

Comprehension & Comics

7th Grade ELA and Visual Arts

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Arts; Drawing

MSCCR STANDARDS

RL.7.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MSCCR CREATIVE ARTS STANDARDS

VA: Cr1.1.7

Generate and conceptualize artistic ideas and work.

OBJECTIVES

1. Students will be able to identify the terms related to comics.
2. Students will be able to design their own comics.
3. Students will be able to design a comic based on a given story.

MATERIALS NEEDED

1. A class set of a sample comic of your choosing or colored photocopies
2. A class set of a sample of a picture book of your choosing or colored photocopies
3. Large paper for group collaboration
4. Markers
5. Individual copies of the comic handout
6. Age-appropriate story or drama.

DURATION

Three 50 minute class periods or two block classes

VOCABULARY

1. comic
2. speech bubble
3. thought bubble
4. panel/frame
5. gutter
6. narrative box
7. emanata
8. splash panel

RECOMMENDED RESOURCES

<https://www.emergingedtech.com/2014/12/free-tools-for-making-comics-cartoons/>

<https://classroom.popcultureclassroom.org/resources/for-educators/>

https://www.tafths.org/ourpages/auto/2011/12/7/40248469/comics_guide.pdf (comic terms and planning guide handout)

<https://nostarch.com/catalog/manga> <http://www.capstonekids.com/characters/Max-Axiom/index.html>

LESSON SEQUENCE

Day 1:

This outline is based off a 50 minute class period and would need to be adjusted for a block period. Day 1:

1. Bellwork: “In 3-5 sentences, describe what a comic is.”
2. Use the bellwork discussion to make a list of items that define what a “comic” is.
3. Read a short sample of a comic and then a sample of a story book. This can be done as a whole class, in groups, or individually.
4. Pass out the comic handout, and go over the information inside, specifically the vocabulary section.

5. Place the students in groups and have them compare/contrast the comic to the story book. Encourage them to use the vocabulary from the handout.
6. As each group shares their work, compile their responses on a large class list.
7. Exit Ticket: "Write a full paragraph (5-7) comparing and contrasting a story book to a comic."

Day 2:

1. Bellwork: Provide a sample of a comic page that includes most of the new comic terms. "Describe where you see each of the following terms: Panel/frame, speech bubble, thought bubble, narrative box, emanata, splash panel, gutter."
2. As students share their bellwork, have them label the example on the board.
3. Tell a short joke to the class. Then demonstrate drawing a comic for the joke on the board. Try to use as many of the terms as possible. This is meant to be a simple example of creating your own comic.
4. Give the students the option to work alone or with a partner. They need to think of a joke they already know or they may research for one. Allow the students to share their jokes.
5. Using the comic handout, have the students create a comic to show their joke.
6. Exit Ticket: "Do you prefer story books or comics, and why?"

Day 3:

1. Bellwork: Put a one-page sample comic on the board. Have the students fill out another guide worksheet from the handout based on the new story.
2. Provide a short story or drama. Master read and then give the students enough silent time to read the story to themselves.
3. Pass out another hand out guide for them to begin planning their comic.
4. When their guide is completed and it has been checked, they may begin drawing their final comic based on the provided story or drama.

Exit Ticket: "What is the main idea of your story and how did you show it in your comic?"

EXTENDED LEARNING ACTIVITIES

For their final comic, students could be given a choice of which story or drama they want to use. They could also use other students comics to answer guided questions.

SOURCES

1. Free downloads of comics can be found online in the provided resources or at your local libraries. Some can even be found in the checkout line at many grocery stores.
2. Students may want to draw their own panel sizes and should be given rulers or other materials to trace straight lines.
3. Allow for flexible seating while the students work.
4. When the students are working in groups, make sure every member has a clearly defined job. For example, leader, timekeeper, recorder, materials manager, speaker, etc.
5. When creating your own example comic based on a joke, you may have an example already made but it will be more effective if you create it in front of them so they can see how quick and stress-free it can be. Stick figures are perfectly acceptable.

6. When students are coming up with their jokes for their one page sample comic, be sure to be clear about the appropriateness of the jokes.
7. Grade the exit tickets as they work. Give them some sort of symbol such as a stamp or check mark to give quick feedback.
8. Check the student's guided handouts before letting them start their comics.
9. Go over clear expectations for how the drawing materials are used.