
An Integrated Curriculum For The Washington Post Newspaper In Education Program

Learn and Apply



- Teachers Notes: Stay Connected and Inspired — KidsPost at 20
- Student Activity: Create a Cartoon Panel and Comic Strip
- Post Reprint: “Traditional Japanese art method of printing fish provides important details about endangered, extinct species
- KidsPost Reprint: “Scientists want firefly unique to Delaware beach to be on endangered species list”
- Post Reprint: “Learning from the Great Depression”

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INTRODUCTION

Observe and Preserve

KidsPost provides news and feature stories that reflect current coverage and topics of interest to students. Student art accompanies weather of the day. Fred Bowen shares his opinion on sports topics in his weekly column. Birthdays of local kids and famous people are recognized.

This resource guide provides a sampling of art, science and entertainment features. In “Traditional Japanese art method of printing fish provides important details about endangered, extinct species,” art and biology and history combine. Teachers and parents might have their kids make fish rubbings after reading the article. They may also write a fish story to accompany the artwork.

Another KidsPost science article, “Scientists want firefly unique to Bethany beach to be on endangered species list,” expands student understanding of what it means to be “endangered” and the causes that might appear to be just part of contemporary life and their enjoyment of being at the beach. It could send students outside at night to observe and listen to their environment.

KidsPost has published articles, such as one explaining recession, but we have included a Post column by Robert J. Samuelson in this resource guide. Written in August 2019, it gives plenty of information to consider as well as to do further reading to update after the novel coronavirus hit countries around the globe.

While KidsPost is published for the 7- to 13-year-old reader, its content is rich and varied. As lifetime learners, we all have lessons to learn from the past, observations of our present to contemplate, and elements of the human experience to preserve.



On the cover: **An example of the traditional Japanese art method called “gyotaku.” (The word’s literal translation is “fish rubbing” or “fish impression.”)** ISTOCK

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Teachers
Notes

Stay Connected and Inspired — KidsPost at 20

NIE CURRICULUM GUIDES and KidsPost

Whenever possible the Newspaper in Education (NIE) curriculum guides include reprints of KidsPost news and feature stories. For each monthly focus we aim to include Post content and lesson suggestions and resources for students from 10 on up. Several of the favorite stories of KidsPost editors, have NIE curriculum guides to use with them.



The Day the World Changed — September 11
Media in the Time of Tragedy — September 18, 2001



D.C. History series
Our First Families — September 23, 2003
First Towns — October 21, 2003



The Chesapeake Bay
The Chesapeake Bay — April 17, 2007



A New Era in Space Travel
A New Era in Space Travel — January 2019

Naked Mole Rat
The Pledge of News — November 19, 2002

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“A newspaper holds up a mirror to the world. And like the world —
like life — a newspaper includes things that can make you
happy and things that can make you sad.”

— John Kelly, KidsPost first editor

PROFILES

Twelve kids and teens who are giving their time and talents to help others are profiled.

Illustrations by Natalya Balnova for The Washington Post. Art direction by Alla Dreyvitser. Design by Victoria Adams Fogg.

We are encouraging students to write profiles. The KidsPost 20th birthday special supplement features 12 profiles. We have reproduced three of them completely and have reprinted five additional ledes to be used as models and for annotation. Give students Think Like a Reporter | Write a Profile, A Closer Look: Lede the Way, and the three profiles for a guided study of profile writing.

To compare ledes

Use Think Like a Reporter | Write a Profile, A Closer Look: Lede the Way to focus only on lede writing.

To write profiles — models

The profiles can be read to meet young people around the world and in the U.S. who are activists for different causes. Learning what motivated them and the project or approach they took has many possibilities for discussion. Which interests your students most? Do they have suggestions for other approaches or groups that are working towards the same goals? All profiles can be read at KidsPost online, [“12 kids who are changing their communities and our world.”](#)

MAKE A FISH RUBBING

There are a number of online how-to sources to help you in preparing for and making the prints. Here are a few suggestions.

