure with tape. Put a name on each boat.
4. Write "Columbus Discovers the New World" at the bottom of your picture.





Halloween

7. FLYING BAT

Grade Level: K-2

Why are bats associated with Halloween? Myths about bats come from many sources. The truth is that vampire bats live mostly in South America and are only a small percentage of all bat species. Most bats eat insects or fruits. Bats are important because they help to control the insect population and to reseed forests. They have also given us important information about sonar (the ability to use sound to navigate).

Project Description

Students will create a simple flying bat using black paper and a pencil or straw.

Advance Preparation

Have unsharpened pencils or straws and white chalk for all the students. Have a supply of 9" x 12" black construction paper. Use a pattern sheet to make bat stencils out of oak tag for students to trace. Prepare a model of the finished bat to show the class.

Materials Needed

- Oak tag for bat stencil
- 9" x 12" sheets of black construction paper
- White chalk
- Scissors
- Unsharpened pencils or straws
- Tape

Connections to Other Disciplines

Science: Talk about bat behavior. Why are bats important?

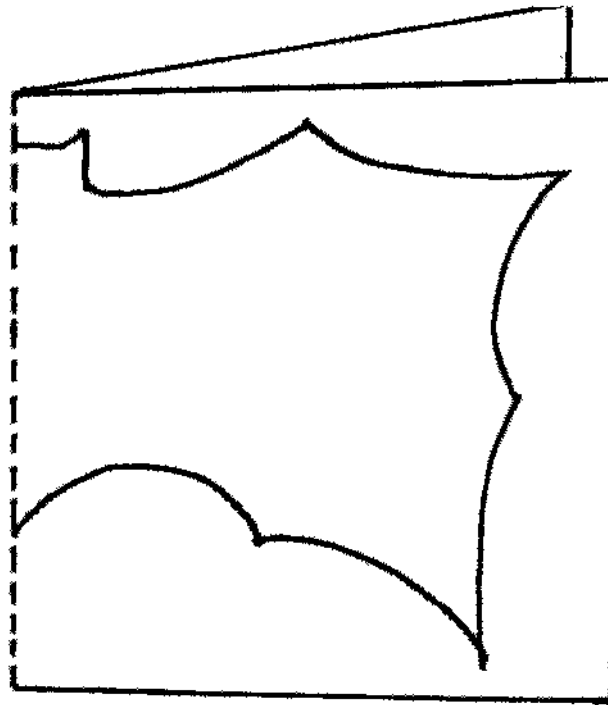


Teacher Directions

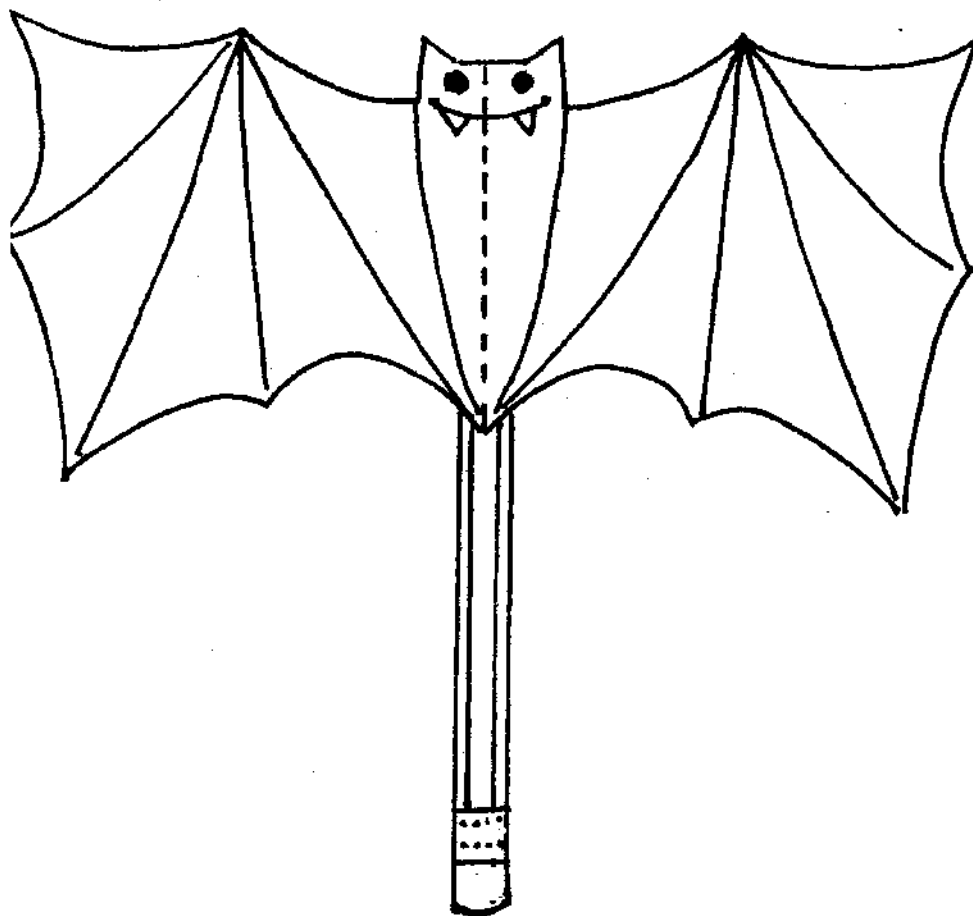
1. Give each student a sheet of 9" x 12" black paper, a bat stencil, and an unsharpened pencil or straw.
2. Distribute the rest of the materials.
3. Show students how to fold the paper in half and trace around the stencil.
4. Show students your model of the bat so they can see where to draw the veins on the wings.
5. Help students cut out their bats and tape them to their pencils.

Student Directions

1. Fold the black paper in half.
2. Use white chalk to trace the bat outline. Be sure the middle of the bat is on the fold line.



3. Draw the veins on the bat wings.
4. Cut out the bat, but do not cut the fold line. Open the bat.
5. Draw a mouth, eyes, and fangs to make a face.
6. Tape a pencil or straw to the back of the bat on the fold.
7. Slowly move the pencil or straw up and down to make the bat fly!



8. CLOTHESLINE GHOST

Grade Level: 1–2

Here's a fun activity to help get your students in the mood for Halloween!

Project Description

Students will make ghosts that hang from a clothesline.

Advance Preparation

Have one 12" x 18" sheet of white construction paper for each student. Suspend a clothesline across the room for displaying the completed ghosts.

Materials Needed

Clothesline
12" x 18" sheets of white construction paper
Black markers
Scissors
Tape

Connections to Other Disciplines

Reading: Introduce grade-level Halloween joke and riddle books, such as *Creepy Riddles* by Katy Hall and Lisa Eisenberg.

Teacher Directions

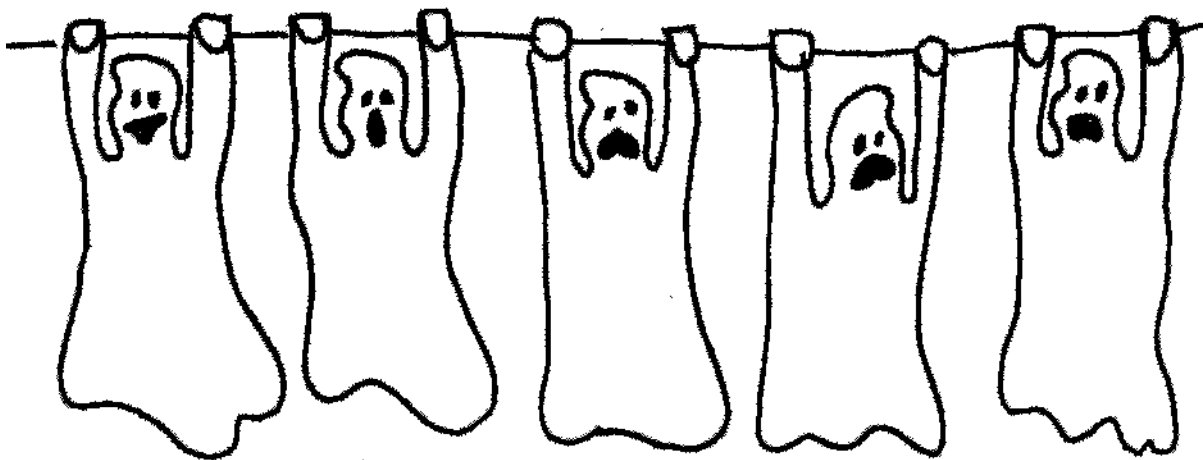
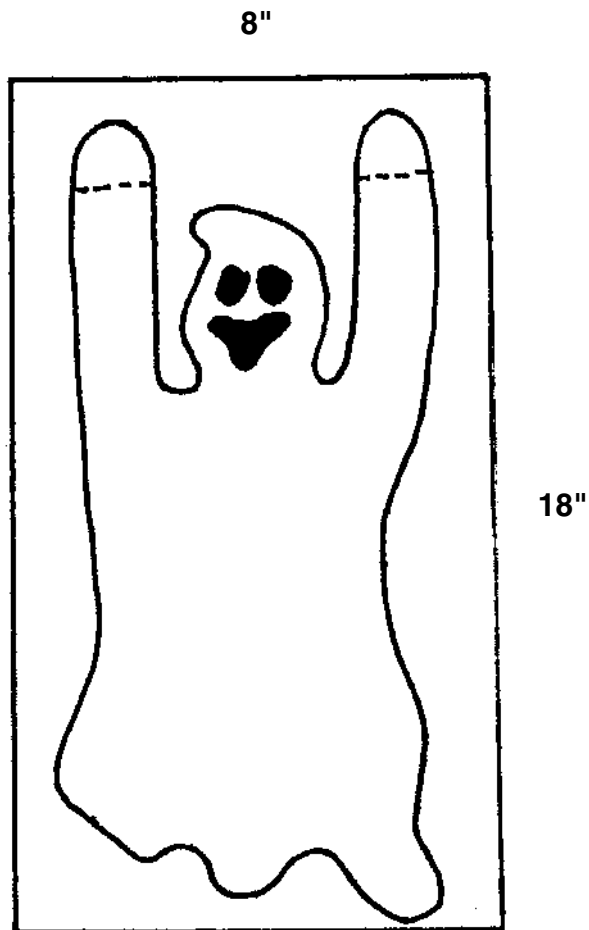
1. Draw the ghost on the chalkboard for students to copy.
2. Give each student a sheet of 8" x 18" white construction paper, a black marker, and scissors.

