

Korea: Hanbok dolls  
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Lesson Plan Title: Homemade Hanbok dolls

Concept / Topic To Teach: Children should be able to recognize Korean ethnic dress, the hanbok, and design and color their own on stuffed paper dolls.

Ohio Standards Addressed:

Content Standard: Historical, Cultural, and Social Contexts

Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social, and political forces that in turn shape visual art communication and expression. Students identify significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in the lives of people.

Content Standard: Creative Expression and Communication

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Content Standard: Valuing the Arts/Aesthetic Reflection

Students understand why people value visual art. They present their beliefs about the nature and significance of selected art works and their reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

Content Standard: Connections, Relationships, and Applications

Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

General Goal(s): Student makes and designs a paper doll (of his/her own gender) wearing a Korean hanbok.

Specific Objectives: Student recognizes the Korean hanbok.

Required Materials: Brown paper bags, brown paper, large rolls of paper or large sheets of paper; markers, colored pencils, or crayons; watercolor or tempera paints; glitter glue and glue; fabric or decorative wrapping paper; crumpled plastic grocery bags or paper towels, paper scraps, old nylon stockings. Poly fil; staples and stapler or yarn and a hole punch (to fasten fronts to backs); and any other desired craft items like buttons, sequins, or foam stickers.

Anticipatory Set (Lead-In): Ask students about the special clothes that they wear for specific purposes or occasions and link that to introducing the hanbok.

Step-By-Step Procedures:

1. Using a piece of brown paper in the desired size, from doll sized to child sized (depending on desired size of finished doll); draw a slightly oversized human body outline. If doing child sized, students can pair up and draw a generously oversized outline of each other.
2. Using your resources, display a few pictures of men's and women's hanboks—overhead projections, computer projectors (of pictures on websites while online), photocopies, pictures in books, etc. Students who have trouble with far point copying should have resources near them or at their places.



3. Have students pencil in the hanbok outline.
4. Students fill in the outline with desired media.
5. When the dolls are dried, secure the edges with tape, staples, glue, hole punch/yarn, darning needles/yarn, or other desired method, leaving an opening for stuffing. If students are stuffing life sized ones, it may be desirable to stuff and secure arms, body, legs, head in stages.
6. Stuff with desired stuffing—paper scraps, nylon stockings, plastic grocery bags, poly fil and secure opening.
7. Display in classroom. Small ones may be hung from ceiling; larger ones may need to be propped against wall or even in chairs.

#### **5. List of Resources for each lesson plan:**

China:

- BABOONS* by Wang Yani, 1975-. (n.d.) Retrieved February 14, 2007 from <http://www.gardenofpraise.com/art20.htm>
- Brett, J. (2002). *Daisy Comes Home*. New York: G.P. Putnam's Sons.
- Daugherty, G. (2002). *Acrobat Cats*. New York: Scholastic Incorporated.
- Dawson, S., Ed. (1997). *China*. Danbury, Connecticut: Grolier Educational.
- Davol, M. (1997). *The Paper Dragon*. New York: Atheneum Books for Children.
- Friedman, I.R. (1984). *How My Parents Learned to Eat*. Boston: Houghton Mifflin Company.
- Gutterud, D. & Murphy, S. (Producers), & Laing, J. (Director). (2006). *Wendy Wu: Homecoming Warrior* [Television motion picture]. United States: The Disney Channel.
- Mamdani, S. (1999). *Traditions from China*. Austin: Raintree Steck-Vaughn Publishers.
- March, M. (1998). *Guide to China*. Jackson, Tennessee: Davidson Titles.
- Negrete, M. & Guzelian, E. (Executive Producers). (2005-present). *American Dragon: Jake Long* [Television broadcast]. California: Walt Disney Company.

San Souci, R. (1998). *Fa Mulan: The Story of a Woman Warrior*. New York: Hyperion Books for Children.

Sullivan, M. (1967). *Chinese and Japanese Art*. New York: Grolier.

Williams, J. & Driscoll, L. (1996). *Kings and Queens Around the World: Costumes for Coloring*. New York: Grosset & Dunlap.

Wilson, B.K. (1993). *Wishbones: A Folk Tale from China*. New York: Bradbury Press.

Wisconsin Paper Council. (2004) Retrieved February 20, 2007. The Invention of Paper. <http://wipapercouncil.org.htm>

<http://en.wikipedia.org/wiki/Papermaking> Retrieved February 20, 2007.

Japan:

Abbate, F. (Ed.). (1972). *Japanese Art and Korean Art*. New York: Octopus Books.

Dawson, S., Ed. (1997). *China*. Danbury, Connecticut: Grolier Educational.

Dupont, E., Ed. (1997). *Japan*. Danbury, Connecticut: Grolier Educational.

March, M. (1998). *Guide to Japan*. Jackson, Tennessee: Davidson Titles.

Paine, R.T. & Soper, A. (1981). *The Art and Architecture of Japan*. New Haven: Yale University Press.

Paterson, K. (1990). *The Tale of the Mandarin Ducks*. United States: Lodestar Books.

Sullivan, M. (1967). *Chinese and Japanese Art*. New York: Grolier.

Wells, R. (1992). *A to Zen: A Book of Japanese Culture*. Massachusetts: Picture Book Studio.

Wells, R. (1998). *Yoko*. New York: Hyperion Books for Children.

Wells, R. (2001). *Yoko's Paper Cranes*. New York: Hyperion Books for Children.

Williams, J. & Driscoll, L. (1996). *Kings and Queens Around the World: Costumes for Coloring*. New York: Grosset & Dunlap.

<http://www.enchantedlearning.com/crafts/japan/koi> Retrieved February 20, 2007.

<http://web-japan.org/kidsweb/calendar/may/children.htm> Retrieved February 20, 2007.

Korea:

Abbate, F. (Ed.). (1972). *Japanese Art and Korean Art*. New York: Octopus Books.

<http://en.wikipedia.org/wiki/Hanbok> Retrieved February 20, 2007.

Bunting, E. (2001). *Jin Woo*. New York: Clarion Books.

Dawson, S., Ed. (1997). *Korea*. Danbury, Connecticut: Grolier Educational.

Doney, M. (1995). *Masks*. New York: Franklin Watts.

Han, S.C. (1991). *The Rabbit's Judgment*. New York: Henry Holt and Company.

Kummer, P.K. (2004). *Korea: Enchantment of the World*. New York: Children's Press.

March, M. (1999). *Guide to South Korea*. Jackson, Tennessee: Davidson Titles.

All:

*ARTCYCLOPEDIA*. (1999-2005). Retrieved February 14, 2007 from  
<http://www.artcyclopedia.com>

Asian Art Museum of San Francisco. (2006) Retrieved February 18, 2007 from  
[www.asianart.org/index.html](http://www.asianart.org/index.html)

Metropolitan Museum of Art. (2006.) Retrieved February 18, 2007 from  
[www.metmuseum.org/explore/publications/asia.htm](http://www.metmuseum.org/explore/publications/asia.htm)

Runckel & Associates. (n.d.) *Asia-art.net*. Retrieved February 18, 2007 from  
<http://www.asia-art.net/>

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