Lesson Plan: Comic Stories

Grade level: 4-12

Duration: 3-4 class periods

Media Type: paper, pencil

Subject Integration: Language Arts

Objective: To create an original comic strip after being inspired by author / illustrator Chris Monroe.

Assessment:
Rubric:
- 4-Standards are exceeded
- 3-Standards are met
- 2-Standards may be met at a very low quality or with some exceptions
- 1-Standards are not met
- 0-

Vocabulary:

Visual Arts Elements/Principles:

<table>
<thead>
<tr>
<th>color</th>
<th>shape</th>
<th>line</th>
<th>texture</th>
<th>balance</th>
<th>unity</th>
<th>proportion</th>
<th>form</th>
<th>value</th>
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</thead>
<tbody>
<tr>
<td>space</td>
<td>contrast</td>
<td>emphasis</td>
<td>movement</td>
<td>pattern</td>
<td>rhythm</td>
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Materials and Procedure:

Comic Strip ^noun

1. a sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or comic book.

Day 1: Present information about Duluth artist / author / illustrator Chris Monroe. Show Making It Up North video snippets about Chris and her work:

https://makingit.wdse.org/watch/author-illustrator-chris-mono... (3:01)
https://makingit.wdse.org/watch/chico-bon-bon-gets-animated-maki... (3:27)

Start discussion about artist Chris Monroe. “Where did Chris live before she moved to Duluth?” “Who is Chico Bon Bon?” “What types of art materials does Chris use to create her work?” “What inspires Chris to create her work?”

Students start creating a rough draft of possible stories for their comic story. Students share ideas among small groups.
Day 2: Students continue rough drafts of comic stories, and when ready, start to create final draft with comic strip templates or hand drawn storyboards. Students color and illustrate comic stories.

Day 3: Completion of final drafts of comic stories; presentation of comic strips to whole or small groups. Enhancement: Small groups act out student written comic stories for further engagement.

Resources:
http://www.chrismonroestudio.com/ (Chris Monroe website)

Comic template

National Standards for Visual Arts:
VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

**Language Arts Sample Learning Targets:**

6.5.6.6 Determine an author’s **point of view** or **purpose** in a text and explain how it is conveyed in the text. (Writing, speaking, multimedia)

6.7.3.3 Write **narratives** and other **creative texts** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured **event sequences**.

a. Engage and orient the reader by establishing a **context** and introducing a narrator and/or characters; organize an **event sequence** that unfolds naturally and logically.

b. Use literary and narrative techniques, such as **dialogue**, **pacing**, **rhythm and description**, to develop experiences, events, and/or characters.

c. Use a variety of **transition words, phrases, and clauses** to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, **figurative and sensory language** to convey experiences and events.

e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.