Student Directions

1. Copy the ghost shape that's drawn on the chalkboard.
2. Draw a face on your ghost.



3. Cut out your ghost and fold over the tops of the hands as shown.
4. Hang your ghost by the hands on the clothesline your teacher has strung across the room. You might want to tape the hands in place so that your ghost hangs on!



9. HAUNTED HOUSE

Grade Level: 1–3

The haunted house may have originated with the Druids and Celts in ancient England and Ireland, who believed that spirits of the dead would come back to Earth in the forms of animals (such as bats, spiders, and black cats) or as human ghosts and spirits. These spirits would remain where they were when their bodies were killed or died unexpectedly, thus creating a house that was haunted.

Project Description

Students will create a three-dimensional haunted house with ghosts. (Note: This project is done in three lessons.)

Advance Preparation

Prepare a finished house to show as a model. Have white drawing paper, black construction paper, and a 12" x 18" sheet of gray construction paper for each student. Make a copy of the haunted house pattern sheet for each student.

Materials Needed

- Haunted house pattern sheets
- 12" x 18" sheets of gray construction paper
- White drawing paper
- Black construction paper
- Crayons
- Scissors
- Glue
- White string

Connections to Other Disciplines

Social Studies: Discuss the history of Halloween. Who were the ancient Druids and Celts?

Reading: Introduce grade-level books about Halloween, such as *Cranberry Halloween* by Wende and Harry Devlin.



Teacher Directions

Lesson 1

1. Show the class your finished house
2. Give each student a haunted house pattern sheet, a sheet of 12" x 18" gray construction paper, and crayons.
3. Help students draw the door, windows, and chimney box.

Lesson 2

1. Pass out the white paper and scissors.
2. Show students how to cut out the door, windows, chimney, and ghosts.
3. Assist students as needed in decorating the house.

Lesson 3

1. Pass out the black construction paper and glue.
2. Help students glue on the ghosts, make and glue on the stairs, and make and hang the spiders.

Student Directions

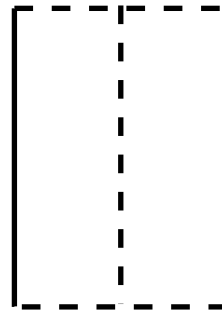
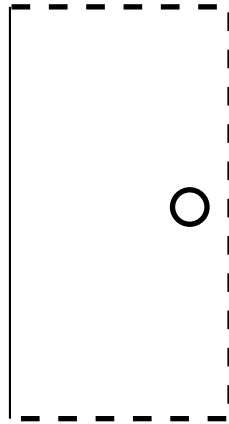
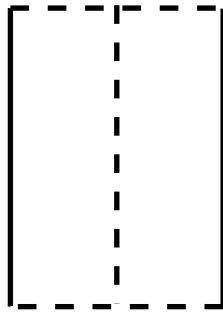
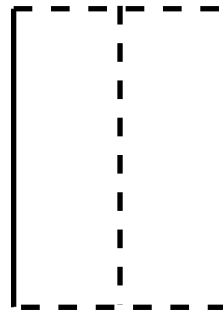
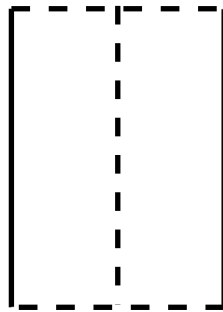
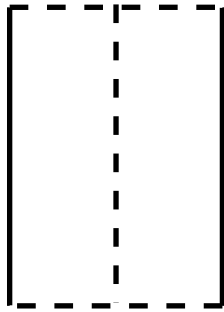
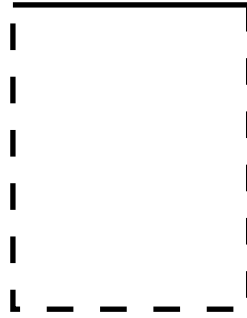
Lesson 1

1. Fold over the top quarter portion of the gray construction paper to make a roof.
2. Draw in four windows and a door as shown on the pattern. On the folded flap, draw a box for the chimney.

Lesson 2

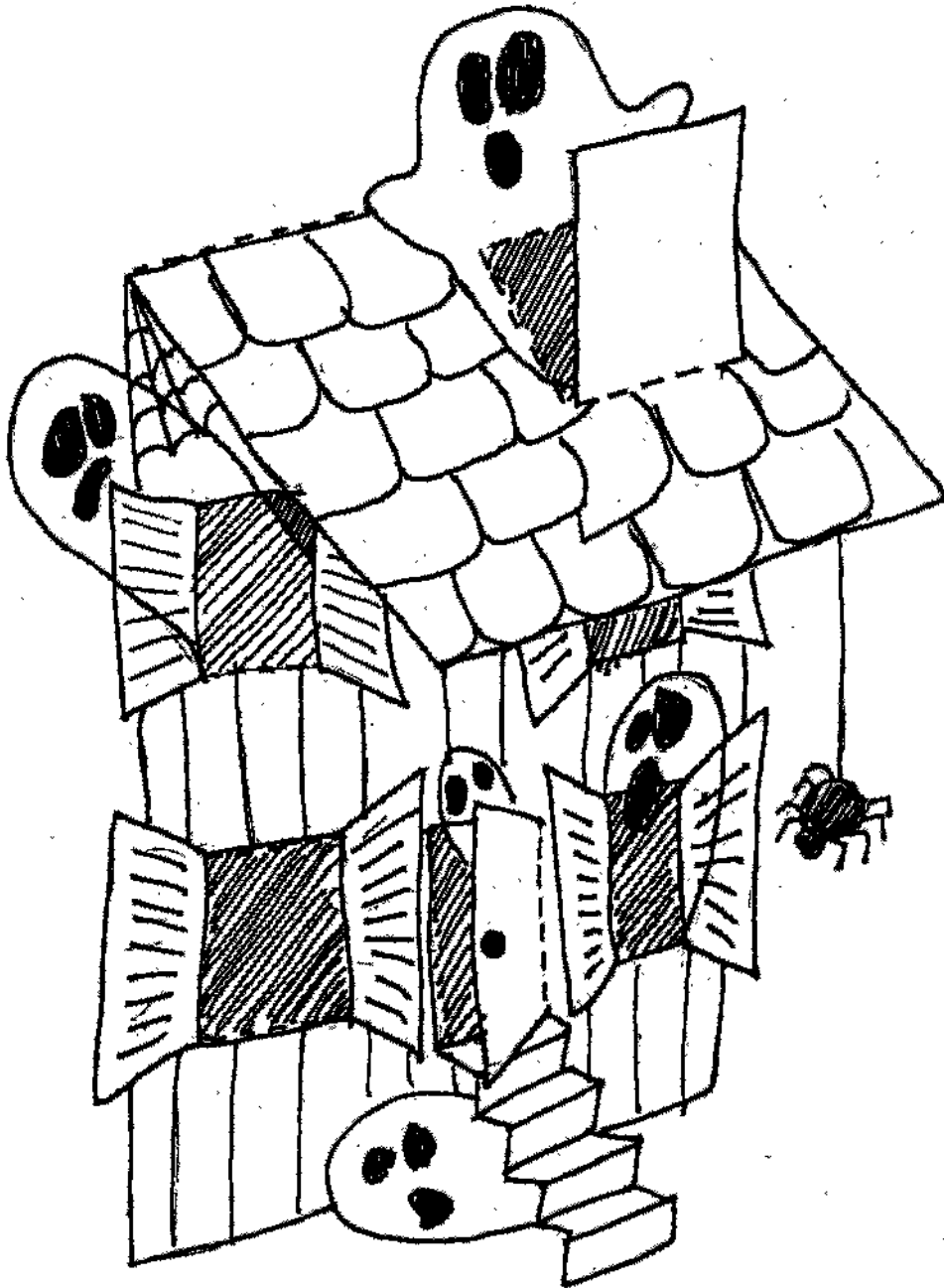
1. Draw wooden planks on the front of the house and tiles on the roof. Tiles on the roof can be cut out with additional colored paper for added dimension. Draw a vertical line down the center of each window.
2. Cut out the door, windows, and chimney on three sides so they open out, as shown in the illustration.
3. Cut out ghosts from white paper and draw on their facial features.





Lesson 3

1. Glue ghosts in the door and windows of your house.
2. Make stairs by folding a 3" x 6" piece of paper (the width of the door) in accordion pleats.
3. Glue the stairs to the doorsill so that they hang down.
4. Cut a spider from black construction paper. Use white string to hang the spider from the roof. Your haunted house is complete!



10. PUMPKIN FACE

Grade Level: 2–3

The first jack-o'-lanterns, made in Ireland long ago, were carved from turnips or beets. In England, small lanterns are called "punkies" for small pumpkins. They help to light the way on a dark night!

Project Description

Students will draw pumpkin characters.

Advance Preparation

Copy the pictures from this book or from another book, or create your own pictures of faces on pumpkins to show students as examples. Have one 18" x 24" sheet of white paper for each student.

Materials Needed

18" x 24" sheets of white paper

Crayons or markers

Connections to Other Disciplines

Social Studies: Ask students to explain the connection between carving pumpkins and Halloween.

Reading: Introduce students to *The Pumpkin Smasher* by Anita Benarde and *The Biggest Pumpkin Ever* by Steven Kroll.

Cooking: Give your students tastes of pumpkin pie, pumpkin bread, pumpkin cookies—whatever recipes you can find.

