

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. **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
 - 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.**
2. **CIA World Factbook**
<https://www.cia.gov>
3. **History for Kids** – Fun facts and information for kids.
www.historyforkids.net
4. **Ducksters** – History, geography, biographies, science, etc. for kids.
www.ducksters.com
 - Click on the Geography” tab or the “Biography” tab
 - Click on the “Geography” section, Click on your continent and then select your country.
5. **BBC – History for Kids**
www.bbc.co.uk/history/forkids

WEBSITES FOR Ethiopia

6. **Ethiopia Tourism Official Site** –There is information about traveling through the country, places to visit, and basic information about the country. <http://www.ethiopia.travel/>
7. **Ethiopia: History, Geography, Government, & Culture** www.infoplease.com/country/ethiopia.html
8. **Ethiopia – History – Geography – Britannica.com** www.britannica.com/place/ethiopia

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

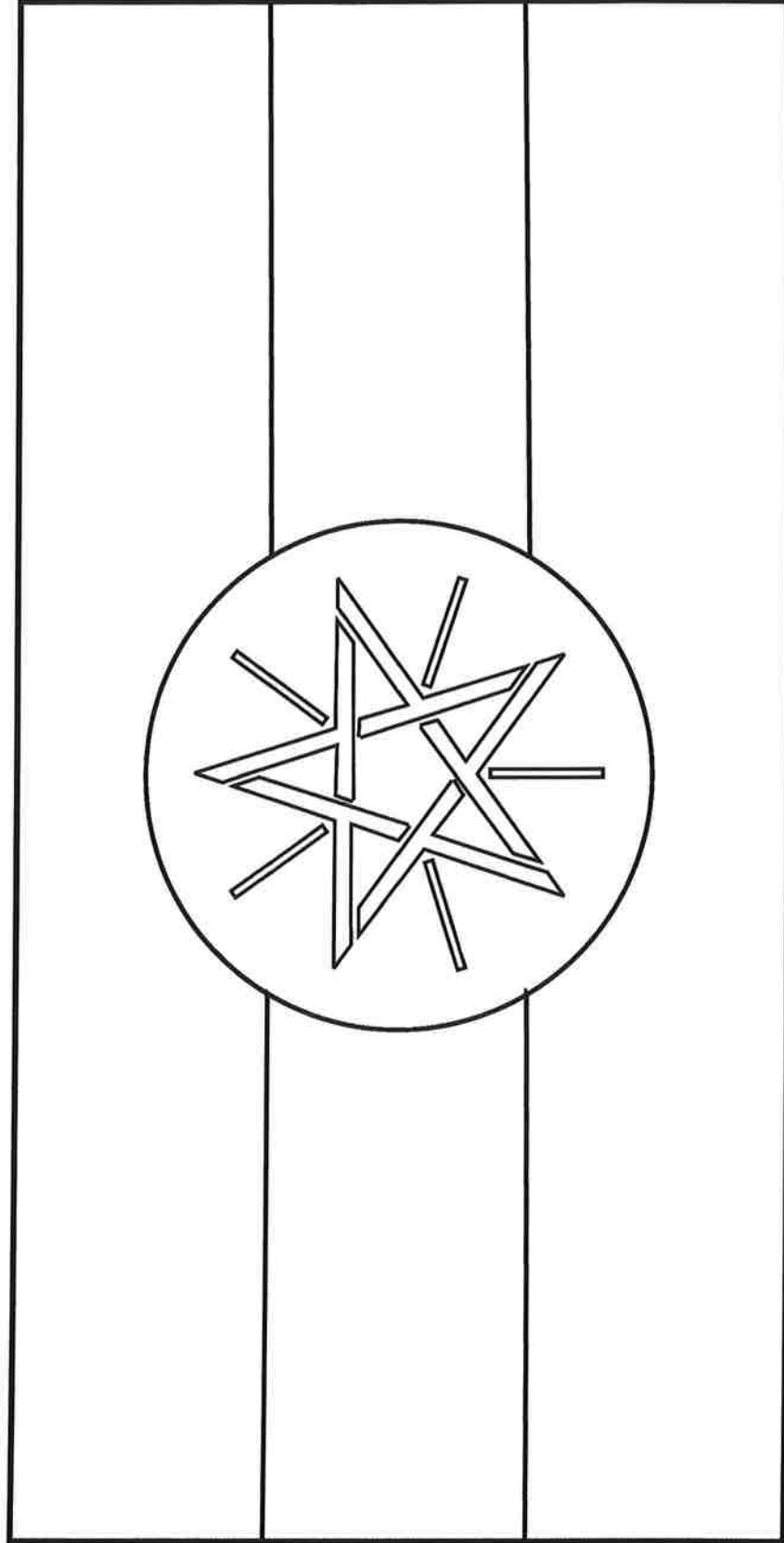
- Publish works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, newspapers, brochures, flyers, booklets, or website.

