

Research and Websites

Research Process – Staff: please guide your students through this.

1. Select a general topic that interests you in some way – KWL Chart (see binder)
2. List key words to help you look up information about the topic – Brainstorm
3. Get an overview of the topic – look in an encyclopedia, dictionary, etc.
 - Using the general overview, begin to focus the topic.
 - An overview of the topic is important because it will help you to find words to help broaden or narrow your search.
 - In using the term “Liberian clothing”, I couldn’t find much. By using the term “Bassa clothing” (one of the indigenous tribes of Liberia), I was able to find more clothing, art, and articles about Liberia.
4. Research your topic – look in books, magazines, online
5. Take notes - keep track of your sources so others can follow your trail
6. Write what you have learned in your own words
7. Edit and rewrite several times - you can do this or ask someone to help you
8. Complete your finished product

WEBSITES

1. **A to Z Kids Stuff** – Fun education activities
<http://atozkidsstuff.com>
2. **BBC – History for Kids**
www.bbc.co.uk
3. **Britannica for Kids**
<http://www.kids.britannica.com>
4. **CIA World Factbook**
<https://www.cia.gov>
 - Type your country’s name in the search box
 - Select “World Factbook”
5. **Ducksters** – History, geography, biographies, science, etc. for kids.
www.ducksters.com
 - Click on the “Geography” tab or the “Biography” tab
 - Click on the “Geography” tab. (Do not type in the search box on this page)
 - In the “Geography” section, click on “Central American & Caribbean”
 - Scroll down to “Countries of the Caribbean”
 - Select “Puerto Rico”
6. **Fact Monster** - <http://www.factmonster.com/>
 - Each Country Profile provides information on: Geography, Maps, Flag, History, Current ruler, Area Population, Capital, Largest cities, Language, Ethnicity/race, Religion, Literacy rate, Economy, Government
 - Click on “World”
 - Click on “Countries”
 - Select your country

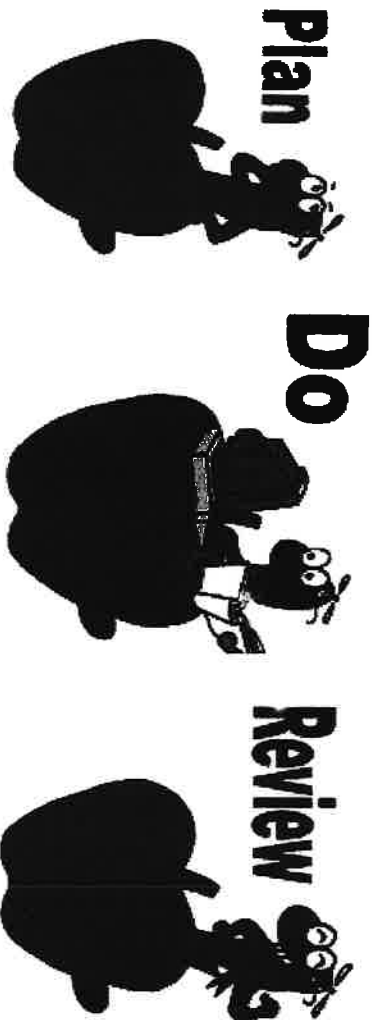
Research and Websites

- You can also find information regarding the children in your country. It contains information on Climate, School, Play, Family, Food, Holidays. Do the following:
 - Click on “People”
 - Click on “People Fun Facts”
 - Select “Kids Around the World”
 - Select your country.
- 7. **History for Kids** – Fun facts and information for kids.
www.historyforkids.net
- 8. **Kidipede** – History and science facts for kids.
www.historyforkids.org
- 9. **National Anthems** - Listen to national anthems and gather background information on over 400 countries.
<http://www.nationalanthems.info/>
 - Type your country's name in the search box
- 10. **National Geographic for Kids**
<http://kids.nationalgeographic.com>
- 11. **Smithsonian National Museum** – View art from different cultures
www.si.edu/exhibitions
 - Type in your country's name in the “Keyword Search” box (on right - hand side of webpage)
- 12. **TIME for Kids** – Kid friendly news from around the world.
<http://www.timeforkids.com/around-the-world>

Puerto Rico

1. **Puerto Rican Folkloric Dance** See pictures of clothing and hear music from Jibaro, Bomba, and Plena cultures.
<http://www.prfdance.org/mission.htm>
2. **Boricua Kids** Learn about the history and customs of the Taino Indian Tribe
<http://www.elboricua.com/BoricuaKidsTainos.html>
3. **Trip Advisor** Learn about the history of the Puerto Rican national anthem and flag
<http://www.topuertorico.org/bori.shtml>
4. **United States Department of Agriculture – Forest Service** Learn about El Yunque National Forest.
<http://www.fs.usda.gov/elyunque/>

Super 3 Research Method for K – 3rd Grade Students



Before sending students off to do research, review the following items:

1. Plan

What am I supposed to do? (Be sure students are clear about the assignment)
What do I need to get the job done?
What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).
I need to ask questions, read, and take notes.
I need to use the information I find to create something.

- Have students submit a rough draft – give feedback
- Help students to edit and rewrite their papers/work

3. Review

Before students turn in their final product, go over the questions listed below. You can help students to self-evaluate by giving them the "I think I'm done! sheet."

Did I do what I was supposed to do?
Am I proud of what I've done?
Is there something else I should do before I say I am done?

The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem. From practice and study, we found that successful information problem-solving encompasses six stages with two sub-stages under each:

1. Task Definition – Identify and Develop Your Topic

- 1.1 Define the information problem
 - Brainstorm, consider purpose and goal, use graphic organizers
 - State your topic idea as a question
- 1.2 Identify information needed
 - Identify the main concepts or keywords in your question

2. Information Seeking Strategies

- 2.1 Determine all possible sources
 - Use encyclopedias and dictionaries from print and online to get an overview of your topic
- 2.2 Select the best sources
 - Evaluate materials especially websites

3. Location and Access

- 3.1 Locate sources (intellectually and physically)
 - Books and textbooks
 - Journals, newspapers, and magazines articles
 - Video and sound recordings
- 3.2 Find information within sources
 - Check bibliographies for additional useful resources

4. Use of Information

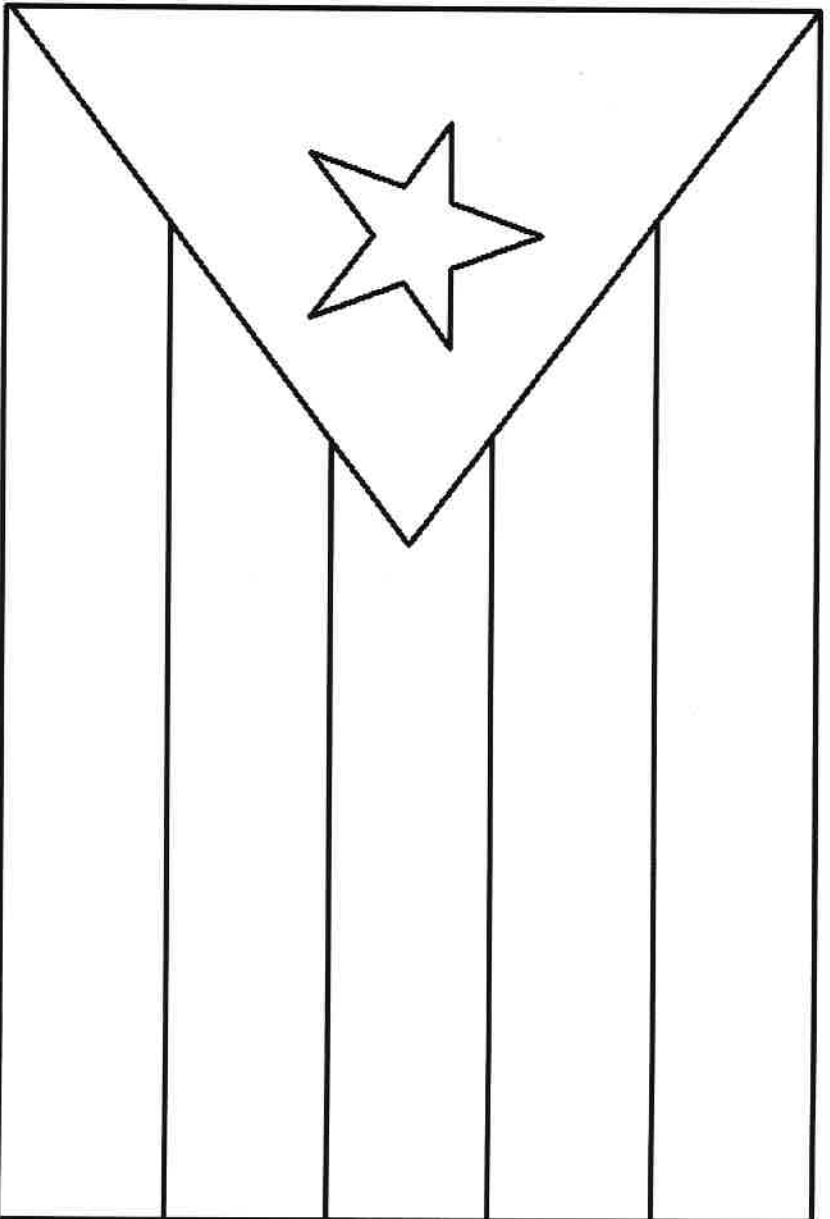
- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information
 - Give credit for materials used
 - See "Citations" worksheet

5. Synthesis

- 5.1 Organize from multiple sources
 - Write a first draft using information
 - Revise and edit – see Editing Checklist
 - Rewrite
- 5.2 Present the information
 - Publish works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, newspapers, brochures, flyers, booklets, or website.

