

Flag Fold Book and List Poetry Lesson Plan



Overview

This lesson plan was developed by members of the Bainbridge Island Museum of Art's (BIMA) Curriculum Collaborative, generously funded by an Arts in Education Partnership grant from ArtsWA, the Washington State Arts Commission.

The Curriculum Collaborative paired Kitsap County elementary school educators with BIMA teaching artists to develop arts-integrated lesson plans that augment learning potential embedded in existing Art in Action videos.

The teaching artists, classroom teachers and lesson plans foreground equity, with an emphasis on one or more of the following areas: Spanish dual-language, special education, social emotional learning (SEL), and/or arts integrated curriculum development.

BIMA is grateful to the following Curriculum Collaborative members for their dedication to high quality experiential education for young learners in Kitsap County and beyond.

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The Bainbridge Island Museum of Art acknowledges that the land on which we gather is within the aboriginal territory of the suq'wábš "People of Clear Salt Water" (Suquamish People). Expert fishers, canoe builders, and basket weavers, the suq'wábš live in harmony with the lands and waterways along Washington's Central Salish Sea as they have for thousands of years. Here the suq'wábš live and protect the land and waters of their ancestors for future generations as promised by the Point Elliot Treaty of 1855.

We pay respects to their elders past and present.

Flag Fold Book and List Poetry Lesson Plan

How do people express their ideas, moods, feelings, and beliefs through poetry and visual art?

Students will learn about artist's books and the history of the book, read and analyze "Life Doesn't Frighten Me" by Maya Angelou, and will create their own flag-fold artist's books and list poems. Through this lesson, they will develop skills in verbal and visual storytelling, problem solving, original thinking, and self-expression through bookmaking and poetry.

Standards

Arts

This lesson plan addresses the following Washington State Arts Learning Standards. [For more information or for grade-level specific performance standards, refer to Washington State Learning Standards: The Arts Learning Standards: Visual Arts by Grade Level \(2017\).](#)

Creating	Performing/Presenting/Producing	Connecting
Generate and conceptualize artistic ideas and work (Anchor Standard 1)	Select, analyze, and interpret artistic work for presentation (Anchor Standard 4)	Synthesize and relate knowledge and personal experiences to make art (Anchor Standard 10)
Organize and develop artistic ideas and work (Anchor Standard 2)	Develop and refine artistic techniques and work for presentation (Anchor Standard 5)	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Anchor Standard 11)
Refine and complete artistic work (Anchor Standard 3)	Convey meaning through the presentation of artistic work (Anchor Standard 6)	

Mathematics

This lesson plan addresses the following Washington State Arts Mathematics Learning Standards. For additional grade-specific performance standards, refer to [OSPI](#).

Counting and Cardinality	Measurement and Data	Geometry
K.CC	K.MD 1.MD 2.MD	K.G 1.G 2.G 3.G 4.G

English Language Arts

This lesson plan addresses the following Washington State English Language Arts and Literacy Learning Standards. For grade-specific performance standards, refer to [OSPI](#).

Reading

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Anchor Standard 2)	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Anchor Standard 4)</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Anchor Standard 5)</p> <p>Assess how point of view or purpose shapes the content and style of a text. (Anchor Standard 6)</p>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Anchor Standard 7)

Writing

Text Types and Purposes	Production and Distribution of Writing
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Text Types and Purposes	Production and Distribution of Writing
organization, and analysis of content. (Anchor Standard 2) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Anchor Standard 3)	(Anchor Standard 4) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Anchor Standard 5)

Language

Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition and Use
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when Writing. (Anchor Standard 2)	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Anchor Standard 3)	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (Anchor Standard 5)

Session One: Flag Fold Book

Supplies

- [BIMA Art In Action video](#) and slides
- Legal Size Paper (8.5 x 14 inches) Paper – 1 sheet per student, plus extra to cover any errors
- Cardstock or Other Heavier Colored Paper (8.5 x 11 inches) – 1 sheet per student, plus extra to cover any errors
- Ruler – 1 per student
- Scissors – 1 per student
- Pencil – 1 per student
- Glue Stick – 1 per student
- Spoon or Craft Stick (for creasing folds) – 1 per student
- Colored Pencils or Markers – Small selection for each student
- Optional: [Lesson Plan Slides](#)

Launch – What’s A Book?

