Comics, Graphic Novels & Online Comic Creation Sites

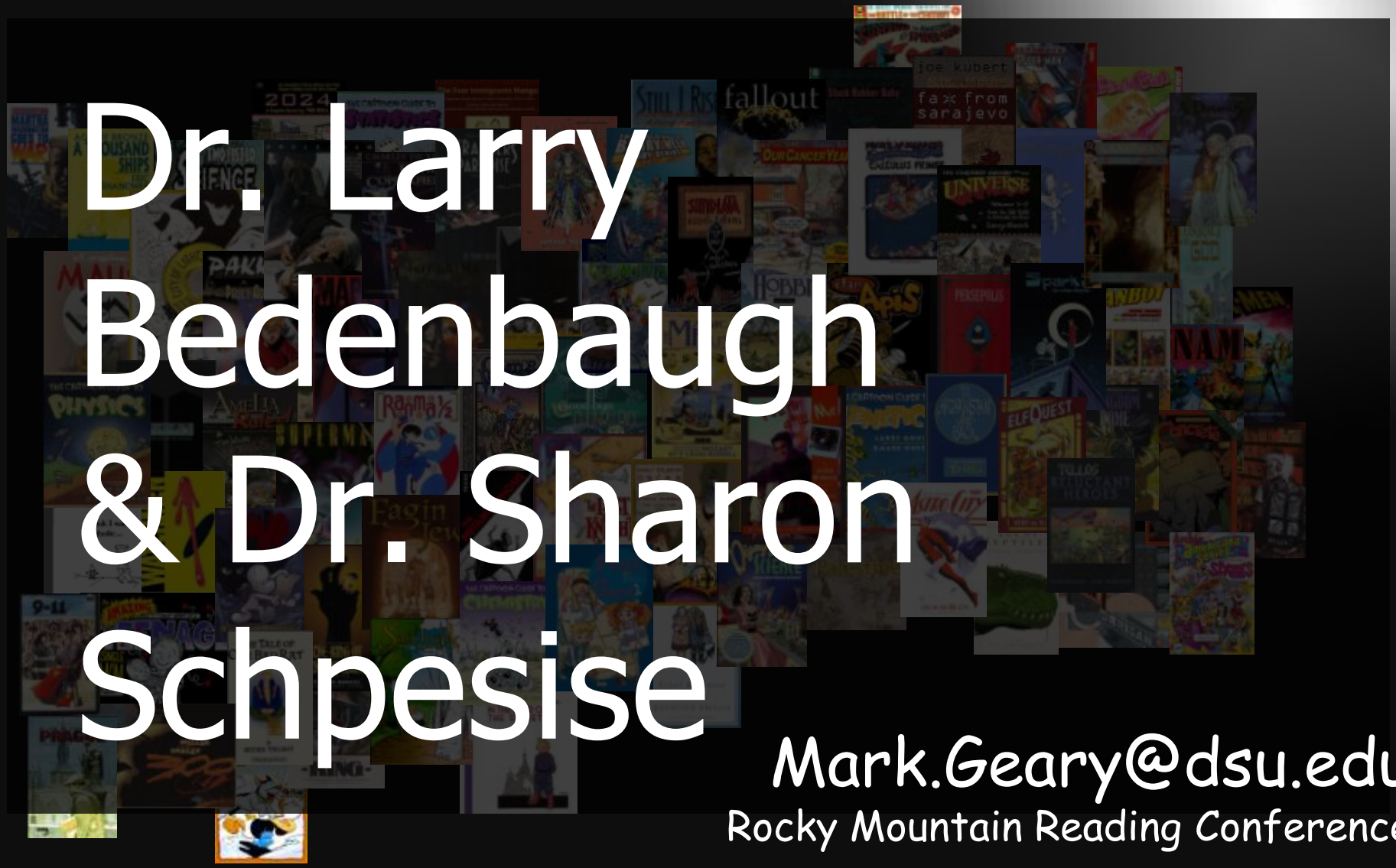
Mark.Geary@dsu.edu

Rocky Mountain Reading Conference

Group Up!

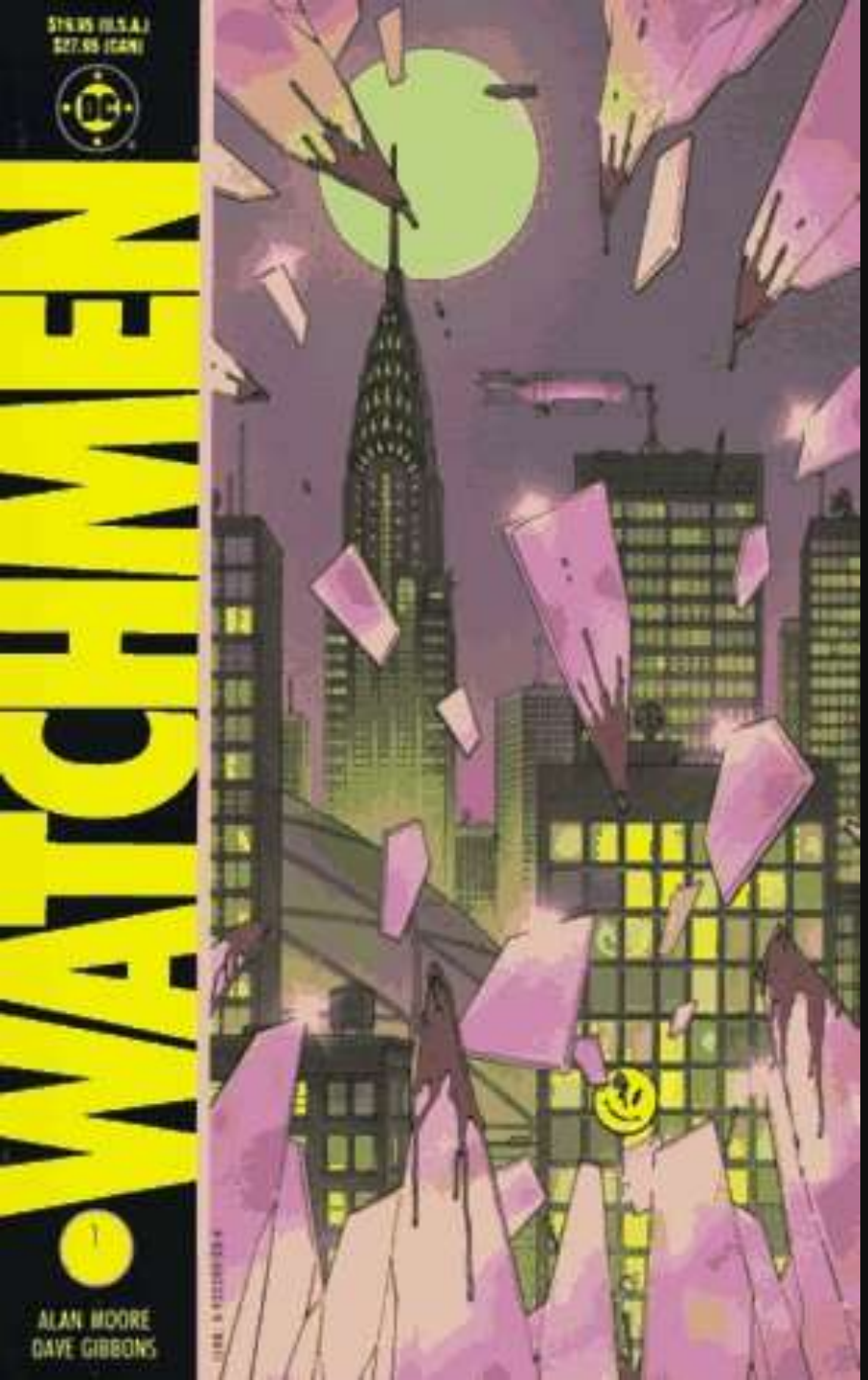
- Share with your partners
- One Literacy Success
- One Technology Success

Thanks to:



Dr. Larry Bedenbaugh & Dr. Sharon Schpesise

Mark.Geary@dsu.edu
Rocky Mountain Reading Conference



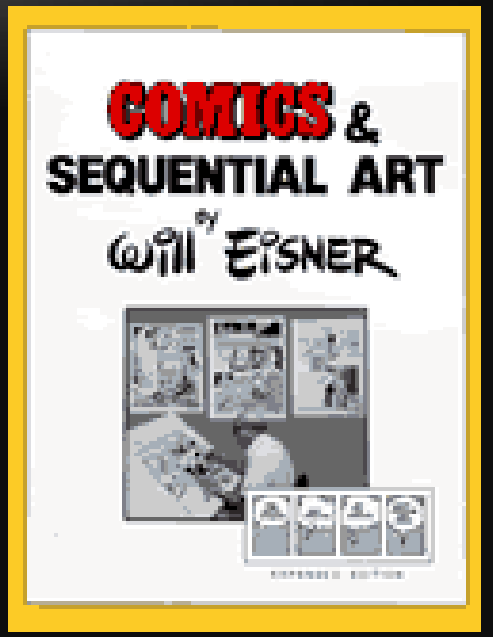
What are they?

Graphic Novels:

Book length, complete story told through a combination of text and sequential art. They encompass many genres; romance, action, horror, drama, sci-fi, comedy,etc.

What are Graphic Novels?

Will Eisner who initiated the term graphic novels, said they are "Sequential Art…the arrangement of pictures or images and words to narrate a story or dramatise an idea."



Why use them?

They Promote Literacy

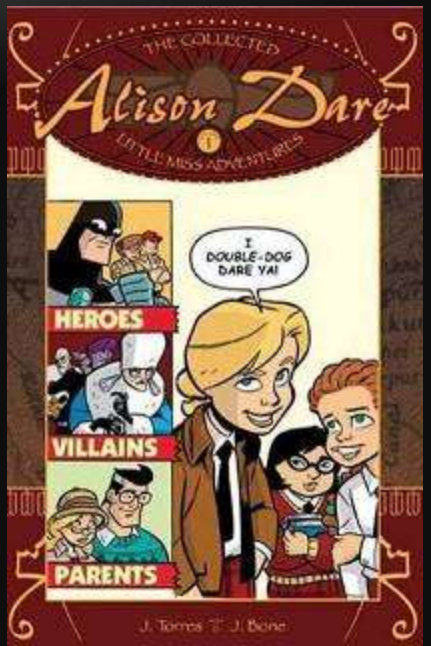
Graphic novels motivate poor and reluctant readers.

Students *voluntarily* select them based on interest in format and topics covered.

