

THE ARTS

HANUKKAH SONG: HANUKKAH CANDLES

GRADES: K-3

Here is an easy song for Hanukkah. It is sung to the tune of TEN LITTLE INDIANS:

- One little, two little, three little candles.
- Four little, five little, six little candles.
- Seven little, eight little Hanukkah candles,
- And the Shamash too!

(The Shamash is the “helping” candle that lights all of the other ones).

HANUKKAH GAME: DREIDLE

GRADES: K-12

The Hanukkah game of dreidle is played with a special “top”—a dreidle, that has four Hebrew letters on the side.

METHOD:

1. Each student starts off with a pile of small items to “bet” with—they can be anything, pennies, candy, pretzels, etc.
2. They all start by putting one item in the “pot”, or “kitty” in the middle of their circle.
3. Each time the spin lands on one of the sides, they do one of the following things:
 - NUN = nothing happens

- GIMEL = they take everything in the pot
 - HAY = they take half of the pot
 - SHIN = they put in one
-

HANUKKAH FOOD: POTATO PANCAKES (LATKES)

GRADES: K-12

Your students participation in the exercise is dependent on their age, of course. This is a great time for parents to get involved!

INGREDIENTS:

- 4 potatoes
- 1 onion
- 1 egg
- 1/2 teaspoon salt
- 1/4 teaspoon pepper
- 3 tablespoons flour
- 1/2 cup vegetable oil

METHOD:

1. Wash and peel the potatoes. Then grate them and place them in a bowl of cold water. (This keeps them from turning brown while you work on the other steps).
2. Peel and chop the onion into very small pieces.
3. Beat the egg in a large mixing bowl. Add the chopped onion, salt and pepper, and flour.
4. Drain the potatoes in a colander and squeeze the excess water out with your hands. Add the potatoes to the other ingredients and stir until well blended.
5. Heat half of the oil in a skillet over medium heat. Drop

the potato mixture in by the tablespoon and cook until browned on both sides.

6. Drain on paper towels. Continue making latkes until the mixture is used up, adding more oil as necessary.

7. Serve warm with applesauce or sour cream as a topping.

Submitted by,

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A FUN AND PUN HANUKKAH PLAY

GRADES: 4-10

Here is a short play that your students can do as a “Reader’s Theater” or act it out. Within the play, the students can learn about the various customs and beliefs of the Hanukkah holiday.

SETTING:

- an empty stage

CHARACTERS:

- Shamash (acts like a director)
- Candles 1, 2, 3, 4, 5, 6, 7, 8

THE PLAY:

SHAMASH: Okay people, it’s time to get our Hanukkah play together. Now remember, each of you is a different candle. You

all stand for something very special about Hanukkah. Each of you will come out here and tell the audience the special thing that you represent.

CANDLE 8: I stand for the presents!

SHAMASH: Get back in line! You are not the most important thing about Hanukkah!

CANDLE 8: Well I think that I'm important!

SHAMASH: Candle #1, what do you represent?

CANDLE 1: (Dramatically), "And Mattathias called out to the people after he killed the Syrian and the Jew who bowed down to the idol and said, 'Whoever is for God, follow me!'" I represent the devotion to God which brought a victory to the few over the many.

CANDLE 2: And with that victory, we won our freedom from the Syrians—freedom to live as Jews in our own land, just like today. I stand for that freedom.

CANDLE 8: And I stand for the presents that they gave each other after their victory!

SHAMASH: They didn't give each other presents! Get back in line and wait your turn. We have more important things to go over first! Candle #3?

CANDLE 3: (Struts out as a "muscular" person) I represent the heroes of the story. Judah the Macabee, his brothers and father, Hannah and her seven sons, Batman.

SHAMASH: What? Batman?

CANDLE 3: Well you didn't have to say that they all had to be Jewish heroes.

SHAMASH: Let's get serious, this isn't a Purim play! Candle #4, what part of Hanukkah do you represent?

