



WELCOME!

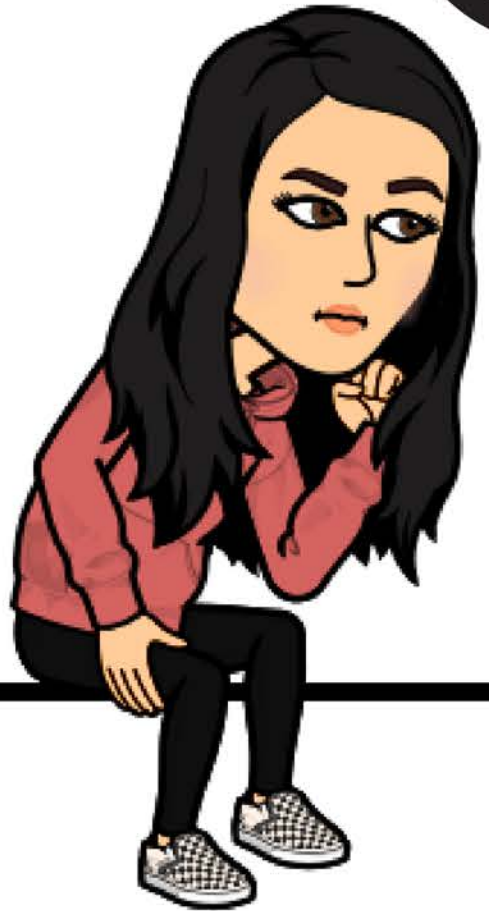


TASTY BOOKS FOR YOUNG READERS:
GREAT GRAPHIC NOVELS ABOUT
FOOD AND AGRICULTURE



Illinois
AGRICULTURE
in the ClassroomSM

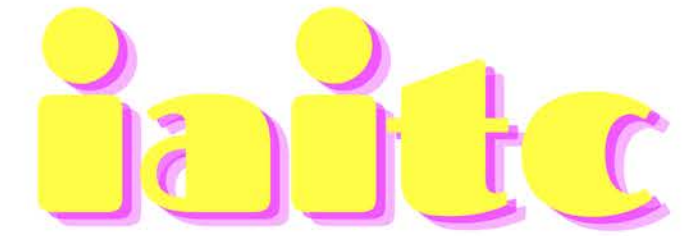
WHO AM I?



STEPHANIE HOSPELHORN

Education Specialist: Develop and implement IAITC programming and resource development efforts that assist the IAITC programs, teacher training, and in-service teacher training.

Experience and Education:
Former Middle School Science, ELA, and SS teacher
B.S. Environmental Science and Art
B.A. Middle Level Education



- Create standards-based lessons for K-12 teachers
- Provide county-level education coordinators to come into your classrooms
- Teacher Summer Ag Academies throughout the state
- Much More!



BENEFITS OF GRAPHIC NOVELS

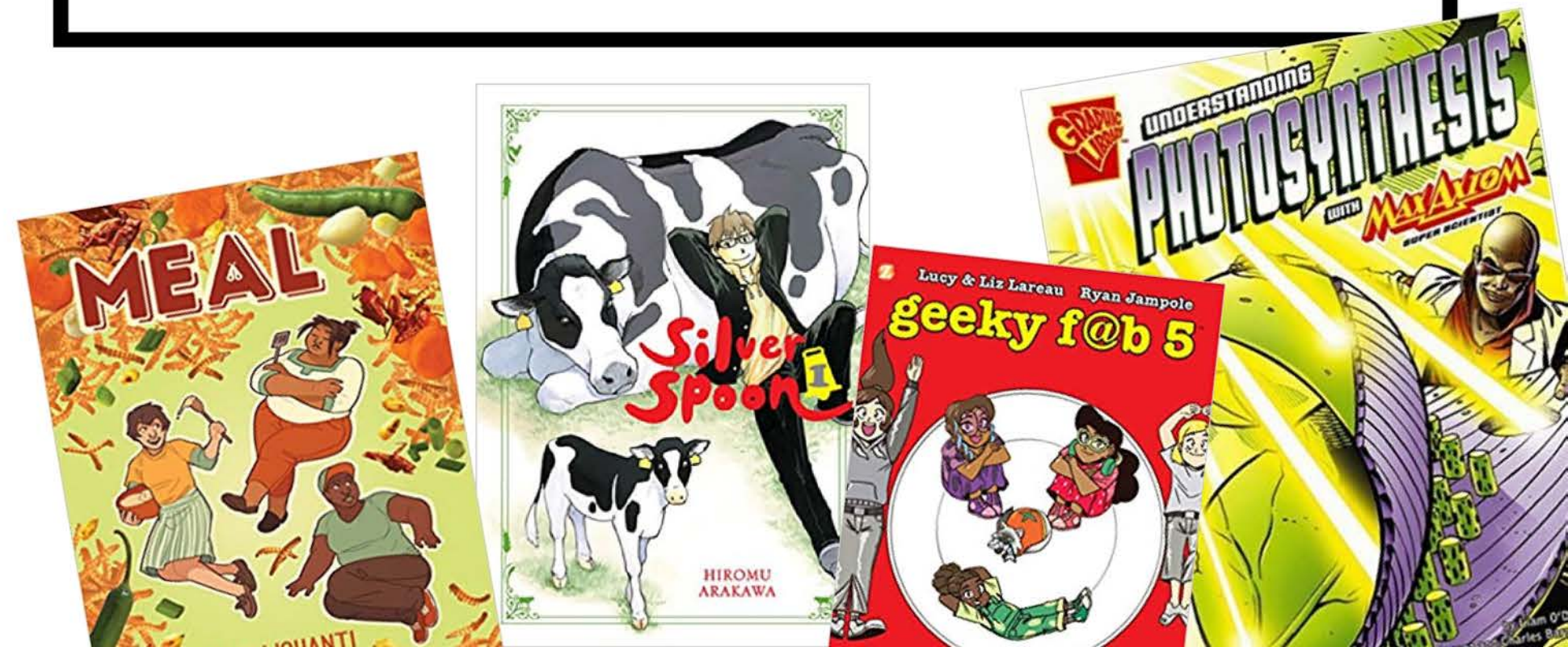
- Cross curricular
- Appeals to reluctant readers and kiddos at lower reading levels
- Bring art into the classroom
- Easily pair with other novels, short stories, non-fiction
- Can be read quickly-time is already limited

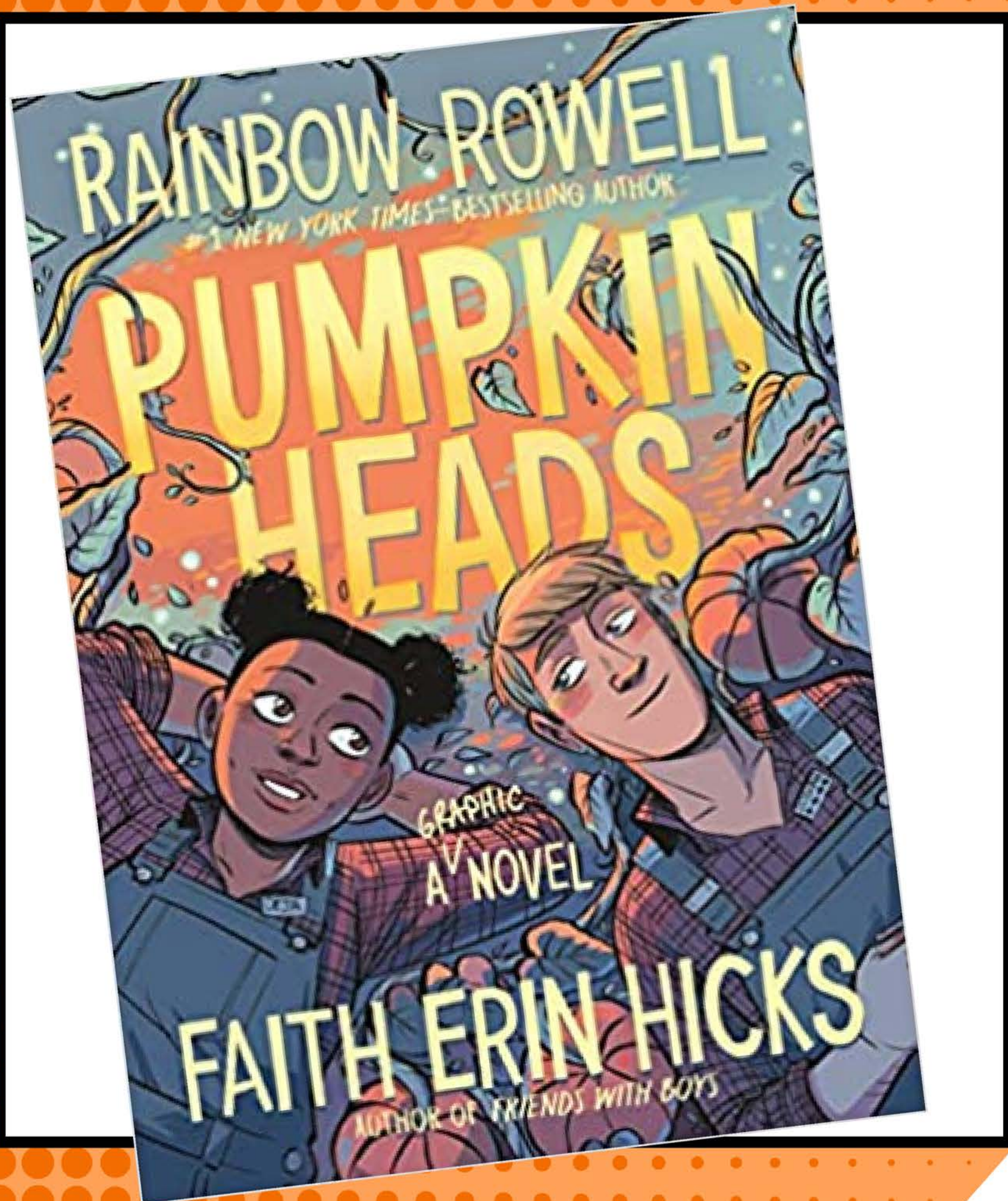
Improve literacy skills

- Context Clues, promoting inference skills, figurative language, sequencing, develop visual literacy skills
- Characters are less realistic and more iconic-easier to identify and feel empathy
- Interpret facial expressions and body language rather than reading descriptions

Students have to analyze the image to find signs of character development, plot, etc.

- Traditional text: students uncover meaning embedded in the sentences. The author fills in the rest.
- GN: Images and text work together but students have the responsibility to interpret the setting, much more "filling in the blank" than traditional

