

Anthony Arevalo

**Lesson Title:**

The Comic Experience: Rough Draft

**Grade/Age:**

K-12

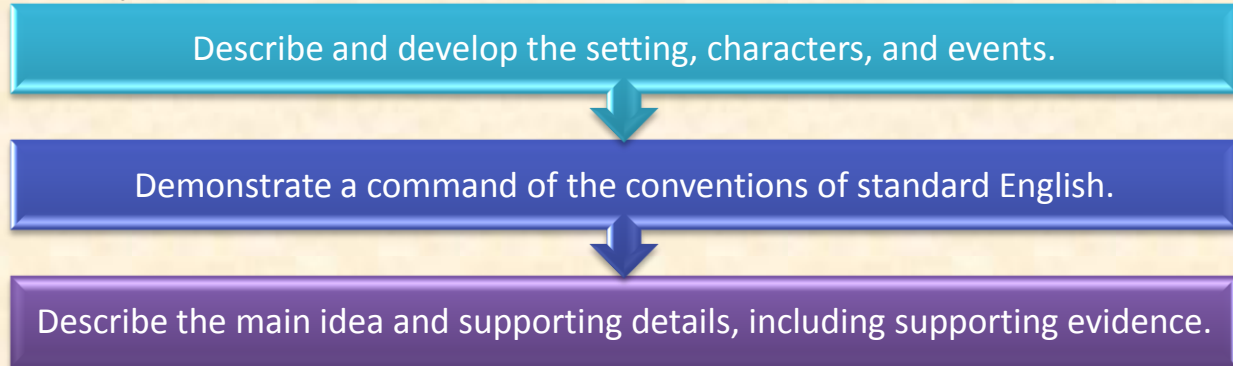
**Classroom Setup:**

The classroom is setup for thirty four students. It is setup in a U formation, with two sets of rows on all sides of the U. I tend to teach from the open area of the U and the rows closest to me have six people in each row, whereas the rows furthest from me have five students in each row.

**Materials:**

- The Comic Experience: Rough Draft- This can be found in the materials section of the site.
- Art Evaluation Handout- Based on work done by Project Zero, at the end of this lesson.
- Rubric- This is designed specifically for this lesson.
- Colored Pencils- These are used because they are the neatest medium that does not bleed.
- White Paper- This will be used with the Exquisite story.
- Animoto- This is a website that creates videos out of images that are uploaded free of charge.
- Reflective Journals- These are used to allow students to reflect upon the process that they are undergoing.

**Goals/Objectives:**



**Standards/Frameworks:**

Reading:

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.

Writing:

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Art:

- 2.7 Communicate values, opinions, or personal insights through an original work of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

**Intelligences Utilized:**

Gardner's MI's: Linguistic Intelligence, Logical Intelligence, Visual/Spatial Intelligence, Bodily/Kinesthetic Intelligence, Intrapersonal Intelligence, and Interpersonal Intelligence.

Bloom's Revised Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating

**Lessons:**

**Lesson Plan 1: Exquisite Story**

T- Introduce the idea of the Exquisite story and share one with class.

S- Explain what they see and reflect on the different components of the Exquisite story.

T- Hand out white paper and write the following words on the white board in order: When? Where? Who? What? How? Why? Title.

S- Answer the question "When?" with a one word answer. Fold the paper backwards so that the answer is not visible.

T- Remind students that their job is to answer the questions.

S- Pass the paper to another partner in group and answer the question "Where?"

T- Inform students to fold the paper backwards so the new answer is not visible.

S- Pass the paper to a new person and answer the question "Who?"

T- Remind students to write a one word response.

S- Pass the paper and answer the question "What?"

T- Inform students to fold the paper back and pass it on again.

S- Pass the paper and answer the question "How?"

T- Inform students to fold the paper back again and pass it on.

S- Pass the paper and answer the question "Why?"