CANDLE 4: I represent one of the most important parts of any Jewish holiday, the FOOD! Latkes with applesauce; gooey sufganiot!

CANDLE 8: I like my latkes with jelly or honey. I eat them right after I open my presents.

SHAMASH: Number 8! Now, number 4, as you were saying, the food. For those one or two in the audience who do not know what latkes and sufganiot are, can you explain what they are in English?

CANDLE 4: Sure. Latkes are potato pancakes which is an American and European Hanukkah food. Sufganiot are jelly doughnuts which is an Israeli Hanukkah food. I eat them both on Hanukkah.

SHAMASH: That sounds delicious! Moving on. Candle #5, tell us about the part of Hanukkah that you stand for.

CANDLE 5: "Oh Hanukkah, oh Hanukkah, a festival of joy!"

SHAMASH: Yes, we know it is. But what do you represent?

CANDLE 5: "Who can retell the things that befell us?"

SHAMASH: Obviously not you. You can't even retell your lines. As your director, I want you to tell the audience what you stand for.

CANDLE 5: "Rock of Ages, let our song, praise Your saving power!"

SHAMASH: Yes, as director of this play I know that I'm powerful—and call me SHAMASH, not Rock of Ages. Once again, what do you represent?

CANDLE 5: I represent all of the fun songs of Hanukkah; the music that makes the holiday special.

SHAMASH: Now I understand. Why didn't you just say so? Candle

#6, it's your turn.

CANDLE 6: 1, 2, 3, 4, 5, 6, 7, 8—like Hillel. Not 8, 7, 6, 5, 4, 3, 2, 1—like Shammai.

SHAMASH: Why do I feel I don't know what is going on? Candle 6, what are you talking about?

CANDLE 6: I represent the Hanukkah menorah and the lights. The great rabbi Hillel said that one lights one candle on the first night, two the second, and so on until there are eight candles lit on the last night. The great rabbi Shammai said the opposite—that one lights eight candles on the first night and only one candle on the last night. We follow Hillel's ruling, not Shammai's.

SHAMASH: Well, that sheds some light on the subject.

CANDLE 8: We always light the candles before we open our presents.

SHAMASH: The presents are the last thing that we will talk about! Get back in line! Now, Candle #7, what do you stand for?

CANDLE 7: Well, I had a little dreidle.

SHAMASH: That's interesting, any special kind?

CANDLE 7: Yes, I made it out of clay.

SHAMASH: Didn't that make it a little hard to spin?

CANDLE 7: No, you see, when it was dry and ready, THEN dreidle I would play. I represent the famous Hanukkah game, dreidle. Nes, gadol, haya, sham—a great miracle happened there. The four letters on the dreidle, nun, gimel, hay, shin, represent those four words!

SHAMASH: If we can get through this play without any more bad jokes, I'll say the Israeli version—nes, gadol, haya, po!

CANDLE 7: The Israeli version, nes, gadol, haya, po?

SHAMASH: Yes, a great miracle happened here.

CANDLE 8: Is it time now?

SHAMASH: Yes. I hate to call on this last candle, but Candle #8, you're on.

CANDLE 8: Thank you. I love to get Hanukkah presents. But I also love to give them. I love the smile I get when I give a present.

SHAMASH: I'm surprised—I wasn't expecting this seriousness!

CANDLE 8: Sure, even giving presents can be a serious and important business! Why every Hanukkah, I take one of my many presents and give it to a Jewish orphanage, or to a poor Jewish family—to a child who doesn't get any Hanukkah presents! It makes giving and getting presents even more special!

SHAMASH: That's really nice to hear—I'm proud of you and all of your friends up here today. Well folks, that's all the time we have for now. So, from eight little candles shining bright—we say Happy Hanukkah and good night.

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MAKING “GINGERBREAD” HOUSES

GRADES 3-8

This is an extremely fun and creative project to do with your students the week before Winter Break.

