

Apogee One-Week Program

Course Title

Your Life in Comics: Be Your Own Superhero

Course Description

Are you a fan of comics? Have you always wanted to be a superhero? This course gives students a chance to write their own comic using Comic Life software. Students will learn elements of a successful comic as they plot events, develop characters, and practice visual storytelling. With the development of the storyboard, students will identify photos that illustrate their work. This is a great opportunity for students to develop their writing talents while learning photo editing and editorial publishing skills. Students leave the class with a comic book consisting of each class member's comic strips.

Students will all become members of the "Change Agents Superhero Squad". Students will work as a superhero squad to research and explore important issues facing our planet. They will each have an individual superhero name, personality, and choice of global issue to tackle on Earth as a superhero to create a "Comic with a Cause."

Outcomes

Upon successful completion of this course, students will:

- Know how to organize their writing to create an action sequence for an audience of readers.
- Understand how to plan and create an original comic strip using a variety of technology-based tools.
- Be able to identify important global issues and will demonstrate their knowledge of these issues through creative writing.

Resources and Materials

Class Materials

Read, Write, Think Comic Creator: <http://www.readwritethink.org/materials/comic/>

Wordle for Teambuilding: <http://www.worldle.net>

Read, Write, Think Comic Vocabulary: <http://www.readwritethink.org/materials/comic/vocabulary.html>

Read, Write, Think Comic Strip Planning sheet:

http://www.readwritethink.org/student_mat/student_material.asp?id=21

Read, Write, Think Story Map: <http://www.readwritethink.org/materials/storymap/index.html>

Story Evaluation Rubric: http://www.readwritethink.org/lessons/lesson_view.asp?id=1073

Be Your Own Superhero Storyboard: Created by Kim Zimmer

Be Your Own Superhero Project Rubric: Created by Kim Zimmer

Research Websites

Wildlife Watch: <http://www.nwf.org/wildlife/>

Global Warming: <http://www.nwf.org/kidzone/kzPage.cfm?siteId=3&departmentId=194>

Ranger Rick Green Zone Activities: <http://www.nwf.org/rrgreenzone/>

Ways Kids Can Make A Difference: <http://www.timeforkids.com/TFK/kids/wr/article/0,28391,1610880,00.html>

Kids Climate Change Website <http://epa.gov/climatechange/kids/index.html>

Defend It: <http://www.kidsplanet.org/defendit/new/defendit.html>

United Nations CyberSchoolBus Games: <http://cyberschoolbus.un.org/>

Energy Star for Kids: http://www.energystar.gov/index.cfm?c=kids.kids_index

Global Issues on the UN Agenda: <http://www.un.org/issues/>

Student Evaluation

Students will be evaluated at the end of each day on a 1-5 scale based on attitude, participation and work ethic on activities like: brainstorming, story mapping, research, effort, overall attitude and teamwork. While each student will be creating his/her own comic strip, it is important for students to realize that we are all members of the same superhero team and must work together if we are going to conquer problems facing our world.

Schedule

Dates	Topics	In-class Activities	Assignments and/or Assessment	Instructional Strategies
July 6	<p>Outcomes:</p> <p>Students will be able to create a comic using Comic Creator.</p> <p>Students will evaluate global issues and become familiar with websites related to global issues.</p>	<p>AM</p> <p><i>Welcome</i></p> <p><i>Comic Creator Activity:</i></p> <p><i>All About Me (Determine as a class what we want to know about each other and use those as choices for comic.)</i></p> <p><i>Present comics to class.</i></p> <p><i>Introduction to Comic Life project: Using digital images, various comic pane designs and captions to create comics.</i></p> <p>PM</p> <p><i>Demo of Comic Life</i></p> <p><i>Class brainstorm of familiar global issues-What do we know about issues facing our world?</i></p> <p><i>Intro to KVL Research Portal, decide on note taking method and begin Website Research.</i></p> <p><i>Deciding on a mission. How will</i></p>	<p>Open ended Questions</p> <p>Open ended Questions, Interest Inventory</p>	<p>Group brainstorming</p> <p>Tiered activity</p> <p>Presenting to an audience</p> <p>Student-centered brainstorming.</p> <p>Problem-based learning</p> <p>Summarizing and note taking</p> <p>Tiered note taking</p>

		<i>you make a difference as a superhero?</i>		
July 7	<p>Outcomes:</p> <p>Students will determine a research topic.</p> <p>Students will review elements of a story: Main and supporting Characters, Setting, Problem, Solution</p> <p>Students will create a superhero identity.</p>	<p>AM</p> <p><i>Continue Research on global issue</i></p> <p><i>Present chosen topic to entire class and gather feedback from "Change Agents" on how to solve the problem.</i></p> <p><i>What makes a good comic? Discussion and PowerPoint: Elements of a good story and discussion on comic book punctuation.</i></p> <p>PM</p> <p><i>Character Development: What is your superhero name? Do you have superpowers? What are the pros and cons of your superpowers? What are they? Do you have a sidekick? What do you look like? Why are you the best superhero for the mission?</i></p> <p><i>Become your superhero. Describe yourself and your mission to the class in a creative way.</i></p>	<p>Feedback session</p> <p>Character Maps</p> <p>Scripting</p>	<p>Direct instruction, brainstorming</p> <p>Tiered activity Flexible grouping for ideas</p> <p>Tiered activity</p>
July 8	<p>Outcomes:</p> <p>Students will learn how to use a digital camera and how to utilize creative commons photos for their comic.</p>	<p>AM</p> <p><i>Using a digital camera and searching for digital images online. What is creative commons and how do I find non-copyrighted</i></p>	<p>Storyboard</p>	<p>Tiered activity</p>

	<p>Students will use story elements to storyboard a comic strip.</p>	<p><i>photography to use in my comic? Using Digital Photography with Comic Life</i></p> <p><i>Project Rubric & Begin Storyboarding/ (story development) Captioning, Punctuation.</i></p> <p>PM <i>“Change Agent” project Rubric</i></p> <p><i>Storyboarding</i></p> <p><i>Choosing your comic pane. Creating a “Change Agent” comic for the class comic book.</i></p>	Comic Life	Tiered activity
July 9	<p>Outcomes:</p> <p>Students will know how to use Comic Life to create original comics.</p> <p>Students will contribute their work to a class comic book.</p>	<p>AM <i>Students will continue working on “Change Agent” comic.</i></p> <p><i>Students will help one another take pictures for comics</i></p> <p>PM <i>Students will finish “Change Agent” comics, save as PDF, Print a copy to take home, submit electronic copy of comic to teacher.</i></p>	Comic Life/Digital Photography	Flexible grouping for picture taking
July 10	<p>Outcomes:</p> <p>Students will burn a CD of the class comic books and any other materials they would like to take home.</p> <p>Time permitting, students will create an additional comic.</p>	<p>AM <i>Students will receive class comic book to read. Students may read their comic to the class.</i></p> <p><i>Students will storyboard and create an additional comic of their</i></p>		Tiered activity, Student choice

		<i>choice to print and take home.</i>		
		PM EXPO		

Summer Sample