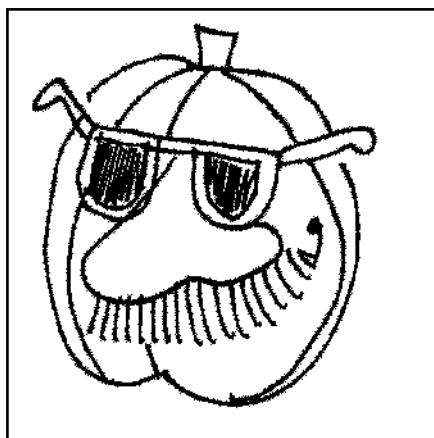
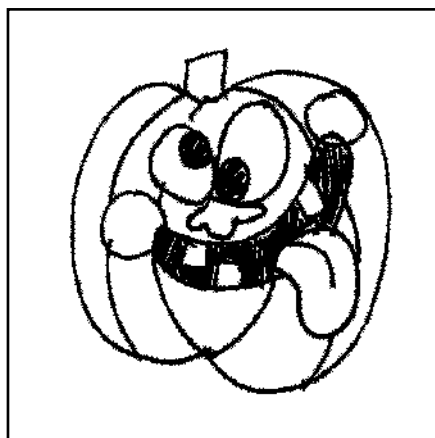
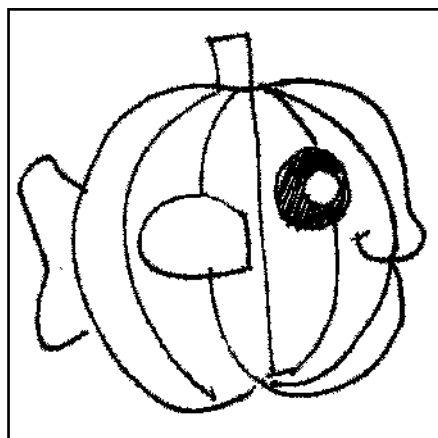
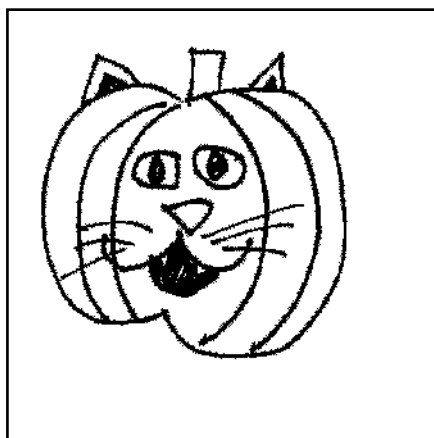
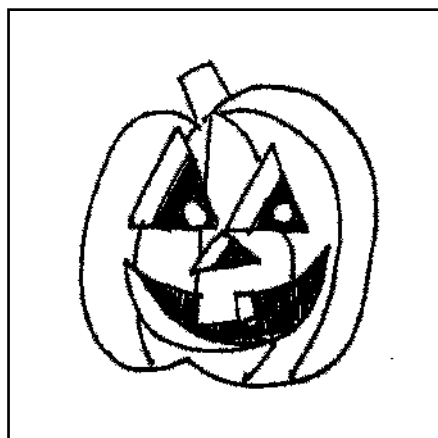
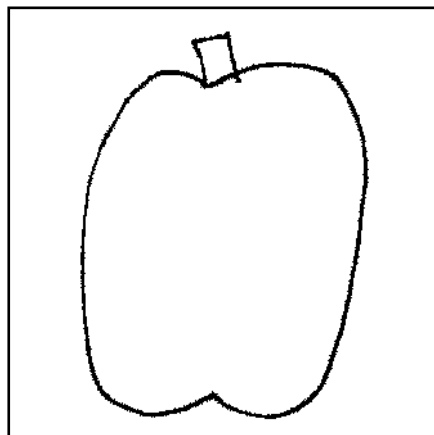
Teacher Directions

1. Show students the examples of jack-o'-lantern faces.
2. Give each student one sheet of 18" x 24" white paper.
3. Pass out the crayons and markers.



Student Directions

1. Draw the outline of a pumpkin on the white paper.
2. Choose a character and draw the facial features on the pumpkin.
3. Color in the pumpkin character.



Day of the Dead

11. SKULL

Grade Level: 3–5

The Day of the Dead (Dia de los Muertos) is celebrated mainly in Mexico on the first and second days of November. It is believed that the deceased are given divine consent to visit their relatives and friends on Earth. These nonthreatening souls make sure all is well and that they have not been forgotten. The skull folk art created for this occasion is also not meant to be scary.

Project Description

Students will create a design using yarn to outline a skull and fill in the background with concentric designs.

Advance Preparation

Make a finished skull to show the students. Make a copy of the skull pattern sheet for each student. Have available several colors of yarn and cardboard for support.

Materials Needed

Yarn in several bright colors	Scissors
Skull pattern sheets	Cardboard
White glue	Pencils or sticks

Connections to Other Disciplines

Mathematics: Discuss and illustrate concentric lines. (Concentric lines have a common center. A pattern is created by enlarging or decreasing the distance from the center.)

Science: Think of shapes found in nature that are textural and concentric, such as pond ripples, tree bark, veins of leaves, sliced onions, and crop rows on a farm.

Social Studies: Ask students: How is death viewed by different cultures?



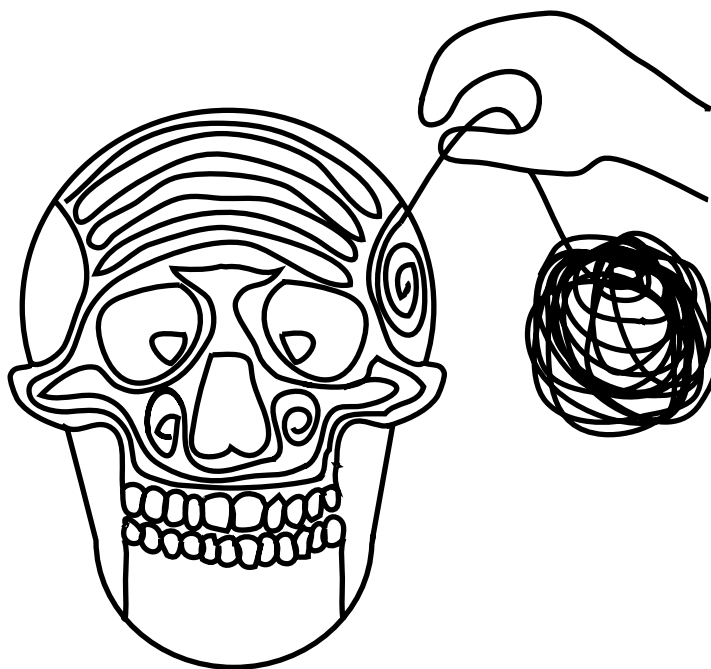
Reading: Although the following two books' level is K-1, other students may still find them interesting. Introduce *Day of the Dead* by Tony Johnston and *Festival of the Bones: El Festival de las Calaveras* by Luis San Vicente. A book for second and third grades is *Pablo Remembers: The Fiesta of the Day of the Dead* by George Ancona.

Teacher Directions

1. Discuss the Day of the Dead and the use of the skull symbol in Mexican folk art. Show students the finished sample.
2. Give each student one skull pattern sheet and one piece of cardboard.
3. Make available the different colored yarns to be used in the design.
4. Pass out the rest of the materials.
5. Show how to apply the yarn in concentric patterns on the skull.

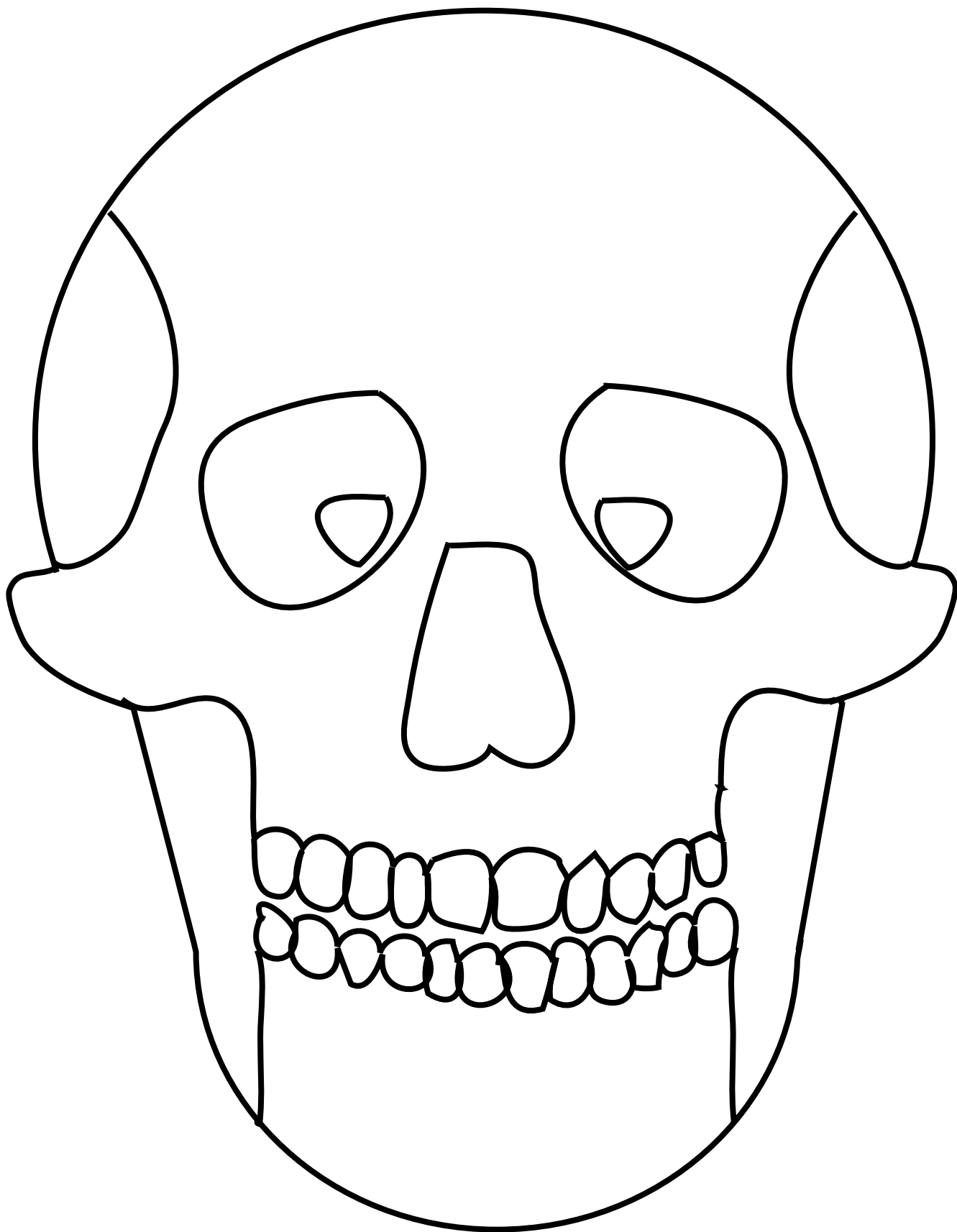
Student Directions

1. Choose a color of yarn to start your design on the skull.
2. Apply glue on a section of the skull and begin to press down the yarn, working from the inside out. Use a pencil or stick to help position the yarn.