MATERIALS:

- 1 box graham crackers (regular)
- 1 8 oz. milk carton (as they use in school)
- 1 sheet of stiff cardboard or wood, at least 1' by 1' square
- 1 lb box of confectioners' sugar
- candy for decorations: small gumdrops, m & m's, sprinkles, candy corn, candy canes, etc.—
- small and colorful.
- white frosting
- food coloring (to use with the white frosting)
- aluminum foil

METHOD:

1. Cover cardboard with foil.
2. Mix confectioner's sugar with warm water, until you have a paste-like consistency.
3. Measure 1" up from the bottom of the milk carton. Cut this part off of the carton, so that you are left with the bottom and 1" sides.
4. Setting the bottom as a perfect square in front of you, cut through it twice, in perpendicular lines, top to bottom, left to right. You should now have four equal-sized pieces...each piece containing a corner of the original milk carton, and two 1" sides. These will serve as the corners of your “house”.
5. Take four graham crackers. Two will be used horizontally, as the long sides of the house. The other

EXAMPLE 2

Be sure to warn the students that this takes time and patience! The house MAY break or fall several times before they get it right! But the end result is a beautiful gingerbread house that can be taken home and enjoyed!

Submitted by,
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RUDOLPH THE RED-NOSED REINDEER

GRADES: K-2

MATERIALS:

- butcher paper or large pieces of paper
- markers
- glue or stapler
- scissors

METHOD:

1. Have the children trace their feet with their heels together and their toes pointed out in a V Shape. Trace around the outside of both feet. Do not trace the inside V of the feet. You should end up with rounded out upside down triangle. This is the head
2. Have them trace their hands. To extend this into a math

activity have the children number their fingers from 1-10. These are the antlers.

3. Glue or staple the hands onto the triangle shape.

4. Color eyes and a mouth onto the reindeer.

5. Glue or staple a red pom-pom onto the face for the nose.

Submitted by,

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HANDS DOWN FOR RUDOLPH

GRADES: K-3

MATERIALS:

- brown paint
- red paint
- black paint (make sure all are washable tempera)
- fabric (such as unbleached muslin) or brown butcher paper/grocery bag
- paper plates for each child
- soap and water for cleanup

METHOD:

1. Spread brown paint on paper plate.
2. Put dabs of red and black on another plate.
3. Give each child a piece of fabric/paper that is about 15"by 12" or so.
4. Have child take shoe off and press bare foot onto the

paper plate of paint.

5. Make sure foot is covered with paint and then press it down on the paper/fabric.
6. Using a finger fill in the spot where the arch of the foot is so that you have a solid foot. This is the basic shape of Rudolph's head.
7. Press the right hand into the paint and then press it down on the right side of the head – spreading the fingers out to form antler.
8. Using the other hand make an antler on the other side.
9. Using the thumb in black paint – make two eyes – and using the thumb in red paint – make Rudolph's nose.
10. This project is great – especially if you have others in the room to help you. It also works if the students are working on another project and you call them over to make Rudolph one at a time.

Submitted by,

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HOLIDAY REINDEER

GRADES: K-3

MATERIALS:

- construction paper–different colors
- glue
- scissors
- black marker

METHOD:

1. Have the children trace one foot on (brown) construction paper=BODY
2. Trace both of their hands on (yellow) construction paper=ANTLERS
3. They cut out 1 red circle=N0SE and 2 white circles=EYES
4. They glue it together and can draw in the eyes with black markers
5. They turn out really cute and the kids really like them and they look great in the room!! I've also used GREEN for the body instead of brown to look more like Christmas colors.

Submitted by,
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KWANZAA: A FAMILY PLAY

GRADES: 4-10

SETTING:

- a modern American home

CHARACTERS:

- Mother
- Father

- Girl
- Boy

THE PLAY:

MOTHER: Come children, help your father bring in the last bags. Kwanzaa is tomorrow and we have to start getting ready.