6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)



Puerto Rico

- Red and white stripes with a blue triangle and white star.
- Red symbolizes blood, white symbolizes individual liberty, and the blue symbolizes the sky and waters.
- The three sides of the triangle symbolize the three branches of the republican government
- Adopted in 1952 when Puerto Rico became a commonwealth of the United States.

Flag Handprint Wreath

**You will need:**

- White paper or cardstock
- coloring pens/crayons
- Glue
- A picture or drawing of the flag

Instructions:

Give each child a piece of white card and have them draw and cut out their hand. You can have students make the flag of the country you are studying only, or let each child decorate their card hand with the design of a different flag.

Flag Bunting

**You will need:**

- White paper or cardstock
- coloring pens/crayons
- Glue/tape
- A picture or drawing of the flag
- Ribbon

Instructions:

Cut out the flags. Tape the ribbon along the top end of the flags. Hang your bunting.

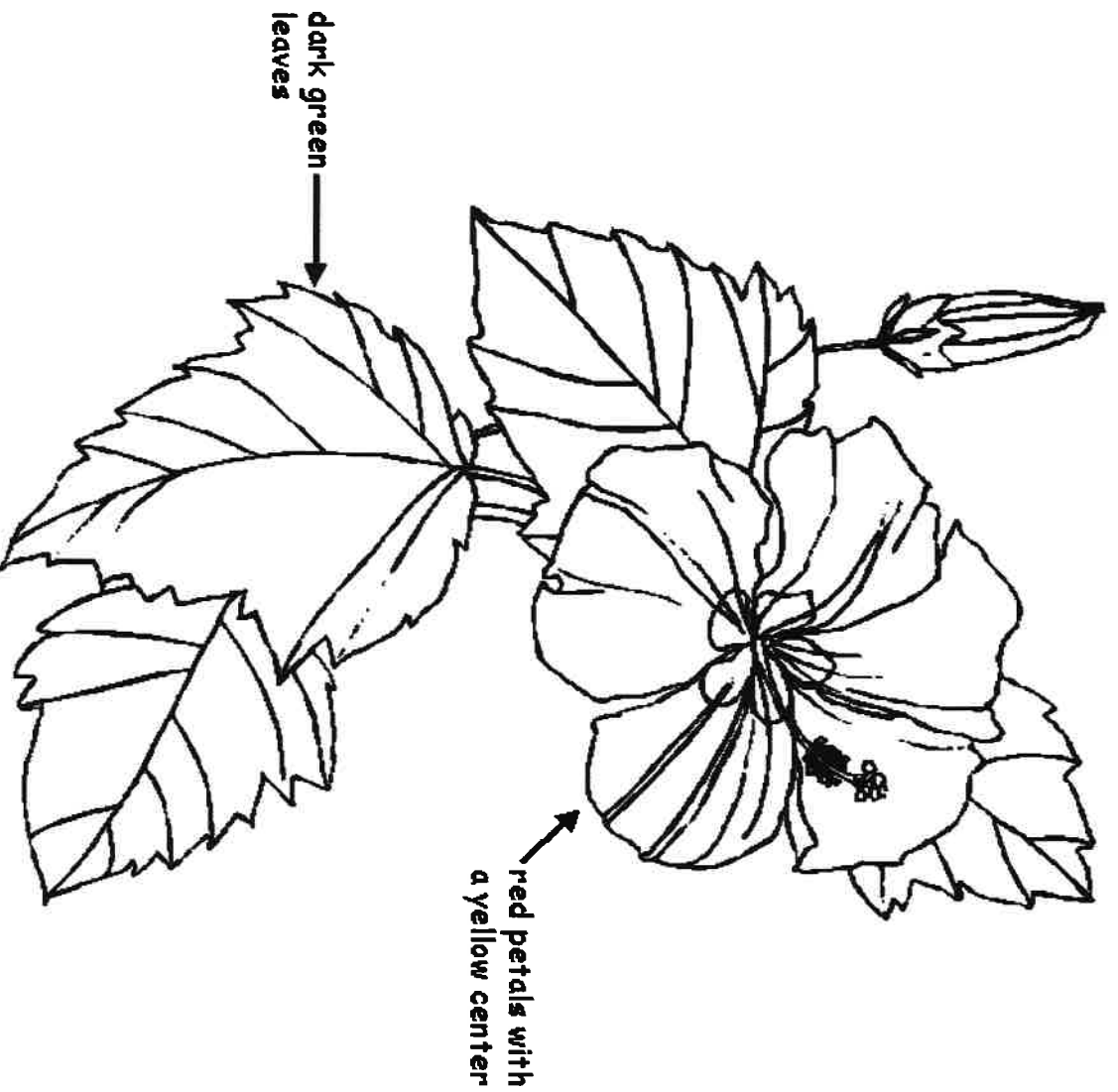
Puerto Rico's National Symbols



FLAG: The red stripes are symbolic of the "*blood*" that nourishes the three branches of its government: Legislative, Executive and Judiciary. The white stripes represent individual liberty and the rights that keep the government in balance. The blue triangle stands for the "*Republican Government*", represented by the three branches, and the white *Lone Star* represents "The *Commonwealth of Puerto Rico*." The flag was adopted in 1952.

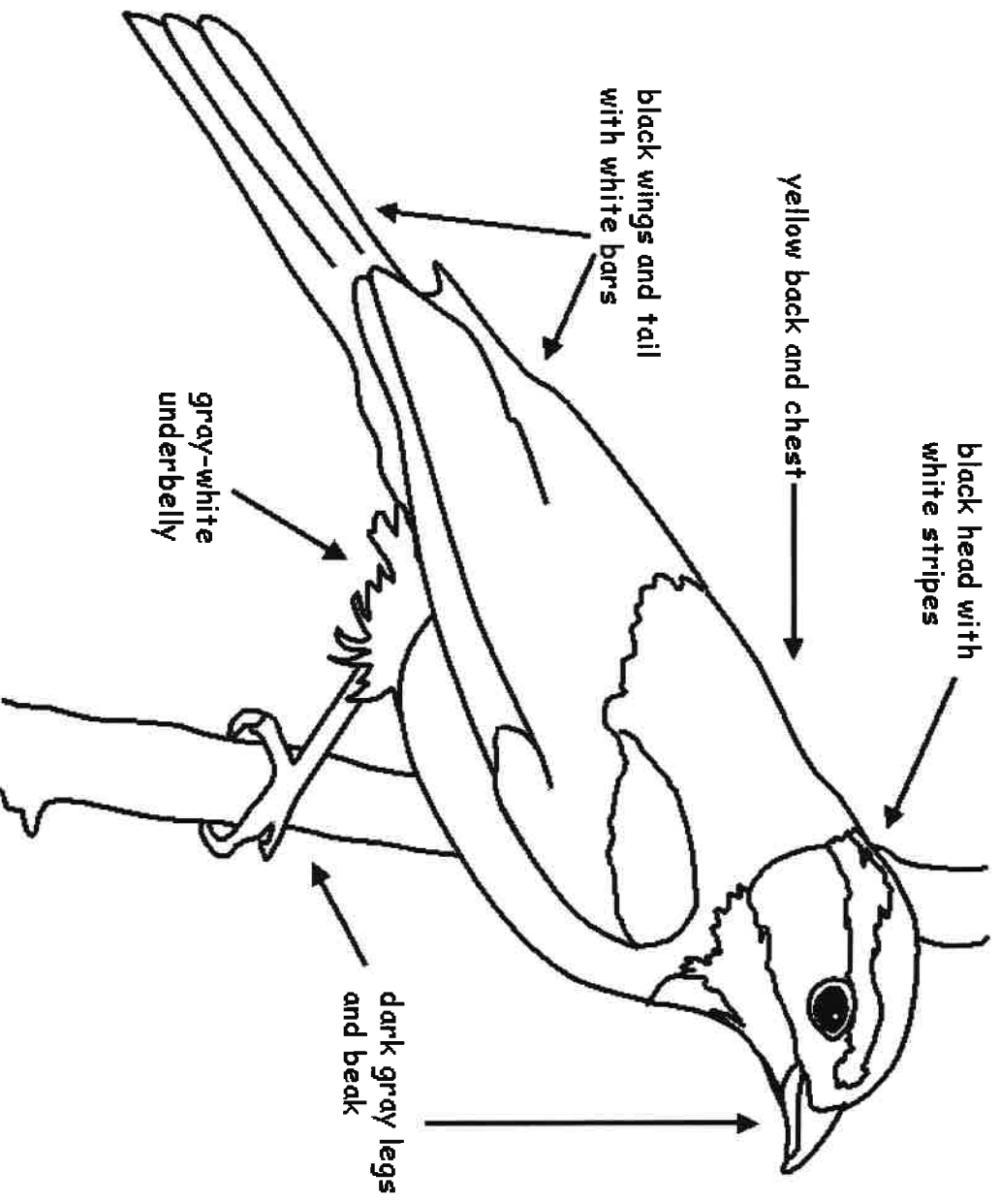
COAT OF ARMS: The green background of the shield represents the vegetation of the island, and the Lamb of God and cross flag are associated with the patron saint of the island - St. John the Baptist. The book the lamb rests upon is symbolic of the Book of Revelations. The shield is bordered by 16 different elements: the castles and lions represent the Kingdom of Castile and Leon, and the cross of Jerusalem for the Kingdom of Jerusalem. To the left of the shield, a golden crowned 'F' represents Ferdinand II of Aragon. To the right, a golden crowned 'Y' represents Ysabel (Isabella I of Castile). Underneath the shield Puerto Rico's motto is displayed in Latin, a quotation from Luke 1:63, which means "John is his name." This refers to St. John the Baptist.





