

CURRICULUM GUIDE



ERIC DEAN SEATON

GRADES 4-8

To create a graphic novel it takes more than just an idea, it takes the work of the author, illustrator, colorist, and a letterer.

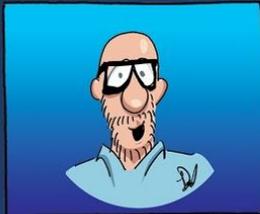
BEHIND THE LEGEND...



ERIC DEAN SEATON | CREATOR/WRITER

Eric Dean Seaton has directed a plethora of television episodes for ABC, CBS, NBC, Netflix, TBS, BET, TV-One and TV Pilots for Disney Channel and Nickelodeon, since his directing debut in 2004, but he's dreamt of being a comic book creator since his childhood in Cleveland, Ohio.

Eric, his wife, son and daughter live in Los Angeles, California. You can see Eric's work at www.ericdeanseaton.com or follow him @ericdeanseaton on Twitter and Instagram.



DAVID ELLIS DICKERSON | WRITER

David Ellis Dickerson is an Emmy-nominated TV writer and humorist whose work has appeared on This American Life, Studio 360, and other public radio shows. He also draws a daily cartoon (Slightly More Pleasant) on Facebook and Instagram.



BRANDON PALAS | ARTIST

"Brandon Palas lives the comics life in SoCal with his lady and their cats. See more of his work at <http://brandonpalas.deviantart.com>."



ANDREW DALHOUSE | COLORIST

Andrew has had a passion for coloring since high school when he started buying comics. He pursued his passion and broke into the comic book industry over 10 years ago, and has been enjoying the ride ever since. He has colored comics for a variety of publishers, from DC, Valiant, Marvel, Boom, and Dark Horse.



DERON BENNETT | LETTERER

Eisner and Harvey Award-nominated letterer, Deron Bennett, has been providing lettering services for various comic book companies for over a decade. His clients include DC, Boom, IDW, Dark Horse, Image, Lion Forge, and many more.



SHEILA UNWIN | CURRICULUM GUIDE'S AUTHOR

Sheila Unwin has spent many years teaching students English. She's taught bachelor and master level students how to teach. Currently, she teaches English and computers to students in Bangkok, Thailand. She has written curriculum for several university courses as well as curriculum guides for multiple New York Times best selling authors.

Sheila has a Bachelor of Arts in Elementary Education from Ottawa University. In addition, she holds a Masters of Education in Curriculum, Instruction and Design. She is always seeking the next challenge in her career and in life!

Key Concepts of this Study Guide:

- Sacrifice & Hardship
- Justice
- Hope
- Character

Vocabulary

ancient	echoes	satisfying	wharf	utopia
helmet	ailing	district attorney	attorney	dystopia
trafficking	jury	verdict	conviction	minor
defense	paranoia	ruminates	exists	simoom
underestimating	motto	opponents	interview	museum
humility	precinct	supernatural	mutual	exhibit
intriguing	syndicate	skeptic	traditional	citizen
intrigues	confident	peasants	artifact	fishwives
catastrophe	merger	aspirations	ironic	211
doctrine	seizing	conglomerate	influential	defendant
transformed	folktales	faith	legend	plaintiff
regret	fiercest	dominant	benevolent	prosecutor
omniscient	persuasion	bestowed	detect	boom companion
genocide	celestial	vengeance	disciples	
illusions	prominent	futile	cynicism	
vessel	orphanages	manifested	intercept	
retrieve	informant	condemned	exiled	
reign	oppressors	armor	tyranny	

Vocabulary Lessons

- **Word Search** - Have students create a word search using graph paper. Then share them around the classroom.
- **Story** - Create a story with 15 words. Be sure to include a beginning, a middle, and an end.
- **Crossword Puzzle** - Have students create a crossword puzzle using graph paper. Then share around the classroom.
- **Matching** - Place the words on one side and definitions or sentences with the word missing on the other. Have students draw lines to connect the answers.
- **Post-It Bingo** - Give students a stack of Post-It notes on which to write a vocabulary word. Then call out the definitions and have students mark with pennies or other types of markers.
- **ABC Book** - Create an ABC book with vocabulary words. Have high tea in class and pass the books around so the entire class can read each one.
- **Illustrated Book** - Create an illustrated book using the vocabulary words. Spend an afternoon swapping books.
- **Grammar Squares** - Create a laminated board with four squares, each square has a part of speech (noun, verb, adverb, and adjective), write the vocabulary words on small strips of paper and fold. Students pull a vocabulary word from a hat or container and place the word in the appropriate square; they must then use it in a sentence.
- **Quizlet** - Quizlet is an app that lets students study words and play games to reinforce their learning.
- **20 Clues** - Students give clues about the vocabulary word until the word is guessed.
- **Vocabulary Advertisements** - Each student is assigned a word and they must create a poster. The poster must show what the word means, how to pronounce it, and must be signed by the artist. Show the positive side of the word. Display all signs around the room.
- **Find the Word** - Each student has a different word taped to their back. Students must ask other students questions to determine what word is taped to their back.
- **Hangman** - Play hangman with the vocabulary words.
- **Riddle Me This** - Have students select five words and create a riddle for each of the words. Students will read the riddles in class and see if their classmates get the answers.

Pre-reading Activities

- Review the elements of the cover, copyright page, and back cover.
- Have you heard of the author?
- Predict what the graphic novel will be about based on the cover.
- What does the picture on the cover tell you about the story?
- Do you think this story is fiction or nonfiction? Why?
- Does the cover give a positive or negative image?
- Do you think this will be a story with a lot of action or be a calm story? Why?
- What do you know about legends? What does this tell you about this story?
- What does hope mean to you?
- What do you know about the justice system in the U.S.?
- What do you know about homelessness?

