UNIT PLAN
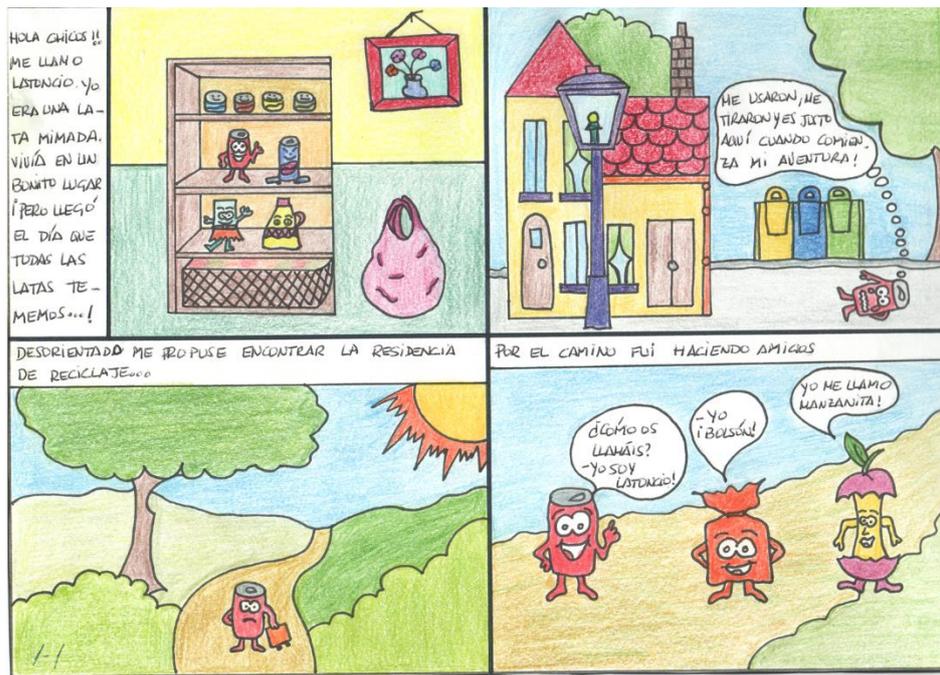

UNIT TITLE: **Graphic Stories to reflect upon Environmental problems**

School: IES Alhendín (Granada)

GRAPHIC STORIES TO REFLECT UPON ENVIRONMENTAL PROBLEMS

AGE LEVEL: (12-13): 2ND YEAR LOWER SECONDARY SCHOOL-ITALY/ 1ST OF E.S.O – SPAIN / YEAR EIGHT KEY STAGE 3 – ENGLAND

SUBJECTS: NATURAL SCIENCES/PLASTIC AND VISUAL EDUCATION/NATIVE OR FOREIGN LANGUAGE AND LITERATURE

TIME: LENGTH OF UNIT: 6 CLASSES

LENGTH OF CLASSES: 50 MINUTES

LEARNING RESOURCES/MATERIALS:

Student copies of unit worksheets

Computers

Internet access

Drawing materials: graphite pencils, coloured pencil, eraser, A2 drawing paper, felt-tip pens and rule.

List required websites

INTRODUCTION

The aim of this teaching unit is to raise students´ awareness about environmental problems by using the comic as suitable and useful tool.

The activities have been divided into three sections according to the three different skills students need in order to achieve the previous objective:

-narrative skills

-graphic expression abilities

- Skills for searching effective solutions for the environmental problems.

The material produced by students from IES Alhendín during eleven academic years has been used throughout the unit and at the end of it like an appendix.

GRAPHIC STORIES TO REFLECT UPON ENVIRONMENTAL PROBLEMS

OBJECTIVES

After completing the unit, the student will be able to:

- **create narrative or descriptive texts.**
- **develop the ability to tell a story by using comic techniques.**
- **create ways that would help in preventing environmental problems**.
- **Share ideas through conversation in collaborative groups.**

SPANISH BASIC COMPETENCES

Through this unit we will particularly work and improve the following competences:

LANGUAGE COMMUNICATION COMPETENCE.

