

# I've Got No Strings

## The Story of Pinocchio

ART AND LANGUAGE ARTS

GRADES: 1-3

### BASED ON



Jim Dine (American, b.1935)

*Pinocchio (Emotional)*, 2007

Bronze

150 x 144 x 72 in. (381 x 365.8 x 182.9 cm) weight: 1600 lbs

Museum Purchase: Lawrence Archer Wachs Fund, Mr. and Mrs. Harry S. Leyman Endowment, Phyllis H. Thayer Purchase Fund, A.J. Howe Endowment, Henry Meis Endowment, On to the Second Century Art Purchase Fund, Israel and Caroline Wilson Fund, Trustee Art Purchase Fund, and Tom and Dee Stegman

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### OBJECTIVES

- Students will discuss the story of Pinocchio by Carlo Collodi
- Students will recognize the importance of honesty in their daily interactions with friends/parents/teachers
- Students will brainstorm the meaning of good decision making and consequences

### CONCEPT

Students will create a 2 sided articulated puppet of Pinocchio. Using a stick, when twirled, the puppet will move. One side will have a regular nose, the other a longer one.

### MATERIALS

- Puppet Handout
- Scissors
- Hole Puncher
- Fasteners
- Markers
- Skewer
- Tape

### VOCABULARY

**marionette** – a puppet controlled from above using wire or strings

**conscience** – an inner feeling or voice viewed as acting as a guide to the rightness or wrongness of one's behavior

**consequence** – a result or effect of an action or condition

### PROCEDURE

1. Cut out shapes of puppet
2. Color both sides – they can be different
3. Using the hole punch, punch holes in designated areas
4. Put puppet together
5. Tape stick up one side of puppet
6. Play!

### ASSESSMENT

Students will discuss the differences between white lies and big lies. They will also discuss consequences and choices.

### NATIONAL STANDARDS

#### VISUAL ARTS

**Definition of Visual Arts:** Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (As defined by the National Art Education Association, Revised July 2012.)

- VA:Cr2.1.1a: Explore use of material and tools to create works art or design
- VA:Cr2.2.2a: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space
- VA:Cr1.1.4a: Elaborate on an imaginative idea.

#### LANGUAGE ARTS

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

- CCSS.ELA-LITERACY.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

## **CLASS EXPERIENCE**

- CCSS.ELA-LITERACY.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CCSS.ELA-LITERACY.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- CCSS.ELA-LITERACY.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



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