3. Continue designing the entire skull with either the same color yarn or different colors.
4. When finished, glue the skull to the piece of cardboard for support.





Thanksgiving

12. HARVEST CORN

Grade Level: K-3

The first Pilgrim mention of corn was in a letter written by Edward Winslow dated 1622. Corn was called "wheat" by the Pilgrims, and they soon came to rely on it, eating "about a peck of meal a week to a person"—over 4 cups a day. Corn was also a very important commodity to the Native Americans. It was their main flour source, and different parts of the plant were used to make many things, including eating utensils, pipes, bedding, and baskets.

Project Description

Students will use rolled tissue paper to create a corn-shaped pattern.

Advance Preparation

Bring in some real corn cobs to show the students (including some Indian corn, if available). Make a copy of the corn cob pattern sheet for each student. Have one 12" x 18" sheet of green tissue paper, two 12" x 18" sheets of yellow tissue paper, and one 6" x 12" piece of oak tag for each student.

Materials Needed

- 12" x 18" sheets of green tissue paper
- 12" x 18" sheets of yellow tissue paper
- 6" x 12" sheets of oak tag
- Corn cob pattern sheets
- String
- Pencils
- Scissors
- White glue
- Real corn cobs

Connections to Other Disciplines

Social Studies: Discuss the origin of the Thanksgiving holiday and the importance of corn and other food sources at that time of American history.



Science: Discuss how corn is grown and harvested. Ask students: What is Indian corn?

Reading: Introduce *People of Corn: A Mayan Story* by Mary-Joan Gersen.

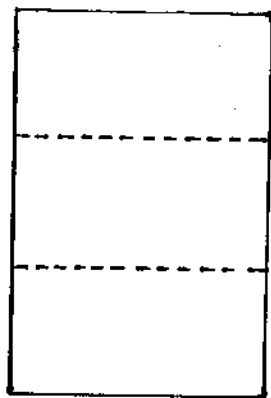
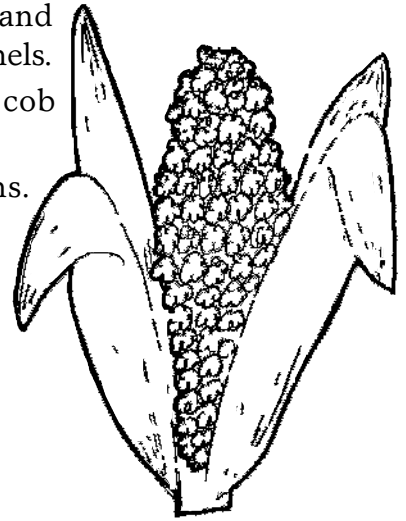
Cooking: Prepare plain corn kernels (canned, fresh, or frozen) or succotash and give your students a taste experience.

Teacher Directions

1. Show students the real corn cobs.
2. Give each student one 12" x 18" sheet of green tissue paper, two 12" x 18" sheets of yellow tissue paper, one 6" x 12" sheet of oak tag, and one corn cob pattern sheet.
3. Distribute the rest of the materials.

Student Directions

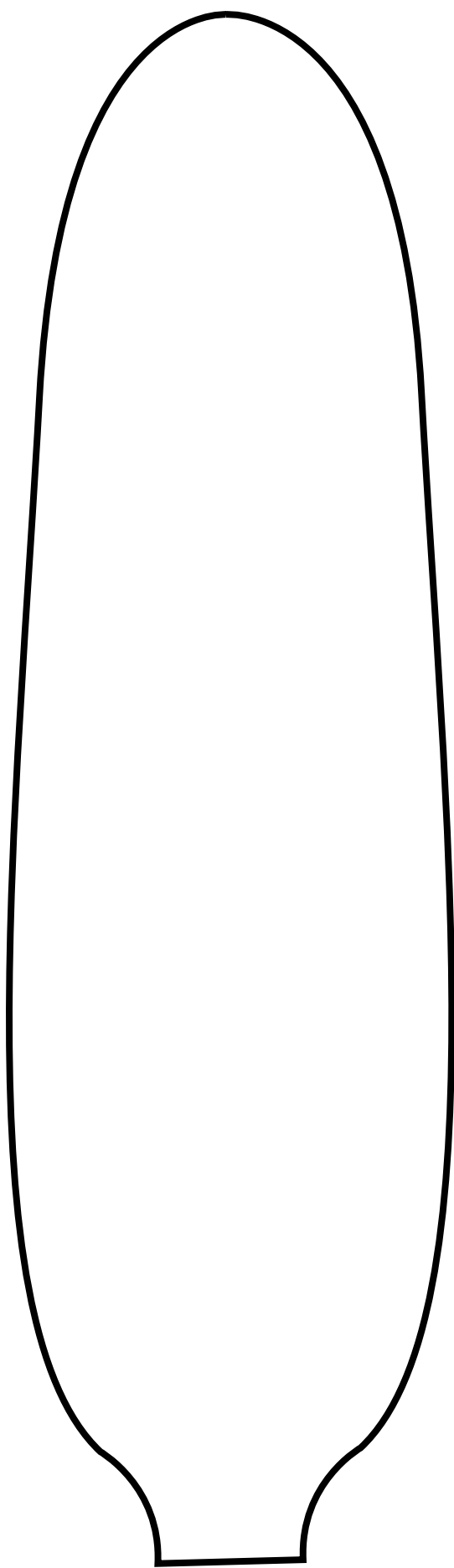
1. Trace the corn cob pattern onto the oak tag, then cut out the shape.
2. Cut the yellow tissue paper into small pieces and roll each piece into a small ball to make the kernels.
3. Glue the small yellow kernels onto the corn cob base. Let dry.
4. Cut the green tissue paper into three sections. These will be the husks.
5. Glue the husks to the back and sides of the corn cob. Let dry.
6. Pinch the ends of the husk and tie with string.



Variation

Instead of tissue-paper kernels, you can use real popcorn for kernels. Students can snack on popcorn, too!





13. FIRST THANKSGIVING DINNER

Grade Level: 1–3

The Pilgrims' first winter in Plymouth was a time of great hardship. The following summer, the Pilgrims were befriended by the Wampanoag, who taught them how to survive by planting and hunting. The first Thanksgiving was shared by the Pilgrims and the Wampanoag in the fall to celebrate a bountiful harvest.

Project Description

Students will use paper and magazine pictures to create a replica of the first Thanksgiving.

Advance Preparation

Collect oblong tissue boxes, one for each student, and enough cardboard to make benches around the tables. Have construction paper to decorate the tables. Make three copies of the Native Americans and Pilgrims pattern sheets for each student. Collect food magazines so students can cut out pictures of food.

Materials Needed

- Empty oblong tissue boxes
- Lightweight cardboard
- Native Americans and Pilgrims pattern sheets
- Markers or crayons
- Scissors
- Glue
- Food magazines
- Construction paper

Connections to Other Disciplines

Social Studies: What was the Wampanoag culture like? What was the Pilgrim culture like?

Critical thinking: Ask students how they would survive in a land that they knew nothing about with no modern conveniences.