Graphic Novels Help Students:

- Develop an increased interest in reading
- Increase literacy in the broad sense of the word
- Develop language skills and a rich and varied vocabulary
- Foster interest in a variety of literary genres
- Foster interest in a broad range of topics

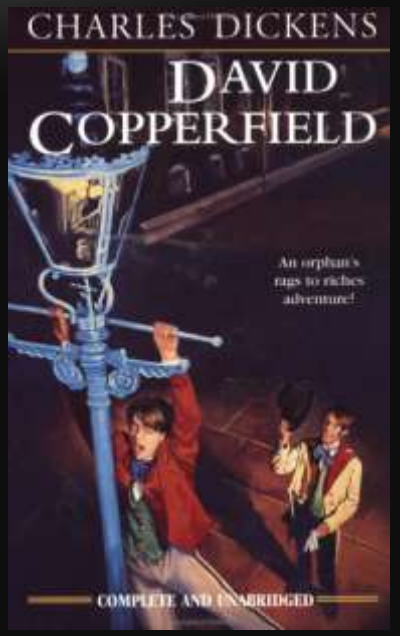
Elementary



Graphic Novels Help Students:

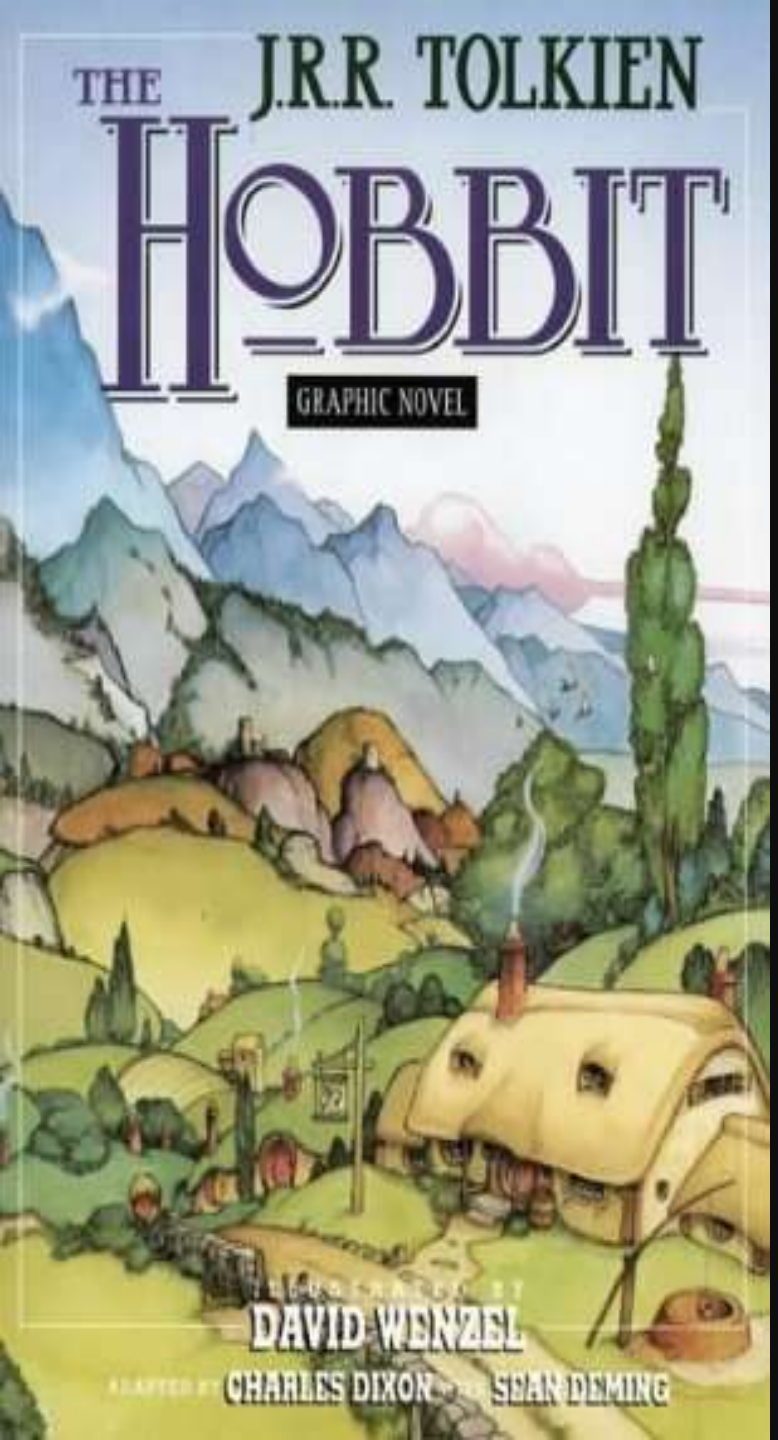
- Stimulate a creative imagination
- Develop an appreciation of art
- Develop the ability to discuss and critique art and writing
- Increase understanding of how meaning is found in visual phenomena
- Enhance understanding of popular culture and other media

Middle/High



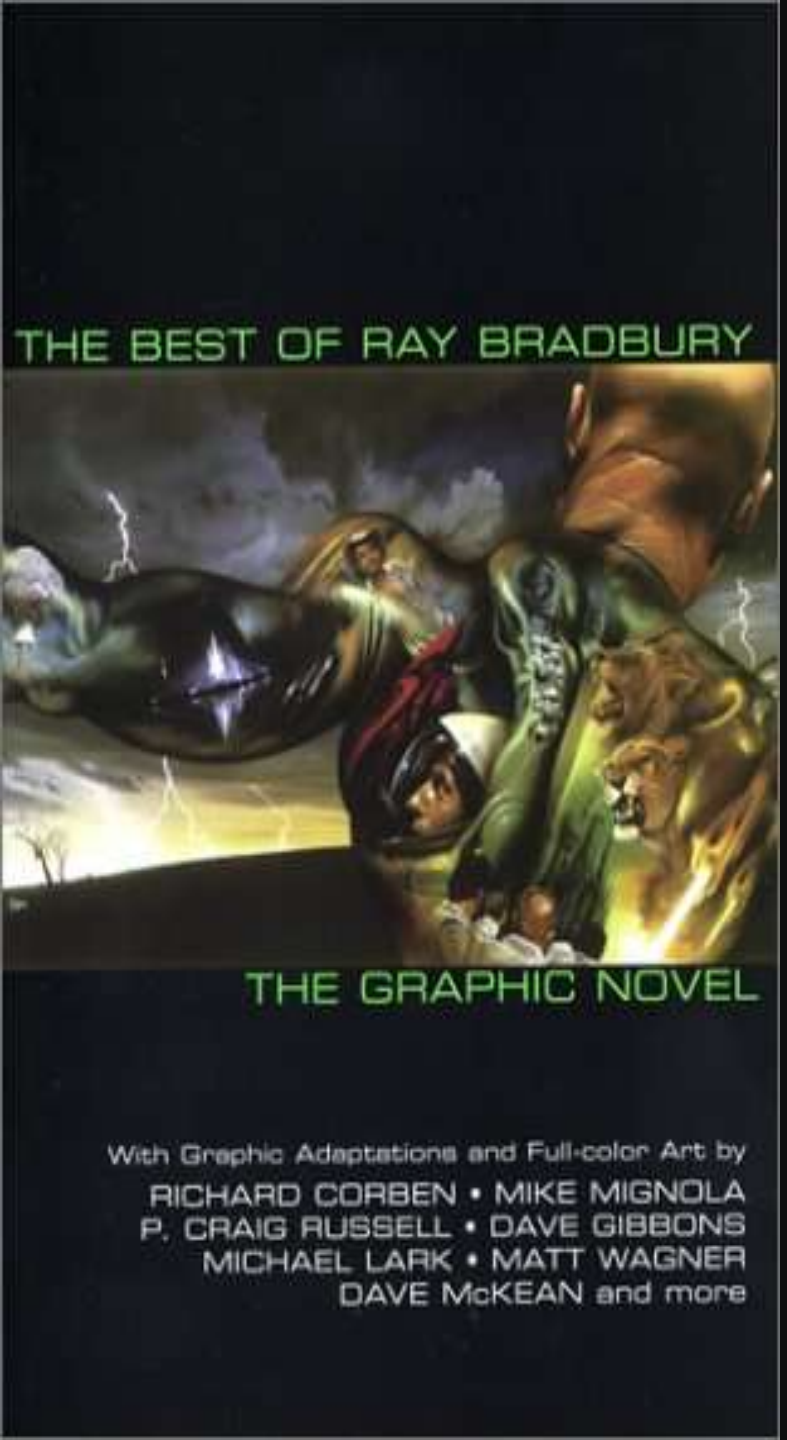
Graphic Novels Address Current, Relevant, Complex Issues

Nonconformity
Prejudice
Coming of Age
Social Injustice
Personal Triumph Over Adversity



Graphic novels appeal to highly motivated readers. Gifted kids are captivated by the believable details of well-crafted imaginary worlds portrayed in words and pictures.

Michael Lavin

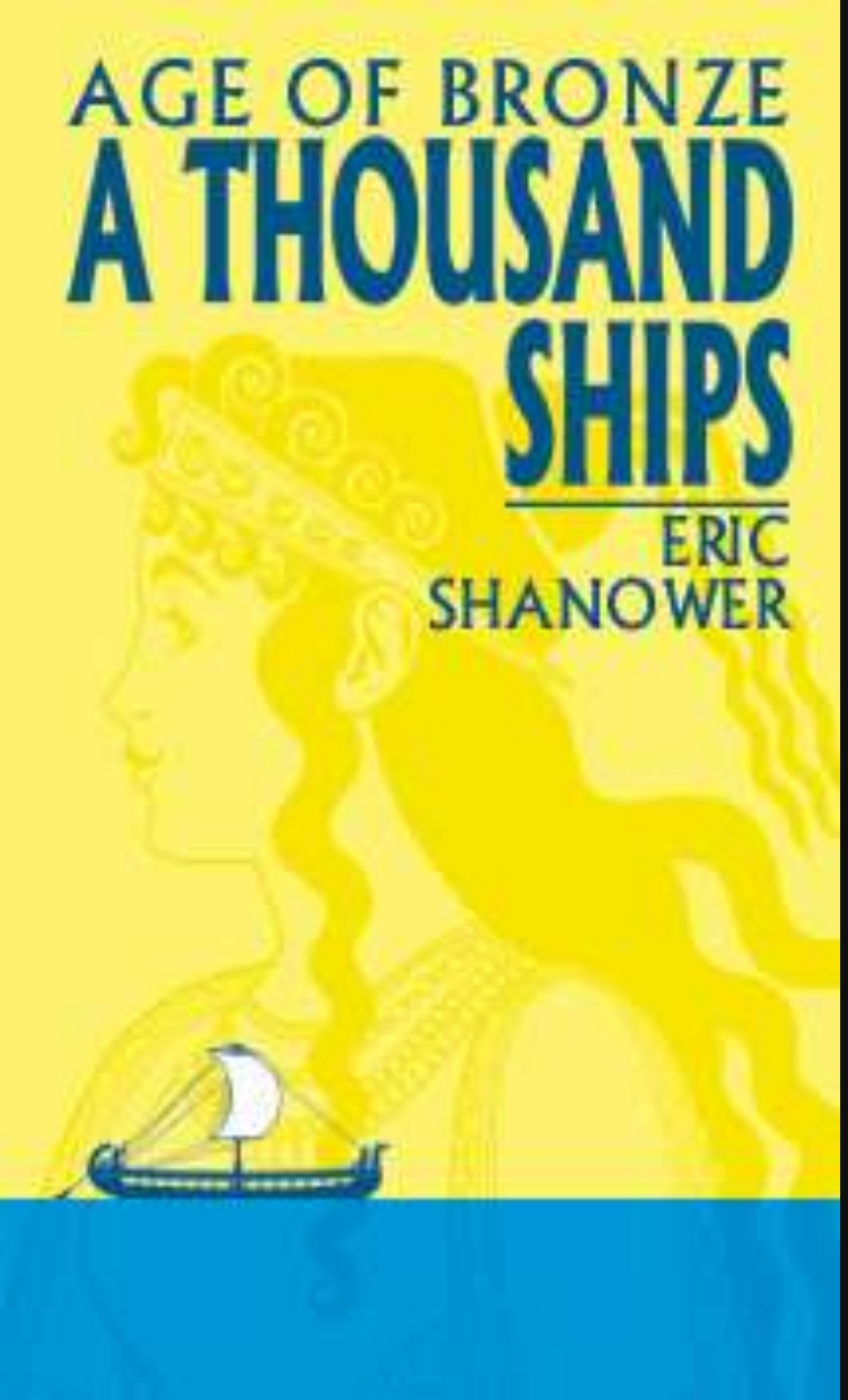


Visual Literacy

The teenage audience is comfortable with "reading" the combination of words and pictures.

