



LESSON PLAN: UME

Title: Paper Bag Hats

Grades: 3 and multi-age high school students

Medium: Paper bags, photo-art fabric and found materials

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Approximate Class Time: three hours spread out over four days

Sample results:

Here comes Sara wearing a charming old-fashioned hat. It is painted with soft pastel colors of dusty pink, lemony yellow and lime sherbet. Delightful bursts of flowers jut from the top. A very worn soft lavender ribbon circles the wide brim. Can't you just picture her wearing that lovely hat at the beach on hot sunny days?



OVERVIEW: Thematic unit incorporating art design, descriptive writing and speaking with expression.

OBJECTIVE: Students will engage in designing paper bag hats, write descriptive paragraphs describing their hats, (paragraphs will be written in a style where they will be read as introductions to the hats being modeled), and students will read paragraphs with expression as another child walks and models his/her hat.

MATERIALS: Magazine pictures of unusual hat creations, paper bags, tempera paint, brushes, scissors, hot glue guns, staplers, photo-art fabric, scrap fabric, trims, plastic and dried flowers, pipe cleaners, bells, beads, etc., large note cards

TEACHER'S PREPARATION: create a sample hat, gather materials

PROCEDURE:

Part 1: Introduction

1. Show pictures and samples of wildly creative hats
2. Demonstrate curling the brim, forming different structures and painting the hats
3. Students paint hats in a variety of colors

For more information: www.ArtMeetsFashion.org

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Part 2: Students choose from a wide assortment of scrap materials. Students wrap, drape, tie and glue materials to their hat designing their own unique creations.

Part 3: Students first brainstorm adjectives to describe their creations and then write paragraphs to be read by student partners. Students edit with partner, making revisions and corrections. After teacher review, students write final copy on large note card.

Part 4: Students practice with partners reading the descriptions clearly with expression. Finally they take turns reading the descriptions and modeling the hats.

This is a great project to present to another class. The students love having an audience for their hat show.

Evaluation: Observation, questioning and class discussion of the process

TEACHER'S TIPS:

- Each part of procedure should be completed on separate days, With young students it is helpful to have a parent volunteer to assist with cutting and gluing.
- If you have a microphone system students are highly motivated by having the opportunity to read their descriptions on the microphone.

VARIATIONS:

- Students can buddy up with older grades and create their hats together. Before beginning project read [A Three Hat Day](#) by Laura Geringer.
- For further extension you can introduce math lesson, A Three Hat Day by Marilyn Burns found in [Math and Literature](#) by Marilyn Burns.
- Older teens can use the beautifully printed materials to make scarves, pillows and wrap skirts.

BIBLIOGRAPHY:

Geringer, Laura. [A Three Hat Day](#). Mexico: Harper Trophy, 1987.

Burns, Marilyn. [Math and Literature \(K-3\)](#). White Plains: Math Solutions Publications, 1992.

WEBOGRAPHY:

My Dad's Old Hats <http://www.kiraod.com/moses/mydadshats.html>

Mingei International Museum, Escondido California, "Paper Transformed: Crowning Glory <<http://www.mingei.org/exhibitions/detail.php?EID=32>> " – Paper Bag Hats by Moses.
<http://www.mingei.org/exhibitions/details/61>

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