

**Berrien Springs Parent Partnership**  
**Independent Study/Project Based Learning Course Description and**  
**Syllabus**

Course Title: **ART and CULTURE, AMERICAN GIRLS 1; ART and CULTURE, AMERICAN GIRLS 2**

Ages/Grade Levels: **\_\_\_2nd through 8th grade\_\_\_\_\_**

Class size: Min: **\_4\_** Max: **\_28\_**

Location Name: **\_ Legent Martial Arts building (lower level)\_\_\_\_\_**

Location Address: **\_\_\_111 East Main Street Niles, MI (lower level) \_\_\_\_\_**

Provide directions to location if necessary: building is downtown Niles, MI Enter front door and go downstairs

Start Date: **\_\_\_AG1 Tuesday September 4; AG2 Monday September 3\_\_\_\_\_**

End Date: **\_\_\_Fall semester ends in January 2019, class ends in late May 2019\_\_\_\_\_** (Must be at least 16 hours of instructional time)

Day of the Week: Circle: **M AG 2 Tu AG 1**

Begin and end time of class: **\_\_\_11:30 AM to 1:30 PM \_\_\_\_\_**

**Contact/Instructors:** Dawn Frasier Description of Qualifications: Dawn has a master's degree from San Francisco Theological Seminary and a Bachelor's from UC Berkeley in Medieval History, with coursework in art history. She was a homeschool mom - all grown-ups now. Over the course of the last 15-20 years, she has headed up American Girls and Geography Clubs; taught Shakespeare, Research Writing, Tolkien, U.S. Constitution, Poetry and other classes; and edited several college applications and personal essays for homeschoolers. As a college instructor, Dawn taught Ethics, Composition, Literature, Constitution & Society, and other courses. She has worn a couple of other hats professionally, including high school pastor and newspaper reporter in CA and here in Michigan. She is also pretty 'crafty' in a number of areas and loves to share those interests with kids.

Email: **\_\_\_[dawnandmike007@yahoo.com](mailto:dawnandmike007@yahoo.com)\_\_\_\_\_**

Best phone #: **\_\_\_269-262-0697\_\_\_\_\_** Publish # on website? **Y**

Does the student also need to register with you or at your location? **N**

Classes will be (circle one): **Pass/Fail** What is the criteria for passing the class? Please list or attach your studio policy or class policy/expectations and grading rubric.

## Attendance and participation

**Briefly describe the course, including topics to be covered and subject areas that the course will cover –this is what will be posted on our website:**

**Description:** This class will explore a variety of cultures and crafts of our home country. We will cover these topics in culture and art while featuring an American Girl Doll from a particular time-period/area: we introduce each doll and discuss and participate in activities related to the art and culture of the corresponding era and locale. Examples of projects include physical activities like Mexican folk dancing, songs, and art activities like Victorian decoupage. This class is another chance to help students become curious and excited about various cultures within America using the fun of well-known dolls and books as well as hands-on activities. The dolls will be featured mainly in chronological order beginning with Kaya in Arts and Culture, American Girl I and ending with Julie in Arts and Culture, American Girl II. The books related to each doll will be available for reading at home.

Art and Culture, American Girls I will cover the dolls Kaya (with Nez Perce projects), Caroline, Addy, Samantha, Josefina, Kit, Nanea, and Julie, depending on students' interest and involvement.

Art and Culture, American Girls II will cover the dolls Kaya (with Native American projects from around the country), Felicity, Josefina, Rebecca, Nanea, MaryEllen, and Melody, depending on students' interest and involvement.

**Note:** instructor may request some parent involvement/assistance, depending on the child.

**If students do not take both semesters, they may choose to pay for some optional supplies. See instructor for details.**

**Weekly breakdown of instruction: (write on separate sheet if necessary)**

### ***ART and CULTURE, AMERICAN GIRLS 1***

We keep a year-long scrapbook throughout the year, as we do in AG2

FALL Semester

Unit 1, Weeks 1-4: Kaya. We study Nez Perce culture and arts - including a village diorama with tepees and totems (which that tribal group did use), salmon and forest. We weave blankets and make beaded dogs (to reflect the wild dogs they encountered and adopted). We make posters for every doll all year.