Visual learners seem to connect with graphic novels in a way they cannot with text-only books.

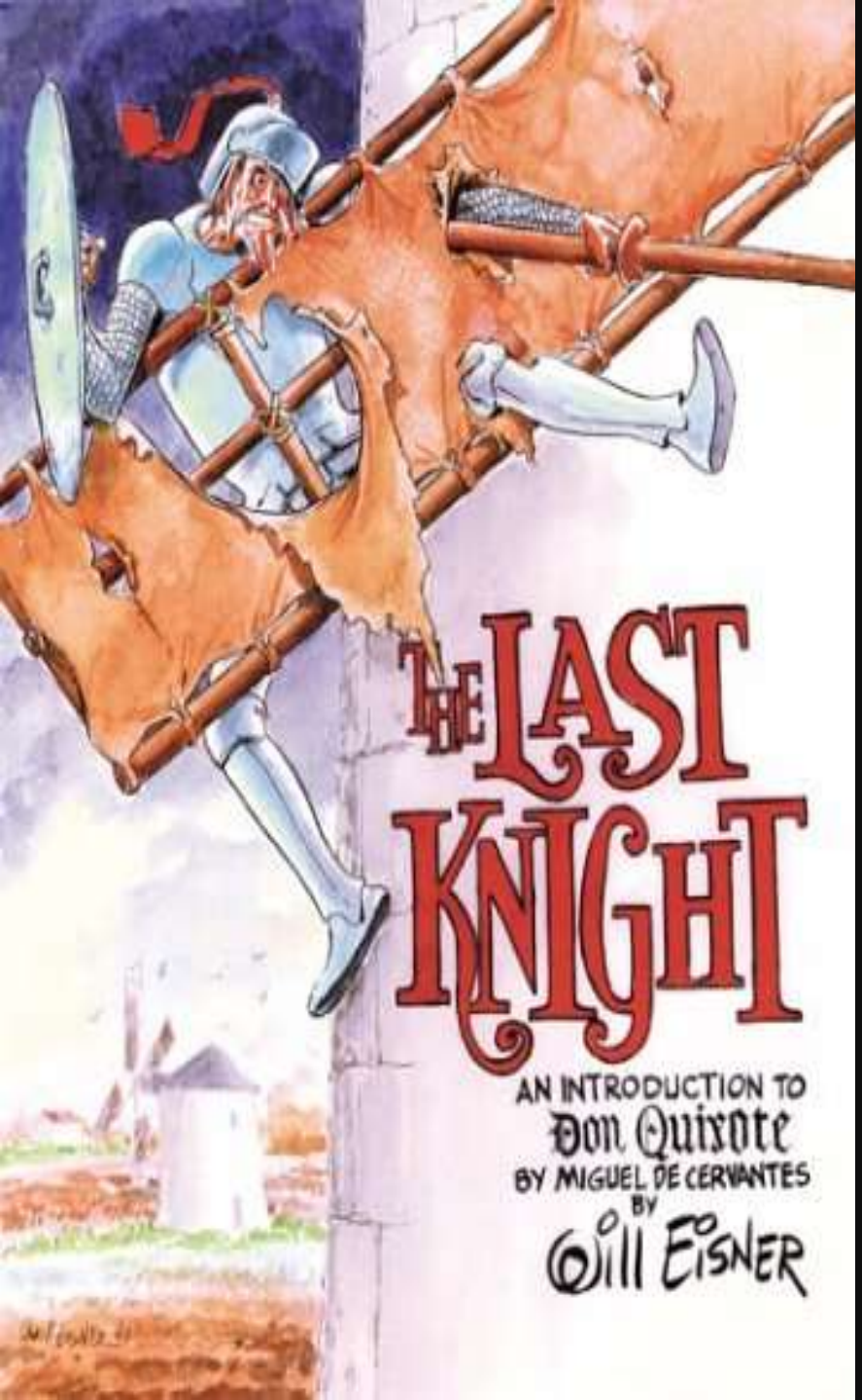
And, Stephen Krashen notes in his book *The Power of Reading,* that comic books often serve as an intermediary, helping readers become more linguistically proficient before moving on to heavier reading.



ESOL

"graphic novels are beneficial for young people who read English as a second language or for those who read on a lower reading level than their peers because the simple sentences, visual or context clues, and educated guessing allow them to comprehend some, if not all , of the story."

Stephen Krashen



Vocabulary

The average comic book introduces children to twice as many new words as the average children's book and more than 5 times as many as the average child-adult conversation.

from a 1993 study in The Journal of Child Language

Higher Order

Combination of images and text provides an excellent opportunity for critical analysis.

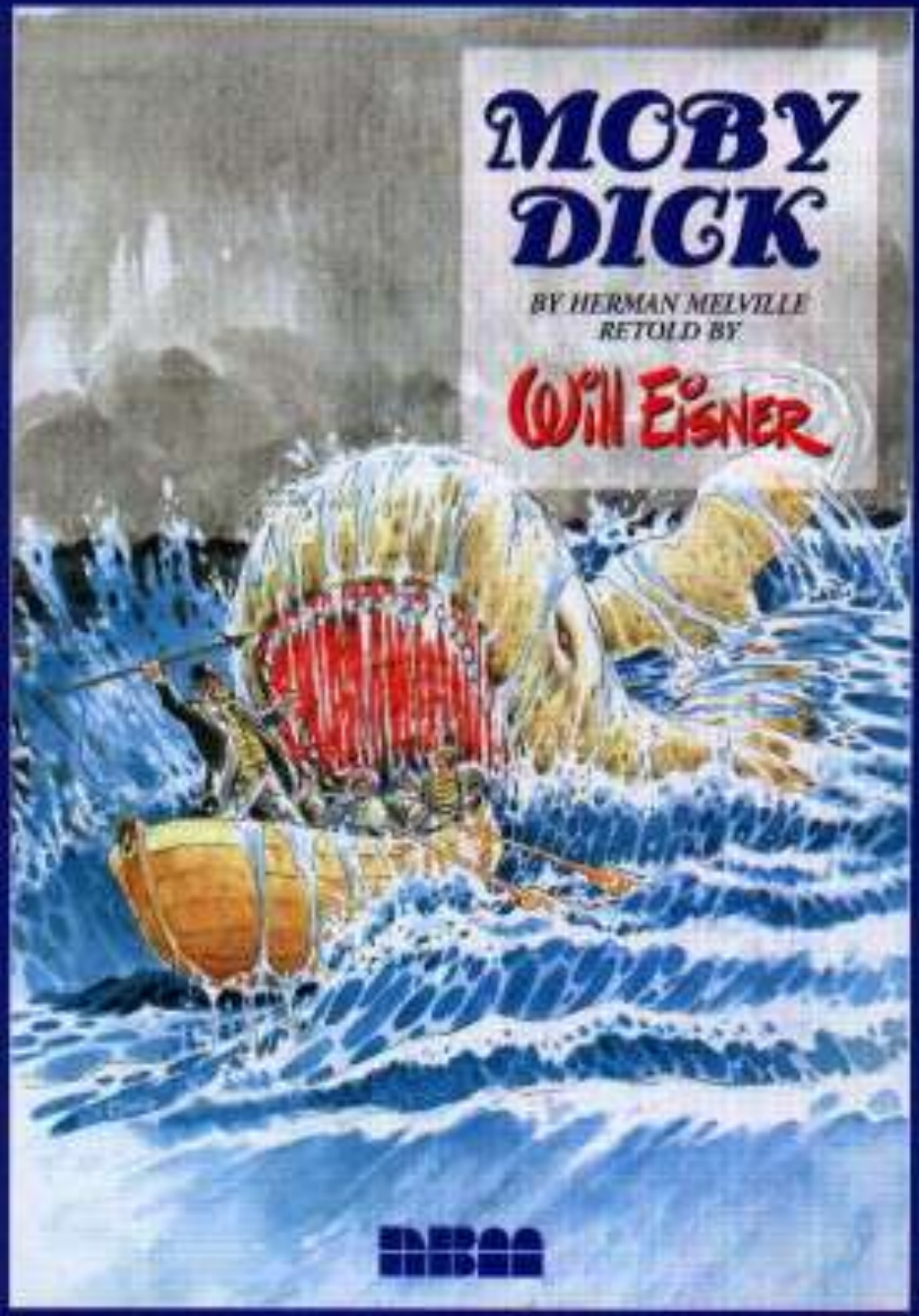
Increased understanding of how meaning is found in visual phenomena

Enhance understanding of popular culture and other media

As well as...