GIRL: Mother, after dinner tonight, can we decorate?

MOTHER: Yes, children, you may decorate—I made some special streamers over there.

GIRL: Oo—here's black for the color of our people.

BOY: Red for our continuing struggle.

GIRL: Green for the hills of Africa.

MOTHER: Don't forget green for the hope of our children. Speaking of children, hurry and go help your father. I must start to prepare for the karamu, the feast tomorrow evening.

THE NEXT EVENING

FATHER: Children, remember what tonight is for. Remember, our ancestors of old in the motherland of Africa.

BOY: Here is the basket of crops for our thanksgiving, as our ancestors used to bring.

GIRL: Here are the two ears of corn, one for each child in our house.

FATHER: And here are the gifts which you will get on the last night of Kwanzaa. Your mother and I have decided that you have earned these gifts by keeping all of your promises throughout the year.

MOTHER: Now let us eat, we must get up early for breakfast.

BOY: That's the one thing I hate about this holiday—no eating

from sunrise to sunset!

FATHER: Before we eat, let's light the first candle of Kwanzaa. Black tonight, red tomorrow, then green. Now, what is the first of the seven Kwanzaa principles?

BOY & GIRL: Harambee!

FATHER: Harambee! Unity! On this first night of Kwanzaa, let us remember the importance of unity in the family. Let us love one another and stand up for one another. Let us honor our ancestors by celebrating our past.

MOTHER: Pass the unity cup.

FATHER: I pour a little of the liquid in the direction of the four winds—north, south, east and west. Now let us all take a sip. BOY: Now the best part—let's eat!

MOTHER: Black-eyed peas for good luck; greens for prosperity.

GIRL: Mother, what does the fried chicken, catfish, sweet potato pie and peach cobbler symbolize?

MOTHER: They symbolize that I'm a great cook! let's eat.

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A reader, Sue Minick (sminick@stlnet.com) suggested a book to use with elementary students when teaching about Kwanzaa. She

writes: "It is a paperback book titled: Kwanzaa – An African American Holiday by Sharon Gayle. It gives background, Kwanzaa words to know, seven principles of Kwanzaa, gifts to make, foods to prepare, word search, crossword puzzle, matching quiz, a really good book to use with elementary students."

ART PROJECT: KWANZAA KENTE CLOTH

GRADES: 3-12

I did this project with my students and the results were quite impressive. The weaving and design looks almost like the cloth from Africa. It can be used as a wall hanging or table decoration.

MATERIALS:

- colored construction paper: red, green, orange, yellow, brown, black
- scissors
- glue
- crayons in an assortment of colors
- scissors

METHOD:

1. Cut black sheets of construction paper into 9×12 pieces. Cut the remaining colors into strips 1/2 inch by 12 inch strips.
2. Fold the black construction paper in half horizontally, and make cuts approximately 1 inch apart. Do not cut all the way to the top. Leave approximately 2 inches at the top.
3. Weave the other colors as tightly as possible to form a

checkerboard design.

4. Glue down the ends so that the weave does not come apart.
5. Have the students use the crayons to make designs in the squares. It is helpful to have a real piece of kente cloth, or a book of African Patterns as an example.
6. After the project is completed, the student then takes a pair of scissors and makes fringe on the long sides of the paper.
7. As is the tradition during Kwanzaa, ears of corn can be drawn by the students and glued to the kente cloth. This of course is optional.
8. The designs can then be displayed.

Submitted by,

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AN EASY HOLIDAY RECIPES: EASY NO BAKE PUMPKIN PIE

GRADES: K-8

This is a great idea to use during the fall theme, pumpkin theme, Thanksgiving, Christmas, etc. It is a good idea to make up a batch ahead of time and let the kids mix up a batch in class. Then they can assemble their own pies. One recipe makes enough for 20-25 kids depending on the size of the scoop.

