

LESSON PLAN

STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App:



LESSON NAME: COMIC STRIPS: the universal medium that transcends language

DURATION: 3x60 min

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OVERVIEW

Comic strips (a form of comics) are not only humorous, as the name implies, but are also a mirror to contemporary society, and have been widely used for social or political commentary conveying clear or hidden messages.

Similar to the short stories they use the same narrative structure.

However, by using illustrations comic strips can communicate ideas that can't be expressed through words alone; combining both image and text they can effectively demonstrate time, function, and emotion.

Besides the sequential images used unfold a visual story, with panels directing attention on a scene, a *"spotlight of attention"* for a reader's perception of a fictitious scene (similar argument for film shots made by Levin and Simons, 2000). With this view in mind, Cohn (2007) described comic panels as "attention units" that highlight parts of a scene in different ways.

Considering that the panel serves as a window to be decoded, then it surely requires some degree of exposure and practice especially nowadays when new life is given to them on the internet; it has become a means of creativity which empowers people of all ages, who often do not have a voice in society, find their writer's voice and express their deepest thoughts, beliefs and feelings.

This lesson plan aims at familiarizing students with the nature of the ninth art, its structure and features and its importance not only as a means of entertainment, but also as a high artistic and literary expression. More specifically it aims to identify the medium as a distinct art form and a powerful communication tool to be used by young people either as readers to clearly get the messages or as creators to tell stories of their designs/pictures/photos and convey information, ideas and beliefs.

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LEARNING OUTCOMES

Students will be able to:

In the Cognitive Domain

- . define "Comic strips"
- . discover and apply relevant vocabulary (symbol, caption, caricature, personification, onomatopoeia)
- . analyze comic strips
- . identify characters, setting, dialogue, and plot.
- . distinguish how visual elements (line, colour, shape, texture, space, symbols, pattern) create meaning. (Visual knowledge)
- . compare and contrast a classic strip with a web comic
- . develop both factual knowledge and interpretive skills.
- . choose the appropriate material for their product
- . develop creative and higher level thought processes

In the Affective Domain:

- . select the proper pictures, captions, and dialogue to tell about a specific event, convey a message or express interesting information.
- . Justify their options
- . use comics as a communication tool
- . appraise the value of comics and the importance of the Ninth Art
- . enjoy while learning

In the Psychomotor Domain

- . design characters, backgrounds and effects
- . create comic strips
- . organize a presentation and demonstrate their creations

PREPARATION AND MATERIALS

- . watch the ppt presentation (attached) with the main points as a guidance
- . cut comic strips from newspapers – local or international, photocopy them OR use the strips attached
- . photocopy "comic strips template" Appendix 2
- . watch the tutorials to decide on the most appropriate free online tool to be used for your students:

bitstrips : <https://www.youtube.com/watch?v=1Biq5zf2D6M> and https://www.youtube.com/watch?v=2mkb0gw_oRQ

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OR

toondoo: https://www.youtube.com/watch?v=sS01eQk_WmU

Get some info about Maus I: My Father Bleeds History
Components -techniques- comic creation process: http://www.sb.kraljeva-sutjeska.com/foto/themes/rainy_day/images/maus%20ii%20by%20art%20spiegelman

MATERIALS

ppt presentation

Photocopied material (comic strips self- found or Appendix 1)

Photocopied material

Pencils, permanent fine tip markers, colour-pencils, paper, scanner –for traditionally made comic strips, in case the students have artistic skills.