Puerto Rican Hibiscus

- The Hibiscus blooms in a wide variety of colors, but it is the red form - *Montezuma speciosissima* - which is the official flower of Puerto Rico.
- Also known as "flor de maga".
- A beautiful ornamental flowering tree but also valued for its durable timber for fence posts and furniture.



Stripe-headed Tanager

- Formerly called the Stripe-headed Tanager, taxonomists recently split the Stripe-headed Tanager into four separate species, based on differences in calls and in the plumages of both males and females. The Puerto Rican variety is now known as the Puerto Rican Spindalis
- It primarily eats berries and fruits such as figs, blackberries and *Cecropia* fruits, but will consume some aphids and other insects.

Puerto Rico- Facts

System of Government: commonwealth

Independence: none (territory of the US with commonwealth status)

President: Barack H. OBAMA (2009)

Governor: Alejandro GARCIA Padilla (2013)

Total area: 8,569 sq mi (13,791 sq km); **Land:** 5,512 sq mi (8,870 sq km); **Water** 3,058 sq mi (4,921 sq km)



Population (2015 census): 3,598,357 (growth rate -0.6 %); birth rate: 10.86/1,000; infant mortality rate: 7.57/1,000; life expectancy: 79.25 years;

Capital and largest city (): San Juan, 2,463,000

Other large cities: Bayamon, Carolina, Ponce

Monetary unit: US dollar

National name: Commonwealth of Puerto Rico

Nationality: Puerto Rican(s) (US citizens)

Languages: Spanish, English

Ethnicity/race: white 75.8%, black/African American 12.4%, other 8.5% (includes American Indian, Alaskan Native, Native Hawaiian, other Pacific Islander, and others), mixed 3.3% Note: (99% of the population is Latino)

Religions: Roman Catholic 85%, Protestant and other 15%

Independence: none (territory of the US with commonwealth status)

National Holiday: US Independence Day, 4 July (1776); Puerto Rico Constitution Day, 25 July (1952)

National Symbol: Puerto Rican spindalis (bird); coqui (frog)

National Anthem or Song: La Borinquena (The Puerto Rican)

Literacy rate: 93.3 %

Major Industries: pharmaceuticals, electronics, apparel, food products, tourism

Puerto Rico- Facts

Agricultural Products: sugarcane, coffee, pineapples, plantains, bananas; livestock products, chickens

Natural Resources: some copper and nickel; potential for onshore and offshore oil

Major Exports: chemicals, electronics, apparel, canned tuna, rum, beverage concentrates, medical equipment

Major Imports: chemicals, machinery and equipment, clothing, food, fish, petroleum products

National GDP: \$64,840,000,000

Geography

The Caribbean Islands are a region that is considered part of the continent of North America. They are located in the Caribbean Sea to the east of Central America. The largest four Caribbean Islands are Cuba, Hispaniola, Jamaica, and Puerto Rico. The island of Puerto Rico is between the North Atlantic Ocean and the Caribbean Sea. It is southeast of Florida. The Commonwealth of Puerto Rico consists of the island of Puerto Rico plus the nearby islets of Vieques, Culebra, and Mona. Puerto Rico has a mountainous, tropical ecosystem with very little flat land and few mineral resources.

U. S. Quarter



U. S. Half-Dollar



Puerto Rico - History

A Brief History of Puerto Rico

Puerto Rico is a mountainous tropical island directly in the path of trade winds. These tropical conditions account for its tropical rain forest and tropical wet and dry climates. There is little difference from season to season in the energy received by the sun, and being near the equator the length of the day remains fairly constant throughout the year.

Puerto Rico is composed of one large island and several small islands. It is bordered on the north by the Atlantic Ocean, on the east by the Virgin Passage (which separates it from the Virgin Islands), on the South by the Caribbean Sea, and on the west by the Mona Passage (which separates it from the Dominican Republic).

On November 19, 1493 Puerto Rico was discovered by Christopher Columbus on his second voyage to claim lands for the rulers of Spain, King Ferdinand and Queen Isabella.

In 1493 the island was called Borinquen by the Indians who lived there. Columbus named it San Juan Bautista. Later Spanish traders began calling the island Puerto Rico, which means "rich port", and that name stuck.

One of the men who landed in Puerto Rico with Columbus was Juan Ponce de Leon. He was looking for the Fountain of Youth. In 1508 he founded the first Spanish settlement colony in Puerto Rico at a spot near where old San Juan is now located. The ruins are still preserved there.

Due to the close proximity of Puerto Rico and the United States, their association had its roots as early as the end of the eighteenth century. This was when the United States had recently won its independence from England and had a great interest in establishing sources of trade. Trade between Puerto Rico and the United States developed so quickly that the United States soon rivaled Spain in trade importance with the island.

On September 23, 1868 an army of Puerto Ricans proclaimed independence for the island from Spain in what is known as the Grito de Lares, but the army was quickly defeated by Spanish soldiers. In 1897 Puerto Rico was granted autonomy (freedom from external control or influence; independence) by Spain through the Charter of Autonomy, which gave governing power to an island government. However, the Spanish-American War of 1898 hardly gave autonomy time to develop. In July 1898 American troops landed in Puerto Rico, and the United States acquired Puerto Rico through the Treaty of Paris.

Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.

<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#1>>

Puerto Rico - History

The island thus again reverted to colony status now under the military domination of the United States. Military control ended in April 1900 through the enactment of the Foraker Act which established free trade between the island and the United States, and placed Puerto Rico under the American monetary system and tariff provision. In 1917 the Jones Act replaced the Foraker Act, granting American citizenship to Puerto Ricans and providing them with protection under the Bill of Rights.

During the postwar World War II period American economic influence on the island grew tremendously, to the point where the United States essentially controlled the island's economy. In 1947 the American government gave Puerto Rico the right to elect its own governor, Luis Munoz Marin became the first elected governor of Puerto Rico. In 1950 Puerto Rico was authorized by the United States Congress to draft its own constitution. Finally on July 25, 1953, Puerto Rico was transformed from an American territory to a commonwealth, a status it still retains.

Commonwealth status links Puerto Rico to the United States through common citizenship, common defense, common currency, and a common market. However, Puerto Ricans do not pay federal taxes, and are denied voting representation in the U. S. Congress. Almost without exception, the same federal rules and regulations apply to Puerto Rico as a commonwealth as to the States.

Reading #1 Puerto Rico

Puerto Rico is a beautiful island in the Caribbean Sea, only 100 miles long and about 40 miles wide. It was one of many islands formed about 185 million years ago when a great land shift sank some parts of the earth and pushed others upward. Puerto Rico is actually the top of a range of mountains which has been pushed up from the floor of the Atlantic. The island lies on the rim of the Caribbean Sea, 300 miles south of the Tropic of Cancer and about 1000 miles southeast of Miami. It is the eastern most island of the four great Antilles, the other three being Cuba, Jamaica and Hispaniola. The mountain slopes are green and fertile, good for growing coffee, citrus fruits and tobacco. Along the coast are plains. Because of the rich soil washed down from the hills and plenty of rainfall, it is an ideal place for growing sugar cane and pineapples.

Most of the time the climate is sunny and warm. On most of the island the northeast winds keep the weather from getting uncomfortably hot. Rains are sudden and short. The surest sign of winter is the arrival of thousands of tourists who flock the island.

Puerto Rico is a peaceful island. At night one hears the pleasant peeping of the tree frog called *Coqui*. Most of the violence has been caused by nature. The earliest

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Puerto Rico - History

settlers heard the Indians speak of the great wind they called *hurricane*. The natives said that such storms were caused by the evil God *Juracan*. These storms were what we call hurricanes. In Puerto Rico, hurricanes are not given women's names, but are named for the saint's days on which they fall.

The first inhabitants of Puerto Rico were the *Taino* Indians, one of the Arawak peoples who may have come by raft from the South American mainland to the Greater Antilles. They were peaceful and not very energetic. It was these people who gave Puerto Rico the first name we know of. They called the island *Boriquen* which means "Land of the Noble Lord".