Teachers and parents who wish to help students make fish rubbings, can make this as inexpensive as possible by using the newspaper or newsprint paper for the print paper or more expensive with fine rice paper. Cover the work area/table and wear old clothes or an apron to protect clothing. You will also need an area to place the prints to dry.

Before beginning this project talk to students about the finished print. Will they want the print to be a close replica of the actual coloring of the fish? Will they want to use a particular color palette? How big do they want the finished print to be? Perhaps have a fish to use to experiment with paints and colors before making decisions about paints, brushes and other tools to purchase. Some artists use only acrylic paints for rubbings.

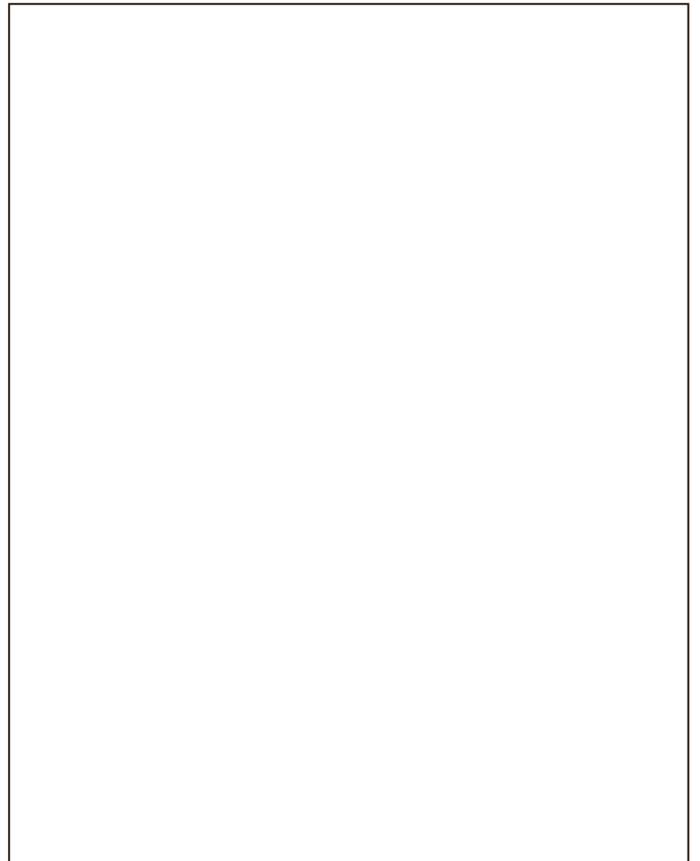
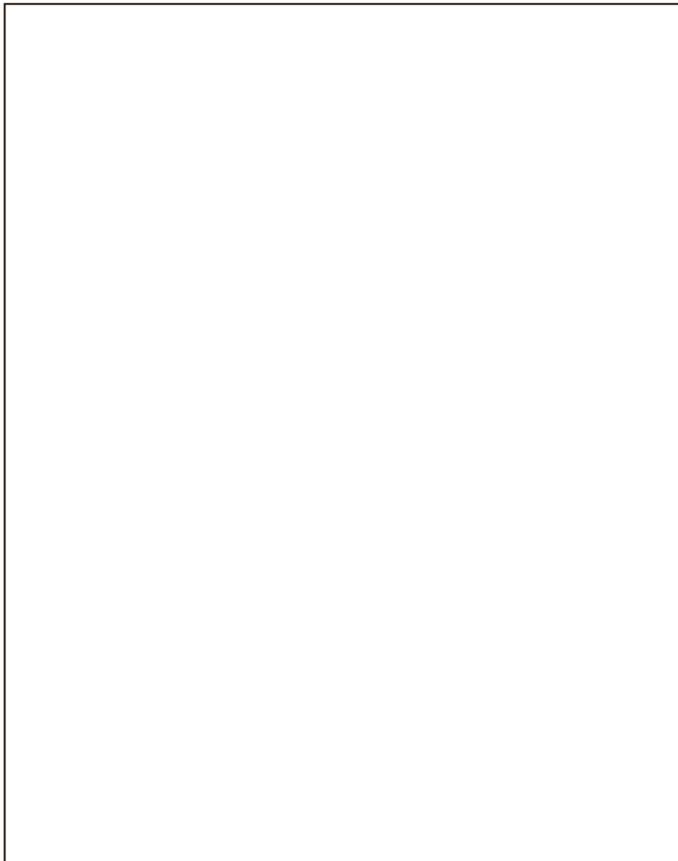
Fish with distinct scales will add depth to the finished print. Be sure to cleanse and fully dry the fish before applying paint. Some go fishing, do the rubbings and then eat the fish while the prints are drying.