MATERIALS:

- 1 large package of vanilla instant pudding
- 1 small can of pumpkin
- 2 1/2 cups of milk
- 2 teaspoons of pumpkin pie spice.
- 1 package of graham crackers or Nilla wafers
- 1 container of Cool Whip (canned whip cream can also be used.)

METHOD:

1. Mix the first four ingredients together in a bowl. Put in refrigerator for 2 hours.
2. Place 1/4 of a graham cracker or 1 Nilla wafer in the bottom of a small cup.
3. Add one small scoop of pumpkin mixture.
4. Top with cool whip. Enjoy!

Submitted by,

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PERSONAL HISTORY

GRADES: 1-6

I use this activity for my Personal History at the beginning of the year. It is really interesting to read all the responses.

MATERIALS:

When Jo Louis Won the Title by Belinda Rochelle

- lined paper
- white paper with a large oval drawn in the middle
- art supplies (pencils, markers, crayons, etc.)

- construction paper (approx. 18" x 12")

METHOD:

1. Read the story **When Jo Louis Won the Title** (This is a story of a young girl who learns why her name is so special to her family.)
2. Ask the students to then go home and research how they got their names and what they mean. Have them write a short report on the lined paper. You could even have them include their personal opinions on their names.
3. In class, have the students draw a self portrait. Use the paper with oval. It is interesting to see the students' artistic development. Some will use the oval as a frame and others will use the oval as the shape of their heads. This is also a good time to teach some basic drawing techniques.
4. When both assignments are finished, have the students glue each, side by side, on the construction paper. Post in your room or in the hallway.

submitted by

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CRAYOLA FLOWERS

GRADES: 1-3

MATERIALS:

- 9 X 12 white paper
- colored chalk
- black crayon

- pencil
- tape

METHOD:

1. You take a 9×12 piece of white paper and using a pencil, divide it up into small sections (just and abstract design).
2. Then you color each section with brightly colored paper chalk (some people call them chalk pastels).
3. After that, you color very darkly and heavily over the design with a black crayon.
4. On a second piece of 9×12 white paper, draw the outline of a very large flower (butterfly, or whatever).
5. Place this paper directly over the one with the black crayon, and tape the edges to keep the sheets from shifting.
6. With a pencil, darkly and heavily color in the outline of the flower.
7. When you pull the two pages apart, you will find that the image of the colored-in outline has lifted the crayon off of the first page, leaving a very colorful flower.
8. You can add black details to make it more interesting.
9. Also, the second page has the black crayon flower with an overlay of the chalk showing. I had the student color the background of this one to represent the sky. I then off-set the two images on yellow construction paper to display on a bulletin board. It's quite striking... and even my least artistic students produced something that I would be proud to frame.

submitted by

MARYKE WHINFIELD

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ARTS THROUGH THE DECADES

GRADES: 5-12

This fine arts activity is designed enhance US History. The lesson is used in conjunction with historical study of the 20th Century.

MATERIALS:

- computers with Internet access
- library materials

METHOD:

1. Divide students into four groups.
2. Assign or let each group choose one of the four fine art topics, Music, Arts, Fashion, and Literature.
3. Using the websites below and resources from the school media center each group will research and create a 15-minute presentation for the class.
4. Groups and topics will change through each decade. For example, if one group did fashions of the 1910's, they would do art, literature or music for the 1920's, etc.
5. Visual and audio aides are required from each group.
6. Websites:
 - American Cultural History: the Twentieth Century
<http://www.nhccd.edu/contracts/lrc/kc/decades.html>
 - American Popular Music 1900-1950
<http://www.nhmccd.edu/contracts/lrc/kc/music-2.html>
 - Popular Culture
<http://www.wsu.edu:8080/~amstu/pop/tvguide.html>
 - American Music Archives
<http://www.eyeneer.com/America>
 - American Studies Cultural Maps (visit the museum)
http://xroads.virginia.edu/~MAP/map_hp.html

submitted by

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POSTCARDS FROM MY SUMMER VACATION

GRADES: K-6

MATERIALS:

- index cards (small or large)
- crayons and pencils

METHOD:

1. Give each student an index card, crayons and pencils. (just crayons for the k).
2. Then ask students to think back to a particular part of their summer that they would like to capture on a post card. A part of summer that they really enjoyed and then draw it on the blank side of the index card.
3. On the lined side of the card, I ask them to write a little something about their picture and then address the card to me. They can even draw a stamp if they like!