Computers, internet access

PROCEDURE

Engage:

Hand in the (photocopied) comic strips and ask students:

- Who is familiar with comic strips?
- Where are they usually found?
- Who has made a comic strip (drawn/online)? What was the motivation?
- Who is familiar with any of these characters? Who are the characters?
- What is the goal of these productions?
- What art technique is used to produce them?
- Is this fiction or nonfiction? (*It is creative nonfiction, using fictional characters to share factual information.*)

Build Knowledge:

1. Explore the structure of comic strips. Ask students:

- What is common and what is different about these comic strips?
- How many frames are used in each strip?
- What techniques are used to draw your attention?
- What role does color play?
- Identify the elements of a story (Setting, Characters, Plot)
- Who do you think created these comic strips? (ex. introduce

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Art Spiegelman's work: <https://en.wikipedia.org/wiki/Maus>)

2. Discuss the use/content of comic strips to convey information. Ask students:

- What is the role of each strip? (express ideas, humor, satirical, narrative etc)
- What issue or event each strip is about? What clues did you use to determine your answer?
- What is the purpose of each message?
- How are they connected with the ideas of their time?
- What other factual information can be shared using a comic strip?
- Why would a comic strip creator want to share nonfiction information in this format?
- What are the symbols recognized? (ex. No 5: green hat= rich growth, creative thinking)
- What is the functionality of **stick men** heroes (no 9 and no 10)? (=easily-made for non-artistic creators who want to express themselves)

Steps 3 and 4 are optional depending on time and students' interest

Have students work either independently, in groups, or as a class to:

3. Learn about the history of comic strips (communication tools for over 100 years) https://en.wikipedia.org/wiki/Comic_strip

4. Explore other comic strips. <http://www.stus.com/3majors.htm> (compare and contrast)

Apply:

1. Create your comic strips.

Students are assigned to create their own 4-6 frame comic strips on a topic, either discussed or not, using the three parts of a story: Setting, Characters and Plot. (Potential topics are attached in Appendix 3).

Students decide if they will create their comic strips either

- showing their artistic skills (drawing their boxes): tell them to work in pencil as a draft and finally use a permanent fine tip marker.

or

- using a free online comic-creating tool: urge them to use comic-creating tool that allows you to create your own cool comic strips with just a few drag 'n drops 'n mouse clicks

<https://www.bitstrips.com/pageone/>

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<http://www.toondoo.com/>

In any case they have to follow the 3 steps:

A) Planning

- . Think about your story (Setting, Characters, Plot).
- . Identify purpose, target audience and genre
- . Decide on degrees of lifelikeness of characters and settings
- . Think about the text and sound words
- . Draft create your strip using the strip template (attached 2)

B) Production

- . Draw/collect/capture/create a bank of images
- . Edit/scan and store images/drawings in a folder
- . Use of DTP program (e.g. *Microsoft Publisher*) to produce your strips, add bubble text and sound words
- Or
- . Watch the tutorial
- . Follow the guiding steps offered by the free online comic-creating tool to be used.

C) Post-production

- . save in (e.g. pdf) format and print for distribution
- Or
- . share your online creation on the classroom's/school's site
- . print

Each student should title (top line) and sign (bottom line) his /her strip.

2. Create a Comic Strip book.

Compile all comic strips into a single book. Perhaps these cartoons can be published in the school newspaper or newsletter or published on the class/schools webpage.

Creations *on a specific subject* may consist a really useful comic book.

Reflect:

- . Have the students present their comic strips to the class.
- . Ask your students to answer the questions (Appendix 4) and let them present their answers to the classroom

APPENDIX 1

No1

Early Peanuts Comics



Date: August 28, 1956

Credit: United Feature Syndicate, Inc.