Activities

1. Introduce new vocabulary
 - Puerto Rico
 - Island
 - Hurricane
 - Juracan
 - Hurricanes
 - Natives
 - Coqui
 - Tainos
 - Inhabitants
 - Boriquen
2. Locate Puerto Rico on a map. Identify principal cities and boundaries.
 - Have children make a map of Puerto Rico. (Find map activities in this section)
3. Introduce the National Anthem of Puerto Rico "La Borinquen" music by Felix Astol y Artes. Music can be found at <http://www.nationalanthems.info/pr.htm> See "La Borinquen" in this section for lyrics in Spanish and English. Also for listing of websites with various versions of the song.
4. Discuss and display the flag of Puerto Rico. Have students make flags. (Found in this section)

Research and Study

- See "Research and Websites" page at the beginning of this section for ideas on the research process.
- Have students look in encyclopedias and books
- Allow students to do research on the computer. See "Research and Websites" page at the beginning of this section for websites or help students to find appropriate websites

Reading #2 Christopher Columbus

Puerto Rico was discovered by Christopher Columbus, on November 19, 1493. This was his second *voyage* to claim lands for the rulers of Spain, Ferdinand and Isabella.

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<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#I>>

Puerto Rico - History

When Columbus discovered Puerto Rico he had many more ships and men with him than he had on his first voyage in 1492 when he first discovered America. He had a force of 12,000 men and seventeen ships. There were sailors, *noblemen* from Spain, priests, farmers and *artisans*.

Columbus's ship *anchored* near San Juan Bautista for two days. Many men went ashore to *explore* the island. The Spaniards found no people, but discovered a Taino village. The Tainos had hidden when they saw the strangers approaching.

While the Spaniards were at San Juan Bautista they gathered supplies. They got fresh water, caught many kinds of fish and gathered *tropical* fruits. They then sailed to Hispaniola. The Tainos came out from hiding and went about their usual tasks.

Every year on November 19, many towns and cities on the west coast of Puerto Rico celebrate the landing of Columbus on that date in 1493. Each community claims to be the spot where the landing took place. Since no one is really sure, everyone celebrates happily. There are speeches, parades and floats. Children dress as Indians and welcome a citizen dressed as Columbus as he steps from a boat that is rigged like the *original*.

Activities

1. Introduce new vocabulary
 - Voyage
 - Noblemen
 - Artisans
 - Anchored
 - Tropical
 - Celebrations
 - San Juan Bautista
 - Explore
 - Community
 - Original
2. Develop a time line to be continued throughout this unit. (Find a template in this section)
 - 1492 Christopher Columbus' first voyage
 - 1493 Christopher Columbus' second voyage
3. Check "Culminating Activities" in this binder and begin planning for this.
4. Check for other activities in this binder.

Reading #3 The Taino Indians

When Puerto Rico was discovered it was inhabited by the Taino and Carib Indian *tribes*. The Tainos were peaceful people, but the Caribs were warlike *cannibals* who originally came from the *jungles* of South America.

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<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - History

The Tainos were short and muscular with straight black hair and copper-colored skin. The men wore *loin cloths* and married women wore a *magu*, which was like a skirt. They painted their bodies with designs in bright colors. Their paints were made from plants and soils. They wore necklaces and bracelets made from seashells, clay stones, gold and animal teeth.

They lived in small villages near the coast and around the river banks, in order to have fresh water for drinking, bathing and cooking. The Tainos built round thatch huts, called *bohios*. They were made from bamboo and tree branches tied together; grass was woven into them and they were packed with mud. There was one great house where the chief (*Cacique*) lived called the *caney*. This house stood at one end of the village and the other houses were around the outer edge. In the center of the village was a large open space called a *plaza*, which was used for games, dances and religious ceremonies.

The Tainos slept and rested on cotton nets from the ceiling called *hamacas*, which today we call *hammocks*. The Tainos lived in different tribes. Each tribe had its own chief or *Cacique*. The men who ruled over all the tribes was the Supreme Cacique.

In the village each tribe had men who carved stones and wood in the shapes of men, women, animals, birds, flowers and geometric shapes. These objects were called *Cemis*. They had faces carved on them and sometimes were decorated with gold. The Tainos believed the Cemís were like gods, able to help the crops grow or protect them from evil.

There was also a priest called a *buhiti* in the village. He remembered the Taino history and told stories of famous Cacique and warriors and of important historical events. It was his duty to make peace with Gods such as the Supreme Being *Yuquiyu* and the evil *Junacan*. The buhiti was the priest, doctor and teacher of the village.

Hunting, fishing and farming provided the Taino with food. The Taino built their own homes and made their own tools and furniture. Everyone in a Taino family had work to do. Work was important to the Tainos, but they found time to play. They also enjoyed music. Their *drums* were hollowed tree trunks that they hit with sticks. They made another kind of sound by shaking hollow gourds called *maracas*. The guiro was another Taino rhythm instrument made from the marimbo gourd. Musicians around the world still use these instruments. (See section 4 for pictures of instruments)

The Tainos emphasized dance and music in celebration of the major events in their lives (marriage, birth, death, harvest, storms, etc.). Although music and games were

Puerto Rico - History

important to the Taino, little is known about the actual nature of the music due to the lack of written language and musical notation.

The Taino Indians liked gold for its beauty, but they only used it to make jewelry. To the Spaniards gold was very valuable, and the Tainos helped Ponce de Leon and his men search for the gold they wanted.

Later Ponce de Leon went back to Hispaniola. He returned to San Juan in 1509, bringing more settlers and their families. He was named governor by the King of Spain. The Spaniards decided to take over the island because of the gold in its rivers and mines. They did not ask permission of the Tainos, nor did they treat them as people who had been kind to them; instead they treated the Tainos as slaves. The Tainos were once free, but now they were forced to work for the Spaniards whether they liked it or not.

Activities

1. Introduce new vocabulary
 - Cannibals
 - Tribes
 - Jungles
 - Loin cloths
 - Nagua
 - Bohios
 - Cacique
 - Caney
 - Hamacas
 - Hammocks
 - Cemís
 - Buhiti
 - Yuguíyu
 - Junacan
 - Gourds
 - Maracas
 - guiro
2. Discuss the contributions to Puerto Rican culture made by the Taino Indians.
3. Have students design a Taino village. (See section 4 for pictures)
4. Have students draw or color pictures of Taino Indians (See section)
5. Have students make jewelry similar to that worn by the Taino Indians or make a Guanín. (see section)
6. Have students do Petroglyph activities (See section
7. Continue preparing for your Culminating Activity (See binder)

Research and Study

- Have students read more about Taino and Carib Indians. Compare the Taino and Carib Indians
- Discuss the carvings of the Taino Indians called Cemís. Have students read more about the Cemís. Students may draw or use clay to make models.

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<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - History

- The Indians were polytheistic. Discuss and write about the beliefs of many gods. Their main two gods were Yukiyu, symbol of goodness, and Juracan, the god of evil. They also believed in minor gods who protected their homes, whom they called Cemies.
- Learn more about hurricanes. Discuss why we give hurricanes women's names, whereas in Puerto Rico hurricanes are named for the saint's days on which they fall.
- Discuss words that have been incorporated into the Spanish language and character traits from the Indians, such as bohios (Indian House), hamaca (hammock) and words related to the tropical flora (flowers) and fauna (animals).

Reading #4 Juan Ponce de Leon

One of the men who landed in Puerto Rico with Columbus was Juan Ponce de Leon. In 1509, he returned to build the first European settlement in the Taino homeland.

When Ponce de Leon reached the island, he met the Supreme Cacique, the most important chief of the Tainos. The Supreme Cacique had never seen white men before. He didn't understand their language. They were a different kind of people who wore different type of clothing and carried steel swords and rifles.

Although they were different, the Tainos were friendly to the visitors. They helped the Spaniards look for a good place to live. Ponce de Leon admired a natural harbor that he found on the north coast of the island. He called it Puerto Rico, meaning "rich port". Years later the whole island was to be known by this name, and the port would be called San Juan. Slightly to the north and east of this harbor, the Spaniards began their first town, Caparra.

Activities

1. Continue to make a time line. 1509 The first European settlement "Town of Caparra".
2. Discuss the different names for Puerto Rico, beginning with Borinquen, San Juan Bautista and finally Puerto Rico.
3. Discuss the relationship between the Taino Indians and the Spaniards.

Reading #5 The Spaniards and the Tainos

The Tainos no longer lived in the "Land of the Noble Lord". They lived in San Juan Bautista, land of the Spanish conquerors. They were forced to work long hours, under terrible working conditions, in gold mines and fields. The Spaniards enforced laws on the Indians, broke up tribes and separated families.

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<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - History

The Tainos were afraid of the Spaniards. They were reluctant to fight back because they believed that the Spaniards were like Gods and that they made a pledge of friendship to them. When the Tainos finally decided to fight back, they realized that the Spaniards were like human beings and they could be killed

Many Indians fled in their canoes to other islands, or hid in the mountains. Those who did not escape were treated like slaves. Other Tainos chose death over slavery. They killed their families and then themselves. While many of them were dying out, the number of foreigners in Puerto Rico was increasing. Many young Spaniards continued to come to the island hoping to become rich overnight. They expected to find gold on the ground and in the streams.

The *newcomers* soon discovered that they had to dig deep for the gold. The weather was very hot, and the men soon grew tired. Many of them got sick. Some even died from tropical diseases. They soon discovered that Puerto Rico had little gold. The lack of gold made Puerto Rico less important to Spain.

The country folk of Puerto Rico were called the *Jibaros*. During the early days of Spanish *colonization* of the island they were the *colonists* who were given land in the interior. The Jibaros were a group of people who lived in *isolation* and had a simple way of life.