Solicit ideas from students

Ask questions

- Is it a book if all the pages are glued together into a big long page? *Show accordion book slide.*
- How about if there’s no writing but just pictures? *Show example slide – Flotsam*
- If it unfolds like a map? *Show example slide.*
- What if you can roll it up? *Show example of scroll – Tales of Genji slide.*
- Does it have to be made out of paper? *Show slide of an illuminated manuscript with parchment and explain that parchment is made from specially prepared animal skins, usually sheep, calves, and goats. It has been used as a writing surface for over 2,000 years.*

We’re going to make a book that is called a “flag fold” book. *Show example slide.*

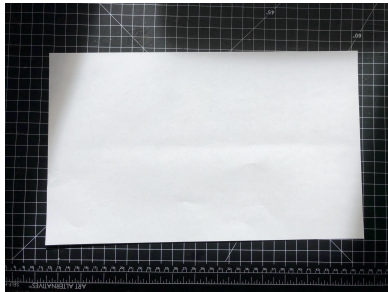
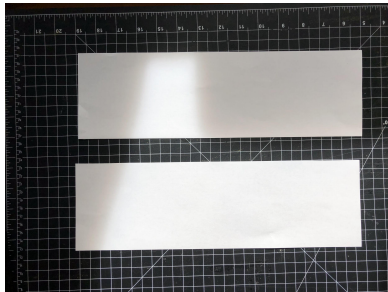
- A flag fold book is kind of like a pop-up book
- It’s a book and a sculpture all in one
- As you open the book, the flags inside move based on how much the book is opened or closed
- It’s fun for a reader because they get a surprise!

Make

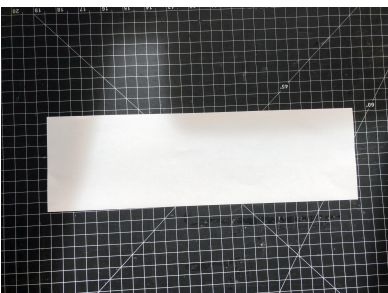
Optional: Watch [Art In Action Video](#)


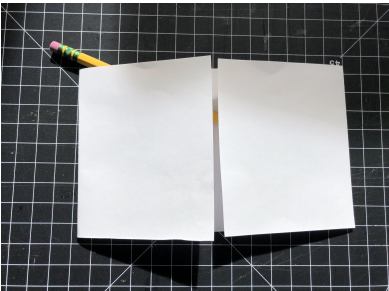
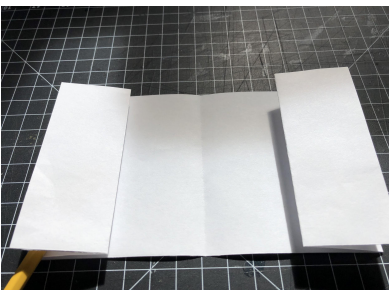
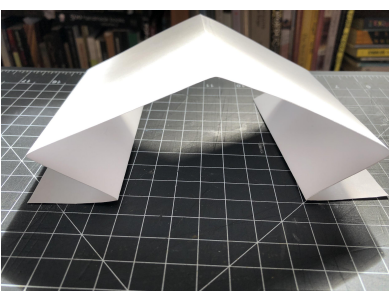
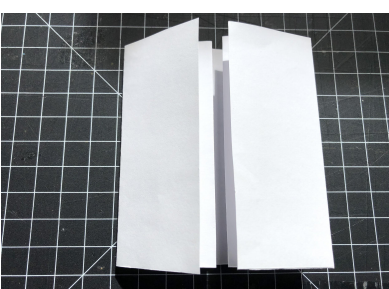
Paper Prep

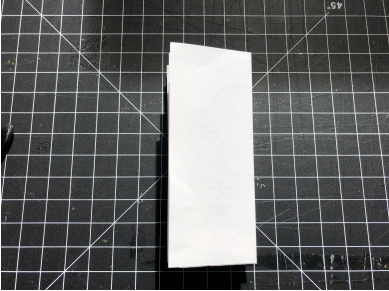
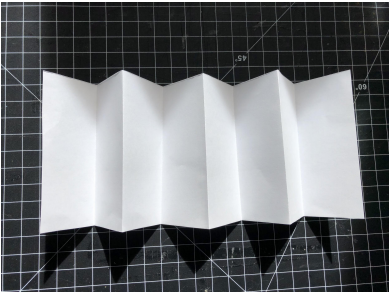
Note: This step could be done in advance of class by adult

1	Make sure paper is horizontal (short sides are on the left and right)	
2	Fold sheet of paper in half, top to bottom	
3	Cut along line to make two sheets of paper	
4	Set one sheet aside	
Formative Assessment Do all students have their paper prepped?		