ARTISTIC AND CULTURAL COMPETENCE

KNOWLEDGE AND INTERANTION WITH THE PHYSICAL WORLD

DIGITAL COMPETENCE AND PROCESSING OF INFORMATION

CONCEPTS TAUGHT AND TASK

CONCEPTS	TASK NUMBER
Description	**2**
Main idea in a text or panel	**3**
Summary based on a written text	**4**
Character in a narrative	**4**
Elements of Story or Fiction -character, setting, plot, point of view, style, tone, theme	**5**
Physical appearance and personality description	**6**
Plot sequence of the narration	**7**
Definition of words	**8**
Dramatization	**9**

TASK AND GROUPING

We are going to use a pair work, small-group work, and whole-class work.

As we have mentioned, tasks are divided into three groups:

I .- First group of activities based on the comic narrative aspect:

The initial activity aims to order a series of panels from a page of comic according to the story told in a logical sequence.

In the second task students should find out the panel which is being described by his/her partner.

The third task tries to focus students´ attention on the main idea represented in a panel by using a series of sentences which have to be matched to a group of panels.

Task number four: It is about making a summary of the story narrated in the comic called ´The adventure of Tiny´ with the help of the partner. They have to recognize the characters´ names.

Task number five: It aims to know the different elements of a story (character, setting, plot, point of view, style, tone, theme) through the information students can find on the Internet. (**http://www.homeofbob.com/literature/genre/fiction/ficElmnts.html Dr.Robert Sweetland's Notes ©**

 They should discuss some questions and complete a table using the comic´ Gnomeing among mushroom´. The questions are:

Who are the characters? (names)

Is there a main character?

Where is the story taking place?

When these events occur?

Which is the main idea of the story? (theme)

Is the story told in first person?

How do you feel after reading the story? (Tone) sad/cheerful…

Task number six: Using characters´ physical and personality characteristics description, the students´ attention can be focused on these interesting aspects of comic. It is an activity in group, turns should be established into the group. One of the students takes notes about everything that is being said.

Task number seven: It is a discussion about the plot of the comic. They have to complete the following parts of the sequence:

The start:

Development:

   The problem:

   The solution

The end:

Task number eight. It aims to revise some of the elements of a story by matching the words with the definition.

   1. Plot   2.Setting   3.Point of View   4. The tone of the story

a) Tells from whose perspective the story is being told. Who is narrating the story (first person or third person)

b) The time and place in which the events of a story take place.

c) It is how the story makes the reader feel (sad, angry…)

d) The sequence of events that take place in a story.

Task number nine. In this activity students play the role of characters in order to get closer of them and go into the story.

Task number ten. The last task of the first part asks to write a short text (fifty-word story or mini saga) about environmental problems. Previously, it is necessary to think in plot, characters, setting, point of view and the tone of the story.

II .- Second group of activities based on the comic graphical aspect:

Task number eleven: The proposal of this activity is to make a definition of the word ´comic´ in order to clarify how it must be done. The key words are: sequence, images and narration. Once the definition is made, two dictionaries are available to check the definition.

(macmillandictionary.com/dictionary/british/comic_7

http://global.britannica.com/EBchecked/topic/127589/comic-strip

Task number twelve. Students take turns to ask and answer some questions about the elements of a comic using one of them entitled   WILL YOU HELP US?

The questions are:

A)   How many panels are there in the comic WILL YOU HELP US?

B)   Is there any Splash page?

C)   What is the difference between border and gutter?

D)   Read the text in the balloon in the first page.

E)   What is the function of the balloons pointer or tail?

F)   Is there any caption in the comic? If you can find it, read it

Task number thirteen. By matching the words with the definitions we are going to complete the previous activity and the words panel, splash page, border, gutter, balloon, pointer or tail and caption will be known without any doubt

1-panel 2-Splash page 3-border 4-gutter 5-balloon 6-pointer or tail

7-caption

A) --- indicates which character is speaking the words in the balloon.

B) --- is usually outside of the panel. It represents the voice of the narrator.

C) --- show us what a character is saying or thinking.

D) --- is a little piece of the story.

E) --- is the space between panels

F) --- usually consisting of a large or full-page illustration.