The Spaniards on the island soon began to look for other ways to make a living. Many of them became farmers. It was the Indians who taught them how to grow corn, *yucca*, sweet potatoes, *yams*, pineapples, and peanuts. They picked island fruits such as the *maney*, the *guanabana* and the *quenepa*. The Spaniards experimented with different kinds of crops. They bought in new plants: coconuts, bananas, *guavas*, *papayas* which grew well in Puerto Rico's climate. Coffee was very successful, but *sugar cane* became Puerto Rico's principal source of *trade*, on which the Spaniards counted mainly to make money.

Activities

1. Introduce new vocabulary.

- | | |
|--------------|----------------|
| • Yucca | • Coffee |
| • Yams | • Jibaro |
| • Guanabana | • Slavery |
| • Quenepa | • Foreigners |
| • Guavas | • Trade |
| • Papayas | • Maney |
| • Sugar cane | • Colonization |

Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.
<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico - History

- Isolation
 - Interior
 - Colonists
 - Newcomers
- Discuss the reasons for conflicts which arose between the Spaniards and the Taino Indians.
 - Have students develop a Recipe Book. Such as: paella, chicken with rice, gazpacho, pasteles, sancocho, monfongo, alcapurria, bacalito, etc. (See section 4)
 - Discuss the contributions of the Spaniards to the Puerto Rican culture as reflected in the language, religion, traditions, customs, music and art. (See section 4)
 - Continue to do Culminating Activities and other activities from this binder.

Reading #6 The Arrival of African Slaves

When gold failed to make the Spaniards dreams of great wealth come true, they turned to sugar cane. Sugar cane had been grown in Puerto Rico from the very beginning of Spanish rule. The Spaniards came to depend on sugar cane as a valuable resource.

Planting and harvesting sugar cane was hard work. In the beginning the Spaniards depended on the Tainos, but with time there were not enough Tainos left to work for the Spaniards. Many Tainos had rebelled, others had fled, and others became ill and died. With the growing demand for slaves to help in planting and harvesting sugar, even more slaves were needed. By 1530 there were more Africans in Puerto Rico as slaves than all other people together.

The black slaves had few rights. They were allowed to save money that they earned on their own. Some slaves were able to use the money to buy their freedom. Some freemen continued to work in the field, others took up crafts, such as carpentry.

Activities

- Discuss the cultural impact of the African cultural legacy on the Puerto Rican culture.
- Have students do research about distinguished Puerto Ricans who fought for the abolition of slavery. Such as: Ramon Emerterio Betances, Segundo Ruiz Belvis, Francisco Mariano Quiñones, and Jose J. Acosta. (See Living Statues in section 2)
- Play music of Puerto Rican plena, la bomba, and other African musical expression of PR.
- Continue to do Culminating Activities and other activities from this binder.

Reading #7 Luis Munoz Rivera

On March 22, 1873, all slaves in Puerto Rico were declared free. Even though slavery was ended, no Puerto Rican was completely free. The island still belonged to Spain.

Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.
<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#>>

Puerto Rico - History

The governor continued to be a Spaniard. The islanders had some voice in their own government, but the important laws were made in Spain.

Luis Munoz Rivera was one of Puerto Rico's leaders at the time. He was a native Puerto Rican, born in Barranquias in 1859. He became a newspaper writer. In his writing he insisted that Puerto Rico should have autonomy. This meant that Puerto Rico would still be part of Spain, but would have the power to decide many of its problems. Puerto Rico would have its own legislature and could trade with other countries.

In 1897 Spain granted Puerto Rico the kind of autonomy that Luis Munoz Rivera hoped for. He was named leader of the new government of the island. The new government began its work in February, 1898, but it didn't last long. War broke out between Spain and the United States. By the end of 1898, Puerto Rico no longer belonged to Spain. The island was given to the United States. Once again Puerto Ricans were not allowed to govern themselves.

Activities

1. Continue to develop Time Line, add the following:
 - 1809 - Spanish colonies invited to Spain's legislature or Cortes
 - 1812 – Constitution written
 - 1814 – King of Spain throws out constitution
 - 1868 – Grito de Lares revolution against Spanish rule
 - 1898 – Spanish American War. Puerto Rico ceded to United States
 - 1900 – U. S. Congress established civil government for Puerto Rican's to elect their own governor.
 - 1917 – Puerto Ricans became citizens of the United States
 - 1947 – Congress amended the Jones Act to permit Puerto Ricans to elect their own governor
 - 1949 – Luis Munoz Marin elected first governor of Puerto Rico
 - 1952 – Puerto Rico became a Commonwealth
2. Continue to do Culminating Activities and other activities from this binder.

Research and Study

- Discuss the revolution against Spanish rule the Grito de Lares. Have students write a short essay.
 - Discuss the Spanish-American War. Have students write a short essay.
 - Have students write a biography of Luis Munoz Marin (See Living Statues)
 - Discuss what commonwealth status means. Have students write a short essay on the Commonwealth of Puerto Rico
-

Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.

<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#1>>

Puerto Rico - History

Reading #8 Puerto Rico

Puerto Rico's official name is Commonwealth of Puerto Rico. Puerto Rico's Spanish heritage is reflected in the language and customs of its people. Spanish is the main language of the island, although many Puerto Ricans speak English.

The island's large cities have freeways, housing projects and shopping centers like those in many cities on the United States mainland.

Puerto Rico is a self-governing commonwealth associated with the United States by its own desire and consent. Most federal laws apply to Puerto Rico as though it was a state. Puerto Rico is represented in the U. S. Congress by a resident commissioner. He is elected to a four year term, but has no vote in Congress.

San Juan, Puerto Rico's capital and largest city, is a seaport on the north coast. The San Juan metropolitan area also includes Bayaman, Puerto Rico's second largest city. Ponce, the third largest city, is a commercial and cultural center on the south coast. Puerto Rico is famous for its sandy beaches and resort hotels that make it a favorite vacation place for tourists from the United States mainland.

In the early 1940's Puerto Rican leaders, with aid from the United States, began a program to improve living conditions on the island. The program became known as *Operation Bootstrap*. Large farms were broken up, and land was redistributed among farm workers. An improved educational program rapidly reduced the number of Puerto Ricans who could not read and write. Thousands of old slum dwellings were torn down and replaced by modern housing.

During the 1950's a sharp rise occurred in Puerto Rican migration to the U. S. mainland. Thousands of islanders moved to New York City and other large mainland cities in search of jobs.

Puerto Rico today is in a period of rapid industrial growth. The Economic Development Association known as Fomento has helped businessmen establish more than 2,000 factories. Industrial growth has reduced unemployment.

Puerto Rico's leaders also stress cultural development. Through the *Operation Serenity* program, people work to preserve traditions and to promote the arts.

Christoforo-Mitchell, Rose. "The Heritage and Culture of Puerto Ricans" Yale-New Haven Teachers Institute, 2 Jan. 2006. Web. 19 Nov. 2015.

<<http://www.yale.edu/ynhti/curriculum/units/1991/2/91.02.06.x.html#l>>

Puerto Rico's National Anthem

Spanish

La Borinquëña

La tierra de Borinquen
donde he nacido yo
es un jardín florido
de mágico prìmor.
Un cielo siempre nítido
le sirve de dosel.
Y dan arrullos plácidos
las olas a sus pies.
Cuando a sus playas llegó Colón,
exclamó lleno de admiración:
"¡Oh! ¡Oh! ¡Oh!
Esta es la linda tierra
que busco yo."
Es Borinquen la hija,
la hija del mar y el sol,
Del mar y el sol,
Del mar y el sol,
Del mar y el sol,
Del mar y el sol.

English translation

La Borinquëña -

The land of Borinquen
where I was born
is a flowery garden
of magical beauty.
A constantly clear sky
serves as its canopy.
And placid lullabies are sung
by the waves at its feet.
When at her beaches Columbus arrived,
full of awe he exclaimed:
"Oh! Oh! Oh!
This is the lovely land
that I seek."
Borinquen is the daughter,
the daughter of the sea and the sun.
Of the sea and the sun,
Of the sea and the sun,
Of the sea and the sun,
Of the sea and the sun.

Puerto Rico's National Anthem

<http://www.nationalanthems.info/pr.htm> (music only)

<https://www.youtube.com/watch?v=AYyybVPwPSw> (Soloist in Spanish with flag)

<https://www.youtube.com/watch?v=CK9tibAUAn8> (Soloists in Spanish with beautiful pictures)

<https://www.youtube.com/watch?v=bYCElNan6E84> (Group vocal in Spanish with beautiful pictures)

Marc Anthony sings several songs in Spanish about Puerto Rico

<https://www.youtube.com/watch?v=o74m1qggLHo> (Preciosa)

<https://www.youtube.com/watch?v=cJ69G2eTTsQ> (Lamento Borincano)

Author's comments:

Translated into English by Francisco Santos. Lyrics: Manuel Fernández Junco. Music: Félix Astol Artés. Singer in the video: Graciela Rivera. The title refers to the aboriginal Taino name for the island of Puerto Rico, Borinken or Borinquen.

Taken from < <http://lyricstranslate.com/en/la-borinque%C3%B1a-la-borinque%C3%B1a-anthem-puerto-rico.html#ixzz3sAEjCjY> > Nov 17, 2015

Famous Places in Puerto Rico

Camuy River Cave Park

The **Camuy River Cave Park** is a cave system in Puerto Rico. The caverns are part of a large network of natural limestone caves and underground waterways carved out by the third-largest underground river in the world, the Río Camuy. Over 10 miles of caverns, 220 caves and 17 entrances to the Camuy cave system have been mapped so far.



