



The Mini Time Machine  
museum of miniatures

### My Dollhouse is Me

The Mini Time Machine Museum of Miniatures Education Outreach

Lesson Plan for K-8<sup>th</sup> Graders

#### Rationale:

Museums are an important part of our communities, striving to sustain a beautiful mixture between entertainment, preservation, research cultivation, and education. Because museums have access to wonderful resources, they can be used as supplemental teaching tools to engage learners beyond traditional walls and invite further exploration. This lesson is designed to introduce the idea that our objects are an extension of ourselves, and by examining these objects we can learn a lot about our own identity.

Historically, dollhouses have been status symbols, objects for play and learning, built for entertainment, and created as works of art. Learn how a dollhouse, like any other art form, can be an extension of one's identity. How can our creative choices shape who we are? What do our belongings say about us? In this lesson, students will look at unique miniatures from the permanent collection, which highlight different personalities. Then, students will examine the book, The Big Orange Splot by Daniel Manus Pinkwater, and will design their own miniature paper house.

#### Materials:

- The Big Orange Splot by Daniel Manus Pinkwater,
- Paper and writing utensils
- Glue
- Scissors
- Art supplies including crayons, colored pencils, markers, and stickers.
- Paper House Template
- Images of miniatures from The Mini Time Machine Museum of Miniatures website

#### Objectives:

The lesson has the following objectives for K-8<sup>th</sup> grade students:

- Students will examine dollhouses from the permanent collection.
- Students will define identity.
- Students will think about objects that represent them.
- Students will listen to a reading of, The Big Orange Splot by Daniel Manus Pinkwater.
- Students will create their own miniature paper houses.

#### Alignment with standards:

This lesson will address the following Arizona College and Career Ready Standards in Language Arts:

#### Reading:

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **(3.RL.2)**
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(3.RL.3)**
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **(3.RL.7)**

#### Writing:

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

### **Speaking and Listening:**

- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(3.SL.2)**
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(3.SL.3)**
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **(3.SL.4)**

*This lesson will address the following Arizona College and Career Ready Standards in Visual Arts:*

### **Strand 1: Create**

#### **Concept 1: Creative Process**

**PO 101:** Contribute to a discussion about ideas for his or her own artwork.

#### **Concept 2: Materials, Tools, and Techniques**

**PO 101:** Identify and experiment with materials, tools, and techniques in his or her own artwork.

**PO 102:** Use materials, tools, and techniques appropriately in his or her own artwork.

#### **Concept 4: Meanings or Purposes**

**PO 101:** Select and use subject matter and/or symbols in his or her own artwork.

### **Strand 2: Relate**

#### **Concept 1: Artworlds**

**PO 102:** Discuss how artworks are used to communicate stories, ideas, and emotions.

**PO 105:** Make connections between art and other curricular areas.

#### **Concept 4: Meanings or Purposes**

**PO 101:** Interpret meanings and/or purposes of an artwork using subject matter and symbols.

#### **Concept 5: Quality**

**PO 102:** Demonstrate respect while responding to others' artwork.

### **Strand 3: Evaluate**

#### **Concept 2: Materials, Tools, and Techniques**

**PO 101:** Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.

#### **Concept 4: Meanings or Purposes**

**PO 101:** Discuss how an artist communicates meaning and/or purpose in an artwork.

### **Anticipatory Lesson Sequence:**

#### **Intro:**

The instructor will describe The Mini Time Machine Museum and will ask if any of the students have visited the museum before. Then, after describing The Mini Time Machine Museum, a brief discussion will establish the idea that a miniature is a small, engineered, and artistically created resemblance of a larger counterpart. Emphasis will be given to the concept of room boxes, dioramas, and dollhouses as miniatures that can depict a place and time. As well, the instructor should highlight the importance of the use of artifacts when building knowledge and importance of art in expressing identity or personality.

#### **Content:**

The instructor will facilitate a discussion about identity, personality, and how objects can be representations of both. Then, the instructor will show images of artifacts from the Museum's website which highlight unique personalities. If desired, the instructor can also show examples of other art that reflect the artists' identities. Students are encouraged to think about why certain creative choices were made over others, what the artist might be saying about themselves through the pieces, and how objects can be used to talk about oneself.

#### **Assessment:**

Students will construct a miniature paper house by folding, cutting, and decorating a paper house template. The instructor will encourage students to think about the creative choice that the students make, and how those creative choice represent their own identity. Students should be able to demonstrate that they are different and equal to their peers.

#### **Closure:**

Students may elect to present their houses while talking about the creative choices they made. Listening students will practice applauding for peers who present their stories.

**Extension:** Students may use their houses as inspiration for written stories composed after the lesson.