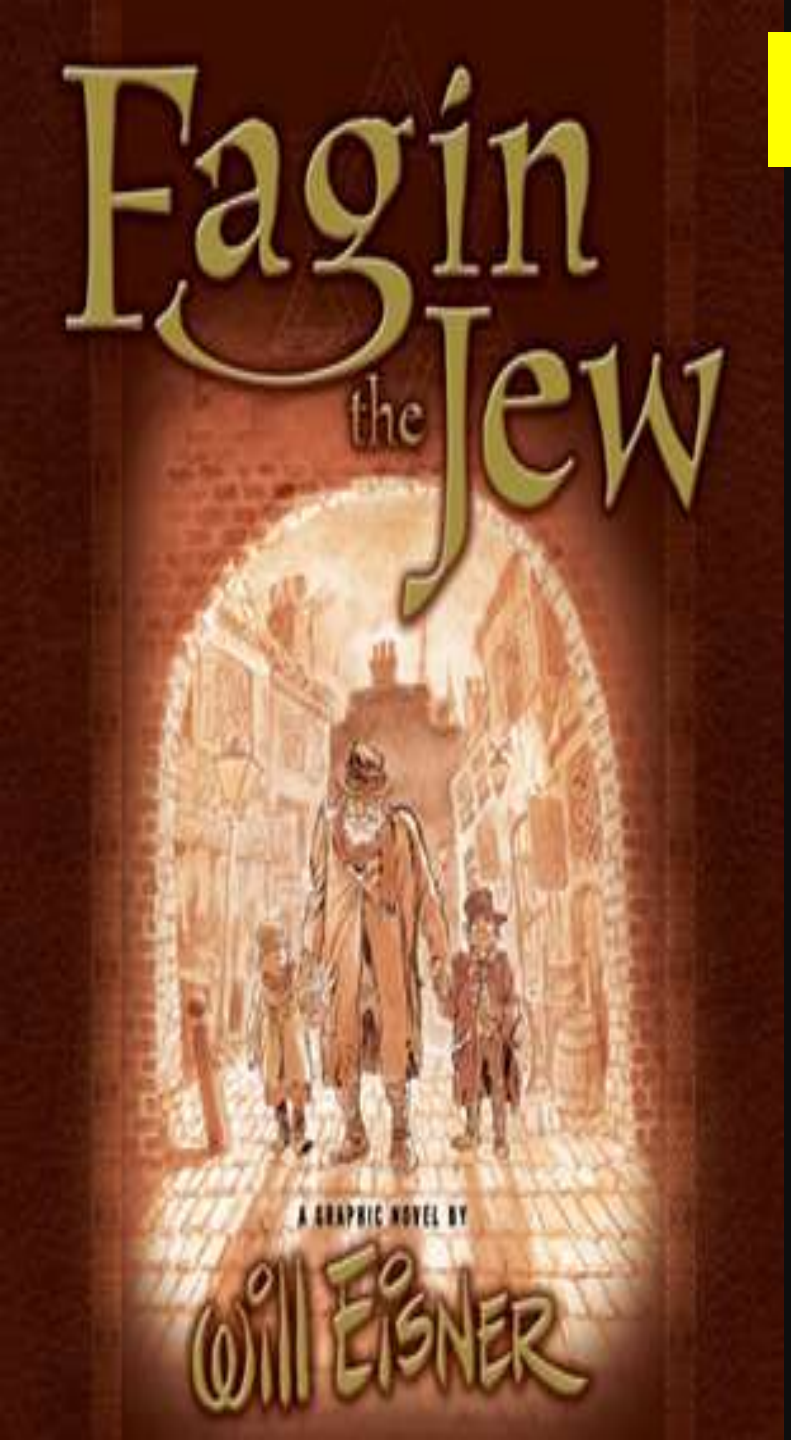
working with literary devices such as:

foreshadowing - Bone
irony – Ghost World
allegory - Maus
symbolism - Sandman



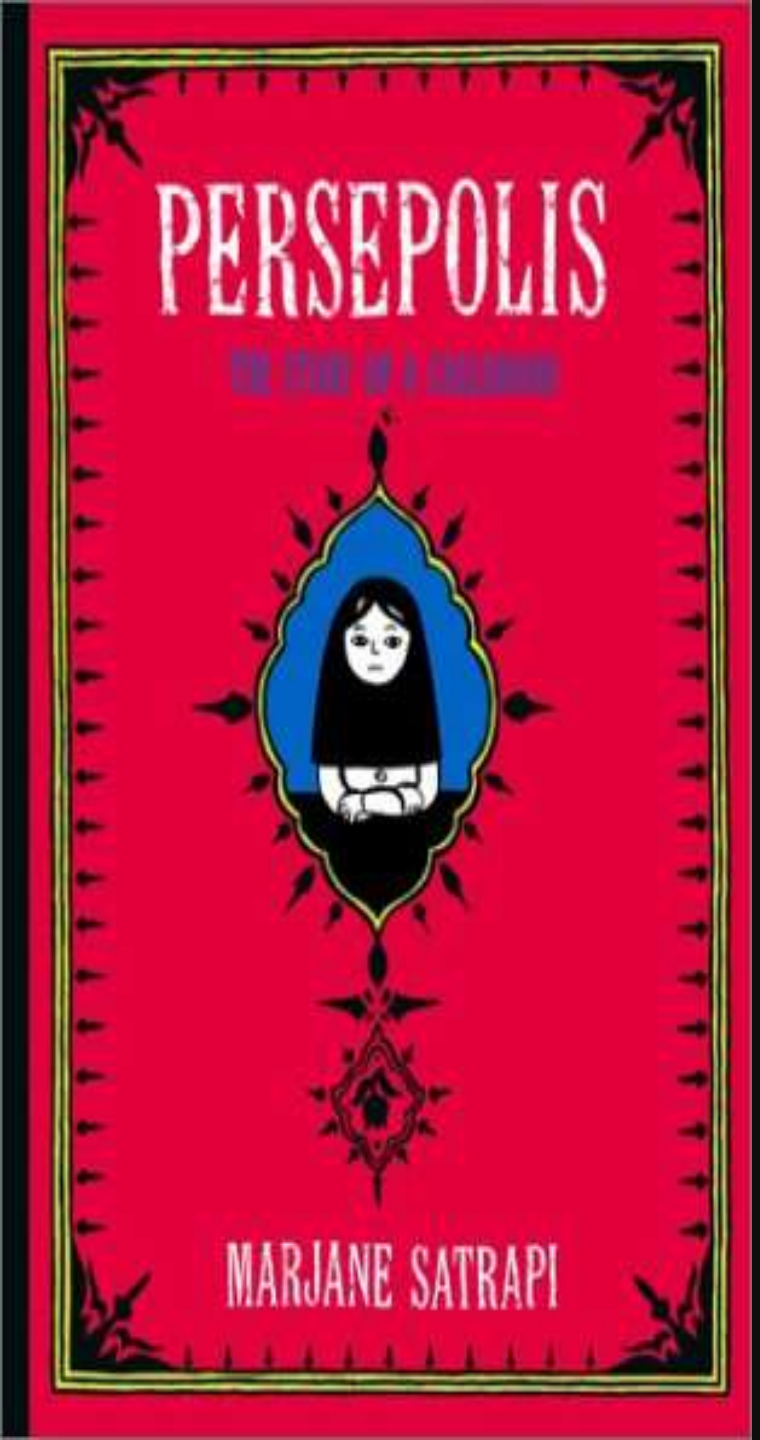
Using Them

- They inspire writing assignments
- They bring new life to what might otherwise be considered "bland" content
- Offer subject matter that students might never consider



Use them to teach..

- Discrete Language Skills
- Colloquial Language
- Prediction
- Sequencing
- Literary Genres
- Character Analysis
- Identifying Themes
- Creative Writing
- Impact of Visuals



Lesson Plans

http://www.teachingcomics.org

Author and Book Sites

Teaching Resources

Exercises

Visual Storytelling

- As Easy as Changing the Film
- Basic Storytelling... Lights, Camera, Action!
- Closure Exercise
- Definition of Comics
- Design vs. Drawing
- Editing
- Images Playing off Words
- Show Time Passing
- The Wrong Planet: Timing, Closure, and Editing

Technique Exercises

- Describing the Complex World
- Expressive Lettering and Balloons
- Intro to Inking
- Intro to Lettering

Communication & Theme

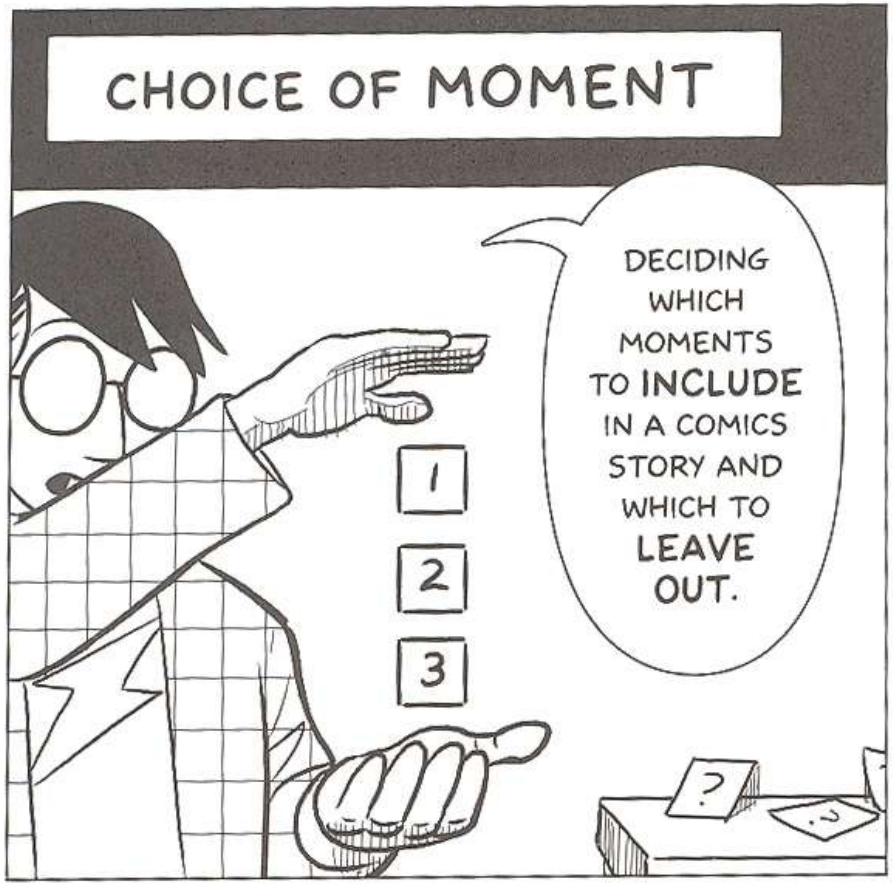
- Autobiography: Do and Don't
- Comic Strip:Character/Place/Situation
- Comics and Poetry
- Iconographic Language in Comics
- Scenes as Building Blocks
- Silent Gag Cartoon Exercise
- The Irony of Humor
- Think Before You Ink

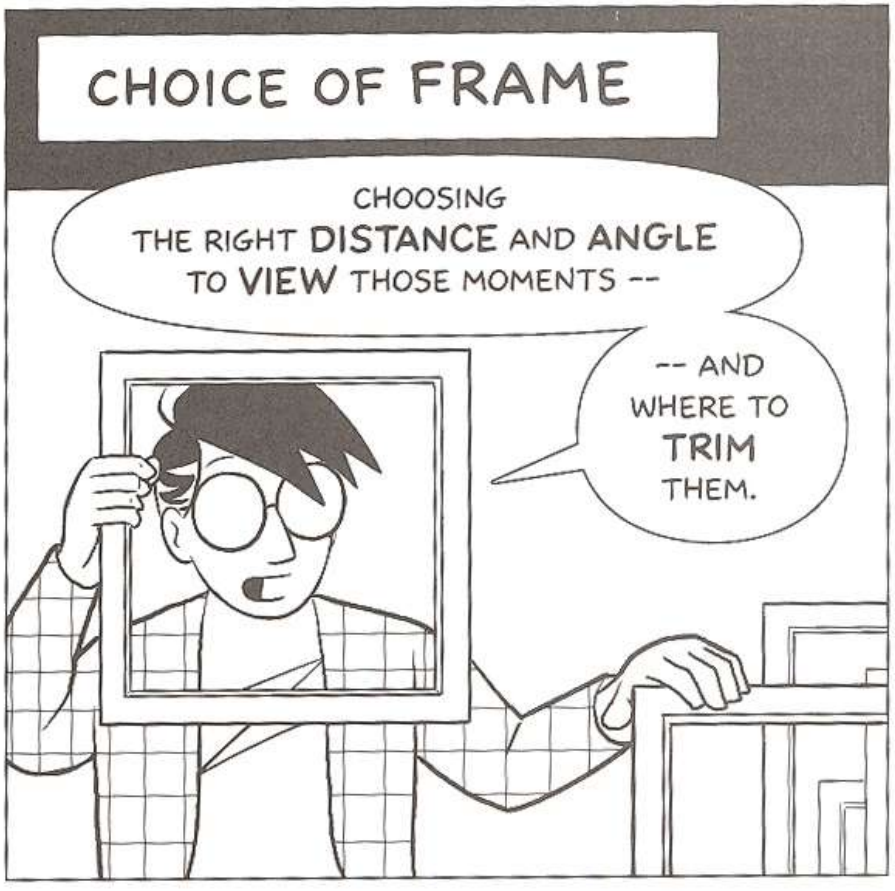
Can Comics develop 21st Century Writing Skills?
For the last hundred years, if you wanted to communicate, you needed to know how to type.