Spine

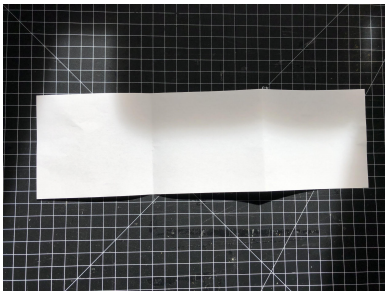
1	Make sure the paper is horizontal – short sides are on the left and right	
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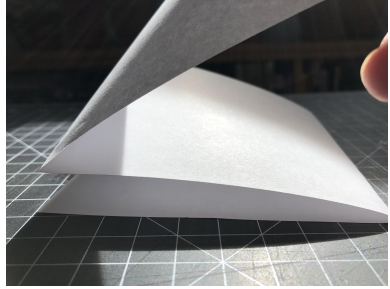
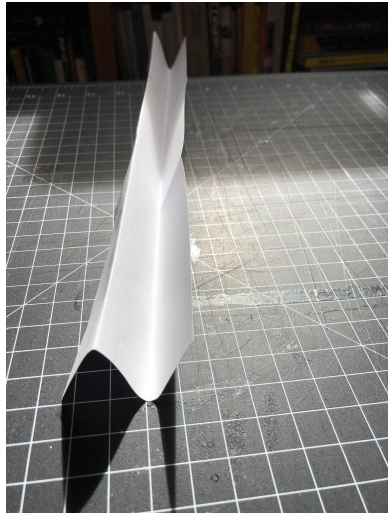
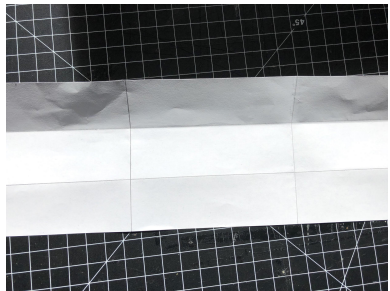
2	Fold in half, left to right (like closing a book). Crease fold with spoon/craft stick.	
3	Open the sheet and fold each edge to the middle fold (like window shutters). Crease.	
4	Fold the edges back out to each side. Crease.	
5	Turn paper over (it will look a little bit like it has "frog legs")	
6	Fold left and right edges to center line. Crease.	

7	Fold in half along center line. Crease.	
8	Open and check that the paper is divided into eight equal sections	
9	Set the spine aside	
Formative Assessment Do all students have a completed spine?		

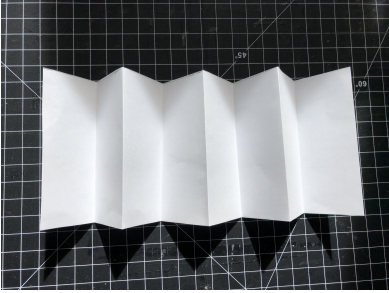
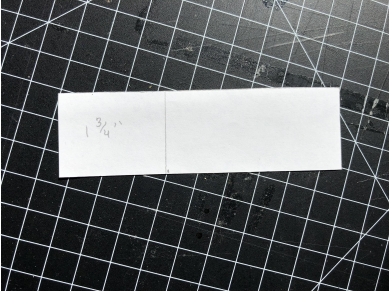
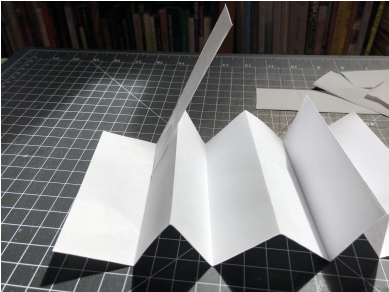
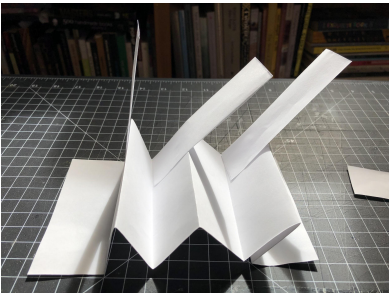
Flag Pages