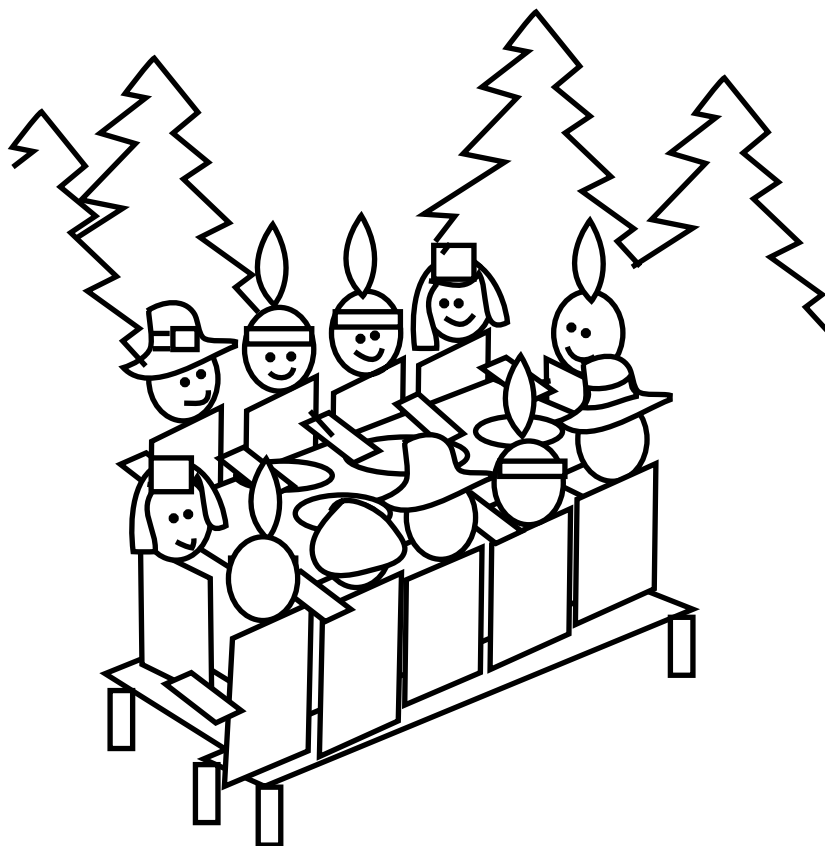


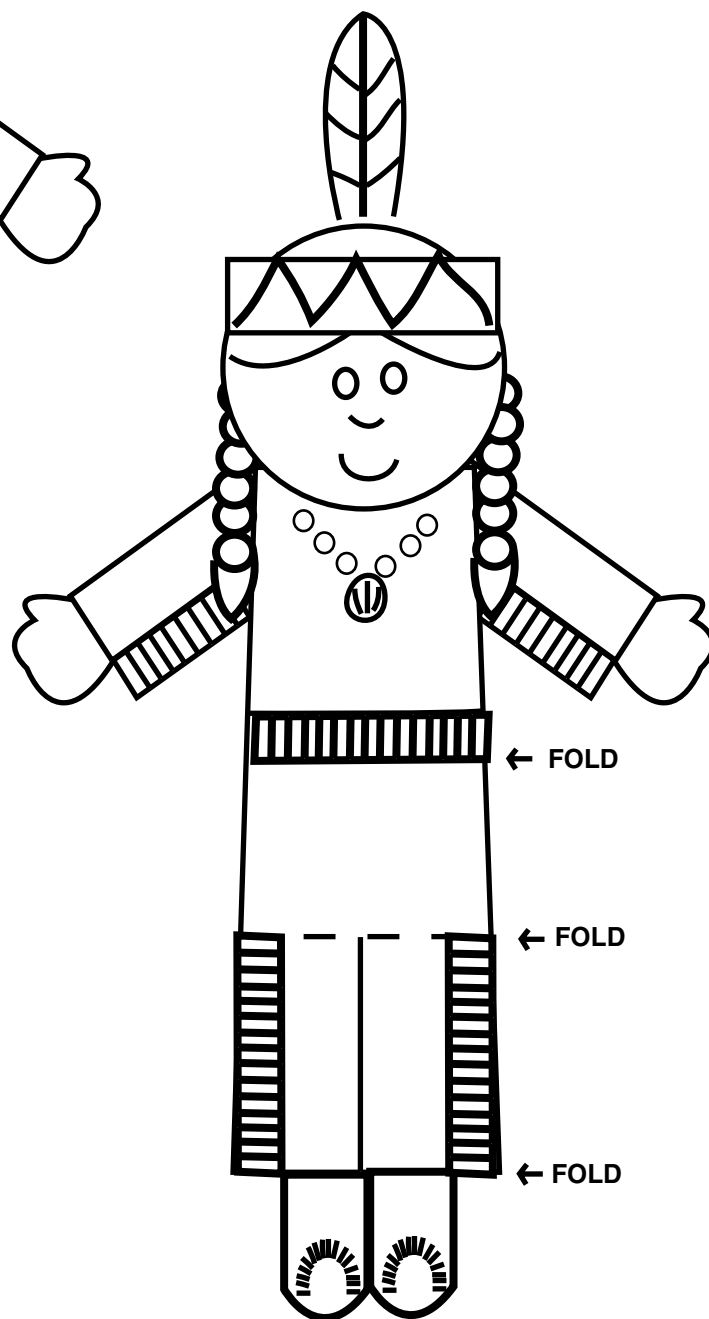
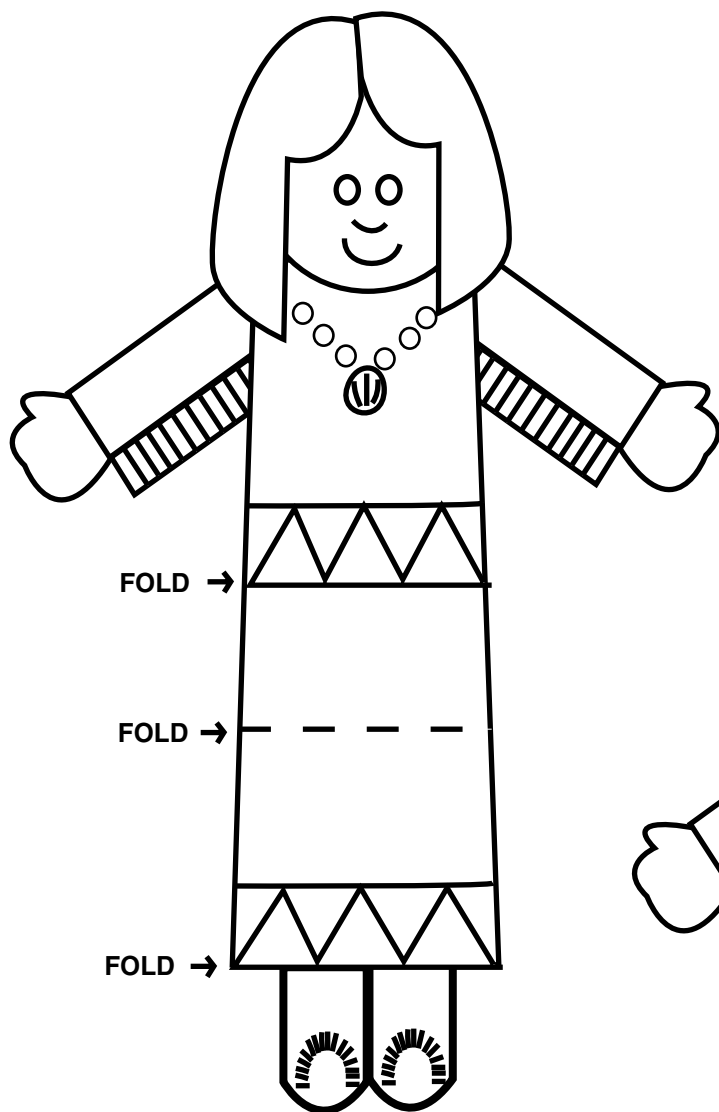
Teacher Directions

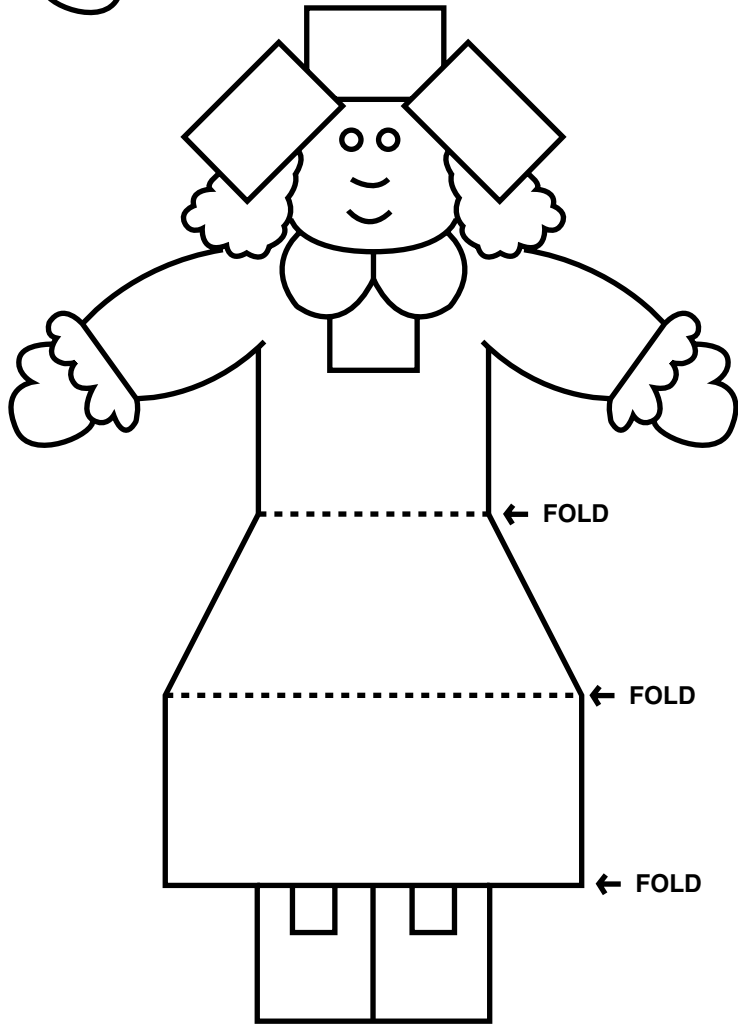
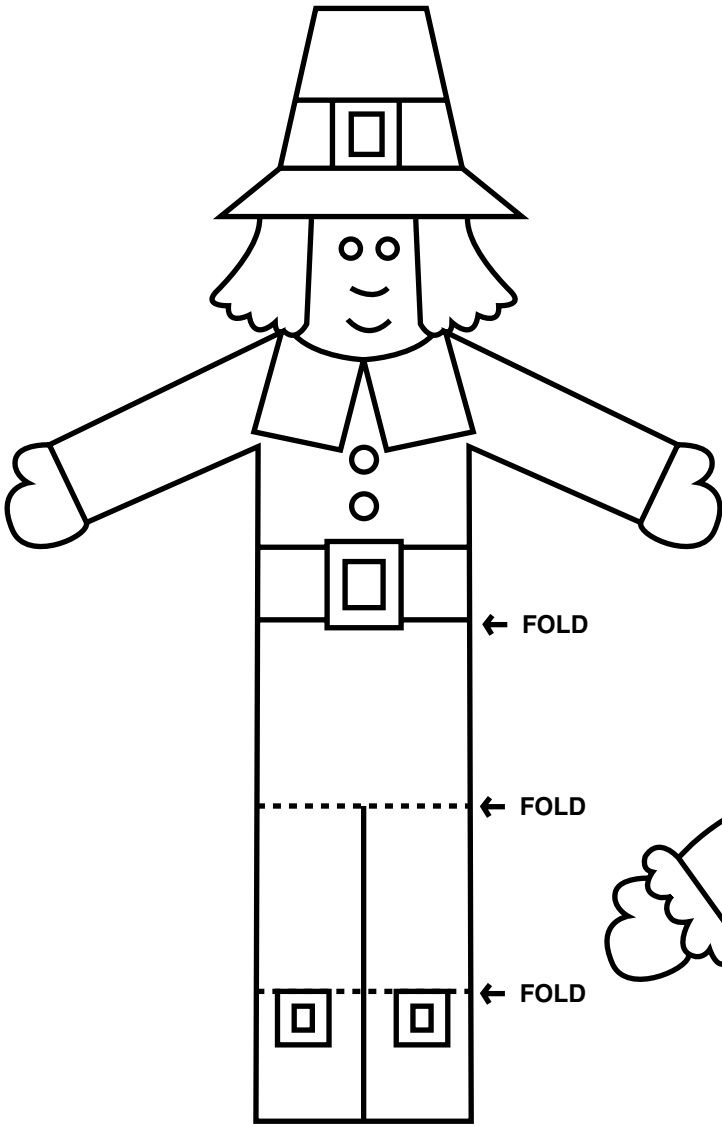
1. Give each student an empty oblong tissue box and three copies of each of the Native Americans and Pilgrims pattern sheets.
2. Distribute the rest of the materials.

