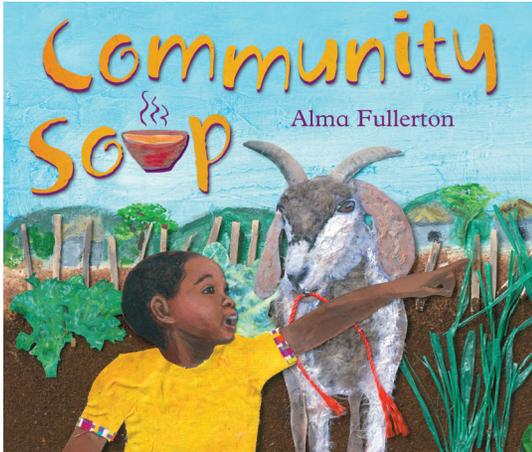


# Making Community Soup



## Directions

1. Read *Community Soup* with your class. Announce that in a few days you will be having your own Soup Day. Tell the students that each of them will need to bring in one vegetable to contribute to the soup.
2. Send a note to your students' parents/guardians asking them to send their child to school with a seasonal vegetable on Soup Day.
3. On Soup Day, have the students help wash and prepare their vegetables for cutting. Chop the vegetables roughly and let each student add his or her own to the pot. Ask them to identify what kind of vegetable it is and add it to a list.
4. Cover the vegetables with water and add salt to taste.
5. Bring the water to a boil and reduce the heat to let it simmer until the vegetables are soft and the flavours are mixed.
6. While the soup cooks, you can discuss the following things:
  - What kinds of vegetables did everyone bring? Are many the same? Are there any you haven't eaten before?
  - How do you think the soup will taste? Will any of the vegetables be stronger than the others?
  - Does anyone know what a "seasonal vegetable" is?
  - In many communities, like Kioni's, the only food available is what can be harvested from gardens and fields at any particular time. How is that different from our grocery stores? How do you think that would affect the meals people cook?
7. When the soup is ready, share it with the class.

## Materials

- A stove or hot plate
- A large pot
- A spoon for stirring
- A cutting board and knife
- Kitchen scissors (optional)
- Several cups of water
- Salt
- A note to parents asking them to send in one seasonal vegetable (locally available now) with their child on Soup Day

For more information about *Community Soup*, and for reviews, resources, and the *Community Soup* book trailer, visit [www.pajamapress.ca/book/community\\_soup](http://www.pajamapress.ca/book/community_soup)

# Illustrating with Collage

## Materials

- Community Soup
- A screen to show the Community Soup book trailer
- Pencils
- Heavy paper
- Strong glue
- Fabric, paper, dried plants, and other found objects
- Card stock
- Paint and paint-brushes
- Pencil Crayons
- Smocks and newspaper to protect clothing and workspace

## Directions

1. Read *Community Soup* as a class. Give the students a chance to look closely at the 3D collage illustrations. Ask them to identify the textures and objects they see.

2. Show the *Community Soup* book trailer, available at [pajamapress.ca/resource/community\\_soup\\_trailer](http://pajamapress.ca/resource/community_soup_trailer), to see process pictures of Alma Fullerton creating the illustrations.

3. Discuss the difference between background, middle ground, and foreground. Look for differences between the three in Alma Fullerton's illustrations. For example:

- The background is created with plaster and paint.
- The middle ground often contains lightly textured collage elements.
- The foreground usually contains highly textured collage elements that extend beyond the bottom of the page.
- The background contains a horizon line. Everything in the middle ground and foreground begins below that line (for example, a child's head can be above the horizon but her feet are not).
- Elements in the foreground are bigger than those in the middle ground.

4. Have each student choose a scene from a story they know or have written that they would like to illustrate. Guide them through the following steps:
- i. Draw a horizon line in the upper half of your paper.
  - ii. Paint your illustration's background. Let it dry while you work on the next steps.
  - iii. Using card stock, cut out the shapes of people, animals, buildings, and other elements that will be in your picture's middle ground and foreground.
  - iv. Add details to your middle ground elements using paint, pencil crayons, and lightly textured materials.
  - v. Add details to your foreground elements using paint, pencil crayons, and highly textured materials.
  - vi. Once your background is dry, place your collage elements on top to see how they will look. Move them around until you are happy with the placement. Glue them down.

**Bonus:** You may choose to have each student illustrate a different scene from a single story. By photographing each finished collage with a digital camera and pairing them with text at your students' reading level, you can create a student-illustrated book for your classroom library.