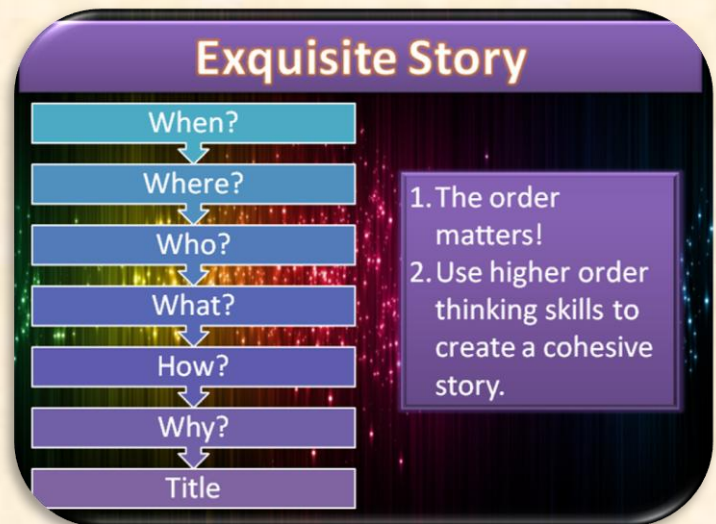
T- Remind students to fold the paper and pass it on.

S- Open the paper and look at the responses of peers to create a title.

T- Directions: The student who created a title must now create a short story out of the one word phrases and they must be in order.

S- Begin working on their short stories and create an image for it when completed.

T- Call on several students to share their short story.



- S- Play the mingle game “chant: mingle, mingle, mingle, then say a number.” Get into groups of the number share for thirty seconds and repeat the game to share more times.

### Lesson Plan 2: Simon Says: Academic Language

- T- List the following five words on the board: word art, dialogue, 1 point perspective, characters, and word art.
- S- Write all words on a white board.
- T- Facilitate the Simon Says game with all of class. First round is a regular Simon Says game.
- S- Stand and play the game.
- T- Create a quick gesture to represent the vocabulary words. (i.e. dialogue- hand opening and closing like a mouth, word art- draw a word in the air artistically)
- S- Learn the gestures that represent the key vocabulary words.
- T- Facilitate the second round of Simon Says and integrate the new gestures for the key vocabulary.
- S- Play Simon Says and utilize the gestures created to represent the key vocabulary words.



### Lesson Plan 3: Storytelling

- T- Tell the story of Mrs. Chicken and Mrs. Alligator. (See Appendix for full story.)
- S- Listen to story.
- T- Pass out the sequencing graphic organizer. Explain the idea of beginning, middle, and end. (In Appendix)
- S- Place eleven bullets in each of the three sections.
- T- Explain that each bullet should represent a detail from the story.
- S- Sequence the story; complete the first bullet and the last bullet, then fill in the gaps.

 A graphic organizer titled "Sequencing the Story". It features a table with three columns: BEGINNING, MIDDLE, and END. To the right of the table is a vertical sequence of three numbered steps (1, 2, 3) with corresponding instructions:
 

- Place 11 bullets in each section.
- Start with the first bullet and the last bullet.
- Fill in the rest.

 The graphic has a dark background with colorful light streaks.



- T- Discuss the idea of storyboarding and sequencing and how they go hand in hand.
- S- Transfer the first five bullets only to the rough draft page.
- T- Model what this would like on the board. Simply draw the panels and show how the ideas would be transferred.
- S- Write the names of characters, transfer the sentences from graphic organizer to rough draft, draw comic, write dialogue, and color with colored pencils.
- T- Write: “What? So what? Now what?” on board.
- S- Reflect using the “What? So what? Now what?” strategy.

#### Lesson Plan 4: Character Development 1

- T- Create the following graphic organizer on white board, hand out white sheet of paper and create a tri-fold.
- S- Copy the graphic organizer and label the headings.
- T- Define a protagonist, antagonist, and problem/resource.
- S- Create a list of ten names/ideas/things for each of the categories.
- T- Explain that the first ideas are often not the best rather they are the easiest, when we create a list it is often the last ideas that are the best.
- S- Circle one name/idea that stands out most from each of the three categories.

Character Development		
Protagonist	Resource	Antagonist
• Native Americans	• Land	• Europeans

#### Lesson Plan 5: Character Development 2

- T- Instruct students to flip over their papers and place the titles as the headings.
- S- Place the selected titles as the headings. These will serve as the main premise of their comics.
- T- Explain that all characters like people have personalities. In a character development the goal is to bring about all aspects of the character.
- S- Create a description as to what their character looks

Character Development		
Dragons	Mountain of Doom	Sky Walkers
• Green, scales, large.	• Volcano with gold.	• Fly, very strong, mean.

Drawings

like. Bullet 1.

T- Describe that every character has a personality; explain several types of personalities. (Over achiever, slacker, mean, happy go lucky)

S- Create personalities for protagonist and antagonist. Bullet 2.

T- Explain that every person has a daily schedule, as people have daily schedules as do characters.

S- Create the daily schedule for the protagonist and the antagonist. Bullet 3.

