



Grade/s: 11-12

Enduring Idea: Materialism

Integrated Discipline: Economics

Unit Title: Revisiting Childhood Toys

Unit Designer: Kara Luke

Unit Description: In this unit, learners will discuss the role of consumerism in general and in their own lives. They will examine the consumer's experience, as well as the relationship between the parent, child, and marketing companies. Learners will revisit their own childhood nostalgia by creating a toy for the next generation that bridges the present era to the future.

Images: -Luigi Lucioni, *By the Windowsill*, 1932; CMA 2012.4
-CMA 1997.7.18ab

Key Concept: Materialism involves a struggle between needs and wants

Essential Question: How are needs and wants determined?

CCSS Art: Standard H1-1 The student will demonstrate competency in and apply a variety of **media, techniques**, and processes.

Standard H1-VI The student will make connections between the visual arts, other arts disciplines, other content areas, and the world.

Integrated CCSS: SC Standard ECON-1: The student will demonstrate an understanding of how scarcity and choice impact the decisions of families, businesses, communities and nations.

Learning Outcomes: The learner will:

1. Discuss consumerism in modern society, materialism, and company advertising.
2. Discuss need vs. want, why parents buy toys for their children, and nostalgic experiences
3. Create a toy for the next generation that explores form, function, need vs. want, and concept for the future.

Motivator: The teacher will share various tv commercial clips such as: Old Navy Supermodelquins, Oxyclean, toy advertisements. She will also bring in various cereal, cracker, and food boxes to discuss concept, content, and marketing tactics. Another motivator later in the week would be to show a clip from the movie, *The Santa Clause*, in which the adults reminisce about their childhood toy wants.

Day Breakdown: Day 1: Motivator; Learners will discuss materialism in the context of our consumer habits, marketing strategies, advertisements, and the target audience.
Day 2: Learners will discuss marketing campaigns directed towards children as a target audience, need vs. want, CMA artist exemplars showing materialism, and end class with the second motivator listed above.
Day 3: Discuss toys of our past. Show and tell from all learners sharing a toy, item, or memory of a favorite toy. Discuss nostalgia and how marketing campaigns use it to sell product.
Day 4: Discuss need vs. want, target audience, and what toys of the next generation will look like.
Day 5: Learners will create a series of sketches in which they design a toy for the next generation. This toy could be functional or sculptural, be an invention or a recreation of a concept already in production. Learners will discuss the message their toy will convey to its audience.
Day 6: Learners will choose their best sketch to create their toy sculpture. They will discuss durability of toy, craftsmanship, dimensions, functionality, and sculptural design as they build.
Day 7-15: Toy construction.

Materials: *very particular to each student design/need
students might need: wood, cardboard, plastic tubing, paint, glue, tin foil, modeling clay, etc.

Resources: Various tv commercial clips, *The Santa Clause* movie clip, CMA images;
Andy Warhol, *100 cans*, 1962;
Robert Rauschenberg, *Retroactive 1*, 1964

Assessment: -Group participation checklist in discussion and show and tell of nostalgic toys
-Summative rubric with specific toy building requirements