CURRICULUM GUIDE



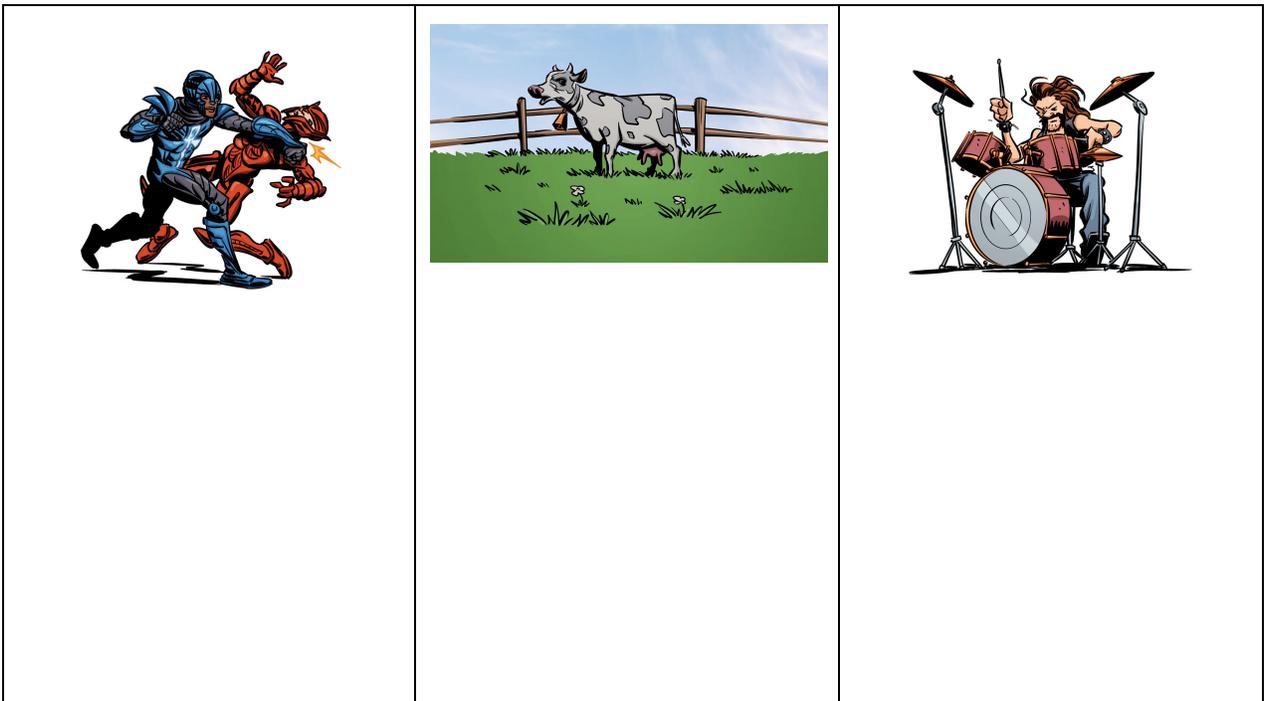
Onomatopoeia - Figurative Language

The term onomatopoeia is a fun one as it makes the text come alive, appealing to the five senses. The word onomatopoeia rolls around in your mouth like a couple of marbles. Onomatopoeia is the pronunciation associated with a word. For example, thinking about the words SPLOOSH and SPLISH the reader gets a visual of a liquid substance and the sound of an object hitting that liquid substance.

Think about the sounds various activities or words make.

1. What sound does a car make as it's racing down the street? _____
2. What sound does a duck make? _____
3. What sound does a basketball make as it goes into the basket? _____
4. What sound does a rock make when it hits the water in a pond? _____
5. What sounds does a bee make while flying around a flower? _____

Within the three pictures below, add 5 words (onomatopoeia) for each picture to show sound.



Justice System

Think about your favorite game. Write down the rules and goals of the game. Now discuss with a partner what this game would be like without those rules. How would you feel playing? How would you know when you won? What would be considered cheating? Is it more enjoyable to play when there are rules? Would you change some of the rules if you could? Would you discard all the rules and set new ones?

A game without rules ends up being total chaos! Laws are similar to rules in a game but the biggest difference is the consequences when a rule or law is broken. Rules are flexible and do not have such high consequences. Laws are the guidelines with which society lives.

Now think about what life would be like if we didn't have laws? How are the laws we do have enforced? What happens when a law is broken?

Laws typically have penalties when they are broken like a fine, jail time, or even prison. Laws are governed by the legal system within the government. The legal system has several layers to ensure enforcement of the laws. Police enforce, lawyers defend and prosecute, judges and juries decide.

In the United States, everyone is innocent until they are proven otherwise (guilty). This means that the burden of proof is on the state to prove guilt. This means is that if someone is charged with a crime they will retain a lawyer and go before a Judge, and sometimes a jury. The state will have another lawyer (District Attorney) who will try to prove the Defendant is guilty. Some trials last a few short hours or days, while others take years for a verdict.

Activity: Research and Mock Trial

Research: School truancy is a state by state matter. In some states, it is a criminal offense and in others states it is a civil matter. In a criminal offense, there is a Defendant and a Prosecutor. In a civil matter, there is a Defendant and a Plaintiff. The State of California sees truancy as a civil matter rather than a criminal. How does your state view school truancy? Civil or criminal? Can children as minors be responsible for truancy? As minors, dependant on parents, are children responsible to find a means of transportation to attend school?

Research different state's policies regarding school truancy - e.g. Texas, Minnesota, California and establish a reasonable policy regarding school truancy based on a child's/student's age. Should children have a criminal record for failing to attend school when their parents or the school district fails to provide transportation.

