**4th Guatemalan Worry Dolls**

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| What do i want them to learn? | How will i know they learned it? | What do i do if they don’t learn it? | What do i do if they already know it? |
| Students will learn about the Worry doll legend.  Students will discuss how art is transformative and can be an act of kindness.  Students will create a worry doll sculpture. | I can create a worry doll and experience the transformative power of art through an act of kindness. | Teacher demonstration  one-on-one as needed  Teacher examples  Reteach as needed  Tableside conferences | Continue to next steps  Write artist statement  Practice drawing skill with free draw if finished with project |

Overview

Students will learn about the legend of the Worry dolls and discuss how art is transformative (VA4.CN.1c) and can be an act of kindness. Students will create a worry doll sculpture (VA4.CR.4b) and share it with someone they know in need (VA4.CN.3).

| Day | Steps |  |
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| 1 | Students will view a Sway about the Guatemalan worry doll legend. Discuss kindness and the transformative power of art. They will then watch a short video that demonstrates the process. Students will begin their worry doll. | |
| 2 | Review the worry doll legend and acts of kindness. Continue wrapping worry doll. Add hair and features. | |

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| Vocabulary | Materials | Assessment at a Glance |
| * Worry Doll * Transformative * Sculpture | * Clothespin * Embroidery thread * Tacky glue * Sharpie | For this project I will be looking for:   1. Students putting thought into who they will give the Doll to. This will be their participation in art as a transformative act. 2. Students will create a worry doll sculpture |