Student Directions

1. Cover your tissue box with construction paper and decorate it to look like a wooden table.
2. Think about what kinds of foods the Pilgrims and Native Americans would have eaten at that first Thanksgiving. Then look through the food magazines and cut out pictures of those foods.
3. Glue the pictures of the food to the table.
4. Make two benches for the table by cutting a 6" x 4" piece of cardboard. Create four sections by drawing lines an inch apart on the length of the cardboard. Then fold sections over to create a rectangular cube and tape together to create the bench.
5. Color the Pilgrims and Native Americans and cut them out. Fold along the lines indicated.
6. Glue the figures to the benches and let dry.







14. TURKEY MOSAIC

Grade Level: 2–3

Mosaic is an art form in which small pieces of colored glass, stone, or other materials are set in mortar. These pieces, each called a *tessera* (plural *tesserae*), are fitted together to form a picture.

Project Description

Students will use a mosaic to create a turkey pattern.

Advance Preparation

Collect many different colored seeds, grains, beans, and plant parts. Provide toothpicks or twigs, and cups to hold the mosaic pieces. Be sure to provide a thick craft glue. Make a copy of the turkey pattern sheet for each student. Use the turkey pattern to make a cardboard backing for each finished project.

Materials Needed

Turkey pattern sheets

Cardboard

Tesserae: seeds, grains, beans, plant parts, twigs

Thick white glue

Toothpicks or twigs to position the tesserae

Newspaper to cover work area

Sheets of paper to put under art to collect excess tesserae materials

Paper cups

Connections to Other Disciplines

Critical thinking/Aesthetic awareness: How do many things blend to appear as one? For example, many leaves on a tree are seen as one color.

Mathematics: Discuss the concept of *area*. How many pieces of each type of tessera does it take to fill in a section?

Science: Where did the tesserae used in the project come from? How can the different parts of plants be used?



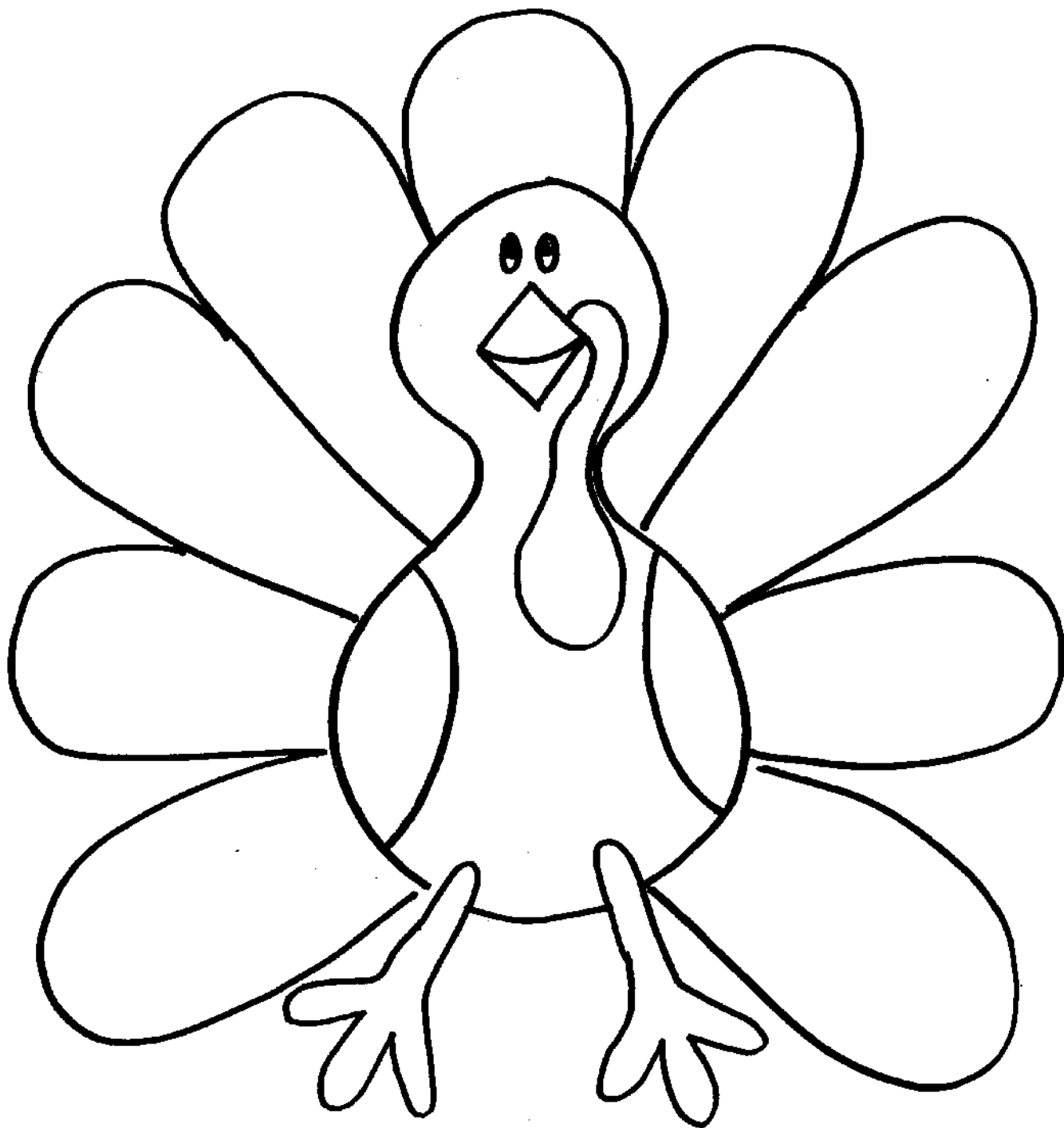
Teacher Directions

1. Cover the work area with newspaper.
2. Fill each cup with one type of tessera (one type of seed in one cup, one type of grain in another cup, and so on).
3. Give a set of cups to each student, or give a group of students a set of cups to share.
4. Pass out glue and toothpicks for spreading the tesserae.
5. Give students extra paper to transfer excess seeds back to cups. Have an additional cup for mixed tesserae.
6. When projects are dry, glue them to cardboard backing for support.

Student Directions

1. Pick a kind of tessera to glue in one section of the turkey picture.
2. Cover the section with glue.
3. Put the tesserae on the glue and let stand one minute.
4. Hold up the turkey and gently sprinkle any excess pieces onto a piece of paper.
5. Pour the excess pieces back into their cup.
6. Pick another type of tesserae for another section of the turkey picture and glue it to that section.
7. Continue until all sections of the turkey have been filled in.
8. Allow the glue to dry thoroughly.





15. TURKEY PINECONE MOBILE

Grade Level: 2–3

Mobiles are suspended sculptures with parts that can be moved by air currents. Alexander Calder (1898–1976) is credited with inventing the first mobile.

Project Description

Students will use decorated pinecones to create a turkey mobile.

Advance Preparation

For each student, collect at least three pinecones of the same size and a twig for hanging them, or have students find and bring in their own pinecones and twigs. The twig should be proportional to the size of the cones. Trim any branches off the twigs. Make one copy of the turkey body parts pattern for each student. Obtain string and glitter.

Materials Needed

- Pinecones, 1" to 3" long
- Twigs, 12" to 18" long
- Turkey body parts pattern sheets
- String
- White glue
- Tempera paints
- Paint brushes
- Water containers for cleanup
- Scissors
- Glitter
- Newspaper to cover work area

Connections to Other Disciplines

Science: Discuss pinecones, their origin, and how they produce trees. Are there different kinds of pinecone shapes? What are the names of the trees that they come from? How does the mobile balance?

Social Studies: Discuss how pine trees and turkeys were used by the Pilgrims and the Native Americans.