Mock Trial: For the purposes of this trial, we will proceed as a criminal case. In this situation a child (age 12) has 10 unexcused absences from school and has been tardy another 8 times during the course of a semester. The parents have been cited for the truancy. The parents and the child are the Defendants and are on the left side of the courtroom. The Prosecution is on the right side and the Judge is in the center of the courtroom.

The Defense Attorney and the Prosecution may introduce evidence and witnesses but must make the other party aware 5 minutes prior to the start of the trial.

Both the Defendant and the Prosecution will need to have roughly 10 minutes to discuss how they will present witnesses, evidence, etc...

Active Participants: Defendant, a child, 2 lawyers (one defense and the other prosecution), a judge, a bailiff, a jury, witnesses.



Helping the Homeless

On page 23, Brother Hope is helping the homeless. We hear the outcome of his help with Sister Kellis but not actually what he did to help her.

A report from [The National Alliance to End Homelessness](#) revealed that “On a single night in January 2014, 578,424 people experienced homelessness — meaning they were sleeping outside or in an emergency shelter or in a transitional housing program.” Homeless is defined as someone who sleeps outside or stays in shelter regardless of the weather or adequate clothing. This is a serious problem. Can you imagine being homeless? Now think about being homeless in January in New York City without a coat; or homeless in Phoenix, Arizona in July?

What causes homelessness? Often times it is due to unemployment (loss of a job), traumatic incidents (house fire, etc.), personal crisis’ (death of a family member, etc...), and/or mental health issues. It can be a single issue or multiple issues. People can become homeless for short or extended periods of time. If you are a homeless child how does that affect your ability to attend school? Where do the homeless get food? How do they take care of medical issues?

Activity: Homelessness in Your Area

What is the percentages of adults that are homeless in your town? What is the percentage of children that are homeless? Review the rates of homelessness to 10 years ago. Are there more men than women or vise versa? How many shelters are in your area? How many people are allowed in each day/night? How do they determine who is allowed to stay? Is food served at the shelter? How is the shelter funded?

Now consider how to help those that are homeless.

Your report should be between 700 and 1,000 words. It should contain an introduction, body, and a conclusion. The body of the paper should, at a minimum, include the following:

- Percentages of adults that are homeless
- Percentage of children that are homeless
- Rates of homelessness over the last 10 years.
- Are there more men than women or vise versa?
- Number of shelters in your area?
 - Number of people allowed in each day/night?
 - How do they determine who is allowed?
 - Is food served at the shelter?
 - How is the shelter funded?
- How can you help those that are homeless?

Build a Better Tomorrow

The Hope Network has the slogan “Build a Better Tomorrow”.

Companies, political campaigns, and brands use slogans to catch people’s attention so they remember the company, brand, or political campaign. What slogans can you recall of? What companies are associated with these slogans Do they inspire you? Why do you like them? Better yet, do you remember them?

McDonalds’s current slogan is “I’m Loving It” but in the past was the “Two All Beef Patties” slogan. Why did they change? Are they catchy? Do these inspire you?

President Barack Obama used the slogan “Yes We Can.” What does this mean? Why would he choose this slogan over a different one? Do you think it inspired voters to vote for him?

Slogans are typically catchy and generally have something to do with the values, motto, or goals of the brand. Slogans are no more than a single sentence or phrase. You can think of slogans as a meme with a brand.

Who thinks up a slogan? A slogan is created through advertising agencies, or they are simple taglines that a founder says almost off the cuff, like when the founder of Google said, “Don’t Be Evil”.

Why do you think The Hope Network has the slogan “Build a Better Tomorrow”? What feelings are they trying to evoke with this slogan? Do you think they mean what they say?