Bioluminescent Bay



A bio bay is a body of water that contains millions of micro-organisms, called "dinoflagellates", which glow in the dark for a second when agitated. It is a rare, natural wonder that you can easily experience while visiting Puerto Rico. It is best seen on a dark night. There are three bioluminescent bays (bio-bays) in Puerto Rico. One in the South West – "La Parguera", one on Vieques – "Mosquito Bay", and the one in Fajardo – "La Laguna Grande".

Taken from <https://en.wikipedia.org/wiki/Camuy_River_Cave_Park> on Nov 15, 2015

Taken from <<http://www.puertoricodaytrips.com/fajardo-bio-bay/>> on Nov 15, 2015

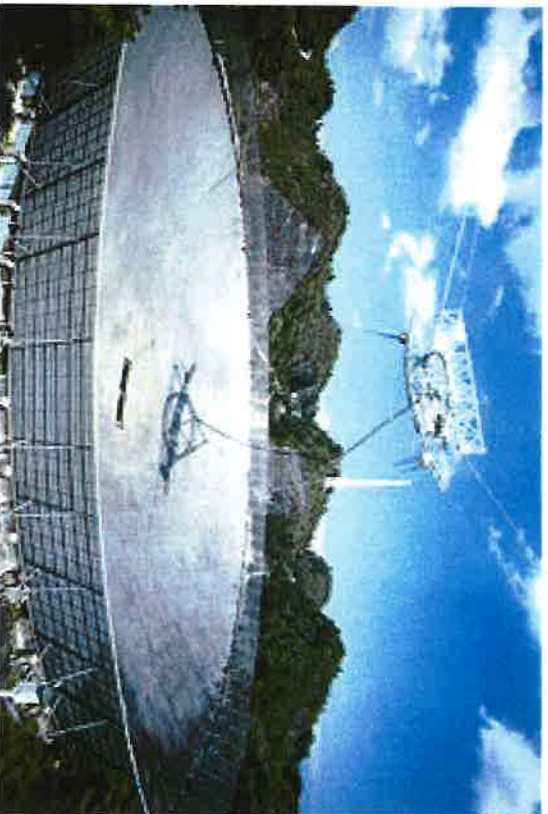
Taken from <<http://traveltips.usatoday.com/5-major-landmarks-puerto-rico-102301.html>> on Nov 15, 2015

Famous Places in Puerto Rico

El Yunque National Rainforest

The El Yunque National Forest is the only tropical rain forest in the national forest system. At nearly 29,000 acres, it is one of the smallest in size, yet one of the most biologically diverse of the national forests hosting hundreds of animal and plant species, some of which are found only here.

Arecibo



Arecibo was the third Spanish settlement. Arecibo is home to one of the world's most powerful astronomical observatories the Arecibo Observatory. The world's largest radio telescope's is here. It has a diameter of 1000 feet and can receive signals from up to 1000 light-years away! (GETTY IMAGES)

Parque de Bombas (Old Ponce Fire Station)

Station) is a historic firehouse in Ponce. It was built as the main exhibit pavilion for the 1882 Exhibition Trade Fair. It is one of Puerto Rico's most notable buildings, with some considering it "by far the most easily recognized landmark in the Island." (Pictured red building at right)

Iglesia Porta Coeli

In San German, the second-oldest city in Puerto Rico, visitors can wander among numerous historic sites. The city is on the National Register of Historic Places. Iglesia Porta Coeli

ranks among the city's chief landmarks, as the oldest church anywhere in the Americas, built in 1606. The church has many sacred objects and artifacts lining its walls.



Taken from <https://en.wikipedia.org/wiki/Camuy_River_Cave_Park> on Nov 15, 2015

Taken from < <http://www.puertoricodaytrips.com/fajardo-bio-bay/>> on Nov 15, 2015

Taken from <<http://traveltips.usatoday.com/5-major-landmarks-puerto-rico-102301.html>> on Nov 15, 2015

Famous Places in Puerto Rico

Old San Juan

Old San Juan is one of the oldest cities in the Americas. The old city is filled with more than 400 16th and 17th century Spanish buildings. One of the most famous is El Morro. Once a military fort with secret tunnels and dungeons, today it is a national park and the home of the governor.

San Juan



San Juan is Puerto Rico's capital and largest city. It was founded in 1521 by Juan Ponce de Leon. It supports the busiest port in the Caribbean, known to have one of the largest and best natural harbors in the area. San Juan is also the country's financial capital, where clothing, tobacco, sugar refining, and petroleum thrive.
(ROBERT FRERCK)

San Juan National Historic Site

The San Juan National Historic Site (World Heritage Site) is comprised of Castillo San Felipe del Morro, Castillo San Cristobal, most of the city walls, the San Juan Gate and Fort San Juan de la Cruz just across the entrance to the bay. The Spanish spent over 250 years fortifying the prized location of Puerto Rico, since through it, Spain controlled all access in and out of the Caribbean.



Castillo San Felipe del Morro

This fort has stood since 1540, protecting citizens from atop a cape on the northwest edge of San Juan. Since 1983, the fort has been a designated World Heritage Site, along with Castillo San Cristobal and Fortin San Juan de la Cruz, two additional fortifications located in San Juan and dating to the 16th century.

Taken from <https://en.wikipedia.org/wiki/Camuy_River_Cave_Park> on Nov 15, 2015
 Taken from < <http://www.puertoricodaytrips.com/fajardo-bio-bay/>> on Nov 15, 2015
 Taken from <<http://traveltips.usatoday.com/5-major-landmarks-puerto-rico-102301.html>> on Nov 15, 2015

Famous Places in Puerto Rico

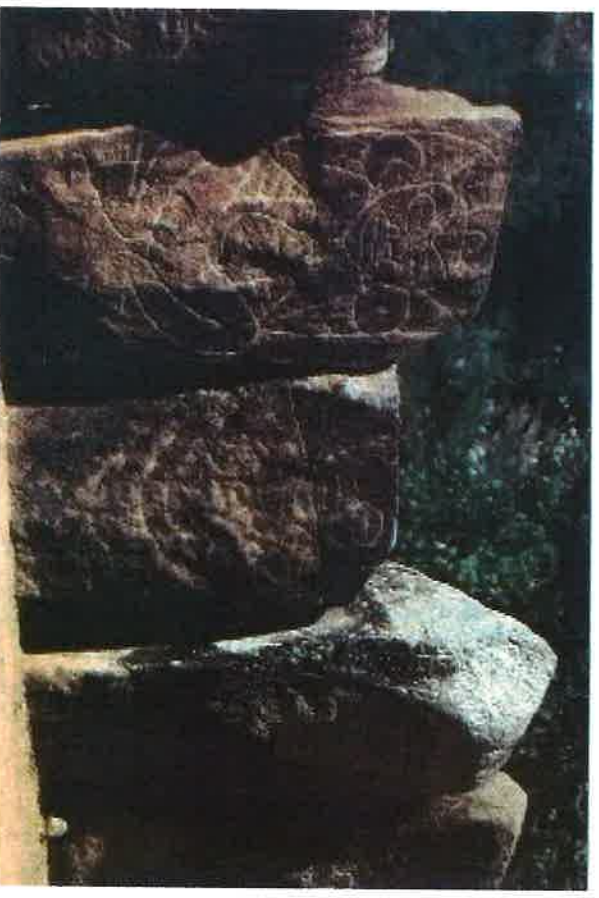
Tibes and Caguana Indigenous Ceremonial Parks

Puerto Rico's Taino heritage is best preserved in two different locations, Tibes and Caguana. Tibes has many replicas of Taino dwellings and is the location of historic ceremonies.



Caguana Ceremonial Ball Courts

The center consists of a large main court, a circular court and 10 smaller rectangular courts. Monoliths, petroglyphs, and a collection of Indian artifacts can be seen. A botanical garden recreates the plants the Tainos used for food (such as the *yautia*, sweet potatoes, corn and tobacco), and building materials, such as the *ceiba*, *ausubo*, *tabonuco* and royal palm.



The game of Batey was played with two teams and a rubber ball. The game had great ceremonial value. The game's outcome influenced important Taino decisions.

