

Point of View & Comics

7th Grade ELA and Visual Arts

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Arts
Drawing

OBJECTIVES

1. Students will be able to identify the terms related to comics.
2. Students will be able to identify different points of view.
3. Students will be able to design their own comics.
4. Students will be able to design a comic written in an assigned point of view.

MSCCR STANDARDS

RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

MSCCR CREATIVE ARTS STANDARDS

VA: Cr1.1.7 - Generate and conceptualize artistic ideas and work.

DURATION

Four 50 minute class periods or two block classes

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. Point of view practice sheet

VOCABULARY

1. comic
2. speech bubble
3. thought bubble
4. panel/frame
5. gutter
6. narrative box
7. emanata
8. splash panel
9. Point of view
10. First person
11. Second person
12. Third person

RECOMMENDED RESOURCES

<https://www.emergingedtech.com/2014/12/free-tools-for-making-comics-cartoons/>
<https://classroom.popcultureclassroom.org/resources/for-educators/>
https://www.taftths.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>
<http://examples.yourdictionary.com/examples-of-point-of-view.html>
<https://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/> (point of view practice sheets)

LESSON SEQUENCE

This outline is based off of 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 the same very short story from all three points of view. Give students time to collaborate and explain what is different among the three stories. They should be able to distinguish between the points of view. Then put the actual terms and definitions on the board.
4. Hand out a point of view practice sheet. Examples are in the resources provided. This practice sheet is due as homework the next day if not completed in class.
5. Exit Ticket: "What is the difference between the three points of view?"

Day 3:

1. Bellwork: Give an 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 the same very short story from all three points of view. Give students time to collaborate and explain what is different between the three stories. They should be able to distinguish between the points of view. Then put the actual terms and definitions on the board.
4. Hand out a point of view practice sheet. Examples are in the resources provided. This practice sheet is due as homework the next day if not completed in class.
5. Exit Ticket: "What is the difference between the three points of view?"

Day 3:

1. Bellwork: Give an example of a short story on the board. "What is the point of view of the story. Provide textual evidence to support your answer."
2. 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.
3. Give the students the option to work alone or with a partner. They need to think of a joke they already know.

Day 4:

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. They must also identify the point of view.
2. Provide another comic outline from the handout. Assign them a point of view. They will now write a new short

story from that point of view using the guide. You must approve their guide before they can begin drawing. 3. They have until the end of the period to complete their comics.

Exit Ticket: “What is the main idea of your story, and how did you show it in your comic?” They may research for one. Allow the students to share their jokes. As they share they must identify which point of view it is.

4. Allow students to choose a point of view to tell their joke. Using the comic handout, have the students outline a comic to show their joke.

5. Once you have checked their outline, allow them to complete their practice comic. This practice comic is due for homework if not completed in class.

6. Exit Ticket: “Retell your joke from a different point of view of your choice”

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 student’s comic to answer guided questions. When reading the same story from all three points of view, after the discussion, see if they can guess which point of view each story is.

SOURCES

<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>

<http://examples.yourdictionary.com/examples-of-point-of-view.html>

<https://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/>

TIPS & FAQs

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.

10. When reading the same story from all three points of view, do not tell them the types of point of view yet. Let them come up with it during the discussion and then reveal the different types.