

## **COMICS WITH MEANING, INTENTION**

### **FOCUS:**

*How are comics and books similar/different in communicating?*

*How can we find and describe meaning/purpose in comics?*

*Can we use comics to express our own meaning/purpose?*

*How are comics and books similar/different in expressing meaning/purpose?*

*How can we express our creativity when weighed with limitations?*

### **LANGUAGE:**

*Students will be engaging with discussion with each other, exercising oral abilities. When faced with the culminating activity, students will be using their words to convey meaning.*

### **OBJECTIVES:**

*- Engage in discussion with peers one on one*

*- Work with group to produce an answer*

*- Create a comic*

### **EVALUATION:**

*FORMATIVE: Students will demonstrate discussion objectives by simple means of discussing. They will have multiple opportunities to discuss whether it be with the first, second, and/or third comic sheet as well as the one-on-ones and groups they'll be placed in. Be able to monitor by being a constant presence guiding instruction and asking students to elaborate, understanding their thoughts and where they are with concepts.*

*SUMMATIVE: After discussion, students will showcase what they've learned with a final comic designed and justified by them, physically.*

**INTRO:** *Students will be asked about comics and their own relationships with them. We may discuss a few remembered faces (such as Garfield, Dilbert) and make sure everyone is on the same page of what a comic strip is. Then, with writing utensils and paper, students will be asked to plot down the similarities and differences between comics and traditional novels, then resulting in a class discussion.*

**PROCEDURE:** *After activating the students, they should be given an initial sheet of two-three comic strips, each humorous but otherwise not much more than their joke. Students will be asked to look over them for a moment, pick a personal favorite, then talk to a partner about why they liked the one they picked the most. This is followed by group discussion.*

*Next, students should receive a sheet of at least two comics, this time with meaning behind them. Students will be asked to then partner up with the same person and deduct the two meanings of the comics. Another discussion follows.*

*The final, third sheet should then sent out, a page of at least three-four different, numbered comics. Students will be counted and paired off into three-four different groups. Their task will be to figure out the purpose of the comic--why was it written? After discussing among themselves, each group will be asked to share what they think the comic is about.*

The culminating activity of all of this will be a sheet passed around with a **premade comic template**, featuring pre-drawn cartoons and phrases (the latter of which the teacher should auto-fill. These pre-written phrases should feature vocabulary as part of a unit, and will press students to use their knowledge of such effectively. Students will be asked to create a comic using the premade characters (or they can draw their own if they so choose) and use at least two of the pre-made phrases (the rest will need to be their own words, and they may stray from the phrases as long as appropriate vocabulary is used). Students will also be asked to write 1-2 sentences on the back justifying the way they made their comic--what message or purpose it serves.

**OUTRO:** Students will affirm their understanding of the material with the justifications written on the back of the comics, showing one last time an understanding of expressing meaning/purpose in a comic. Students should have displayed their understanding of unit specific vocabulary.

**QUESTIONS:**

- In what ways are comics and novels similar? Different?
- Why have the characters been drawn as simply as they are?
- What sort of inferences can we make from the dialogue we have to work with?
- What intended purpose(s) could the author/artist have? What meaning(s)?
- What do we like or dislike about these comics?

**SAFETY:**

In the possible event of someone cutting themselves with scissors, there should be bandaids available. In the (hopefully unlikely) event a student attempts to attack another with the scissors, you should be there to immediately intervene.

**ADAPTATIONS:**

Students in need of specific assistance should be given such to help them result in a similar product as everyone else, whether direct or in-direct (such as waiving or replacing certain requirements).