I collect the post cards and put them in our showcase end to end, covering the whole showcase. It makes for a very colorful display.

submitted by

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STUDENT GALLERY

GRADES: 3-12

MATERIALS:

- 9" X 12" white paper
- crayons or colored pencils (for older students)
- small hand held mirrors

METHOD:

1. At the beginning of the year, after I tell my students about the rules and explain contests that I promote during the year, I pass out small hand held mirrors and ask my art students to draw a picture of themselves.
2. When they are finished, I hang them up across my room and call it the "Student Gallery".
3. At the end of the year, they draw another picture of themselves and compare it to the one they drew at the beginning of the year! They are pleasantly surprised at the progress they made during the year.
4. I pass the pictures out and they get to take both of them home at year's end.

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GETTING ACQUAINTED

GRADE LEVEL: 1-7

MATERIALS:

- red construction paper

- apple template
- scissors, crayons
- magazine/newspapers
- white ink (optional)
- current photo of each student (take photos first week(s) of school)

METHOD:

1. Trace/cut apple template onto red paper
2. Write name at top of apple
3. Glue/tape photo to center of apple
4. Choose words that describe student from newspapers/magazines (caring, kind, creative, sports, reader, and so on)
5. Cut out words and glue around photo
6. Place on BB or outside wall

EXTENSION:

- Use yellow, green paper to depict various colors of apples
- Teacher creates a getting acquainted apple
- Make a flip-up apple; place photo on outside flap; glue words on inside flap
- Students can stick fuzzy/glittery apple stickers around the inside/outside of the apple

submitted by

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BEGINNING OF SCHOOL SILHOUETTE

GRADES: 4-12

MATERIALS:

- 9 x 14 drawing paper
- color pencils
- pencils
- scissors
- overhead projector

METHOD:

1. Tape the drawing paper to the chalkboard and slide a desk almost up to the board under the paper.
2. Have each student sit on the desk so that when the overhead shines on him/her, it creates a shadow on the paper behind the student. (The student is creating a silhouette.)
3. Trace, or have another student trace, the outline of the silhouette onto the drawing paper.
4. The owner of the silhouette takes it to his/her desk and divides the silhouette into sections.
5. Instruct the students to illustrate each section in a different way that represents him or her. (Encourage students to make large sections.) Include things like hobbies, favorite food, friends, home, etc. Students who run out of ideas can also fill in some of the sections with patterns like stripes or dots.
6. When the silhouette is completed, cut it out and paste onto a different color of 9 x 14 paper.

I always hang on the wall near the ceiling and students don't get them back until the end of the year. They are a great referral when trying to find that thing that "clicks" with students.

submitted by

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PERSONAL HISTORY

GRADES: 1-6

I use this activity for my Personal History at the beginning of the year. It is really interesting to read all the responses.

MATERIALS:

When Jo Louis Won the Title by Belinda Rochelle

- lined paper
- white paper with a large oval drawn in the middle
- art supplies (pencils, markers, crayons, etc.)
- construction paper (approx. 18" x 12")

METHOD:

1. Read the story **When Jo Louis Won the Title** (This is a story of a young girl who learns why her name is so special to her family.)
2. Ask the students to then go home and research how they got their names and what they mean. Have them write a short report on the lined paper. You could even have them include their personal opinions on their names.
3. In class, have the students draw a self portrait. Use the paper with oval. It is interesting to see the students' artistic development. Some will use the oval as a frame and others will use the oval as the shape of their heads. This is also a good time to teach some basic drawing techniques.
4. When both assignments are finished, have the students glue each, side by side, on the construction paper. Post in your room or in the hallway.

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MODERN PICTURE ABOUT ME

GRADES: 6-12

This is always one of my students' favorite projects. I have used it in 6th-12th grade Art and it works well in each level.

MATERIALS:

- 12X18 sheet of white drawing paper
- pencil
- marker (any color, but each student only needs one color)
- ruler
- stencils or cutouts of symbols for various things (optional-you can make them draw everything themselves, but I find it easier to provide them some cut outs to use)

METHOD:

1. Think of 10 symbols that could be used to represent YOU (baseball, music, telephone, reading, car, etc.)
2. Draw the ten symbols on your paper covering as much of the paper as possible.
3. Use a ruler to draw horizontal and vertical lines every two inches on top of your drawing to make a checker board.
4. With the marker, fill in every other space alternating shape, background, shape, background and so on. Switch at the beginning of each row. i.e. checkerboard-like
5. Remember, you need to plan and think ahead. Mistakes in coloring are very difficult to fix.

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INTRODUCTION TO THEATER ARTS

GRADES: 4-12

MATERIALS:

- none

METHOD:

1. Choose one, or the combination of both of the following ideas, and together with a partner (Duet) create a way to introduce yourselves to the audience. Your skit must be based off of the show(s) and bring out several items about yourselves. **AMERICA'S MOST WANTED** &/or **LIFE STYLES OF THE RICH AND FAMOUS**
2. You must bring out your real name so everyone knows who you are. Other areas you may choose information from to bring out within the skit are:
 - Place of Birth
 - Family Members (Sisters/ Brothers/Pets etc.)
 - Hobbies
 - Talents
 - Favorite Things
 - Things you dislike
 - Places you've been
 - Places you'd like to go
 - Most embarrassing moment, etc.
3. Example: One Student stands off to the side with his head in a frame. The other student sits on a set and pretends to be the host of the show America's Most Wanted In School. He begins to talk about this student

who is wanted for various crimes. He's a happy and friendly chap that loves to help teachers. He enjoys participating in the Science Club, Student Council and he also is a member of the Wolverine Band. (Give a physical description), and tell other things about him etc. Finish by saying: "If you should see him, stop him and introduce yourself. He's a great person to know. This has been your host (and give your real name) of America's Most Wanted In School. Tune in next time for another wanted student.

4. Example: Life Styles of the Rich and Famous. Two students pretend to be rich and famous. One is going to be interviewed by Barbara Walters and is very nervous as this is the first time she has been interviewed on live TV. She goes over to the other student (famous person's) house to get support. They do a practice run of questions that might be asked, actually bringing the information out about each other.
5. Information should be true, not made up. Time element: 3-5 minutes Props: optional Costumes: optional

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MUSICAL INTRODUCTIONS

GRADES: K-3

Use a familiar tune to introduce yourself to students, and learn about introductions, (shaking hands)

MATERIALS:

- words to song
- classroom rhythm instruments (opt)

METHOD:

1. Teach song: What is Your Name? to the tune of Frere' Jacques: Teacher/Class: What is your name? What is your Name? Tell us please. Tell us please. We would like to meet you. We would like to meet you. What's your name? What's your name?
2. Have students listen and repeat lines. Bring up children one by one or in groups. Introduce yourself, shake hands, and then have student say "My name is _____. They can then sit down.
3. After the children are comfortable with the words, begin adding variations like clapping, snapping, singing entire song, singing without clapping/clapping no singing.
4. You can also incorporate number patterns into the way you bring students up. 1 – 2 – 3 – 2 -1, adding groups, asking questions for classification (girls/boys), etc.

I have used this successfully in both English and Spanish-language classrooms.

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