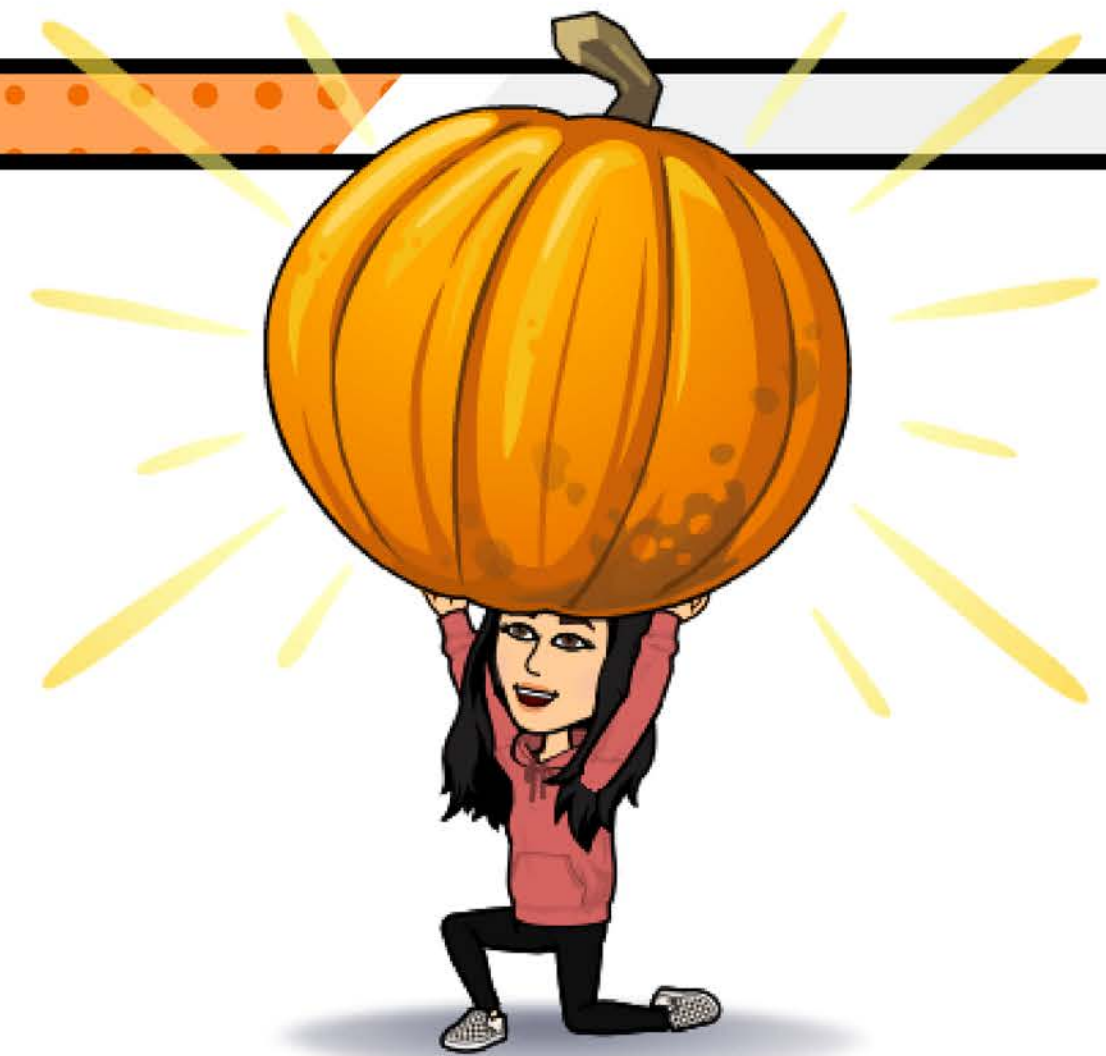




Author: Rainbow Rowell

Illustrator: Faith Erin Hicks

Grade Level: 5-9



SETTING



IMAGE + TEXT



PUMPKIN PIE IN-A-BAG

Grade Level
K-3

Length of Lesson
45 minutes

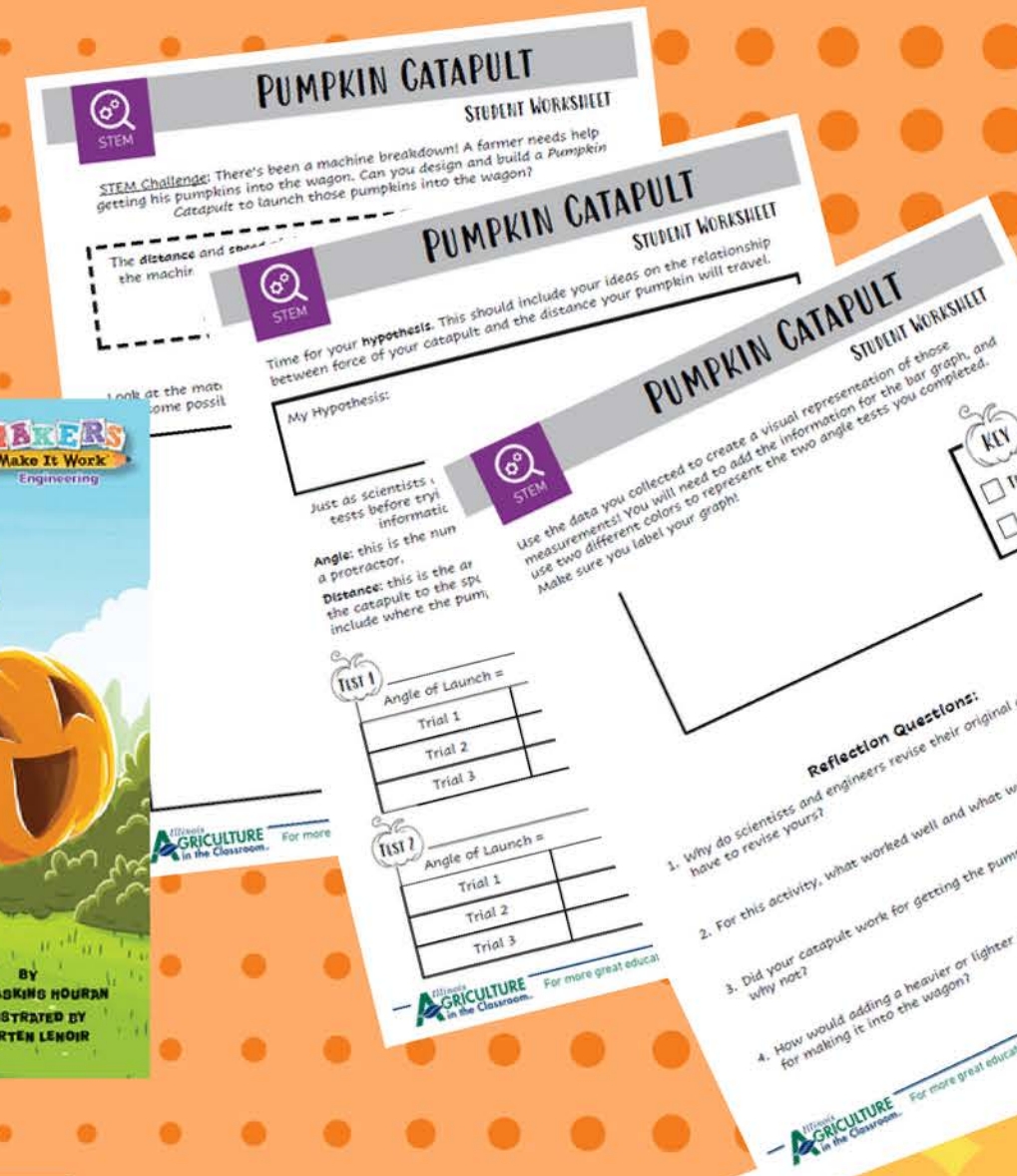
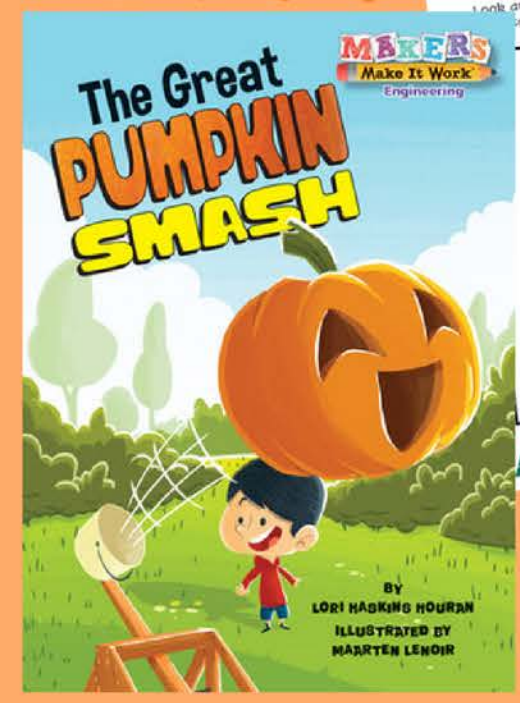
Objective
By the end of this activity, students will have a better understanding of where their food comes from.

Materials Needed
Scissors

Lesson Summary
This lesson is designed to help students have a better understanding of where their food comes from. It will also show students the connection of math and cooking while introducing the importance of nutrition.

Suggested Sequence of Events:

1. Read "From Seed to Pumpkin" by Wendy Pfeffer to capture student interest and to show them how pumpkins grow.
2. Read through AITC Pumpkin Ag Mag to learn more about pumpkins. Interactive online versions can be found on our website.
3. Complete the activity following the procedures:



PUMPKIN POETRY

"The Pumpkins in the Corn" by Sir Charles George Douglas Roberts
 "The Pumpkin" by John Greenleaf Whittier
 "When the Frost is on the Punkin" by James Whitcomb Riley
 "The Hustling Pumpkin Vine" by Uncle Mose
 "Pumpkin is Queen" by Mrs. May C. Hanks
 "Jack-O-Lantern" by John B. Tabb
<https://discoverpoetry.com/poems/pumpkin-poems/>



AG-VENTURE WITH PUMPKINS

Use the IATC Pumpkin Ag Mag to help you work through this worksheet!

Some Native American nations developed a way to grow pumpkins call the "Three Sisters." In your own words, explain the benefits of this growing technique.

Use the data given in the Ag Mag to create a bar graph!

Y-AXIS: _____
X-AXIS: _____

Top 5 IL Counties for Pumpkin Harvest, 2012

County	Area Harvested (Acres)
Adair	1000
Adams	2000
Adams	3000
Adams	4000
Adams	5000

Draw and label the 4 stages in the pumpkin life cycle!

Using the data below, calculate the differences of yield between each year. Make sure to include the measurement in your answer!

Year	Yield Measured in Pounds/Acre
2017	37,000
2018	47,000
2019	38,500

PUMPKIN USES:

pies, bread, soup, pumpkin extract, puree, supplement for dogs, medicinal purposes, antioxidant, anti-cancer.

WHAT ARE PUMPKINS?

Pumpkins are a member of the gourd family, which includes cucumbers, honeydew melons, cantaloupe, watermelons and zucchini. These plants are native to Central America and Mexico, but now grow on all continents except Antarctica. Pumpkins have been grown in North America for five thousand years. They are native to the western hemisphere.

Pumpkins are grown primarily for processing with a small percentage grown for ornamental sales through you-pick farms, farmers' markets and retail sales. Most pumpkins are processed into canned pumpkin and canned pie mix. Processing pumpkins have a comparable size and shape of a watermelon and a lighter orange colored shell.

Pumpkins can range in size from less than one pound to more than 1,000 pounds. Miniature-sized pumpkins weigh less than one pound and typically are used for decorative purposes. Pie pumpkins come in many sizes. The 5- to 10-pound pie pumpkin varieties are most often grown. Pumpkins in the 10- to 25-pound range are primarily used for jack-o-lanterns and can also be used for processing. Pumpkins above 25 pounds are called giant. Giant pumpkins typically range between 25 to 75 pounds in size.

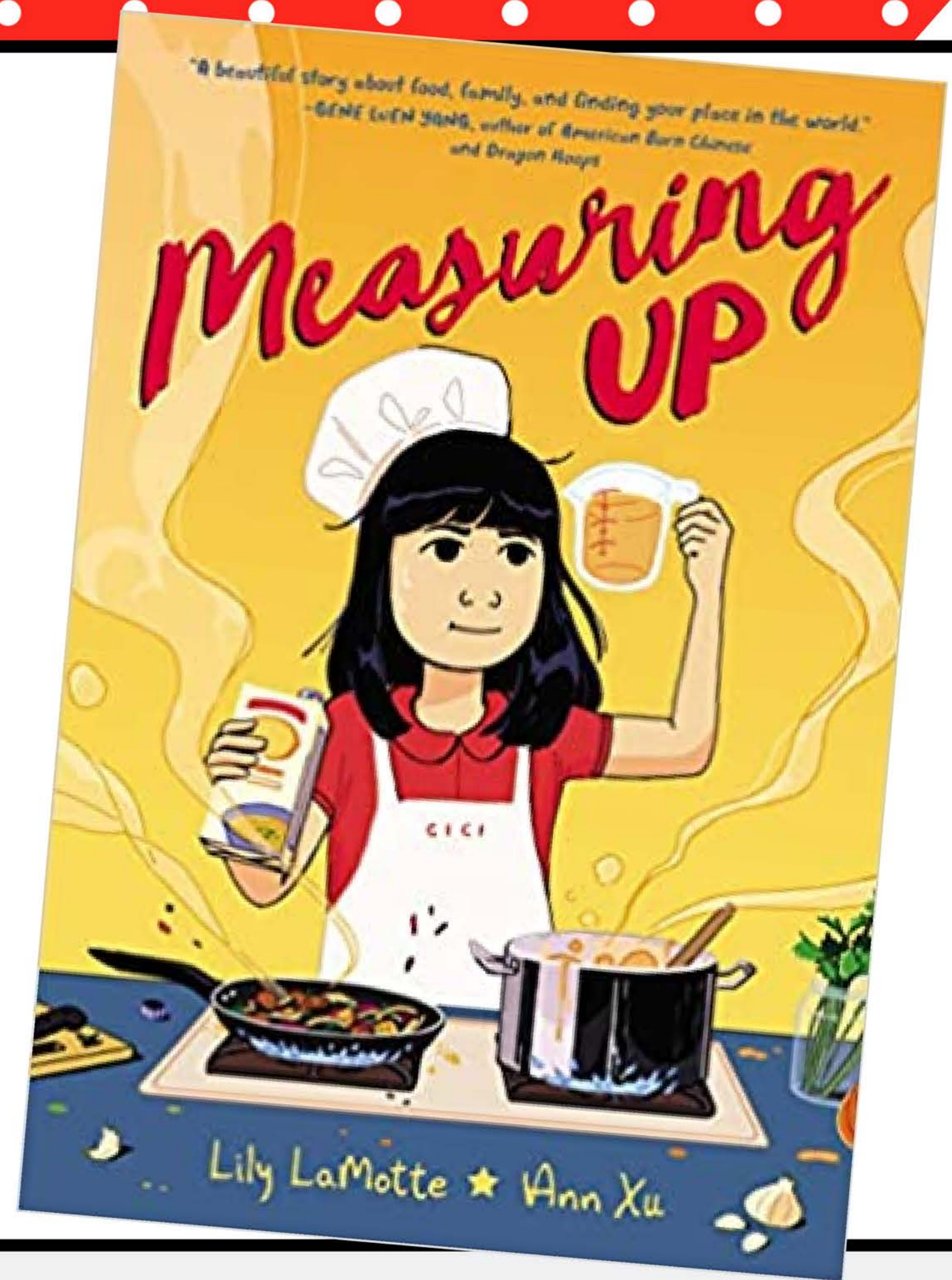
VOCABULARY

ANGIOSPERM: a flowering plant having its seeds enclosed in an ovary.

Author: Lily LaMotte

Illustrator: Ann Xu

Grade Level: 4-6



PANEL STYLE

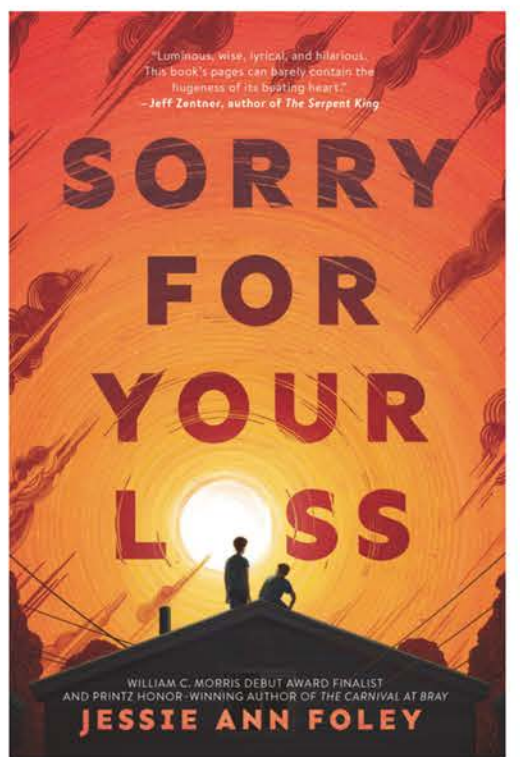
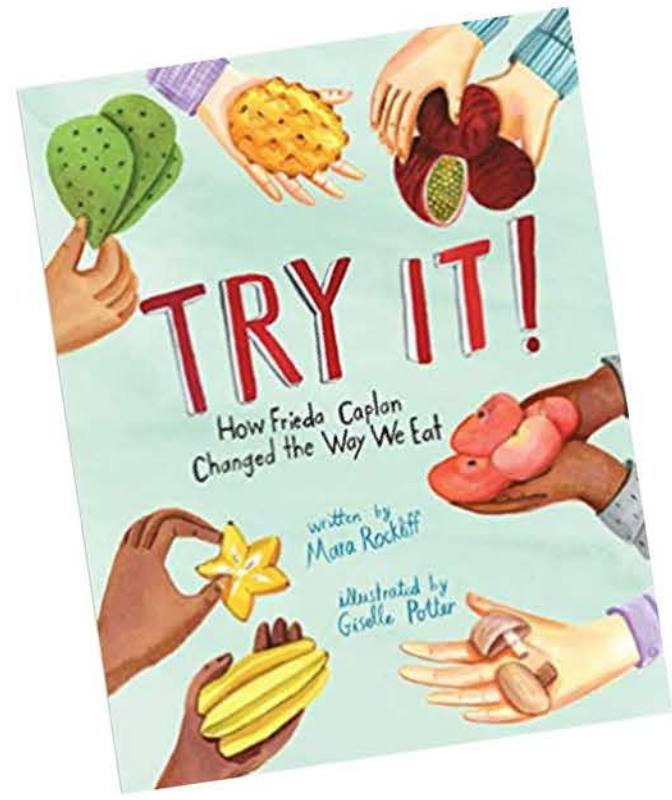
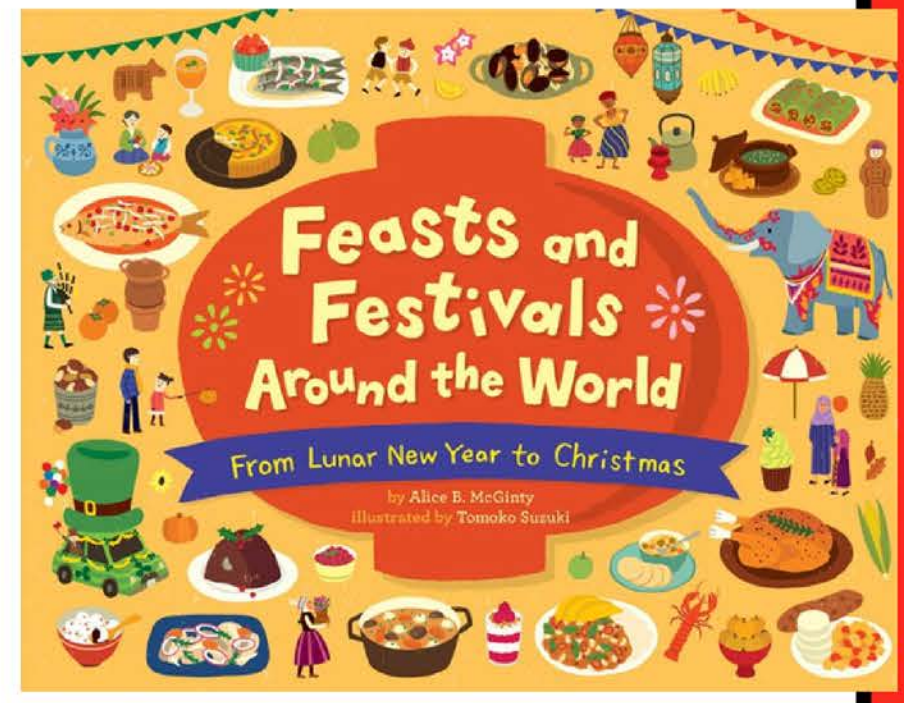
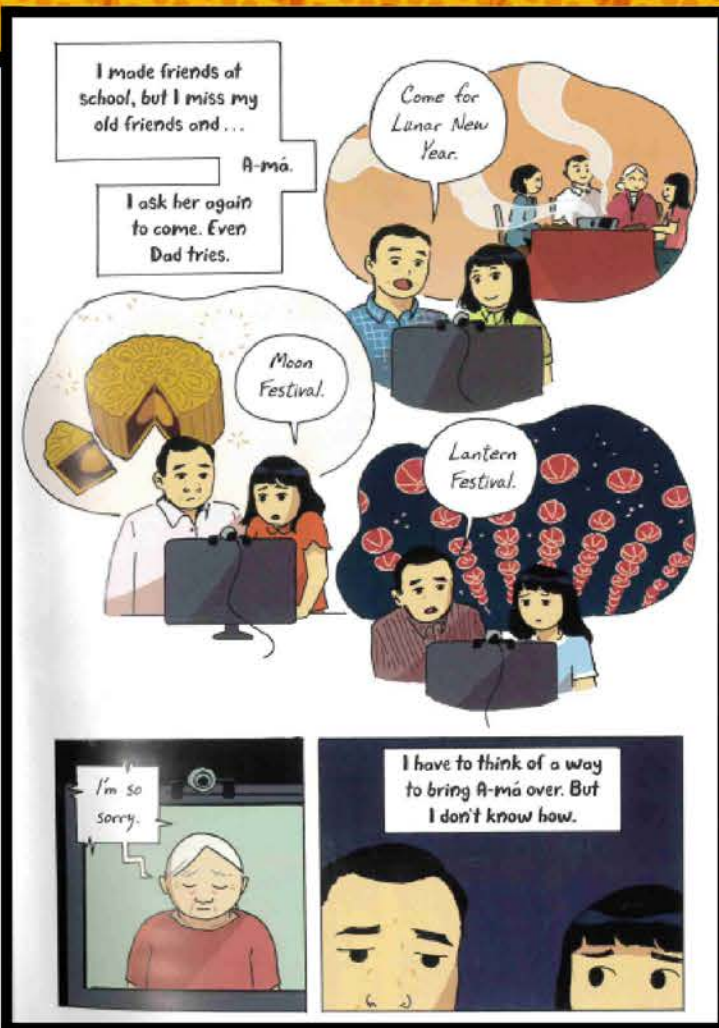


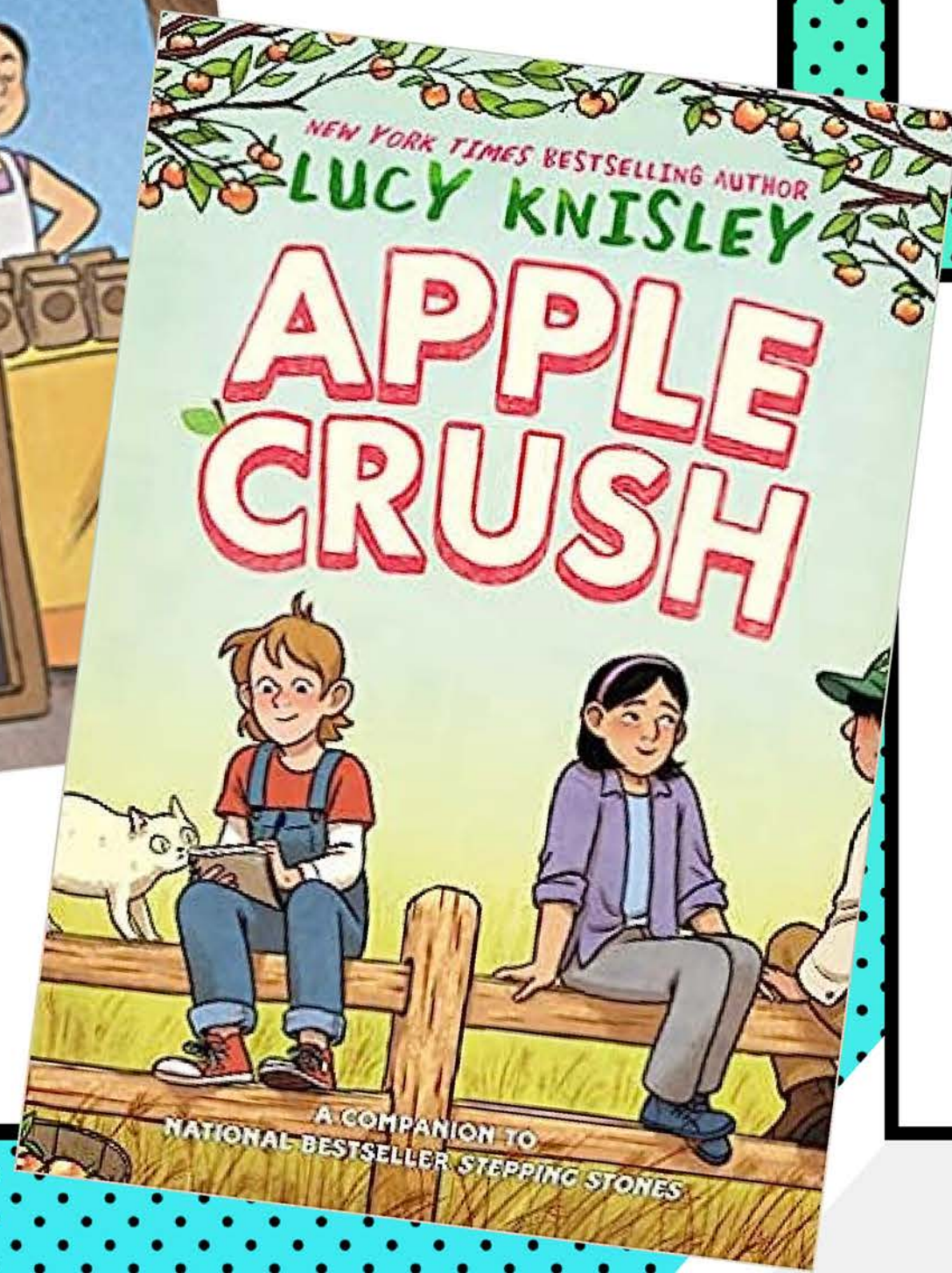
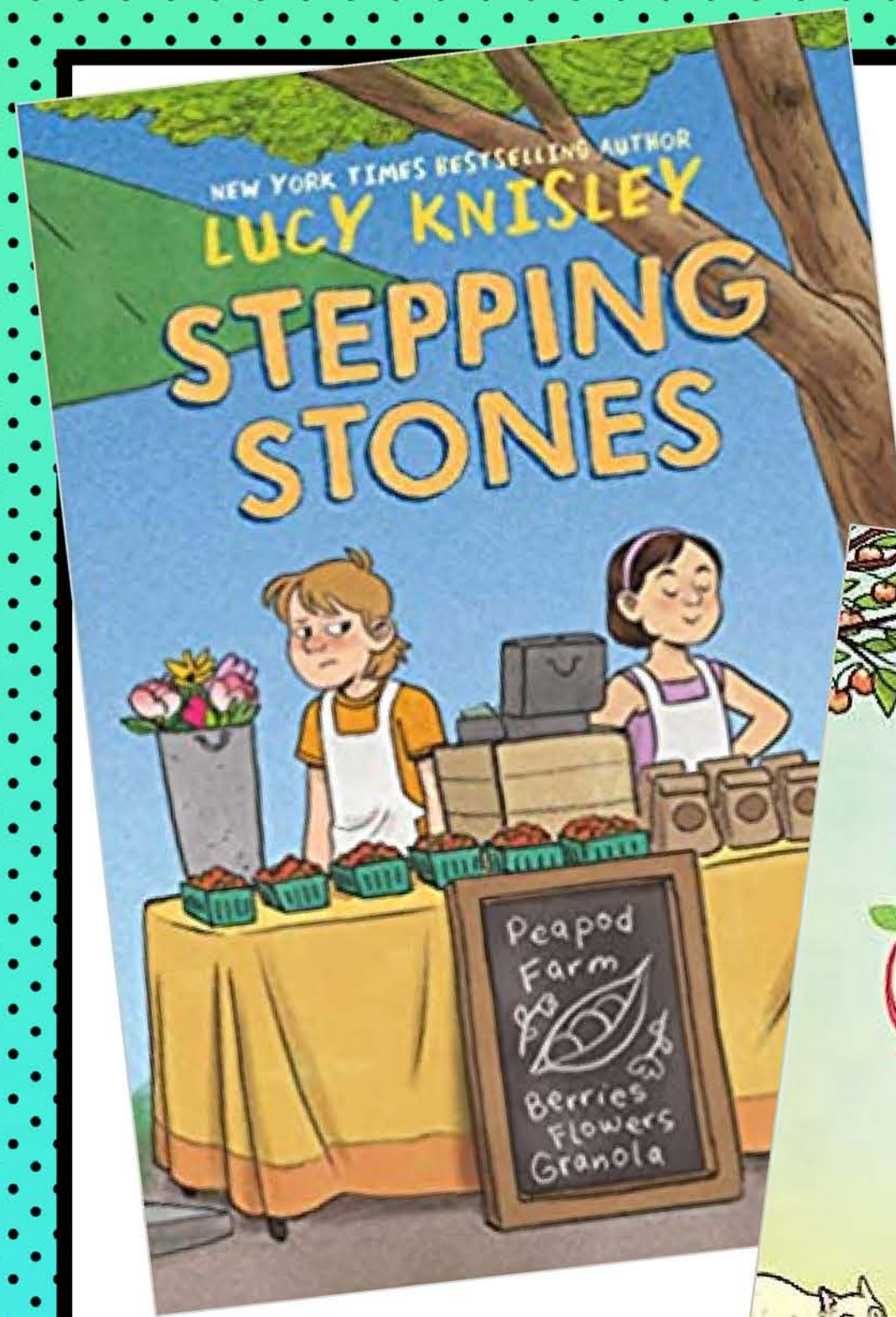
CONVERSATION



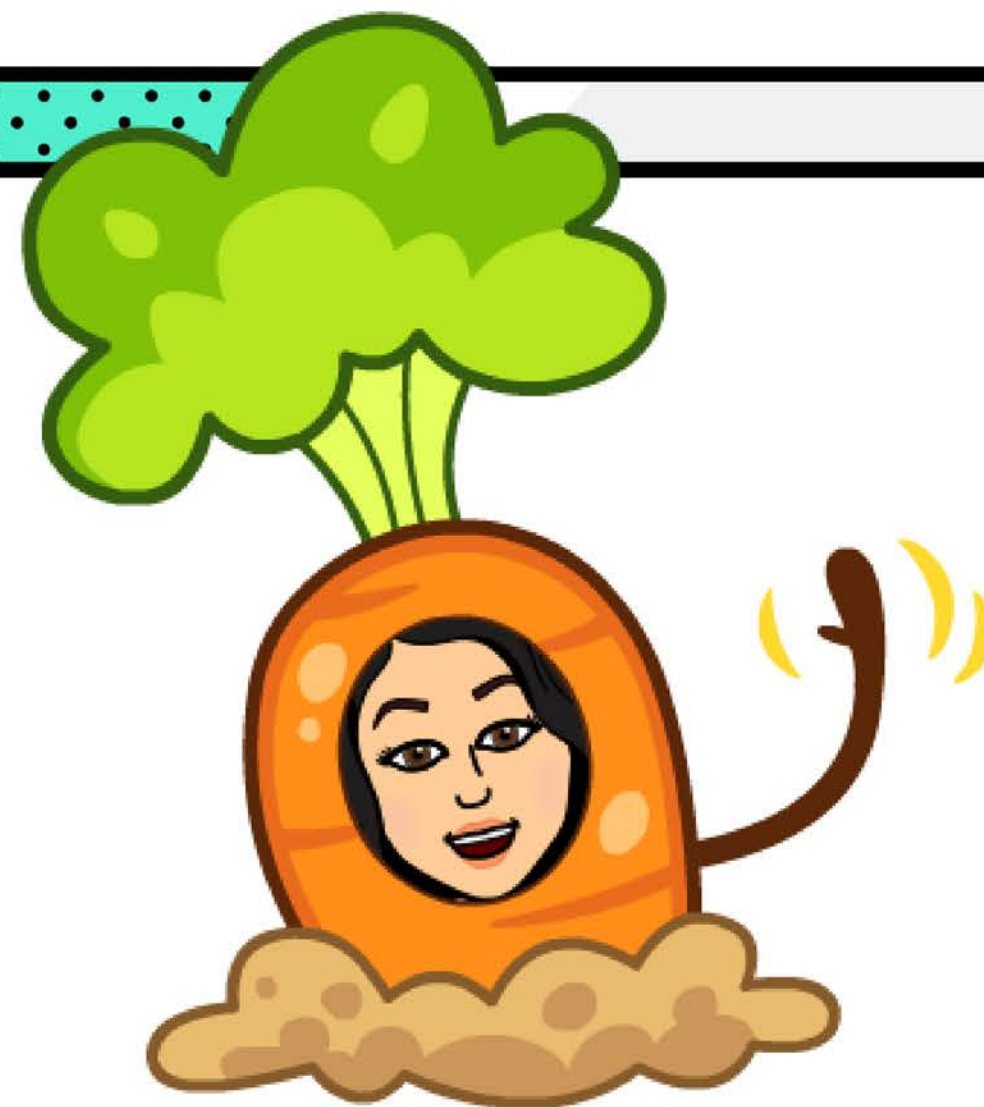
CHARACTER ANALYSIS







Author: Lucy Knisley
Illustrator: Lucy Knisley
Grade Level: 4-6



CONFLICT AND CHARACTER DEVELOPMENT

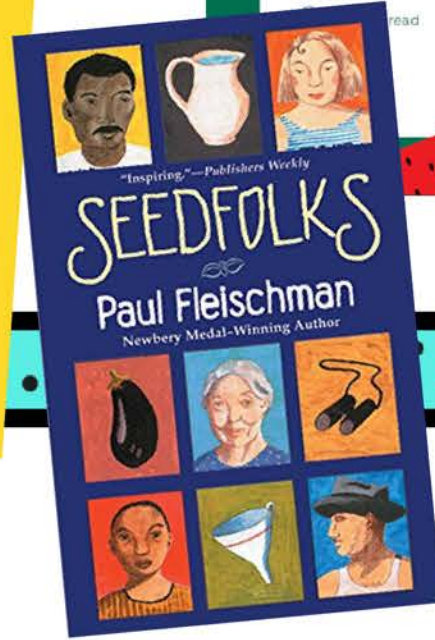
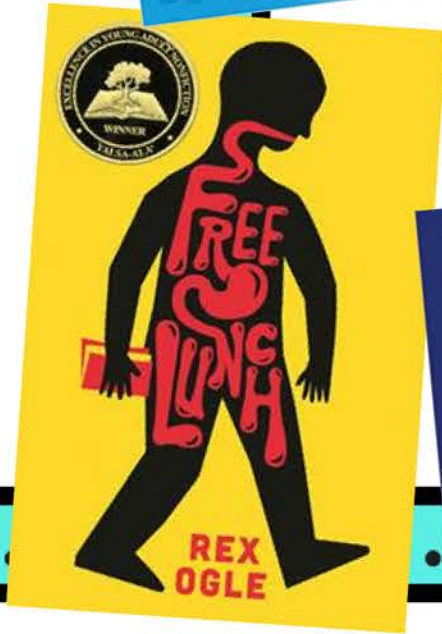
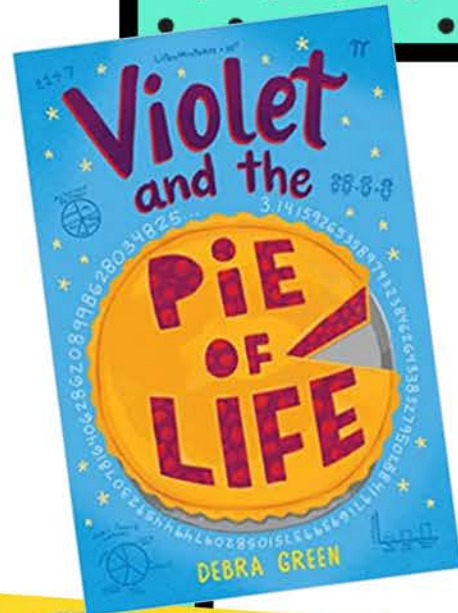


TIME

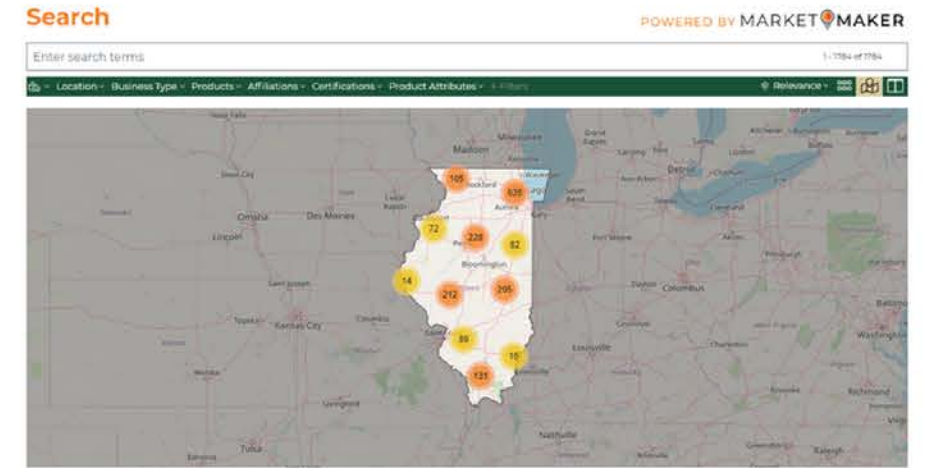


POV & PERSPECTIVE





WWW.SPECIALTYGROWERS.ORG/SHOPLOCAL



CAREERS



Kuiper's Family Farm
Apple Producers
Wade & Kim Kuiper
Maple Park, Illinois
Size of Farm: 230 acres,
35 acres being apple trees
Year Established: 1998
Primary Market: Retail direct to customers at the farm

How would you describe your business?
Like many farms in Illinois we grow several crops, but the big difference with our farm is we invite our customers out to harvest our crops instead of doing that job ourselves. Each fall, people can come to our farm to pick their own apples or go out into our pumpkin patch to find just the perfect pumpkin. We also have a store they can visit and buy many things, including apple cider that we make here by squeezing the juice from our apples. We also use our apples to make caramel apples and everyone's favorite treat, our apple cider doughnuts! We know



Rendleman Orchards
Apple Producers
Wayne & Michelle Rendleman
Alto Pass, Illinois
Size of Farm: 800 acres, 100 acres being apple trees
Year Established: 1973
Primary Market: Wholesale to food distributors, retail at family farm market

How would you describe your business?
Rendleman Orchards is a 4th generation centennial family farm. We are nestled in the hills of Southern Illinois: Shawnee National Forest. Since 1873, Rendleman Orchards has been committed to growing and shipping local, quality peaches, nectarines, apples and vegetables to the commercial produce markets throughout the Midwest. We are one of the few wholesale apple orchards left in the state of Illinois that is Globally Food Safety Certified. This prestigious food safety certification gives our farm the ability to sell our product to schools, grocery stores, and other institutions such as hospitals, restaurants, prison systems, food distributors, and food banks.



Curtis Orchard
Apple Producers
Randy & Debbie Graham with Jeremy & Rachel Coventry
Champaign, Illinois
Size of Farm: 60 acres,
Year Established: 1978
Primary Market: Retail direct to customers at the farm and some to local distributors

How would you describe your business?
Curtis Orchard is an 80-acre apple orchard and pumpkin patch where we produce between 2-3 million apples and about 200-250 tons of pumpkins each year. Our farm also offers entertainment and activities for the whole family. We are open each year from July 20th through December 31st. Our orchard country store and bakery offer a wide variety of gift and food items including pies, fritters, apple crisp donuts, award winning cider, preserves, popcorn, and gift items. Outdoor activities

ODE TO A VEGETABLE

Grade Level
4-8

Length of Lesson
45-60 minutes

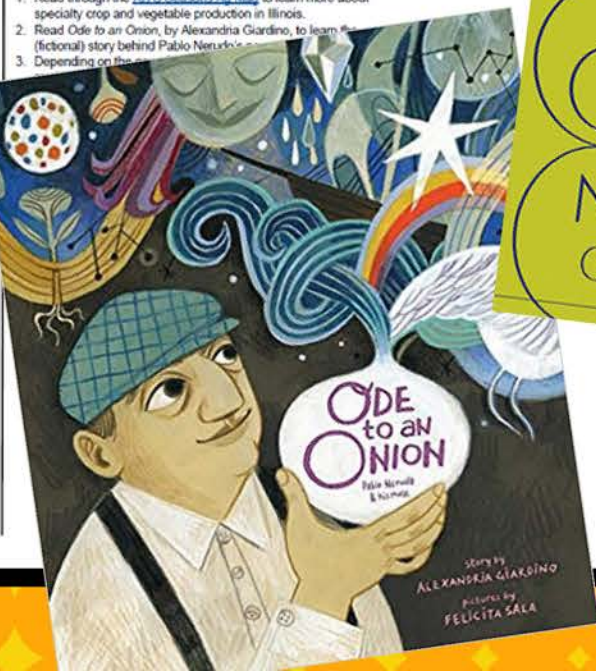
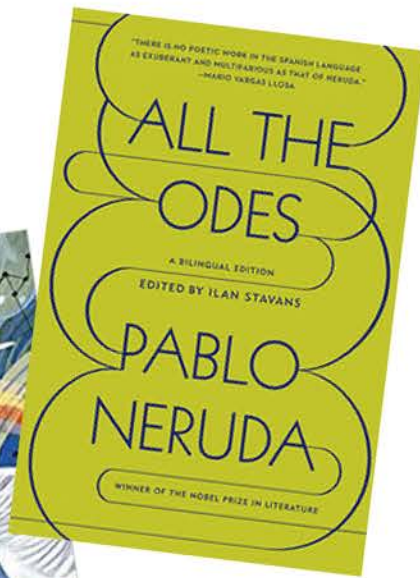
Objective
By the end of this lesson, students will be able to create multiple forms of poetry.

Materials Needed
• Copy of *Ode to an Onion*
• *Ode to an Onion* by Alexandria Giardino

Standards
Common Core
CCSS.ELA-Literacy.RL.4.5
RL.5.2, RL.5.4, RL.5.4,
RL.6.4, RL.7.4, W.4.9,
W.5.9, W.4.3, W.5.3,
W.6.3, W.7.3

Lesson Summary
This lesson is designed to introduce or strengthen students' skills of writing poetry. Students will write multiple "odes" to vegetables using simple, common poetic forms. This lesson would work well in a larger poetry unit.

Suggested Sequence of Events:
1. Read through the *ATC Seasons by May* to learn more about specialty crop and vegetable production in Illinois.
2. Read *Ode to an Onion*, by Alexandria Giardino. To learn the (fictional) story behind Pablo Neruda's poem.
3. Depending on the...



Background Information:

Giuseppe Arcimboldo was an Italian painter who painted many portraits, among other things. These were no ordinary portraits though! Arcimboldo painted collections of objects that when arranged in the right way, formed the likeness of a portrait! Here are some of his paintings:



Learn more about Giuseppe Arcimboldo and view more of his imaginative portraits here: <https://www.giuseppe-arcimboldo.org/>

DIY SEED TAPE

It's time to create your very own Seed Tape! Follow these instructions to create and plant your Seed Tape.

Today we are seeding _____ seeds on _____

1. Cut a piece of toilet paper, or seed tape, to the proper length your tape.
2. Lay the piece of toilet paper across your workspace and use your ruler to measure the length.
My seed tape is _____ feet long. This is the same as _____ inches.
Based on the planting instructions, how many seeds is _____ seed tape? Show your calculations in this box.

- Using your spray bottle, lightly spray water onto the seed tape to moisten it.
- Lay your ruler or tape measure on the edge of the seed tape. Carefully measure the spacing between your seeds.
- Then, fold the seed tape in half lengthwise and lightly press down. The toilet paper should be folded in half. If your paper is too dry, mist it again with water. Fold the seed tape in half lengthwise one more time and light.
- Let your seed tape fully dry before you move it. Once it's dry, you can roll it up until you are ready to plant!
- On planting day, dig a furrow in your garden space. Your furrow needs to be as deep as your seed tape.
- Place the seed tape in the furrow and cover it with soil.
- Water daily to keep the soil moist until your seeds germinate. Make sure to pull out any pesky weeds that pop up to give your young plants their space to grow!

AGRICULTURE in the Classroom. For more great educational agriculture resources, visit www.agclassroom.org.

DIY SEED TAPE

SEEDING INSTRUCTIONS

DIY SEED TAPE

STUDENT WORKSHEET

Background Information
All plants require space around them to grow. The space around them will vary depending on the type of plant, some need more room than others. This is extremely important for gardeners and farmers to consider when it's time to plant their seeds!
If the seeds are too crowded, the plants will not have room to grow. If the seeds are too far apart, the plants will not grow big enough to block seed seeds from germinating and out-competing them.
Farmers and gardeners use a wide variety of tools and technologies to make sure they are planting at the proper seed density. Making a "seed tape" is one way to make sure seeds are properly spaced.

Today, you are going to "plant your own garden" and determine the spacing required between your seeds for the size of your garden!

- My garden is 10 feet by 10 feet.
- I'm planting _____ seeds!
- According to the planting instructions, my seeds should be planted _____ inches apart in the same row.
- There also needs to be _____ inches between each row!

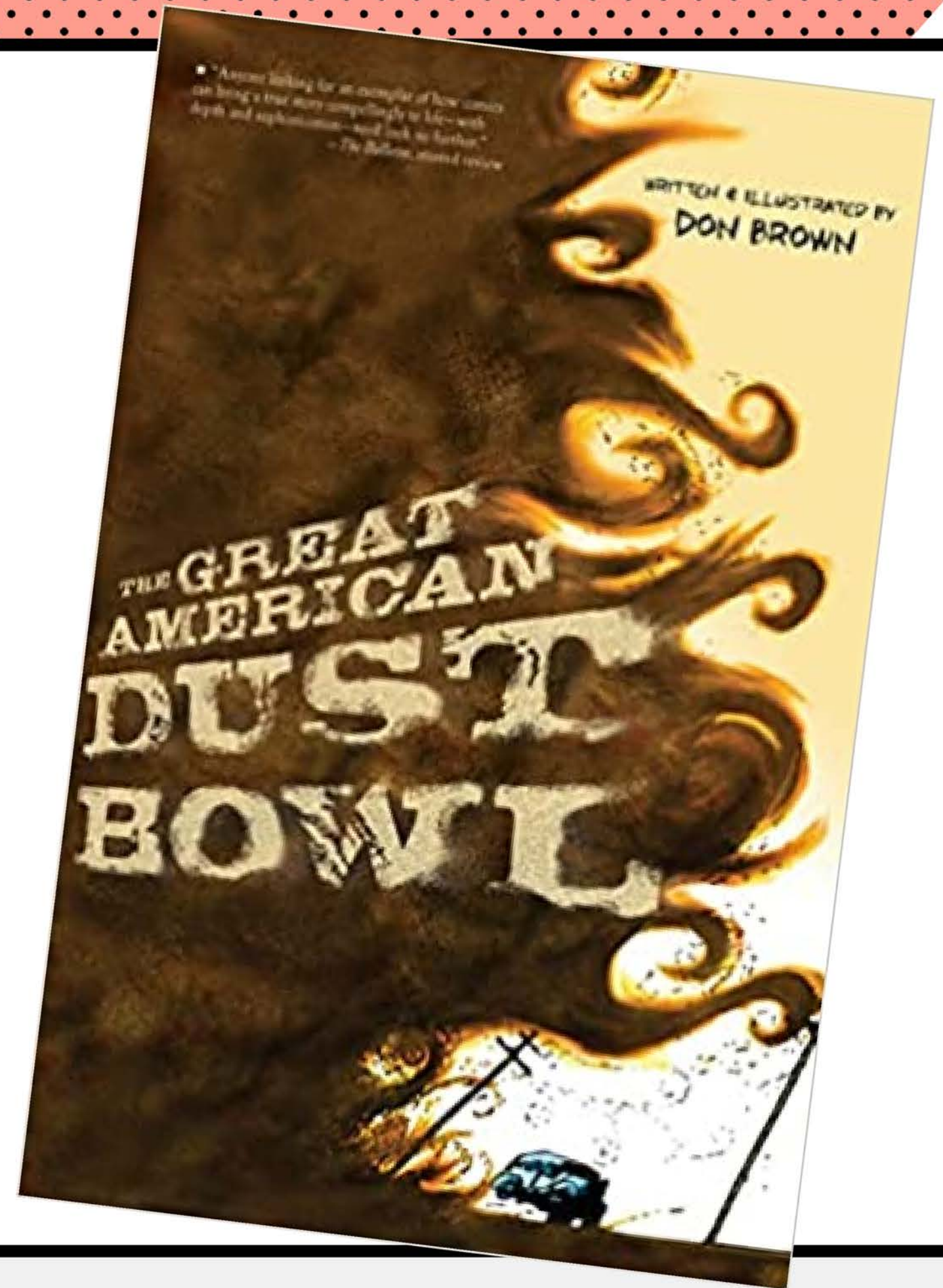
- How many rows will fit in this garden?
- How many seeds can I plant in each row?
- How many total seeds can I plant?
- What is the total length in feet of the rows in my garden?
- What is the total length in inches of the rows in my garden?
- What is the total area of my garden in square feet?

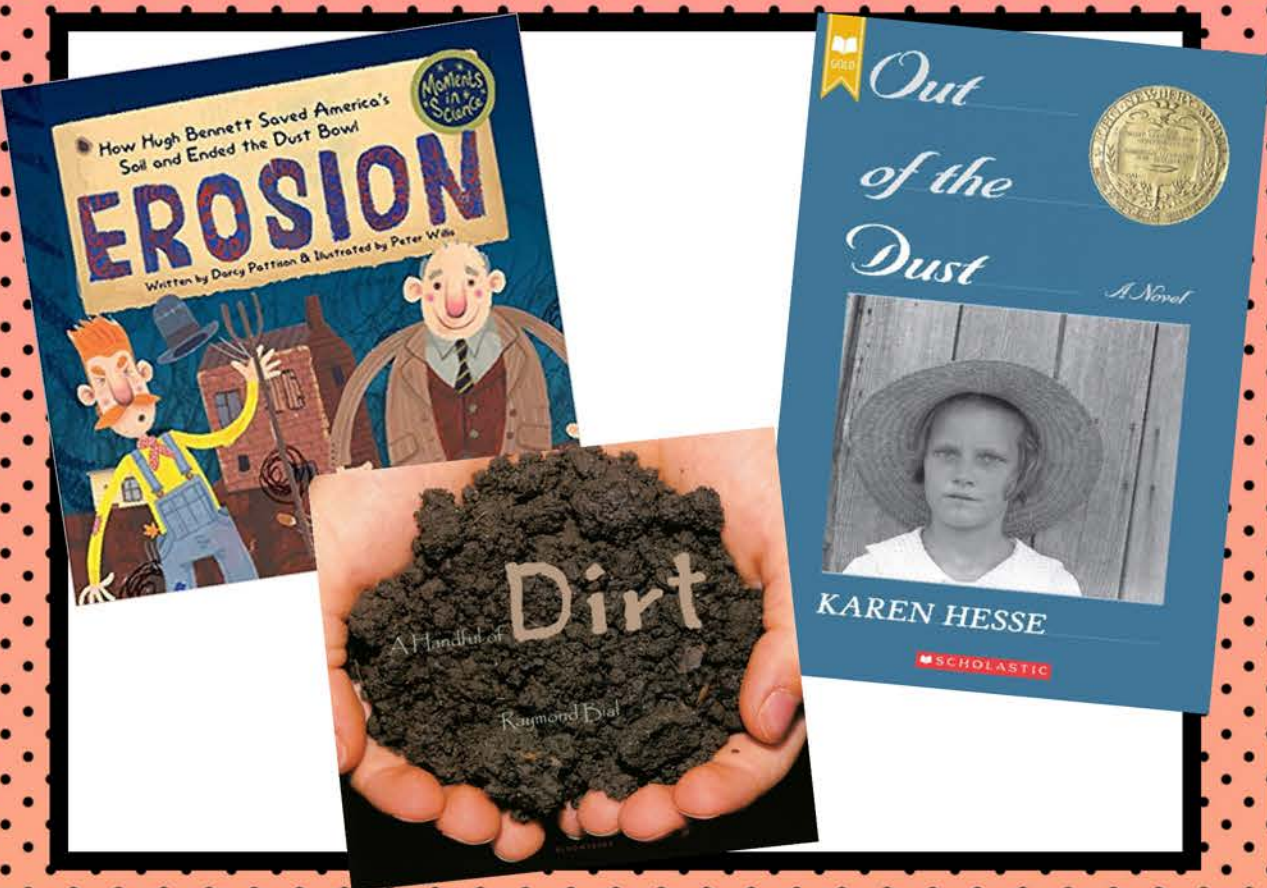
AGRICULTURE in the Classroom. For more great educational agriculture resources, visit www.agclassroom.org.

Author: Don Brown

Illustrator: Don Brown

Grade Level: 4-6





Woody Guthrie

Song: The Great Dust Storm
Album: Dust Bowl Ballads

On the 14th day of April of 1935,
There struck the worst of dust storms that ever filled the sky.
You could see that dust storm comin', the cloud looked deathlike black,
And through our mighty nation, it left a dreadful track.
From Oklahoma City to the Arizona line,
Dakota and Nebraska to the lazy Rio Grande,
It fell across our city like a curtain of black rolled down,
We thought it was our judgement, we thought it was our doom.

TORTILLA IN A BAG

Ingredients

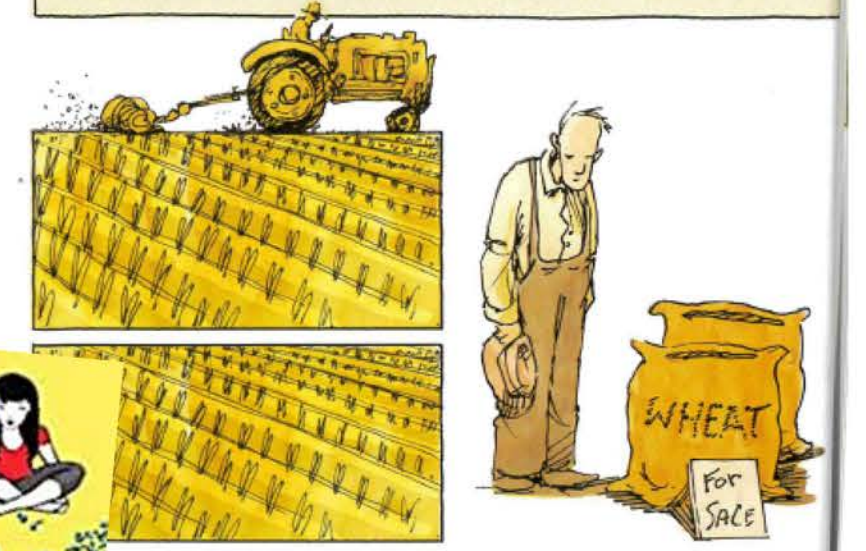
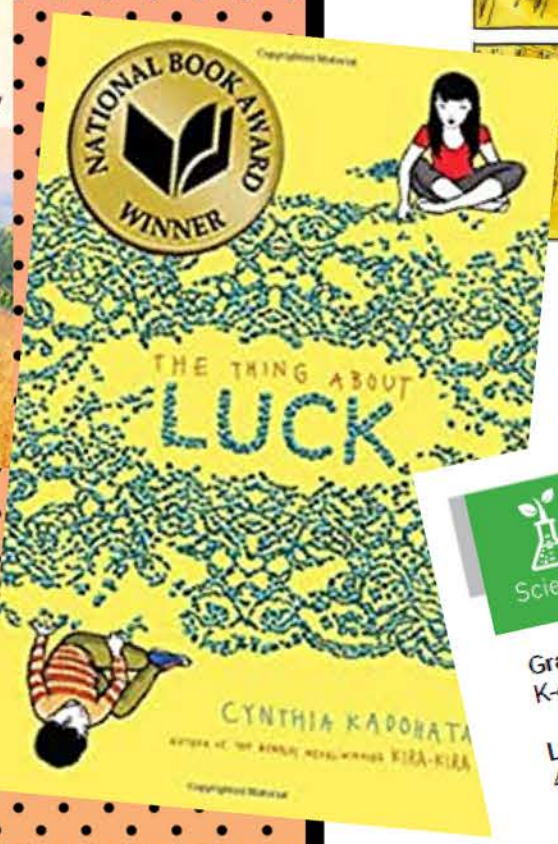
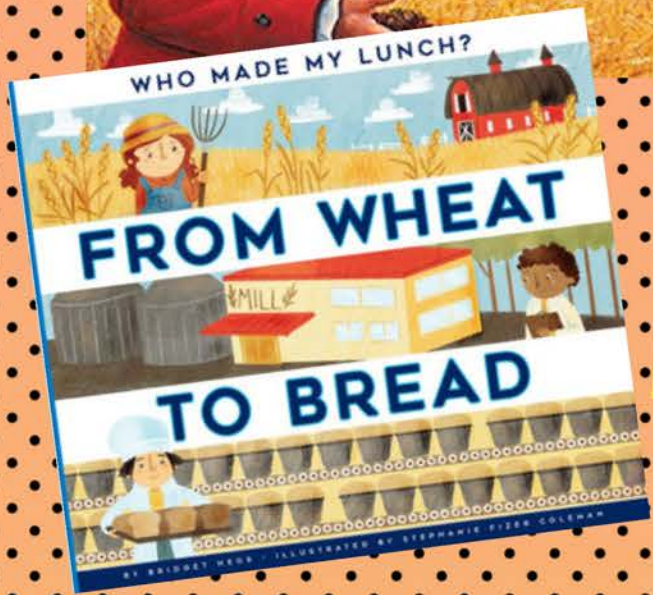
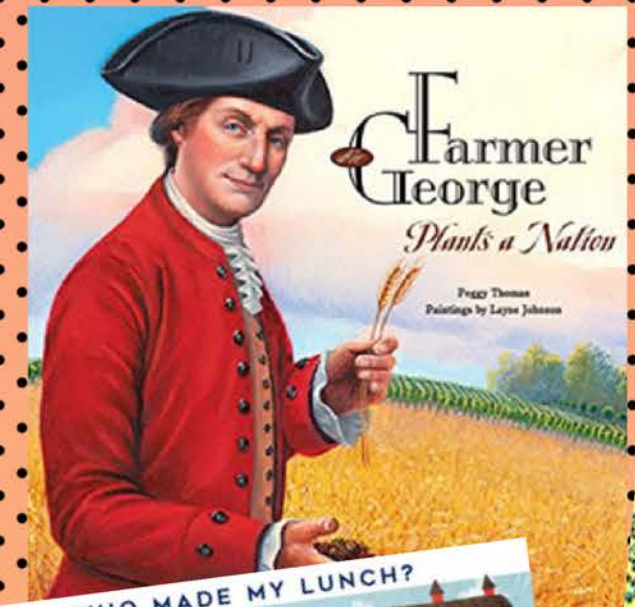
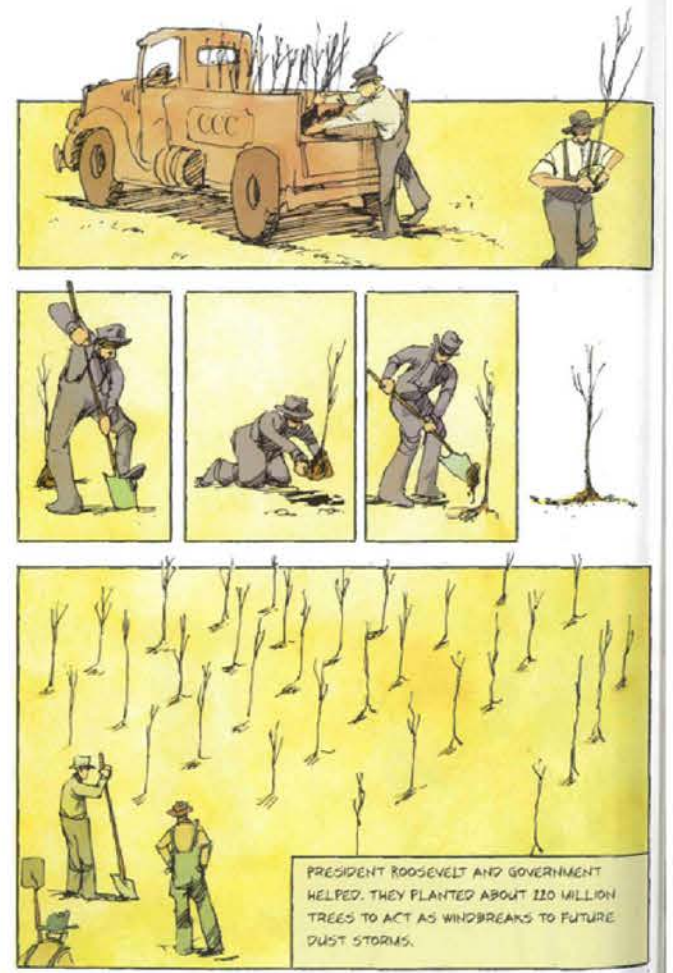
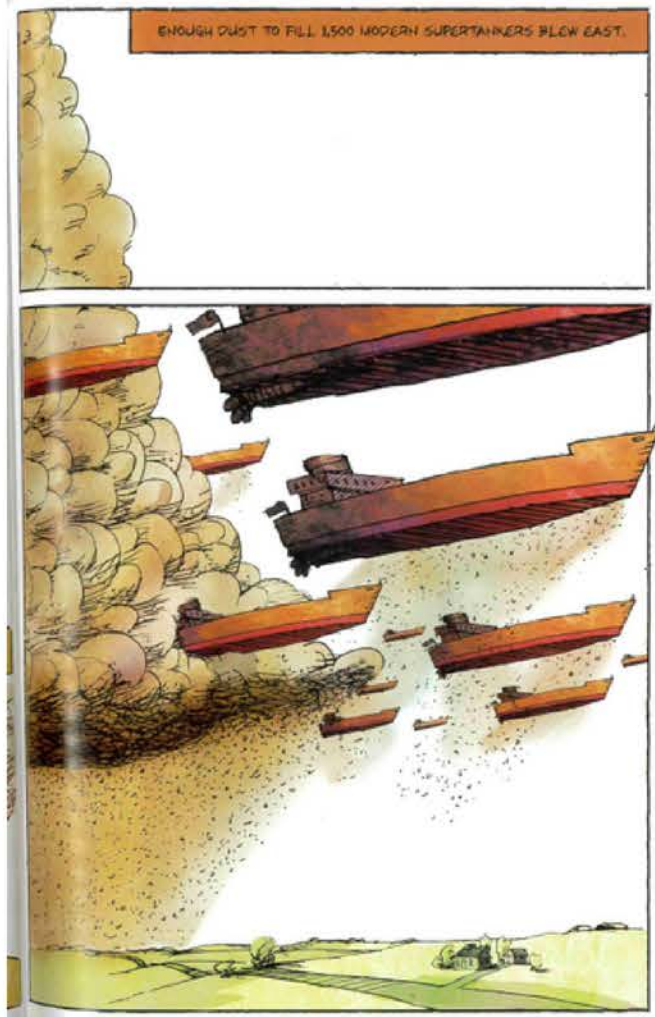
- 1/2 teaspoon baking powder
- 1 teaspoon salt
- 3 tablespoons shortening

Directions

- Combine the flour, salt, and baking powder in the gallon sized baggie. Close the bag and shake to mix.
- Add shortening to the bag and shake it. Work the mixture together with your fingers until it crumbly and there are no large pieces of shortening visible.
- Carefully add the hot water to the bag. Close the bag and mix with your fingers until the ingredients form soft dough that pulls away from the sides of the bag.
- Turn the dough out onto a lightly floured surface. Divide the dough into 4 equal pieces and shape into balls. Cover dough with plastic wrap and let them rest for 15 minutes.
- Roll or pat the dough into 8 or 10 inch circles.
- Heat up a frying pan to medium heat. Place each circle on the frying pan.
- Cook until one side is golden brown. Flip the tortilla over and cook the other side.
- Enjoy!

Makes 4-6

THEN THE WAR ENDED. LIFE, AND FARMING, RETURNED TO NORMAL FOR MUCH OF THE WORLD, AND THE DEMAND FOR AMERICAN FOOD FELL. WHERE ONCE A BUSHEL OF WHEAT EARNED A FARMER TWO DOLLARS, IT NOW FETCHED ONE. SEEING THEIR INCOME CUT IN HALF, THE FARMERS TRIED TO CORRECT THE LOSS BY GROWING TWICE AS MUCH. MORE SOIL WAS BROKEN AND PLANTED IN WHEAT. BUT EVENTUALLY THE ADDITIONAL GRAIN COULDN'T FIND ENOUGH BUYERS, AND PRICES COLLAPSED.



Grade Level
K-4

Length of Lesson
45 minutes

Objective
By the end of this lesson, students will have a better understanding of wheat as a plant.

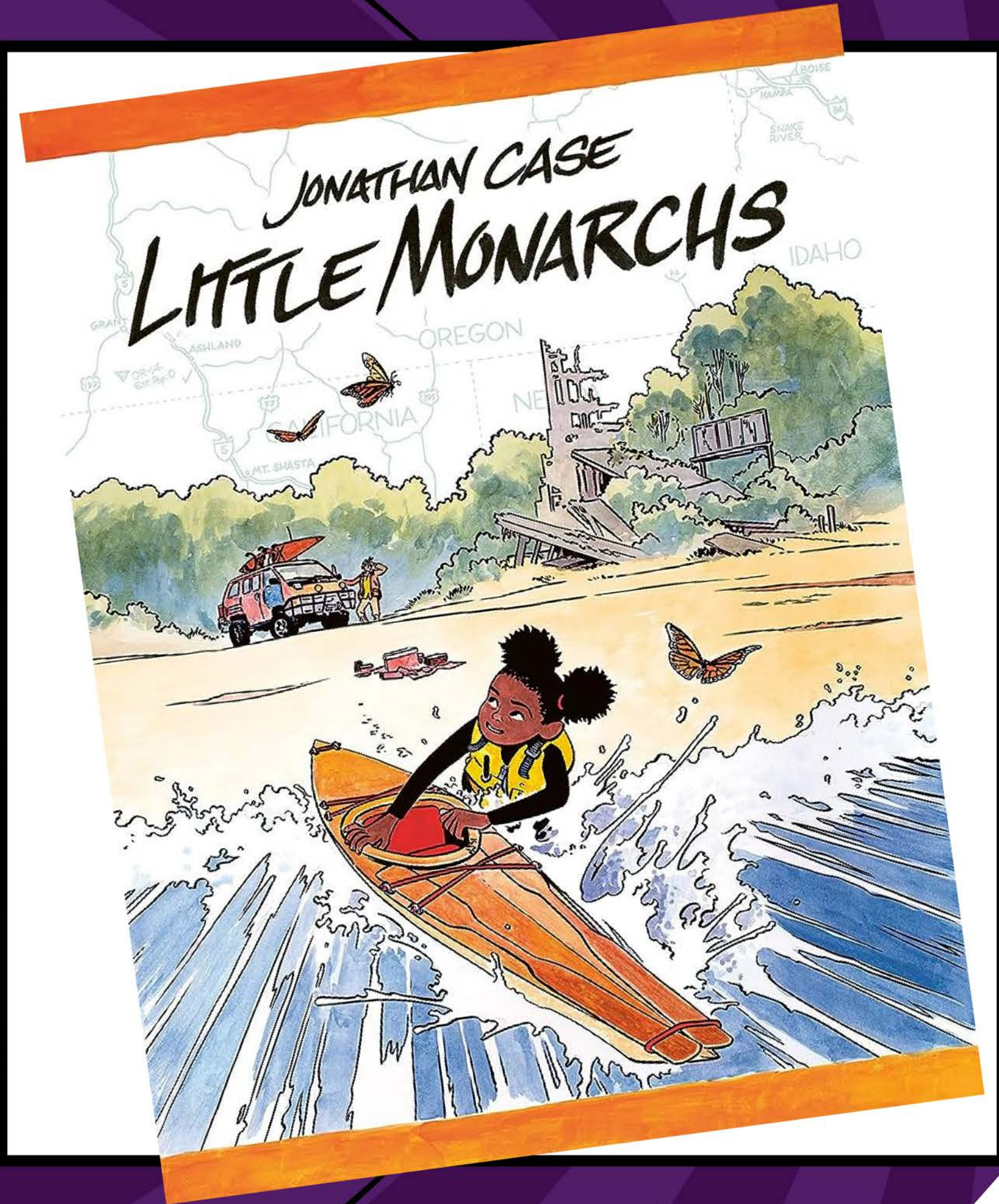
Materials Needed
Wheat Stalks

WHEAT MILLING

Lesson Summary
This lesson is designed to help students identify the parts of a wheat plant while learning about its uses in various food products.

Suggested Sequence of Events:

1. **Set Up:** Gather enough wheat stalks for each student in your class or for small groups of students. Draw or print out a diagram of a wheat stalk as a guide for you and your students.
2. Read "Farmer George Plants a Nation" by Peggy Thomas to capture student interest.
3. Read through the [AIRC Wheat Ag Mag](#) to learn more about wheat. Interactive versions can be found on our website.
4. Complete the activity following the procedures:
 - Show students wheat stalks.
 - Go over the parts of the wheat stalk with the students and familiarize them with the parts so they can understand the directions for dissection.
 - Stalk—the entire plant
 - Head—the part of the wheat plant that



Author: Jonathan Case
Illustrator: Jonathan Case
Grade Level: 4-6





#PLEDGE
#PLANT
#POST



ILLINOIS MONARCH PROJECT

THROW & GROW

Grade Level: 2-5
Length of Lesson: 45 minutes

Objective: By the end of this lesson, students will be able to explain the importance of pollinators.

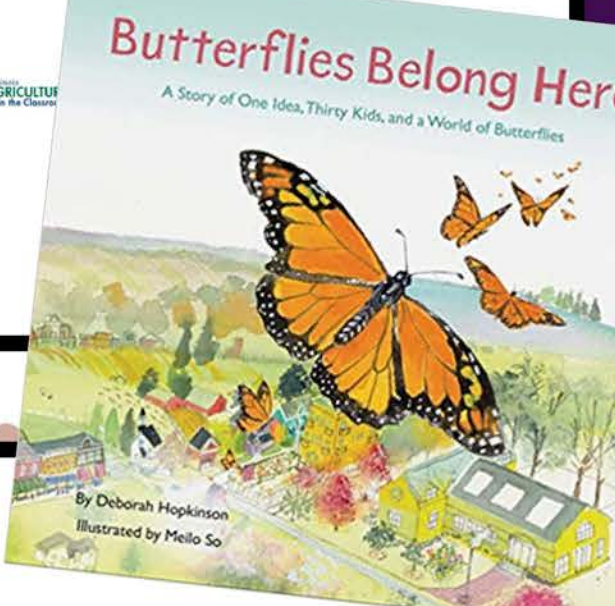
Materials Needed:

- Air dry clay
- Compost
- Wildflower seeds (native to your area)
- Small spray bottle with water

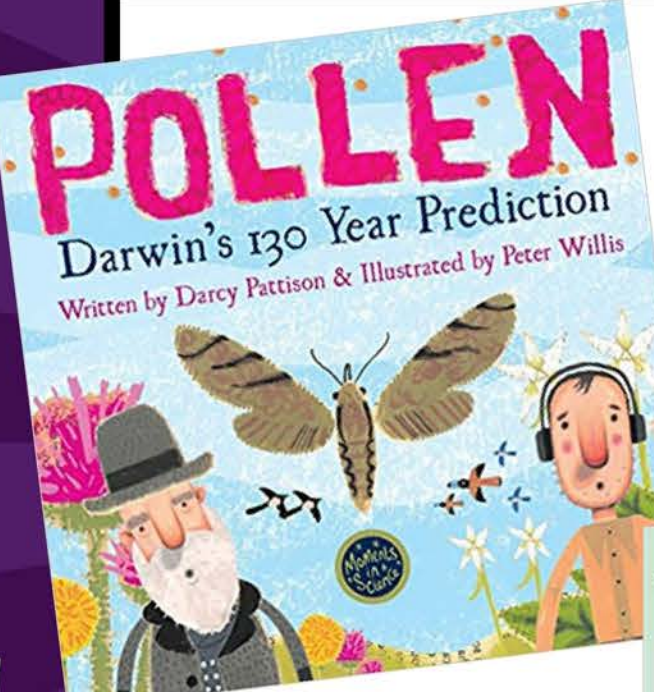
Standards:
Common Core: CCSS.ELA-LITERACY.RI.4.7, SL.4.1
NGSS: 2-LS2-1, 3-LS1-1, 3-LS3, 3-LS4, 5-LS2-1

Butterflies Belong Here
A Story of One Idea, Thirty Kids, and a World of Butterflies

By Deborah Hopkinson
Illustrated by Mello So



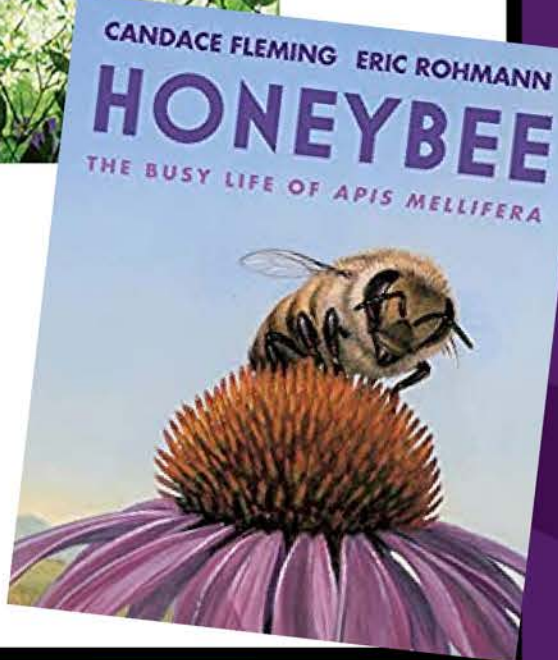
POLLEN
Darwin's 130 Year Prediction
Written by Darcy Pattison & Illustrated by Peter Willis



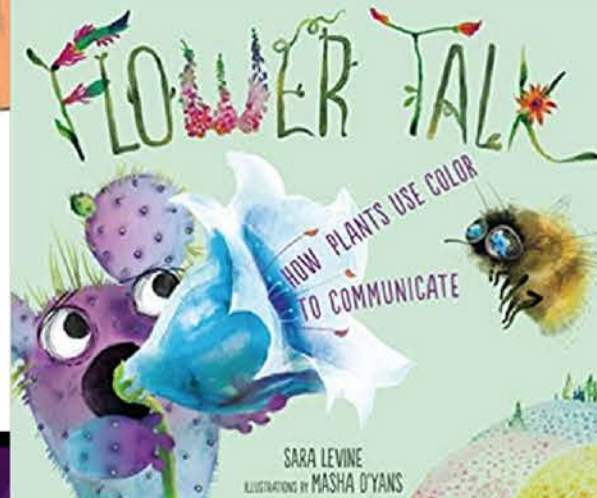
FLOWERS ARE CALLING
WORDS BY RITA GRAY PICTURES BY KENARD PAK



CANDACE FLEMING ERIC ROHMANN
HONEYBEE
THE BUSY LIFE OF APIS MELLIFERA



FLOWER TALK
HOW PLANTS USE COLOR TO COMMUNICATE
SARA LEVINE ILLUSTRATIONS BY MASHA O'YANS



Illinois Ag Mag **Pollinators**
An agricultural magazine for kids

Pollination & Illinois Agriculture

Recent research shows that 75 to 95% of all flowering plants on the earth need help with pollination. Most of this work is done by pollinators, such as bees, butterflies, bats, birds, moths, flies, and small mammals. Pollinators are responsible for pollination on more than 180,000 different plant species and more than 1,200 crops that people eat every day around the world. It is estimated that one in every three bites of food is only available because of the hard work of pollinators.

Pollinators contribute \$217 billion to the global economy. In the United States, pollinators contribute \$29 billion worth of crops every year. Unfortunately, pollinator populations are on the decline for a variety of reasons. It is important to take steps to help our pollinator populations thrive. We can all help to keep our pollinators healthy. We can start by adding flowers and plants to our yards and landscapes that provide food and shelter for pollinators throughout the growing season. In doing this, we can help create habitats for pollinators while also supporting our own need to eat.

What is Pollination?

The goal of every living organism, including plants, is to create offspring for the next generation. One of the ways that plants can produce offspring is by making seeds. Plants cannot produce seeds unless they are fertilized through pollination. Pollination is the transfer of pollen from the stamen to the pistil of the flower. There are two methods of pollination. The most common is cross-pollination in which pollen is transferred between flowers of two different plants of the same species. Self-pollination takes place when pollen is transferred from one flower to another flower on the same plant. Many plants rely on pollinators to help them reproduce.

AG-VENTURE WITH POLLINATOR

Use the IATC Pollinator Ag Mag to help you work through this worksheet

In your own words, describe the process of pollination and explain why it's important for humans to help increase pollinator populations.

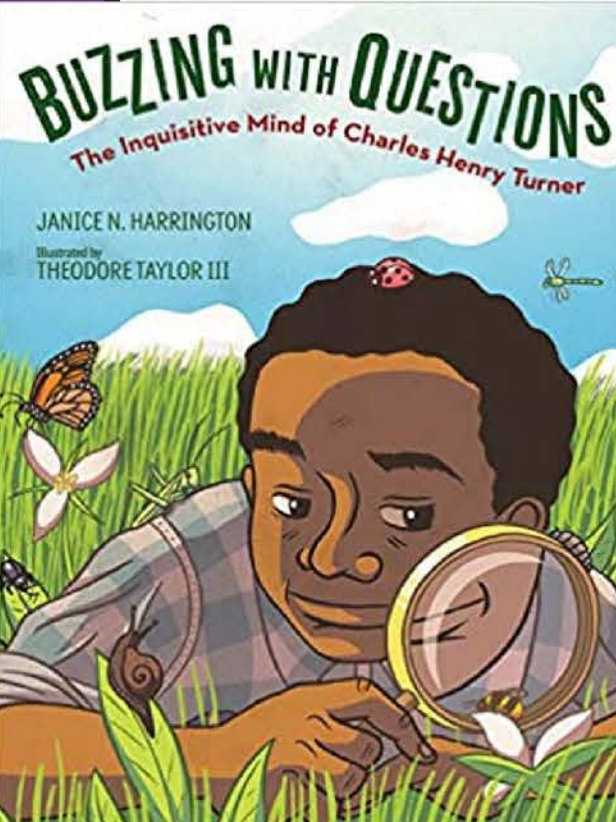
Can you figure out the number value of each symbol? Make sure you keep the order of operations in mind!

$3 \text{ butterflies} + 2 \text{ bees} = 10$
 $2 \text{ bees} + 1 \text{ butterfly} = 7$
 $1 \text{ butterfly} + 2 \text{ bees} + 1 \text{ sunflower} = 18$
 $2 \text{ bees} \times 1 \text{ butterfly} + 1 \text{ sunflower} = 6$
 $1 \text{ butterfly} + 1 \text{ bee} = 5$



BUZZING WITH QUESTIONS
The Inquisitive Mind of Charles Henry Turner

JANICE N. HARRINGTON
Illustrated by THEODORE TAYLOR III



SCIENTIFIC INQUIRY

Materials:

Control:

Variables:

Phenomenon:

What do you already know about this phenomenon?

Write 3 questions that will help you learn more about the phenomenon:

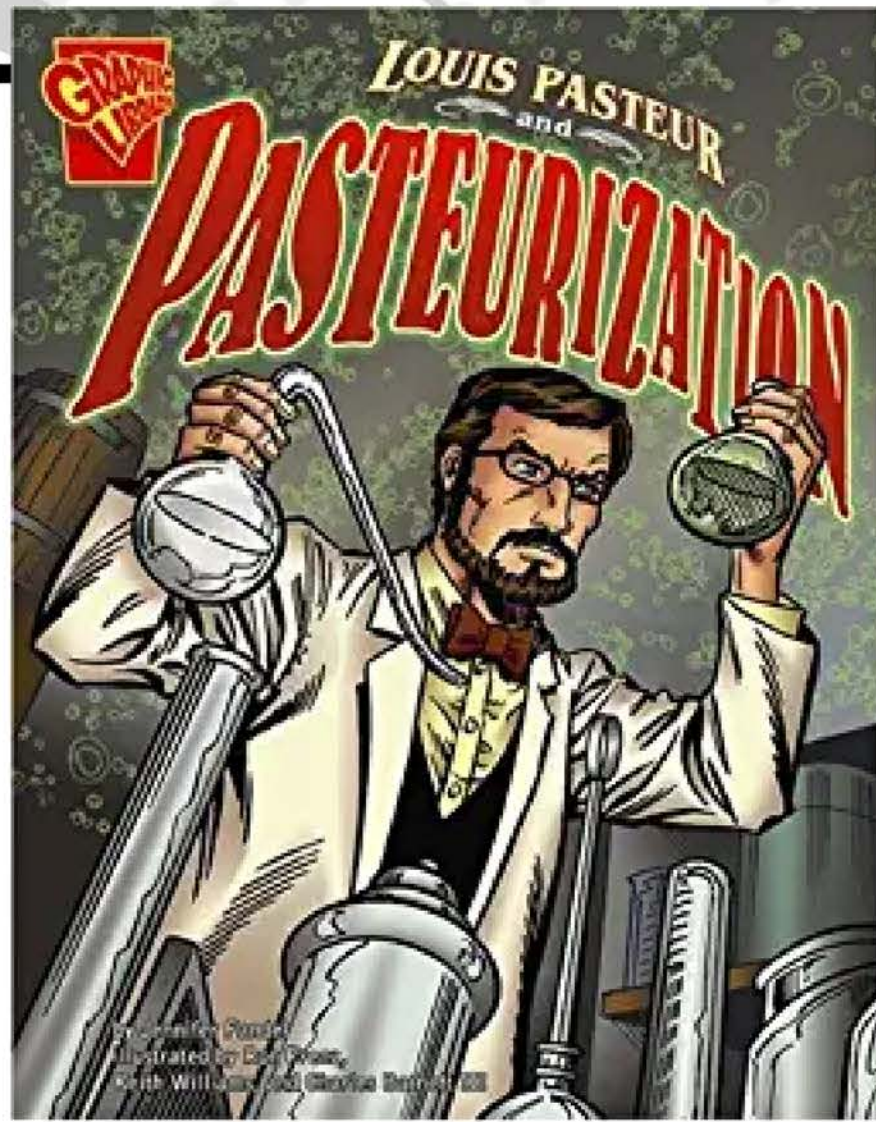
STOP Before you move on, you want to make sure you know exactly what you're investigating! Choose 1 question you hope to answer through your investigation and circle it!

Brainstorm Box: What type of experiment could you design to answer your question?

SCIENTIFIC INQUIRY

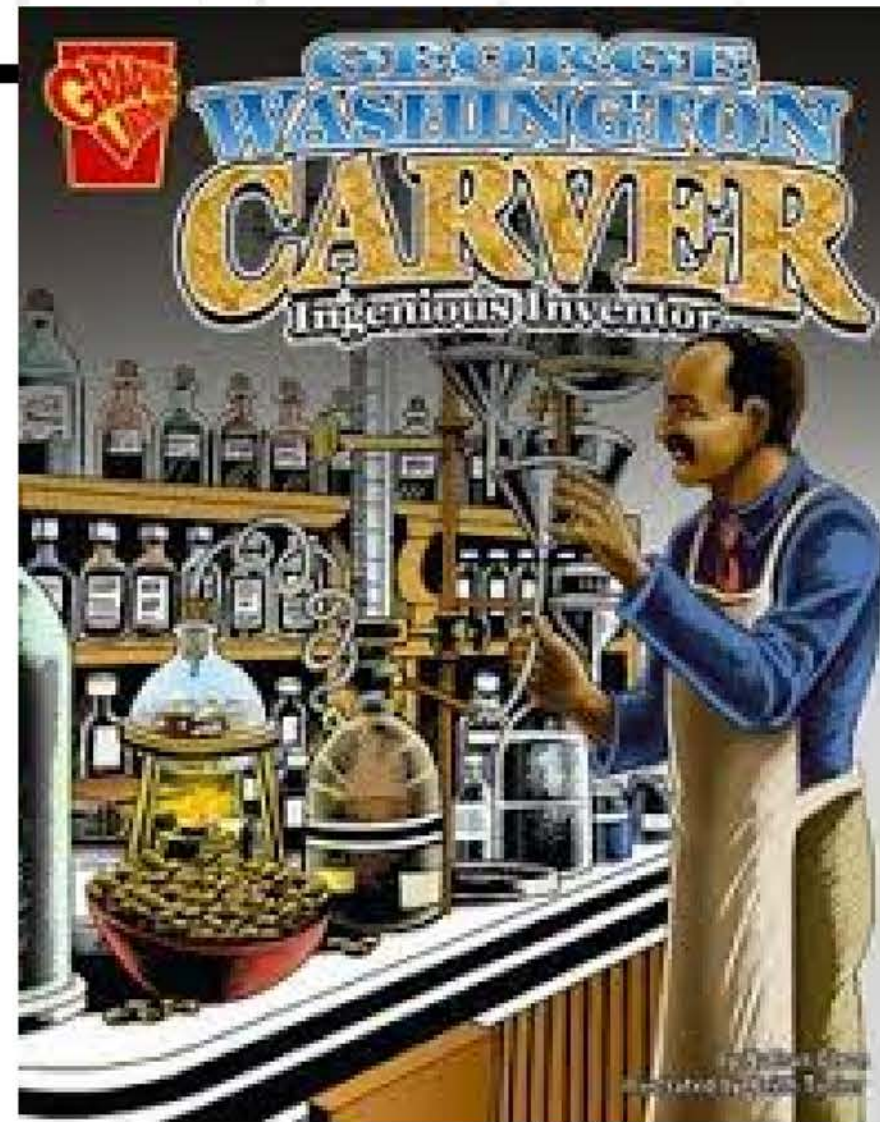
Use the blank space below to record observations and data!

What was the most challenging part of this activity?



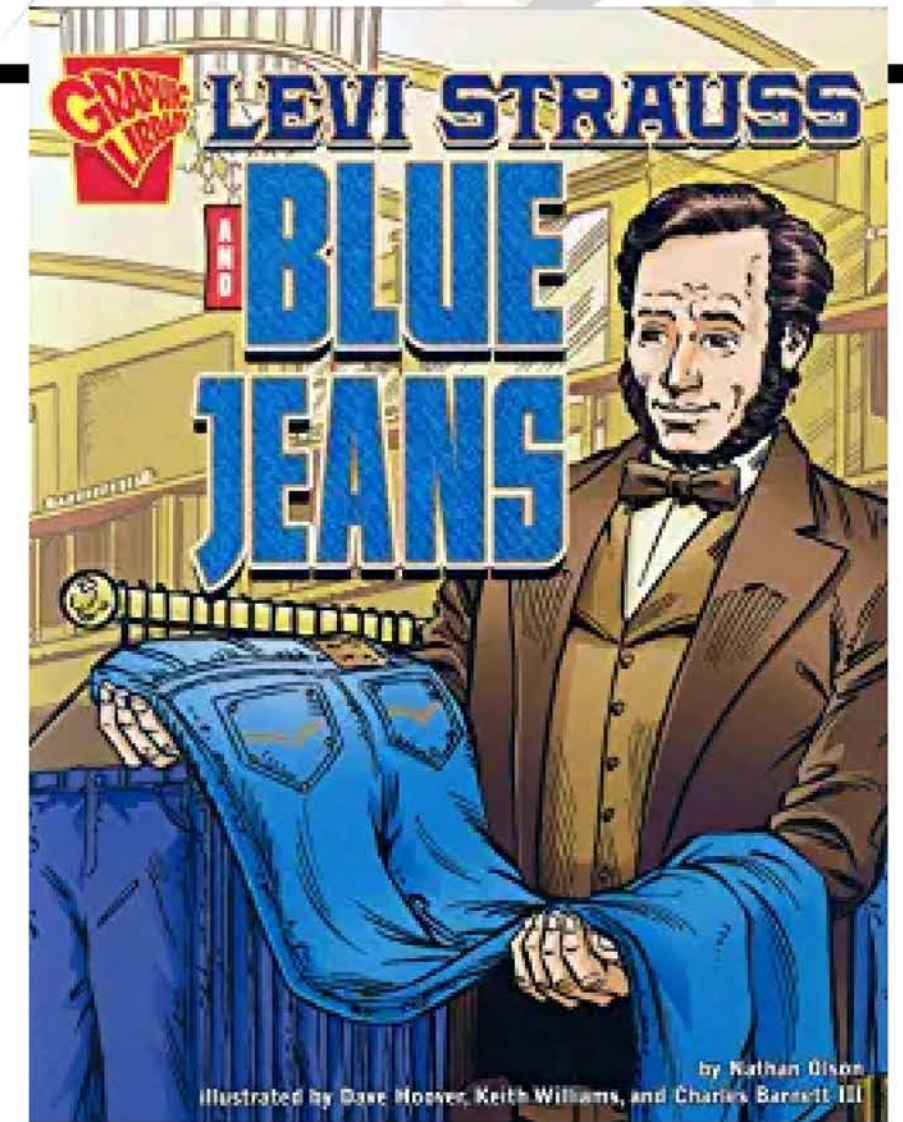
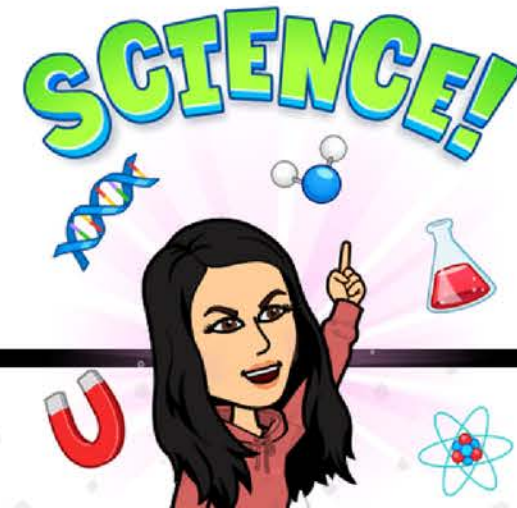
LOUIS PASTEUR AND
PASTEURIZATION

AUTHOR: JENNIFER FANDEL
ILLUSTRATOR: CHARLES BARNETT
ET AL.



GEORGE WASHINGTON CARVER:
INGENIOUS INVENTOR

AUTHOR: NATHAN OLSON
ILLUSTRATOR: KEITH TUCKER



LEVI STRAUSS AND BLUE JEANS

AUTHOR: NATHAN OLSON
ILLUSTRATOR: DAVE HOOVER ET
AL.



SUPERHEROES OF IL AG

CYRUS MCCORMICK

Cyrus McCormick was an American inventor and businessman who founded the McCormick Harvesting Machine Company, which later became part of the International Harvester Company in 1902.



In 1831, Cyrus McCormick took over his father's project of designing a mechanical reaper. McCormick implemented features of the machine that remain in use today: a divider, a reel, a straight reciprocating knife, a finger, a platform to catch the cut stalks, a main wheel and gearing, and a draft traction on the front. In 1834, in the face of competition from other inventors, McCormick took out a patent and, soon after, began manufacturing the reaper himself.

Before the reaper, the amount of grain that could be cut by hand during the short harvest season limited both food supply and farm sizes. McCormick's reaper would win international acclaim at the first world's fair in London's Crystal Palace, in 1851. It would also free farm laborers to work in factories in the expanding industrial revolution. In the late 1840s, McCormick moved to the young town of Chicago in America's western frontier and gambled that America's agricultural future was in the nation's prairie states: Illinois, Indiana, Iowa, Ohio, Wisconsin, and the territories that would become Nebraska, Kansas, and Minnesota. His venture would repay him with a fortune.

McCormick bought other agricultural patents and companies, expanding his empire to sell mowers, harvesters, and more. He established an extensive service organization, staffed with local agents who could befriend farmers, show them how to use the machines, and assess their creditworthiness. McCormick died in 1884, hard-driving to the end; his final words were, "Work, work, work." His company would combine with others to become the International Harvester Company two decades after his death.

TEMPLE GRANDIN

Temple Grandin, born August 29, 1947, earned a doctoral degree in animal science from the University of Illinois at Urbana-Champaign. This accomplishment, along with others, came despite the fact Grandin has autism. Grandin was diagnosed with autism as a child. This condition was the source of speech delays, violent tantrums, and difficulties with social interactions.



Today, Dr. Temple Grandin is a brilliant scientist and professor of animal science at Colorado State University. Her world-changing career has revolutionized the livestock industry — each year, half the cattle in the United States are handled in cruelty-free facilities she has designed. She is also a passionate advocate for autism, using her experience to prove that people with the disorder can have great lives.

To achieve such unprecedented success, Temple used one of the strengths of autism: she thinks visually, the same way animals do. Because she thinks in pictures, she can see the world how a cow, a dog, or a pig might see it. She has used this insight to advocate for respectful treatment of animals raised for food.

-FLEMING & ANNIE NEWELL FUGATE

ives in Illinois is so an Illinois student, to research was rsity School of



their growth phase try and to maximize tuscule and do not otics in humans meat consumption is left farmers y while still maximizing growth and keeping prices at a

d swine health by substituting a portion of the fat source in fived fat as a feed additive to improved piglet immune would lessen the need for antibiotics and the increased ly explored the idea that if plant fats added to a pig's diet uce a healthier pork product for consumers.

earch in 2020 and have been researchers for many other



...n led to the establishment of Central Illinois Aerial ...s. The business provides aerial photography and related ...s of Jacob's clients as aerial photography allows farmers to monitor crop health, imagery is a valuable tool used in agriculture, but also benefits businesses, law enforcement, among others.

Jacob possesses a remote pilot's license. This licensure allows him to operate a drone to take aerial pictures of what clients request. He markets himself using social media platforms, a company website, and help show his clients his expertise.

Jacob notes that singlehandedly operating his own business, Central Illinois Aerial Services, requires a lot of work and came with a huge learning curve. Technology changes quickly and Jacob makes staying current on changes in drone and camera technology a priority to ensure his business runs efficiently.



SUPER HEROES OF IL AG

Grade Level
4-8

Length of Lesson
90 minutes

Objective
By the end of this lesson, students will have a better understanding of significant participants of Illinois' agricultural history.

Materials Needed

- Copies of the super heroes cards
- Copies of blank comic pages
- Ultra fine-tipped black markers (optional)
- Colored pencils

Standards
Common Core
CCSS.ELA-Literacy.RI.4.1-2; RI.4.4; RI.4.7; L.4.5; W.4.9

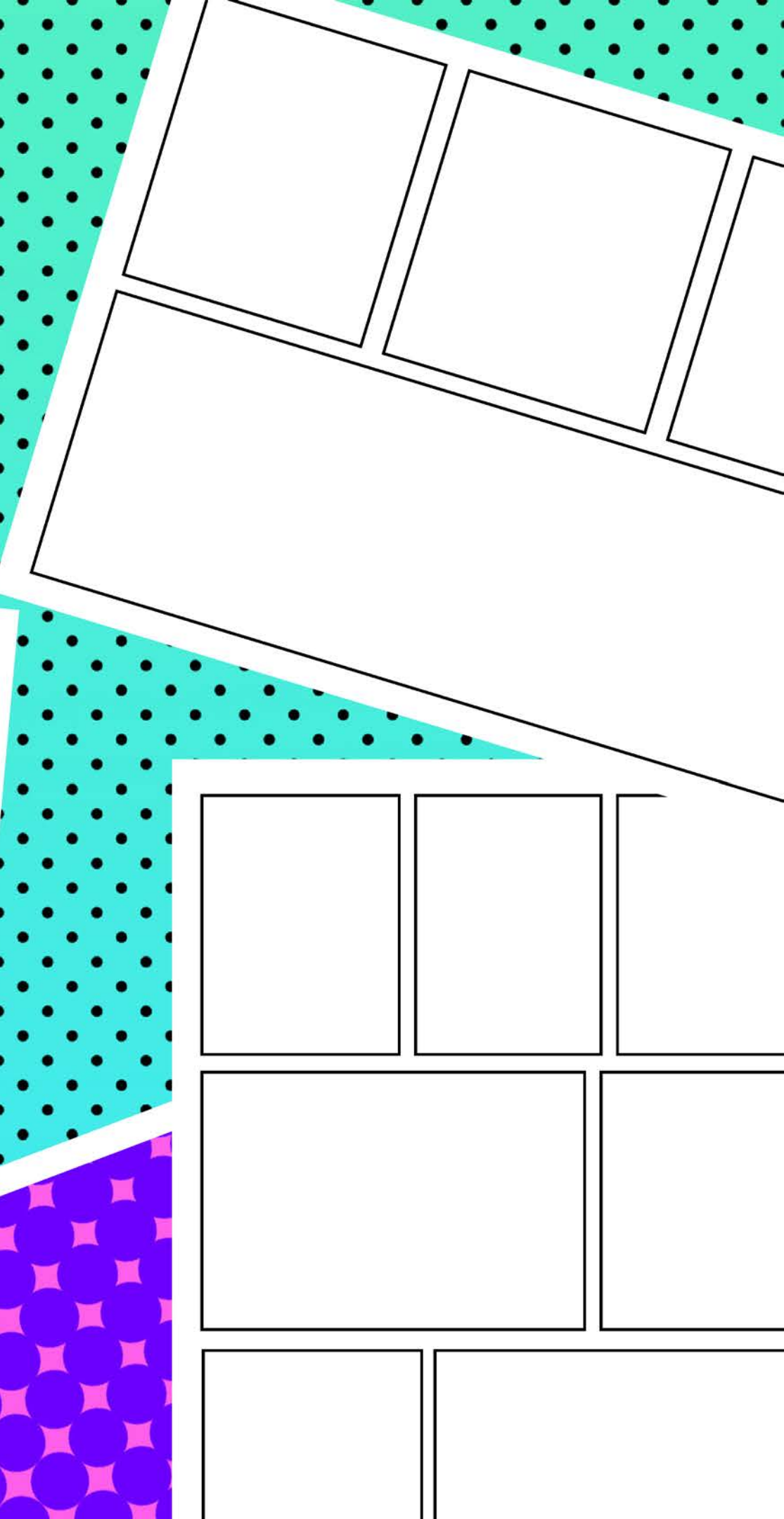
Social Studies
SS.H.1.4; SS.H.2.3; SS.CV.1.3; SS.CV.4.3; SS.CV.1.6-8LC;

Lesson Summary

This lesson is designed to introduce students to significant people who played a role in the shaping of the Illinois agriculture industry. Students will create a visual representation in the form of a comic strip that shows the sequence of the important events in their "super hero's" lives.

Suggested Sequence of Events:

- Set Up:** Print the super heroes cards and cut them in half. Laminate for multiple uses.
- Read through the AITC Illinois History Ag Mag to learn more about the history of agriculture in Illinois.
- Complete the activity following the procedures:
 - Explore the format of graphic novels and comic books and compare them to traditional prose.
 - Pay special attention to how graphic novels and comic strips use certain panels and words to portray the story, challenging the reader to fill in the gaps between the panels.
 - Give each student a blank comic strip sheet and one of the super hero cards.
 - Students can use 1-2 of any combination of the blank comic pages OR create their own panels on a blank sheet of computer paper.
 - Give students time to do a close read of their super hero. While they read, they should think about the more important points of their super hero's life that should be used in their comic strip.
 - Once students have decided what they want to include, have them draw, with pencil, the story on the blank comic strip page and then color it.
 - Optional: Have them use an ultra fine-tipped black marker to "ink" the lines of the comic before coloring to make it look more professional.
 - Have students share their super hero and display their work!



GRAPHIC NOVEL ANALYSIS



GRAPHIC NOVEL ANALYSIS



Grade Level
4-6

Length of Lesson
45 minutes

Objective
By the end of this lesson, students will be able to identify graphic novel techniques used to tell stories.

Materials Needed

- Copies of the student worksheet
- Copies of panels from chosen graphic novel

Standards
Common Core
CCSS.ELA-Literacy.RL.4-5.1-3; RL.4.7; RL.5.4; RL.5.7; RL.6.4-6

Lesson Summary

This lesson is designed to help students increase their literacy skills by analyzing fiction and non-fiction stories using graphic novels.

A fantastic resource for teacher background information on graphic novels is *Understanding Comics: The Invisible Art* by Scott McCloud.

Suggested Sequence of Events:

- Find a graphic novel to read as a class. A suggested list of graphic novels with agricultural themes can be found on the teachers resources page.
- Set Up:** Select a series of panels (1-2 sequential pages) from the graphic novel and make enough copies for each student to have their own. Laminate for multiple uses.
- Complete the activity following the procedures:
 - Give each student a copy of the student worksheet and have the page of panels.
 - Have them use the page on panels to complete the worksheet. Questions should be answered directly in the blank 'panel' where the question is located.
- Whole class discussion and reflection of activity. Go over the answers as a class and have students share their answers and sketches.

TEACHER RESOURCES

Graphic Novel Suggestions:

- Fiction**
 - Pumpkinheads* written by Rainbow Rowell, illustrated by Faith Erin Hicks
 - Stepping Stones* written and illustrated by Lucy Krisley
 - Geeky Feb 5: Food Fight for Fiona* written by Liz and Lucy Lareau, illustrated by Ryan Jampole
 - Measuring Up* written by Lily LaMotte, illustrated by Ann Xu
 - Meal* written by Blue Deliquanti, illustrated by Soleil Ho
 - Grand Theft Horse* written by G. Neri, illustrated by Corban Wilkin
- Manga**
 - Silver Spoon, Vol. 1* written and illustrated by Hiromu Arakawa
- Scientifically-Accurate Fiction**
 - Understanding Photosynthesis with Max Axiom, Super Scientist* written by Liam O'Donnell, illustrated by Charles Barnett III and Richard Dominguez
 - Decoding Genes with Max Axiom, Super Scientist* written by Amber J. Keyser, PhD, illustrated by Tod G. Smith and AJ Milgrom
 - Robots and Drones: Past, Present, and Future* written by Mairghread Scott, illustrated by Jacob Chabot
- Historical Fiction**
 - The Great American Dust Bowl* written and illustrated by Don Brown
- Non-Fiction**
 - Louis Pasteur and Pasteurization* written by Jennifer Fandel, illustrated by Charles Barnett III et al.
 - George Washington Carver: Ingenious Inventor* written by Nathan Olson, illustrated by Keith Tucker
 - Levi Strauss and Blue Jeans* written by Nathan Olson, illustrated by Dave Hoover et al.

Extension Ideas:

- Choose a graphic novel and find a series of panels to make copies of. Then cut them out individually and mix them up. See if your students can put them back in the correct order.
- Have students rewrite a panel from a different character's point of view.
- Choose either a panel or a series of panels for students to write out in traditional narrative prose.
- Give students a sentence or paragraph from a text being read in class and have them turn it into a comic strip.
 - Give each student a different sentence or paragraph from the same story and have them turn it into a comic strip. Then see if they can put them in order.
- Pair the graphic novel to any of our topics of Ag Mags.
 - Go to agintheclassroom.org to contact your County Literacy Coordinator for free



For more great educational agriculture resources, visit: agintheclassroom.org



GRAPHIC NOVEL ANALYSIS

STUDENT WORKSHEET

THE BLANK SPACE BETWEEN PANELS IS CALLED **CLOSURE!**

YOU SUBCONSCIOUSLY FILL IN WHAT'S HAPPENING IN THIS BLANK SPACE!

PICK OUT **2** PANELS TO FOCUS ON

READ & ANALYZE

WHAT DO YOU THINK HAPPENED IN THE CLOSURE OF THE TWO PANELS YOU CHOSE?

SKETCH IT HERE!

THIS WHOLE SET OF PANELS? USE THE SPACE BELOW TO DETCH WHAT YOU THINK MIGHT HAPPEN NEXT!

educational agriculture resources, visit: agintheclassroom.org



GRAPHIC NOVEL ANALYSIS

STUDENT WORKSHEET

GRAPHIC NOVELS AND COMIC BOOKS USE A VARIETY OF TECHNIQUES TO TELL A STORY. LET'S TAKE A CLOSER LOOK!

FIRST, CHOOSE **1** PANEL TO FOCUS ON

DESCRIBE THE SETTING

CHARACTERS: WHO IS IN THIS PANEL?

DESCRIBE THE FACIAL EXPRESSIONS

DESCRIBE THE BODY LANGUAGE

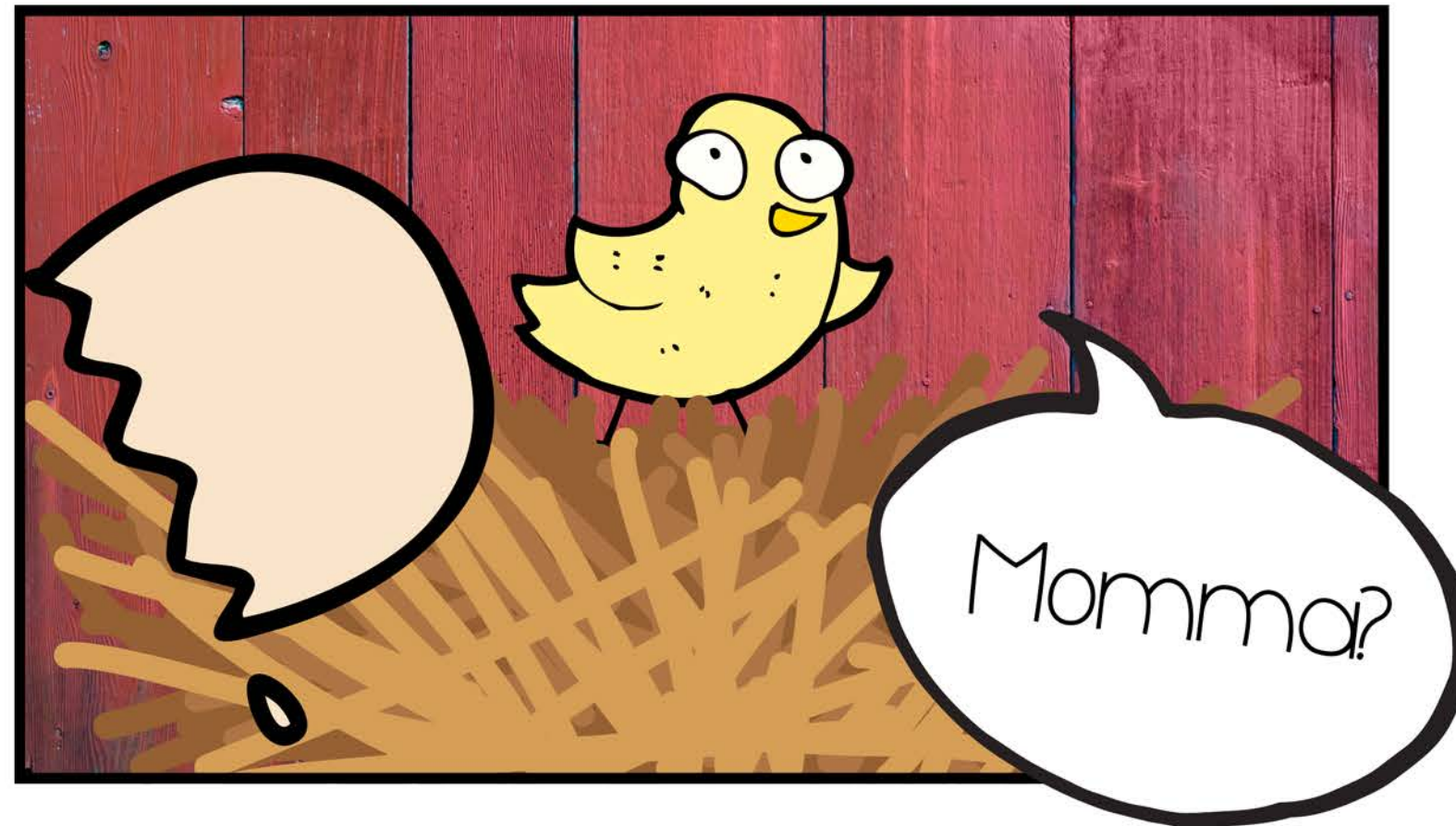
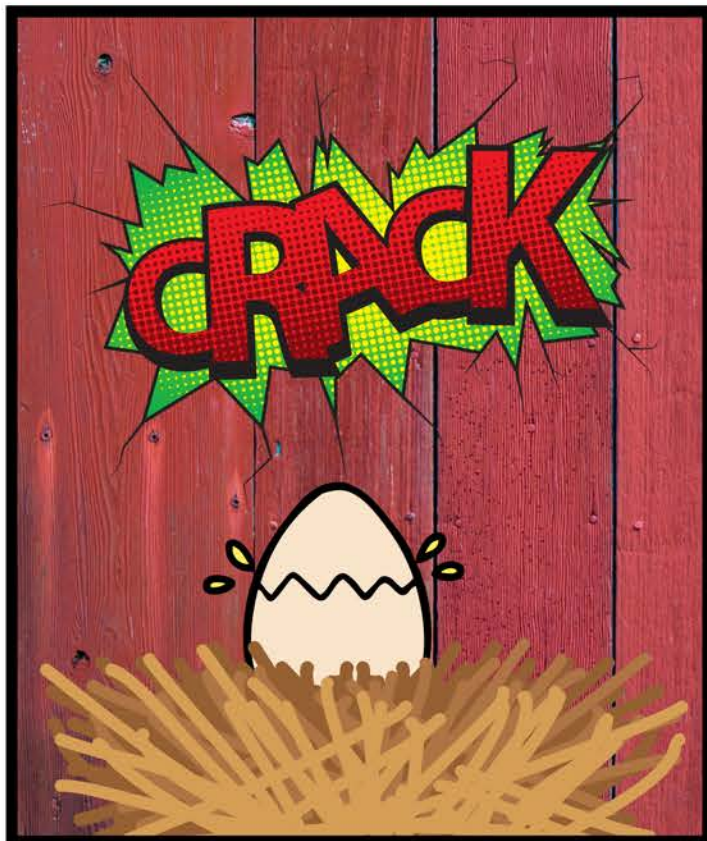
WHY DID THE AUTHOR AND ARTIST CHOOSE TO DESIGN THE WORDS LIKE THAT?

WOULD IT CHANGE THE TONE IF HAD BEEN WRITTEN NORMALLY?

SAY WHAT?! NOW LOOK AT ALL THE PANELS. WHAT CLASSIC COMIC BOOK ACTION WORDS ARE USED?



For more great educational agriculture resources, visit: agintheclassroom.org



THANKS!

WEBSITE: WWW.AGINTHECLASSROOM.ORG



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MONTHLY
NEWSLETTER!



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