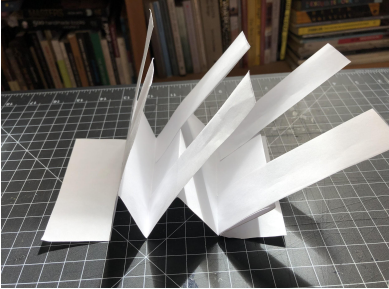
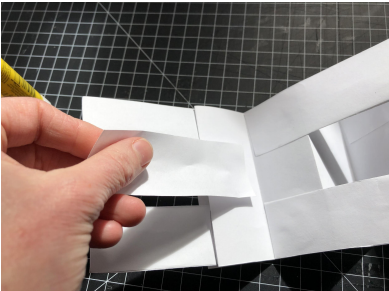
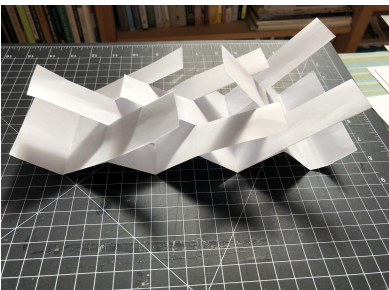
Note: This step could be done in advance of class by adult, especially for younger students

1	Get the other half sheet of paper that they made	
2	This sheet will be divided into 9ths to make the flag pages for the book	

3	Fold paper in thirds vertically (estimate or measure with ruler). For cutting in step 5, it may be helpful if students use rulers to draw pencil lines on the fold lines.	
4	Fold paper in thirds horizontally (estimate or measure). For cutting in step 5, it may be helpful if students use rulers to draw pencil lines on the fold lines.	
5	Cut along all of the lines, making nine equal flag pages	
<p>Formative Assessment</p> <p>Do all students have nine flag pages?</p>		

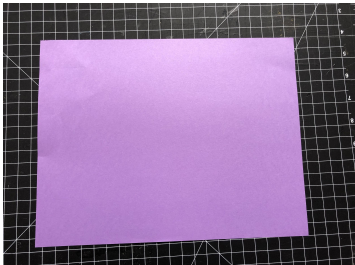
Assembly

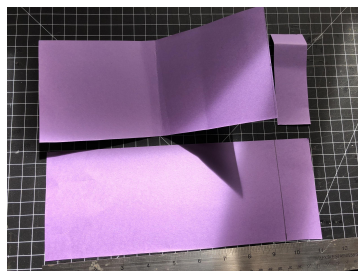


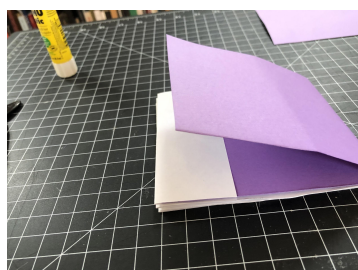
1	Show how the <i>accordion</i> has mountains and valleys. Place the spine page horizontally (sideways), so that the first and last folds are valley folds	
2	On each flag, mark at 1.75 inches. This is where the glue will go.	
3	Take the first flag and put glue on it, using the height mark to show where to put glue	
4	Attach the flag to the top left side of the mountain fold	
5	Repeat steps 3 - 4 on the other two mountain folds at the top	


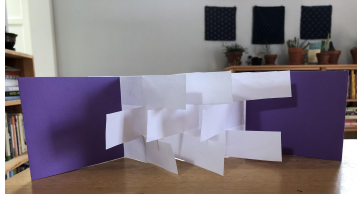
6	Repeat steps 3-4 for the flags at bottom of each mountain	
7	For the middle flags, glue the flags to the right side of each mountain	
8	The nine flags should look like this	
<p>Formative Assessment Do all students have a flag nine flags in their books with the top and bottom flags oriented to the right and the middle flags oriented toward the left?</p>		

Covers

Note: Steps 1 – 3 could be done in advance of class by adult, especially for younger students

1	Fold sheet of 8.5 x 11 inch paper in half horizontally	
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2	Cut along line to make two sheets of paper	
3	Measure 9.5 inches and trim at line	
4	Set one sheet aside	
5	Fold paper in half left to right	
6	Get body of book	
7	Open first accordion fold (<i>the valley fold with no flags attached</i>), apply glue and attach one edge of the cover sheet to it (<i>think of it like starting to make a sandwich</i>)	
8	Close the page, apply glue to the other side of the same fold, and attach the remaining cover edge (<i>sandwich is done</i>)	

9	Repeat steps 7 and 8 with the last accordion to attach the back cover	
10	Completed book	
Formative Assessment: Do all students have a completed flag fold book with covers, nine flags, and pages that move when the book opens and closes?		

