

ACTIVITY: Kamome Coloring Book Grades 3 - 5

Purpose: To allow students to experience the story of Kamome through coloring and drawing and learn what to do in an earthquake and age-appropriate preparedness information.



Time: Allow 50 minutes to read the story, introduce the coloring activity and show students the debris animation movie. Allow 20 minutes for each additional picture a student colors. The coloring book pdf has 27 images. Allow 30 minutes for the latitude/longitude questions and discussion.

Educational Standards:

SS2.2, ESS1.C, LS4.B, R1.2.1, VPA1.1-2, SS3.1, SS4.1, SS4.2, 4ESS1-1, R1.3.1, R1.3.7, W.5.8, VPA5.3

See Additional Resources for Teachers – California Educational Standards for Kamome – under the Resource Menu for standard definitions.

Materials:

A computer with display screen

A copy or classroom set of the Kamome books

Colored pencils, crayons or watercolors

Copies of pictures from the ***My Kamome Coloring Book***, 1 per student

Coloring Book pdf is in the Activities list

Procedure:

1. Read Kamome story out loud, slowly, or ask students to take turns reading the book out loud to the class. Hold up the illustrations as you read and point out details. Note that every page with the boat Kamome, also has a gull in the illustration. Have them find the gull on each page.

Discussion: Could a gull really fly across the ocean (no)?

Why is the gull in the pictures (the boat Kamome is not alive, the gull is an artistic way of showing emotion).

2. Tell the students they will be making their own illustrated version of the story during the school semester. Distribute copies of the Kamome Coloring Book, or selected pages from the book to each student. Ask students to write their name and color the illustration on the cover page.

Discussion: Ask the class what they noticed about the illustration. Can they tell that there are both American and Japanese children holding up the boat? How can they tell the difference? Could children really hold up a boat this big? Why is there a bird in the picture? What kind of a bird is it?

3. Go to the second page with the map. Color in Japan and California and the Pacific Ocean. Show them an animation of how the tsunami debris may have moved at https://youtu.be/e_MJk0acUc.

Tell them that this model was developed by scientists at the International Pacific Research Center in Hawaii, who are experts in the movement of ocean currents. After viewing the animation. Ask students to describe what they saw.

Teacher note: for more background information on this and other IPRC models, go to http://iprc.soest.hawaii.edu/news/marine_and_tsunami_debris/IPRC_tsunami_debris_models.php

Ask students to take a crayon or a pencil and draw a line showing how Kamome traveled to California. The line needs to be in the ocean all the way.

Discussion: Is there a single “correct” one (no)? Do we know for sure how Kamome traveled (no, we only know how much time it took)? Should the line be straight (probably not, because the animation showed that the debris moved in a complicated way)?

4. You can continue to have students color pages as time permits throughout the term. Some illustrations work best if everyone works on them at the same time so you can discuss their content.

Special pages:

Drop, Cover, Hold On – Ask children to color the picture and draw themselves in the space. Afterwards, discuss what students should do in an earthquake if they aren’t in the classroom, or if they are outside or at home (Drop is always the first step – if there is nothing to get under nearby, they should cover their head/neck like Emily is doing). More information in the ShakeOut activity.



Luis and the student emergency kit – have students identify each item. The sheet of paper is an emergency plan. More information on what should be in a child/school emergency kit at:

<https://momwithaprep.com/how-to-make-an-emergency-survival-kit-for-kids-at-school/>

Suggest that students draw in a comfort item like a stuffed animal or favorite book.



Tsunami zone – Color the picture and discuss what the sign means and that earthquake shaking is a natural warning that a tsunami could be coming. Ask them if they have ever seen a sign like this.



The last page is blank. Ask the students to draw their own picture to add to the story of Kamome. It could be anything they wish – such as Kamome in the ocean, or pictures of the Japanese and American students together. Have students stand in a circle with their pictures, and help them tell what they drew and why.

4. Post the pictures on the wall around the classroom (have each student write their name on the page with the picture they’ve colored). Suggested activities to supplement pictures: provide simple titles for the students to write to post below each picture, have students sequence the pictures as they recall the events of the book Kamome.

5. Latitude and longitude

(a) If you have a globe in the classroom, show the location of Japan and introduce the concepts of latitude and longitude. Explanations are available in online encyclopedias such as:
<https://kids.britannica.com/kids/article/latitude-and-longitude/353366>

(b) Go to: <https://earthexplorer.usgs.gov/> for an Earth Explorer online map in which you can ask for coordinates of latitude and longitude for places on the globe. Have students write the latitude and longitude coordinates of Rikuzentakata, Japan and Crescent City, California on their coloring book map (second picture in coloring book).

(c) Ask students what these two places have in common with their location and the location of the Pacific Ocean. How has this affected the size of the cities, the concentrations of buildings and the types of industries in the areas? If you have access to Google Earth, you can enter in the latitude – longitude coordinates and zoom into each of the cities.

5. Have students write a short summary (4 or 5 sentences) of the voyage Kamome took across the Pacific, reflecting on several of the pictures they colored.

Extension Activities:

1. Go to the Folding Origami Activity to create a panga boat and a gull.
See Kamome Website Activities K-2

2. Go to: <https://rocketrules.org/rockets-safety-books/> for a downloadable coloring book on earthquake safety.

3. Go to ShakeOut Activities for more on earthquake preparedness.
See Activities menu 3 - 5

4. See: *know your zone* on <https://www.tsunamizone.org/california/> for examples of tsunami zone signs and maps of tsunami areas in California. Show students where they are on the map and whether or not they are living in a tsunami zone.

5. Read the book *Sofie and Daniel Get Ready for Earthquakes* by Lin Glen (available in Humboldt County book stores and on Amazon) and build class “grab-n-go” kits.

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