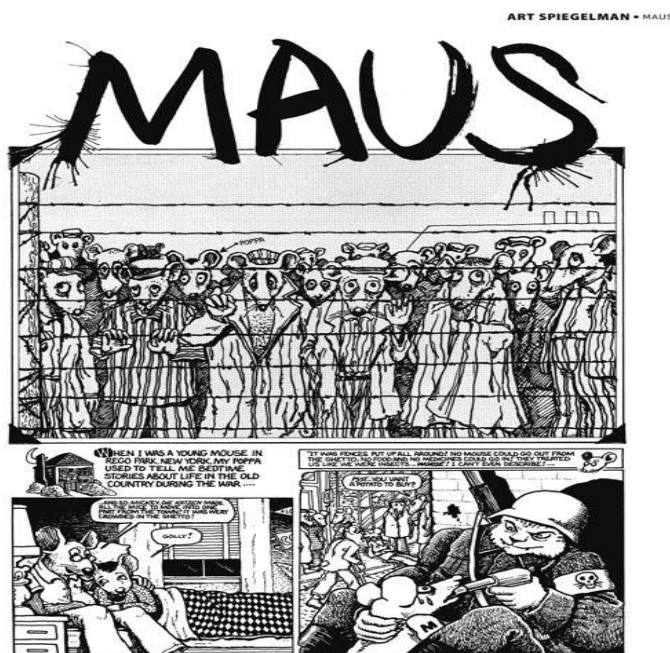
No 2



Date: September 17, 1968

Credit: United Feature Syndicate, Inc.

No 3



91

No 4

ARCTIC CIRCLE

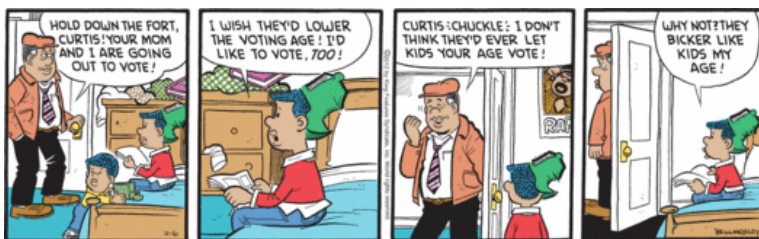
BY ALEX HALLATT



<http://pugetsoundblogs.com/waterways/2009/02/23/amusing-monday-comic-strip-jabs-lightly-at-environmental-issues/>

No 5

Curtis



<http://comicsalliance.com/2012-presidential-elections-comic-strips-recap/>

No 6

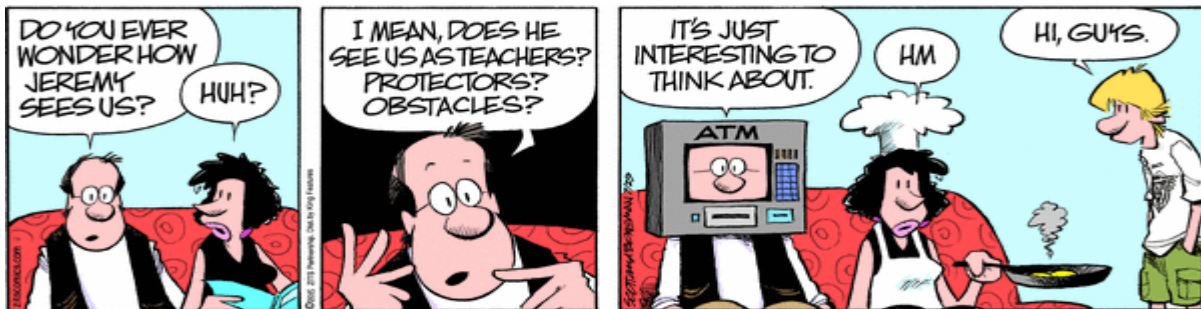


Cheng, Kevin. 2012. See What I Mean. New York: Rosenfeld Media. rosenfeldmedia.com/books/comics/
<https://creativecommons.org/licenses/by/2.0/>

No 7

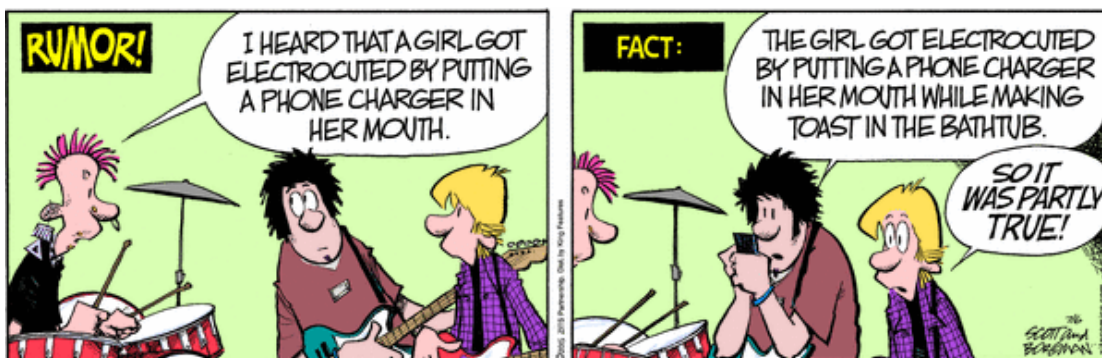
Zits

(Perception)



by Jerry Scott and Jim Borgman

No 8



This image is copyright protected. The copyright owner reserves all rights.