G) --- lines used to separate the panels

Task number fourteen. To implement knowledge acquired in the prior activities, it is proposed to label a series of panels using the words given.

Students can consult this website:

Literacy Today - Into the Classroom – Learn the Language of Comics

Task fifteen. Students are asked to read information about onomatopoeia and they must search for any onomatopoeia in the previous comics. In this way this important concept will be clarified.

Sound effects or onomatopoeia (crash, bang…) are words that imitate sounds

They should find out five examples of onomatopoeias using internet in the site below:

http://www.ereadingworksheets.com/figurative-language/poetic-devices/onomatopoeia-examples/

Task number sixteen: It is about the meaning of a light bulb over a character´ head. This symbol is very easy and we can use it in order to introduce this useful tools.

Task number seventeen: Trying to guess a series of symbols could be a fun way of introducing the use of them in a comic and an excellent exercise for the imagination.

Furthermore, students can find many symbols in this site:

http://www.clker.com/search/symbol

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From task number eighteen to task twenty-first: These group of activities focus on a set of ways to represent different concepts such as ´excellent (food)´ in <u>activity number eighteen</u>, ´hot (cup of coffee)´ in <u>activity number nineteen</u>, wicked thoughts in <u>activity number twenty</u> and madness in <u>activity number twenty-one.</u>

Task number twenty-two: In this activity students get information about motion lines and ways of representing emotion from the Internet.

First they have to define ´motion lines´ and then they are asked to find five examples of changes in the character´ face in order to create emotions.

http://www.netplaces.com/cartooning/toon-shorthand/showing-action.htm

http://design.tutsplus.com/articles/cartoon-fundamentals-create-emotions-from-simple-changes-in-the-face--vector-16278

<u>**Task number twenty-three:**</u>

This activity aims to make known the main kinds of shots and viewpoints which can be used when you make a panel in a comic. The information is provided by using tables which summarize the different types of shots and angles. Then a new table has to be filled by matching the terms from each column.

COLUMN I	COLUMN II
1. great detail	A. long shot
2. showing character from the waist up	B. low-angle shot

3. shows the whole subject   C.close-up

  4.the subject appears small or insignificant   D. high angle

5.the subject appears important or powerful   E. medium shot

Third group of activities: Creating a comic about environmental problems

Task number twenty-four:

 The activity deals with making a comic but by using a programme from the Internet. In this manner it allows students to understand better the comic and it might provide new ideas to the students at the same time.

http://www.makebeliefscomix.com/

http://www.youtube.com/watch?v=rWBFNhJ5AbE

Using Make Beliefs Comix: Tutorial for English language learners

https://bitstrips.com/create/character

http://marvelkids.com/comics

Task number twenty-five:

Once the main features of the comic are known, it's time to focus on the environmental problems. Brainstorming in groups of four students and then pooling and sharing ideas in the whole-class could be a way to reflect and generate new ideas about the problems. Some thought should be given to know causes, consequences and ways of improving the problems.

Environmental problems   Causes   Consequences   Solutions

Task number twenty-six:

It is about doing the first part of the creative work in a comic, the written part or script. Group of four students in cooperative work, have to give ideas about the plot, character,…and the rest of elements of a story .

Task number twenty-seven:

In the final task the comic about the environmental problem must be drawn. The site below can be used for help.

http://www.wikihow.com/Make-a-Comic

Finally, the comics should be shown to the rest of the students through exhibition in the school.

DIFFERENTIATED INSTRUCTION

Considering that students learn in different ways, teacher should pay attention to the equitable distribution of work into the group. Personal skills should be take account.

CROSS DISCIPLINARY CONNECTIONS

This unit has been designed in order to be an integrated tool, in such a way that pupils are able to seek for solutions for the environmental problems by using graphic and narrative expression techniques. Natural sciences, English, Spanish or Italian Language and Literature and Plastic and Visual Education teachers should work together in order to help students achieve the previous aims.

ASSESSMENT

The students will be assessed by the teacher in the following ways:

By their ability to execute the activities.

Through discussions and participation

Through their written explanations using notebook

Through self-assessment

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