Wrap-Up

- Introduce next class – Writing poems for our book
- Clean up – You may want to press the books overnight under something heavy, in which case make sure that students write their names on the book (in pencil)

Session Two: List Poetry

Supplies

- Maya Angelou's "Life Doesn't Frighten Me"
- Completed flag fold books
- Paper – 1 sheet per student (for drafting poem)
- Pencil with eraser – 1 per student
- Colored Pencils or Thin-Tipped Markers – Small selection for each student
- Optional: [Lesson Plan Slides](#)

Launch

Reintroduce – Going to write poems for the flag books students made

Read or watch – Maya Angelou’s “Life Doesn’t Frighten Me” (Maya Angelou reads the poem: <https://www.youtube.com/watch?v=89dLNzEhlz4>, https://www.amazon.com/dp/1556702884/ref=cm_sw_em_r_mt_dp_YC9154NJ92B1SYP4DWFC)

List Poems (Class discussion)

- “Life Doesn’t Frighten Me” by Maya Angelou is an example of a list poem. Ask students if they remember some of the things that she included in her list of things that don’t frighten her.)
- A list poem is a poem that uses a list form. It doesn’t have to have any fixed rhyme or rhythm.
- Lists have been used for thousands of years in different storytelling cultures and traditions, including American Indian/Alaska Native, Norse, and Ancient Greek.
- Ask students for ideas for some sample poem topics. (Some ideas: Things that make me smile, What I’m scared of, Where I’d like to go in a time machine, Ways of being loud/quiet)

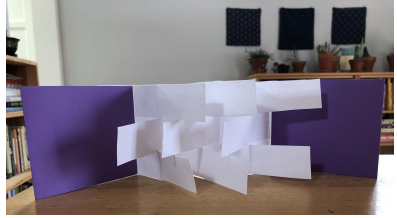
Make

Write Poem

1	Choose a topic for list poem, either from the class list or one you make up
2	The flag book has nine pages, so the poem needs to have nine items on the list
3	Title your poem. The list topic can be a good choice.
Formative Assessment	

Do students have a list with nine items? A poem title?

Transfer Poem To Book

1	Write book in pencil first, then go over work in marker or colored pencil	
2	Test how the book opens and closes for where to put writing. The middle flags open “backwards”	
3	Title of the poem should go on the cover. What other things do you think the cover needs? Author name? A picture?	
4	Summative Assessment: Do students have a completed poetry book with pages that move when the book is opened and closed? What was easy, challenging, fun about this project? Did this project change your ideas about what a book or a poem might be?	

Wrap-Up

- Class Art Walk/Poetry Reading

Additional Resources

Bookmaking and Artists Books

- [Arts, Books, and Creativity](#) – Free, standards-aligned curriculum from the National Museum of Women in the Arts
- [BIMA Art In Action videos](#) featuring bookmaking
[BIMA Artist’s Book Collection](#), including links to Artist’s Books Unshelved videos exploring the collection
- [Bookmaking With Second Graders](#) – Eric Carle Museum
- [Bookmaking With Kids](#) (includes a post about making flag books with kindergarten students)

- [Brooklyn Education Manual](#) (a free and curriculum on bookmaking for kids)
- Biel, J. (2017). *Make a Zine: Start Your Own Underground Publishing Revolution* (3rd ed.). Microcosm Publishing.
- Diehn, G. (2006). *Making Books That Fly, Fold, Wrap, Hide, Pop Up, Twist & Turn: Books for Kids to Make*. Lark Crafts.
- Golden, A. (2022). *Making Handmade Books "100+ Bindings, Structures & Forms"* (5th ed.). Lark Books.
- Pietromarchi, S. B. (2007). *The Book Book: A Journey into Bookmaking* (1st ed.). Tara Books.

List Poetry

- [How To Write A Funny List Poem](#), Ken Nesbett's Poetry 4 Kids
- [Poems That Use List Poems](#), Centre for Literacy In Public Education
- [The Image List](#), Poetry Foundation (for older students)
- Collom, J., & Noethe, S. (2007). *Poetry Everywhere: Teaching poetry Writing in School and in the Community* (2nd ed.). Teachers & Writers Collaborative.
- Fagin, L. (2000). *The List Poem: A Guide to Teaching & Writing Catalog Verse*. Teachers & Writers Collaborative.