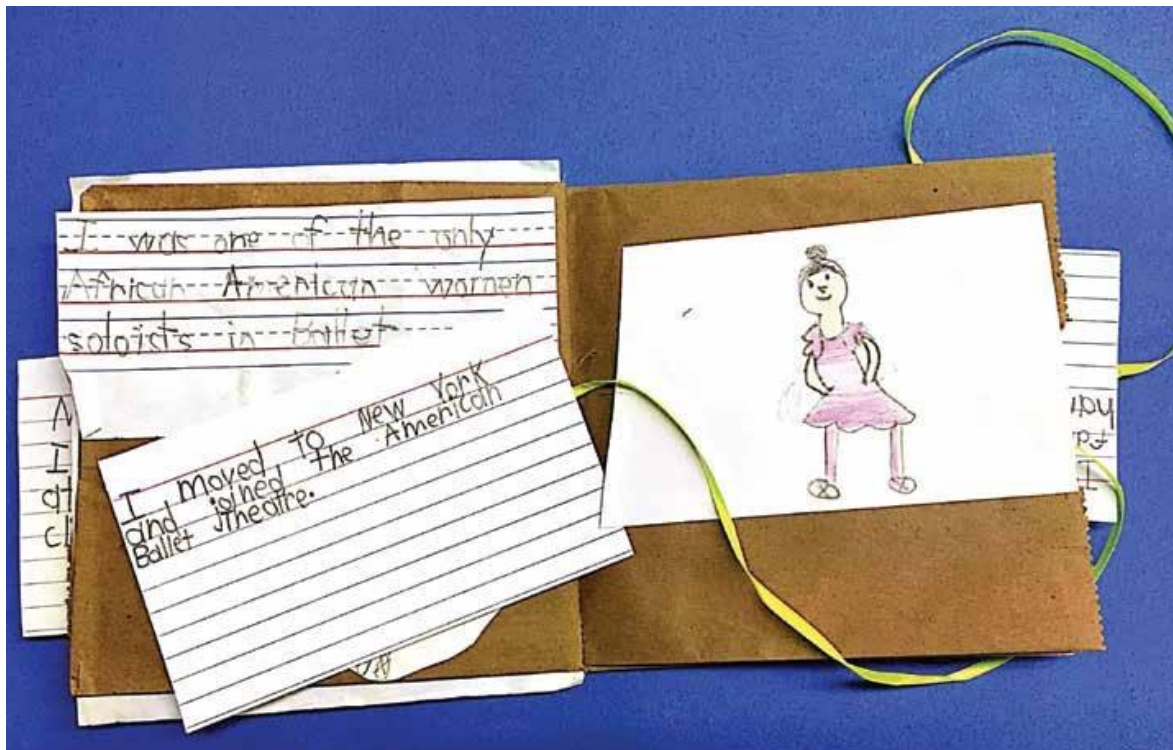


## **Paper Bag Book**

Students independently create a “paper bag booklet.” The work area includes notecards for students who are ready to begin making the paper bag booklet, which will hold their research index cards, illustrations, and writing samples. A fun resource that can be introduced to students at this time is the book, *Marvelous Mattie: How Margaret E. Knight Became an Inventor*, which describes the woman who invented paper bags. This book also follows the theme of adversity, because it describes the struggles of Margaret E. Knight and how her patent was taken by Charles Annan (McCully, 2006). The obstacle of overcoming an adverse situation is discussed again and using this book helps students make a connection to the adversity of their inspiring American as they make their paper bag booklets. For this part of the project, the work area should include note cards, markers, glue sticks, sharpened pencils, crayons, color pencils, ribbon, cardstock and lined paper that has been cut to fit the booklet, and pre-made (sewn) paper bag booklets.

The paper bag booklets are prepared ahead of time using 3 lunch size paper bags that are folded in half in alternating directions so that student have small pockets where they place index cards containing their research. The bags are then sewn down the middle to create a small paper bag booklet. A paper bag booklet could also be completed using staples or brads, instead of thread. Students write their information on research notecards and then draw illustrations of their inspiring person on the book bag. The notecards are stored in the pockets of the paper bag book and ribbons are attached to keep the cards secured to booklet pockets. The notecards can also be placed into the paper bags without ribbons. Each student’s research items are kept in a one gallon bag and labeled with the student’s name. After the information and booklets are complete, students share their knowledge with classmates and then a question and answer session follows.

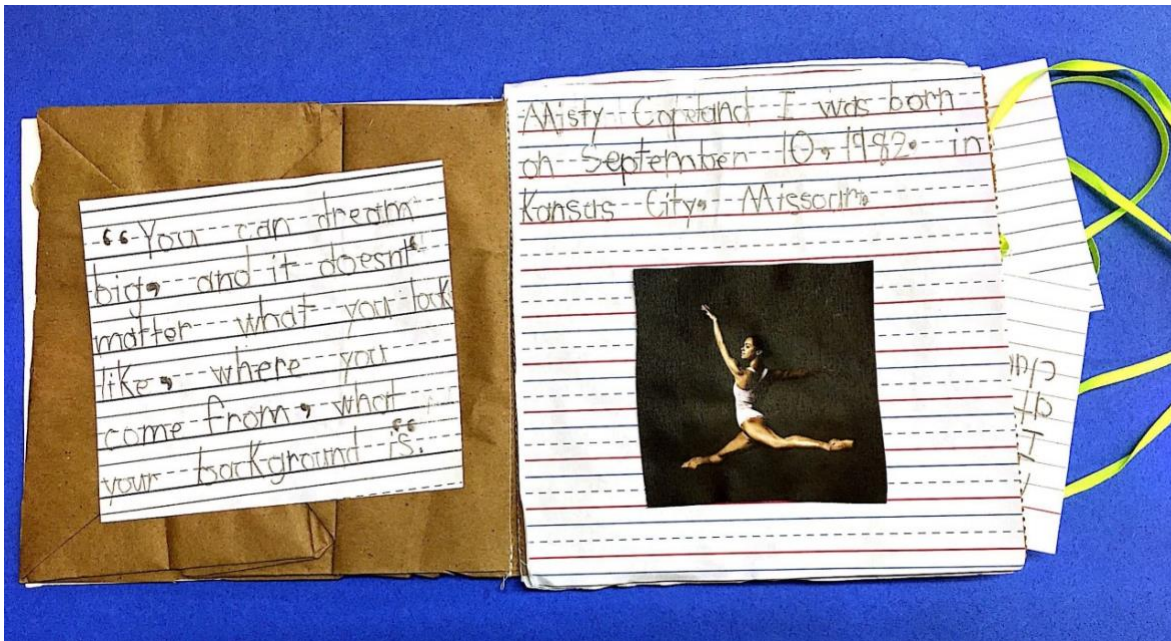
If a student does not know an answer, the question can be researched and the answer can be shared later in the day. The finished work sample booklets are graded using a rubric. These activities prepare the students for the presentation that takes place at the end of the unit. The epistemological dimension of the curriculum is demonstrated when students share what they have learned and explain or justify their knowledge.



Example 1: Paper Bag Book Misty Copeland



Example 2: Paper Bag Book Misty Copeland



Example 3: Paper Bag Book Misty Copeland

## Reference

McCully, E.(2006). *Marvelous Mattie How Margaret E. Knight Became an Inventor*. New York: Farrar Straus Giroux.