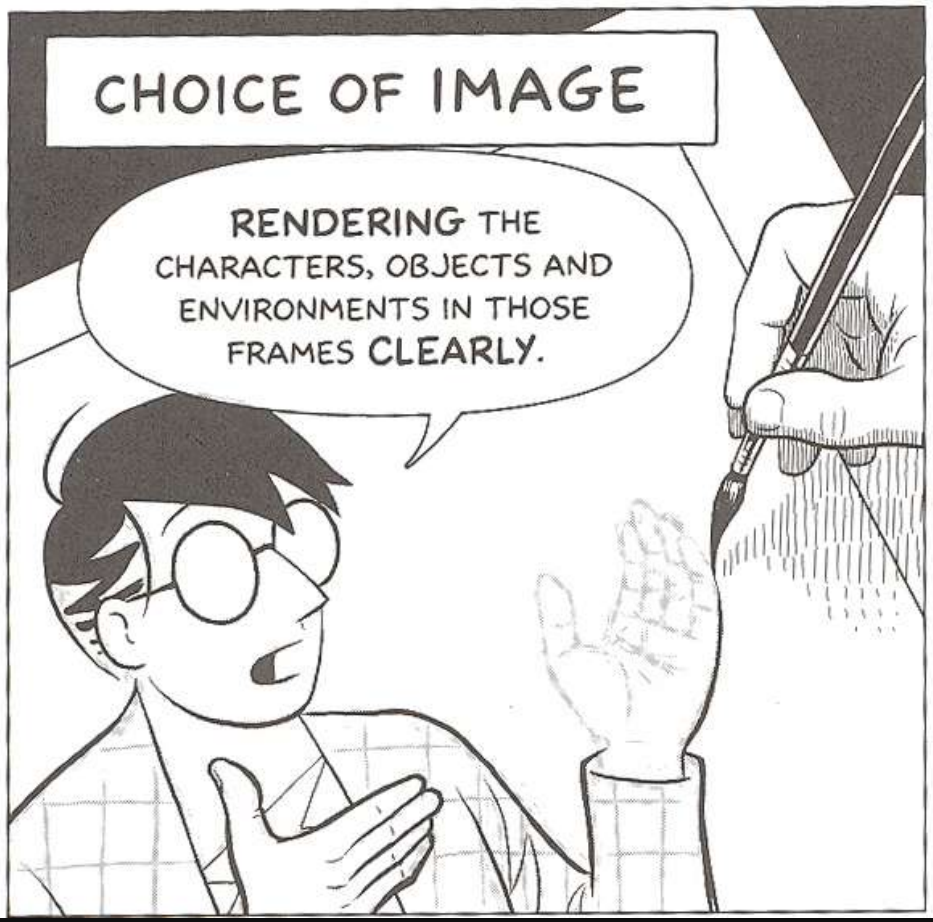
In the next hundred years, is it possible that the video medium is the primary force of communication?

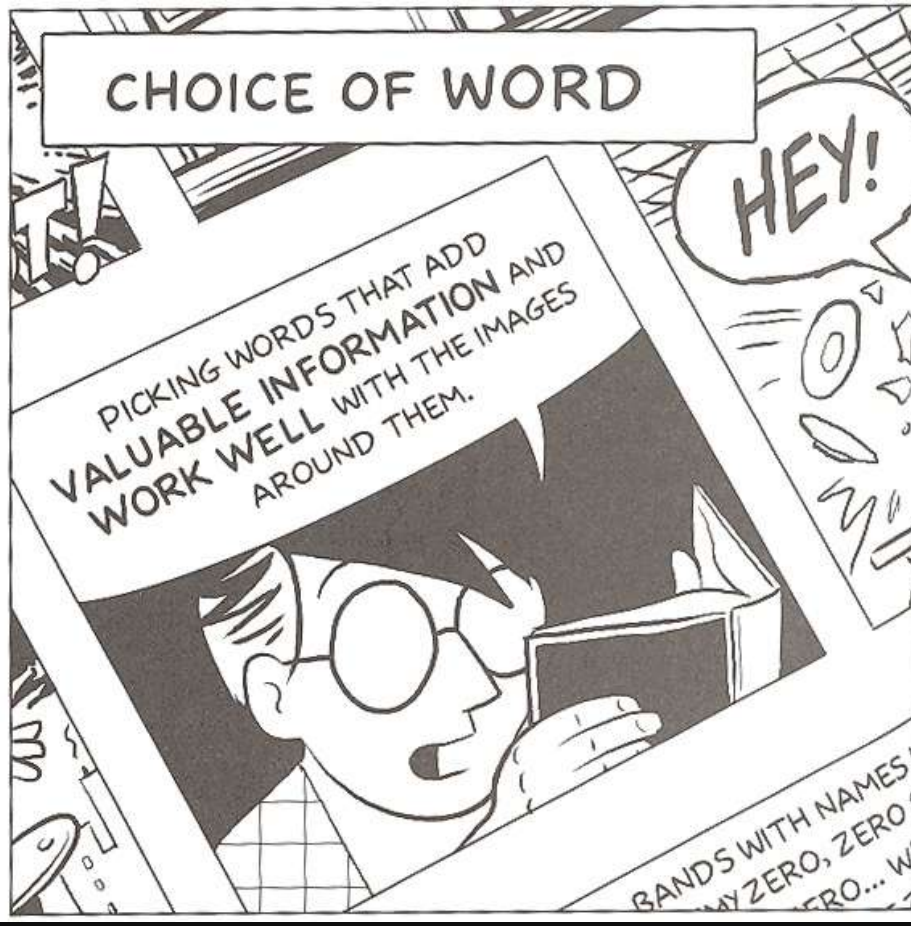
To be successful in that medium, students need to know how to storyboard to communicate their ideas.

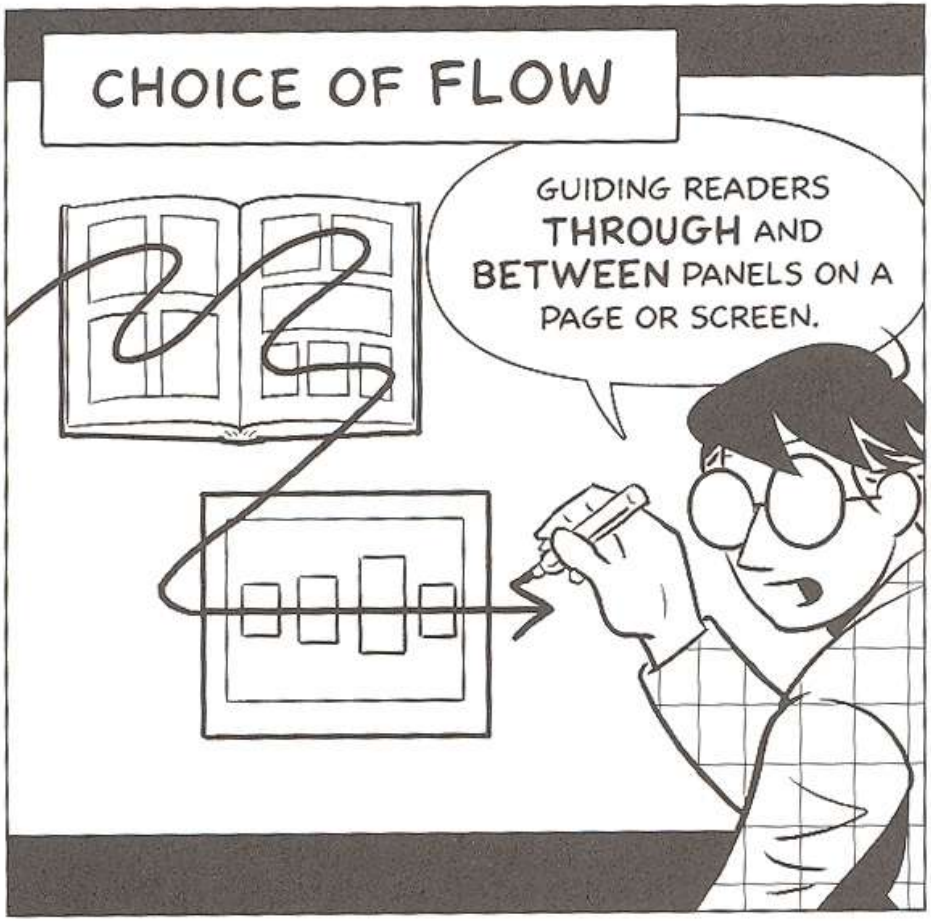
We don't need ALL of our students to be Steven Spielberg, BUT – We do need to teach them how to communicate effectively using video in the 21st Century.

