



EVERGREEN

# Teacher's Corner Lesson Plans

*Helping Teachers and Students Make the Most of  
their Outdoor Classroom*

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## Growing Place-based Books\*†

Hilary Inwood

Grade level: 4

Provincial curriculum links: Ontario

Subject: Visual Arts, Language Arts

Keywords: book-making, found materials

### Description

Students will be asked to pull together what they have learned through a series of science, art and literacy activities into a culminating project. Incorporating science concepts, words, poems, found objects and art images, they will work individually or in pairs to create a book about an outdoor place that they have worked in frequently.

### Curriculum Framework

Topic: Book-making

Strand: Creative Work, Knowledge of Elements, Critical Thinking (Visual Arts); Oral and Visual Communication (Language)

Specific Lesson Goals:

- Visual Arts - Produce two and three-dimensional works of art that communicate thoughts, feelings and ideas for specific purposes and to specific audiences;
- Visual Arts - Solve artistic problems in their art work, using the elements of design specified for this grade;
- Visual Arts - State their preference for a specific artwork chosen from among several on a similar theme, and to defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design
- Language Arts - Create a variety of media works.

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\* This exercise is adapted from *Teaching in the Outdoor Classroom*, Evergreen/TDSB Summer Institute, 2007, 82 pages.

† Submitted by: Hilary Inwood

## Preparation

Preparation Time:

- 15-30 minutes

Length of lesson:

- 60-180 minutes (depending on complexity of books)

Resources required:

The type and amount of resources will depend on the format of book being created.

They might include:

- cartridge or construction paper, Bristol Board, Cardboard
- scissors
- glue stick or white glue, staplers, tape
- drawing tools such as pencils, markers, or pencil crayons
- tempera or acrylic paints
- found materials (feathers, leaves, twigs, etc.)
- reproductions of artists' books about place: Lora Brueck, Marcia Ciro, Sharon McCartney, Susan Kapuscinski Gaylord, Mary Ellen Long

## Procedure

1. Before you begin the class session, decide on whether the class will all make the same book format, or be able to choose their format individually. Prepare one or two examples of the type(s) of books they will be making. Gather the resources together they will need to make the books.
2. Explain to the class that they will be creating an artwork that brings together their memories about their outdoor classroom (be it the schoolyard or local park) into one final work: a book about place. They will be asked to incorporate things they have learned about this place into the book, which will present their special memories about the place in a creative way.
3. Note that artists often create books to bring together words, poems, and pictures to communicate ideas about places that are important to them. Show the class a few examples of books by artists to demonstrate this and provide ideas and inspiration (refer to the names in the Resources section). Discuss some of the techniques and materials the artists use as the examples are viewed. Provide students with an opportunity to state their preference for a book and explain why they like it.

4. Show the examples of books that you have made to the class to demonstrate the formats, materials and techniques they will be using. Provide step-by-step instructions for creating the format(s) they will use. Encourage them to include science, literacy and art work from previous lessons at the site as fodder for the book.
5. Be clear as to the criteria that you will use for their assessment (provide a rubric or checklist for them to refer to.)
6. Give them ample time to create their books. They will need teacher/adult assistance as they work through challenges in communicating their ideas and working with materials and techniques.

## Discussion and Questions

- Places hold many memories for us as humans; they influence the stories we remember about our lives. Do you have a special place you like to be? What is your favourite memory about it?
- Book-making is a time-honoured artform that dates back to 2500 BC. It is a creative way to share stories about places that are special to us by bringing together words and pictures in one accessible format. Do you have a favourite book? What do you like about it? Did you enjoy the process of book-making? (why or why not?)

## Student Assessment and Evaluation

A rubric, checklist or rating scale could be used to assess both the process of book-making (for staying on task, for following instructions on the technique) and the book itself (for completion, inclusion of different materials, use of the elements of design to support the ideas, etc.) Given the amount of time and effort in this culminating project, some form of self-assessment would also be appropriate.

## Enrichment and Extension Activities

- Plan an exhibit of the completed books in the school library to share with others in the school. Leave a comments book for other students and teachers to share their special memories about the outdoor classroom.

## Educator Notes

This is a rich culminating activity that is further developed through the extension activities or linked with the drama/literacy lesson "Stories from the Outdoor Classroom."

## References/Resources

Diehn, Gwen. *Making Books That Fly, Fold, Wrap, Hide, Pop Up, Twist and Turn*. Lark Books, 1998.

Kapuscinski, Susan. [www.Makingbooks.com](http://www.Makingbooks.com) 2004

Golden, Alisa. *Unique Handmade Books*. Sterling Books, 2001.

Johnson, Paul. *Making Books*. Pembroke Pub., 2000.

Lesson Plans for Making Books: San Diego Museum of Art.

<http://www.sdmart.org/education-plans.html#book>