6. Evaluation

6.1 Judge the product (effectiveness)

6.2 Judge the process (efficiency)

Ethiopia



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.

Ethiopia Facts



Flag Description: The flag of Ethiopia was officially adopted on February 6, 1996. It features the Pan-African colors; green is symbolic of Ethiopia's land, yellow is the color of peace and love, and red the color of strength. The centered gold star on a blue shield is said to represent unity.

Geography: Ethiopia is located in Eastern Africa, west of Somalia and is the most populous landlocked country in the world; the Blue Nile, the chief headstream of the Nile by water volume, rises in T'ana Hayk (Lake Tana) in northwest Ethiopia; three major crops are believed to have originated in Ethiopia: coffee, grain sorghum, and castor bean. Geologically, Ethiopia has an active Great Rift Valley that is susceptible to earthquakes, volcanic eruption, and frequent droughts. Volcanic activity has caused frequent lava flows in recent years, is the country's most active volcano; Dabbahu became active in 2005, forcing evacuations; other historically active volcanoes include Alayta, Dalaffilla, Dallol, Dama Ali, Fentale, Kone, Manda Hararo, and Manda-Inakir.

Languages: Oromo (official working language in the State of Oromiya) 33.8%, Amharic (official national language) 29.3%, Somali (official working language of the State of Sumale) 6.2%, Tigrigna (Tigrinya) (official working language of the State of Tigray) 5.9%, Sidamo 4%, Wolaytta 2.2%, Gurage 2%, Afar (official working language of the State of Afar) 1.7%, Hadiyya 1.7%, Gamo 1.5%, Gedeo 1.3%, Opuuo 1.2%, Kafa 1.1%, other 8.1%, English (major foreign language taught in schools), Arabic (2007 est)

Religion: Ethiopian Orthodox 43.5%, Muslim 33.9%, Protestant 18.5%, traditional 2.7%, Catholic 0.7%, other 0.6% (2007 est.)

Population: 102,374,044 (July 2016 est.); birth rate: 36.9 births/1,000 population (2016 est.) life expectancy: 62.2 years; infant mortality rate: 51.1 deaths/1,000 live births

Government: Federal Democratic Republic of Ethiopia

Ethiopia Facts

Chief of state: President Mulatu Teshome Wirtu (since 7 October 2013). Prime Minister HAILEMARIAM Desalegn (since 21 September 2012); Deputy Prime Ministers Demeke Mekonnen Hassen and Debrestion Gebre-Michael

Land Area: 1 million sq km

Capital and largest city: Addis Ababa is the capital and largest city of Ethiopia. It has a population of 3,384,569 according to the 2007 population census, with annual growth rate of 3.8%

Monetary Unit: Ethiopian birr

Economic Summary: Ethiopia has grown at a rate between 8% and 11% annually for more than a decade and the country is the fifth-fastest growing economy among the 188 IMF member countries. This growth has been driven by sustained progress in the agricultural and service sectors. Ethiopia has the lowest level of income-inequality in Africa and one of the lowest in the world, with a Gini coefficient comparable to that of the Scandinavian countries. Yet despite progress toward eliminating extreme poverty, Ethiopia remains one of the poorest countries in the world, due both to rapid population growth and a low starting base. Changes in rainfall associated with world-wide weather patterns resulted in the worst drought in thirty years in 2015/2016, creating food insecurity for millions of Ethiopians.