T- State that all characters have strengths and weaknesses. Explain the samples of strengths and weaknesses.

S- Create a list of strengths and weakness for each of the headings.

T- Explain that comic book artists must often create multiple sketches of what characters look like.

S- Create three different sketches for each of the headings. Select their favorite one as that which will be utilized throughout the rough draft.

### Lesson Plan 6: Rough Draft Storyboarding

T- Explain the idea of creating 11 bullets that are equally spaced in each section.

S- Create 11 equally spaced bullets in each section. The end should have 13 bullets.

T- Create a plot line on the board and explain: exposition, conflict, rising action, climax, falling action, and resolution.

S- Review each with a partner.

T- Describe that it is important to begin with the end in mind.

S- Create and write the first sentence of the story and the last sentence of the story. How it begins and how it ends?

T- Explain that the beginning of most stories is all about an introduction of the protagonist of a story. The first five bullets should be introducing the protagonist.

S- Create the beginning of the story (introduction), first five bullets.

T- Explain that the next six bullets should introduce the antagonist.

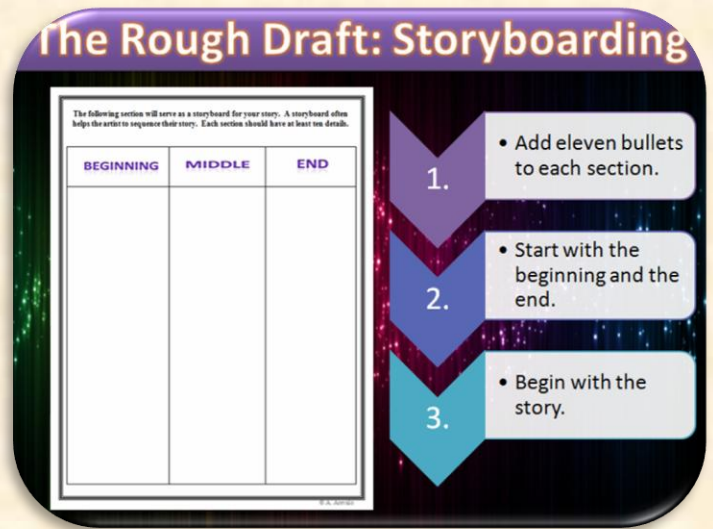
S- Introduce the antagonist in bullets 6-11.

T- The next few bullets (12-17) should be devoted to explaining the problem. At this point we are following a plot line structure and developing the story accordingly.

S- Explain, develop, and write the problem in bullets 12-16.

T- Define a climax and explain how it is the major turning point, event, or conflict.

S- Develop and write the climax in bullets 17-25.



- T- Explain and define the falling action, essentially what happens after the climax.
- S- Create and write the falling action in bullets 26-30.
- T- Define the concept of a resolution and how it tends to be the happily ever after scene.
- S- Create and write the resolution of the story in bullets 31-35.

### Lesson Plan 7: Transferring Ideas

Side Note: This is the portion of the rough draft that tends to take the most amount of time.

T- Explain that at this point students will be taking the information from their sequencing graphic organizer and placing it on the rough draft.

S- Look through the rough draft and familiarize themselves with the structure and layout.

T- Explain that this section entails three major steps:

1. Write the names of the characters and the setting.

2. Write the sentence from the graphic organizer on the rough draft. 3. Create the comic for it with dialogue.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 1-5. (Day 1)

