

Flag Books



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Flag Books are fancy and fun because...

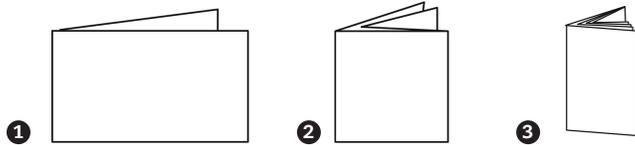
They move—watch those flags fly! When they stand up they make great displays for your art. They can be a group project with each person contributing a flag.



did you know... Not all books look like books. In fact, some books look more like sculptures than they do books. Some books have only words, some books have only pictures, and some have neither words nor pictures. You can check out pictures of books at www.booklyn.org/artists.

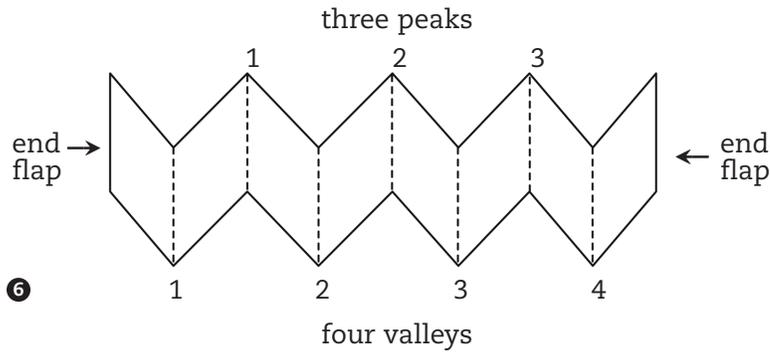
Flag Book

the spine



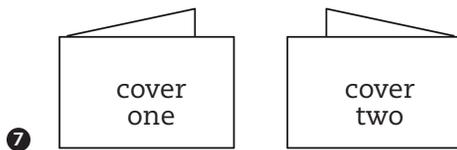
The trickiest part of the flag book is cutting down the paper.

In the spirit of accessible supplies use file folders split along the crease, but any papers the same size will do.

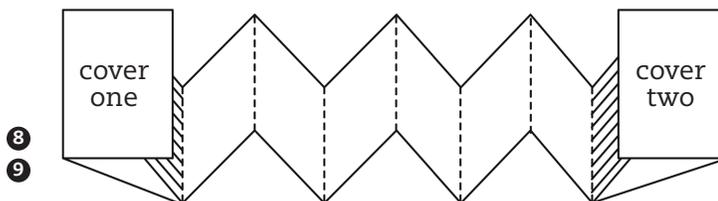


- THE SPINE**
- 1 fold in $\frac{1}{2}$ once
 - 2 fold in $\frac{1}{2}$ twice
 - 3 fold in $\frac{1}{2}$ a third time
 - 4 unfold the paper
 - 5 using the creases you made in steps 1-3 refold the paper into an accordion, back and forth like a fan
 - 6 you will end up with something like this

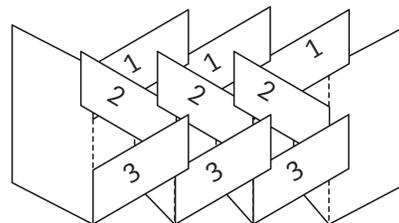
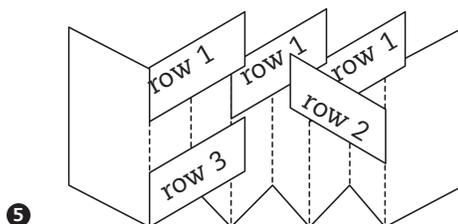
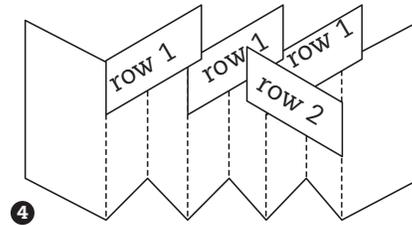
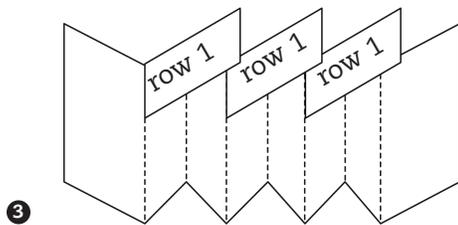
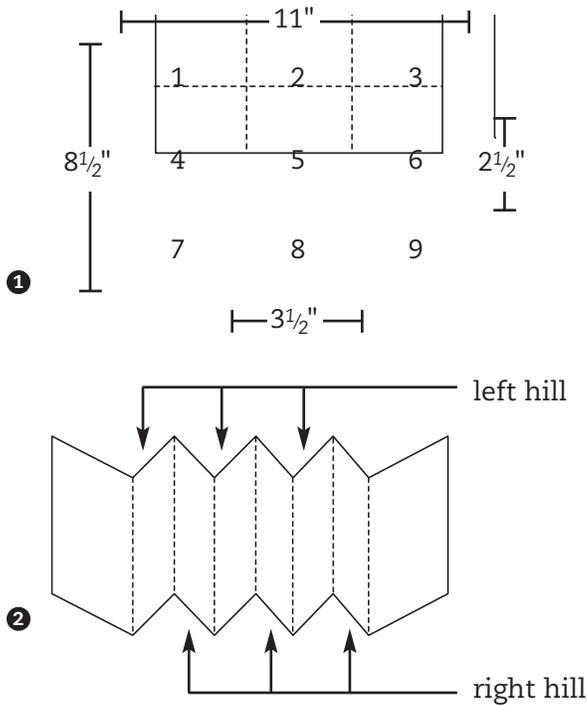
the covers