Taken from <https://en.wikipedia.org/wiki/Camuy_River_Cave_Park> on Nov 15, 2015

Taken from < <http://www.puertoricodaytrips.com/fajardo-bio-bay/>> on Nov 15, 2015

Taken from <<http://traveltips.usatoday.com/5-major-landmarks-puerto-rico-102301.html>> on Nov 15, 2015

Significant Figures in Puerto Rican History

- | | |
|---|--|
| • Christopher Columbus - explorer | • Felisa Rincón de Gautier (Doña Fela) - politician |
| • Juan Ponce de Leon - explorer | • Commodore Diego E. Hernández - military |
| • Cacique Agüeybaná - Taino Chief | • Rafael Hernández (El Jibarito) - politician |
| • Cacique Tumacac - Taino Chief | • Raúl Juliá - actor |
| • Luis Muñoz Rivera - poet, journalist, politician | • Luis Palés Matos - poet |
| • Luis Muñoz Marín - 1 st Governor | • Concha Meléndez - poet, writer, educator |
| • Pedro Albizu Campos - attorney, politician | • Rita Moreno - actress, singer, dancer |
| • Ricardo Alegría - anthropologist, archeologist | • Adm. Horacio Rivero - military |
| • José Celso Barbosa - physician, sociologist, politician | • Ricky Martin - singer, actor, author |
| • Mariana Bracetti - patriot | • Marc Anthony - actor, singer, producer |
| • Ramon Emeterio Betances - politician, doctor, diplomat | • Tito Puente - musician, producer |
| • Julia de Burgos - poet, activist | • José Campeche - artist |
| • Pablo Casals - cellists, conductor | • Eugenio María de Hostos - educator, lawyer, activist |
| • Orlando Cepeda - baseball player | • Luis Lloréns Torres - poet, playwright, politician |
| • Roberto Clemente - baseball player | • Francisco Oller - artist |
| • José de Diego - statesman, poet, attorney, journalist | • Lola Rodríguez de Tió. - poet, abolitionist |
| • José Feliciano - musician, composer | |
| • Luis A. Ferré - politician | |
| • José Ferrer - actor, director | |

More names with a short biography can be found at

<http://www.topuertorico.org/culture/famouspra-C.shtml>

World Cultures Scavenger Hunt

Fill in the form and draw pictures to show what you have learned about this country.

Name of the country: _____

On which continent is the country located? _____

What is the capital? _____

What grows in this country? _____

What is the weather like? _____

What are some games children play in this country? _____

What do the people eat? _____

What interesting animals live in this country? _____

What are the religions in this country? _____

What is a special holiday or event? _____

Country Fact Sheet



Capital City:

Population:

Terrain:

Climate:

Natural Resources:

Type of Government:

Bordering Countries:

Map:

Flag:

Holidays and Traditions:

Famous people:

Famous landmarks:

Foods:

Cultural Investigators Worksheet

Write the name of a popular visitors' attraction (such as a museum or landmark).	
What is the biggest city in the area? What's the city's population?	
What is the name of a sports team in the area?	
What language is spoken there?	
Who are the people (ethnic groups) who live there?	
What is a popular food eaten there?	
What is one interesting fact about the area?	
What's one thing you would want to do if you visited the city?	
What is the climate?	
What is the major export product?	
What is a major import product?	
What is a tradition of this particular culture or place?	
What is a special holiday for this country?	
Who is the current leader of the country?	
What is the country known for?	
What colors are in the country's flag?	

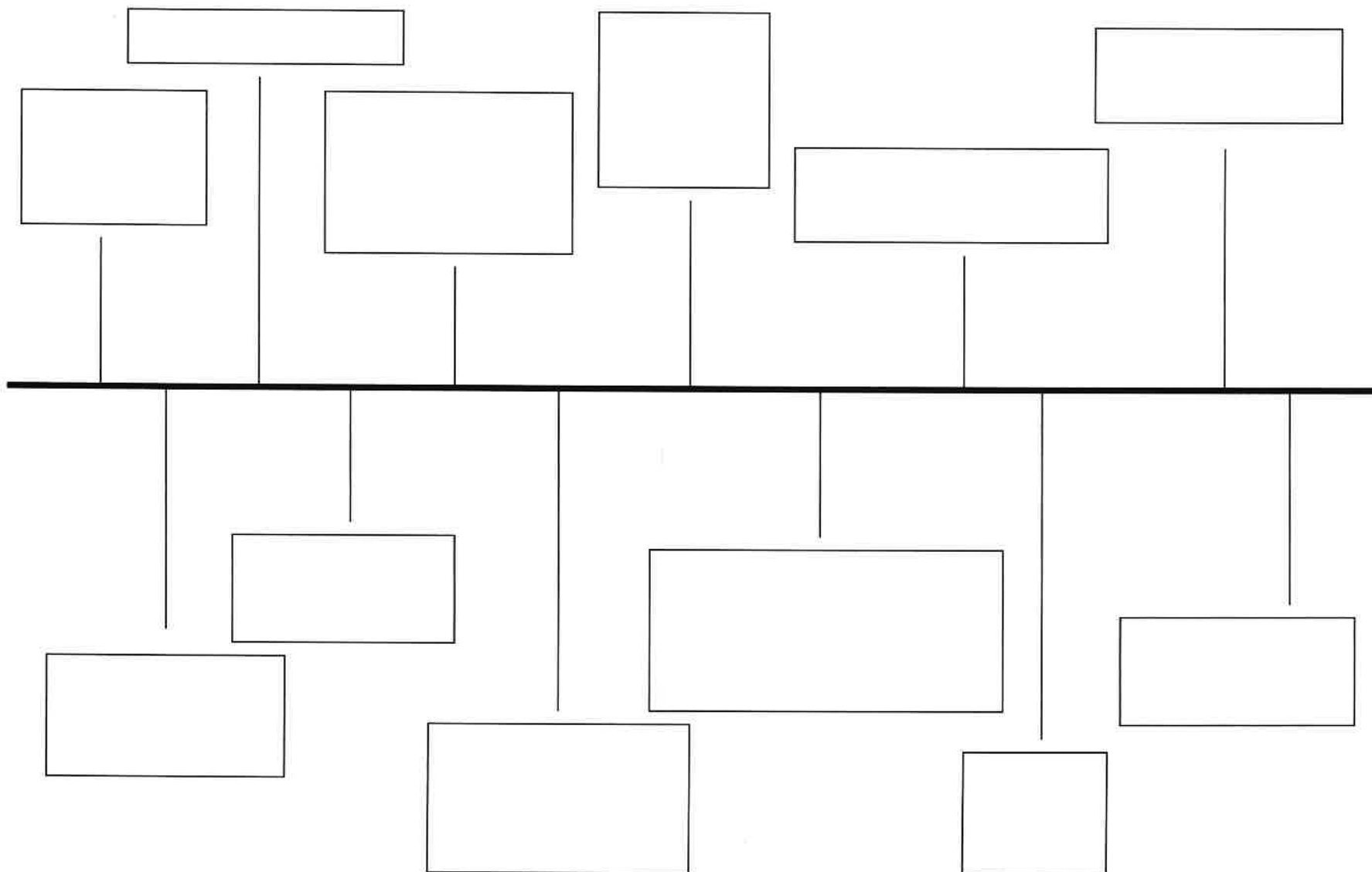
Research Key Events in History

As a way to review important events in history, have students research events or teach students about these events and place them on the handout “Historical Timeline.” This will become the rough draft for the following activity “A Comic Scroll through Time.” Following the basic instructions of this activity, have students create comic historical timelines. You can have students create their own timeline, or break up the events and have students create one event on the timeline and produce a group timeline. This will be a great display in the multipurpose room in general and especially for Family Night.



Historical Timeline

for _____



A Comic Scroll Through Time

Objectives

Children read and/or listen to stories and respond to the narrative text by retelling the sequence of events with appropriate references to setting and characters.

Students demonstrate their understanding of a favorite story by translating the events into a sequence of drawings on a scroll using speech bubbles to narrate it.

Multiple Intelligences

Interpersonal Linguistic Logical-mathematical Spatial

National Standards

Visual Arts Standard #6

Making connections between visual arts and other disciplines

English Language Arts Standard #12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Background Information

Comic books are at least as old as movies. In search of new ways of graphic and visual communication and expression, Richard Fenton Outcalt's creation, *The Yellow Kid*, was credited with the start of comics in 1896. Outcalt introduced a new element: the dialogue balloon, a space where he wrote what the characters said, and that pointed to their mouths with a kind of tail.

In the first decades of this art form's life, comic books were funny. Some early creations are among the best stories in comic book history: *Little Nemo* by Winson McCay, *Mutt & Jeff* by Bud Fisher, *Popeye* by E. Segar, and *Krazy Kat* by George Herriman.

Resources

20th Century Children's Book Treasury selected by Janet Schulman

More than 40 favorite children's stories for most elementary grades.

So, You Wanna be a Comic Book Artist? How to Create Your Own Superheroes, Sell Your Strip, and Become Famous! by Philip Amara and Pop Mhan
Practical introduction to creative and production aspects of work in the field of comic arts. Illustrated with line drawings and fun trivia. Includes interviews with several experts.

Walt Disney's Comics in Color illustrated by Carl Barks

A series that includes several classic Disney comic books reprinted in full. A classic collection from a classic era.

