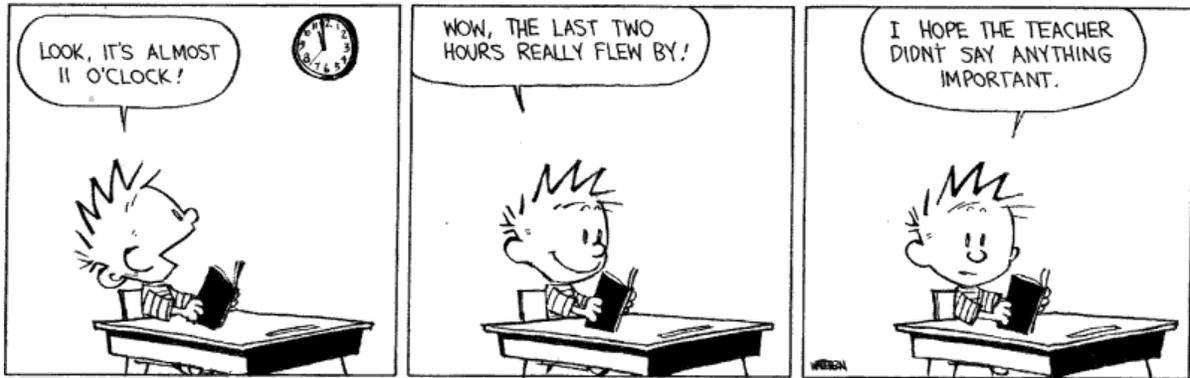


Michael Hiscox
Clinical Experience
Zephyr Elementary School



Enduring Idea: People share human experiences with one another.

Lesson Title: Sharing Your Cartoon-y Story

Grade/Class: 4th/all sections

Time Allotment: 45 minutes

Overview

Lesson Summary:

An introduction on drawing and developing cartoon stories will be given to have the students create finished cartoon stories that are inspired by their own lived experiences. Leading up to this project, the students will be exposed to the four different cartoon archetypes that comprise a range of well-known cartoon characters. The works of the artists Bill Watterson, Charles Schulz, Terri Libenson, and Danny Antonucci will be covered as examples of cartoons that are inspired by the artists' lived experiences respectively and relate to the students' youth. Upon developing written stories based on their own lived experiences and designing cartoon characters in their stories, the students will create their finished cartoons with a brief reflection in the end.

Artworks, artists, and/or artifacts:

- Bill Watterson - *Calvin and Hobbes*
- Charles Schulz - *Peanuts*
- Danny Antonucci - *Ed, Edd 'n' Eddy (Zappity Zap Zap)*
- Terri Libenson - *The Pajama Diaries*

Vocabulary Terms

- Panels
- Gutters
- Word/thought balloons/speech bubbles
- Captions
- Template
- Archetype

Key Concepts:

1. People tell stories through art.
2. Cartoons tell stories that people can connect with.
3. Cartoons are inspired by lived experiences.

Essential Questions:

1. How do people tell stories through art?
2. How do people connect to cartoons?
3. In what ways are cartoons inspired by lived experiences?

Standards

9.1.5.

- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C. Know and use fundamental vocabulary within each of the arts forms.
- E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- H. Handle materials, equipment and tools safely at work and performance spaces.

9.2.5.

- A. Explain the historical, cultural and social context of an individual work in the arts.
- H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts.

9.4.5.

- D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities.

Objectives:

The students will...

Knowledge

- Discern between the four cartoon archetypes in their sketches by labeling them.

Skills

- Write cartoon stories inspired by their lived experiences.
- Design original cartoon characters for their stories.
- Create finished cartoon stories based on their written stories and character designs.

Dispositions

- Recognize how they related to their cartoon stories through end of class discussion.
- Participate in a gallery walk in a respectful and willing manner.
- Be respectful of classmates, teachers, and class materials by adhering to classroom expectations.

Assessment:

Formative Assessment

- Students' knowledge of the four cartoon archetypes will be assessed on the completion of their sketches with a rating scale.
- Students' written stories will be assessed on their completion and integration of lived experiences with a rating scale.
- Students' drawings of original cartoon characters for their stories will be assessed on their completion with a rating scale.

Summative Assessment

- Students' final cartoon stories will be assessed on their integration of their written stories and character designs with a rating scale.
- Students' recognition of their relationship to cartoon stories will be assessed by their responses in class discussion with a rating scale.
- Students' participation in a gallery walk will be assessed on their respectful and willing manner with a rating scale.
- Students' respect of classmates, teachers, and class materials will be assessed with a rating scale.

