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# Art and art activities for the educable mentally retarded.

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Thesis

ART AND ART ACTIVITIES FOR THE EDUCABLE  
MENTALLY RETARDED

Submitted by

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PART I

ART AND ART ACTIVITIES FOR THE EDUCABLE  
MENTALLY RETARDED  
THE PROBLEM

Statement of the problem:

The educable mentally retarded children are those who cannot profit by the program of the regular class, but who will profit by a program that is geared to their needs.

In gearing the program to their needs, emphasis is placed upon the development of personality and adequacy in the social world by means of concrete experiences.

How best may we provide these experiences in a school situation? Can we provide them as we teach academic subjects? Will art and art activities help provide the answer?

This thesis will review the research of others, suggest teaching procedure, and develop units of work to be used in teaching educable mentally retarded children

Justification:

From our studies of the characteristics of mentally retarded children we have learned that:<sup>1/</sup>

1. Their mental and social development is slow.
2. They must be taught many things that the normal child learns incidentally.
3. Their home environment generally does not provide adequate opportunities for experiences.

1/Ingram, Christine P., Education of the Slow-Learning Child, The Ronald Press, New York: Second edition, 1953.

4. Their power of association is limited.

5. They have concrete rather than abstract ability and will understand concrete and "doing" experiences better than abstract and verbal information.

Davies, <sup>1/</sup>Featherstone,<sup>2/</sup> and others point out that mentally retarded children need a specific, concrete, functional educational program that will enable them to enjoy and share in worthwhile experiences of life.

Through art and art activities, children show how the visual world appears to them; the concepts they have formed of their experiences, and their ability to enjoy and share in worthwhile activities with others.

Therefore, the justification for this paper is that art and art activities are concrete and "doing" experiences, are specific and fundamental, and will enable the mentally retarded children to enjoy and share in worthwhile experiences of life.

Scope:

This thesis will endeavor to show how educable mentally retarded children may be taught through art and art activities. Such activities will develop in these children wholesome work habits; skills in reading, science, and arithmetic, at their level of ability and learning; and good mental health.

<sup>1/</sup>Davies, Stanley P., Social Control of the Mentally Deficient, Thomas Y. Crowell Company, New York: 1930.

<sup>2/</sup>Featherstone, W. B., The Curriculum of the Special Class, Bureau of Publications, Teachers College, Columbia University, New York: 1932.

For the purpose of this study, the educable mentally retarded are those children who are so classified or identified as "slow-learners", "mentally handicapped", "mentally retarded", or "atypical" with IQ's ranging between 50 and 79 whether they be in a regular classroom, special classroom, or remedial classroom.

This thesis will:

1. Review research on teaching art and art activities to mentally retarded children.
2. Suggest procedures for teaching art and art activities to the mentally retarded children.
3. Suggest art activities and units of work to use in teaching the mentally retarded children.

Suggestions for Additional Study:

1. Evaluate the suggested units in many school systems.
2. Make a study of two groups. Have one group use art and art activities only during the handwork and art period. Have the other group intergrate the art and art activities with all subjects in the curriculum as units of work. At the end of the experimental period ascertain which group has made the most progress in citizenship and learning.

## REVIEW OF THE LITERATURE

Kirk and Johnson 1/ states the specific aims for the education of the mentally retarded:

- "1. They should be educated to get along with their fellow men; i.e., they should develop occupational competency through numerous social experiences.
2. They should learn to participate in work for the purpose of earning their own living; i.e., they should develop occupational competency through efficient vocational guidance and training as part of their school experiences.
3. They should develop emotional security and independence in school and in the home through a good mental hygiene program.
4. They should develop habits of health and sanitation through a good program of health education.
5. They should learn the minimum essentials of tool subjects even though their academic limits are third to fifth grade.
6. They should learn to occupy themselves in wholesome leisure time activities through an educational program that teaches them to enjoy recreational and leisure time activities.
7. They should learn to become adequate members of a family and a home through an educational program that emphasizes home membership as a function of the curriculum.
8. They should learn to become adequate members of the community through a school program that emphasizes community participation."

Wallin 2/ tells us:

"The adaptation of instruction to meet the child's total needs may be regarded as the basic principle

1/Kirk, S. and Johnson, O., Educating the Retarded Child, Houghton Mifflin Company, Boston: 1951, p. 118.

2/Wallin, J. E. Wallace, Education of Mentally Handicapped Children, Harper Bros., New York: 1955, p. 185.

underlying the educational methodology of the mentally handicapped."

These children must be taught to live as members of a group. All their lives they must live with others and they must learn early in life self-control and respect for the rights of others. They must develop moral powers which will enable them to live in harmony with others without sacrificing their own integrity. They must learn to accept responsibilities within the limits of their capabilities as well as recognize their rights.

This means that we must plan the work for these children so, that along with their own personal development, they learn that there is joy and satisfaction in working with others and for others; that they, too, can be of service.

Ingram <sup>1/</sup>points out that experience has proved that the mentally retarded can contribute to our society and be of service at their social and occupational level.

Man's basic need is to feel that he belongs and is accepted by his peers, that he is a success in life. This is true of all of us--man, woman, or child; whether we are superior, average, or retarded.

Baskin <sup>2/</sup>avers that:

..."it is in the field of manual manipulation and artistic expression that atypical children can find their greatest satisfaction. As time passes, the

1/Ingram, Christine P., Education of the Slow-Learning Child, The Ronald Press, New York: Second edition, 1953, p. 54.

2/Baskin, J. W., "Retarded Children Need Art," School Arts, (March, 1955), pp. 13-16.

the majority will not only cultivate a desire to create various objects or pictures of intrinsic beauty but will also show improvement in manual dexterity and motor coordination.

Furthermore, the arts provide innumerable opportunities for ameliorating understanding of and giving practice in co-operation, socialization, sharing sincere praise, and appreciation of their own work and the work of fellow students.

Indeed, it is possible to carry on a successful art program with our retarded pupils. Through the utilization of every available resource that will foster the power to create, we teachers may not only help boys and girls who are slow to work and live with art, but will also find attitudes and aesthetic appreciations which are fundamental to the achievement of satisfactory life adjustments."

Featherstone 1/ points out that considerable enrichment of the life of the mentally retarded child can be provided by the school through development of constructional and creative abilities based on manual activity, the understanding and appreciation of fine and practical arts.

Harrison<sup>2/</sup> believes that:

"The teaching of art in school has as its prime objective, the encouragement of confidence in self-expression, the encouragement of the children to be themselves."

Lowenfeld 3/ tells us:

..."one of the major concerns of art education is its effect on both the individual and society in general. To live co-operatively as well adjusted

1/Featherstone, W.B., Teaching The Slow Learner, Bureau of Publications, Teachers College, Columbia University, New York: 1951.

2/Harrison, Elizabeth, Self Expression Through Art, C.A. Bennett Company, Peoria, Illinois: 1951, p.3.

3/Lowenfeld, V., Creative and Mental Growth, Macmillan Company, New York: Revised edition, 1952, p. 19.

human beings in society, and to contribute to it creatively has been a most important object for education. It is impossible to live co-operatively and understand the needs of our neighbors without self identification. In identifying himself with art media, by experiencing them in their living quality, the child will gain appreciation and insight into the problems of others."

Art has always been a medium for man to express his reaction to his environment. Primitive man used it as a **means** of communication, and since his time every civilization has expressed itself in some form of art.

All children are born artists. They draw with meaning long before they learn to read or write. They, like primitive man, express their thoughts in the way they know best, their own individual way, not someone else's way. To them art is a means of self-expression.

Art experiences provide a satisfying experience at any age level. From early childhood throughout the life of the individual many kinds of experiences in art are possible and enjoyable, even for those who do not learn as quickly as others.

Kvaraceus<sup>1/</sup> points out that:

"In special classes children are encouraged in doing the things they are capable of, and they are not driven to do things they cannot. They will be kept happy with a minimized program such as reading traffic signals, danger signs, traveling signs, simple numbers, training in habits of good citizenship; and also doing handwork."

It was doing thing with their hands that most of the human race learned to think. It was through the manipulation of

1/Kvaraceus, W., Methods of Teaching The Mentally Retarded in the Special Class, Boston University, 1952.

materials such as wood, clay, leather, metal, etc., that man transformed them into useful objects. In the manipulation of art materials in the school, the mentally retarded child is learning to develop his ideas. He is learning real life experiences.

Lawrence <sup>1/</sup>averts that:

"In art activities the child exercises his senses, his emotions, his intellect, and his perceptive powers. In this process he sorts out his varied thoughts and feelings about his experiences and attempts to give them coherent form."

In carrying out an art activity the child enters into an environment that deals with real things. He handles actual tools and materials. It is not a play activity where he imitates the real; he is actually producing real things in a real situation. If the art activity is properly presented, the child participates in a functional situation. He is experiencing a growing ability to work and share with others and learning to master skills that are needed for carrying out the activities of his daily living.

Crawford <sup>2/</sup>believes that art is for all children--the handicapped as well as the normal--and that schools providing for everyone realize the basic needs of all children.

<sup>1/</sup>Lawrence, Greta, "Seen With A Heart," Childhood Education, Vol. 29, No. 4, (December, 1952), pp. 184-185.

<sup>2/</sup>Crawford, Ruth, "Art for the Exceptional Child," The National Elementary Principal, (April, 1951), p. 25.

McDermott <sup>1/</sup> lists the following definite advantages for teaching art and art activities to the mentally retarded:

- "1. Art satisfaction is not limited by verbal limitations. You do not have to define an apple, or spell it, in order to draw it.
2. Art satisfaction in finger painting, for example, can be achieved by those with gross physical and mental disabilities.
3. Art satisfaction can be attained by those who cannot see complex relationships.
4. Art creation has obvious and immediate value. It takes three months to grow a flower, which can be grown on paper in a matter of minutes."

Martens <sup>2/</sup> tells us:

"Experience in the various fields of art, including both so-called fine and practical arts, have an important place in the school curriculum for retarded children. Music, dancing, dramatization, poetry; various types of play activity; drawing, painting, stenciling, modeling, household arts; pottery, metal work, leather tooling, and other handicrafts, all stand side by side in offering abundant opportunity for both appreciation and creative expression. Interest and ability in these fields are among the strongest assets these children possess. They constitute an emotional stabilizer, at the same time, offering great possibilities for enriching the lives of the pupils. It is not to be expected that the children will ever become exceedingly adept in their performance, but they will secure emotional satisfaction, and in some cases will make creditable progress, thus becoming socially more acceptable in a normal group."

<sup>1/</sup>McDermott, W. C., "Art Therapy for the Severly Handicapped," American Journal of Mental Deficiency, Vol. 59, No. 2, (October, 1954).

<sup>2/</sup>Martens, Elsie, H., Curriculum Adjustments for the Mentally Retarded, Bulletin 1950, No. 2, U. S. Government Printing Office, Washington, D. C., 1950, p. 59.

Shane <sup>1/</sup> stresses the fact that our teaching should emphasize the building of personalities, rather than the acquisition of competitive skills.

Lowenfeld <sup>2/</sup> states:

"Proper art stimulation relates as much to personality development as to creative expression itself. This double function of art teaching signifies its importance, and shows clearly why art should not be confined to a selected group, but should become a means of expression for everyone."

Research by Charles and Margaret Gaitskell <sup>3/</sup> with a large number of children of mental development indicates that:

"All such children not otherwise exceptionally handicapped and enrolled in school classrooms, demonstrated an ability not only to participate in a program of art education, but also profit by it."

It is an established fact that if the right kinds of skills, habits, and attitudes are acquired, the individual will adjust better to his working world.

Ingram <sup>4/</sup> points out that:

"If a pupil has good steady habits, uses his hands skillfully, the boy may, in a short time, learn the manipulations necessary to feed a printing press or wind coils in a telephone factory."

These qualities may be developed in the art program.

<sup>1/</sup>Shane, Phyll, "Slow Learners Need Special Help," National Schools, 38:26, (August, 1946).

<sup>2/</sup>Lowenfeld, Victor, op. cit., p. 263.

<sup>3/</sup>Gaitskell, Charles and Margaret, Art Education for the Slow Learner, C. A. Bennet Company, Peoria, Illinois, 1953, p. 4.

<sup>4/</sup>Ingram, Christine, P., op. cit., p. 188.

An industrial arts program carefully intergrated into the program for the mentally retarded can contribute to the aims of education by providing first-hand experience, training in the use of tools, developing useful habits and co-operative attitudes; and intergrating classroom work with real life.

How shall we utilize art and art activity in the teaching of the mentally retarded children? Shall we just hand them the materials and say, "Here are the materials, express yourself; paint, draw, model, sculpture, weave, or do what you please, in any way you please. Play with these things and be happy" and our guidance ends there?

No, for these children do not learn by themselves. They need help and guidance.

Wallin <sup>1/</sup> tells us:

"Such children need considerable stimulation and supervision in order to elicit effective application and insure proper growth and development."

Like the physically handicapped, the mentally handicapped may need crutches in order to go ahead on their own. The teacher provides these crutches when the children are in need of them. They may be patterns to trace, lines and dots to follow, outlines to color in, suggested color combinations, materials to work with, measurements to use, etc.

Some may criticize the use of crutches and say that it is "Poor art teaching, for it does not develop creative art."

<sup>1/</sup>Wallin, J. E. Wallace, op. cit. p. 216.

Here again we must reiterate that these children have difficulty in forming concepts and understanding abstractions. We must give them concrete associations and activities to hold their interest and attention, and give them the pleasure of success by working from the concrete to the abstract.

Featherstone <sup>1/</sup> believes that the use of crutches "helps to give the pupil a mastery and attendant **sense** of security that come only very slowly. Most pupils tend to abandon such crutches in due time, either on their own initiative or with little encouragement to do so. Even if the use of crutches persist, the fact need not cause great concern if the device helps the pupil to be more accurate and to enjoy greater security."

Like normal children, the mentally retarded go through specific stages of growth; but unlike normal children, their growth is slow, and in some cases extremely slow. When they reach the manipulative stage they remain there much longer than normal children.

The teacher will find this manipulative stage to be the stepping stone to successful teaching; and will utilize it to develop concepts that are adequate, correct and valid.

Duncan <sup>2/</sup> is of the opinion that the curriculum for the mentally retarded:

"should be taught through handling, seeing, touching, and hearing, with emphasis on activities in the manual and occupational field. Handiwork is a means of education and is to be used as a means of stimulating thought; that handwork and crafts must be developed as to be an educational subject, rather

<sup>1/</sup>Featherstone, W. B., op. cit. pp. 86-87.

<sup>2/</sup>Duncan, John, The Education of the Ordinary Child, The Ronald Press, New York, 1943, p. 67.

limited to the development of the object or product itself. Teaching art by means of free expression is of little value to the mentally handicapped child. Children must have freedom to express their ideas, but they must learn to use the tools correctly, and to plan their work to obtain the best, and to them, the most satisfying results with the minimum expenditure of effort and time. Our view then is that art work, as a phase, in which both techniques and freedom of expression, will be on sound educational lines. To me, art means free expression, guided by a systematic development of art techniques."

In working with the mentally retarded children for over twenty-five years, the writer has found that the step-by-step systematic plan has definite merit in teaching the mentally retarded.

<sup>1/</sup>  
Klar tells us:

"If the fullest measure of benefit is to be realized from the teaching of art, we have to conceive it to be a study co-ordinate with other subjects."

With the mentally retarded children this may be accomplished through units of work and experiences with provision for practice in skills.

<sup>2/</sup>  
Martens is of the opinion that there is no better way to teach these children than by permitting them to:

"experience day by day the growing ability to work and to play with companions; actually to prepare food and clothing for use; to spend money for necessities; and to master the skills that are needed for carrying out in reality the activities of his daily life"

1/Klar, W.H. et al, Art Education in Principal and Practice, Milton Bradley Company, Springfield, Massachusetts, 1933, pp. 10-11.

2/Martens, Elsie, op. cit., p. 19.

Martens <sup>1/</sup> further states:

"The approach to the mastery of subject matter should be through the experiences of the child at the level of his social interests, presented through concrete ideas and manipulation of objects."

Ingram <sup>2/</sup> tells us that:

"The work done in special classes has demonstrated that, in contrast to subject-matter organization, units which cut across life experiences offer opportunities for activities in which the child feels the need to inquire, to make observations, and to secure information, to try out things, and to solve problems."

She goes on to say <sup>3/</sup> "Units may be developed to provide opportunities for handwork that serves many of these ends."

Wallin <sup>4/</sup> avers:

"The main but not sole emphasis in special classes should be on unit and project procedures, but these procedures should be liberally supplemented by the time-tested, more formal and systematic instructional procedures."

Research and experience tells us that the mentally retarded children learn most successfully by working with concrete materials. Their education, therefore, is achieved largely through first-hand, carefully selected experiences, geared to their needs. They will find greater success and satisfaction in participation in various kinds of art activities than they will in any other type of school work.

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<sup>1/</sup>Martens, Elsie, op. cit., p. 51.

<sup>2/</sup>Ingram, Christine, P., op. cit. p. 166.

<sup>3/</sup>Ibid. p. 178.

<sup>4/</sup>Wallin, J. E. Wallace, op. cit., p. 210.

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PART II

SUGGESTED PROCEDURE FOR TEACHING ART AND ART ACTIVITIES TO  
THE EDUCABLE MENTALLY RETARDED

All teaching begins with the known and goes step by step to the unknown. This is especially true in teaching the mentally retarded children.

In teaching through art and art activities we build concepts by presenting concrete objects and experiences.

With the youngest and lowest group we start with scribbling for that is the "known" stage.

Scribbling:

1. Use large black crayon, large sheet of paper.

Make crayon tell how we feel by scribbling on our paper.

- a. happy

- b. sad

- c. cross

2. Use large red crayon

3. Use large yellow crayon

4. Use large blue crayon

5. Use large green crayon

6. Use large orange crayon

7. Use large purple crayon

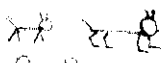

8. Use large brown crayon

9. Using any colored crayon that pupil chooses


- a. scribble to music
- b. scribble with happy color
- c. scribble with sad color
- d. scribble: we are walking
- e. scribble: we are running
- f. scribble: we are dancing
- g. scribble: we are grass
- h. scribble: we are trees
- i. scribble: we are birds
- j. scribble: we are airplanes
- k. scribble: we are walking, skating, dancing,  
jumping, sliding, swimming
- l. scribble: we are cowboys chasing Indians  
we are cowboys bringing the cows in

B. The next step is lines and dots. The second group starts at this level.

1. We let lines tell things for us.

- |                    |  |
|--------------------|--|
| a. raining         | h. steps   |
| b. grass           | i. telephone poles   |
| c. flowers         | j. electric and telephone wires  |
| d. streets         | l. letters   |
| e. hills           | m. animals  |
| f. trees           | n. people   |
| g. railroad tracks |  |

2. We let dots tell things for us.

- a. snowing
- b. balls
- c. flowers 

3. We let dots and lines tell things for us.

- a. raining and snowing
- b. flowers in a garden
- c. designs for book covers, place mats, tiles, plates, gift wrapping, chair backs, book marks, handkerchiefs and scarfs
- d. people

C. The next step is tracing.

1. We trace circles

- a. to make balls, oranges, marbles, heads of people, flowers, designs, pictures

2. We trace squares

- a. to make boxes, designs, pictures, square objects

3. We trace triangles

- a. to make tents, roofs of houses, designs

4. We trace rectangles and oblongs

- a. to make long boxes, tall houses, vases in which we can draw flowers and plants

5. We trace objects

- a. to learn words
- b. to make pictures
- c. to follow directions
  - (1) draw a house
  - (2) draw a boy
  - (3) draw a man (father)
  - (4) draw a mother

6. We trace animals and people

- a. to learn words
- b. to follow directions
- c. to tell a story
- d. to draw pictures

D. The next step is coloring.

1. We color with crayons
  - a. to learn our colors
  - b. to follow directions
  - c. to color pictures
  - d. to color greeting cards

E. The next step is tracing and coloring. The older group start at this level.

1. We trace and color with crayon
2. We trace and color with paint
  - a. to follow directions
  - b. to color pictures
  - c. to make designs
  - d. to illustrate stories

F. We cut and paste.

1. To make scrap books
2. To make dictionary
3. To make built up posters
4. To paper sculpture
5. To make pictures and illustrations
6. To cut letters

G. Finger painting.

1. Make pictures
2. Make cover paper for booklets, boxes, book marks, blotters, calendars, napkin rings, letter holders, etc.

H. Lettering - Printing,

1. Words for charts and posters

## I. Modeling.

1. With plasterscine
2. With self hardening clay

## J. Paper construction.

## K. Cardboard construction.

## L. Painting pictures on glass.

## M. Painting on wood and clay.

## N. Block Printing.

1. Stick printing
2. Potato printing
3. Eraser printing

## O. Stenciling (patterns cut by teacher).

1. Designs on book covers
2. Designs on gift wrapping paper
3. Designs on cloth
4. Designs on leather

## P. Mobiles and stabiles for room decoration.

## Q. Handcrafts

## 1. Weaving

- a. paper
- b. looms
  - cardboard
  - wooden
- c. materials
  - yarn
  - string
  - rags
  - raffia
  - crepe paper twist
  - beads

2. Knotting
  - a. string
  - b. yarn
  - c. cloth
3. Basketry
  - a. raffia
  - b. reed
4. Crepe paper craft
5. Salt and flour craft
6. Sawdust and paste craft
7. Paper mache
8. Ceramics
9. Leather craft
10. Knitting
11. Crocheting
12. Embroidery
13. Sewing
14. Woodworking
15. Making jewelry
16. Making flowers

These forms of art and art activities will be incorporated in the following Suggested Units of Work.

## ORIENTATION TO SCHOOL LIFE

### I. PURPOSES

- A. To bring the children into touch with their school life.
- B. To bring interest in the school building and its surroundings.
- C. To acquaint the children with the school personnel.

### II. EXPERIENCES

- A. Exploring the grounds to school, acquainted with materials, books, and equipment.
- B. Visiting other departments, playground, library, administrative office, lunch room, nurse's office, and nearby town.
- C. Meeting the principal, teachers, supervisors, and other school personnel.
- D. Meeting the teachers and other school personnel and the school in general.

### SUGGESTED UNITS OF WORK

### III. ART AND ART ACTIVITIES

- A. Color photographs pictures of the school.
- B. Draw teacher's picture of a school. (Use in window area for display.)
- C. Make large pictures of the building and other school personnel.
- D. Build a school with sticks.
- E. Build a school with boards.
- F. Build a school of the school with painted sticks.
- G. Build a school with cardboard boxes. Use a shoe box for a base.
- H. Model a school with clay.
- I. Cut out pictures of a school for the walls of a room. Cut out pictures of school personnel.

## J. Print

SCHOOL  
OUR SCHOOL  
THIS IS MY SCHOOL  
WE GO TO SCHOOL  
I GO TO SCHOOL

- K. Make diagram of the school room. Trace patterns of objects in the room.
- L. Make models of the school rooms. Cardboard and paper. Allow children to work in groups of two. Allow them to build the rooms of their choice. Use patterns. If a child offers a creative suggestion or idea, allow him to follow through with it.
- M. Draw pictures with crayons, colored chalk or colored pencils. These may be on the board, at the easels, or at the drawing board table.
1. Going to school
  2. The school playground
  3. The school activities
- N. Make reading charts using the pictures.
- O. Make book about the school. Cover and back page a replica of the school house. Each page a picture of one room in the school with a sentence or two about each room printed at the bottom of the page.
- P. Make sandtable scene of an outdoor recess. Use sawdust and paste on box to make school house. Make cardboard children and teachers. (Use patterns).
- Q. Make a movie of our school by drawing pictures on roll of paper.
- R. Make a T. V. set. Use large carton and two rollers.

#### IV. CULMINATION

Invite principal, supervisors, and other classes to the T. V. show. The children tell what they have learned about the school as they show their pictures on their T. V. and dramatize school activities.

#### V. DESIRED OUTCOMES

1. To develop security in school life.
2. To appreciate the school and its personnel.
3. To develop an interest and love for the school.
4. To develop ability to work and to share with others.

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## CHRISTMAS UNIT

## I. PROBLEM

- A. Christmas time is giving time. Develop the spirit of giving.
- B. There is joy in giving as well as receiving. Develop happiness in making and giving.

## II. EXPERIENCES

- A. Working with others.
- B. Planning with others.
- C. Making things for others.
- D. Bringing materials from home.
- E. Having secrets.
- F. Giving to others.

## III. ART AND ART ACTIVITIES

## A. Christmas gifts.

## 1. For Mother (pupil chooses gift he will make)

- a. apron
  - stencil design on organdy apron
  - applique design on cotton apron
- b. book ends
  - bottles filled with sand and decorated.
  - wooden blocks
- c. cook books
  - receipes cut out of old magazines
- d. comb or glasses case
  - leather or felt

- e. change purse
- f. earrings  
    buttons - beads
- g. handkerchief  
    stencil
- h. string holder
- i. rustic candle holder
- j. pot holder
- k. lamp
- l. scarf
- m. tablecloth

## 2. For Father

- a. ash tray
- b. belt
- c. book ends
- d. book mark
- e. calendar
- f. cigarette case
- g. desk blotter
- h. file holder
- i. match holder
- j. letter holder
- k. wallet

## 3. For Brothers

- a. airplane
- b. belt
- c. bean bag

- d. boat
- e. coloring book
- f. fish game
- g. leather mittens
- h. puzzle

4. For Sister

- a. beads
- b. bean bag
- c. belt
- d. bracelet
- e. picture book
- f. pocket book
- g. doll house
- h. doll's furniture
- i. paper dolls
- j. puzzle

5. Christmas cards

6. Christmas decorations

- table decorations
- tree decorations
- room decorations
- window decorations

IV. CULMINATION

1. Have a Christmas party.
2. Take home decorations and gifts to family.

## V. DESIRED OUTCOMES

1. Children find joy in making gifts for others.
2. Children build up social prestige.

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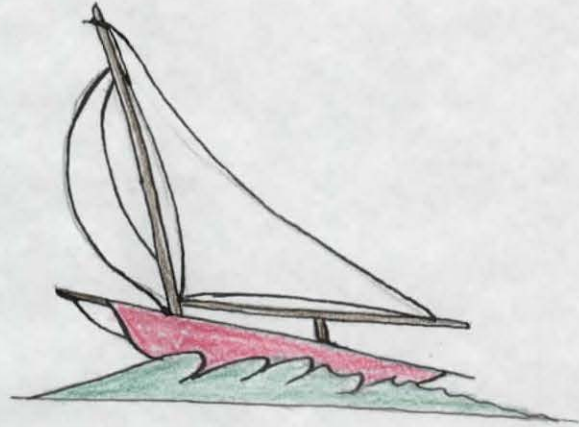
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## CIGARETTE CASE FOR FATHER

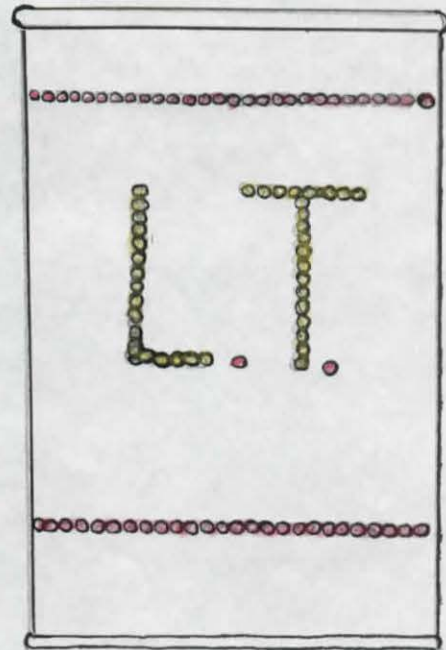
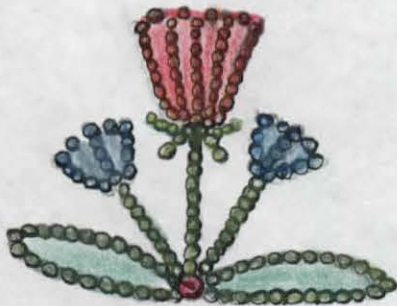
Band-aid box painted white

Design outlined in black



## CIGARETTE CASE FOR MOTHER

Band-aid box painted black or white. Cement on sequins in a design or initials. Initials or design may be painted on.



## GROWING PLANTS AND FLOWERS

## I. PROBLEM

- A. To develop an understanding of God's miracle--plant life.
- B. To stimulate an interest in growing plants and flowers for beauty and enjoyment.

## II. EXPERIENCES

- A. Bringing flowers to school.
- B. Bringing plants to school and watching them grow.
- C. Planting seeds.
- D. Planting bulbs.
- E. Watching bulbs and seeds grow.
- F. Growing carrot and sweet potato plants.
- G. Making a window box flower garden.

## III. ART AND ART ACTIVITIES

- A. Make vases and containers to hold flowers and bulbs.
  - 1. paint tin cans, milk cartons, and glass bottles.
  - 2. cover tin cans, milk cartons, and plant pots with aluminum foil.
  - 3. make clay vases, planters, and bowls with self-hardening clay.
- B. Draw pictures of flowers and plants.
- C. Make picture charts of growing bulbs.
- D. Make reading charts.
- E. Make scrap book of plants that will grow in the school or home.
- F. Make plant paper weights of clay.

G. Make artificial plants.

1. crepe paper
2. weeds
3. popcorn
4. cloth

H. Make pictures of plants.

1. paper sculpture
2. wire and cloth
3. pipe cleaners and crepe paper
4. on enameled paper plates cut out pictures

I. Make containers in which to plant seeds.

1. decorate egg shells
2. decorate plastic cheese containers
3. decorate paper drinking cups

J. Picture stories of the growth of flowers.

1. First we plant the seeds.



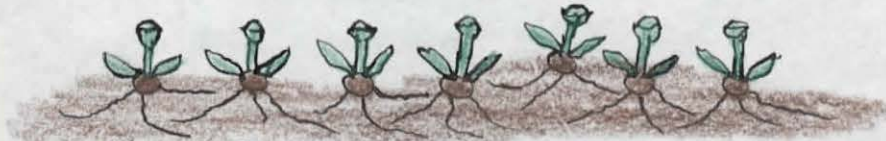
2. The plants begin to grow.



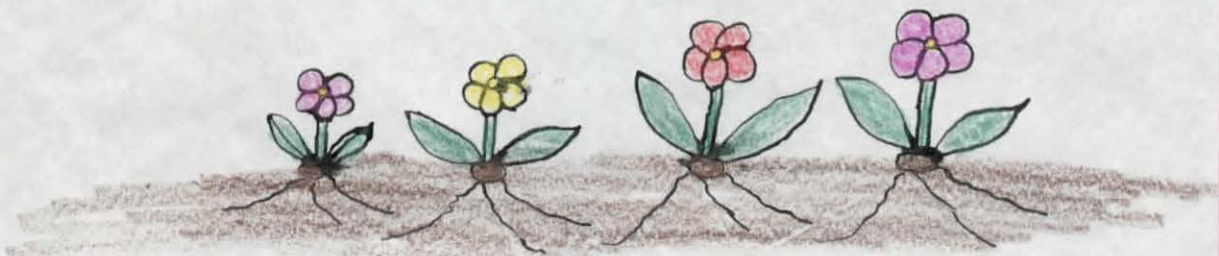
3. Soon the leaves grow.



4. Then the buds begin to appear.



5. At last the buds open and the flowers blossom.



K. Each child draws a picture of his individual container and flower.

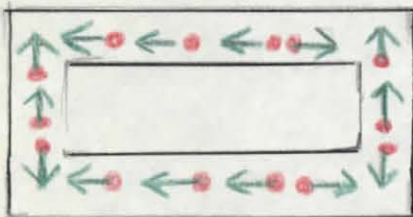


These individual flowers are taken home to mother, or to pupils who are ill and cannot attend school.

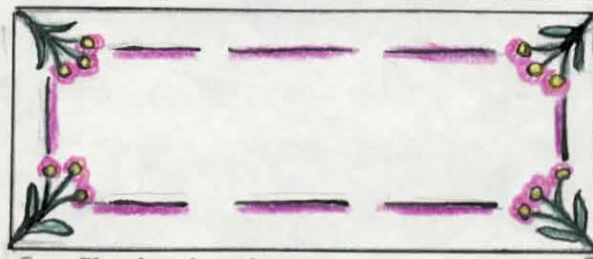
L. Flowers as decorations.

1. Individual place mats with flowers as decoration to be used at lunch time.

a. Borders of flowers



b. Flowers in the corners



2. Chair backs.

Large brown paper bags that will fit over backs of chairs



These may be done with crayons or water color.

Flowers may be traced or original drawings.

3. Tiles as gifts for mother (flower motif).
  - a. cardboard
  - b. paster of paris
  - c. cigar box tops
  - d. plywood
  - e. cork
  - f. self hardening clay
4. Trays as gifts for mother (flower motif).
  - a. made from food containers
5. Pictures.
  - a. finger paintings of flowers
  - b. seed pictures
  - c. paintings on glass
    - outlined in India ink
    - painted with watercolors
    - crumpled tinfoil placed on back-ground mat
  - d. water color pictures - hectographed.
6. Posters.
  - a. pictures from magazines
  - b. cut paper
  - c. paper sculpture
7. Decorate boxes with flower designs.
8. Decorate paper plates with flower designs.
9. Decorate needle cases with flowers.
10. Make flower book marks.
11. Make artificial flowers.
12. Make flower corsages.
  - a. cloth
  - b. nylon
  - c. leather
  - d. yarn
  - e. beads
13. Greeting cards.

14. May baskets.
15. Flower mural.
16. Flower sachets.
17. Flower pins.
  - a. plaster of paris
  - b. self hardening clay
  - c. beads
  - d. sawdust and paste
  - e. shells
18. Flower place cards.
19. Flower stencils.
20. Decorate writing paper and invitations.

#### IV. CULMINATION

Have a flower show and invite principal, parents, supervisors, and other classes to attend.

#### V. DESIRED OUTCOMES

- A. To develop the habit of observing things about us.
- B. To develop an interest in raising flowers for pleasure.
- C. To appreciate the miracle of plant life.
- D. To develop leisure time skills.

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1. Bottles.



Syrup bottle  
Olive bottle  
Large pickle jar  
Painted with enamel paint.

2. Old Tin Cans.



Paint with enamel paint.  
Wound with crepe paper twist,  
raffia, or string.

3. Self Hardening Clay - Coil Method.



Shellac, paint, and shellac  
again.

4. Milk Cartons.



Cut off top. Scrape wax off outside.  
Cover with sawdust and  
paste. Let dry. Paint.  
Shellac.

5. Hanging Vase.



Small mustard or mayonaise jar.  
Paint inside of jar by pouring a  
small amount of paint into jar and  
swirl it around until the entire  
inside is coated.



To make the hanger. Cut three  
pieces of heavy cord  $1\frac{1}{2}$  foot long.  
Tie another piece around the neck  
of the bottle. Knot the three  
cords together at one end. Set  
the jar on this knot. Bring each  
cord up the side of the jar and  
knot each cord to the cord around  
the neck of the bottle. Then bring  
the ends together and tie in a  
knot up over the top of the jar.



## PRETTY PLANT POTS

1.

Red Clay Plant Pot

1. Paint with shellac.
2. Let dry.
3. Paint a background.
4. Let dry.
5. Paint a design.
6. Shellac again.

2.



raffia or crepe paper  
twist

Coffee Can Plant Pot

1. Put a little glue around the bottom of coffee can.
2. Starting at the bottom wind string around and around the can.
3. When you reach the top glue the end of the string around the top.
4. Shellac.



1. Paint coffee can with enamel paint.
2. Cut out flowers from seed catalogue.
3. Glue flowers on can.
4. Shellac.

3.

Egg Carton Planter

1. Paint egg box with tempera paint.
2. Shellac.
3. Fill half egg shells with dirt.
4. Plant seeds in egg shells.
5. Put egg shells in egg box.



FLOWER BOOKMARKS

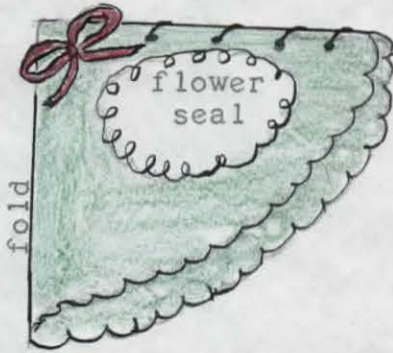


Paper

Colored with crayons  
or  
leather with design painted on.



ribbon



fold

scrap leather  
or paper



colored  
paper or  
leather



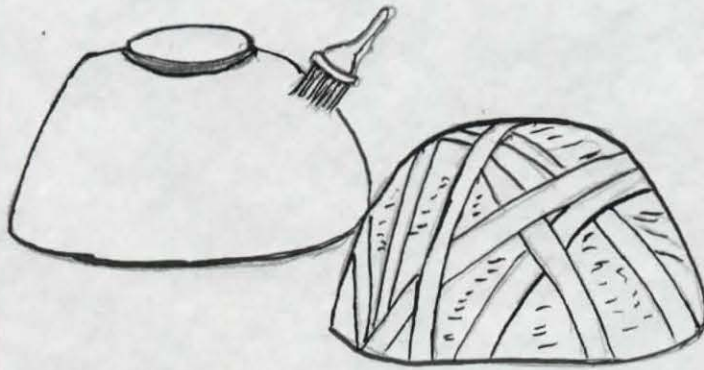
Design for picture painted on glass.

Outline in India ink.

Flowers in water color. Background tempera paint.

## PAPER MACHE BOWLS.

Grease Bowl



Apply layers of paper strips.

Method

Select a bowl with desired shape and grease well on the outside. Stretch cheesecloth over bowl. Apply layer of paper strips. Cover with paste. Apply 5 - 9 layers more of paper strips and paste. Set aside to dry. When dry, gently pry shape from bowl. Paint and decorate.



## THE HOUSE AND THE HOME

## I. PROBLEM

- A. To arouse an interest in a house as a home.
- B. To develop appreciation of the home.
- C. To develop interest and appreciation in workers who build houses.
- D. To learn about some of the common types of materials used in the construction of a house.
- E. To increase skills such as learning to use and share tools; develop good work habits; ability to work with others, and to follow directions.

## II. EXPERIENCES

- A. Working with a group.
- B. Using tools.
- C. Sharing tools.
- D. Following directions.
- E. Field trips.
  - 1. Taking a walk to see different kinds of homes in the neighborhood of the school.
  - 2. Visiting a housing project under construction.
  - 3. Visiting a lumber yard, sawmill and a brick-yard (if possible).
- F. Talking with workers who build houses.
- G. Reading stories.
- H. Viewing filmstrips and movies.

- I. Explaining their activities and pictures to the tape recorder.
- J. Explaining their activities and pictures to the visitors.
- K. Bringing pictures of houses to school.
- L. Bringing and collecting building materials.

### III. ART AND ART ACTIVITIES

- A. Trace outlines of house.
- B. Cut and paste house to make a picture.
- C. Color picture of house.
- D. Follow dots to draw house.
- E. Make sewing card picture of house.
- F. Draw picture of houses under construction. (Use these pictures to make reading charts).
- G. Make plans of a house on desk with pegs.
- H. Draw a plan for a house.
- I. Make a large scrapbook of pictures of houses.
- J. Make a large chart for each workman and the tools he uses.
- K. Trace pictures of workers.
- L. Color pictures of workers.
- M. Build a doll house using orange crates.
- N. Draw designs for wall paper.
- O. Make curtains.
- P. Weave rugs and braid mats.
- Q. Make miniature furniture.

