

ZIGZAG SELF-PORTRAIT DOLLS

Grade Level: Pre-K through 2nd

Differentiation: 2nd Grade*

Essential Questions:

1. *Why was Zigzag disliked by the other dolls?*
2. *What made Zigzag different?*
3. *Should we treat people badly because of their differences?*
4. *Why?*
5. *How are you different from your classmates?*
6. *What elements of design does the book's illustrator use to make the characters different? (color, patterns, lines, shapes)*
7. *How and /or where does the illustrator use them in the book?*

Historical Connection:

ZIGZAG, published in 2005, is a children's book written by Robert D. San Souci and illustrated by Stefan Czernecki. The book tells the story of the doll Zigzag, who is made from scraps of sewing material by a doll maker. Zigzag is shunned by the other dolls living in the doll shop. The dolls think Zigzag is ugly because he is made from bits of throw-away fabric and has a funny, zigzag mouth. When Zigzag is accidentally thrown away, he begins a journey to find a child who will love him.

The story offers opportunity to speak about the beauty of difference and the importance of acceptance.

Keywords: *diversity, exclusion, inclusion, acceptance.*

PA Academic Arts & Humanities Standards:

- 9.1.3.B. Recognize, know, use, and demonstrate variety of appropriate art elements and principles to produce original works in the arts. (draw, color, craft).
- 9.1.3.C. Recognize and use fundamental vocabulary within each of the arts forms.
- 9.1.3.H. Handle materials, equipment, and tools safely at work...

Goal: Each student will craft a unique Zigzag doll using a photocopy of their photographic portrait and art, craft, and sewing scraps.

Objectives [Students will]:

1. Identify major themes of story through listening, questioning, and group discussion.
2. Develop empathy for main character's plight.
3. Build awareness and understanding of concepts: *diversity, exclusion, and inclusion.*
4. Investigate self-identity through creation of doll using photographic portrait.

Materials:

ZIGZAG book

Photocopy of each student's face

2 craft sticks per student*

White, liquid craft glue (small bottles or poured into communal bowl with brushes)

Tempera paints, paint bowls, brushes

Fabric scraps, magazine pages, buttons, yarn bits, pipe cleaners

Colored pencils, crayons, markers

Scissors

Heavy duty, 3-prong, hole punch*

Round, brass paper fasteners*

**2nd Grade Differentiation: Use as many craft sticks as they like. Hole punch and paper fasteners for 2nd grade use only.*

Teacher Preparation/Set-Up: [Introduction] Create PowerPoint of ZIGZAG book so students can view book's pages as you read aloud. Create space in room for group story time. Craft exemplar of *Zigzag Self-Portrait Doll*. Take high-resolution digital portrait of each student and create black & white photocopy, on standard copy paper (approximately 4x5"), of each portrait.

Teaching Directions: [Introduction] Read ZIGZAG to students.* When finished, have group discussion. Pose essential questions.

**2nd Grade Differentiation: Select students to read pages aloud.*

Step One [Doll Body Painting]: Provide each student with 2 craft sticks. Have students write names on back of each stick. Students can then select desired colors of tempera to paint front of each stick. Let dry.

**2nd Grade Differentiation: Students can create moveable dolls using as many craft sticks as they like. Moveable parts can be created using heavy-duty, 3-prong hole punch and round, brass fasteners to join craft sticks.*

Step Two [Doll Body Construction + Self-Portrait Design]: Distribute students' painted craft sticks. Students can glue craft sticks together in shape of a perpendicular "t" to or a non-perpendicular "t" to create doll bodies.* Let dry. Distribute each student's portrait. Have students write names on front of each photocopy. Using colored-pencils or crayons, students can color and design faces and hair (optional) to compliment doll body designs. No need to color neck or shoulder areas. Teacher can demonstrate coloring methods such as cross-hatching and color blending.

**2nd Grade Differentiation: Students can glue and/or use hole punch and fasteners to join body parts.*

Step Three [Face Attachment]: Distribute each student's doll body and face. Distribute scissors and glue. For younger students, demonstrate how to use scissors. Students should cut-out faces (from hair to chin). Necks and shoulder areas are not needed. Students can then glue faces to doll bodies making sure to leave portion of craft stick visible to represent the neck.

Step Four [Doll Clothing & Accessories]: Using art, craft, and sewing sundries and scraps, students can design, cut, and attach (glue) clothing, hair, and accessories. Doll faces can also be adorned with scraps such as buttons, yarn, etc. Students can be encouraged to use pictures, words, and patterns, from magazine pages, in their creation of clothing and accessories.

Step Five [Presentation of Dolls]: Have each student present their *Zigzag Self-Portrait Doll* to the class, explaining choices of color and design, and revealing how their doll is different from them. Many students will end up creating alternate characters with detailed personalities.

Critique/Evaluation/Assessment:

Elements & Principles of Design (30%): How well does student's finished piece demonstrate the project's goal and objectives?

Creativity & Originality (20%): How well does student's finished piece demonstrate creative exploration and independent thought?

Effort & Perseverance (20%): Did student work steadily through to project's completion, attempt to resolve problems, and demonstrate any initiative beyond project specifications?

Craftsmanship/Skill/Consistency (20%): Did student demonstrate understanding of art method process? Did student follow technical directions for project? Did student attempt to create a finished, quality art piece?

Group Cooperation/Attitude (10%): Did student participate in all class discussions and critiques? If so, how involved was student? Did student work well with teacher, other students, and with class?

Adaptations for EII/Special Needs: Assistance with interpretation of story may be required. Assistance with cutting, painting, attachment may be required.

Vocabulary:

Scrap(s)

Portrait vs self Portrait

Exclude / exclusion

Include / inclusion

Diverse / diversity

Safety Concerns: General studio safety

Bibliography/References: ZIGZAG by Robert D. San Souci

Exemplar:

