



Title: The Doll Box

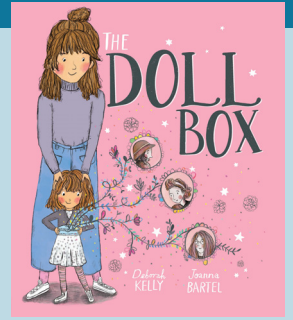
Author: Deborah Kelly

Illustrator: Joanna Bartel

ISBN: 9781922539700 | **Publication date:** July 2024

Audience age: 3-8 years

Key Curriculum Areas: English, Mathematics, Science / STEAM, HASS, Health and Physical Education, Drama, Visual Arts



SYNOPSIS:

A poignant story about a child finding her own inner strength, courage and resilience by drawing inspiration from the generations of women that came before her. Whenever Isla's mother brings out her small blue doll box, Isla knows she will hear the stories of the women in her family's past. Touching on themes of immigration, war and the feminist movement, their lives show Isla the incredible things women can achieve, and the strength she has inside herself. Inspired by the author's own family, this book echoes the timeless power of familial bonds and personal histories that instil courage and determination in each new generation. It underscores the belief that sharing family stories can foster a sense of belonging, and provide strength to face life's adversities. What makes a strong role model for girls? Deborah Kelly found the answer in her own heritage, in the pages of history, and in the inspiring individuals who, despite adversity, discovered their own courage and resilience. *The Doll Box* is a testament to their stories, lovingly passed

THEMES:

- Family – women across generations / heritage
- Immigration
- War
- Feminism
- Self-belief
- Courage and bravery
- Strength
- Resilience

SELLING POINTS:

- Captures universal themes of family, resilience, and female empowerment that resonate in multicultural societies.
- Aims to inspire young readers, particularly girls, to find their inner strength and resilience.
- Encourages children to think about their own heritage and ancestors.
- Helps children connect to past generations in a personal and meaningful way.

AUTHOR MOTIVATION:

To help children, particularly young girls, to find their own strength courage and resilience. I wrote it for my daughter while my family was going through a particularly difficult time. It helped her to hear the stories of other women in the family who like her had faced adversity and overcome it by believing in themselves. It has also helped me a lot throughout my life. Stories help us to feel less alone, and stories about our own family members even more so. I think the book has potential to spark children's interest about their own heritage and ancestors.

AUTHOR/ILLUSTRATOR BACKGROUND:

Deborah Kelly grew up in New Zealand but has also lived in Japan and Scotland. She has written picture books, junior fiction and middle grade fiction as well as poetry and material for the educational market. She is passionate about literacy and enjoys visiting schools, libraries and festival events to share her books with children.

Joanna Bartel loves designing characters and creating playful images to enhance imaginative learning.

INTERVIEW

AUTHOR:

What is the inspiration for this story?

For my thirtieth birthday my mum gave me a framed montage of photos. In the middle was a picture of me and my daughter and around the edges five generations of women on my mum's side of the family. All these women had overcome huge obstacles in their lives, and I had always found their stories fascinating and inspiring. But it wasn't until I went through a particularly difficult time in my own life, that I realised that the strength, courage and self-belief that these women had was also very much a part of me, too. Friendship and the way in which it can make you feel brave. It is still my friends that make me feel the most brave.

What was the most rewarding part of this project?

Seeing my story and characters drawn to life under Jo's talented hand. This is one of my favourite parts of creating picture books. I enjoyed talking with my mum about each of the women on her side of the family and I found researching those points in history really fascinating, too.

What was the most challenging part of this project?

The personal circumstances I experienced that led to me wanting to write the story were the most challenging. The actual writing itself came quite easily. But due to some political instability in the world at the time, the manuscript had to be edited several times to remove some elements.

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I sketch all my drawings using lead pencil as that is my favourite way to get my ideas down freely and naturally. I always have an eraser on hand to change little details and this is used often! After sketching, I transfer my drawings onto the computer using my phone or a scanner and then use a Wacom tablet to create a more 'finished' illustration with colour, texture and all the extra details.

What was the most rewarding part of this project?

It was an honour to work on this beautiful and empowering story and I especially loved the opportunity to research different time periods and to try to bring some of the historic elements to life through objects and fashion. I really enjoyed thinking about ways to visually separate the narratives of the grandmothers from Isla's storyline and so used a monotone palette for the grandmothers and more colour for Isla as she breathed new energy into the story. I also enjoyed the challenge of visually communicating the magic of the dolls and how her grandmothers' bravery and strength was entering Isla through their stories. I settled on floral decorations to show this as they are symbols of both personal growth and femininity and they also helped capture the vintage feel of the dolls.

What was the most challenging part of this project?

The illustrations take me a long time so the most challenging part is finding the time to complete them! There are lots of details in each page and thinking about colours and the mood takes a lot of time and experimentation. Using the computer makes it easier to play around with options in this regard but it can also make it hard to settle with a final decision!

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION: BEFORE READING

- Encourage students to discuss or bring in photos of the generations in their family. They can find out: names and lineage of parents, grandparents, and great grandparents, where they were born, any hardships or family challenges due to war or immigration (or other reasons). These findings could be followed up with family visits, presentations or special parents/grandparents events.
- Look at the cover of 'The Doll Box'. What do you notice? Who do you think the people in the frames might be? What do they all have in common? How do you think the characters are feeling? How does the cover make you feel? What does the title tell you about the story? What do you think this story is about, and what does it make you wonder?
- Do you think this book will be helpful? Why?

DISCUSSION: DURING READING

- Why do you think the little dolls make Isla happy? How might they help her feel better?
- Can you predict if Isla will be able to climb to the top of the climbing frame by the end of the story?
- Do you think she should climb to the top? How do you think the dolls will help?
- Why do you think the colours in the illustrations changed to black and white when Mama is talking about the women in her family? Do you think Mama's stories are important for Isla? Why or why not?
- What are the three main lessons that Isla learned from her ancestors' stories?
- What words tell us about how Isla is feeling about returning to the playground?
- What do you think will happen next or after the story finishes?

DISCUSSION: AFTER READING

- What did you like / dislike about this story? How did it make you feel? What was your reaction to the ending?
- What did you learn about Isla? How did she change by the end? How was she still the same?
- What, and who, do the dolls in the box represent?
- What did you learn about the women in Isla's family? Who were they and what did they achieve? Write their names, accomplishments and feelings on a chart (see **BLM 1**).
- Discuss and write down the meanings of the terms; 'family', 'ancestors', 'heritage', 'generations', 'lineage', and any other related or unfamiliar vocabulary.
- Why do you think that Isla wants to feel brave, strong and believe in herself, like the women before her? How will they help Isla to achieve her goals? How do these things make her feel about herself? What are the opposite feelings to these?
- What did Isla's Great Great Grandma Sarah do to be brave? What challenges did she overcome?
- What did Isla's Great Grandmother Phyllis do to be strong? What does it mean that she was strong inside and out?
- What did Isla's Grandmother Gaga do to show that she believed in herself? Why was this important?
- What does Mama tell Isla about her similarities to the three dolls?
- Can you think of or find out how you are similar to your own grandmothers and great grandmothers in your family?
- What is a 'role model'? How are these women in Isla's family strong role models?
- How would difficult life events like war, immigration, feminism issues and other challenges affect people? How were these generations of women affected? Why are the three values of bravery, strength and self-belief important in these situations?
- What are the words in the book used to describe how Isla is feeling when she returns to the playground?
- What other strategies can you think of for helping Isla with her confidence to climb to the top of the climbing frame, or something else that might be tricky? Think of a time that you felt nervous or scared.