Create a Cartoon Panel and Comic Strip

In a cartoon panel, a message is visually communicated with a few words or none. *Family Circus* and *Dennis the Menace* are examples of panels with the same recognized characters with whom readers are familiar. *Speed Bump*'s characters and settings change but a certain attitude and word play are expected.

1. Let's begin with a list of terms. What comes to your mind immediately after reading the term? Put into words or draw a quick sketch of the phrase, scene, reaction, emotion you associate with the term.
 - a. Baking
 - b. Covid-19
 - c. Curbside delivery
 - d. Distance learning
 - e. Drone
 - f. Masks
 - g. Robot
 - h. Social distancing
 - i. Toilet paper
 - j. Zoom

2. Which two of the above amuses and surprises you? Which would you like to develop some? Sketch two panel ideas below.



Create a Cartoon Panel and Comic Strip *continued*

3. Most comics are strips composed of two, three or four panels. This allows a slice of life or continuing story line to unfold. These are very popular with readers. Some series, such as *Classic Peanuts*, *Mark Trail* and *Beetle Bailey* have lasted for decades, enjoyed by generations of readers. Read the two pages of comics in *The Post*.

a. Which three comic strips do you like the most? Tell why.

-
-
-

b. A number of comic strips involve families. To which one(s) do you relate? Is it the personalities, the drawing quality or topic that appeals?

4. Brainstorm an idea for a comic strip. This may be a series of images and text to show a slice of life, advance a continuing story line or convey an idea. You may use an idea from one of your panels or a new idea.

5. Sketch your idea for a comic strip. This may be in two, three or four panels.

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Science

Traditional Japanese art method of printing fish provides important details about endangered, extinct species

BY ERIN BLAKEMORE

• Originally Published Feb. 22, 2020

What do boastful fishermen and biologists have in common?

More than you might think.

For over a century, Japanese fishermen have dipped their most impressive catches in ink and pressed their scales onto paper, creating bragworthy images known as gytaku. (The word's literal translation is "fish rubbing" or "fish impression.")

The images aren't just appealing to fishing enthusiasts — they could be an important data source for biologists who want to learn more about historic fish populations.

Japanese researchers Yusuke Miyazaki and Atsunobu Murase studied 261 pieces of gytaku from tackle-and-boat stores in areas with threatened fish species. They said they learned much about the fish in those regions.

The gytaku pointed to a new way to estimate how large populations of now threatened or extinct fish once were. The researchers recently published their results in the open-access journal ZooKeys.

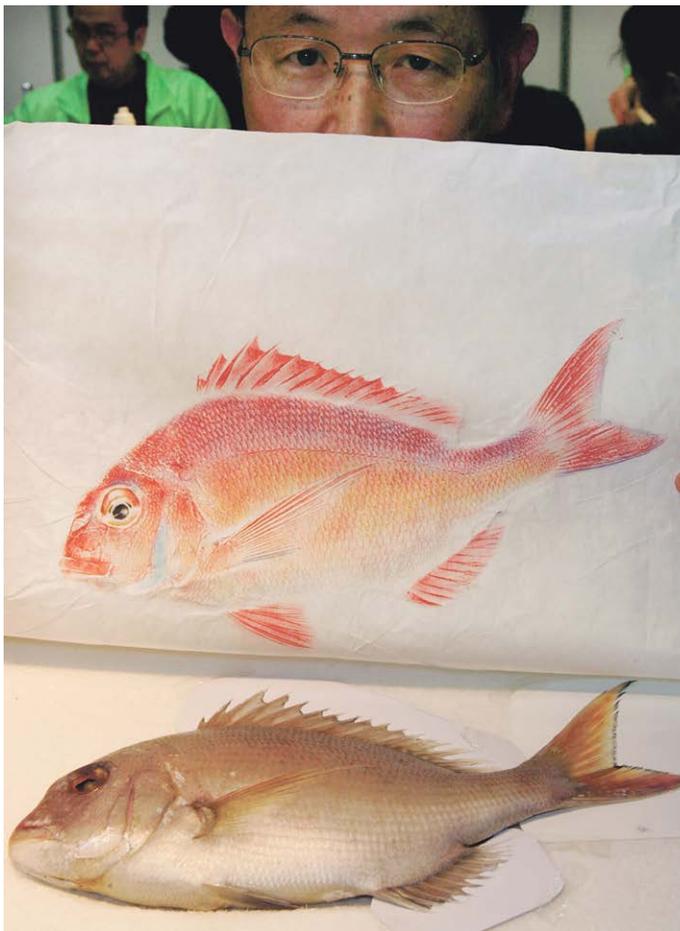
Gytaku are already used to teach kids about fish anatomy and as inspiration for modern artists. But their use as a data source could help preserve the kinds of

fish they so beautifully document. It's hard to find good sources for historical information about bygone animal populations, and many documents are lost, destroyed or threatened.

The fish rubbings, on the other hand, contain a surprising wealth of information. The fishermen had often included dates, names, the type of tackle they used, and the name of the species along with the image — a kind of citizen science that's baked in to claiming bragging rights or drawing attention to a memorable catch.

The researchers said that other scientists could one day validate the finds using DNA that made its way onto the rubbings, or make larger data sets for other research.

Until then, Japan's tackle shops and fishermen's homes could hold a gold mine of historical information. ■



KOJI SASAHARA/AP

Ryuko Hoshino, a gytaku expert, displays a fish print made from a sea bream, and the fish itself, during the International Fishing Show in Yokohama in 2007. Hoshino paints the paper-covered fish lying on foam plate for about an hour, to capture the details of its shape.

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KidsPost

Scientists want firefly unique to Delaware beach to be on endangered species list

The Bethany Beach firefly is threatened by development of vacation homes, they say.

BY ASSOCIATED PRESS

• Originally Published August 2, 2019

Peering through the darkness under the faint light of a peach-colored moon, wildlife biologist Jason Davis spots a telltale green flash in the bushes.

Quick as a flash himself, Davis arcs a long-handled mesh net through the humid coastal air, capturing his tiny target.

Ignoring the mosquitoes, Davis heads to his pickup truck, opens up a notebook-size metal testing kit and examines his find. Two minutes later, he makes his pronouncement.

“That is what I am calling *bethaniensis*,” he declares.

“*Photuris bethaniensis*,” also known as the Bethany Beach firefly, was first identified in the 1950s and has been found only in a sliver of southern Delaware coastland. Now environmental groups are shining a beacon on the luminescent beetle with a distinct “double greenish flash.” Its unique habitat, they say, is threatened by coastal development, sea-level rise, invasive plants and insecticides.

The Center for Biological Diversity and the Xerces Society for Invertebrate Conservation, both based in Oregon, are pushing for the federal endangered species list to include its first firefly.