No 9



No 10

TechGuy - The New Superhero





APPENDIX 2

COMIC STRIP TEMPLATE

Student's name:

TITLE:

	1	2	3	4
PANELS				
CHARACTERS PRESENT				
ACTIONS/ BUBBLES				
LANDSCAPE & PROPS				
SOUND EFFECTS				

MEDIA EDUCATION: FROM PASSIVE CONSUMERS TO ACTIVE CREATORS



APPENDIX 3

Potential topics

Students may create comic strips in which the characters:

- ✚ present a concept just learned in class
- ✚ comment on local or national politics
- ✚ comment on a current event or social issues ex. Immigration, social integration, poverty
- ✚ argue on environmental issues or current affairs
- ✚ create story boards for an original story
- ✚ reflect on everyday issues or a particular experience the student has had, such as dealing with a problem at home or with a friend
- ✚ explain 3-4 practical things to help make school a bullying-free environment.
- ✚ campaign promises you would make if you were running as a candidate in an election
- ✚ encourage people to vote in an upcoming class, school or political election.
- ✚ summarize or comment a book or play being read in class. Or even change or go beyond the ending of the book they have just read.
- ✚ get involved in real-life, practical scenarios such as looking/applying for a job (What kinds of questions is the interviewer likely to ask her and what kinds of responses might be appropriate), or visiting a doctor - practice vocabulary or interacting with a difficult boss or fellow worker or classmate
- ✚ offer just for the sheer fun of it to help dealing with the stress of school and the everyday world.



APPENDIX 4

Follow up (reflect) questions

- Were students able to understand your concept by reading your comic strip?
- How well did your pictures and words work together?
- Were the three parts of a story present in your comic strip?
- What did you do well?
- What would you do differently?
- What did you learn by creating this comic strip?

USEFUL LINKS

<http://www.wikihow.com/Make-a-Cool-Comic-Strip>
https://en.wikipedia.org/wiki/Comic_strip
<https://en.wikipedia.org/wiki/Maus>)
<http://www.wikihow.com/Make-a-Comic-Strip>
https://en.wikipedia.org/wiki/Glossary_of_comics_terminology#Layout
https://en.wikipedia.org/wiki/Glossary_of_comics_terminology
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3449338/>
<http://www.studio360.org/story/36120-early-peanuts-comics/2/>
www.makebeliefscomix.com/Daily-Comix-Diary
<http://www.freetech4teachers.com/2013/01/26-ways-to-use-comics-in-classroom-and.html#.Vb1IX7WNG-9>
<http://rosenfeldmedia.com/books/see-what-i-mean/>
<http://blog.cometdocs.com/10-free-online-tools-to-create-comics> 10 Free Online Tools to Create Comics
<https://appliedcomicsnetwork.wordpress.com/>
<http://comicsforum.org/2013/07/26/list-of-terms-for-comics-studies-by-andrei-molotiu/>
<http://www.howtolovecomics.com/comic-book-glossary-of-terms>
<http://www.infoplease.com/entertainment/books/comic-terms.html>
<http://www.pixton.com/schools/overview>
<http://edjudo.com/web-2-0-teaching-tools-links> web-2 tools
<http://www.bitstripsforschools.com/>
<http://www.bitstripsforschools.com/activities/7M4/>
<http://www.readingwithpictures.org/2012/02/comic-express-a-method-for-expressing-ideas-in-comic-form/>
<http://boxesandarrows.com/comics-not-just-for-laughs/>