Unit 2, Weeks 5-8: Caroline. We study Early American culture and arts - including career options for girls, sailing ships, how life changed during the war, Colonial dance (all dances and songs will be part of our end-of-year parent presentation), Colonial needle arts: embroidery and beginning applique projects. We also use a cool painting technique for our Caroline poster.

Unit 3, Weeks 9-12: Addy. We study slavery, abolitionists, the Underground Railroad and quilt 'symbols.' We make paper 'quilts,' learn a gospel song from the slave tradition - "Swing Low, Sweet Chariot," with ASL signs, make wood/fabric scrap bracelets (we try to make bracelets reflecting most of the dolls), and sew aprons - as in the Addy story. (Addy's mom was a seamstress.)

Unit 4, Weeks 13-16: Samantha. We look at wealth-poverty issues in the Victorian era, including the wealthy lifestyle Samantha lived, and child labor - reflecting the life of her best friend. We talk about inventions, like the new cars and planes. We make a fancy 'jewel' bracelet. We talk extensively about Victorian architecture and the decorative arts. (One homework assignment is asking parents to drive by a local Victorian-style home, if possible - otherwise, to look up pictures online.) Our Samantha diorama includes Victorian houses and early cars. We do a fun decoupage project and make collage holiday cards. We also learn two period songs for our final presentation: "Take Me Out to the Ballgame" and "Daisy, Daisy."

## SPRING Semester

Unit 5, Weeks 1-5: Josefina. We talk about desert life, the fact that New Mexico was a part of Mexico in the 1760s - thus the easy back-and-forth of Josefina's family members, the centrality of the Catholic church in the pueblo and the traditional community Christmas celebration. Life on the sheep ranch: weaving, Josefina's struggle with bravery in the midst of scary circumstances. We make a sheep ranch/ desert, mixed-media sand diorama, complete with cacti, sheep, and rattlesnakes. The diorama is lined with paper 'adobe' houses, so we talk about that medium for desert homes - and environmentally-friendly modern housing in the Southwest. We do frame weaving and learn a numbers and colors song in Spanish, as well as making shawls for their American Girl dolls.

Unit 6, Weeks 6-8: Kit. We discuss the Great Depression and its effects on families, as well as about the '30s versions of 'Reduce/Reuse/Recycle.' We also discuss homelessness, then and now. Our craft projects: simple patchwork and traditional Redwork.

Unit 7, Weeks 9-11: Nanea. We use rubber stamping creatively for our Nanea poster. We learn a hula song and dance, and the girls make their own brown-paper hula skirts. They also learn about leis and string their own. We do not discuss WWII/ Pear Harbor in depth, but do read some stories about it and discuss the ways children can help their communities in difficult situations. (A homework assignment is involved.)

Unit 8, Weeks 13-15: Julie. We emphasize the colorful, celebratory aspects of San Francisco (Julie's home) do marker 'velvet painting.' We discuss decorative bell-bottoms and tie-dyed T-shirts (which we sometimes do ourselves). Face-painting is sometimes our closing activity. We make bead necklaces and talk about endangered animals (Julie was a "Save the Eagle" activist) and practical recycling. We learn a contemporary folk song.

Week 16: End-of-Year party and parent presentation.

## ***ART and CULTURE, AMERICAN GIRLS 2***

We keep a year-long scrapbook throughout the year, as we do in AG1

### FALL Semester

Unit 1, Weeks 1-5 (our longest unit): Kaya. We don't stick with Nez Perce arts. Instead, we stress the differences between America's indigenous peoples. Among the projects we make are Cherokee-style beaded pendants, Ojibwa (Chippewa) dream catchers, Navajo sand art and Navajo bread, woven reed baskets (Nez Perce and many other groups). This is our longest unit.

