

Lesson Plan Format

Title of Lesson: Paper Engineering with a Pop-up Card

Overarching Concept fo the Lesson/Unit: Connecting With Your Roots

Grade Level: High School 9-12

Designer of Lesson: Jacqueline Chapman and Colleen Nikopour

Essential Questions:

Where do we come from? How do we want our histories to be documented? What sort of things count as our 'roots'?

Standards:

Georgia Standard - VAHSV.A.CR.1 Visualize and generate ideas for creating works of art.

a. Generate and conceptualize artistic ideas and work.

b. Consider multiple options, weighing consequences, and assessing results.

c. Practice the artistic process by researching, brainstorming, and planning to create works of art.

National Standard - VA:Cn10.1.HSIII

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Objectives:

Students will produce a sketch incorporating items in their list of the card that they will produce. At the conclusion of this lesson, using a variety of materials, students will create a pop-up card that consists of their ideas about Connecting With Your Roots. Each pop-up card will contain at least 3 pop up elements and a background image.

Sample:

attached

Resources:

examples of published pop-up books

The Elements of Pop Up by James Diaz and David A. Carter

teacher produced samples of particular pop-up techniques

Vocabulary:

paper engineering, paper engineering, 90° parallel fold and unequal parallel fold, 180° tent, 180° coil, 90° angle fold and unequal angle fold, 180° angle fold, scoring, collage

Introduction/Motivation:

Jot down a list of things that would be considered when Connecting With Your Roots. Think about what all of the meanings of 'your roots' might be. What experiences, places, people, or things make you... you? What are some aspects of your history do you want to know more about? Then we will look at examples of pop-up art by Colette Fu.

Content Paper:

powerpoint presentation attached

Instructor's Procedures:

1. The teacher introduces the lesson with the discussion of the concept of Connecting With Your Roots.
2. The teacher shows a slideshow of examples of pop-ups by Colette Fu.
3. The teacher shows some examples of paper engineering techniques.
4. The teacher instructs the students to draw a sketch of the card that they want to make.
5. The teacher assists as needed during the production of the cards.
6. The teacher asks the students to choose a card made by another student to write critique/love letter and then share the letter with the group.

Materials:

Cardstock (various colors), glue, double-sided tape, scissors and xacto knives, cutting, mat, drawing utensils (markers, pens, pencils, etc), random bits (specialty papers, pieces of material, stickers, magazines etc.)

Student Procedures:

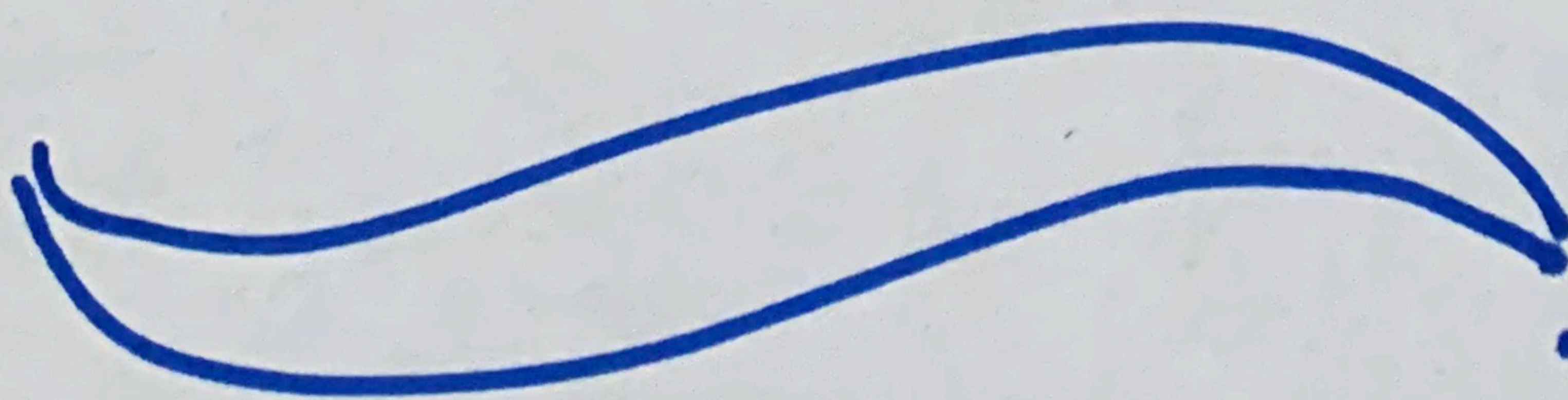
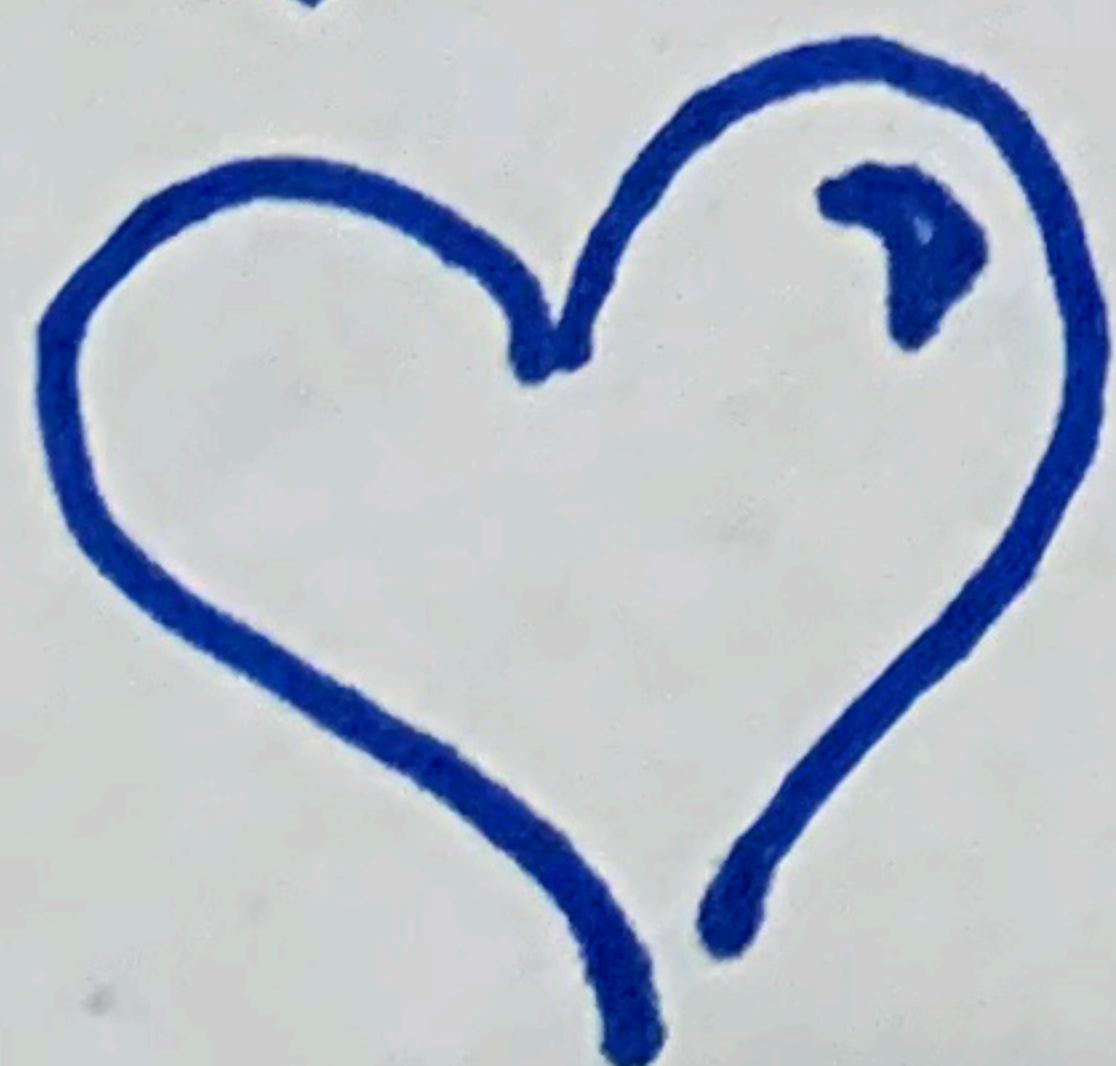
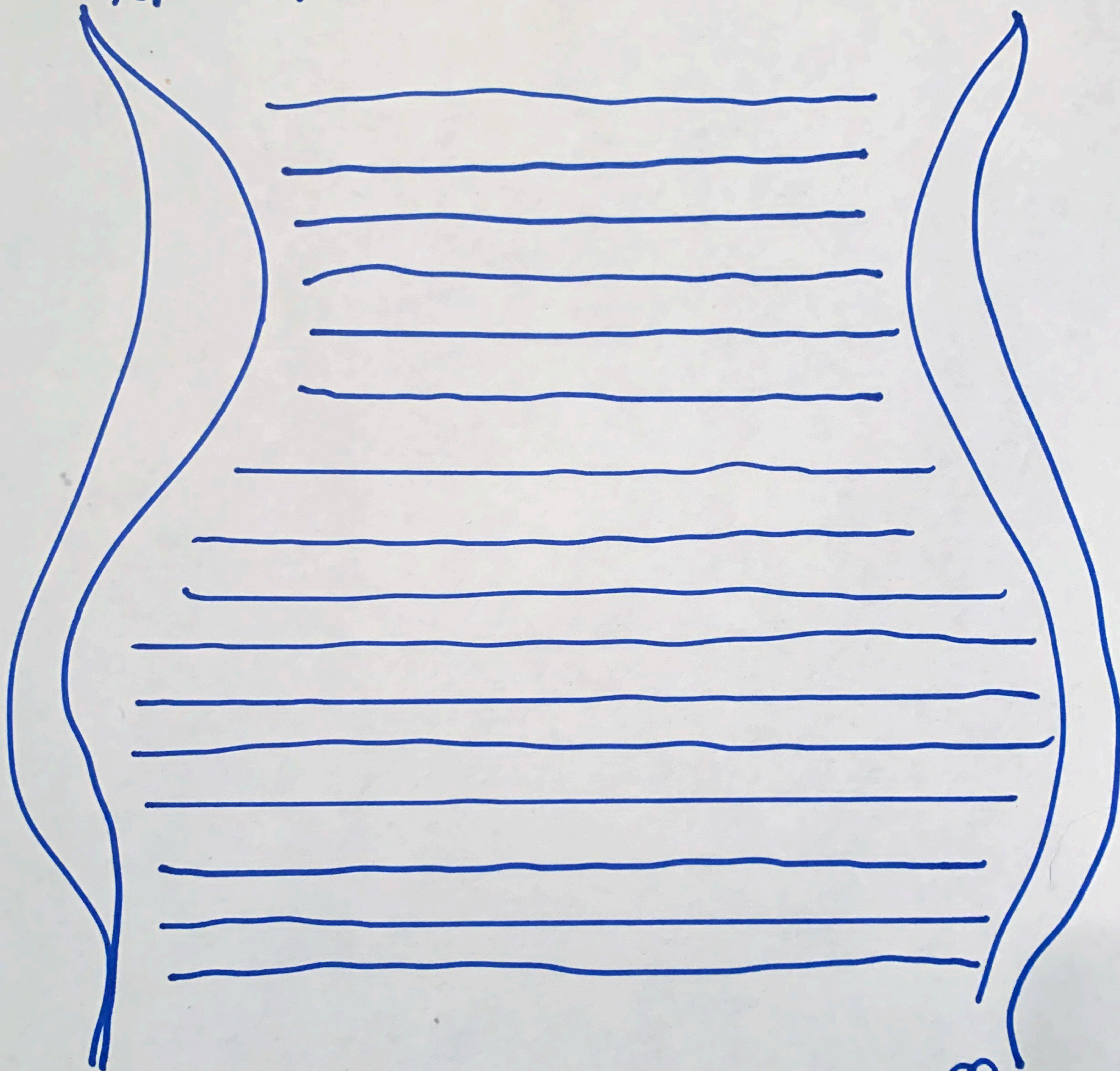
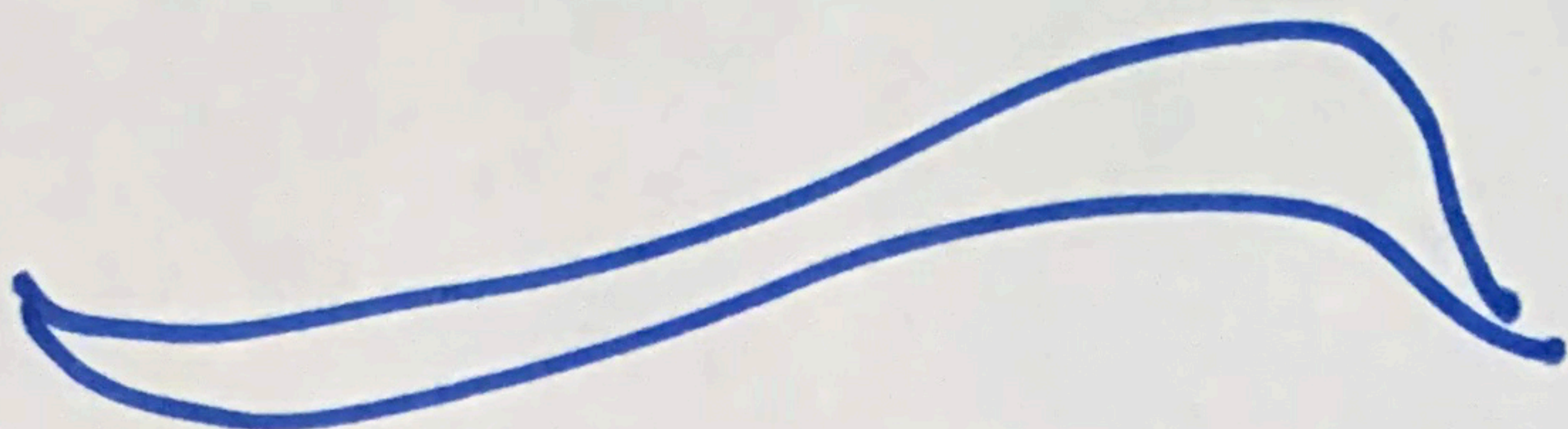
1. The students go to their regular seats.
2. The students participate in a discussion about Connecting With Your Roots.
3. The students list ideas that relate to Connecting With Your Roots and can be used to make their card.
4. The students watch a slideshow.
5. The students gather to see a demo of paper techniques.
6. The students sketch their ideas for their cards.
7. The students gather supplies and produce their cards.
8. The students will share the cards by choosing a finished card to write a critique/love letter to and then share with the group.