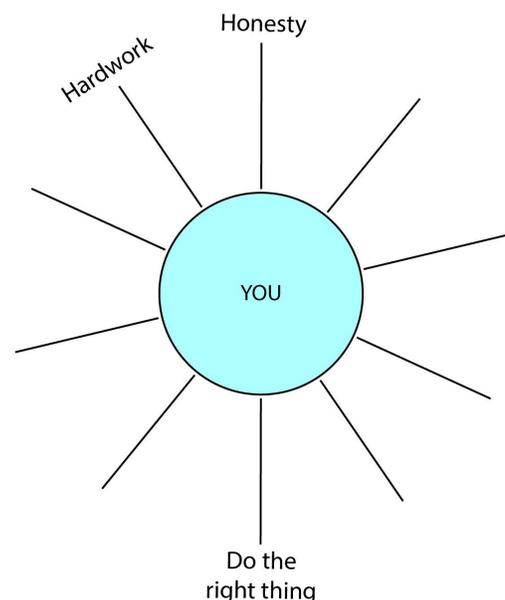
Activity: Slogans

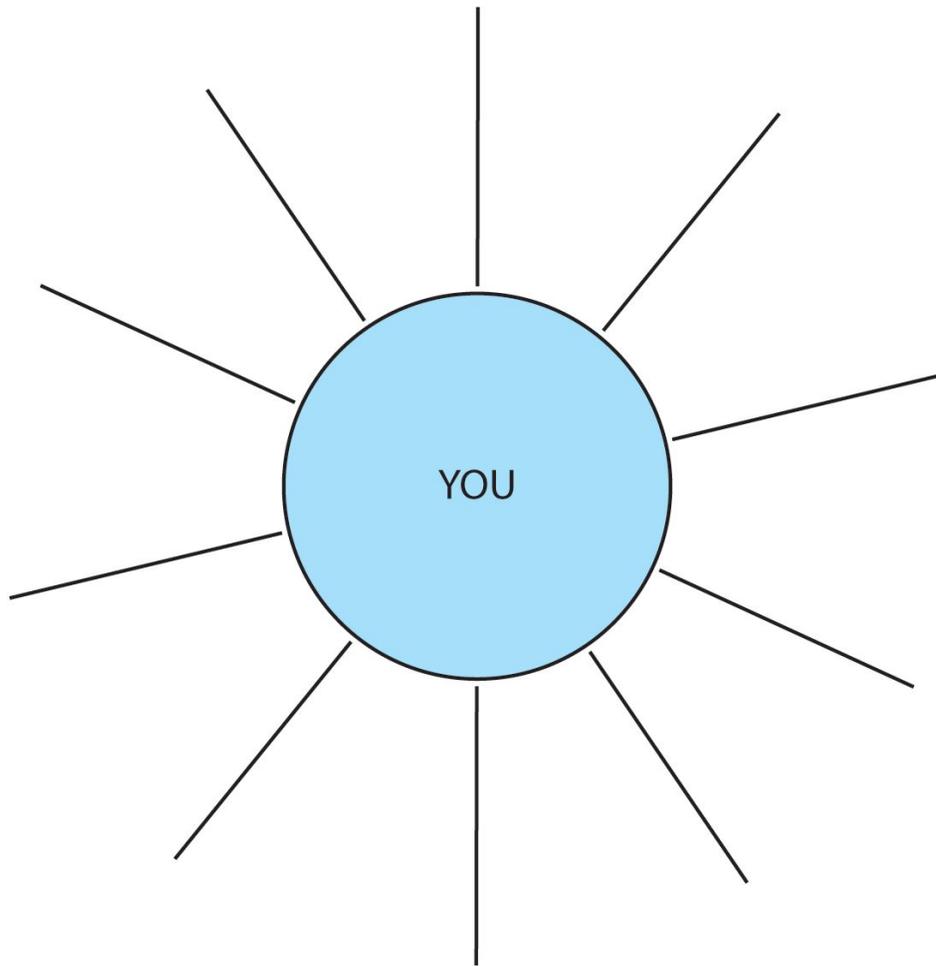
Think of yourself as a brand. Use thee brainstorming diagram to create your brand.

Who are you?

What do you believe?

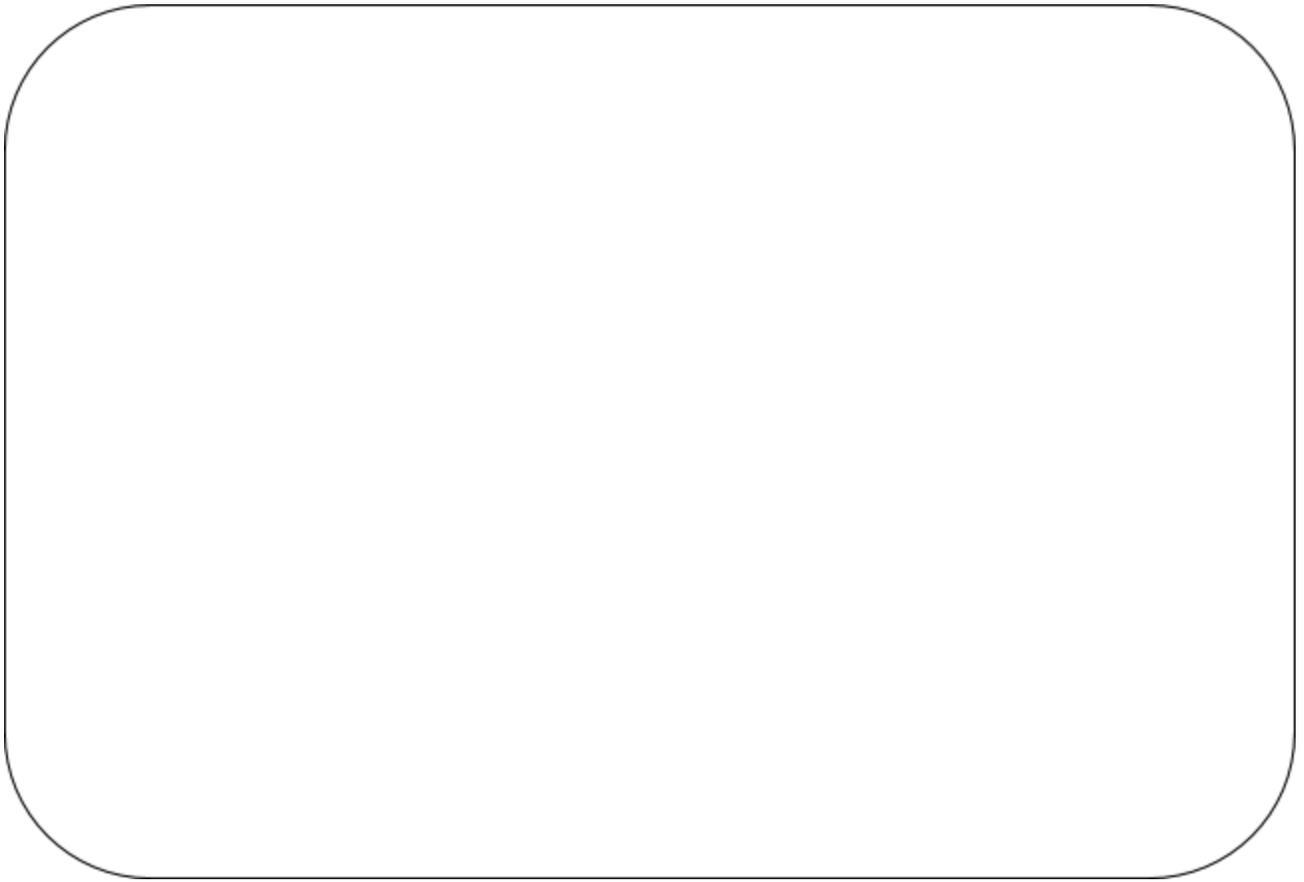
How do you want to be remembered?