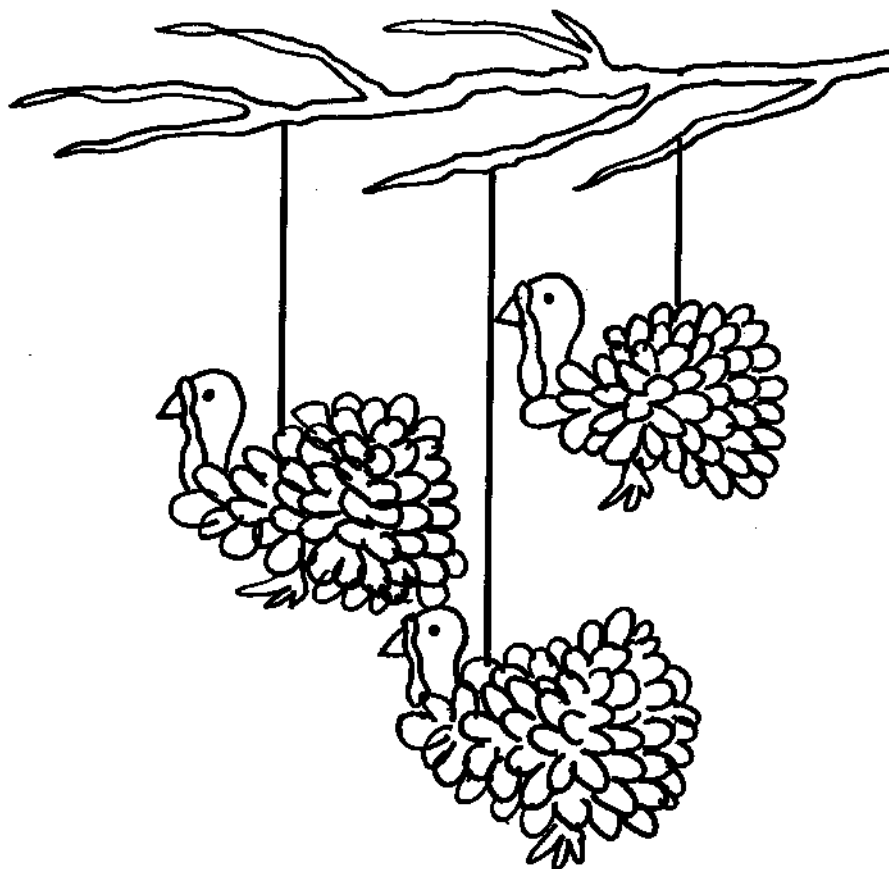


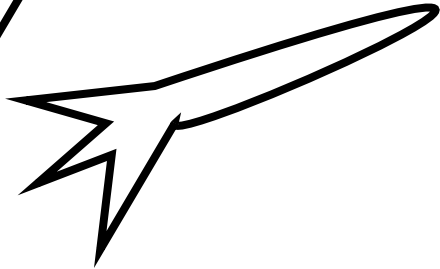
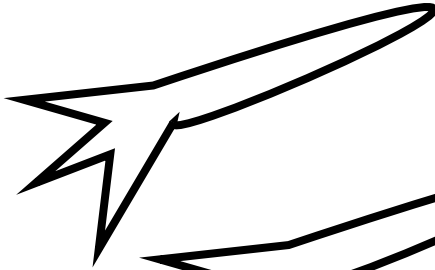
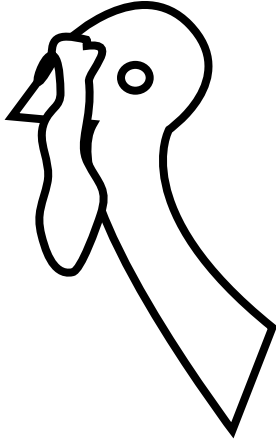
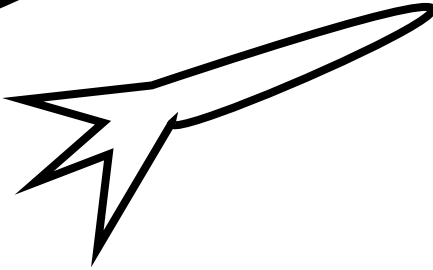
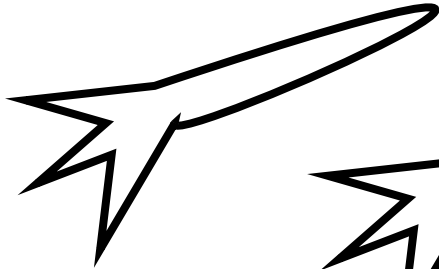
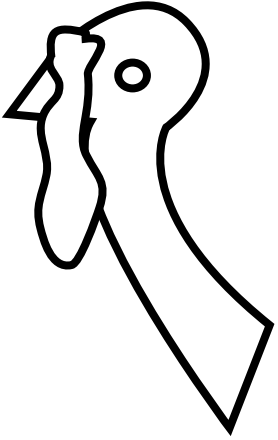
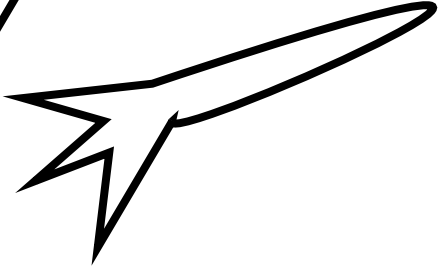
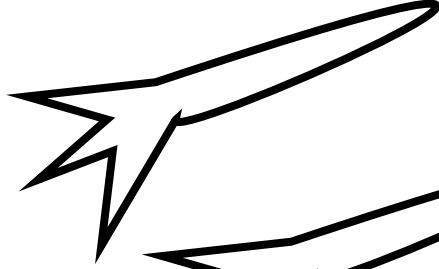
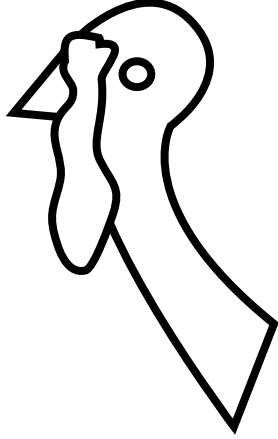
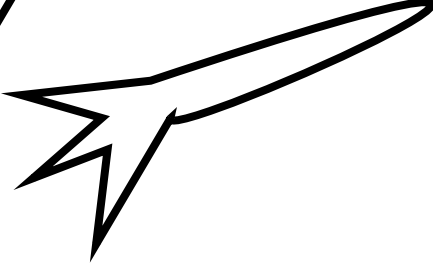
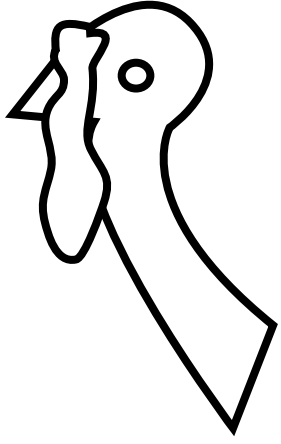
Teacher Directions

1. Cover the work area with newspaper and put out water containers for cleaning brushes.
2. Give at least three pinecones, one twig, and one copy of the turkey parts pattern to each student.
3. Pass out the glue, glitter, paints, and brushes for decorating the pinecones.
4. Distribute the rest of the materials.

Student Directions

1. Decorate your pinecones with paint, glitter, or both.
2. Let the pinecones dry overnight.
3. Cut out the turkey heads and feet and glue them to your pinecones.
4. Tie a piece of string to each pinecone and then tie all three to the twig.
5. Tie a longer length of string to the middle of the twig to hang the mobile.





16. NATIVE AMERICAN CANOE

Grade Level: 2–3

The canoe was a major means of transportation for many Native Americans. They used canoes to move from place to place, to get to food sources, to fish, and to communicate with other tribes.

Project Description

Students will create Native American canoes from cut-out designs and then incorporate these canoes into a landscape mural. (*Note: This project will be done in two lessons.*)

Advance Preparation

Have available a 3' x 6' sheet of mural paper. You may want to partially fill in some of the river scene for the students to finish. Make one copy of the canoe pattern sheet for each student.

Materials Needed

- 3' x 6' sheet of mural paper
- Crayons or paints
- Canoe pattern sheets
- Masking tape
- Craft sticks

Connections to Other Disciplines

Music: Sing "This Land Is Your Land" by Woody Guthrie.

Social Studies: Introduce students to *Keepers of the Earth: Native American Stories and Environmental Activities* by Michael Caduto and Joseph Bruchak.

Reading: Introduce students to *America's Top 10 Rivers* by Jenny E. Tesar.

Science: Discuss the different river environments of the United States (Northeast, Central, Northwest).



Teacher Directions

Lesson 1

1. Discuss how Native Americans lived and how they used rivers and other waterways.
2. Give each student a canoe pattern sheet.
3. Distribute the rest of the materials.
4. Help students cut out and assemble their canoes.

