

# Facilitation Guide

## Comic Strips

Google Slides – Slides #9–16



### Activity Summary:

This routine is intended to be utilized within the Chalk Talk and Stop and Jot lessons. Teachers will be provided with a comic strip template that has 6 different panels. Students will write in their dialogue, sensory language, narrative, and descriptive details within the template in order to tell a story. Students will use drawing, collage or tracing techniques in order to create their accompanying images for the comic strip.

### Why the Arts:

Students will be able to attach their knowledge of the book to a comic strip in a way that is personally satisfying.

### Assessment:

**Formative:** Analyzing student's individual and collaborative writing through the Chalk Talks and Stop and Jots.

**Summative:** Analysis of student's final comic strip, which will include dialogue, sensory language and descriptive details.

#### Criteria:

1. In writing, establish the social status of your character. Create a comic strip – you can use thought bubbles or boxes in order to write your narrative, show dialogue, or give the reader insight into what your character is thinking.
2. Use dialogue between at least one or more of the other figures that are in the mural.
3. Use descriptive details and sensory language to develop setting and provide information on the event or actions that are taking place.
4. Have a beginning, middle, and end.
5. Use words from the Vocab Journal.

### Lesson Connections:

**Grade 7, Module 1, Lessons 6 & 30**

### Connection to Module Goals/EOM Task:

Students become accustomed to routinely analyzing art and literature. They will be both reading and writing about art that is relevant to the Middle Ages and the novels that are part of the Wit and Wisdom curriculum. Drawing and writing their comic strips will help to prepare them for the EOM task because it will be required that they use sensory language, descriptive details, dialogue and narration.

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### Standards Alignment:

ELA:

**W.7.3** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.3.d** – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

– Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**RL.7.3** – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RI.7.6** – Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Arts:

**VA:Re8.1.8a** – Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

**VA:Re7.1.8a** – Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

### Recommended Student Materials:

Comic Strip [Slides #9–16](#) / [6 Panel Comic Organizer](#) / [Narrative Organizer](#)

### Brain Targeted Teaching Considerations:

*BT1 – Emotional Climate:*

Teachers will need to become familiar with the elements of art: line, shape, color, texture, form, space and value. The slides contain a visual aid.

*BT2 – Physical Environment:*

Materials should be presented to students in organized bins to save time and decrease distraction.

*Other Considerations:*

### Teacher Background:

Allow students to use whatever means of artistic communication that feels best (drawing, collaging, tracing) in order to minimize discomfort around technical art making skill.

### Student Prerequisites:

Module 1 reading materials/texts and knowledge of sensory language.

### Accessibility Notes:

Use of various methods of drawing, collage, or tracing. Use of large, projected slides that will be visible to children throughout the room. Clear written and verbal directions. Use of graphic organizer.

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### **Steps for Implementation:**

#### **1. Planning**

Students will use a [Personal Narrative graphic organizer](#) to write out some of their sensory language, the beginning, middle and end of their stories and dialogue in a succinct way.

Students can use the links within the slides to view fine arts tutorials for collage, drawing and tracing.

#### **2. Creating the Comic Strip**

Using the foundational skills built during the planning period, students will create their comic strips either using their own panels or using the [6 panel template](#) provided.

**OPTIONAL:** Students can also use laptops to access Canva or other image making platforms to create their 6 panel comic strip.

#### **3. Revision**

Students will go over the criteria for their assignment. **Slide #9**

Students will share their stories as well as give and receive peer and teacher feedback via a gallery walk and group discussion.

#### **3. Final Share**

Students will participate and circulate around the room in a final gallery walk.