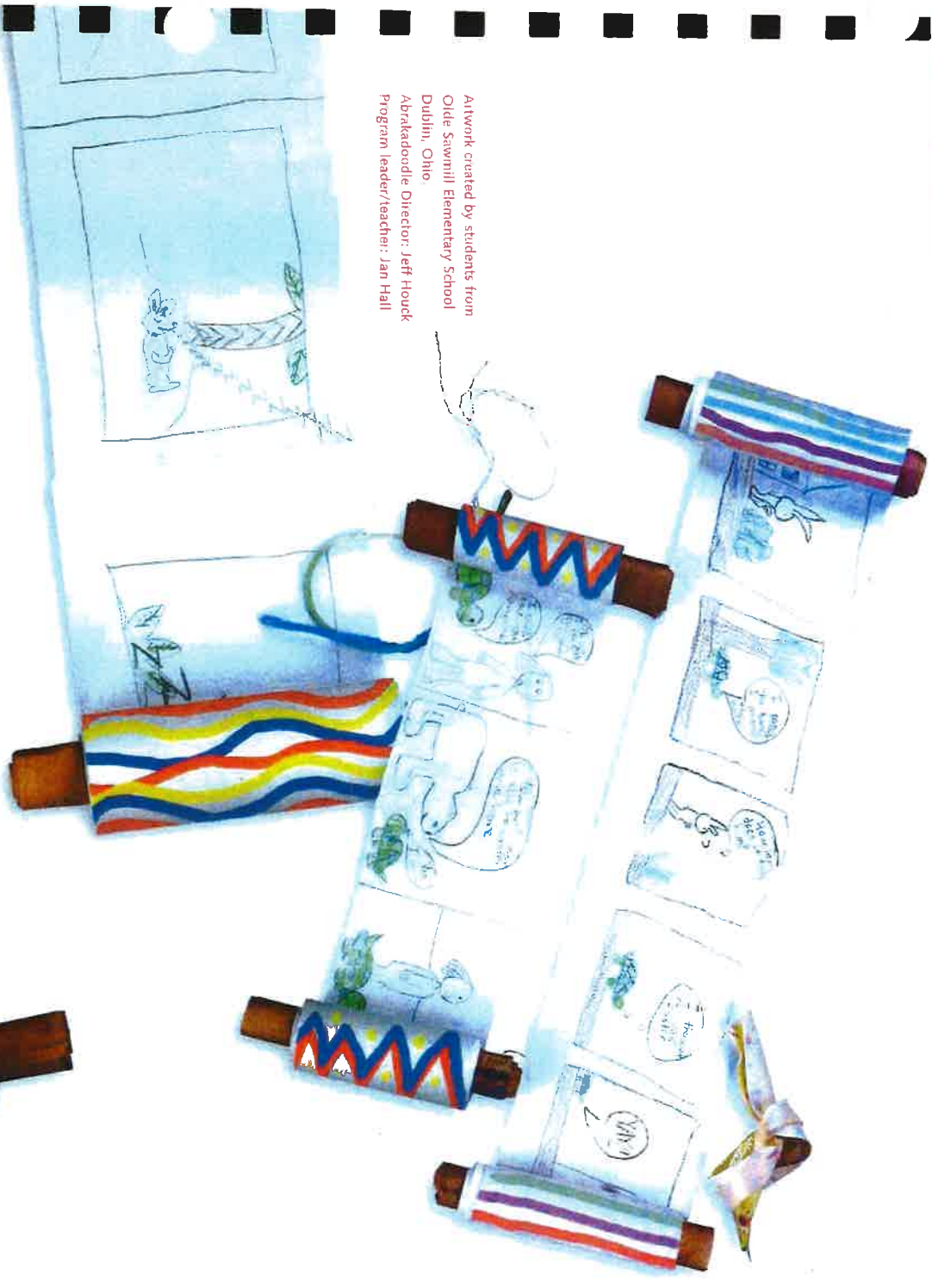
Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

Action
Animate
Animation
Author
Beginning
Character
Comic book
Comics
Design
Details
Dialogue
Drawing
Ending
Expression
Frame
Graphic
Illustration
Illustrator
Middle
Narration
Patterns
Perspective
Plot
Point of view
Scenes
Scroll
Sequence
Setting
Speech bubble
Storyboard
Storyline
Visual

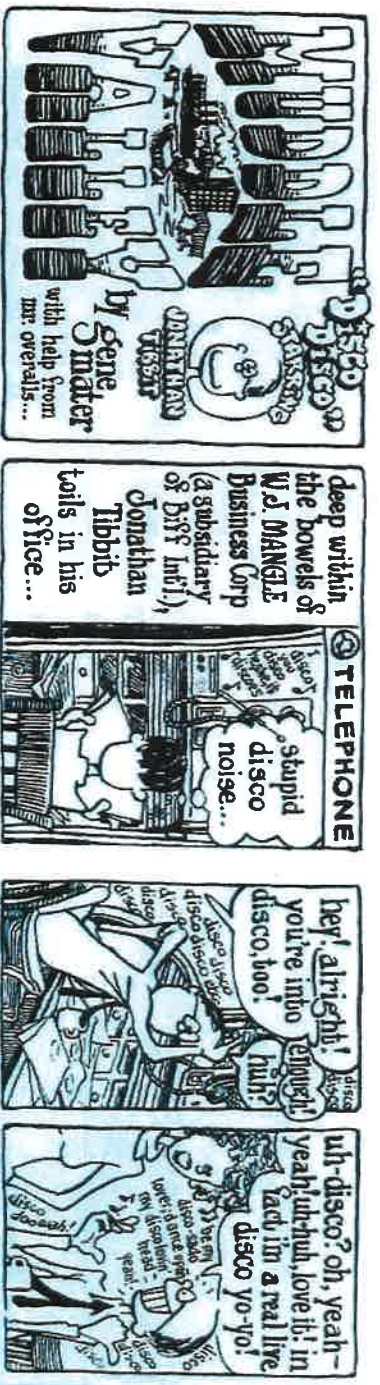


Artwork created by students from
 Olde Sawmill Elementary School
 Dublin, Ohio
 Abstractiondoodle Director: Jeff Houck
 Program leader/teacher: Jan Hall



A Comic Scroll Through Time

K-2		3-4	5-6
Suggested Preparation and Discussion			
<p>Invite children to share their favorite comic book drawings depicting a sequence of events. Ask questions such as: Why is a comic strip different from other drawings? How is a comic strip similar to a written story? How is it different?</p> <p>Identify children's favorite books. Choose one to use as an example. Work together, on in small groups, to determine what parts of the story to place in separate boxes in a comic book. Complete a sample project to inspire children.</p>			
Crayola® Supplies	<ul style="list-style-type: none">• Glue• Markers• Scissors	<p>Encourage children to read award-winning books on their grade level such as <i>A Finnish Immigrant</i> by William Durbin, <i>Esperanza Rising</i> by Pam Munoz Ryan, <i>The Negro Leagues</i>, <i>Birmingham, Alabama, 1948</i> by Walter Dean Myers, or others.</p>	
Other Materials	<ul style="list-style-type: none">• Brown paper grocery bags• Paper• Paper clips• Ribbon or yarn• Rulers• White drawing paper		
Process: Session 1 20-30 min.	Make the scroll <ol style="list-style-type: none">1. Cut open a brown paper grocery bag. Lay it flat. Cut out two 6- x 24-inch rectangles. Roll each rectangle to create two tight 6-inch-long cylinders. Glue the edges. Use paper clips to keep the paper rolled. Air-dry the glue.2. Cut two sheets of drawing paper in half lengthwise. Glue the four pieces together to create a long strip. On one side, add designs to decorate the back of the scroll. Use interesting colors, lines, shapes, and patterns. Turn the paper over.3. Glue one cylinder to each of the short ends of the paper strip. Hold with paper clips until the scroll air-dries.		



Muddle Valley Comic
Artist: Gene Water
Ink on paper
7" x 12"
Collection of the Artist

	K-2	3-4	5-6
Process: Session 2 20-30 min.	Illustrate the story <ol style="list-style-type: none"> Choose 5 or 6 major events from a story, including something from the beginning and the end. Cut paper into 4- x 7-inch pieces. Draw pictures of major events. Show action and setting details! Arrange pictures in sequence. Glue them to the scroll. Add speech bubbles to help tell the story. Roll both ends of scroll toward the center. Tie with ribbon or yarn. 	Illustrate the story <ol style="list-style-type: none"> Choose 7 or 8 major events from the story, including something from the beginning, middle, and end. Roll out the entire scroll. Measure and mark the number of spaces needed to show these scenes. Illustrate events and characters sequentially. Include setting details. Outline story boxes and figures to make them stand out. Add captions and/or speech bubbles to help tell the story. Roll both ends of scroll toward the center. Tie closed with ribbon or yarn. 	
Process: Session 3 15-20 min.	Share the stories <ol style="list-style-type: none"> Exchange scrolls. In small groups, children read the stories aloud and summarize the illustrations. Check that the scrolls match the plots of the stories. 		
Assessment	<ul style="list-style-type: none"> • Story illustrations cover all major events and are arranged in proper sequence on the scrolls. The scrolls include characters and settings. Older and more skilled children's comics are increasingly elaborate and detailed. • Cartoon-style drawings are simple, bold, and colorful. Children stretch their illustrating skills to draw in increasingly sophisticated ways. Students use both visual and written language to retell their stories. The captions and dialogue suit the illustrations. • Scrolls are well constructed and roll easily to reveal the cartoon sequences. • Students engage in their group discussions and offer constructive comments about the scrolls they review. • Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned. 		
Extensions	<p>Follow up this project with similar ones based on historic timelines, events in the students' own lives, life cycles of animals, and other suitable material.</p> <p>When working with groups of young children or students with special needs, create a group scroll based on a story shared by the whole class. Discuss the story events. Each child illustrates one of them. Children work together to arrange the illustrations in order and glue them to the scroll.</p> <p>Encourage children with a gift for cartooning to create original story scrolls or comic books. Provide opportunities for them to share their work with classmates.</p> <p>Visit a television studio to see how storyboards are used. Write a play, design storyboards, sets, and costumes, and produce it for an audience.</p> <p>Recycled cardboard rolls can be used for the ends of the scrolls. Ask families to save paper towel and gift-wrap rolls. Encourage children who are interested in cartooning careers to research the topic and report back to the group. Invite a local cartoonist to talk with the group.</p>		