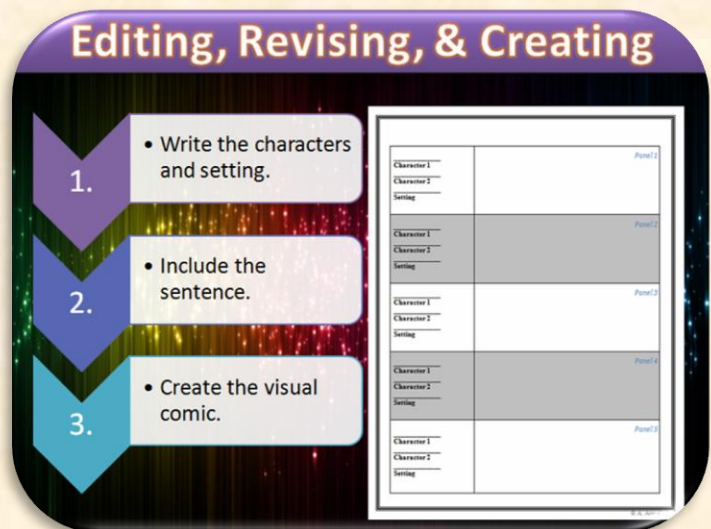
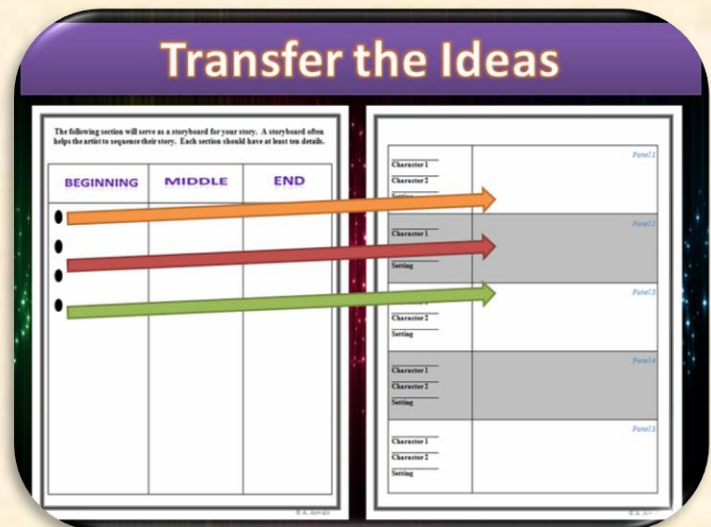
T- Showcase several student examples. Discuss them briefly with the class.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 6-10. (Day 2)

T- Showcase several well created panels and reflect with the class on them. Use the “What? So what? Now what?” strategy. Play music with no lyrics as students create.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 11-15. (Day 3)

T- Showcase several well created panels and reflect with the class on them. Use the “What? So what? Now





what?” strategy. Select music without lyrics and play in background as students work.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 16-20. (Day 4)

T- Showcase several well created panels and reflect with the class on them. Use the “What? So what? Now what?” strategy. Select music without lyrics and play in background as students work.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 21-25. (Day 5)

T- Showcase several well created panels and reflect with the class on them. Use the “What? So what? Now what?” strategy. Select music without lyrics and play in background as students work.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 25-30. (Day 6)

T- Showcase several well created panels and reflect with the class on them. Use the “What? So what? Now what?” strategy. Select music without lyrics and play in background as students work.

S- Write the characters and setting. Include the sentence. Create the visual comic with dialogue for panels 31-35. (Day 7)

### **Lesson Plan 8: Editing and Revising**

T- Demonstrate the reason for editing and revising.

S- Take out only the rough draft; all panels are needed.

T- Begin 2 minute timed revision of capitalization.

S- Check rough draft for only capitalization mistakes.

T- Begin 2 minute timed revision of spelling.

S- Check rough draft for only spelling mistakes.

T- Begin 2 minute timed revision for punctuation.

S- Peruse through rough draft only checking for punctuation.

T- Explain that all panels need to have either character dialogue or a narrator.

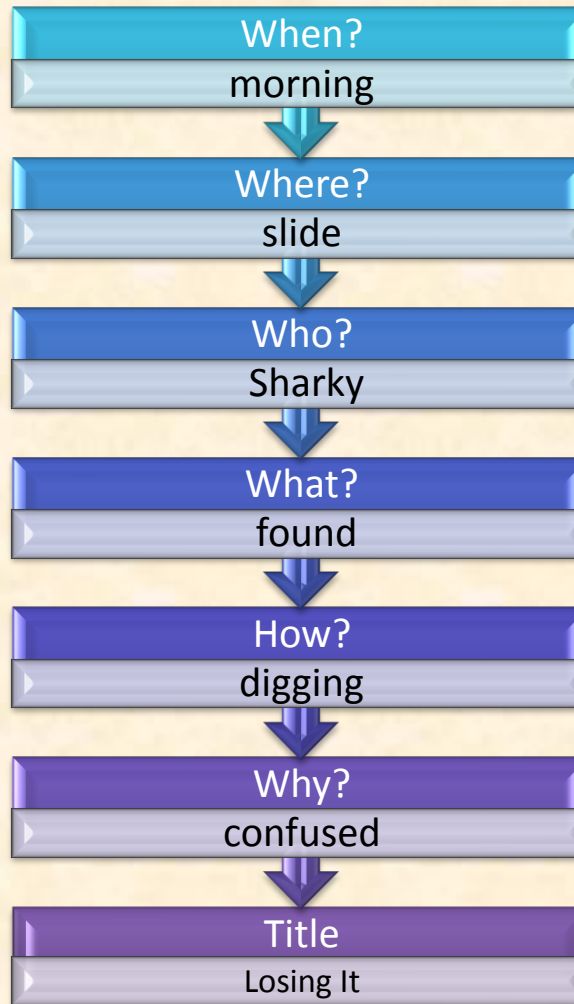
S- Check all panels for dialogue or narrator writing.