Lesson 2

1. Help students create (or finish) the mural.
2. Have students tape their canoes to the mural.

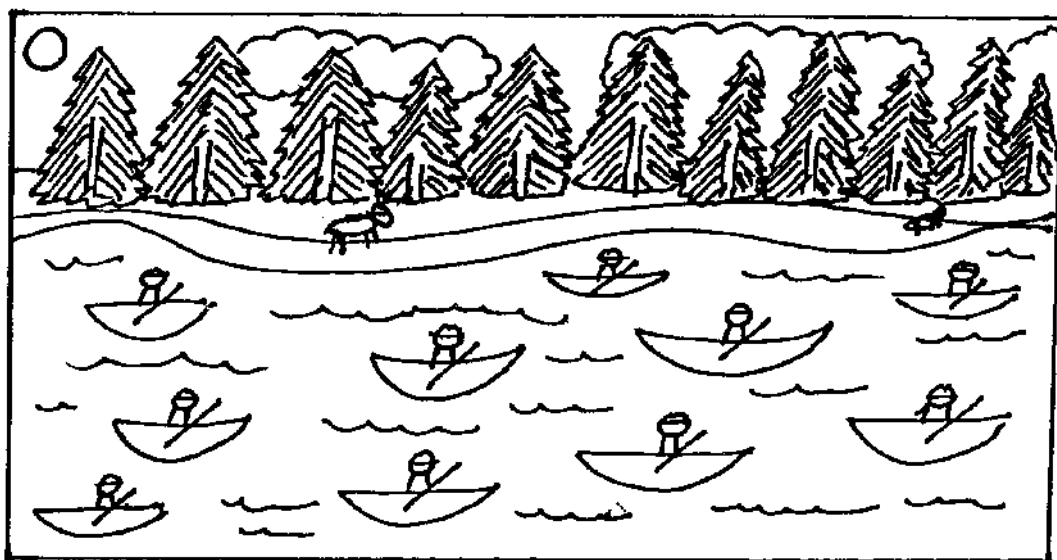
Student Directions

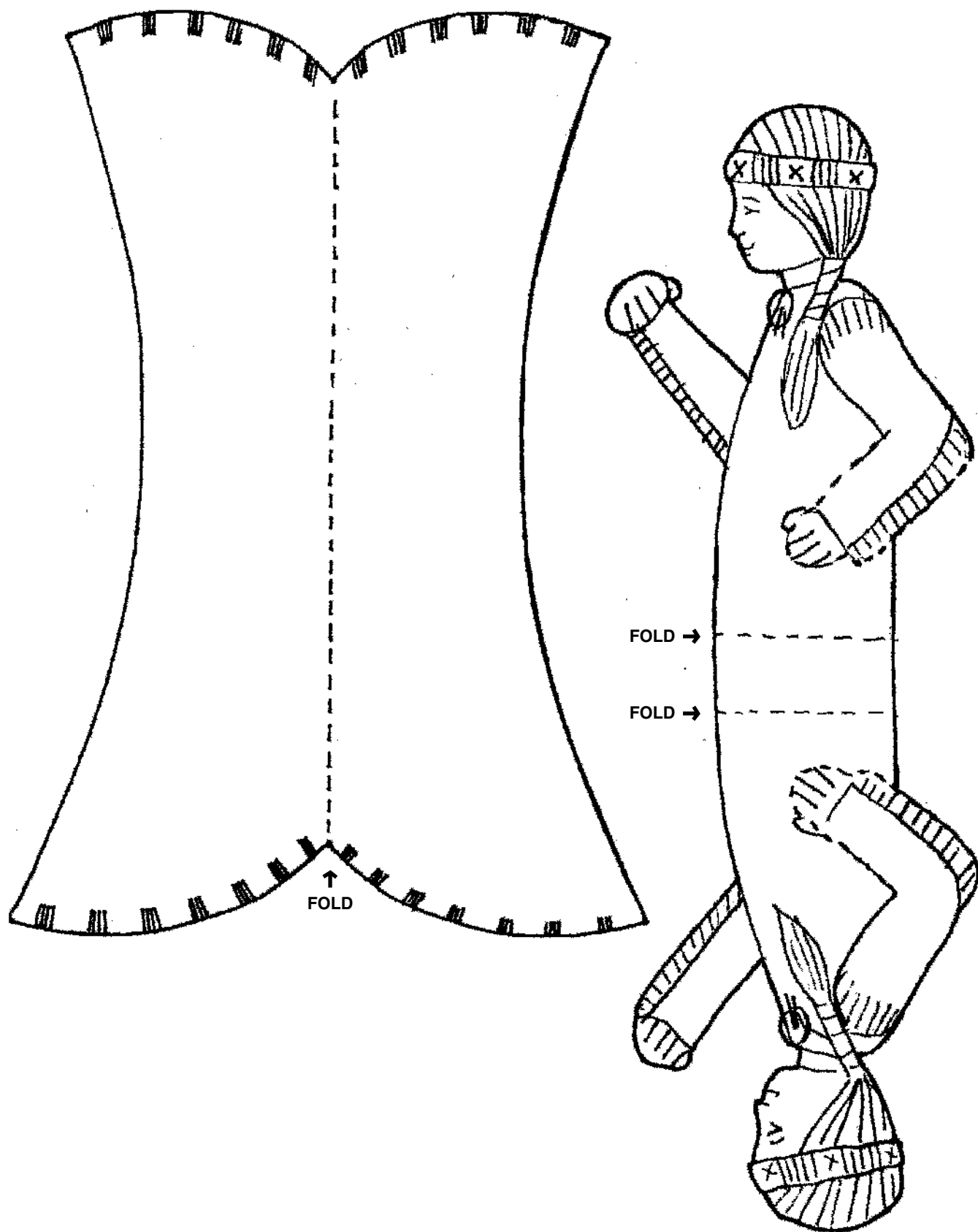
Lesson 1

1. Color the canoe and the Native American.
2. Cut out the canoe and the Native American and fold along the fold lines.
3. Tape the Native American to the inside of the canoe.

Lesson 2

1. Along with your classmates, draw a river scene on the mural paper. Include trees and animals by the river.
2. Tape your canoe somewhere along the river. Use a craft stick for a paddle.





17. TRIBAL SHIELD

Grade Level: 3–4

Native American shields were used more for ritual than for protection. Tribal symbols were used in the shield designs. The materials most often used to make the shields were wood, bone, and leather.

Project Description

Students will create a shield using different Native American designs.

Advance Preparation

Cut one cardboard circle, 8" in diameter, for each student. Punch eight evenly spaced holes around the edge of each circle. Obtain yarn and beads and purchase feathers from a craft store or authorized seller of domestic bird feathers. Have on hand paints, brushes, and cups, as well as cleanup materials. Collect pictures of traditional Native American shield designs.

Materials Needed

- 8" diameter cardboard circles
- Hole punch
- Yarn, feathers, and beads
- Pencils
- Paints
- Paintbrushes
- Cups of water
- Newspaper to cover work area

Connections to Other Disciplines

Social Studies: Ask students how different tribal shields might have reflected where particular tribes lived.

Mathematics: Explore symmetry and pattern.



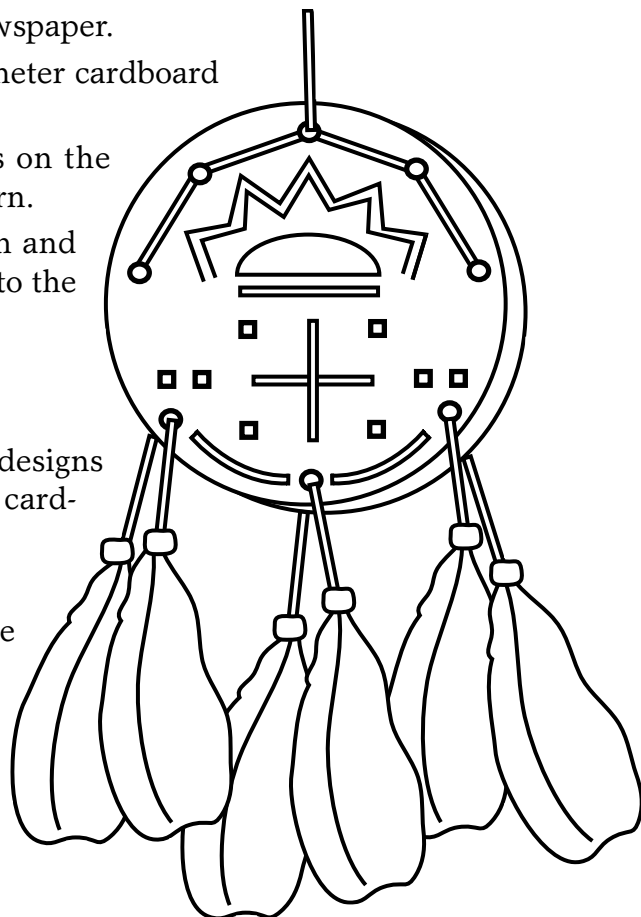
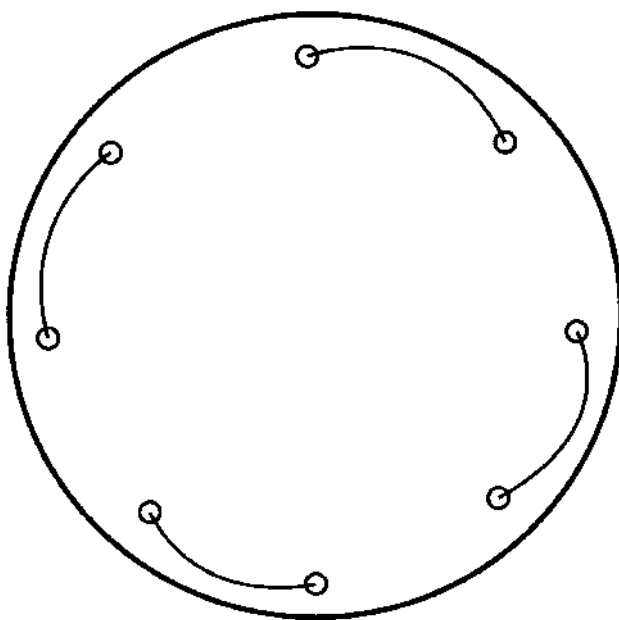
Teacher Directions

1. Discuss Native American culture and the purpose of tribal shields.
2. Show pictures of shields from different Native American tribes as well as the Native American symbols shown here.
3. Cover the work area with newspaper.
4. Give each student one 8" diameter cardboard circle.
5. Explain how to draw designs on the shields in a symmetrical pattern.
6. Help students weave the yarn and attach the feathers and beads to the shield.

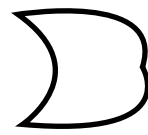
Student Directions

1. Look at the Native American designs and draw one or more on the cardboard circle.
2. Paint your design.
3. Use yarn to weave through the holes around the shield and to attach feathers and beads to the shield.

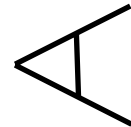
Threading Shield



Native American Symbols



Buffalo



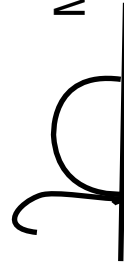
River



Afternoon

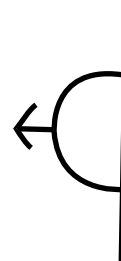
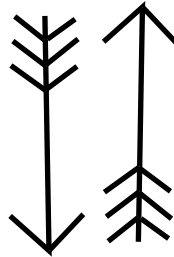


Mountain

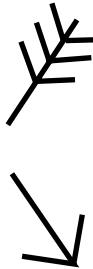


Morning

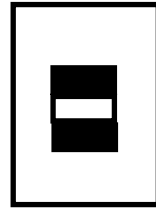
War



Noon



Peace



Life



Lightning

18. TOTEM POLE

Grade Level: 3–4

Totem poles are created by some Native Americans, particularly those in the Northwest. The word *totem* applies to animals or spirits that symbolize the connection to a higher force. The pole is decorated by carving animals and symbols around a tree. Then the pole is positioned in a sacred location where the Native Americans can commune with ancestors and animal spirit guides.

Project Description

Students will create a totem pole of animals and facial features using paper towel rolls and colored paper.

Advance Preparation

Collect, or have students collect, enough empty paper towel rolls so that each student has one. Make one copy of the body parts pattern sheet for each student. Find examples of various Native American totem poles.

Materials Needed

- Empty paper towel rolls
- Construction paper in different colors
- Scissors
- Colored pencils or crayons
- White glue
- Body parts pattern sheets

Connections to Other Disciplines

Reading: Introduce *Totem Pole* by Diane Hoyt-Goldsmith.

Social Studies: How do Native Americans of the Northwest create their totem poles from large trees? Why are animal and spirit symbols so important to Native Americans?

Language Arts: Can you think of a story to go with your totem pole?



Teacher Directions

1. Discuss Native American totem poles and show examples.
2. Give each student a paper towel roll, one body parts pattern sheet, and sheets of different colored construction paper.
3. Help students to trace the patterns on the construction paper and cut them out.
4. Help students fold the body parts and glue them to their totem poles.

Student Directions

1. Look at the animals and other carvings on the totem pole examples. Think of how you want to design your own totem pole.
2. Cut the body part patterns out of the pattern sheet.
3. Trace the body part patterns onto different colors of construction paper and cut them out. Fill in details with colored pencils or crayons.
4. Glue the cut-out body parts to the paper towel roll to complete your totem pole.