R. Make a mural of the building of a house from the cutting of a tree to the finished house.

S. Build a house with building blocks.

T. Make a sandtable community of a housing project.

U. Make booklets for reading and enjoyment.

1. Our Home

2. People Who Build Our Homes

3. The Story of Lumber

4. The Story of Bricks

5. Tools Used in Building Our Homes

#### IV. CULMINATION

Have an "Open House" party and invite the principal, supervisors, other classes in the building, the newspaper reporter, and parents to attend. Present the completed doll house to the first grade.

#### V. DESIRED OUTCOMES

A. To have an appreciation of their home.

B. To have gained knowledge of how a house is built, of the people who build it, and the materials used.

C. To have gained skill in the use of tools.

D. To have learned how to work well with others.

E. To have experienced success and happiness in the learning situation.

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## HISTORY THROUGH THE YEAR

## I. PROBLEM

- A. To create an interest in the historical background of our country.
- B. To develop an understanding of the significance of important calendar dates.

## II. WHAT THE PUPILS NEED TO KNOW

- A. Columbus Day
- B. Indians (the people in the new world).
- C. Pilgrims.
- D. The First Thanksgiving.
- E. Lincoln's Birthday.
- F. Washington's Birthday.
- G. Memorial Day.
- H. Fourth of July.

## III. EXPERIENCES

- A. Listening to stories.
- B. Viewing filmstrips and movies.
- C. Developing concrete experiences.
- D. Working in groups.
- E. Visiting a museum.

## IV. ART AND ART ACTIVITIES

- A. Columbus Day
  - 1. Color pictures.
  - 2. Draw pictures as teacher reads story.

3. Draw pictures of scenes from movie or film-strip which pupils have viewed.
4. Make reading charts.
5. Make reading booklets of pictures drawn and original stories of the pictures.
6. Make posters.
7. Make blackboard and window decorations.
8. Make flour and salt map of the world as people believed it to be in 1492.
9. Make paper mache globe of the world as Columbus believed it to be.
10. Make puppets
  - a. Columbus
  - b. The sailors
  - c. The father of Columbus
  - d. The King and Queen of Spain
  - e. Indians
11. Make stage setting for puppet show (The Story of Columbus).
12. Make Columbus's ships.

#### B. Indians

1. Color Indian pictures.
2. Make sewing card Indian pictures.
3. Trace Indian pictures.
4. Make salt and flour Indian pictures.
5. Make canoes.

6. Make bows and arrows.
7. Make quivers.
8. Make teepees.
9. Draw Indian pictures as teacher reads stories.
10. Draw Indian pictures of scenes from movies or filmstrips.
11. Make reading charts and reading booklets.
12. Make Indian feather headbands.
13. Make Indian beads.
14. Make Indian drums.
15. Make Indian mocassins.
16. Make Indian peace pipe.
17. Make Indian paper dolls.
18. Make Indian jackets and Indian dresses.
19. Make Indian dolls.
20. Make papoose in cradle.
21. Make Indian pottery.
22. Make Indian village.
23. Keep weather chart using Indian signs.
24. Make Indian peep show.
25. Make Indian mural.

#### C. Pilgrims

1. Trace pictures of Pilgrims.
2. Color pictures of Pilgrims.
3. Trace Pilgrims.

4. Trace church.
5. Color pictures of Pilgrims in Holland.
6. Make posters of Pilgrims.
7. Make log cabins with Lincoln logs.
8. Make paper sculpture Pilgrims.
9. Make paper model of the Mayflower.
10. Make candles.
11. Make Pilgrim paper dolls.
12. Weave cloth.
13. Draw pictures as teacher reads stories of the Pilgrims.
14. Make reading charts and booklets.
15. Make a Pilgrim village.
16. Make Diorama.

D. The First Thanksgiving.

1. Make paper mache bowls.
2. Make sawdust and paste fruit.
3. Make sawdust and paste turkeys.
4. Make clay Indians and Pilgrims.
5. Make Thanksgiving posters.
6. Make Thanksgiving favors and table decorations.
7. Color pictures.
8. Make a scrapbook of pictures cut from old magazines

"What I Am Thankful For"

9. Make baskets to put artificial flowers and fruit in.
10. Make costumes for dramatization of The First Thanksgiving.
11. Make mural background scene for dramatization.

#### E. Lincoln.

1. Trace pattern of Lincoln's birthplace.
2. Make Lincoln posters.
3. Make log cabin of corrugated paper.
4. Draw pictures as teacher reads stories about Lincoln.
5. Make reading charts and booklets.
6. Make sawdust and paste log cabin lapel pins.
7. Make blackboard and window decorations.
8. Make peep show.
9. Make silhouette pictures.
10. Make pioneer fort.

#### F. Washington.

1. Make silhouette pictures.
2. Color pictures.
3. Draw pictures as teacher reads stories of George Washington.
4. Make reading charts and booklets.
5. Make paper sculpture of Washington posters.
6. Make blackboard and window decorations.

7. Make paper model of Mount Vernon.
8. Make Colonial diorama.
9. Make puppets.
  - a. George Washington
  - b. Martha Washington

#### G. Memorial Day

1. Color flags..
2. Make poster.
3. Make wreaths.
4. Make hats worn by soldiers.
5. Make costumes for Memorial Day program.
6. Make flowers.
7. Make baskets to put flowers in.
8. Make posters.
9. Draw pictures as teacher reads stories.
10. Make reading charts and booklets.

#### V. CULMINATION

##### A. Columbus

Have puppet show. Invite parents, principal, and Grades 1, 2, and 3.

##### B. Indians

Have an exhibition for the whole school.

##### C. Pilgrims

Invite principal, supervisors, and parents to see dramatization.

D. Lincoln and Washington

1. Have a T. V. show

E. Memorial Day

1. Take part in the school Memorial Day exercises.

VI. DESIRED OUTCOMES.

- A. Pupils gain the meaning of special days.
- B. Pupils gain an insight into the historical background of our country.

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