Based on the above information, create a slogan for your brand. Try out two or three slogans and see how they sound.

Next draw your slogan.



Folktales

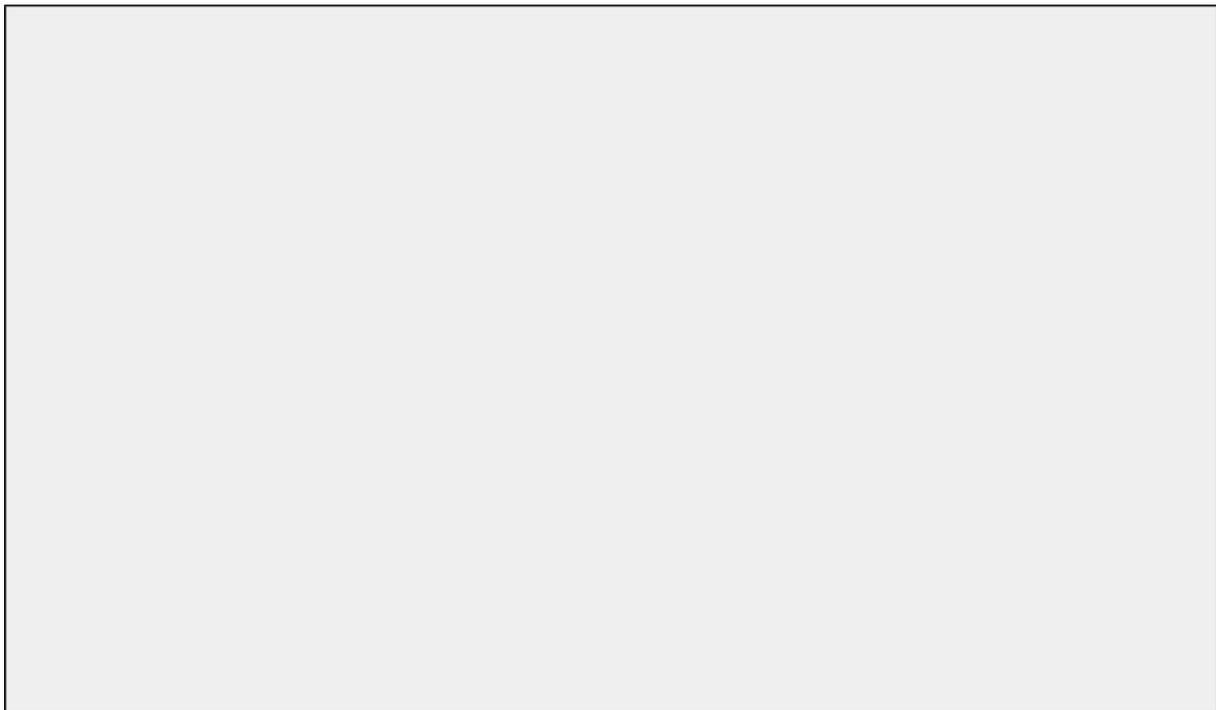
Growing up, Mariah, Elijah's mom, created and shared a series of folktales she shared with her son. She told him they were made up stories just to entertain Elijah, however in reality these tales were the history of their people. Elijah doesn't learn until he is an adult that these are actually true stories. These stories give him insight into the culture of a world he has never known.

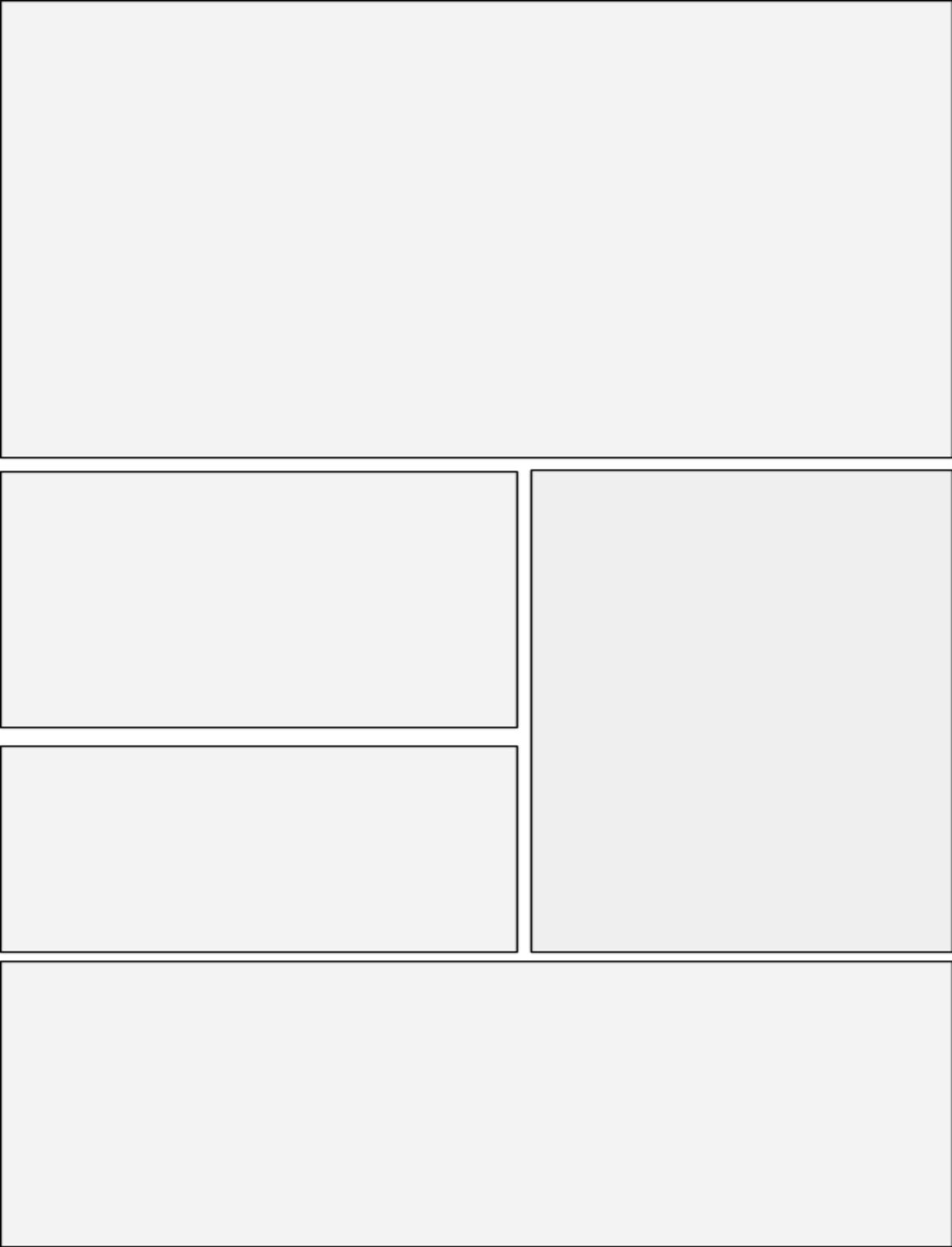
Every culture has stories that are told from one generation to the next. Folktales are these stories. Many of these stories teach a lesson (like The Shepherd's Mistake) or explain how the world works (How the Kangaroo Got Its Tail.) Some of these stories have elements of truth, while others are so fantastical that as you read them you know immediately they are not true.

Activity: Folktale

Find a folktale you would like to create into a comic. Where did the story originate? What was the story trying to tell the reader?

Title _____





Creating Hope

Hope is a powerful thing. It is seeing positive possibilities when faced with a negative or seemingly impossible situation. Hope is what makes the impossible possible!

Bother Hope and The Hope Network are central to this story. Brother Hope addressed the crowd gathered in Central Park and said, "Three years ago, society had you afraid to follow your dreams. What instilled confidence?" Why is Brother Hope bringing up the past? What does he hope to gain by doing so?

Activity: Headlines

Take a look at recent headlines and see the positive in a negative situation. What can be gained from the situation. How can the public grow and become better?

Current Headline - Word-for-word from the newspaper or Internet.

Brainstorming - What can be gained from the situation? How can the public grow and become more aware?

Creating Hope - Create a new headline using your ideas from your brainstorming session.

Language Wars

Ask students for the part of speech listed. After each blank has been filled in, read the story aloud.

My Noble Son, I must tell you an _____ tale - a dark tale of _____ and magic,
adjective noun
 villains, and _____, with names you do not know, but whose story _____ even today...
plural noun verb

They were _____ people- fishwives and farmers, _____ peasants and young
adjective adjective
 princes - the _____ of the chosen. They were willing to make great _____ to keep our world
plural noun noun
 safe. Sometimes they _____ everything. They did not count the _____.

_____ a flash of light the knights would swarm out of the night air, with the fury of a
prep
 _____ simooms. Like those sandstorms, they were _____: unstoppable, inescapable,
number place
 _____ their foes in moments before vanishing again...
verb

If the Mantamaji had doubts about the _____, they kept it to themselves. For all we
noun
 knew, they had wild, _____ hearts to match their _____ clothing. If any _____
adjective adjective prep
 them doubted, all we _____ on the outside was the pure brightness of a winter moon.
verb

But even the _____ were unsettled by death at times. In the heat of _____,
proper noun noun
 honor and duty are boon companions, and danger seems a _____ rumor; but when the
adjective
 fight is over, every dead _____ on a silent battlefield is a token of failure.
noun

It took the Mantamaji years to _____ all the ways they could use their versatile
verb
 _____ or to form shapes in the men's minds. The _____ told them that long ago,
noun proper noun
 the chosen warriors had even more powers-unlimited magical abilities; the stuff of _____.
noun

And who was to say that this legendary power might now return in the future? It was exciting to
 imagine, and a little terrifying.

Museum

Early in the story, Detective Spencer is called to The Museum of Natural History for a robbery. Priceless artifacts were taken and ten security guards wounded during the robbery.

Museums of natural history have exhibits which feature fossils, animal bones, dinosaurs, and so much more. There are different types of museums. Some museums are all about art, while others focus on music, still others on pop culture, others on airplanes, and still others focus on military history.

The word *museum* simply means *a place of study*. A museum is a place that has specific types of items that can be studied. At an art museum, art is studied, sometimes from different time periods, or specific artists; but it is always art. At a musical instrument museum, all items on display have to do with music.

If there was a museum of you, what would be displayed? Which things from your home and your life would you show in a museum to tell people about how you lived? How would you exhibit these items?

Activity: Museum of You

List 10 items that you would include in a museum of you. Write why these are important to you, where you got the item, what is the story behind the item, and what you think these items say about you.

Sacrifice & Hardship

Elijah and Sydney both talk about sacrifice and the hardships they faced growing up. What does sacrifice mean? Sacrifice means giving up something in order to help someone else or a group.

Have you ever had to sacrifice something for someone? What was it? What were the circumstances that surrounded the sacrifice? How did it make you feel?

Sacrifices come in all sizes. Some are small like giving away the last donut to a friend. Some people may sacrifice time to help a cause. Parents sacrifice time and sleep to be with their children. Martin Luther King Jr. sacrificed his privacy, time, and ultimately his life for equality. Have you ever sacrificed something for someone else?