Almost 80% of Ethiopia's population is still employed in the agricultural sector, but services have surpassed agriculture as the principal source of GDP. Under Ethiopia's constitution, the state owns all land and provides long-term leases to tenants. Since 2005, the Ethiopian government has introduced a system to register traditional land use rights and provide certificates documenting these rights. Initial surveys show that land-use certificates have significantly increased the willingness of farmers to invest in improvements on their land, from terracing to irrigation. However, title rights in urban areas, particularly Addis Ababa, are poorly regulated, and subject to corruption. Ethiopia's export earnings are led by the services sector - primarily Ethiopian airlines - followed by several commodities. While coffee remains the largest foreign exchange earner, Ethiopia is diversifying exports and commodities such as gold, sesame, khat, livestock and horticulture products are becoming increasingly important. Manufacturing represents less than 8% of total exports. The banking, insurance, telecommunications, and micro-credit industries are restricted to domestic investors, but Ethiopia has attracted significant foreign investment in textiles, leather, commercial agriculture, and light manufacturing.

GDP/PPP \$1,800 (2015 est.) **Real growth:** 7.3% (2015 est.), **Industries:** textiles, chemicals, food processing, steel, transportation equipment, cement, mining, petroleum, machinery, software, pharmaceuticals. **Unemployment:** 17.5% (2012 est.) **Inflation rate:** 7.4% (2011 est.) **Exports:** \$2.935 billion (2015 est.) **Imports:** \$15.87 billion (2015 est.) **Natural resources:** gold, platinum, copper, potash, and natural gas. It has extensive hydropower potential.

Communication: Telephone main line: The number of mobile telephones is increasing steadily from a small base and now stands at over 40 per 100 person million. **Broadcast media:** 6 public TV stations broadcasting nationally and 10 public radio broadcasters; 7 private radio stations and 18 community radio stations (2015)

Transportation: Airports with unpaved runways: 40 **Railways:** railway is under joint control of Djibouti and Ethiopia (2015) total: 681 km (2014, est.) **Roadways:** 110,414km

Ethiopia Facts

Ports and Terminals: Ethiopia is landlocked and uses the ports of Djibouti in Djibouti and Berbera in Somalia

History:

Unique among African countries, the ancient Ethiopian monarchy maintained its freedom from colonial rule with the exception of a short-lived Italian occupation from 1936-41. In 1974, a military junta, the Derg, deposed Emperor Haile SELASSIE (who had ruled since 1930) and established a socialist state. Torn by bloody coups, uprisings, wide-scale drought, and massive refugee problems, the regime was finally toppled in 1991 by a coalition of rebel forces, the Ethiopian People's Revolutionary Democratic Front. A constitution was adopted in 1994, and Ethiopia's first multiparty elections were held in 1995. A border war with Eritrea in the late 1990s ended with a peace treaty in December 2000.

War with Eritrea

Since Eritrea's independence, Eritrea and Ethiopia had disagreed about the exact demarcation of their borders, and in May 1998, Eritrea initiated border clashes that developed into a full-scale war that left more than 80,000 dead and further destroyed both countries' ailing economies. After a costly and bloody two-year war, a formal peace agreement was signed in Dec. 2000. The United Nations provided more than 4,000 peacekeeping forces to patrol the buffer zone between the two nations. An international commission defined a new border between the two countries in April 2002. Ethiopia disputed the new border, escalating tensions between the two countries once again. In Dec. 2005, an international Court of Arbitration ruled that Eritrea had violated international law in attacking Ethiopia in the 1998 war.