- What did you do?
- What else does this story make you wonder about? What would you like to know?
- What do you like about the illustrations? How do the colour choices, patterns, perspectives and vignettes help to show the emotions and time settings in this story? How do the facial expressions and body language show how Isla is feeling in different parts of the story?
- How can you relate to this story? Have you had moments where you had to be brave, strong and believe in yourself? What are your relationships with, memories of or knowledge about your own grandmothers and ancestors before you? Why is it important to understand your family's history?

ACTIVITIES:

ENGLISH

Vocabulary: Nouns, Verbs, Adjectives

(AC9EFLA08) (AC9E1LA07) (AC9E2LA07) (AC9EFLY13)

- Locate in the book the nouns, verbs and adjectives relating to Isla's feelings and the attributes of the women in her family. Students could use **BLM 1** to sort the words into the columns.

Nouns: *Isla, Mama, Sarah, Phyllis, Gaga (proper nouns), tin, dolls, box, climbing frame, arms, legs, woman, family, ship, country, farm, food, soldiers, school, engineering, courage, strength, stomach, heart, etc.*

Verbs: *peered, nodded, swim, sailed, chose, working, harvest, fixed, believed, shook, imagined, raced, climb, ached, decided, etc.*

Adjectives: *small, blue, weathered, worn, little, neat, happy, terrible, shaky, achy, special, brave, strong, smart, capable, secret, higher, etc.*

- Students could add to these lists and create sentences including some of these terms. Illustrate sentences with pictures of Isla and her dolls or on the climbing frame, or themselves during a time they felt either anxious or brave. See **BLM 2**.

Vocabulary: Compound Words

(AC9EFLA08) (AC9E1LA07) (AC9EFLY13) (AC9E2LY10) (AC9E2LY11)

'Grandmother' is a compound word; made up of two or more words that come together to express a single meaning. 'Grand + mother = grandmother'. Compound words can be closed, open or hyphenated. With 'grand' as the base word, students can brainstorm a list of compound words. For example, 'grand + parent = grandparent', *grandfather, granddaughter, grandson, grandchildren, grandstand, grandmaster, etc.*

- Students might like to use the doll box template to write their compound word equations. See **BLM 2**.
- Play other word games with these words, such as Memory, Snap, or make word puzzles to connect compound words.

Vocabulary: Synonyms and Antonyms

(AC9E1LA07) (AC9E1LA09) (AC9EFLY09) (AC9E2LA09) (AC9EFLY13)

- With the adjectives used to describe Isla and her ancestors, students can identify and add words that are **synonyms** (words with similar meanings), and words that are **antonyms** (words with opposite meanings).

For example, the **synonyms** of '**brave**' include *strong, spirited, adventurous, confident, courageous, daring, fearless, wild, etc.* The **antonyms** of '**brave**' include *scared, small, cowardly, afraid, timid, fearful, etc.*

- Students can write their own sentences using synonyms and antonyms. They might like to fold a piece of paper in half, showing Isla nervous of the climbing frame on one side, and Isla climbing to the top on the other side.

Comprehension: Cloze

(AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

- Students can write the following sentences, filling in the gaps with words or phrases that make the most sense.

'Of all Mama's treasures, Isla's favourite was a _____.'

'Lining up the little dolls in a neat row made Isla _____.'

'Isla didn't want to try the _____ again. Her legs were too _____. Her arms were too _____.'

'Mama said the dolls are special because _____.'

'Great Great Grandma Sarah was _____ because she couldn't _____ but she got on a _____ and sailed across the ocean to a new _____.'

'Great Grandmother Phyllis was _____ because she worked on a _____ to grow and harvest food for the _____.'

'Grandma Gaga believed in _____ because she went to university to study _____, even though it wasn't a job for _____.'

- Students can illustrate a sentence of their choice.

Comprehension:

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

- Text-to-Self:** What are some aspects in the story, The Doll Box, that you can relate to in your own life? Have you ever had times where you needed to feel brave, strong, self-belief and resilience? What happened? What strategies helped you? Do you have a favourite treasure that makes you happy? Do you have grandparents or great grandparents who are role models to you? Have they been through war, immigration or had to fight for their rights? What is your favourite or most challenging equipment at the playground?
- Text-to-Text:** Compare aspects of the story to those in another similar text, such as a different book (fiction or non-fiction) about overcoming emotional and physical challenges, texts about grandparents, war or immigration stories, or treasured dolls/toys.
- Text-to-World:** Find out about personal accounts about war, immigration or equality for women through people you know or via other research.
- Create a poster, brochure or digital presentation about your findings, including information about the person, their story, their challenges and how they overcame them, and add your choice of diagrams and/or pictures.
- Find and list any reputable websites or associations that might have further information. See **BLM 3**.
- Brainstorm ways this story can help other children across the world.

Creative Writing: Descriptive Language – Innovation on Text

(AC9EFLE01) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write short stories, poems or lists about the following idea with their own descriptions. Include interesting or emotive words or phrases and 'SHOW not TELL' strategies, such as, 'Isla's heart raced.'
'Her legs began to shake.'
'I am brave, strong and believe in myself when...'

Creative Writing: Historical Comic Strips

(AC9EFLE01) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write and draw a sequence of events in a black and white comic strip style, innovating on one of Isla's ancestor's stories. For example, how did the story of Great Great Grandma Sarah begin (ie. Why did she have to leave her country?), some things that happened on her journey on the ship, and when she reached new land. Students could primarily use dialogue and onomatopoeia to tell the story.

Narrative Writing

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write a narrative story based around a character overcoming a challenge, amazing family history stories, or the powers of a hidden treasure. This could be real or imagined, heartfelt, funny or exciting.
- Ask students to think about who their characters are, and what might be the conflict or problem to solve. What events or situations might be experienced (real or imagined)? What is the tone of the story? What personal emotional or physical challenges might need to be overcome? How will they be resolved?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Think about using interesting figurative and emotive language. Set it out with a beginning, middle and end.

Recount / Reflective Writing

(AC9EFLE02) (AC9E1LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Encourage students to think about a time when they persisted with an emotional or physical challenge, or learned about the life account of a grandparent. Students should include what happened, how they or their grandparent felt, how they managed the situation, the challenges and outcomes.

Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

- Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic or their interviews with older family members. They could name and draw each person, and include short descriptions of their attributes / challenges / accomplishments. See **BLM 4**.
- Y-Chart:** Students can imagine themselves as Isla or one of her ancestors in a particular scene from the story. For example, when Great Great Grandma Sarah had to leave by ship to another country. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 5**.
- Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between two different aspects of the story. These can include: Then and Now (changes over time), or Isla compared to one of her grandmothers. See **BLM 6**.

HUMANITIES AND SOCIAL SCIENCES

Inspirational Women in Family History

History: (AC9HSFK01) (AC9HSFK02) (AC9HS1K01) (AC9HS1K02) (AC9HS2K01) (AC9HS2K02) (AC9HSFS01) (AC9HSFS02) (AC9HS1S01) (AC9HS1S02) (AC9HS2S01) (AC9HS2S02) (AC9HS2S03) (AC9HSFS03) (AC9HS2S04) (AC9HSFS05) (AC9HS1S05) (AC9HS1S06) (AC9HS2S06)

Discover the history of your own ancestors, specifically the generations of women before you. How do they inspire us for the future?

- Research and write up a given number of short fact cards about their chosen inspirational grandmother. The cards should include a picture of the person, their place and date of birth (and death, if applicable), and a sentence explaining their accomplishments. See **BLM 3**.
- Students could present these to the class or share with a partner.

MATHEMATICS

Space: Prepositional Language

Measurement and Geometry: ([AC9MFSP02](#)) ([AC9M1SP02](#)) ([AC9M2SP02](#))

- Create a playground scene by drawing a variety of equipment on a large sheet of paper, including a climbing frame, swing, slide, rocking seats, pirate ship, water stream, garden patch, rock wall, bridge, etc.
- Using dolls or pictures, in partners, students take turns to instruct 'Isla' and her ancestors in and around the scene. Students need to ensure they are using prepositional language.

Examples of terms to include: sat **down**, **beside**, sailed **across**, **through** the sea, **on** a farm, **under** her pillow, **next** to, **inside** and **out**, **over** the top, **into** the box, **before** you, **above** the trees, **up** she went, **among**, **left**, **right**, **between**.

- **Extension: Grid Maps.** Draw a smaller map of your playground scene on grid paper using grid references / coordinates, a key and instructions for Isla and her ancestors. See **BLM 7**.

SCIENCE / STEAM

Family Trees

Science links: Biological sciences - ([AC9SFU01](#)) ([AC9S1U01](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9S2I01](#)) ([AC9SFI02](#)) ([AC9S1I02](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9S2I04](#)) ([AC9SFI04](#)) ([AC9S1I05](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

Through their interviews with an older family member, students will discover and record their family lineage/heritage by completing their own family tree.

- Draw/fill in a family tree of their family, specifically including parents, grandparents, and great grandparents. See **BLM 8**.
More templates are available at [Family Tree Template - Superstar Worksheets](#).
- Students can also write down some similar attributes, including physical appearance or personality traits that they have discovered. For example, '*I am similar to _____ because _____.*'
- Photos and/or pictures may also be included.

Forces

Physical sciences: ([AC9SFU02](#)) ([AC9S1U03](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9S2I01](#)) ([AC9SFI02](#)) ([AC9S1I02](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9S2I04](#)) ([AC9SFI04](#)) ([AC9S1I05](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

Isla felt the force of gravity when she tumbled off the climbing frame onto the ground. Great Great Grandma Sarah sailed on a ship that had the forces of buoyancy and air resistance acted upon it. Great Grandmother Phyllis used lift as a force of strength on the farm. And Grandmother Gaga used a range of forces in her engineering projects.

- Students can explore and experiment with a range of forces in different activities. The types of forces include:
 - **Gravitational Force:** The force that pulls things downwards towards the centre of the Earth.
 - **Frictional Force:** The resistance between two surfaces that are in contrast with each other.
 - **Air Resistance Force:** Pushes against moving objects.
 - **Buoyant Force:** Buoyancy, or upthrust, is the force that pushes an object upwards.
 - **Magnetic Force:** Magnetism attracts or repels magnetic objects, often without direct contact.

Isaac Newton's First Law states that an object stays still or keeps moving at the same speed and in a straight line unless it is acted upon by a force.

More information about the science of forces in the playground can be found here: [Swings, Slides, and Science | Physics for Kids \(youtube.com\)](#).

A range of experiments that demonstrate types of forces can be found at this link: [Forces and Motion Experiment Ideas - What is a Force? \(science-sparks.com\)](#)

- Explore **FRICTION** through a doll or [toy zipline](#) activity.
- Explore **GRAVITY** through a [straw rocket](#) activity. For example, students could propel 'Isla' to the top of the climbing frame.
- Explore **GRAVITY** and **AIR RESISTANCE** with this [paper spinner](#) investigation. This could be decorated with students' family members.
- Explore **MOTION** through a [baking soda powered ship](#) experiment. Factors include wind, weight and a chemical reaction causing motion.

For each experiment, students can predict the outcomes, observe and record the results, evaluate their predictions, communicate their scientific knowledge and ideas, and extend on possible modifications.

Building by Design

Science links – Physical sciences: ([AC9SFU02](#)) ([AC9S1U03](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9S2I01](#)) ([AC9SFI02](#)) ([AC9S1I02](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9S2I04](#)) ([AC9SFI04](#)) ([AC9S1I05](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

Design and Technologies links - ([AC9TDEFK01](#)) ([AC9TDE2K01](#)) ([AC9TDE2K02](#)) ([AC9TDEF01](#)) ([AC9TDE2P01](#)) ([AC9TDE2P02](#)) ([AC9TDE2P03](#)) ([AC9TDE2P04](#))

- Watch the video and learn about the engineering design process at: [Engineering Design Process - TeachEngineering](#)
- Become an engineer like Grandmother Gaga and use creative problem-solving skills to identify a problem or a need, and brainstorm ways it can be solved by design and model making.
- Students follow the design process to imagine, plan, create, test, and improve a creative playground structure (in small or large groups). It could be a scaled-down version of a climbing frame or another piece of equipment for their school or community playground, or their own open-ended design.
 - Use ideas, shapes and patterns found in nature to inspire the design.
 - Address the importance of using re-used or environmentally sustainable products as a part of their designs.
 - Evaluate the model's effectiveness, appearance, durability and function in meeting the needs of its target audience.

Another video on teaching engineering to children can be found at:

[\(149\) Engineering Design Kindergarten Science - YouTube](#)

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

([AC9HPFP01](#)) ([AC9HP2P01](#)) ([AC9HPFP02](#)) ([AC9HPFP03](#)) ([AC9HPFP04](#)) ([AC9HP2P02](#)) ([AC9HP2P03](#)) ([AC9HP2P04](#)) ([AC9HPFP05](#)) ([AC9HP2P05](#)) ([AC9HPFM01](#)) ([AC9HPFM02](#)) ([AC9HP2M01](#)) ([AC9HP2M02](#)) ([AC9HPFM03](#)) ([AC9HP2M03](#)) ([AC9HPFM04](#)) ([AC9HP2M04](#)) ([AC9HP2M05](#))

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Dress up in attire that people wore in the past.
- Hold a Grandparents Day or 100 Days at School event.
- Bring your favourite treasure to school to share.
- Bring to school photos of the generations of women in your family to share.
- Make your own dolls out of fabrics, paper, or household items to represent someone in your family.
- Take a doll or toy with you to remember to feel brave, strong and to believe in yourself.
- Role play Isla's ancestors' stories through puppets, theatre or by using other props.
- Take a boat ride or go for a swim.
- Visit a farm or community garden – or grow and harvest your own food.
- Create an engineering project or fix something that is broken.
- Talk to a parent or friend about your feelings. Write a journal or draw pictures.
- Read books and texts about dolls or treasures, grandparents and families or overcoming challenges.
- Carefully climb and use your favourite and most challenging equipment in the playground.

THE ARTS - DRAMA

(AC9ADRF01) (AC9ADR2E01) (AC9ADRFD01) (AC9ADR2D01) (AC9ADRFC01) (AC9ADR2C01) (AC9ADRF01) (AC9ADR2P01)

- Recreate 'The Doll Box' through dramatisation – improvise or retell the story. Students might like to use their string doll puppets (see Visual Arts) to act out their play.
- Identifying the Fear or Exploring Feelings - On a human body template, identify the body parts where you might feel fear or anxiety. Act these out by using 'Show Don't Tell' body language and facial expressions. For example, shaky hands, headache, tummy tied in knots, legs shaking, arms aching, dry mouth and so on. Alternatively, showing your head up and shoulders back, smiling or determination can signify being brave and strong. See **BLM 9**.

VISUAL ARTS

String Doll Puppets or Marionettes

(AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AV AFC01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Students can create their own string doll (marionette) puppets using chosen materials and strings to make their puppet dance and move. Suggested materials could include: cardboard rolls, plastic bottles or papier-mâché, and to decorate with paper, fabrics, other craft items. Attach four pieces of string to each arm and leg, and these to a straw or popstick to manoeuvre above the puppet. Learn how to make a string puppet at: [LITTLE PUPPETS WILL BLOW YOUR MIND \(youtube.com\)](https://www.youtube.com/watch?v=...)
- Students can share their process and describe why they chose their design.