Activity: Sacrifices Are All Around

Read the quotes below and consider what the person who said it might have thought at the time.

Quotes:

- “I guess that’s just part of loving people: You have to give things up. Sometimes you even have to give them up.” — [Lauren Oliver](#)
- “Let us sacrifice our today so that our children can have a better tomorrow.” [A. P. J. Abdul Kalam](#)
- “You have to fight to reach your dream. You have to sacrifice and work hard for it.” [Lionel Messi](#)
- “I think that the good and the great are only separated by the willingness to sacrifice.” [Kareem Abdul-Jabbar](#)
- “In this world it is not what we take up, but what we give up, that makes us rich.” [Henry Ward Beecher](#)
- “To give anything less than your best, is to sacrifice the gift.” [Steve Prefontaine](#)

Pick one of the quotes above or find a quote on sacrifice. Research the person who said the quote, when it was said, what sacrifices were made, and was it worth the sacrifice.

Write a 5 paragraph paper with an introduction, body, and conclusion. Make sure to cite any references you might use in your paper.

“Heroes give... so others may live.” Elijah’s mother

Utopia

On page 58, Noah is showing Elijah about his past and he mentions the name of the city that Elijah's mother and Noah lived. The name of this town is Utopia.

What is a utopia? Simply put, *utopia* means *perfection*. It is an imaginary place where the government, laws, and social conditions are absolutely perfect. In a utopian society, there is no suffering and no poverty.

The opposite of utopia is *dystopia*. Dystopian worlds are ones in which many people go without food, shelter, and clean water. It is usually categorized with overcrowding and war.

What does it take to create the perfect society? What laws have to be passed? What organizational social structures are required? How would you start the process? Would you start small and expand or make changes across the board?

Things to think about:

- What are some of the things that need to be fixed in our society?
- What don't you like about our society? What do you like?
- What are some positive things that happen and what are some negative things?
- Is there an area of society that you would want to work on first (political, economical, social, etc...)?
- What are the goals and values you want for your utopia?
- Would the goals be set for people or would there be choices for the people of the society?
- How would the members of the society be chosen or would everyone be automatically required to participate?
- What would the education system look like? Would there even be schools?
- What type of government do you want? Who would be in charge of the government? How are laws decided? What would happen when a law is broken?
- Will people choose what they do in life or will it be chosen for them?

Activity: Your Utopia

Create a blog outlining your utopia. Each blog entry should be at least two to three paragraphs long.

1. The first entry should be announcing your perfect place. Make sure you give it a name.
2. The next entry should discuss what you want for your society (goals and values).
3. This entry is all about your bill of rights. What are the rights of the people in the society?

4. Create a logo. Post this logo along with why you chose the elements within your logo. Discuss the color choices and the thoughts that went behind creating the logo.
5. The next entry should discuss your government. How it is established, how and by who are laws created, who is the governing body, and what happens when a law is broken?
6. The next entry is about population control. How are new births handled? What about deaths?
7. The next entry is about the education of the people. How are people educated?
8. Next up is the discussion about money. How are things paid for or is it a barter system? How are things produced and distributed within the society?
9. Would technology be part of your society? Would technology be abandoned altogether? What energy sources would be used (solar, rationing, coal, etc...)
10. The final entry is a day in the life. In two hour increments, detail a person's typical day.

Draw a picture of life in your utopia.



Police Codes

At the harbour "...a possible 211" is in progress, what does this mean? Why would someone use numbers to tell what is happening?

This numerical code is a way for the police departments to say a robbery is taking place without taking the time to say it. It allows a lot of information to be disseminated in a very short amount of time since time is of the essence during many of these situations.

Activity: Create Your Own Code

Create a code using just numbers and symbols to share with your friends. For example, if you want to tell your best friend that a boy you just saw is cute, you might use "4 ♥" or if you wanted to tell your mom you wanted a to get a kitten, you might say "^^". You choose what the numbers and symbols are for each code. Be able to share why you used the codes you did. Remember you want to be able to remember them!

<u>Phrase</u>	<u>Code</u>	<u>Phrase</u>	<u>Code</u>

Martial Arts - The Power of a Kick

Growing up, Elijah studied several different types of martial arts. There are more than 150 different kinds of martial arts performed throughout the world. Some use weapons, while others solely use the power of a person's own body. Taekwondo is all about the body. The Theory of Power is the basis of Taekwondo. There are six elements to this theory:

- Reaction Force - this is your form as you strike. When striking with the right hand or leg, the left limbs are brought backwards.
- Concentration - is ensuring a small area is affected by a kick or punch, increasing impact.
- Equilibrium - remaining balanced throughout a series of moves.
- Breath Control - exhale during a strike and inhale during the moment of impact.
- Mass - using as much of the body as possible when striking.
- Speed - more important than mass

These elements are rooted in physics. Physics is why proper form matters. Kicking at the right angle and position will give more power. The key to the physics of martial arts is the mass (body weight) of the person kicking and the speed at which they kick.

Isaac Newton discovered the Laws of Motion:

- Law of Inertia - Objects will continue their motion unless there is something to stop the motion, objects remain at rest unless acted upon - for example, a skateboarder is skating along and the wheels of the board hit a large rock. What happens to the board and the skateboarder?
- Second Law - Simply says heavier objects require more force, while lighter objects require less force - for example, which would take less effort or force kicking a ball or kicking a brick?



- Third law - For every action there is an equal and opposite reaction - for example, when stepping from a boat to a dock, your foot and leg push off of the boat and the boat moves in the opposite direction



Activity: Physics of Sports

Select a sport and research the physics of one activity in the sport. For example, what is the physics of a jump shot? Write a 500 word description of the information, cite where you acquired your information and using your own body weight and height calculate the physics of you doing the activity.