In 2003, in an effort to solve its chronic shortage of food and to lessen its dependence on international aid, Ethiopia began relocating 2 million farmers from their parched highland homes to areas with more fertile soil in the western part of the country. The largest relocation program in African history, however, has turned into a disaster. The majority of those resettled are still unable to support themselves, and, most alarmingly, much of the fertile regions where the farmers have been resettled are rife with malaria.

In November 2007, the Eritrea-Ethiopia Border Commission (EEBC) issued specific coordinates as virtually demarcating the border and pronounced its work finished. Alleging that the EEBC acted beyond its mandate in issuing the coordinates, Ethiopia has not accepted them and has not withdrawn troops from previously contested areas pronounced by the EEBC as belonging to Eritrea. In August 2012, longtime leader Prime Minister MELES Zenawi died in office and was replaced by his Deputy Prime Minister HAILEMARIAM Desalegn, marking the first peaceful transition of power in decades.

Ethiopia Lends Military Support to Neighbor Somalia

In June 2006, an Islamist militia seized control of the capital of neighboring Somalia and established control in much of that country's south. Ethiopia, which has clashed in the past with Somalia's Islamists and considers them a threat to regional security, began amassing troops on Somalia's border, in support of Somalia's weak transitional government, led by President Abdullah. In mid-December, Ethiopia launched air strikes against the Islamists, and in a matter of days Ethiopian ground troops and Somali soldiers regained Mogadishu. A week later most of the Islamists had been forced to flee the country. Ethiopia announced that its troops would remain in Somalia until stability was assured and a functional central government had been established. Battles between the insurgents and Somali and Ethiopian troops intensified in March, leaving 300 civilians dead in what has been called the worst fighting in 15 years. Amid a growing threat from militant Islamists, Ethiopia began withdrawing troops from Somalia in January 2009. At this point, Somalia was far from stable. Indeed, Ethiopia's presence in Somalia sparked

Ethiopia Facts

increased guerrilla warfare and even further weakened the transitional government. Many feared that the withdrawal, along with Somalia's political instability, would provide Islamists an opportunity to fill the power vacuum.

Prime Minister Meles Zenawi's Ethiopian People's Revolutionary Democratic Front won parliamentary elections by a wide margin in May 2010. The U.S. and the European Union said the vote failed to meet international standards, and the opposition refused to recognize the results. Nevertheless, parliament elected Zenawi to a fourth term.

Prime Minister Meles Zenawi Dies

In August 2012, Prime Minister Zenawi died at age 57 after a long illness. Zenawi had been in power since 1995. He is credited with lifting the country out of famine to the point that Ethiopia began exporting food, reducing poverty, increasing economic growth, and improving infrastructure. However, Zenawi was repressive and dictatorial, arresting and imprisoning activists, journalists, and members of the opposition. Relations between the U.S. and Ethiopia improved under Zenawi, with Ethiopia helping the U.S. combat Muslim militants in Africa. The U.S. gives Ethiopia some \$800 million in aid annually. Hailemariam Desalegn, the minister of foreign affairs, succeeded Zenawi.

On October 7, 2013, Mulatu Teshome Wirtu became the fourth president of Ethiopia. He previously served as Deputy Minister of Economic Development and Cooperation, Minister of Agriculture, and Speaker of the House of Federation. He also served as the country's Ambassador to China, Japan and Turkey. He was elected president by Parliament. The vote was unanimous. Mulatu Teshome replaces Girma Wolde-Giorgis who could not seek re-election due to term limits.