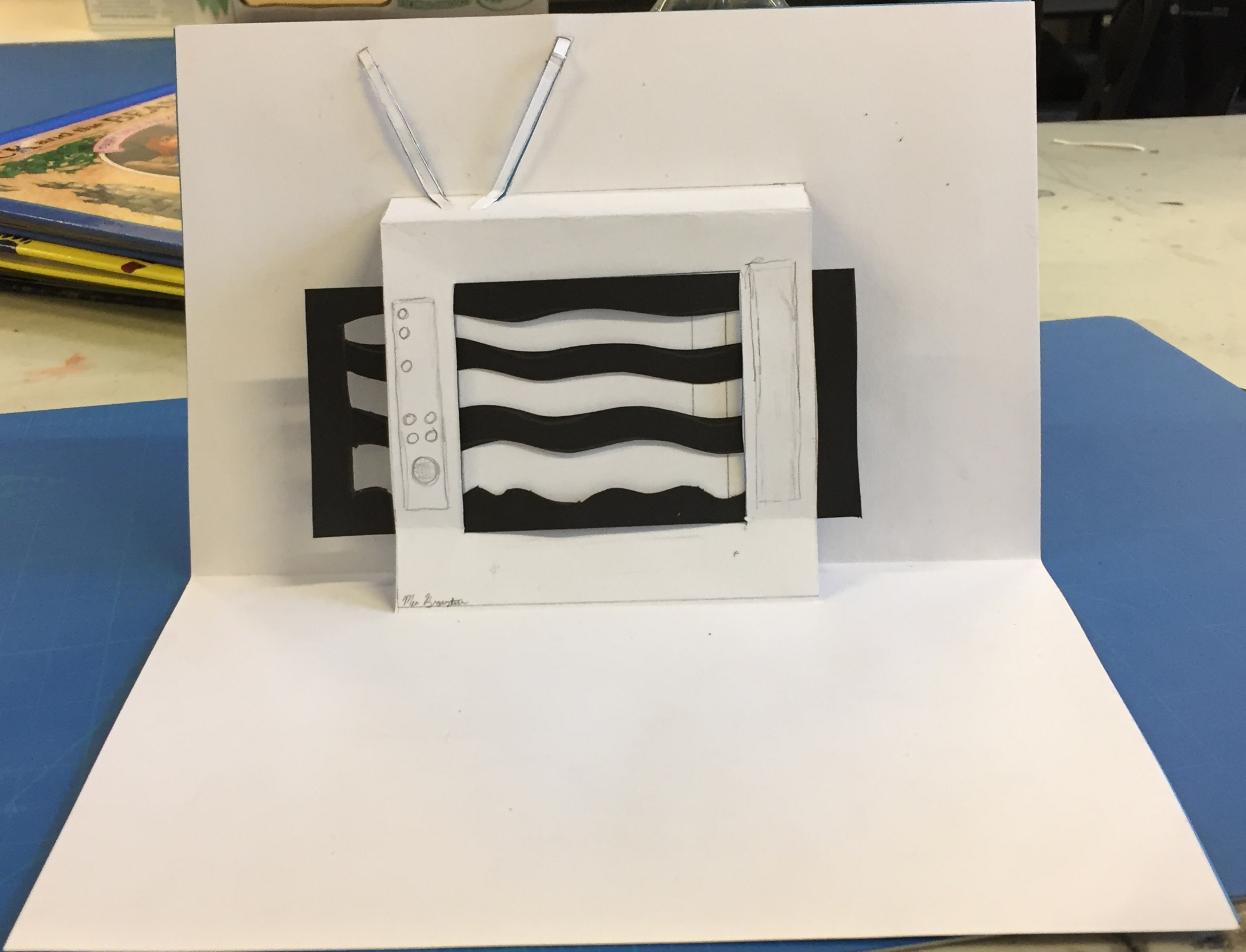
Closure/Review:

Students will present and discuss their cards and then write a critique/love letter

Assessment Instrument:

Observation
Critique/love letter



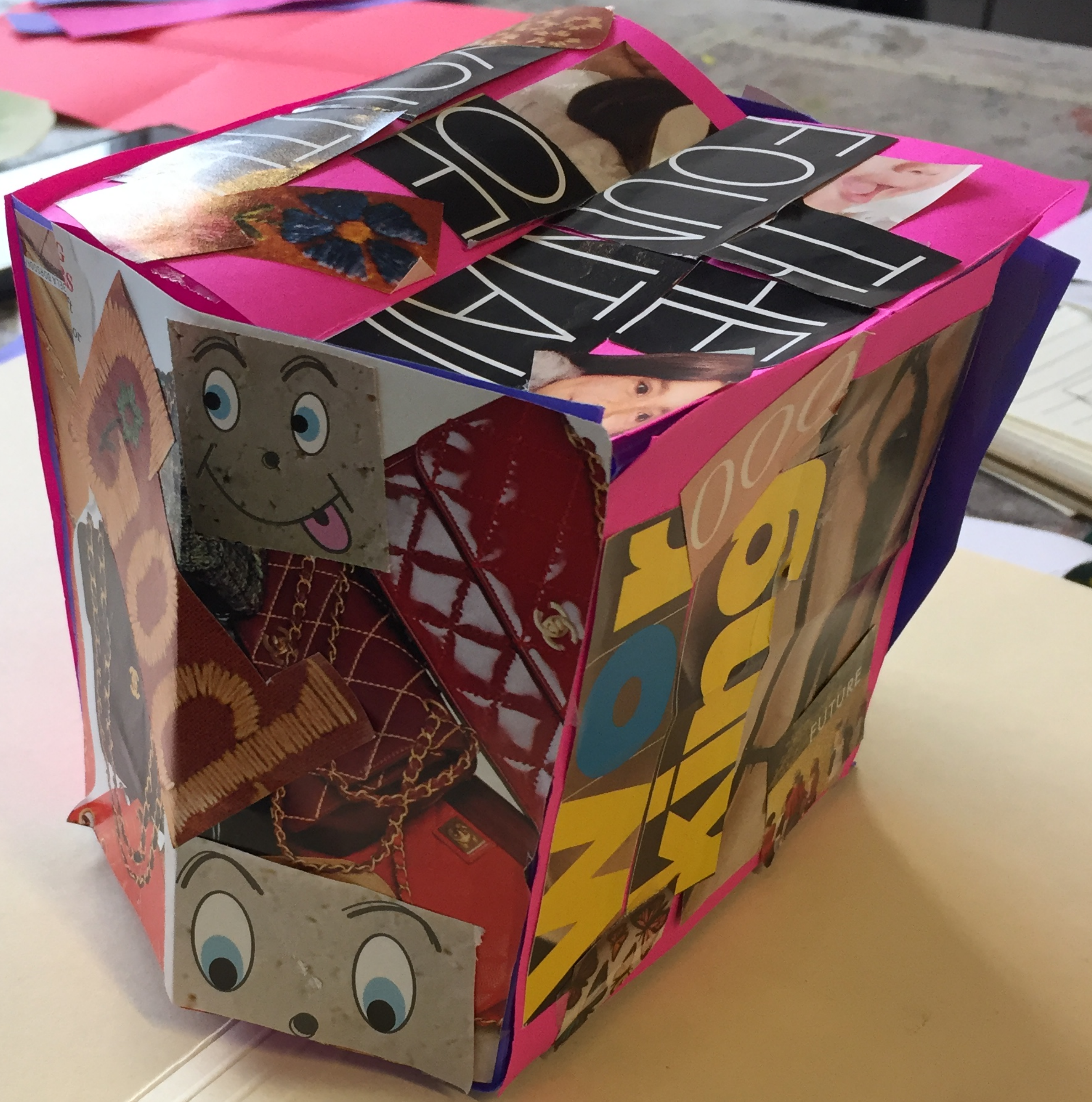


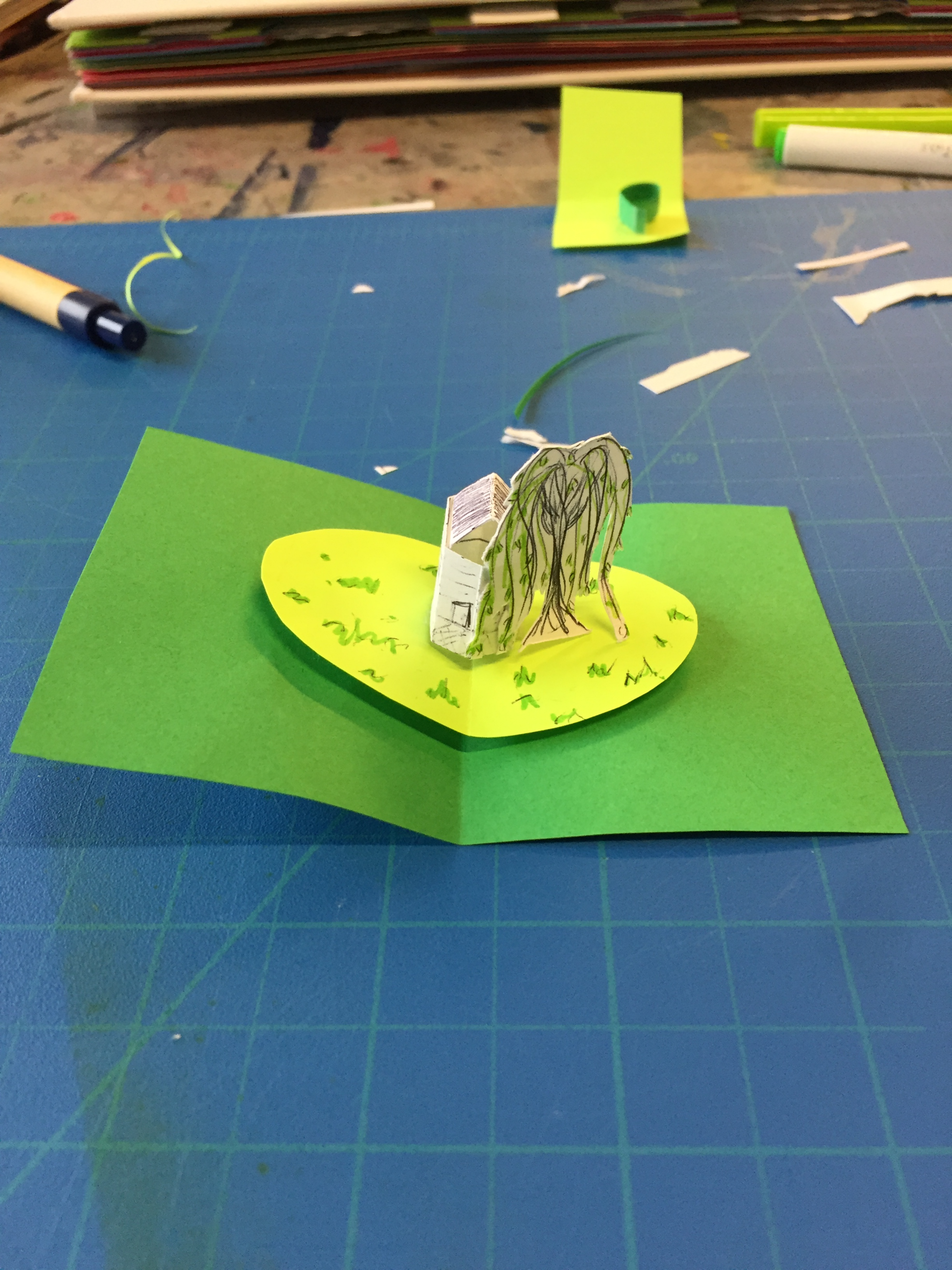
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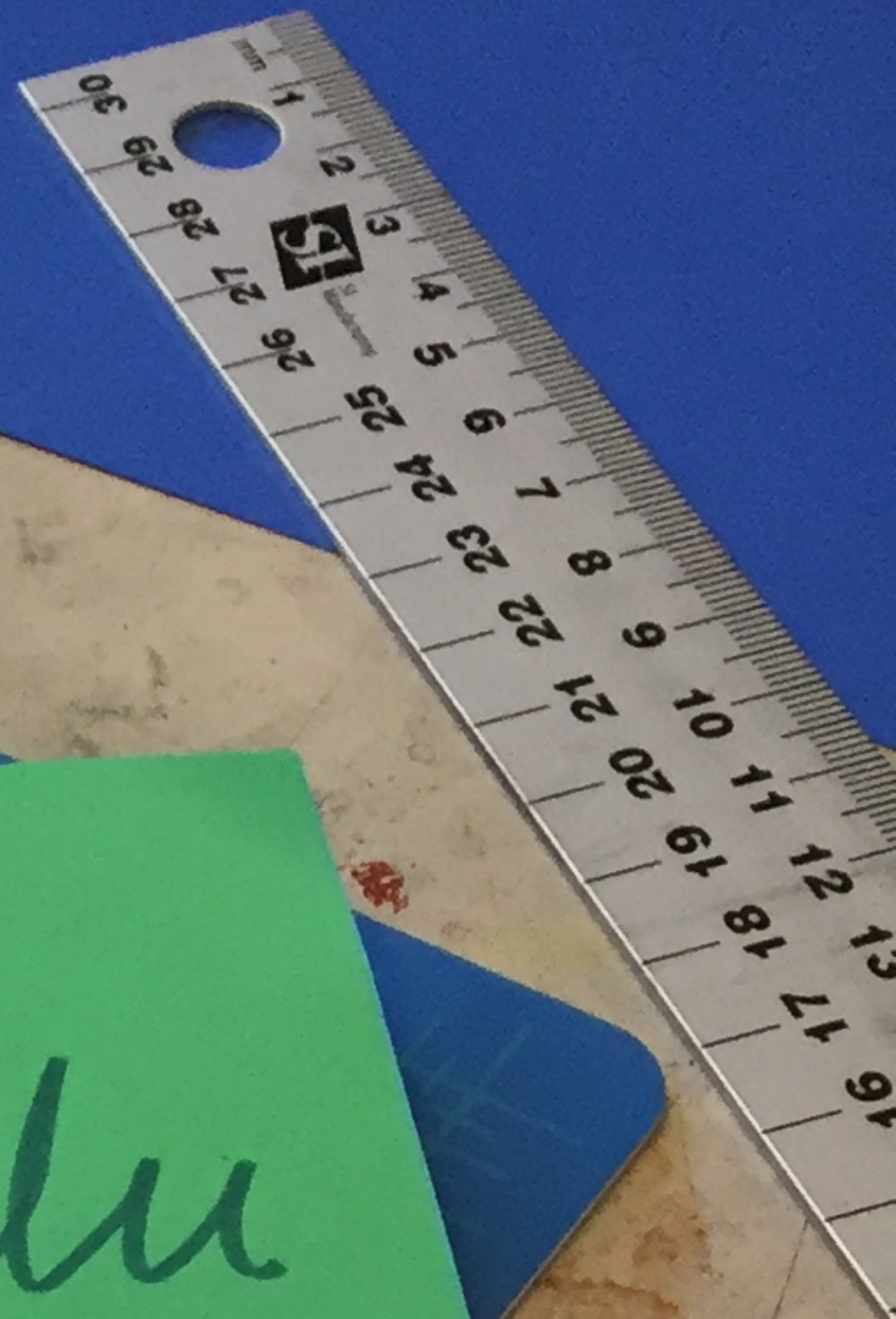
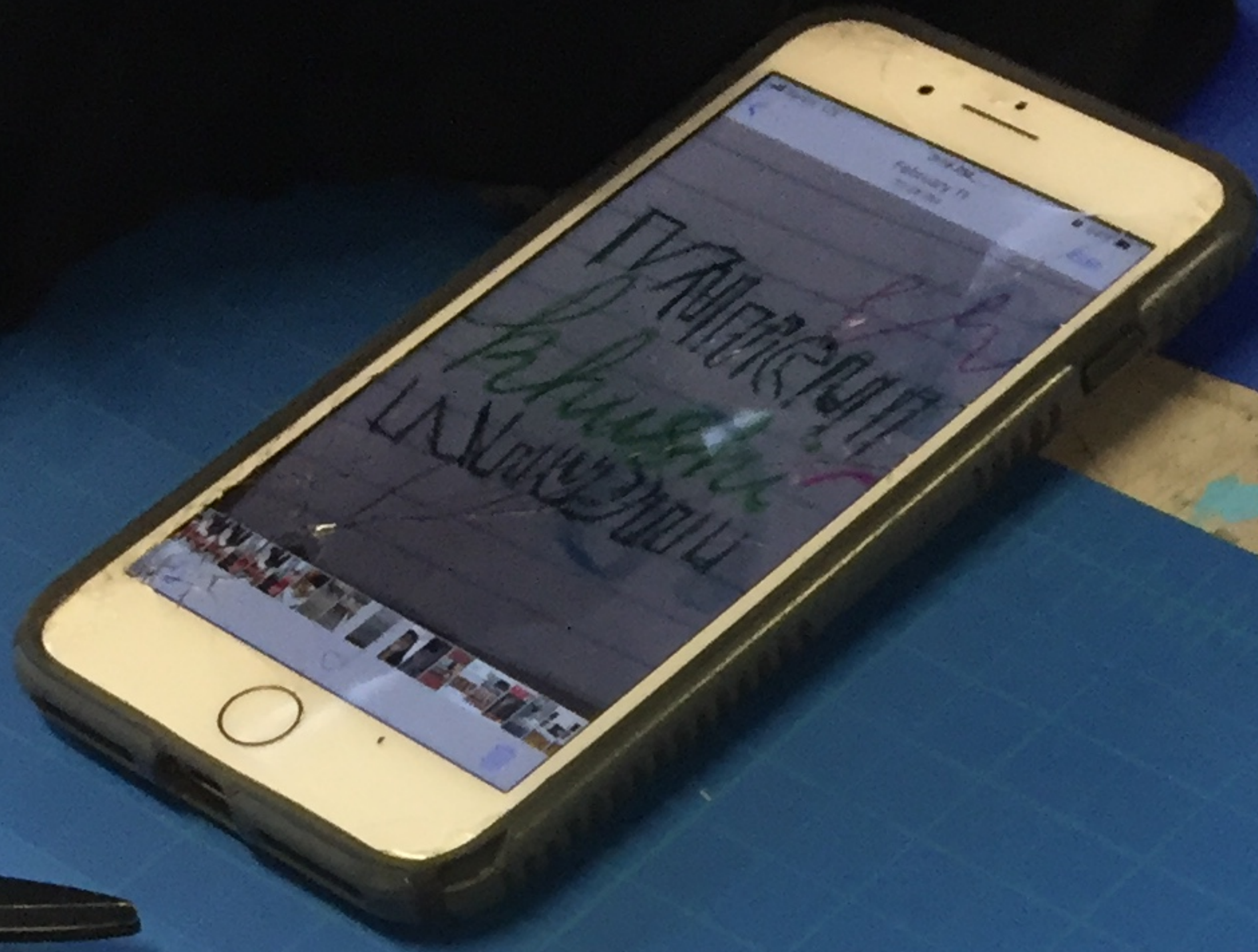












Cheesy Ghost Story

Once there was an abandoned house sitting in the middle of nowhere. The house has long been known to be haunted making it impossible to sell. A rich man from the states agreed to buy it but requested to see the house first. The agent and the rich man entered the house after dinner. The rich man smiled at the creepy atmosphere and spoke, "Come to me, foul spirits!" Then a large voice boomed, "I'm coming down now!" The rich man turned to the agent and spoke, "Great special effects! How do you do that?" The agent answered extremely nervously, "I didn't!" Then a bright light exploded at the top of the stairs and began rolling down the stairs towards them releasing a high-pitched sound. The two men bolted out the door until they stumbled upon a safer place. Not that they realized the head followed them the entire way. The rich man, not really aware of the head, stated, "Later, I don't want that house after all." "Why not?" asked the head. "Just have been the asking price,"

DON'T FORGET ABOUT SMORES!



J'adore faire du camping

Throughout my life, me and my family have enjoyed adventures outside no matter the weather. It has slowly become my most favorite memories. It has come to bond me, Brooke, and my mom. We have also invited friends to come along and have many inside jokes to tell. We have spent the time hiking, kayaking, cooking, and telling many ghost stories. You should come.

