Thanksgiving Turkey Napkin Holder

First Grade                One Hour

ART STANDARDS

HISTORY
The student will learn about the history of Thanksgiving and will be able to have an appreciation for the holiday.

CRITICISM
The student will learn how to make three-dimensional objects using items other than paper.

AESTHETICS
The student will appreciate natural resources and how they can be used in art form.

PRODUCTION
The students will create a napkin holder using pine cones and the pine cones will be created into turkeys.

ELEMENTARY STANDARDS
1. Works Cooperatively
2. Communicates Effectively
3. Creative Thinking
4. Self-Directed Learning

TEACHER PREPARATION

MATERIALS:  Pine Cones, Construction Paper, Glue Gun, Glue Sticks, Elmer’s Glue Glitter, Craft Sticks, Eyes

RESOURCES:  Different articles off the internet

VOCABULARY:  New England, Harvest, Feast, Pilgrim, Indian, Abraham Lincoln, Mayflower, Plymouth Rock, Thanksgiving

MOTIVATION:  Give a brief history of how Thanksgiving originated and what went on that day and why we celebrate this holiday. Explain what food is usually prepared at an American Family Thanksgiving.

SET-UP:  The lesson will start by teaching the student about the Thanksgiving holiday by giving a brief history. After the history the student will begin creating her own turkey napkin holder.

PROCEDURE:
1. Make the base of the napkin holder by using craft sticks and a glue gun.
2. Trace the pattern of the feather using different colors of construction paper.
3. Cut out feathers.
4. Use glitter to decorate the feathers.
5. Glue eyes onto the pine cone using a glue gun.
6. Glue feathers onto the pine cone using a glue gun.
7. Glue the pine cones onto the craft sticks to using a glue gun to finish the napkin holder.

EVALUATION OF OUTCOMES

1. Does the student understand the brief history of Thanksgiving?
2. Does the student understand the vocabulary words that were taught?
3. Does the student understand how to use natural resources in art?
4. Does the student know why we celebrate Thanksgiving?

1. Did the student cooperate in sharing their ideas and materials?
2. Did the student effectively communicate that she understood the history of Thanksgiving?
3. Did the student think creatively?
4. Did the student direct themselves independently through the project?