Unit 2, Weeks 5-8: Felicity (Revolutionary Era). Early American needle arts: cross-stitch / applique, colonial dance. We talk about women's issues: limitations on dress in Colonial America, on career possibilities, on 'appropriate' activities for girls, etc. We compare that to today.

Unit 3, Weeks 8-11: Josefina. We do repeat Josefina in AG2 - I like to make sure we keep enough 'people of color' in the course as a reminder of the rich mix in American culture. We'll be doing some wool crafts - like a combo of primitive wool applique and embroidery. New crafts this year. Bravery, recovery from grief and relationship to the earth are themes in Josefina.

Unit 4, Weeks 12-16: Rebecca. We have a gentle introduction to Judaism, and to living 'counter' to the dominant culture from whatever starting place. We also talk about the beginning of film. (Rebecca wanted to be an actress.) One homework assignment is to watch 5-10 minutes of a silent film (YouTube), like Charlie Chaplin. We do a bit of silent acting, a Russian Nesting Doll project, and learn the hora and "Hava Nagila," among other activities.

### SPRING Semester

Unit Five - Weeks 1-4: Nanea. We learn some Hawaiian history and WWII history, as well as a bit about the attack on Pearl Harbor. We emphasize how kids can help when their community is in trouble, as well as talking more about the rich mix of American cultures and arts. We make leis and paper 'grass' skirts' and learn the hulu and a hula song.

Unit Six - Weeks 5-8: MaryEllen. We do a bit of doggie scarf applique for 'costuming' when we practice, then perform the 'hand jive,' along with other projects and activities reflecting some of the fun aspects of '50s culture. This is a new unit in our course.

Unit Seven -Weeks 9-12: Melody. Our focus is on the Civil Rights Movement of the late '50s and '60s. We'll address the Montgomery boycott, marches, and Dr. King's famous speech, as well as talking about the meaning of 'prejudice' and how we can all work to have friends and many friendly relationships with kids and adults from all different backgrounds and cultures. We'll also learn a few '60s songs. This is a new unit in our course.

Spring: AG2 - Wrapping up the Year - Weeks 13-16: We finish unfinished projects, wrap up our year-in-the-making scrapbooks and practice singing and dancing for our end-of-year performance.

**All classes must have a min. of 4 Course Objective Checkpoints unique to your class.** You will note on the attendance sheet when students have met these objectives. Write in #'s 2 and 3 here and on the attendance sheet:

**1<sup>st</sup>: pre-test**

**2<sup>nd</sup>:** \_\_\_\_\_

**3<sup>rd</sup>:** \_\_\_\_\_

**4<sup>th</sup>: post-test**

**Final project/performance:** The student is to select, as appropriate a final project that will demonstrate what they have learned over the course of the semester and aligns with their learning goal. The student should have input into what they present as their final project. This can be in the form of a presentation, art fair, performance, recital, art gallery, written report, final exam, musical composition, product such as woodworking, jewelry, food harvest or presentation, video, graphic or other visual artwork. Completion of the final project should figure in as part of the pass or fail grade that you determine based on your rubric.

**Write in the name of the project and completion date on the attendance sheet.**

**List any materials that students are required to bring to class:**

All materials are provided. Students may choose to pay for some OPTIONAL materials if they do not attend both semesters of a class.

**List any required or optional online resources you will use in class or students can use to supplement:**

**Attach or list** one 10 question (multiple choice, T/F, or open ended) pre/post-test to be given the first and last week of class that will assess knowledge of subject(s) covered in class during the semester OR how you plan to assess the student's knowledge of the topic in a subjective manner. Scores must be recorded on the attendance form provided.

**Sent to Sharon Haynes by Dawn Frasier**

**Cost per student for entire semester, including materials and supplies: \$ 350**

**Invoices are due 10/31 for Fall and 2/28 for Spring.**

Thank you for providing your expertise to the students in our community!