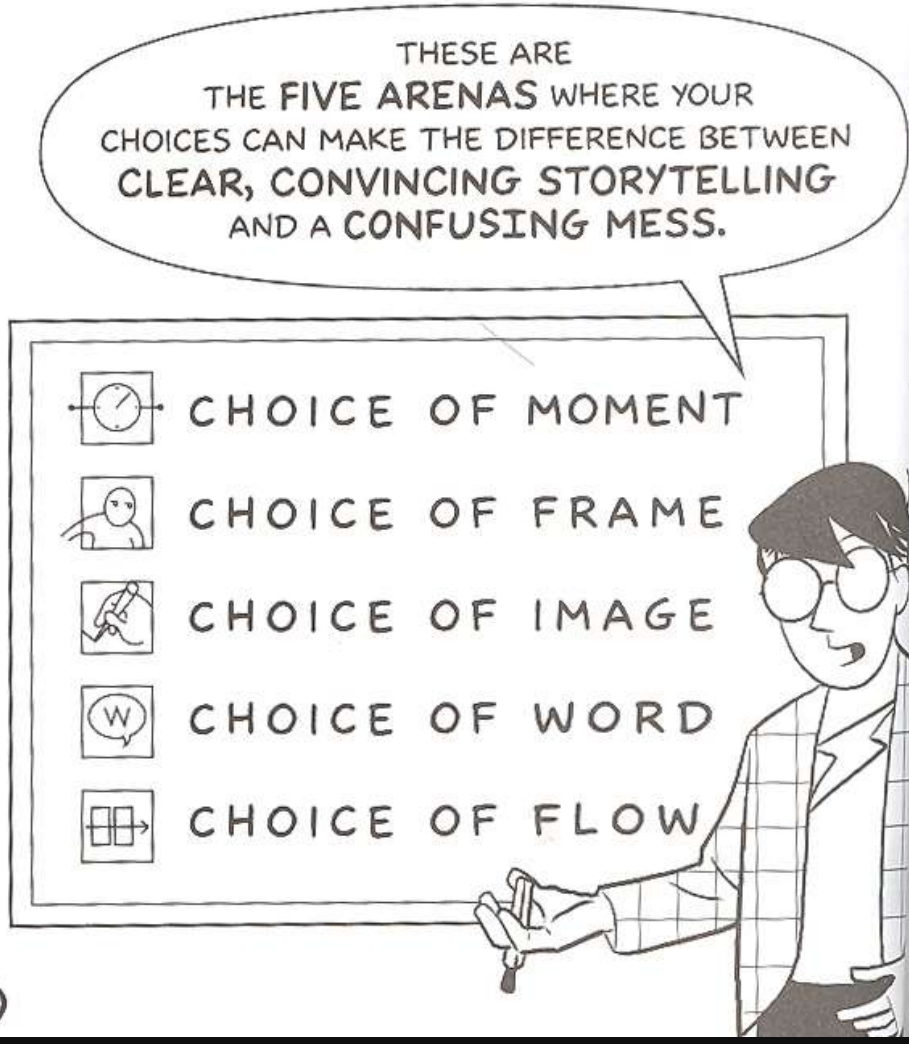

CHOICE OF MOMENT
DECIDING WHICH MOMENTS TO INCLUDE IN A COMICS STORY AND WHICH TO LEAVE OUT.
1
2
3
?


CHOICE OF FRAME
CHOOSING THE RIGHT DISTANCE AND ANGLE TO VIEW THOSE MOMENTS --
-- AND WHERE TO TRIM THEM.

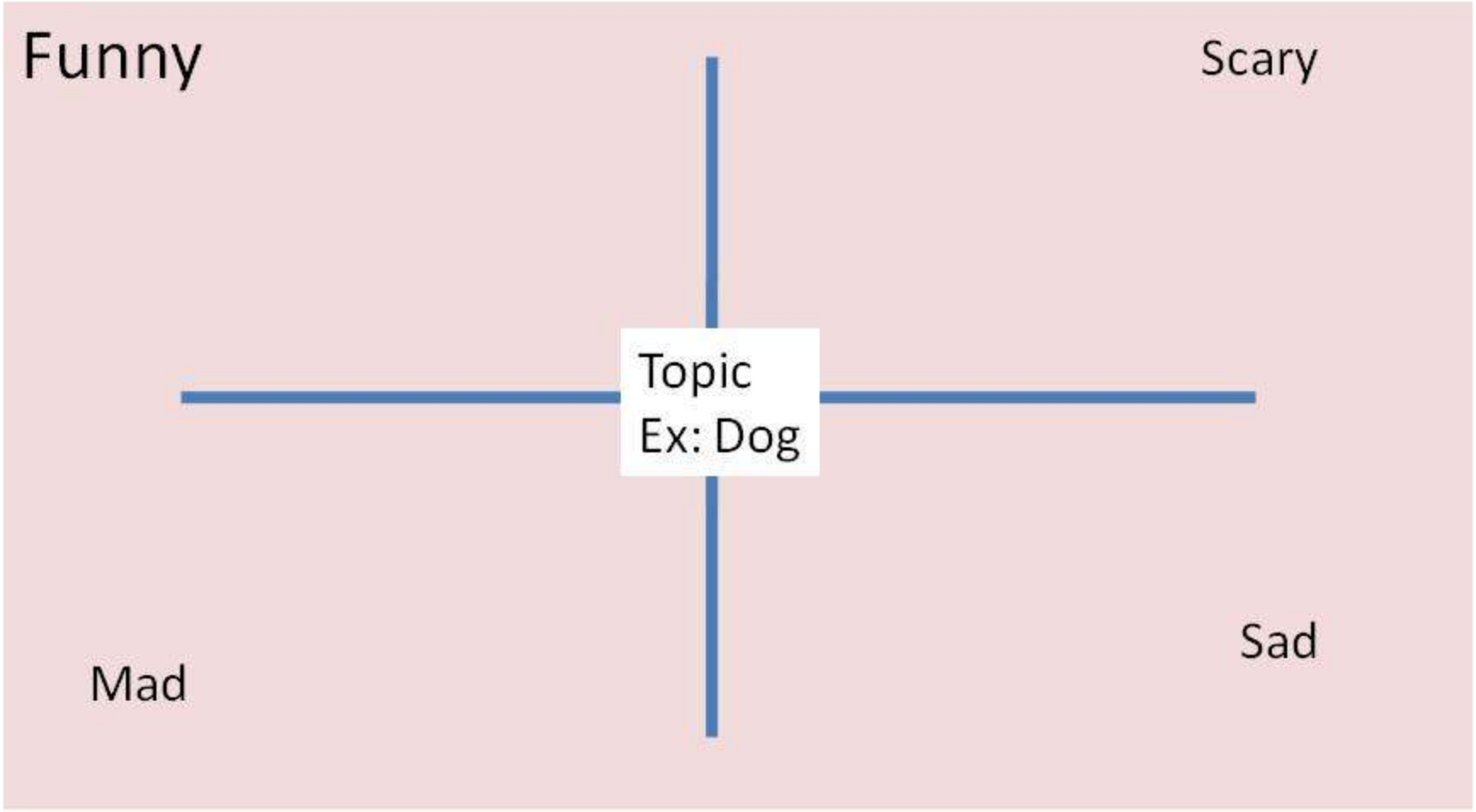

CHOICE OF IMAGE
RENDERING THE CHARACTERS, OBJECTS AND ENVIRONMENTS IN THOSE FRAMES CLEARLY.


CHOICE OF WORD
PICKING WORDS THAT ADD VALUABLE INFORMATION AND WORK WELL WITH THE IMAGES AROUND THEM.
HEY!
BANDS WITH NAMES


CHOICE OF FLOW
GUIDING READERS THROUGH AND BETWEEN PANELS ON A PAGE OR SCREEN.


THESE ARE THE FIVE ARENAS WHERE YOUR CHOICES CAN MAKE THE DIFFERENCE BETWEEN CLEAR, CONVINCING STORYTELLING AND A CONFUSING MESS.
CHOICE OF MOMENT
CHOICE OF FRAME
CHOICE OF IMAGE
CHOICE OF WORD
CHOICE OF FLOW

Story Builder – Emotional Hook



1. MOMENT TO MOMENT

A SINGLE ACTION PORTRAYED IN A SERIES OF MOMENTS.

2. ACTION TO ACTION

A SINGLE SUBJECT (PERSON, OBJECT, ETC...) IN A SERIES OF ACTIONS.

3. SUBJECT TO SUBJECT

A SERIES OF CHANGING SUBJECTS WITHIN A SINGLE SCENE.

4. SCENE TO SCENE

TRANSITIONS ACROSS SIGNIFICANT DISTANCES OF TIME AND/OR SPACE.

5. ASPECT TO ASPECT

TRANSITIONS FROM ONE ASPECT OF A PLACE, IDEA OR MOOD TO ANOTHER.

6. NON SEQUITUR

A SERIES OF SEEMINGLY NONSENSICAL, UNRELATED IMAGES AND/OR WORDS.

* SEE UNDERSTANDING COMICS PAGES 70-89 FOR MORE INFORMATION ABOUT THE SIX TRANSITIONS.

I. MOMENT TO MOMENT

A SINGLE ACTION PORTRAYED IN A SERIES OF MOMENTS.

2. ACTION TO ACTION

A SINGLE SUBJECT (PERSON, OBJECT, ETC...)
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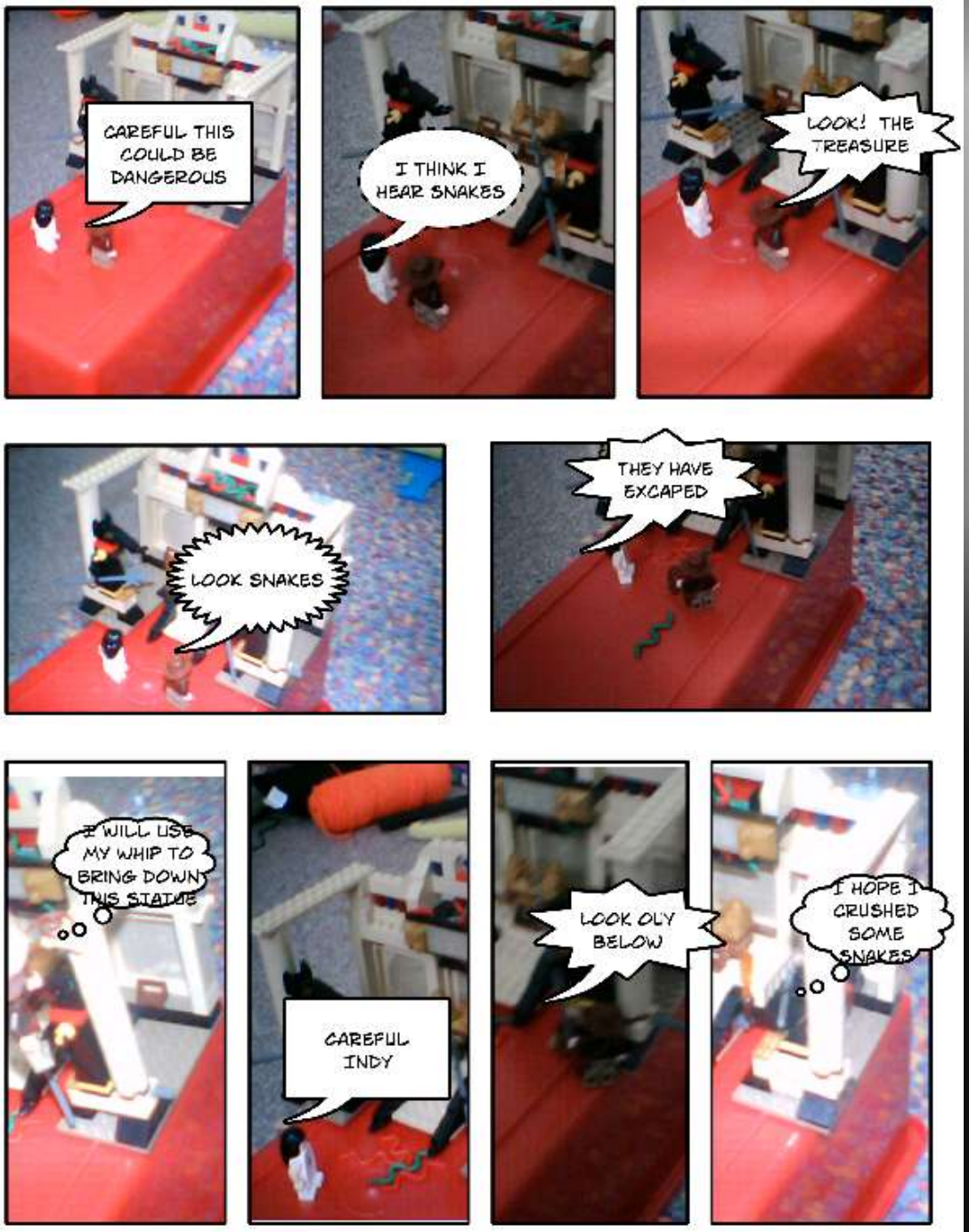
A SERIES OF CHANGING SUBJECTS WITHIN A SINGLE SCENE.