Their petition to the Department of Interior says the Bethany Beach Firefly “is at immediate risk of extinction” from



CHRISTOPHER M. HECKSCHER/DELAWARE STATE UNIVERSITY VIA AP

Environmentalists are pushing for a rare Bethany Beach firefly, which has a distinct “double greenish flash,” to be included on the federal endangered species list.

the “imminent destruction” of much of its habitat, noting plans to build beach homes in one of the largest of the rare freshwater swales where the firefly has been found. The swales are shallow depressions tucked among sand dunes and fed by rain and underground water.

The Bethany Beach firefly is on Delaware’s endangered species list, but that makes it illegal only to transport, possess or sell them. The state has been unable to stop the building project because, unlike other states, Delaware doesn’t regulate most freshwater wetlands. State environmental secretary Shawn Garvin suggests that should change.

“This is just an example of why the state would like to have some ability to engage in these types of projects in nontidal wetlands,” Garvin said.

“That firefly was at the top of my list to do a petition for fireflies,” said Tara Cornelisse, a scientist with the Center for Biological Diversity. “But when we were certain about the development going on in one of its habitats, that’s when we elevated it to an emergency listing.”

Immediate federal protection is unlikely, and the developer is moving forward with construction. The Interior Department is supposed to decide within 90 days of filing if the government will launch a year-long review. Getting on the list takes longer. “I think the average is 12 years,” Cornelisse said.

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The petition says the Breakwater Beach development is destroying one of only seven freshwater swales where the firefly has been found.

“They were superabundant in that one spot,” said Christopher Heckscher, an environmental scientist at Delaware State University who “rediscovered” the Bethany Beach Firefly in the late 1990s.

A lawyer for the developer questioned the petition’s timing and said it uses limited data from two decades ago.

“Breakcap LLC has no reason to believe that any fireflies live in or along the interdunal swale within Breakwater

Beach, let alone that Breakwater Beach is critical habitat for any species,” attorney Francis X. Gorman wrote in an email.

Davis, a biologist with Delaware’s environmental department, began a survey in late June. He said his team caught and released about a dozen Bethany Beach fireflies at four of the first 20-odd sites they checked.

“I’m optimistic that we’ll hopefully find some more,” said Davis, who aims to survey at least 40 freshwater swales. He’s been limited to state coastal parks, because no private property owner has given him permission to survey their land.

Photuris bethaniensis wasn’t considered a separate species until Frank Alexander McDermott published his findings in a Smithsonian scientific journal in 1953. He described a beetle with a distinct “double greenish flash” he first spotted at the north end of Bethany Beach in 1949. It took him several years to capture enough to make a scientific determination. Few paid much attention to the firefly until Heckscher began a three-year survey in 1998.

“No one knew if it was still around or how common it was at all,” he said. “Pretty much because no one had been looking for it.” ■



BENJAMIN LEHMAN / FLICKR CREATIVE COMMONS 2.0

With action to save the Bethany Beach firefly, future generations will have a chance to see the green flash on a warm summer night.

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ROBERT J. SAMUELSON

Learning from the Great Depression

• Originally Published August 19, 2019

What is striking about the latest bouts of financial turmoil — the recent wild swings in global stock and bond markets — is that they provide a sobering reminder of the potential hazards of economic instability. There are parallels between the present tumultuous situation and past episodes of economic disruption, including the Great Depression of the 1930s.

Just for the record: This is *not* a forecast of another Depression, when annual U.S. [unemployment peaked](#) at about 25 percent in 1933. For the moment, we are not anywhere near that level of distress. Still, if a deeper crisis ensues, President Trump's strident economic nationalism will be partially blamed, because he ignored the lessons of history.

The name that comes to mind is Charles Kindleberger, an eminent economic historian of the post-World War II era who taught for years at the Massachusetts Institute of Technology and was a prolific author of books and articles. One of his masterpieces was "[The World in Depression, 1929-1939](#)."

The crux of Kindleberger's thesis was that the underlying cause of the Depression was a vacuum of leadership. By this, he meant that Britain — which had provided that leadership in the 19th century — had been so weakened by World War I that it could no longer perform that function in the 1920s and early 1930s. Meanwhile, the United States — which would fill that role after World War II — was not ready to do so.



