**Neolithic Nel and Ned Comic Book**

**Informal Grade of 80 due Tues. 10/25- working on it in class on 10/20 and 10/21;**

**will get 5mins. to staple together with group on 10/25**

1. Assign each group member a different section/topic (3.4- Shelters, 3.5- Communities, 3.6- Jobs, 3.7- Trade). If a student had trouble with a section, that probably would not be a good section to assign him/her. If you have fewer than 4 people in your group, leave out a section. 3.3 is not a section that can be done because it is the example below.

2. Each student figures out what information should go in each box of his/her page.

a. From items 9 and 10 in your binder, the top rectangle box comes from question 1 (and 2). This describes how the topic was during Paleolithic times. So, for 3.3- Food, it might say “Back in Paleolithic times, people obtained their food by hunting and gathering which was dangerous and unstable.” The picture might be of a person killing a mammoth. This one does not HAVE to have a picture at all (may earn points if it does).

b. The two middle square boxes come from A and B. This describes how the topic was during Neolithic times. So, for 3.3- Food, it might say “Back in Neolithic times, we learned to plant our own crops. We also learned to raise animals for their work and meat.” The first picture might be of a person raking over soil and crops, and the second picture of a person pulling an ox.

c. The bottom rectangle box comes from C. This describes why this change was important. For 3.3-Food, it might say “These changes are important because it meant that we grew our own food and domesticated animals to give a stable food supply.” The picture might be of two people working together on a farm with crops and animals.

d. Remember, these boxes should have people doing actions and talking/thinking about the information that answers the prompt in each box. Use word/thought bubbles.

3. Each student cuts out the figures he/she needs to use in order to finish the scene created in step #2. Remember to add bodies and other objects and scenery to make each box fully colored and comic book-like.

4. Each student writes, glues, draws, and colors on the page template until it is completed. Don’t have any white space, be neat, be thorough, and be creative.

5. As a group, color the title page (this will be given on Friday, 10/21).

6. Put the comic book together by stapling the title page on top, then the other pages in chronological order (start with 3.4 and go to 3.7; if you only had 3 people in your group, you will be missing one topic/page, which is fine).

7. Each student will get an individual grade based on his/her topic/page and work within the group.

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