Pencil or Charcoal Art

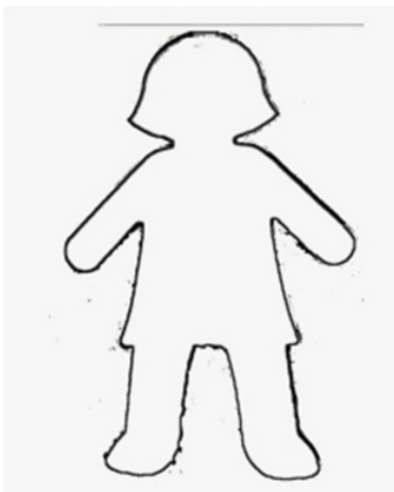
(AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AV AFC01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Show students the images in 'The Doll Box' of the black and white illustrations, reflecting the moments in the past. Ask students what medium they think the illustrator used. Find, observe and discuss other artworks using pencil or charcoal. What do they notice about the technique? The shading? The mood or setting?
- Students can choose to create a pencil or charcoal piece of black and white (or sepia) art to reflect a scene in the book, their own chosen piece of family history, or a simple object. Can students use shading techniques to reflect light and shadows? How will the image and mood be represented?

Make Your Own Doll Box

(AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AV AFC01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Students can make their own rectangular doll box with cardstock. They will need to construct it correctly and be able to close and open the lid. Students can draw or create paper dolls (see below for example) and decorate with media of their choice to put inside their box. Who do their dolls represent? See **BLM 10** (enlarge when printing).



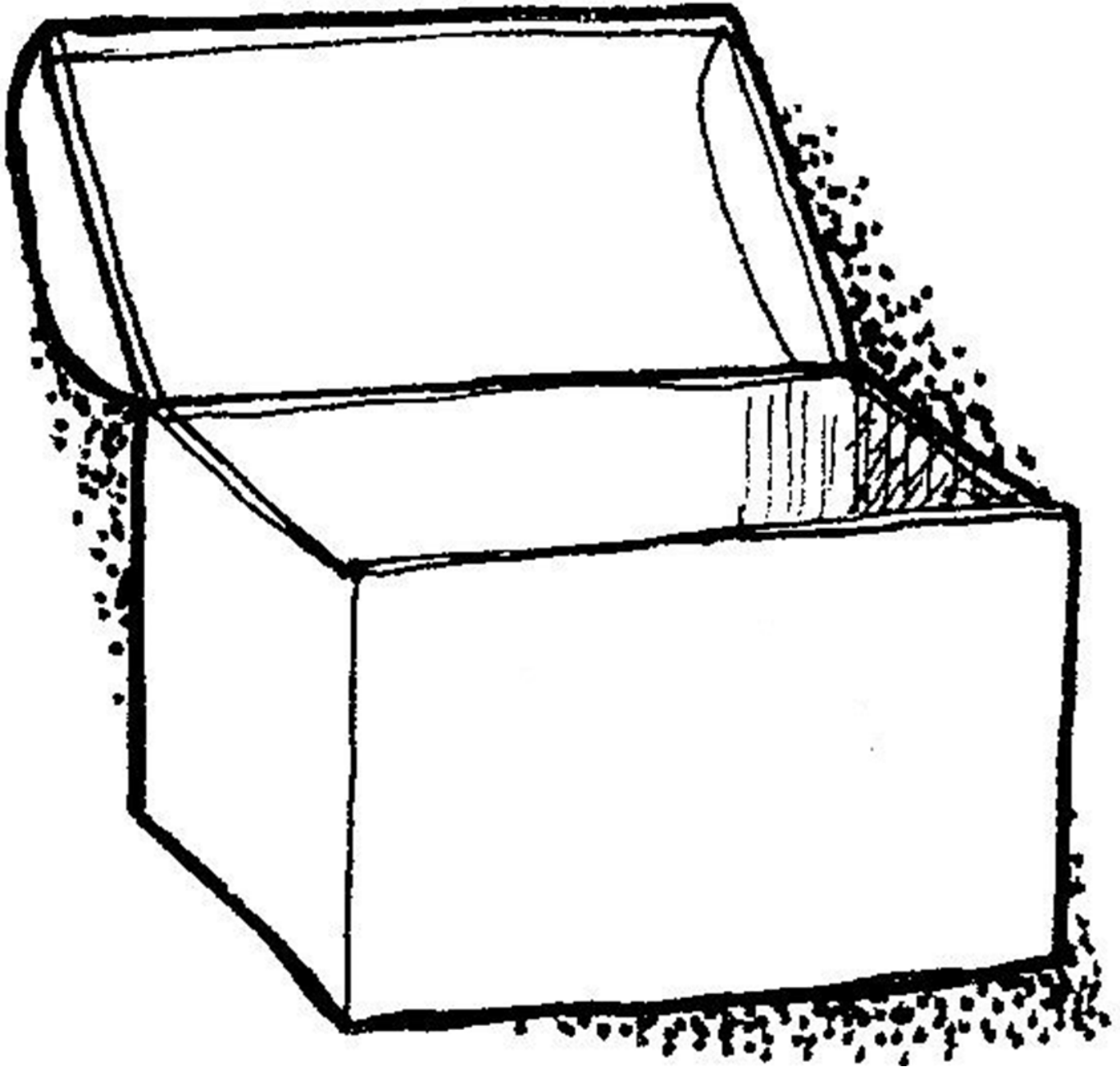
NAME _____

DATE _____

Write in the headings and sort the words into the correct categories.