Ethiopia

Fun Facts

- **Official name:** Federal Democratic Republic of Ethiopia
- **Continent:** Africa
- **Size:** 426,373 square miles (1,104,300 square kilometers); about twice the size of Texas
- **Leader of country:** Prime Minister: Hailemariam Desalegn
- **Major towns:** Dire Dawa, Hare
- **Population:** 90,873,739 as of 2011
- **Capital:** Addis Ababa
- **Climate:** Moderate in highlands; hot and dry in lowlands
- **Languages:** Amharic, Arabic, English, Oromigna, Tirigna, others
- **Currency:** Birr
- **Products:** Coffee, cereals, sugarcane, oilseeds, honey
- **Major religions** Christianity, Islam
- **Life expectancy** 56 years (men) 59 years (women)
- **Climatic zone:** Tropical Temperate climate

Ethiopia's Attractions and Major Cities

The rock-hewn churches of Lalibela (North Wollo Zone)



Lalibela, 642 kilometres from Addis Ababa, is internationally-renowned for its rock-hewn churches which are sometimes called the "Eighth Wonder of the World". Physically prised from the rock in which they stand, these monolithic churches were originally thought to have been built in the 12th century during the reign of King Lalibela, but some have been dated back to the 10th century. There are eleven churches, assembled in three groupings: The Northern Group: Bete Medhane Alem, home to the Lalibela Cross and believed to be the largest monolithic church in the world. It is linked to Bete Maryam (possibly the oldest of the churches), Bete Golgotha (known for its arts and said to contain

the tomb of King Lalibela), the Selassie Chapel and the Tomb of Adam. The Western Group: Bete Giyorgis, said to be the most finely executed and best preserved church. The Eastern Group: Bete Amanuel, Bete Merkorios, Bete Abba Libanos and Bete Gabriel-Rufael. Further a field lie the monastery of Ashotan Maryam and Yimrehane Kristos church.

The Castles of Gondar and other monuments (Gondar)

Gondar is famous for its many medieval castles and the design and decoration of its churches.



The earliest of the castles was created by Fasilidas himself and is still in such an excellent state of repair that it is possible to climb its stairs all the way to the roof, which commands a breathtaking view over much of the city.

Ethiopia's Attractions and Major Cities

Lalibela



The 11 churches of Lalibela were built in the 13th century out of solid rock that sits entirely below ground level. Arranged in two main groups, the churches are connected by underground passages. In 1978, the churches became a UNESCO World Heritage site. That means the United Nations believes the site deserves special protection. Pictured here is the rock-hewn Church of St. George. (JON BRATT—GETTY IMAGES)

Aksum (Axum) historical and archaeological sites, central Tigray



Axum historical and archaeological sites, central Tigray. Rightly famous for its obelisks, Axum was the capital of the Axumite kingdom – once one of the four kingdoms of the world. The ancient town of Aksum was once ruled by the most powerful kingdom between the Eastern Roman Empire and Persia. Now, it is a popular tourist town and religious center. More than 120 tall, granite obelisks, or pillars, stand or lie broken in the central square. The tallest of them once stood at 110 feet high. Some of the obelisks feature inscriptions or door- and window-like shapes. (ANDREW HOLT—GETTY IMAGES)



It was also home to the Queen of Sheba whose ruined palace and bathing pool can still be found in and near the town.

Ethiopia's Attractions and Major Cities



Harar

The historic town of Harar (or Harer) is an important center of Islamic culture. Its architecture blends African and Islamic influences. The sacred Muslim city is home to 82 mosques and 102 shrines. A portion of the city is surrounded by ancient walls, which enclose a crowded Muslim town with alleyways that wind to a central marketplace, where locals can buy goods. (NIELS VAN GIJN—GETTY IMAGES)



Addis Ababa

Orthodox Christian churches and mosques dot the landscape of Addis Ababa, Ethiopia's capital and the country's largest city. Its name means "New Flower." The city is home to Addis Ababa University (founded in 1950), the National Library and Archives, palaces of former emperors and the National Museum of Ethiopia, which houses the famous prehistoric fossil skeleton of Lucy. Lucy was a hominid, or human-like creature, that lived more than three million years ago. The bones

were unearthed in northern Ethiopia in 1974. At the time of the discovery, Lucy's fossil was oldest known skeleton of a human ancestor. (MIKE D. KOCK—GETTY IMAGES)

Tiya pre-historical and archaeological sites, central Tigray (Tigray region)



Archaeologists and anthropologists continually claim that the oldest hominid remains (*Australopithecus ramidus*, a new species, 4.4 million years old) were originally discovered here in the Afar region. More recent findings by Professor Tim White from the University of California, Berkeley, suggest that the earliest ape man lived in Ethiopia 5 million years ago (Daily Telegraph, Monday 18th January 1999).

