



Vet Bags

Art: Comic Book Creation

Grade Levels

Grades 4-6

Engage

This activity is designed to start your students 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. You may find it more successful to lead activities and discussions as a whole group as opposed to having your students work in small groups. Certain scientific vocabulary may or may not be appropriate for your students' level of understanding. Take these ideas, make them your own and your students will have a greater chance at success.

How can we use art to share an experience with someone who was not present at the Vet Bag program?

Explore

1. Begin this lesson by asking students what they remember about their experience during the Vet Bag program. Have them recall the different roles (keeper, veterinary technician, veterinarian, and mystery role/dentist) and the tests involved in the diagnostic process (behavioral observations, fecal sample, antibiotic calculation, blood sample, dietary observation, and x-ray) when taking care of zoo animals. Record these observations on the board for student reference.
2. Discuss with students how they could explain their experience to someone who wasn't there. What would they definitely want to include? What might be challenging to explain? What are some ways they could make it easier to understand?

Explain

3. Have the students brainstorm and record their ideas of different ways that they 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 to your class that you have an activity that will let them create a comic book as a way to portray the scientific they explored during their zoo visit.

Expand

5. Break the students into small groups and explain that each group will create their own comic book telling the story of the Vet Bag program. Remind students that this is a creative way of depicting scientific concepts, so students should make sure to include those items referenced on the board when creating their book. Students can each create their own comic book if that works best for your class.

Assess

6. When the students have completed their comic books, have them share their work with another class or teacher who did not attend the program. When they have completed their presentations, have the class discuss their experience. As they shared their comic book and explained their experience to a new audience, did they feel they included everything? Thinking about their audience, was a comic book the best form of communication for the task? Would a different medium have been more effective? If they had to do the project again, would they do anything differently? What audience would a comic book be more appropriate for? Based on their personal artistic interests, what additional artistic mediums could have been used in this project?
7. Share your work! When you and your class have completed this activity, we'd love to see what you came up with! Click the "Share Resources" button at the top of the Zoo's Online Resource Library at resourcelibrary.clemetzoo.com. From the dropdown menu, select "Document". Attach your file and complete the form on the page. Please include your school's name and the grade that you teach. When you're done, click "Submit". When we receive your submission, we'll share your class' work!

Ohio Academic Content Standards

Grades 4-6

Visual Art Standards – Producing/Performing

4th-5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.

4th-6PR Demonstrate technical skills through the integration of common processes and topics from other subject areas.

5th-4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

6th-6PR Integrate elements of art and design to solve interdisciplinary problems.

Science Standards – Science Inquiry and Adaptations

4th-Communicate about observations, investigations and explanations

5th, 6th-Communicate scientific procedures and explanations

Life Science Topic: Cellular to Multicellular

Cells are the fundamental unit of life.

Cells carry on specific functions that sustain life.