NAME _____

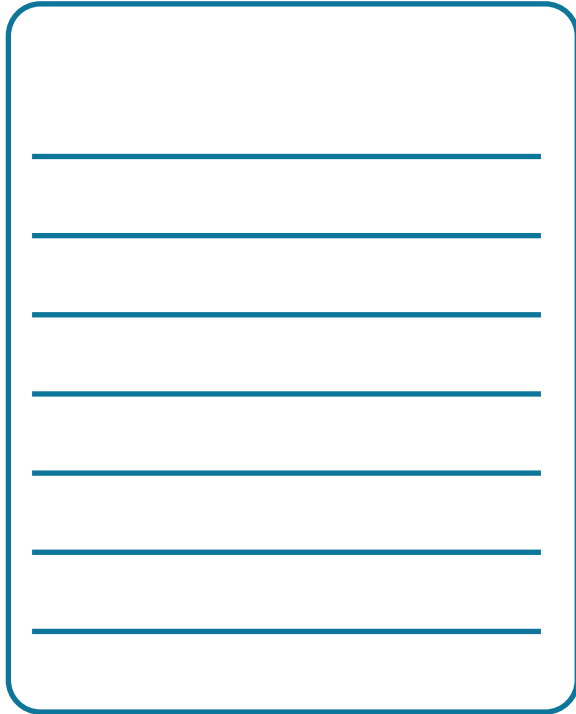
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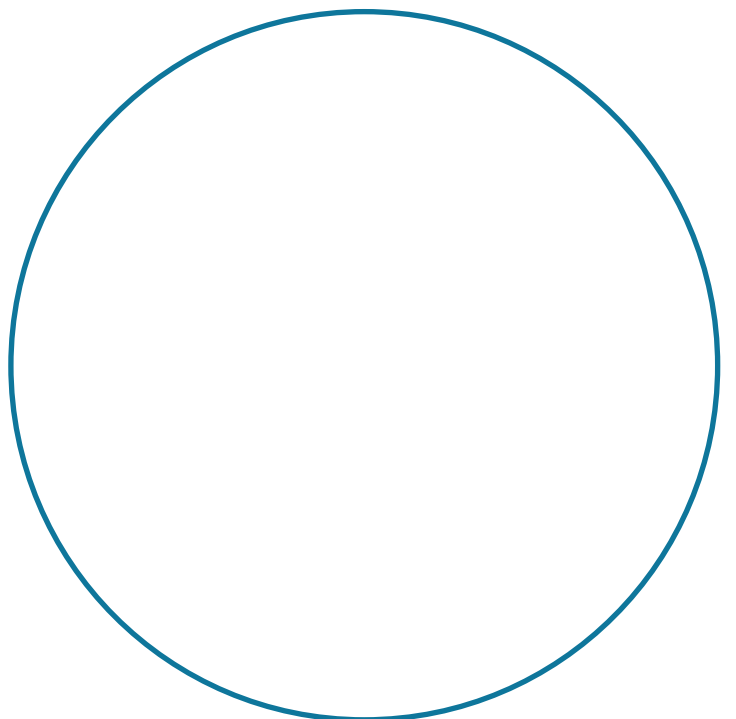
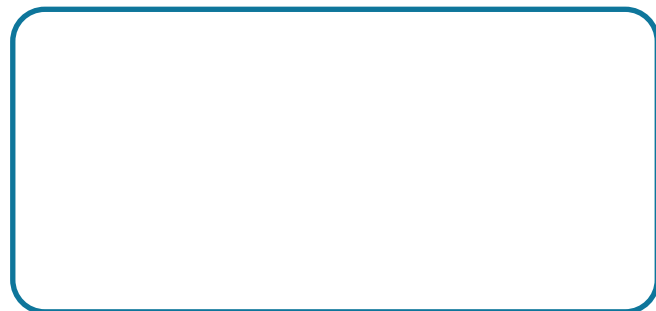
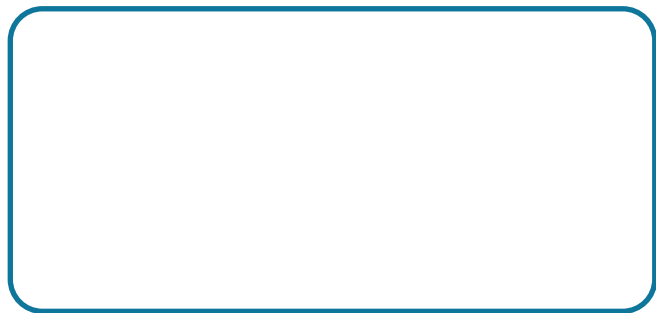
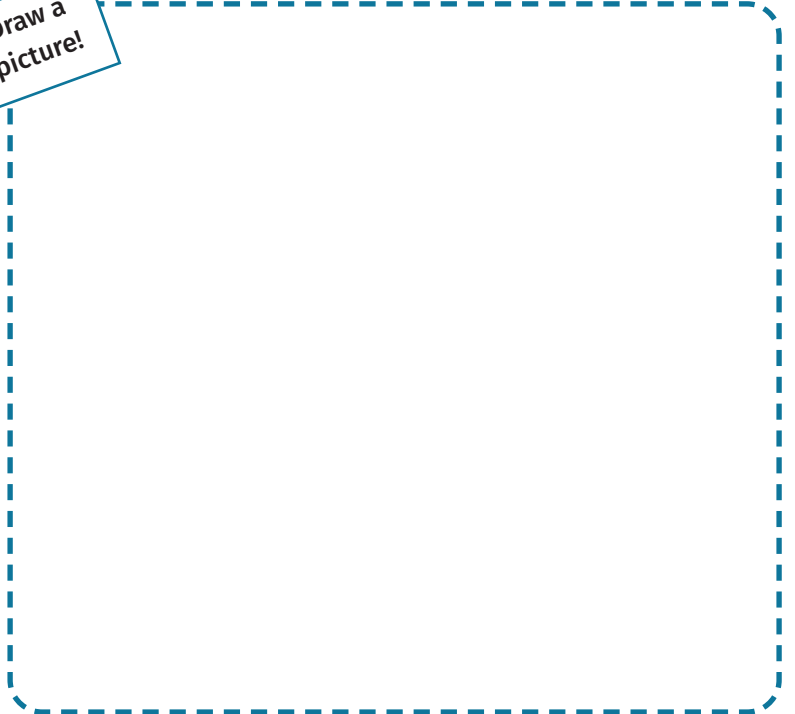
NAME _____

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Fill in the boxes to share information about your topic.



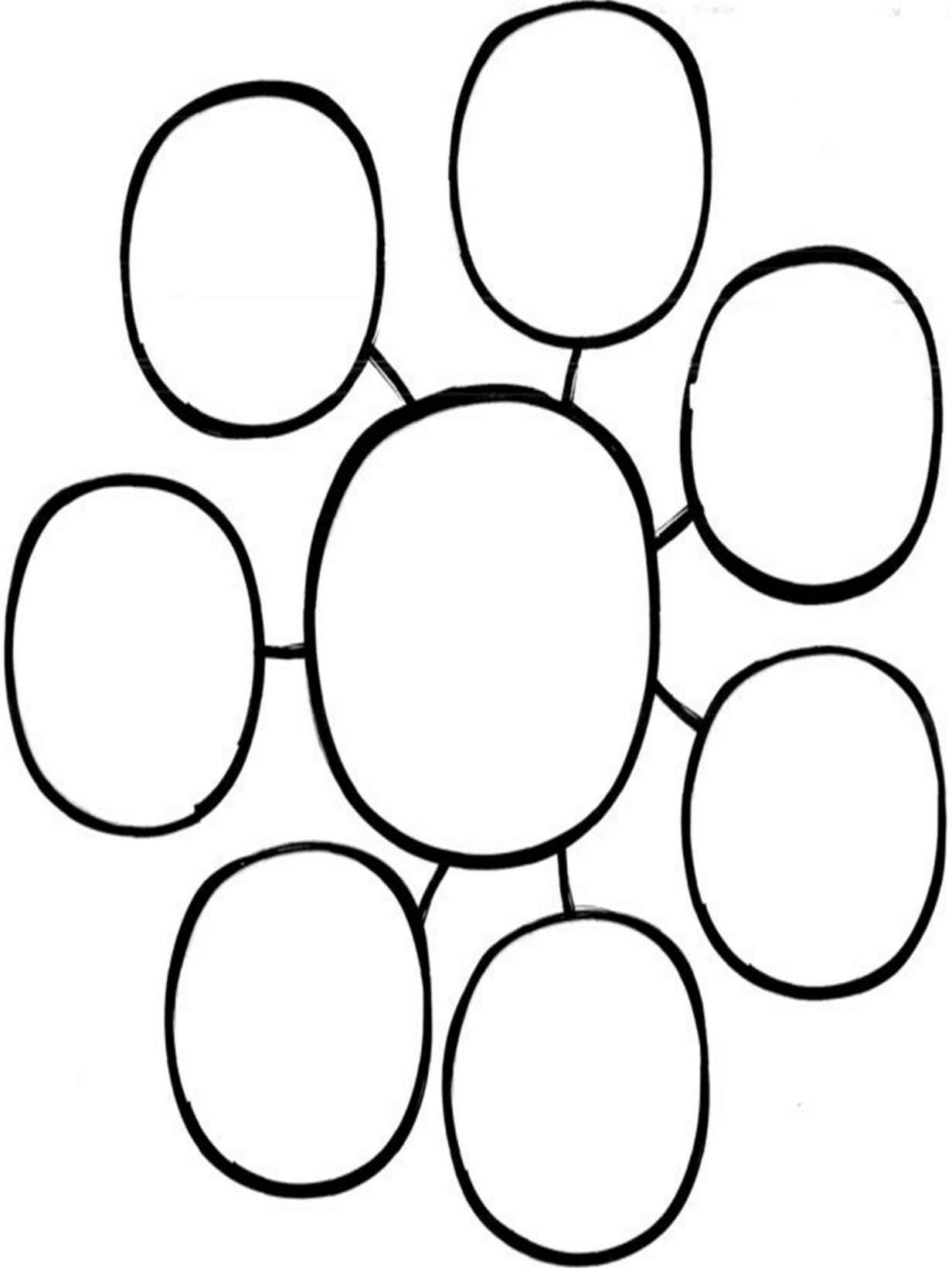
Draw a picture!