President Trump at a rally in Manchester, N.H.

JABIN BOTSFORD/THE WASHINGTON POST

In this context, the dominant country would keep its markets open to imports, so the trading system would not collapse under the weight of mounting protectionism. Another requirement was that the leading country (the "hegemon") had to have the financial strength so it could lend to banks and other needy borrowers during a crisis so that the financial system, the repository of much wealth, would not self-destruct.

In the recent foreword of the latest version of Kindleberger's book, economists [J. Bradford DeLong](#) and [Barry Eichengreen](#) of the University of California at Berkeley [put it this way](#):

"The root of Europe's and the world's problems was the absence of a benevolent hegemon: a dominant economic power able and willing to take the interests of smaller powers and

the operation of the larger international system into account by stabilizing the flow of spending through the global [economy] ... by acting as a lender and consumer of last resort."

Kindleberger's own [explanation](#) is similar:

"The 1929 depression was so wide, so deep and so long because the international economic system was rendered unstable. ... When every country turned to protect its national private interest, the world's public interest went down the drain, and with it the private interests of all."

Flash forward. Look around. Leadership is conspicuous by its absence. Nations pursue their self-identified private interests. The United States and China — the world's two largest economies — are engaged in a bitter trade war that hurts both countries. The British are poised to

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leave the European Union (Brexit), with what consequences no one knows. At home, the Federal Reserve is under relentless assault by Trump, making its job doubly difficult, even granting that the best monetary policy is a legitimate subject of debate and disagreement.

What about Germany, Europe's traditional powerhouse? In the past year, its industrial production is down about 5 percent, says economist Desmond Lachman of the American Enterprise Institute. If Germany does not change its "rigid policy view on the need to balance their budget under all circumstances, both Germany and Europe should brace themselves for a hard economic landing," he argues.

Economic leadership is a two-step process, each difficult. First, you must conceptualize the nature of the crisis; then you must devise and implement remedies that prevent it

from worsening.

In the 2007 to 2009 financial crisis, that is what happened. The administrations of George W. Bush and Barack Obama recognized that the financial system might collapse, as panicked depositors and investors withdrew their funds. The remedy, organized on a global scale, was to pump money into the system until confidence returned.

Trump officials don't seem to think Kindleberger matters. Their pursuit of "greatness" might prove self-destructive. The good news is that the financial system is stronger now, meaning it has more capital to absorb losses, than in 2008. The bad news is that private debt levels in many countries, including the United States and China, are high. If too many borrowers default, losses may still cripple the financial system.

There's the old cliché that those who don't remember history are condemned to repeat it. Let's hope that's not true this time. ■



Robert J. Samuelson writes a twice-weekly economics column. Both appear online, and one usually runs in The Washington Post in print on Mondays. He was a columnist for Newsweek magazine from 1984 to 2011. He began his journalism career as a reporter on The Post business desk, from 1969 to 1973. From 1973 to 1976, he was a freelance writer. He was an economics reporter and columnist for National Journal magazine from 1976 to 1984 — when he joined Newsweek. He grew up in White Plains, N.Y., and attended Harvard College.

Going Beyond the Article

1. What do you know after reading Robert J. Samuelson's economics article?
 - a. What is the dateline?
 - b. Summarize the idea presented in the lede.
 - c. Does Samuelson establish the authority of Charles Kindleberger?
2. Summarize Kindleberger's main idea about "the dominant country."
3. Explain what Samuelson said is the current situation. Remember the dateline of this article.
4. Update the article.
 - a. What new factor has interrupted the global economy?
 - b. Rewrite the second paragraph using the current unemployment numbers?
 - c. Add to the ending of the article. What do you think is true of today's economic leadership? Has a global leader emerged? Have debt levels risen?
5. Are there remedies devised and implemented? Give specific examples to support your point of view.