CAEA LESSON PLAN FORMAT

LESSON TITLE:
Uncommonly Core Identities: Alter-Egos and Imaginary Friends

Name of Presenter: Kathleen Crocetti, Gini Gyorkos, Susan Megorden

Grade Level: Elementary / MS / HS / Special Needs

Background Information:
Alter Egos and Imaginary Friends ~ we all have them hidden in us, so let’s bring them OUT and see what we get! Each student will be sculpting a puppet that is made from gloves or socks. This lesson is based on the book, Sock and Glove written by Miyako Kanamori. In her book, she designs soft sculptures with “personality plus” from odd left over socks and gloves often found without their mate in a family home.

Content Standards:
VAPA
2.0 CREATIVE EXPRESSION
Skills, Processes, Materials, and Tools
2.1 Develop increasing skill in the use of at least three different media.
Communication and Expression Through Original Works of Art
2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
4.0 AESTHETIC VALUING
Make Informed Judgments
4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.
4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

Common Core English Language Arts Standards » Writing » Grade 7
CCSS.ELA-LITERACY.W.7.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-LITERACY.W.7.3.A
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-LITERACY.W.7.3.B
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Learning Objectives/Goals/Essential Understandings:
Learn some basic sewing skills:
• threading a needle
• tying a knot
• running stitch
• back stitch
• gathering
• sewing a button

Vocabulary:
• Sewing – to work with a needle and thread.
• Threading – passing a thin string/thread through a hole.
• Needle – a sewing tool
• Knot – an object made by tying.
• Stitch – a length of thread in material, to sew something.
• Button – type of disk for holding clothes together.
• Alter Ego – alternative personality.
• Imaginary friend – made up in ones mind

Materials:
Needed for lesson-
• Knit Glove - Poly/cotton, Women’s S, PR (vendor: Grainger)
• Size 7 Embroidery Needles (vendor: Nasco)
• Bulk Cotton Assortment ~ 1-lb bag (vendor: Nasco)
• Economy Embroidery Floss - Pkg of 24 skeins (vendor: Nasco)
• 50 - Spool Needle Art Thread Assortment (vendor: Nasco)
• Bulk Felt 100 Sheet Bundle - 9” x 12” (vendor: Nasco)
• Batting for stuffing - (vendor: various)

Motivation:
Show students approximately six different soft-sculpture prototypes that have been made by yourself or former students. Include the written artist statement for each which serves as the story and narration about each. Students can then see for themselves the connections other students made when deciding if their soft sculpture would become their Alter-Ego or Imaginary Friend. Students also see how the connection of the written story/statement often gives clues to details and settings the soft sculptures are portrayed in.

Procedure:
1. Turn the glove inside out, Sew the crotch, and cut off the extra fingers.
2. Turn the body right side out again and stuff it with batting.
3. Stuff the extra fingers to make arms, gathering the ends and sew them into the body.
4. Figure out what kind of head you want, sew, snip, stuff and attach it.
5. Add Clothing that you made from cotton/felt sheets etc.
6. Add an accessory that gives a clue about your Alter-Ego or Imaginary Friend.
7. Secure your Soft Sculpture to a base (could be a painted block of wood)
8. Complete the Rubric, take a photo, pin your name and period number to the sculpture, put on the assignment counter.
9. Complete your artist statement/story/narrative in the computer lab, print it out, turn in with your sculpture on the assignment counter.

Extensions:
Student can create small animation videos of their soft sculptures interacting with each other while writing the scripts to play out themes, situations or stories.
Assessment and/or Evaluation:
Below, the entire rubric as presented to students of Ms. Crocetti is included. Adjust for your own needs.

Soft Sculpture Rubric

Name: ___________________ Period # __________

Alter Egos and Imaginary Friends, we all have them hidden in us, let’s bring them OUT and see what we get! Each of you will be sculpting a puppet that is made from gloves and or socks! These are going to go into a public show at the ________________, so you will want to be sure to do your very best work.

This will surprise my repeating students… we will NOT be doing any planning! You are welcome to look at my books for inspiration, but don’t get hung up on trying to recreate someone else’s ideas.

Learning Goals:
1. Learn some sewing skills: threading a needle, tying a knot, running stitch, back stitch, and gathering.
2. Creativity can happen in the moment when inspired by the process and the materials.
3. The process of handwork can reveal interior personality traits.

Steps:
1. Turn the glove inside out, Sew the crotch, and cut off the extra fingers.
2. Turn the body right side out again and stuff it.
3. Stuff the extra fingers to make arms, gathering the ends and sew them onto the body.
4. Figure out what kind of head you want, sew, snip, stuff and attach it.
5. Add clothing
6. Add and accessory that gives a clue about your alter Ego or Imaginary Friend.
7. Secure your Soft Sculpture to a base.
8. Complete the Rubric, take a photo, pin your name and period number to the sculpture, put it on the long metal counter.

RUBRIC

Note: SS means Soft Sculpture

<table>
<thead>
<tr>
<th>Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need help with more than one of those skills.</td>
<td>I need help with one of those skills.</td>
<td>I can thread a needle, tie a knot, do a running stitch and gather without any help.</td>
<td>I can teach or assist someone else with all of those skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
<th>I have less than 4 appendages.</th>
<th>I have at least 4 appendages.</th>
<th>I have at least 4 appendages that are very well attached.</th>
<th>I have more that 4 appendages that are very well attached.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Creativity</th>
<th>I tried to copy a SS I saw.</th>
<th>My SS does not look like anyone else’s.</th>
<th>My SS does not look like anyone else’s, I planned for it to show some aspect of my personality.</th>
<th>My SS does not look like anyone else’s, some aspect of my personality come out unexpectedly!</th>
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</thead>
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<thead>
<tr>
<th>Clothing</th>
<th>My SS has no clothes.</th>
<th>My SS has one piece of clothing.</th>
<th>My SS has one piece of clothing that has some interesting detail.</th>
<th>My SS has more than one piece of clothing and one of them has some interesting detail.</th>
</tr>
</thead>
</table>

<p>| Accessory | My SS has no accessory. | My SS has an accessory. | My SS has an interesting accessory that I either made or modified. | My SS has more than one interesting accessory, and one of them I either made or modified. |</p>
<table>
<thead>
<tr>
<th>Base</th>
<th>My SS is not attached to a base.</th>
<th>My SS is insecurely attached to a base.</th>
<th>My SS is securely attached to a base.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finishing</td>
<td>I forgot these things</td>
<td>My name is on a tag.</td>
<td>I had a picture taken, my name and period number is on a tag.</td>
</tr>
<tr>
<td>Team Work</td>
<td>I got busy, and others cleaned up around me.</td>
<td>I cleaned up my mess.</td>
<td>I helped others and cleaned up more than my own mess.</td>
</tr>
</tbody>
</table>

Please give thoughtful answers in complete sentences.

1. What new skills did you learn by doing this project? How do you think they will be useful to you in the future? (4 points)

2. Describe how your SS evolved? (I tried this… it did not work, so I tried this… I saw ___ do this and I tried to do something similar… etc.) At least 3 sentences, worth 3 points.

3. Describe how does your SS represents you. Start with the name you have given your SS, then tell us is it an Alter Ego or an Imaginary Friend? Explain how the details such as facial expression, clothing or accessories are clues to the personality of your SS. 6 points