Accordion Books, or Concertina Books

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Accordions are fabulous books because...
You need only paper, glue, and scissors.
You can make longer and longer books by adding more accordions.
Great for horizontal images and texts.
They can be viewed page by page or all at once.
Pop-ups and fold-outs add even more dimension.

did you know... Accordions and concertinas are not just books, but musical instruments too.
The accordion and concertina are free reed instruments. The reeds vibrate when a musician pulls and pushes on the ends of the accordion or concertina. Books and music go together!
Accordion Book

fold accordion units (at least 2)

1 take each sheet of paper
2 fold in \( \frac{1}{2} \)
3 fold edges back toward center

connect accordion units

1 fold hinge in \( \frac{1}{2} \)
2 glue sections onto hinge

cover

1 cut a strong piece of card to slightly larger than the book's dimensions, plus spine (the thicker the book contents, the wider the spine)
2 score spine by folding each edge toward the other, minus width of spine
3 glue outside page(s) of the books to inside cover(s)
3-D Fun Options

90-degree pop-up

1. Fold paper in \( \frac{1}{2} \)
2. Cut 2 parallel lines
3. Fold central area back and forth to crease
4. Open folded sheet; push central panel out to create pop-up

Tramlines great for holding thin objects

1. Cut two parallel lines on the page

Pocket basic layout

1. Clip shaded area and fold along lines
2. Glue shaded area to page
Concertina the accordion book

windows

shape of book

add another accordion

pop-up

belts loop

pocket

covers

OPTION A

put glue on edges

thickness of spine

OPTION B

1. cut cover stock, tag board, paper, etc. to size of book page
2. glue long piece of ribbon, yarn, etc. to front or back of book
3. glue covers to front and back of book
The CityScape

objective and theme
In this class students will learn how to manipulate paper through the folding and cutting of a basic accordion pop-up book. Questions to ask about books: What is a book? Why are books important? Who can make a book? How do you make a book? Have you ever made a book? Show examples of pop-up books.

the city
Things to think about: What makes up a city? What shapes do you see when you walk down the street (rectangles = buildings, squares = billboards, circles = stop signs)? How can you make these shapes in your book? How can you make your book look like your neighborhood? What do you see (advertising, cars, people, doors, windows)? What else?

materials
1. 11" x 17" paper (or other paper suitable for books, preferably thicker stock/cover stock)
2. pens, markers, pencils
3. rulers
4. scissors, x-acto knife (for older students)
5. glue stick
6. any scrap paper, cut-outs of images or collage materials

procedure
1. Each student gets a sheet of paper. Discuss shaping book beforehand. The contour of book may be cut now or after it is folded.
2. Fold down paper into an accordion (see page 15).
3. Show basic cuts and folds to class. Talk about peak and valley (see page 15) when discussing fold-outs, etc.
4. Once students have practiced basic cuts and folds with teacher, discuss topic of book (such as: City) further.
5. Have students work on their books.

conclusion and notes
For ease in teaching basic pop-ups provide pre-copied paper with fold and cut lines on them for students to use as practice books.

Reminder: the peak = the fore-edge of the book. If folded here, the fold must go into the book. The valley = the spine of the book. If folded here, the fold will popout, toward the student. Doors, pockets, and windows must be placed on the paper’s flat surface in between the folds.

Young students who only have access to scissors may take more time and may not be able to execute more difficult pop-ups and details that take place in the center of pages, such as windows.

Encourage students to experiment. Some students may find this frustrating at first and may need assistance.

Appropriate time for this class: two class periods. One for the initial folding and pop-up instruction, two for time to complete books.
objective and theme
The goal of this study is to address the interesting and perhaps unusual occurrences within the everyday, familiar environment. Recordable events and thoughts occur in our everyday lives. Documentation can make the typical, the customary, the humdrum events in our lives the stuff of history. The overall purpose behind this book is to explore the fact that a person does not need to visit Asia, tame lions, or attend anthropology seminars to be able to speak about and create history. Great stories exist everywhere and there is no fundamental need to invest an exorbitant amount of time and money in order to access these tales. Rather, an inquisitive mind and an ability to observe are the essential tools that any individual needs for formulating an inquiry and creating a narrative.

materials
1. text paper – size, weight, and color are based on personal interest or intention.
2. cover paper – choose a heavier paper for the cover.
   size should be slightly larger than the text paper.
3. scissors
4. glue stick
5. scrap paper (for the hinge)
6. camera and film – for a more actual/accurate interpretation. (e.g., Polaroid film provides a more immediate response to the subject at hand. The project can be done within the day or even within the hour when using this film.)
7. drawing, painting utensils (The series of events can be recorded in a variety of mediums.)
8. pens and markers
9. tape recorder (A good tool for conducting/transcribing interviews and recalling a series of events.)

preparation and introduction
Investigate common, recognizable surroundings (home, cousin’s home, church, school, work place, supermarket, car, subway, taxi, train, roommate, parent, significant other, sibling). Ask yourself questions about things, places or people you think you already know a lot about. Question their abnormal and/or normal behavior. Then decide which of these matters would contain grounds enough for a cohesive story and/or an intriguing investigation. Before actual construction of book, perhaps have students document event/person with photographs, drawings, samples, and/or interviews. Discuss the ways in which stories unfold and ways to present stories so that they are visually appealing.