Ethiopia's Attractions and Major Cities

The Blue Nile Falls (Tisisat Falls)



The River Nile, the longest river in Africa, in Ethiopia. From Lake Tana, the Blue Nile, known locally as Abbay, flows from Ethiopia to meet the white Nile in Khartoum to form the great river that gives life to Egypt and the Sudan. It has been said that the Blue Nile contributes up to 80% of the Nile's flow. Nowhere is it more spectacular than when it thunders over the Tisisat Falls near Bahar Dar. Here millions of gallons of water cascade over the cliff face and into a gorge, creating spectacular rainbows, in one of the most awe-inspiring displays in Africa, earning its name 'Smoking Water'.

Lake Tana

Lake Tana, the largest lake in Ethiopia is the source of the Blue Nile from where it starts its long journey to Khartoum and on to the Mediterranean. The 37 islands that are scattered about the surface of the Lake shelter fascinating churches and monasteries, some of which have histories dating back to the 13th Century. However, it should be noted that most of the religious houses are not open to women. The most interesting islands are: Birgida Mariam, Dega Estefanos, Dek, Narga, Tana Cherkos, Mitsele Fasiledes, Kebran and Debre Maryam. Kebran Gabriel is the principal monastery which can be visited by male tourists from Bahar Dar with its impressive Cathedral-like Building first built at the end of the 17th Century. Dega Estephanos, which is also closed to women, is on an island in the lake, and is reached by a very steep and winding path. Although the church is relatively new (only one hundred years old), it houses a Madonna painted in the 15th century. However, the treasury of the monastery is a prime attraction with the remains of several emperors, as well as their robes and jewels. On the banks of the lake are many more religious houses such as Ura Kidane Mehret and Narga Selassie, many of which are open to women.

Near Gorgora, at the northern end of the lake, the Susneyos palace is a forerunner of the magnificent palaces and castles of Gonder, and dates from the reign of Emperor Susneyos. In the same area the medieval church of Debre Sina Mariam is particularly important.

Bahir Dar



Bahir Dar is located on the southern shores of Lake Tana, Ethiopia's largest lake. It serves as the main reservoir for the Blue Nile River. The lake's surface covers 1,418 square miles, with several inhabited islands throughout. Fishermen on the lake still use traditional canoe-like boats called Tankwa that are made from papyrus. (MARTIN ZWICK—GETTY IMAGES)

Ethiopia's Attractions and Major Cities



The Sof Omar Cave

Sof Omar is one of the most spectacular and extensive underground cave systems in the world. Formed by the Wabi River as it changed its course in the distant past and carved out a new channel through limestone foothills, the Sof Omar systems is an extraordinary natural phenomenon of breathtaking beauty.

The cave which is now an important Islamic Shrine was named after the saintly Sheikh Sof Omar who took refuge here many centuries ago. The cave has a religious history that predates the arrival of the Muslims in Bale – a history calculated in thousands of years.

The Rift Valley



The Ethiopian Rift Valley, which is part of the famous East African Rift Valley, comprises numerous hot springs, beautiful lakes and a variety of wildlife. The valley is the result of two parallel faults in the earth's surface, between which in distant geological time, the crust was weakened and the land subsided. Ethiopia is often referred to as the 'water tower' of Eastern Africa because of the many rivers that pour off the high tableland. The Great Rift Valley's passage through Ethiopia is marked by a chain of seven lakes.

Each of the seven lakes has its own special life and

character and provides ideal habitats for the exuberant variety of flora and fauna that make the region a beautiful and exotic destination for tourists.

NATIONAL PARKS

The Awash National Park



Lying in the lowlands at the east of Addis Ababa and striding the Awash River, the Awash National Park is one of the finest reserves in Ethiopia. The Awash River, one of the major rivers of the horn of Africa, waters important agricultural lands in the north of Ethiopia and eventually flows into the wilderness of the Danakil Depression. The dramatic Awash Falls, as the river tumbles into its gorge, is the sight not to be missed in the national park.

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



Map:

Capital City:

Population:

Terrain:

Climate:

Natural Resources:

Type of Government:

Bordering Countries:

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?	

Historical Timeline

for _____

A horizontal timeline template. A central horizontal line is divided into 10 equal segments by vertical tick marks. Each segment has a rectangular box attached to it, alternating above and below the line. The boxes are empty, intended for students to write historical events. The boxes are located at the following positions relative to the central line: 1. Above, 2. Below, 3. Above, 4. Below, 5. Above, 6. Below, 7. Above, 8. Below, 9. Above, 10. Below.

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

Logical-mathematical

Linguistic

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 in Slumberland* by Winsor 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.

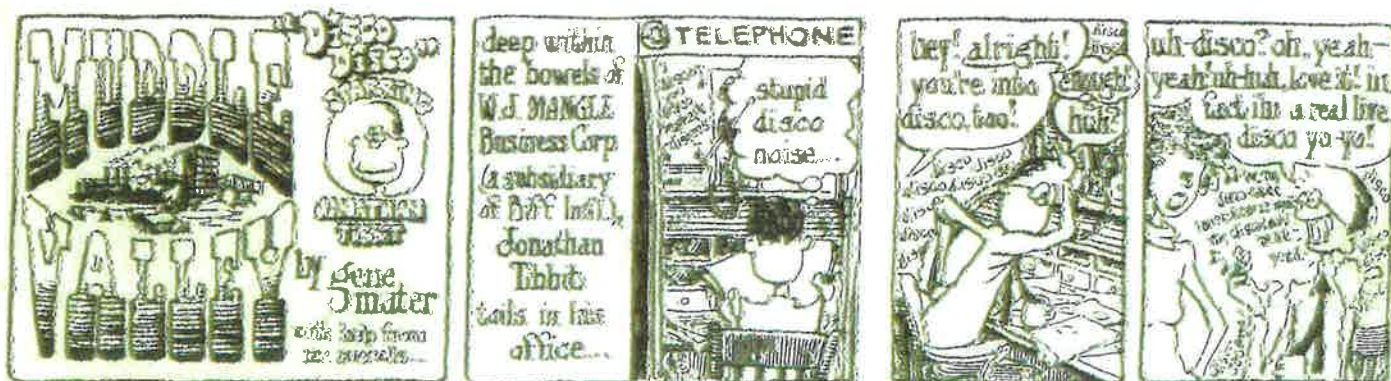
Action
Animate
Animation
Author
Beginning
Character
Comic book
Comics
Design
Details
Dialogue
Drawing
Ending
Expression
Frame
Graphic
Illustration
Illustrator
Middle
Narration
Patterns
Perspective
Plot
Point of view
Scenes
Scroll
Sequence
Setting
Speech bubble
Storyboard
Storyline
Visual



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



	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	<p>• Glue • Markers • Scissors</p>		<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, Birmingham, Alabama, 1948</i> by Walter Dean Myers, or others.</p>
	<p>• Colored Pencils</p>		
Other Materials	<p>• Brown paper grocery bags • Paper • Paper clips • Ribbon or yarn • Rulers • White drawing paper</p>		
Process: Session 1 20-30 min.	<p>Make the scroll!</p> <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. 		



Middle Valley Comic
Artist: Gene Smater
Printed paper
8" 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>		



Dream-Makers
 Building fun and creativity into standards-based learning