Instructional Procedures

Day 1

Engagement

The students will be introduced to four cartoon archetypes used as models for various cartoon characters, beginning by reviewing the definition for “archetype.” The teacher will demonstrate drawing the first two character archetypes, asking the students what distinguishes each of them. The students will be prompted to draw these archetypes on their own sketch paper and proceed to make cartoon characters out of them. If they struggle with this, they may be provided with already existing cartoon characters that fit these archetypes to draw from.



Development

The students will be introduced to the way cartoons relate to people with a PowerPoint presentation showcasing the works of Charles Schulz, Bill Watterson, Terri Libenson, and Danny Antonucci, who have incorporated experiences and views from their own lives. These works also depict characters in their childhood in instances that the students may be able to relate to. Throughout the presentation, the students will be asked in what ways people tell stories through art, how they connect to cartoons, and in what ways cartoons are inspired by lived experiences.

Culmination

The students will be given handouts with prompts for them to answer to brainstorm on what stories they would like to transform into a cartoon:

- *Think of a story based on your own experience that you would like to share and write it below.*
- *What characters are in your story?*
- *Where does it take place?*
- *Design your cartoon characters in your story by drawing them on the sketch paper provided.*

Day 2

Engagement

At the start of class, the teacher will conduct a brief review of the cartoon archetypes and the assignment given to the students to create their own cartoon stories to share. The teacher will follow with demonstrating designing a character and using comic panels to help tell the story that he came up with as an example.

Development

The teacher will overlook the development of the students' stories and character designs, making any necessary recommendations for student improvement for telling their stories or making their characters more unique.

Culmination

The students will be introduced to inking and coloring techniques in finishing their cartoon stories. The teacher will use available pen and inking tools to go over the pencil lines and make observations of the line weight while working. Following the inking, the teacher will proceed to use colored pencils on his example, noting how to build up the colors with pressure. The students will then be prompted to proceed with finishing their cartoon projects. The students will be assigned to store away their cartoon stories, including their character designs, written stories, and final projects.

Day 3

Engagement

The teacher will conduct a brief review of inking and coloring procedures in finishing the cartoon story comics while asking the students how to go about using these tools.

Development

The teacher will overlook the development of the students' stories and character designs. The students will proceed to create finished inked and colored cartoon stories based on their writing and cartoon designs.

Culmination

At the close of class, the students will conduct a gallery walk to explore and see the work done by their peers. The teacher will ask the students to reflect on how they used their cartoons to tell stories and how they related to their peers' stories.



Preparation:

Teacher Research and Preparation

- Cartoonists' work (Watterson, Schulz, Libenson, Antonucci)
- *Ed, Edd 'n' Eddy* clip
<http://www.youtube.com/watch?v=Uy920aCBA1c&feature=related>
- Background on *Ed, Edd 'n' Eddy*
<http://web.archive.org/web/20040630135223/http://animationbymistake.fateback.com/abm/dannytalk.html>
- PowerPoint presentation
- Panel templates
- Cartoon archetype designs
- Various cartoon characters that fit archetype designs

Instructional Resources

- Terri Libenson, *The Pajama Diaries: Déjà To-Do*
- PowerPoint presentation
- Prompt handout
- Cartoon archetype designs
- Panel templates
- Various cartoon characters that fit archetype designs

Student Supplies

- Sketch paper
- Drawing paper
- Pencils
- Erasers
- Pens
- Colored pencils
- Markers
- Pens
- Ink

Student Name: _____

Think of a story based on your own experience that you would like to share and write it below.



What characters are in your story?

Where does it take place?

Design your cartoon characters in your story by drawing them on the sketch paper provided.



Comic Stories Rating Scale

Student Name: _____

Grade: _____

Classroom Teacher: _____

Scale: O=9.0-10.0; S+= 8.5-8.9; S= 8.0-8.4; S-= 7.0-7.9; N= 0-6.9

Criteria	Rating
Knowledge and sketches of the four cartoon archetypes Clarity, labeling	
Completion and integration of lived experiences in students' written stories Based on a lived experience	
Completion of students' drawings of original cartoon characters for their stories Well-constructed and clear designs	
Completion of students' final cartoon stories Based on written stories and character designs	
Responses in class discussion on relationship to cartoon stories Makes connection to big idea that cartoons are relatable	
Respectful and willing participatory manner in a gallery walk Takes time to quietly explore the work of their classmates	
Respect of classmates, teachers, and class materials According to classroom expectations	

Additional Comments: