Korea: Hanbok dolls
(Lesson Plan Template Used With Permission From LessonPlansPage.com)

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 fill; 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 fill 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:


Japan:


Korea:


All:


