



# Create a Comic Book: Elephant Bath

## Virtual Classroom Extension

**Materials:** Paper, pencils, crayons or colored pencils

This activity is designed to start your at home student(s) in recognizing themselves as scientists and thinking critically about problem-solving. The goal is to teach concepts through arts integration and to encourage creativity. As with all lessons provided, please feel free to adapt them according to your students' abilities. Take these ideas, make them your own and your students will have a greater chance at success.

### How would you use art to share what you learned about the elephant baths at the Cleveland Metroparks Zoo?

1. Begin by asking your at home student(s) what they remembered from the elephant bath video. Ask them to write down (or write down for them) all the observations that they made of the video. What were each of the keepers doing? Why were they doing those things? What was the elephant doing?
2. Discuss how your students might explain the video to someone who did not see it. What would they want to include? What might be challenging to explain? What are some ways they could make it easier to understand?
3. Brainstorm and record ideas of different ways that your students can share stories and gain new information (verbal, visual, performance-based, etc.). What art forms could be used to share the same information? Are there art forms that combine the narrative of events with pictures and artistic portrayals of those events?
4. Explain that you and your students will be creating a comic book together. This comic book will depict the Elephant Bath to someone who did not see the video.
5. Remind your students that this is a creative way to share their scientific observations from the video, so they want to make sure to include the information you talked about at the start of the activity. Feel free to re-watch the video, or parts of the video if your students need to remember something.
6. When your comic book is completed, read the completed work with your students. Ask them if they felt they included everything. Discuss the use of a comic book at explaining scientific concepts. Would it work for all audiences? Do they feel something else would be more effective? What types of people would a comic book work well for? What other ways could they have shared what they saw?

### Ohio's Learning Standards

Science Content Standards	
Grade	Standard
K	K.L.S.1 - Living things have specific characteristics and traits.
1	1.L.S.2 - Living things survive only in environments that meet their needs.

English Language Arts	
Grade	Standard
K	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Visual Arts		
Grade	Learning Process	Standard
1	Perceiving/Knowing	Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.
2	Producing/Performing	Create artworks based on imagination and observation of familiar objects and scenes.
3	Producing/Performing	Collaborate with others to create a work of art that addresses an interdisciplinary theme.
4	Producing/Performing	Combine the elements and principles of art and design to create visually effective compositions in original works of art.
5	Producing/Performing	Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.
6	Producing/Performing	Integrate elements of art and design to solve interdisciplinary problem