4. SCENE TO SCENE

TRANSITIONS ACROSS SIGNIFICANT DISTANCES OF TIME AND/OR SPACE.

WebKinz

Daishaw



Indiana Lego

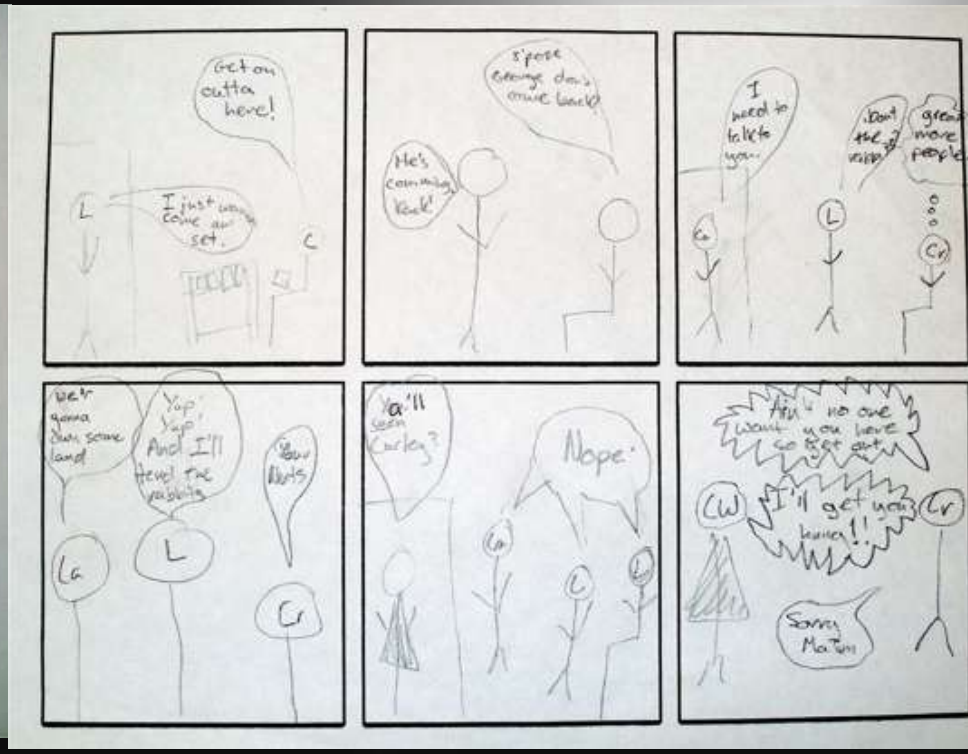
Curricula Focus

ComicLife

- *Create "comic book" summaries of literature*

ComicLife

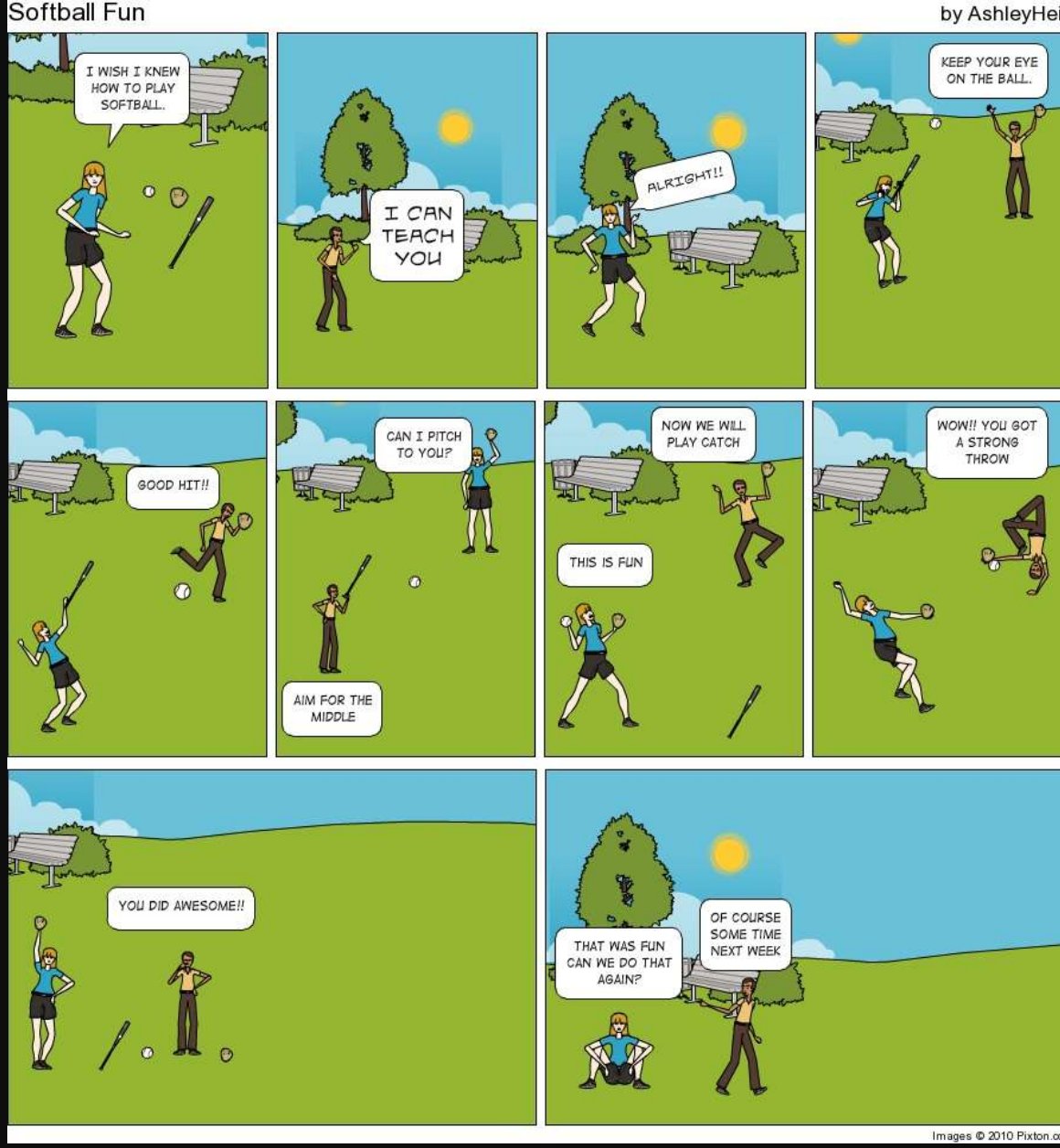
GROUP MEMBERS (print)		Stephanie B.		Caitlin Doherty, Trevor Wendt	Michael Miller
CHAPTER: 4					
Setting		Characters		Plot	Theme
Time	Place	Good	Bad		
Evening	Crooks Place	Lennie Candy	Crooks Curleys wife	Lennie goes to Crooks room. Crooks is mean to lennie. Candy Comes, Talks about Dream. Curleys wife comes in. Crooks stands up to Wrleys wife. Crooks give in to Curleys wife	★Picture #1 -Crooks says: "get on outta here!" -Lennie says: "I just wanna come an' set." ★Picture #2 -Crooks says: "S'pose George don't come back" -George don't come back" -Lennie says: "He's comming back." ★Picture #3 -Candy says: Lennie, I need to talk to you. -George Lennie says: "how the rabbits." -Crooks is thinking: "great, more people" ★Picture #4 -Candy says: "we're gonna own some land" -Lennie says: "Yup, yup! And I'll tend the rabbits" -Crooks says: "your nuts" ★Picture #5



ComicLife

I NEED TO TALK TO YOU.
'BOUT THE RABBITS?
GREAT MORE PEOPLE..
WE'RE GONNA OWN SOME LAND...
YUP, YUP AND TEND THE RABBITS!
YOU'RE NUTS!
YA'LL SEEN CURLEY?
NOPE.
AIN'T NO ONE WANT YOU HERE, SO GET OUT!
I'LL GET YOU HUNG!
SORRY MA'AM.
chapter 5
in the Barn...
CREATED BY...
AMANDA C.
ERIC SMYTH
TESS JEFFREYS
S. J.
I LOVE YOU PUPPIES

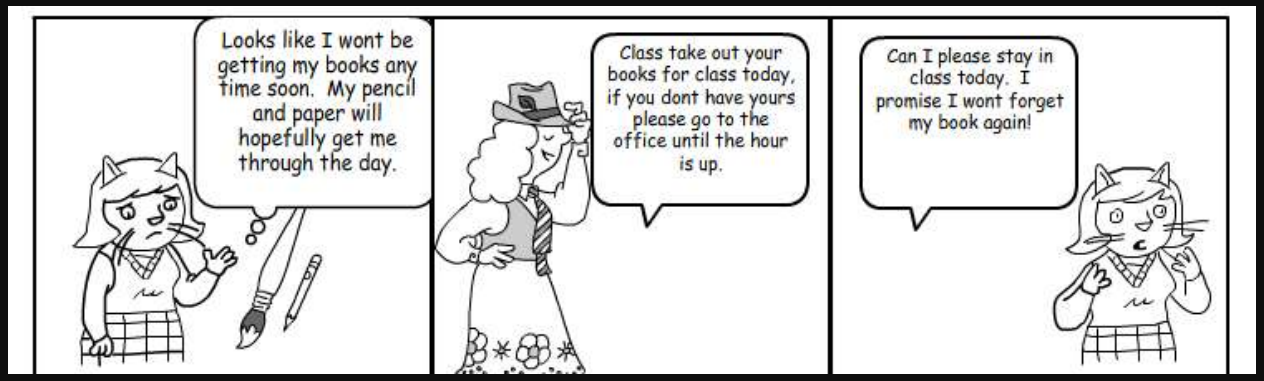
Pixton.com


Softball Fun
by AshleyHe
I WISH I KNEW HOW TO PLAY SOFTBALL.
I CAN TEACH YOU
ALRIGHT!!
KEEP YOUR EYE ON THE BALL.
GOOD HIT!!
CAN I PITCH TO YOU?
AIM FOR THE MIDDLE
NOW WE WILL PLAY CATCH
THIS IS FUN
WOW!! YOU GOT A STRONG THROW
YOU DID AWESOME!!
THAT WAS FUN CAN WE DO THAT AGAIN?
OF COURSE SOME TIME NEXT WEEK
Images © 2010 Pixton.c

XtraNormal.com

- Creates movies from text
- If you can type, it can talk
- http://www.xtranormal.com/watch/6320537

MakeBeliefscomix.com

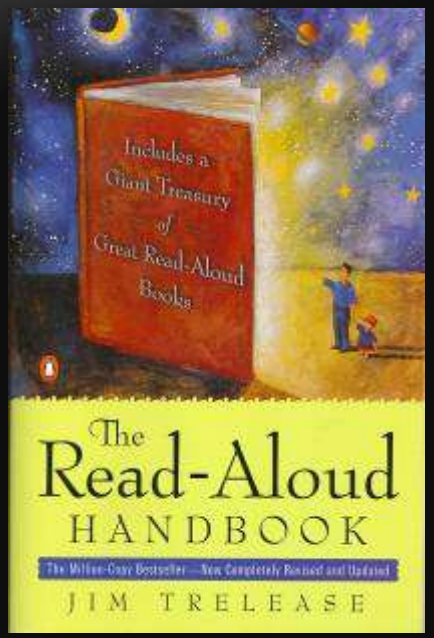


Food for Thought

"On the basis of my personal experience and the research available, I would go so far as to say if you have a child who is struggling with reading, connect him or her with comics. If an interest appears, feed it with more comics."

