


Mini Narratives
7.27.18

Students will create a mini book narrative based on a story from their own lives or based on current events. Students will use concepts from comic book narrations to create a mini book narrative. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.

Overview

Student Objectives <i>List the bulleted goals/objectives behind your lesson plan</i>	Students will create a mini book narrative based on a story from their own lives or based on current events. Students will use concepts from comic book narrations to create a mini book narrative.
Grade level	9-12
Curriculum area <i>Example: Language Arts</i>	Art
Materials	<ul style="list-style-type: none"> • Short, three-panel comic strips with the text removed from word balloons • Larger comic strip with three blank panels • Copy paper and example mini book copies • Pencils, colored pencils, tape or glue stick, sharpies, copy paper

Standards
Learning Standards by State

<i>Explain in bullet points how each of the Objectives align with state learning standards</i>	<ul style="list-style-type: none"> • Common Core Academic Standards <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.RL.6.7 ○ CCSS.ELA-Literacy.RL.6.5 ○ CCSS.ELA-Literacy.RL.7.3 ○ CCSS.ELA-Literacy.RL.8.5 • Pennsylvania Art Standards <ul style="list-style-type: none"> ○ 9.2.12.D: analyze a work of art from its historical and cultural perspective
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Procedures/Resources

Recommended time frame overview
6 sessions: 45 min each

Session One:	<p>Students will work on creating at least three images based on their everyday lives. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.</p> <p>Barry, Lynda. (2015). Syllabus: notes from an accidental professor. [Montreal]: Drawn & Quarterly.</p>
Session Two:	<p>Students will work on creating at least three images based on current events. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.</p> <p>Chute, Hillary L. <i>Disaster Drawn: Visual Witness, Comics, and Documentary Form</i>. The Belknap Press of Harvard University Press, 2016.</p>
Session Three:	<p>Students will work on creating at least three images based on their everyday lives. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.</p> <p>Sampson, Ian. "Pictures Worth Reading: A Teacher's Guide to Comics." <i>Single-Sheet Workshop</i>, 2017, pp. 20–21.</p>
Session Four:	<p>Students will work on creating at least three images based on current events. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.</p>
Session Five:	<p>Students will work on creating at least three images based on their everyday lives. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.</p>
Session Six:	<p>Students will work on creating at least three images based on current events. Students will use concepts from comic book narrations to create a mini book narrative using a sequence of events.</p>



Evaluation

Note the rubric which will help you evaluate/grade your students

1. Students will think of a short story and create an original short story for their comic strip, which they will add to their final mini book story. Students will think of a simple way of adding text while thinking of how to convey a beginning, middle and end of their story.
2. Students will create a story based on their personal story or observation from everyday life of people or things in their environment. Students may take ideas from a favorite comic book or other story and/or character that they are interested in.

Additional Resources

List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration

Chute, Hillary L. *Disaster Drawn: Visual Witness, Comics, and Documentary Form*. The Belknap Press of Harvard University Press, 2016.

Barry, Lynda. (2015). Syllabus: notes from an accidental professor. [Montreal]: Drawn & Quarterly.


Sampson, Ian. "Pictures Worth Reading: A Teacher's Guide to Comics." *Single-Sheet Workshop*, 2017, pp. 20–21.

Accommodations

Note any accessibility options that might be applied to address student needs



Primary Sources from the Library of Congress

Image Thumbnail	Description	Notes	URL
	Illustration shows a ship foundering at sea during a storm, with many passengers on deck, but the sailors, bowing to pressure from "anti-vivisectionists", are rescuing the dogs first.	Caption: "Women and children first" would cease to be shipwreck etiquette if the anti-vivisectionists had their way.	https://lccn.loc.gov/2011648902