

## ***Make it Pop! Engaging Alabama Stories in 3-D Illustrated Cards***

**Target Grade:** 7<sup>th</sup> (adaptable to all grades)

**Length:** Two or three 45 minute sessions

**Enduring Understanding:** Artworks presented by artists communicate meaning and a record of social, cultural, and political experiences, cultivating appreciation and understanding.

**Essential Question:** How does art help us understand the lives of people of different times, places, and cultures?



**Objective:** In connection with the Bicentennial, students will create a pop-up card about Alabama people, places, or events, with images and text.

**Arts discipline:** Visual Arts

**Alabama Anchor Standard 2:** Organize & develop artistic ideas & work.

**Creating 5** – Apply graphic design strategies to produce a work of art that clearly communicates information or ideas.

**Creating 6** – Reflect on & explain personal artwork in a story about Alabama

**Alabama Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Creating 2** – formulate an artistic investigation & discovery of relevant content for creating art.

**Non-arts discipline:** English language arts, Social Studies, Math

**English Language Arts – 22 (W.7.3)** – write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Social Studies – Citizenship:**

**7.C.9.** – Identify individual and civic responsibilities in the community (identify character traits that are beneficial to individuals and to the republic of the U.S.)

**7.C.10.** – Describe changes in social and economic conditions in the US during the twentieth and twenty-first centuries.

**7.C.11.** – Describe examples of conflict, cooperation, and interdependence of people living in the same community. (i.e. Trace the political and social impact of the modern Civil Rights Movement, from 1954 to the present & Alabama's role).

**Mathematics – Geometry:**

**M.7.12** – Create geometric shapes with given conditions.

**M.7.12.2.** Draw segments of a given length using a ruler.

**M.7.12.3.** Recognize attributes of geometric shapes.

*Lesson plan development and associated workshops are funded in part by the Alabama State Department of Education, the National Endowment for the Arts, the Alabama State Council on the Arts, and the Alabama Department of Archives and History. This lesson plan was developed in 2019 by Donna Pickens and Tara Sartorius in connection with the Alabama Bicentennial Celebration.*

**M. 7.13** – Describe two dimensional figures that result from slicing three dimensional figures

**M.7.13.3.** Recognize the relationship between two and three dimensional figures.

**M.7.13.4.** Recognize symmetry.

**M.7.13.5.** List attributes of three dimensional figures.

**M.7.13.6.** List attributes of two dimensional figures.

**Materials & Supplies:**

- Cardstock and pop-up template, with dotted guide lines for cutting
- Previously written paragraphs about Alabama people, places, or events
- Copy paper or drawing paper
- Images of historical Alabama figures, places, and/or events
- Pencils & erasers
- Scissors
- Elmer's X-Treme glue stick & regular glue sticks
- Colored and patterned paper, printed newspapers, magazines, poems, Alabama maps
- Thin Sharpie markers
- Colored pencils

**Prerequisite knowledge arts:**

- Understand the concept of foreground, middle ground, and background.
- Understand the concept of size variation to create the illusion of depth.
- Understand that a collage is made from cutting and assembling different images to create a new whole.
- Understand that an illustration may be expressed in symbols and words, as well as by drawing and coloring.

**Prerequisite knowledge – non-arts:**

- Introduce people, places, and events in Alabama from the early 1900s (writers, artists, musicians, inventors, etc.) & notable people associated with the modern Civil Rights Movement.
- Choose a person of interest, place, or event associated with Alabama to depict in a story.
- List important ideas, information, attributes, and symbolic associations related to the person, place, or event chosen for the story creation and illustration.
- Write a short story about the person, place, or event chosen. Include a title, beginning, middle, and end for the story.

**Arts vocabulary addressed:** line, color, shape, form, space; proportion, pattern, variety; foreground, middle ground, background; portrait, symbol, collage, illustration

**Non-arts vocabulary addressed:** Alabama Bicentennial (on Dec. 14, 1819, Alabama became the 22<sup>nd</sup> state in the U.S.); notable people, places & events in Alabama history; Modern Civil Rights Movement



## **Introduction:**

Discuss the *Pop-up Stories of Alabama* project in relation to the 2019 Alabama Bicentennial theme (Alabama Stories), sharing knowledge about historical & important people, places, and events in Alabama.

Student artworks from this project are displayed on our website at:

<https://www.alartsalliance.org/student-works-bicentennial-workshops-2019>

## **Sequence of activities:**

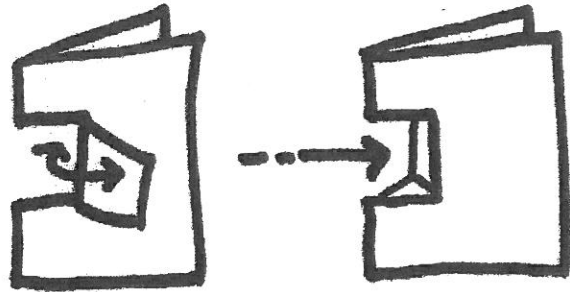
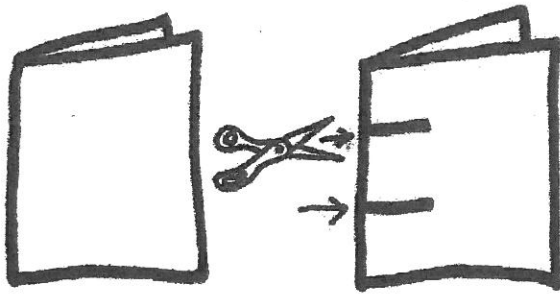
1. Choose a person of interest, a well-known Alabama figure, place or event, and a story (real or imagined about the chosen subject) to depict for the pop-up illustration.
2. List important ideas, information, attributes, and symbolic associations related to the person, place, or event chosen for the story creation and illustration.
3. Write a short story describing the person, place, or event chosen. Make sure your story includes a beginning, middle, and end.
4. Hold the printed template horizontally, so that the dotted lines are in a horizontal direction. Fold the paper in half so that the printed lines are visible on the outside.
5. Starting at the folded edge, cut along the 6 dotted lines, being careful to stop cutting at the vertical mark.
6. Pull each of the 3 cut rectangles forward and then fold each one down, so that a crease is formed at the vertical mark. Repeat this process, folding each one in the other direction, creating a more defined crease line.
7. Unfold the paper and push out each of the 3 cut rectangles, so that they “pop” out.
8. Create three different-sized images, associated with the chosen person, place or event, using the copy or drawing paper. The images need to fit the 3 different sized pop-out rectangles. Images can be created by drawing & coloring, and/or collaging cut-out images from magazines, newspapers, Alabama maps & travel guides and other sources.
9. Glue the 3 images on the pop-up rectangles so that the larger image is nearest the foreground of the folded card, the smallest image is near the background, and the other image is positioned on the remaining pop-up rectangle. Make sure that each image rests flat on the bottom of the card, so that the images stand upright when the card is folded open.
10. Cut out and glue down other shapes to create design elements (flowers, grass, clouds, windows, other design elements) on the foreground and background of the folded card. If desired, glue some of the added elements on tabs, to make them more dimensional.
11. On a 5 ½” x 8 ½” sheet of cardstock, write a short story about the person, place, or event (real or imagined) illustrated on the 3-D card. The story should include a title, beginning, middle, and end.



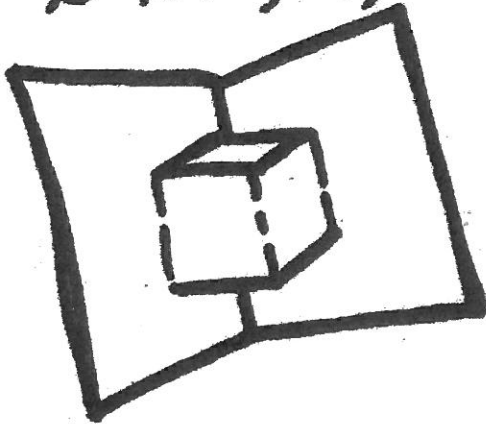
# Two Basic Pop-Ups

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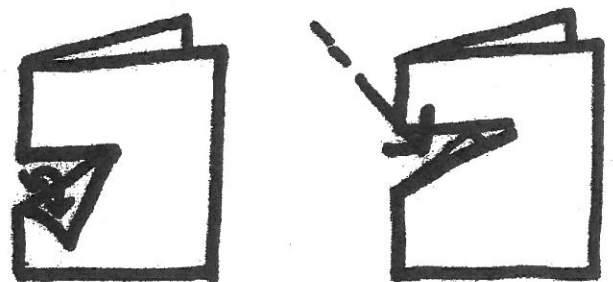
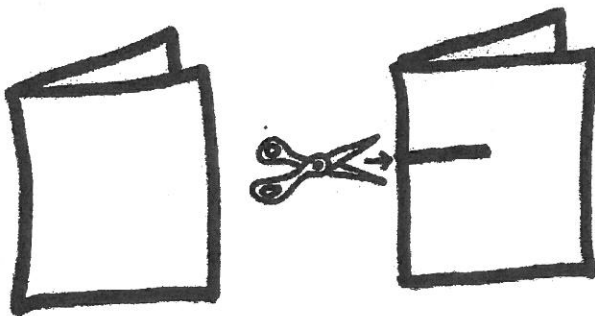
Most pop-ups are made from variations and additions onto the Box and V-Fold.



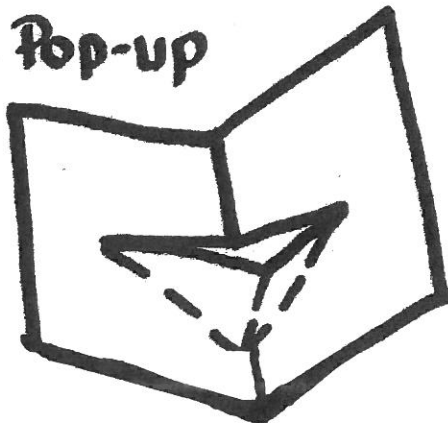
## Box Pop-up



1. Fold a piece of paper in half, making sure that the fold is crisp and sharp.
2. Cut two lines on the fold, like a wide, sideways "eleven".
3. Fold the flap between the cut lines back and forth to make a sharp fold at the base of the "eleven".
4. Push the flap to the inside, between the pages of the folded paper.
5. Open the paper and discover the box pop-up!



## V-Fold Pop-up



1. Fold a piece of paper in half, making sure that the fold is crisp and sharp.
2. Cut one line on the fold.
3. Fold a triangle down from the end of the cut line to somewhere on the fold. Make this into a sharp fold by folding the triangle back and forth.
4. Push the triangle to the inside, between the pages of the folded paper.

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