~ Jim Trelease

Author and Educator



Food for Thought

"Graphic novels are terrific in that they have a good story but they have pictures and images that teens can relate to and enjoy. So you get the combination of the words and the images that help pick up on the power of images in teens' lives."

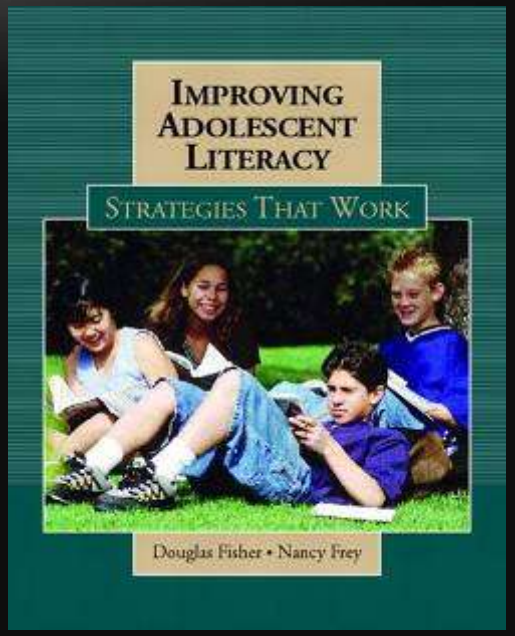
~ Maurice Freedman, President
American Library Association

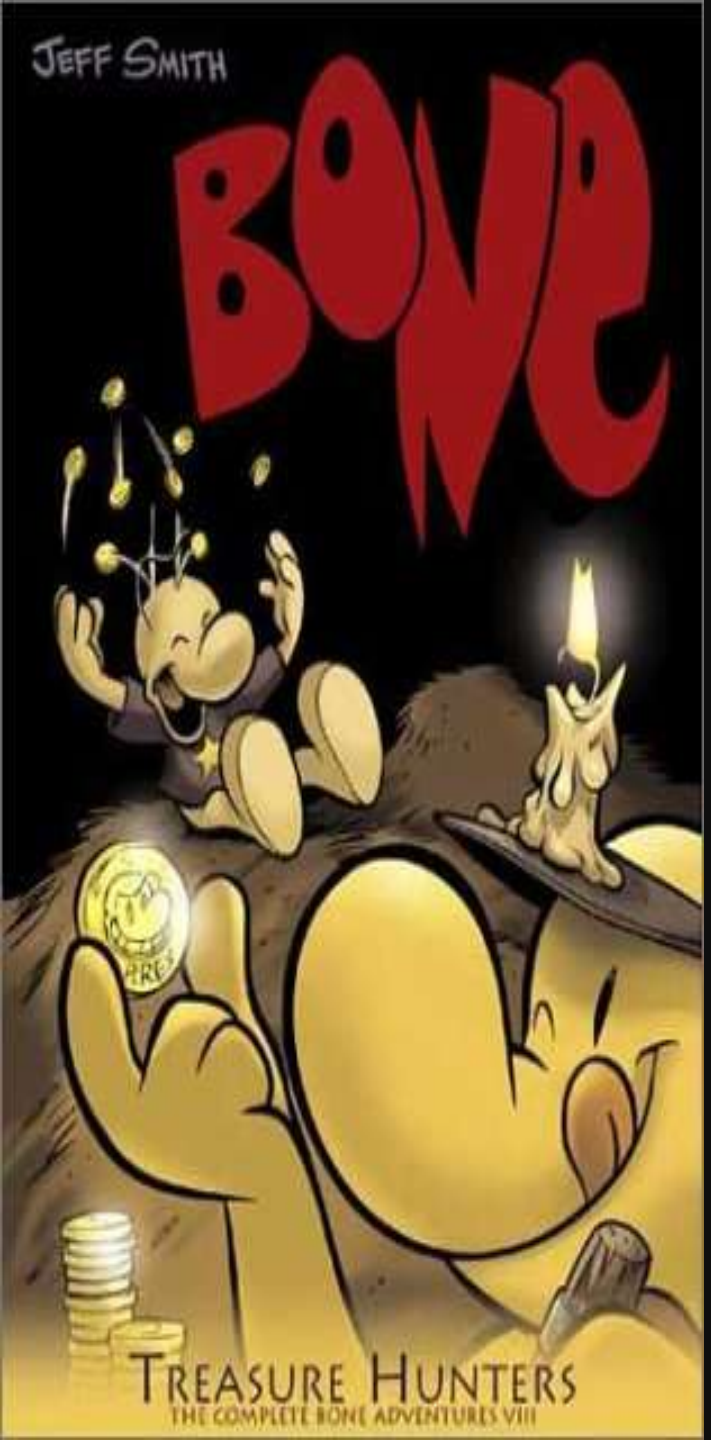
ALA American Library Association

Food for Thought

"Readers in the 21st century need to be able to analyze what they read and understand the motive of the author and the accuracy of the reading. They need to see themselves as active users, not merely vessels to be filled. Graphic novels offer a forum for these essential discussions."

~ Nancy Frey
Educator and Author





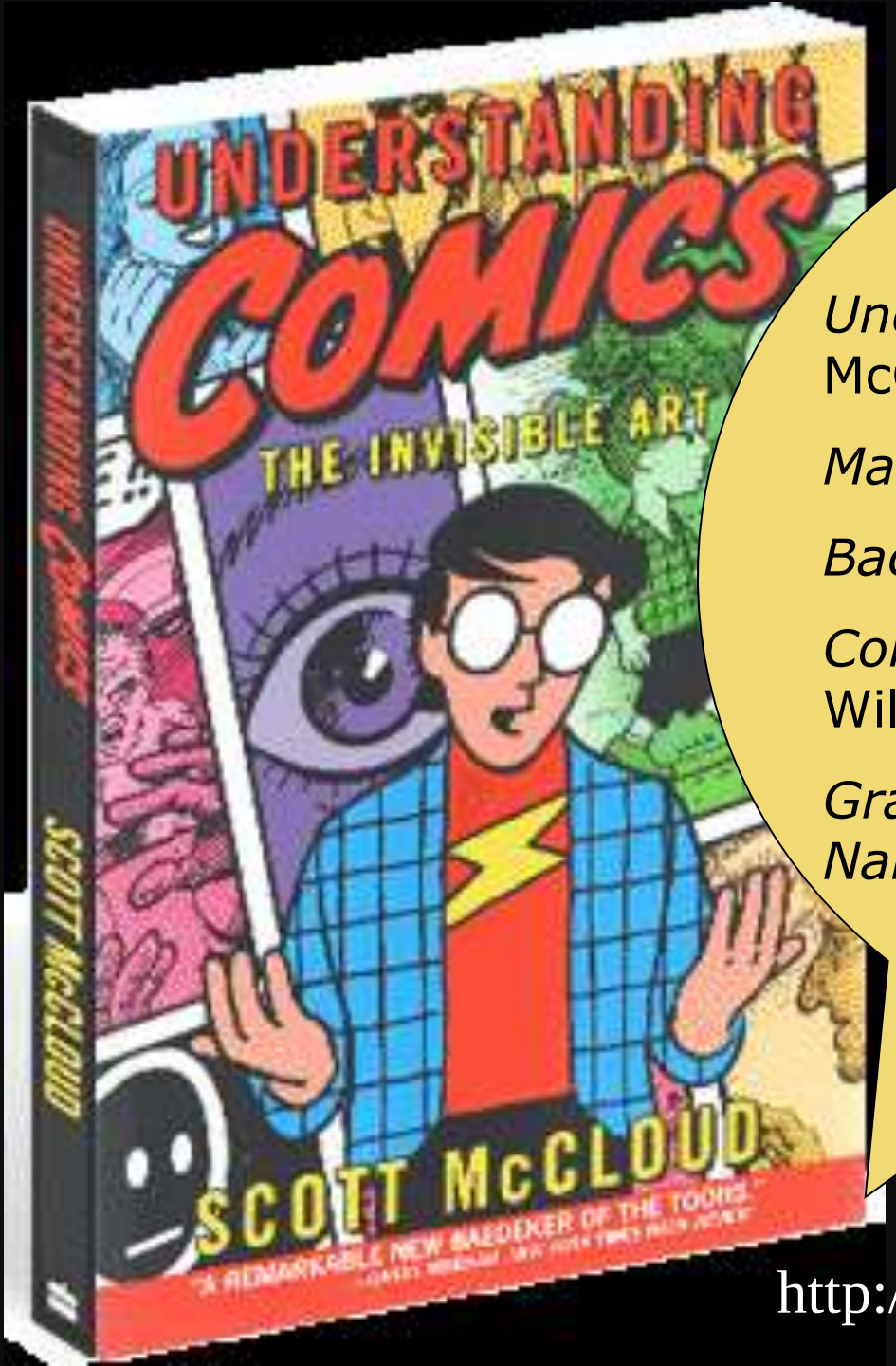
TEXTS

The 101 Best Graphic Novels by Stephen Weiner

Developing and Promoting Graphic Novel Collections (Teens @ the Library Series) by Steve Miller

Getting Graphic: Using Graphic Novels to Promote Literacy with Preteens and Teens by Michele Gorman

http://noflyingnotights.com/



Writing Visually TEXTS

Understanding Comics by Scott McCloud

Making Comics by Scott McCloud

Back of the Napkin by Dan Roam

Comics and Sequential Art by Will Eisner

Graphic StoryTelling and Visual Narrative by Will Eisner

Chrome

http://scottmccloud.com/

Suggested Skills Sequencing

Kamishibai w KidPix K-1st

Webkinz Studio 2nd -3rd

Photostory/Online Comics 4th on up

XtraNormal/Adobe Story 6th-7th on up

Adobe Premier Elements - High School

Booktrailers

Non-Google Web 2.0 Apps

Games

Graphic Novels by Subject Area

Daishaw

WebKinz

KA
MI
SHI
BAI
FOR KIDS

Thanks for coming!

Mark.Geary@dsu.edu

Delicious.com/dsu_coe/libm205