Concept Web

NAME _____

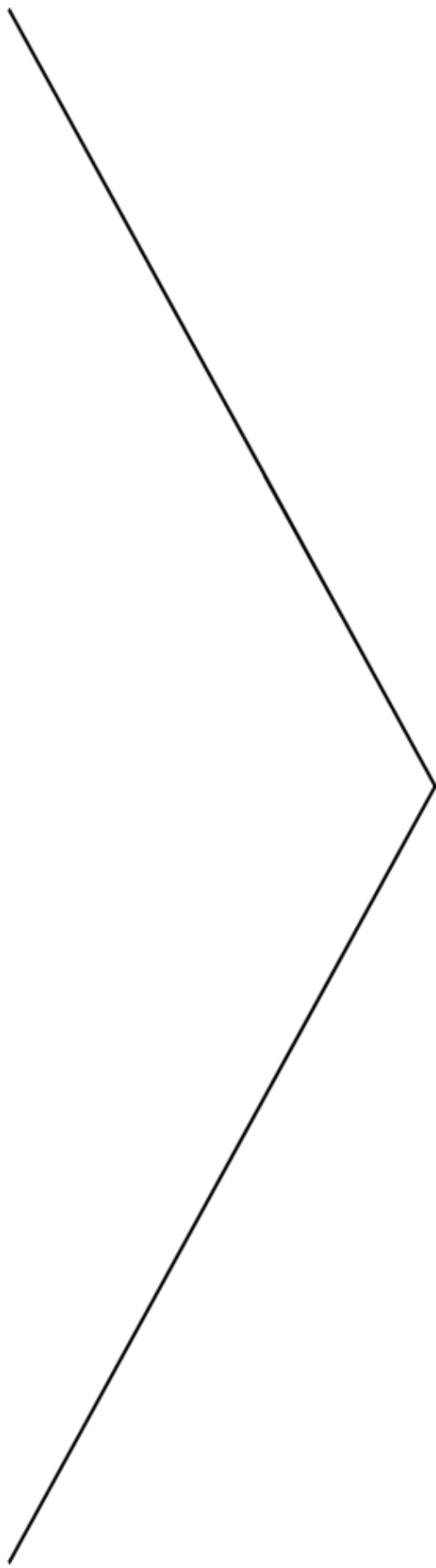
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DATE _____

Looks like



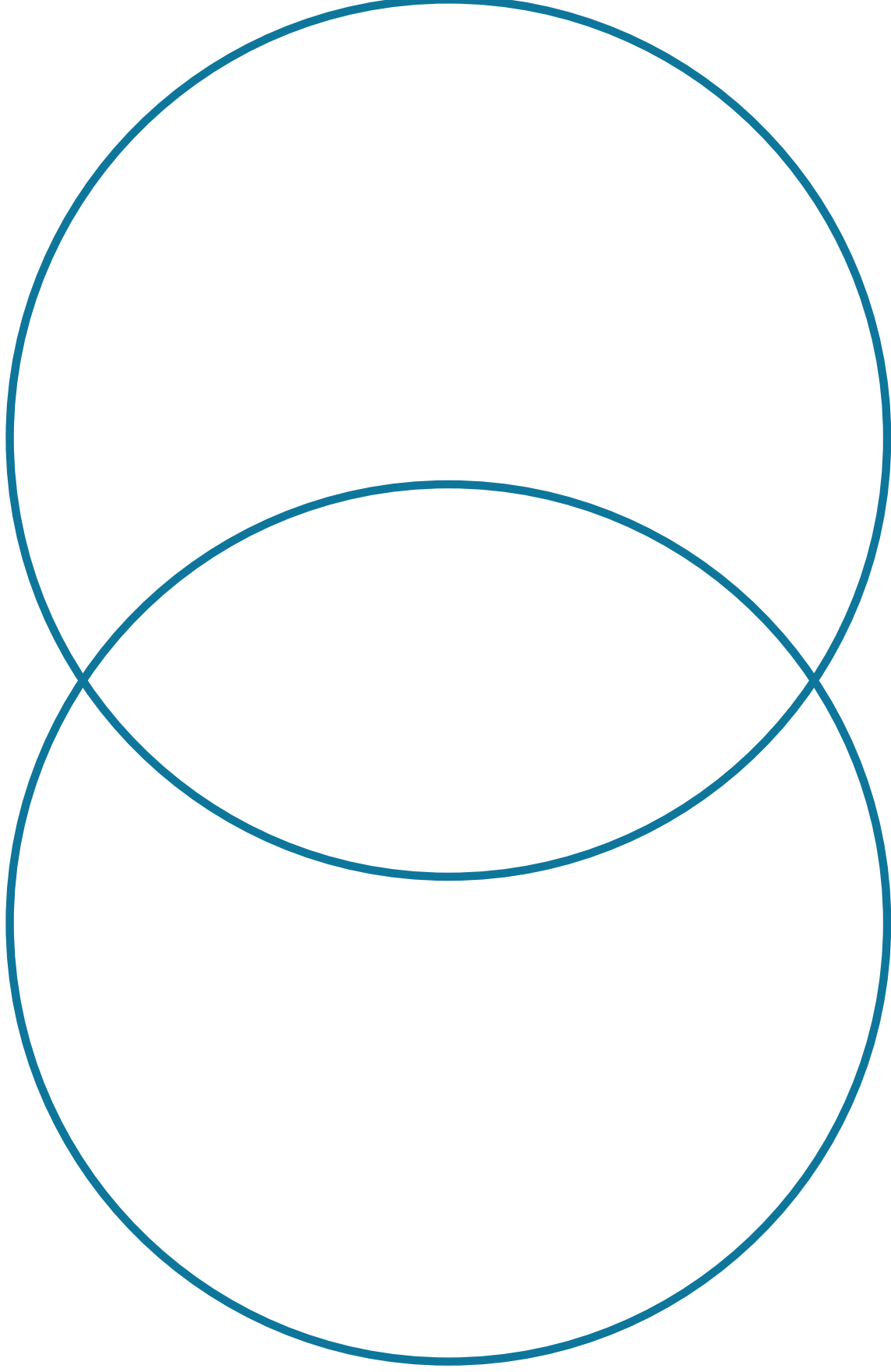
Feels like

Sounds like

Venn Diagram

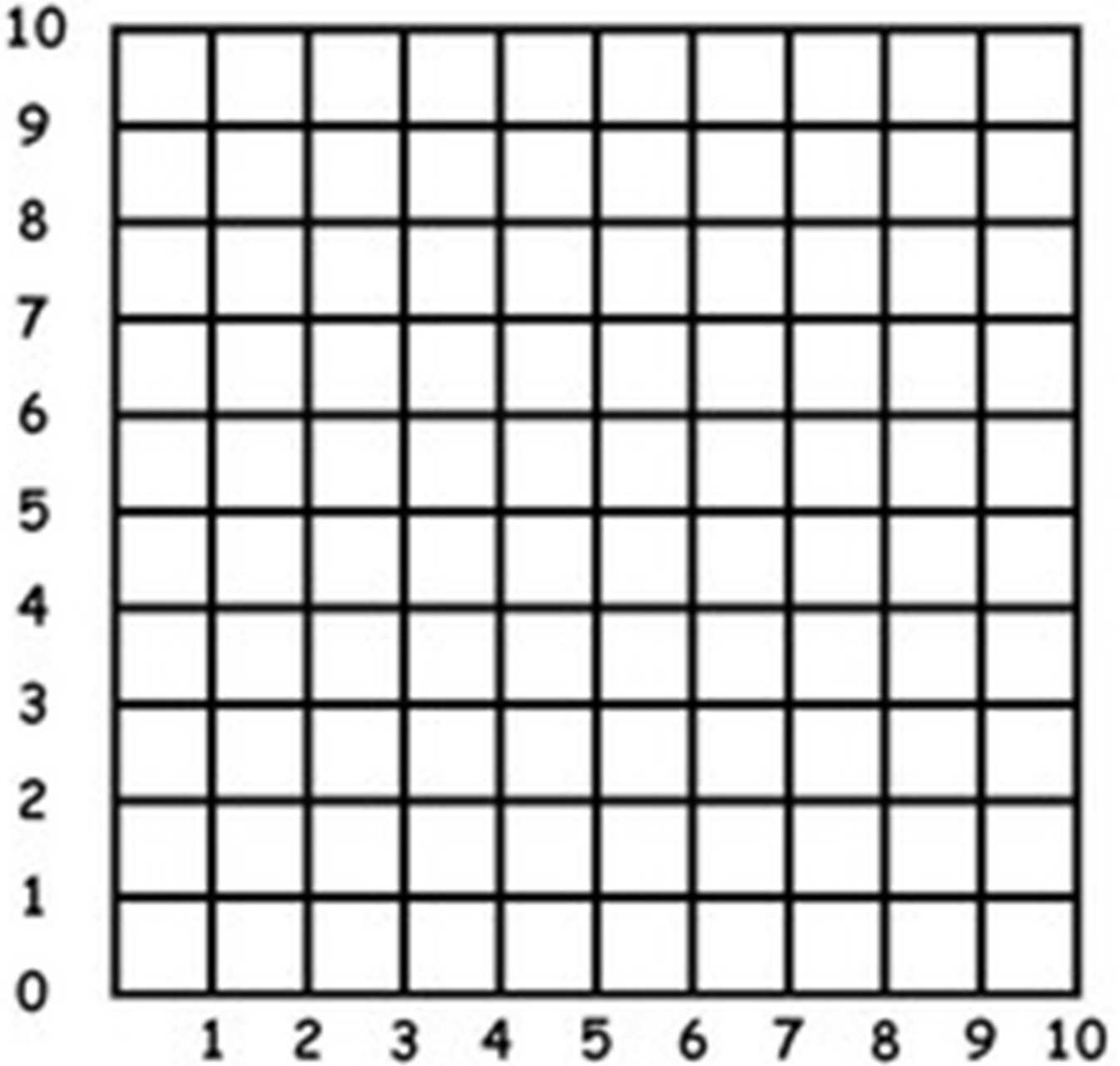
NAME _____

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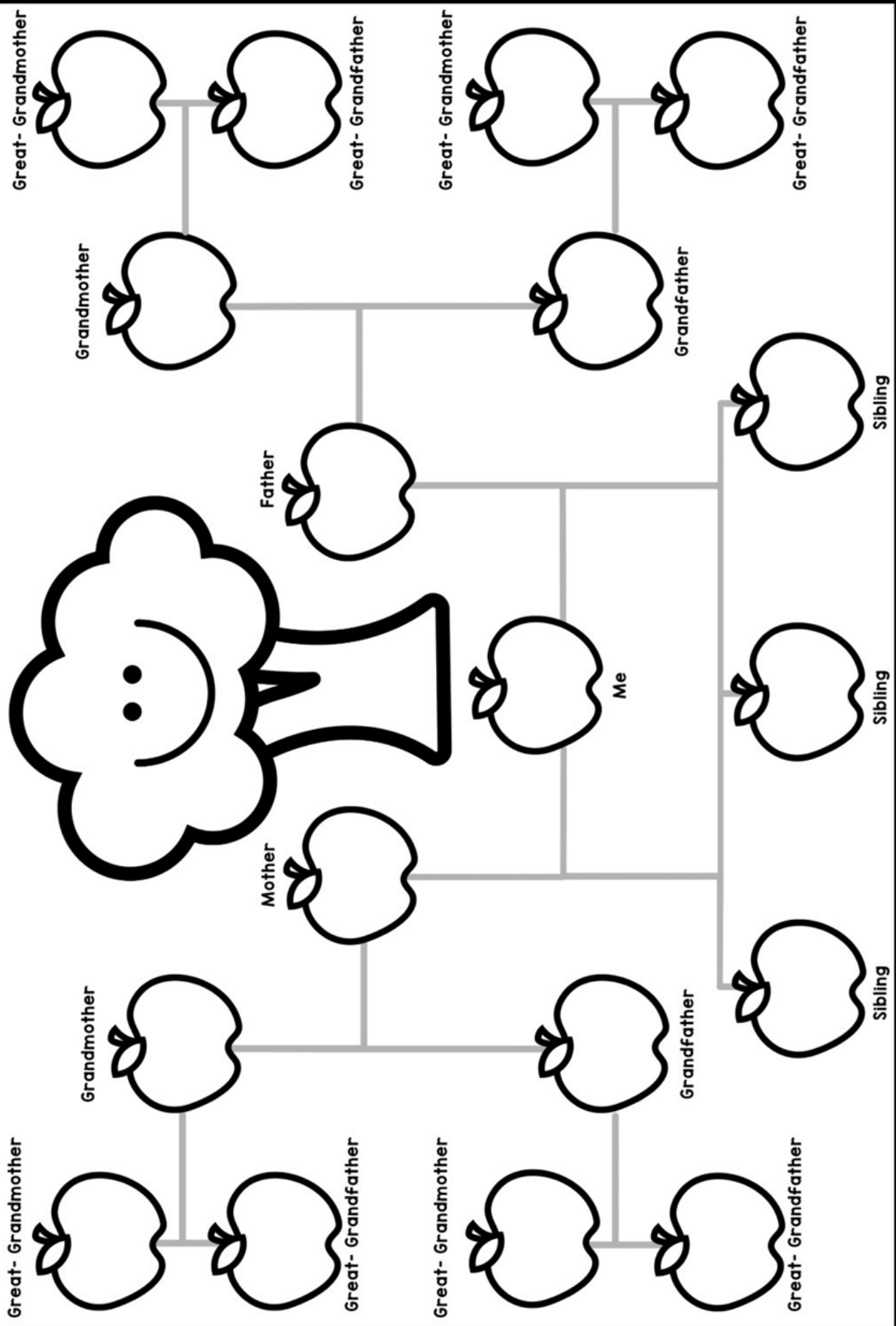