T- Take photos of students panels and upload to [www.animoto.com](http://www.animoto.com); create a video and showcase it to students.

S- Watch video and reflect on process at the end; What? So what? Now what?

## Appendix:

### Exquisite Story Sample



# Losing It

One morning at the slide, Sharky found an object. He was digging in the sand and he was slightly confused when he found it.



## Script: Mrs. Chicken and Mrs. Alligator

### Beginning

- One morning unlike any other morning, Mrs. Chicken wakes up and decides to take a bath.
- Upon finding a puddle, she stretches her wings and says this puddle is too small for me.
- She repeats and says this puddle is too small for me.
- She heads over to the river, but upon looking at her reflection she notices it is not hers.
- She sees a long green snout instead of a short beak.
- She sees a green scaly body instead of a body with white feathers.
- She moves to the right to check her reflection and it follows her.
- She moves to the left to check her reflection and it follows her.
- She steps into the river and Mrs. Alligator instantly chomps down on her leg.
- Mrs. Chicken responds by stating let me go, let me go.

### Middle

- Mrs. Alligator responds, but as her mouth is full she seems to mumble.
- Mrs. Alligator continues to take her across the river.
- She goes to her house and lets go of Mrs. Chicken who instantly flies up to the rafters.
- Mrs. Chicken asks Mrs. Alligator why she did not let go of her.
- Mrs. Alligator licks her lips as if ready to eat her.
- Mrs. Chicken says you can't eat me because we are sisters.
- Mrs. Alligator doesn't believe it and says we don't even look alike.
- Mrs. Chicken responds by stating that she needs some time, time to prove it.
- Mrs. Alligator gives her food to plump her up in case she isn't her sister.
- Mrs. Alligator leaves and returns in the evening.
- Mrs. Chicken says that she is not ready and Mrs. Alligator gives her more food and more time.
- The next day comes and passes, the next day comes and passes, the next day comes and passes.

### End

- Finally, one evening Mrs. Alligator returns and asks again.
- Mrs. Chicken responds by saying that she is almost ready.
- Mrs. Alligator then goes to sleep.
- Upon hearing Mrs. Alligator begin to snore, Mrs. Chicken goes down every so quietly to Mrs. Alligator.
- She then switches her eggs for Mrs. Alligator's eggs.
- In the morning Mrs. Alligator is awoken by a cracking sound.
- She is happy because her babies are hatching, but then she notices how ugly they are.
- She says that her babies are so ugly, they have short little snouts and white feathers.
- Mrs. Chicken's eggs begin to hatch and she responds by saying how ugly her babies with long green snouts are.
- Mrs. Chicken responds by saying we are sisters and sisters look out for each other.
- After doing so they switch babies and Mrs. Chicken repeats sisters look out for each other.
- Mrs. Alligator then takes her across the river where Mrs. Chicken instantly gets off and says that they are not sisters.
- To this day on, Mrs. Chicken never says this puddle is too small for me, she always says this puddle is just right for me.

## Sequencing Graphic Organizer

Beginning	Middle	End

## Assessment Rubric

Standards	1	2	3	4
<b>Describe the setting, characters, and events.</b>	Inadequately develops setting, characters, and events.	Minimally develops setting, characters, and events.	Satisfactorily develops setting, characters, and events.	Exceptionally develops setting, characters, and events.
<b>Demonstrate a command of the conventions of standard English.</b>	Improperly demonstrates command of English conventions with many errors.	Limited demonstration of English conventions with multiple errors.	Adequate demonstration of English conventions with several errors.	Demonstrates full knowledge of the command of English conventions with few errors.
<b>Describe main ideas and supporting details, including supporting evidence.</b>	Lacking main idea with no supporting details.	Describes main idea and details to a minimal degree.	Reasonably describes main idea and details.	Completely describes main idea and details with a great deal of description.
<b>Use visual structures and functions of art to communicate ideas.</b>	Rarely uses visual functions of art to communicate ideas.	Includes few elements of art needed to communicate ideas.	Reasonable use of elements of art to communicate ideas.	Clearly uses visual structures and functions of art to communicate ideas.