Character

On page 125, Brother Hope encounters a gentleman who is selling him an artifact (that was stolen from the museum.) To the general public, Brother Hope is a benevolent person who helps those in need. However, behind the scenes he is a bully and out to do real damage in the world.

Your actions say more about who you are as a person than any words you might use. What you say and do shows the world who you are, even when others can't see the full picture. How you respond to a situation, treat others, and behave in public and private shows your character.

Bullying is a big problem. Understanding the forms of bullying is important but even more important is determining how to change this behavior.

Activity: The Character of a Bully

Each student will need at least 8 Post-It Notes of two different colors. On the board, write the following questions. Ask students to be honest in their responses. Leave space for students to place their Post-It notes for each of the 8 questions. Ask students to use the Post-It notes to answer the questions

1. Has anyone ever called you a name?
2. Has anyone ever told you that you can't be friends?
3. Has anyone ever hit, kicked, or pushed you?
4. Has anyone ever threatened you?
5. Was someone mean to you because of how you look or act?
6. Did you tell anyone about any of these incidents? Why or why not?
7. Have you ever seen someone else being bullied?
8. Have you ever called someone else a name, hit, kicked, pushed, threatened or been mean to someone?

Students will take about 5 to 10 minutes to respond. Once all the students have responded, take the rest of the class period to discuss bullying and the effect it has on people. What are the appropriate responses when you see bullying? What does a bully look like? How can you change someone's behavior?

Geography

Throughout the course of Legend of the Mantamaji, the story mentions a variety of locations around the world. The story mainly takes place in New York City. New York City is a busy city where 8.5 million people live in a 304.8 square mile area. New York City is the most populated city in the United States.

The world is a big place and each area is unique, and there are so many interesting facts that are specific to each region or area.

Maps are the key to understanding much of this information. Maps are a visual representation of a larger area. These visual representations help us navigate the area and help the reader understand the surrounding area.

A map legend shows what the symbols on the map represent. An upside down “V” typically represents mountains. It is important to know what objects are on a map so you are not surprised when you are traveling. Land formations and man-made items like water parks, campgrounds, restrooms, gas stations, railroads, highways, lakes, rivers, mountains, and so much more must be shown on a map. The compass rose shows which way is north, south, east, or west.

Understanding scale is important when it comes to maps because maps show us a small version of an area. For example, we would never have a life size map of the earth! But we have all seen smaller versions. The idea of scale is to show the ratio of distance between items on the map.

Activity: Maps and Information

Have students work in pairs to draw a world map. Color and label the places mentioned in the book:

- North Dakota
- New York
- Africa
- Brazilian Rainforest
- Italy
- Greece

Select one location above to dig deeper. Make a map of the area of choice, include five physical attributes (landforms), a legend, a compass rose, area boundaries, country or state name, capital, five of the biggest cities, show your scale (1 centimeter = 10 miles) and five natural resources.

Book Reporting Without the Report

There are other ways to show understanding of a book than writing a book report. Here are a few options:

- **Wanted Poster** – A “wanted poster” is created to make the public aware of a criminal the police would like to catch. Create a “wanted poster” for one of the characters in the story. This can also be changed to a “lost” or “found” poster for a character.
- **Movie Poster** – Create a promotional poster for the new movie “The Legend of the Mantamaji Book 1.” The poster must contain the title, author, characters, and modern actors who might play those roles. Also provide a brief synopsis of the story as well as a drawing from a scene in the story.
- **Peep Box** – A peep box allows others to see a scene from the story. Using a shoebox, create the scene inside, placing holes in the top and sides of the box so people can see different angles.
- **Alternate Ending** – There are always other ways the author could end a story. Create a different ending to this story and present it to the class.
- **Objects** – Gather or create a group of objects from the story and explain their importance to the story.
- **Puppet Show** – Recreate a scene from the story using puppets you create.
- **Letter** – Write a letter to one of the characters helping them to figure out a problem they are having.
- **Poem** – Compose a poem to Sydney or Elijah. Illustrate the poem.
- **Article of Clothing** - The Legend of the Mantamaji has clothes from today, as well as clothes for our superheros. Recreate Candor, Noah, or Sirach’s disguise/costume. Make sure to include any masks, hats, swords, ankh, or shields. Be as detailed as possible.
- **Timeline** – Create a timeline of the story’s main events. Give detailed descriptions of these events.
- **Soap Carving** - Using a bar of unused soap, carve a scene from the book. Explain why this scene is important.
- **Newspaper** – Create a headline and story for a newspaper article about an event in the book.
- **Pantomime** – Retell a scene from the story with pantomime.

Each of these require the student to present the item in front of the class and explain why they chose the specific activity, what the importance is, and what how they did it.

The above suggestions provide students with an opportunity to demonstrate mastery over the subject material in a creative manner.

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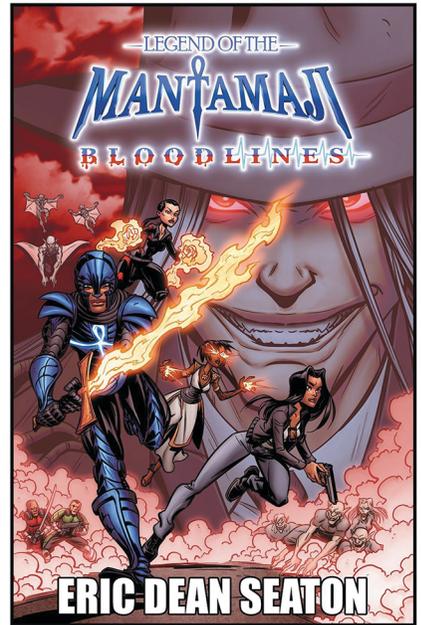
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