Family Tree

SUPERSTAR WORKSHEETS

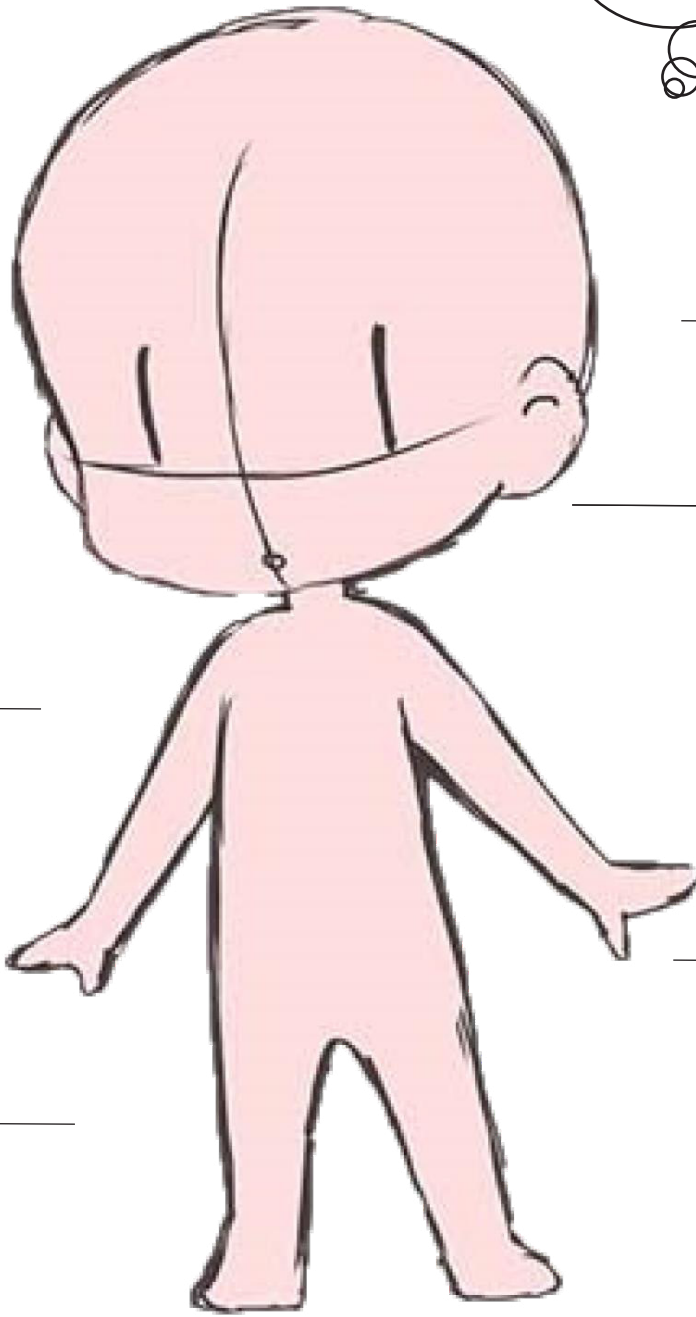
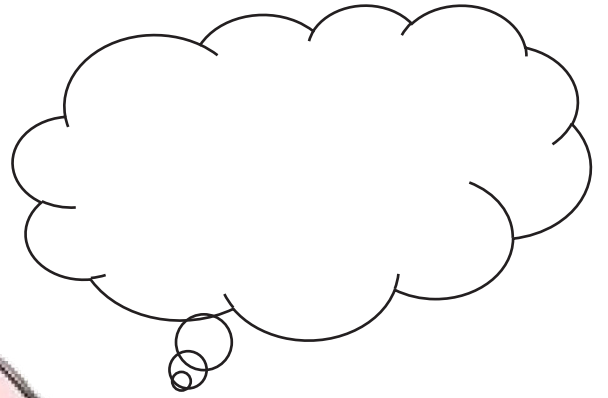
Family Tree: 4 Generations

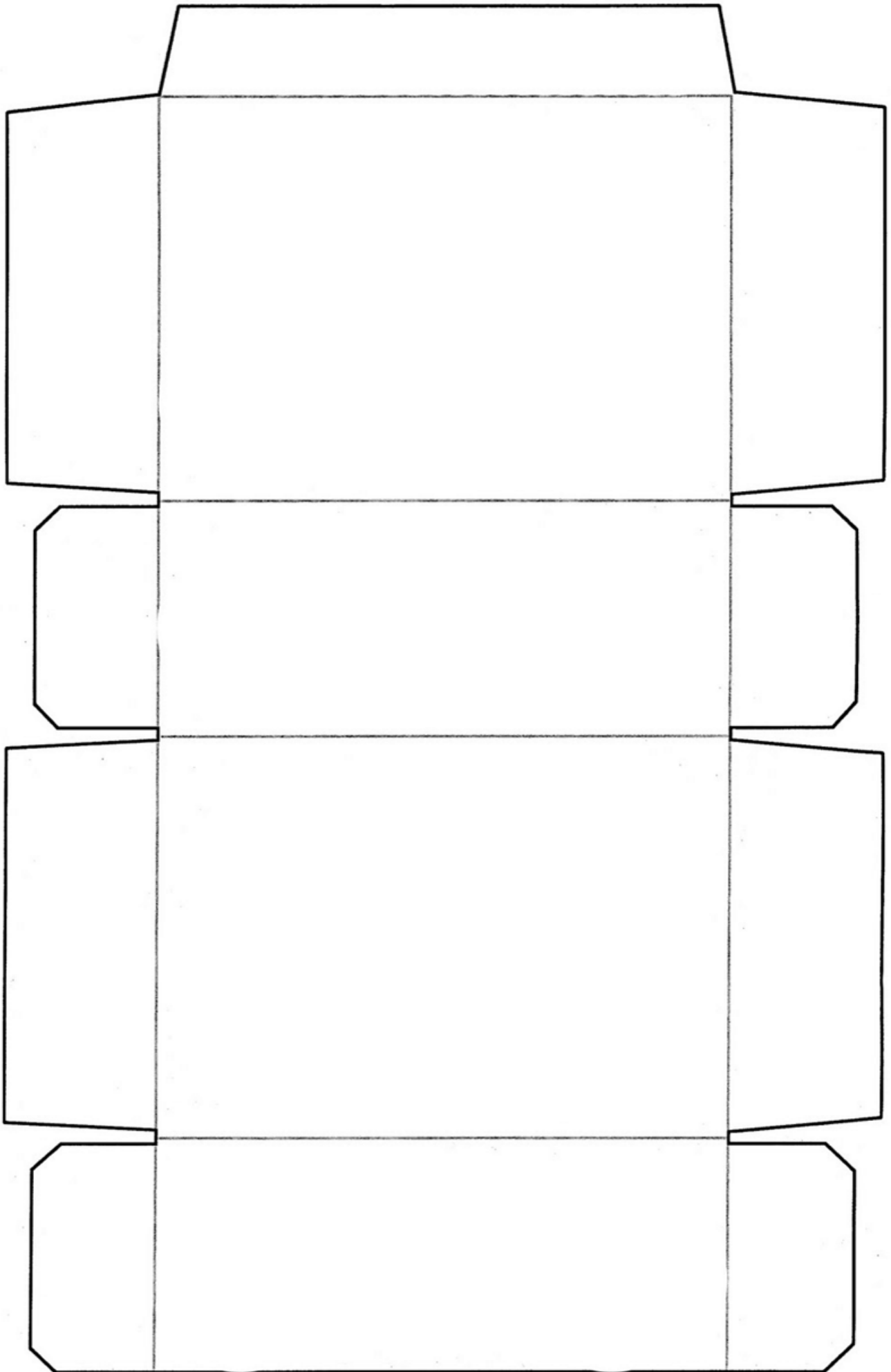
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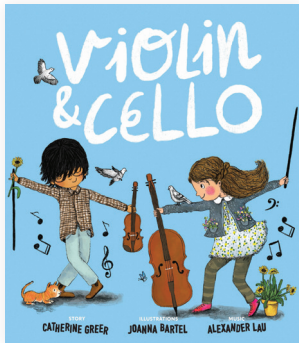
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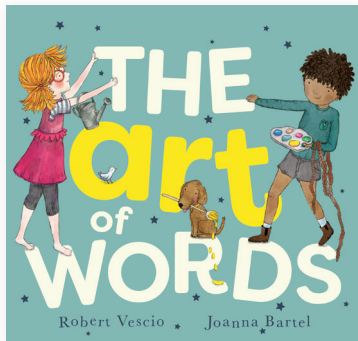
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