procedure
1. Depending on age level and length of class, you may or may not have precut paper.
2. Fold down paper into an accordion (see page 15). Decide how many boxes you need for text and image. Will the book be only text, primarily image, or combination of both?
3. Construction of longer books will need a glue stick, scissors, and/or X-acto knife in order to make the hinge for combining additional folds of paper.
4. Show basic cuts and folds to class. A prior practice session of cuts and folds on a photocopied sheet of paper may prove useful.
5. Using a heavier or more decorative paper, proceed to create a cover. The length and width dimensions of the cover should be $\frac{1}{4}''$ to a $\frac{1}{2}''$ bigger than the folded accordion.

6. Glue the top panel of accordion to the inside flap of the decorative cover.

7. Arrange visuals and text by laying the accordion out flat. *Remember the backside or reverse of the paper.* There are many possibilities for arranging images as well as text when using both sides of the paper.

**Conclusion and Notes**
Discuss with students the purpose behind and meaning of their investigations. Were they surprised/angered/amused by what they saw and/or discovered? Do they now think differently about this person, place, or thing? How have their perspectives changed in relation to their community, home, and/or family? With whom can they share their findings? How can they make better, more extensive studies in the future?
My Favorites

objective and theme
Students will use each panel of the accordion fold to tell about some of their favorite things. In this project, younger students will get a chance to tell the reader a little bit about themselves. The front panel of the accordion will give the student’s name and indicate that what follows is what the student really likes. For instance, the front panel could say, “Claire’s Favorite…” to be followed on each panel by a heading, image, and description. Such as, “Pet: [image of a goldfish] Goldfish.” This project will provide an opportunity for students to think about what they like and realize how these preferences are both different and similar to the preferences of their classmates.

materials
1. paper for accordion book
2. materials for drawing and writing (markers, colored pencils, crayons, etc.)
3. scrap paper for rough draft of favorite things
4. collage material

project
1. The teacher should decide on the categories to be included in the book, alone or with student input (e.g., food, book, place, pet, and/or thing to do).
2. The students then choose their favorite thing for each category and write them on scrap paper, with the teacher checking their spelling.
3. Each student can pick one of their favorites and tell the class why this is their favorite thing in that category.
4. The teacher will have already folded sheets into accordions, or can lead the students through the folding (see page 15). Students will then draw/illustrate the cover and each panel of the book.
5. Toward the end of the day, students can display their books on their desks while they look at their classmates’ work.

conclusion
This lesson plan can be used to strengthen the vocabulary, spelling, and handwriting of young ones. The sharing of their favorite things with other students is an opportunity to develop their appreciation of difference. There is also an opportunity to talk about collage. Describe how images cut out from different materials can be combined and placed over and next to one another to create a very different picture.
Recorded History

objective and theme
This is a way to honor our communities and families by putting our memories and stories into books and to exhibit and talk to our communities and families about our memories and thus tell our history through recorded and oral traditions. Families will make accordion books about their memories and then weave the memories together.

materials
1. 11” x 17” paper – 3 sheets per book
2. 11” x 2” paper or fabric hinges – 4 pieces per book
3. glue
4. markers, paints
5. collage materials: fabric, buttons, ribbons, strings, yarns

critical questions
Where is recorded history kept? Is everyone’s history recorded? Is your history recorded? Is it recorded fairly and accurately? How can you tell if recorded history is fair and accurate? Why does it seem as if there were more men than women in history? Why does it seem that there were more white people than nonwhite people in history? Where were the children during history?

project
ADULTS AND CHILDREN TOGETHER:
Think of memories you have in common with one another, such as trips taken together or significant events in the family: births, trips home to Puerto Rico, or a new apartment. Choose one of these memories and list the names of the people in the memory. Describe where the memory takes place; if there is more than one place or setting, list both. Why is your memory important?

Making the accordion: Fold the three 11” x 17” papers in half, creating two 11” x 8 1/2” sections on each paper. Use the 11” x 2” hinges to create one long accordion with the three 11” papers. You can make the hinges really secure by gluing a hinge on the back and front of the accordion. Fold your long accordion back and forth into a book, re-creasing the new hinges (see page 15).

ADULTS AND CHILDREN SEPARATELY:
Use collage materials to create the people of the memory. Use paints and markers to create the scene of the memory. Have the adult/child pairs work in shifts so that one of the pair is collaging people and the other part of the pair is painting/drawing the scenery on the accordion. Once the scenery is done glue the collaged people on top of the scenery. Don’t forget you have a front and back accordion to work with. Covers of stiff board can be glued to the ends to create covers.

conclusion
We just made a book. We took a memory, an oral story, and put the story down into a book, into a record. Is our work respected when we share it with others? Who will you share your book with? Will you share the memory with all your family, and will you remember the memory long enough to share with your children and grandchildren?