- THE COVERS**
- 7 fold each cover in $\frac{1}{2}$ once
 - 8 put glue on the end flaps of the spine (both sides)
 - 9 press covers onto each side of the end flaps



the flags



THE FLAGS

- 1 cut the last sheet of paper into 9 equal size flags.
- 2 lay your book flat so that 3 peaks or hills are between the covers.
each peak or hill has a lefthand side and a righthand side.
- 3 glue your row 1 flags on the left side hills at the top of your book.
- 4 glue the row 2 flags on the right side hills below your row 1 flags.
- 5 glue the row 3 flags on the left side hills at the bottom of your book.
- 6 finished flag book

Fun Grammar Book

objective and theme

Students will learn how grammar is the basis of everything they say, read, and write. This assignment takes an often dry subject and creates the possibility for students to express their creativity as they learn the fundamentals of grammar. With this simple assignment, students will create their own sentences demonstrating basic parts of speech. Each flag of their book will contain a different sentence part (subject, verb, prepositional phrase, adverb, etc.). The flag structure will allow them to mix and match (e.g., using the subject of one sentence with the verb from another sentence).

materials

1. thick paper for book; each book requires:
 - 12 flags, each 6" x 2 1/2"
 - 2 covers, each 11" x 12"
 - 1 spine, 11" x 8"
2. glue sticks
3. markers

project

1. This lesson plans calls for 12 flags. Four rows [parts of speech], each with three flags, make a total of 12 flags.
2. Choose four parts of speech, such as subject, verb, prepositional phrase, adverb, direct object, indirect object, etc. Students write three sentences on scrap paper containing each of the four decided-upon parts of speech. The parts of speech in the sentence should always be in the same order: e.g., noun, verb, prepositional phrase, adverb. For example: Lisa [subject] ran [verb] after the bus [prepositional phrase] quickly [adverb].
3. Teacher checks the sentences.
4. Students write each part of the sentence on a flag. For example, *Lisa* [on one flag], *ran* [on one flag], *after the bus* [on one flag], and *quickly* [on one flag]. Repeat this step for all three sentences.
5. Group the flags by the part of speech. For example, group all the nouns together, all the verbs together, all the prepositional phrases together, and all the adverbs together. These groups are the four rows, one for each part of speech.
6. Glue all the *subjects* in the first row, all the *verbs* in the second row, all the *prepositional phrases* in the third row and all the *adverbs* in the fourth row (see page 25).

conclusion

Once finished, the students can see how by moving one flag, they have changed the meaning of the sentence, but the grammatical structure has stayed the same. The students should read aloud some of their sentence combinations, particularly if any of them are funny or ridiculous.

Media Studies

objective and theme

Understanding the world can be hard. Media can help inform our understanding of the world: newspapers, magazines, books, television, radio, Internet. What are the differences between news, entertainment, and advertising? How are these media the same? How is the evening news program different and similar to the Entertainment program called “*Cops*”? What other sources of media are there? What media do you look at the most?

This project is about print media. Choose one topic: a person, a place, or an issue, such as Howard Dean (person), Sri Lanka (place), or the War on Terror (issue). Pick three different print media sources and scour them for your topic. When you find the topic, underline it or highlight it and clip out the article.

Collect nine different pieces from your three news sources and line them up in chronological order. How does your topic change over time? Is there one piece that gives you a good understanding of your topic? Or does it take all nine pieces to have a good understanding? What would happen if you read media from only a single source? Would your understanding be better or worse?

materials

1. 2 letter-size file folders cut in half
2. glue sticks
3. highlighters or colored pencils for underlining
4. scissors

project outline

1. Collect nine media pieces from three different print media sources over a period of a time.
2. Underline your topic words.
3. Clip out 3 1/2" x 2 1/2" of media around the underlined word(s) and paste to the cards.
Note: The clipped piece will be only a fraction of the article.
4. Assemble the covers and spine of the flag book and paste in the cards, using a different row for each media source (see page 25).

conclusion and notes

In the 3 1/2" x 2 1/2" of space around your topic, what other topics appear? Highlight these other topics in a different color. Do these “additional” topics appear in each of the different news sources? How do all these topics relate to one another?