

[illegible]

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# Thanks to:

Dr. Larry Bedenbaugh  
& Dr. Sharon Schpesise, and  
to the FLARE educators that  
set me upon this path

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VSTE 2012

# Comics, Storyboards and Video: Scaffolding Essential Writing Skills for the 21st Century Student

- Teaching the Relationship  
Between Reading and  
Writing

# Cont'

- For the last hundred years, if you wanted to communicate, you needed to know how to type. In the next hundred years, it is possible that 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.

# Cont'

- This presentation helps you to create comics or storyboards to tell a story.

Writing has justifiably held a position of prominence as being the "flip side" of reading, a critical survival skill in our era. In considering writing, though, educators often fall short of helping students developing writing skills that will enable them to be successful in our digital age.

# Cont'

- This presentation intends to help educators close the gap between what students currently learn and what they need to learn by outlining a process for early introduction of visual writing skills.

# Cont'

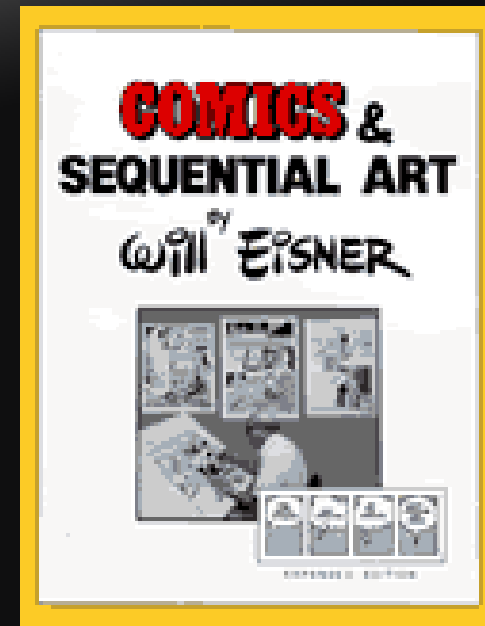
- This presentation will discuss and offer suggestions for:
  - 1) Developing student's visual literacy skills
  - 2) Using online comic creation sites for the development of stories and storyboards
  - 3) Explore the relationship between writing, cartoons, and storyboards
- 4) Explain why drawing skills are no longer a necessary prerequisite to developing effective story boards

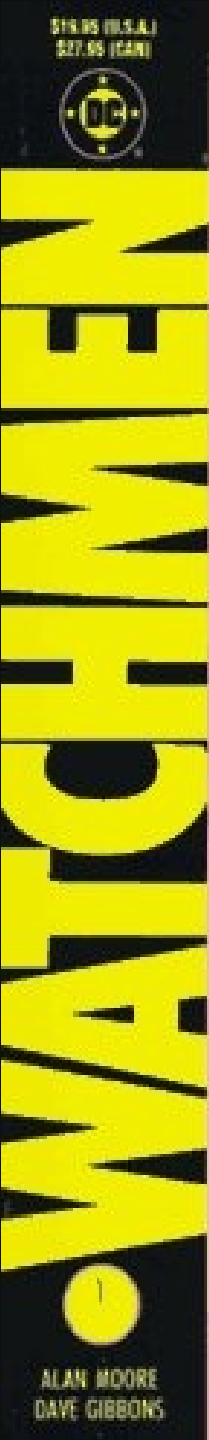
# Developing Visual Literacy through Graphic Novels

- Exposure to a wide variety of graphic novels helps the student see different visual styles as well as different writing styles.
- Movies are time constrained, graphic novels are not. This CAN allow for more reflection on how the images work with the text.
- Movies have difficulty displaying thinking. Graphic novels do not - shows richer motivations

# 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."





# What are they?

## Graphic Novels:

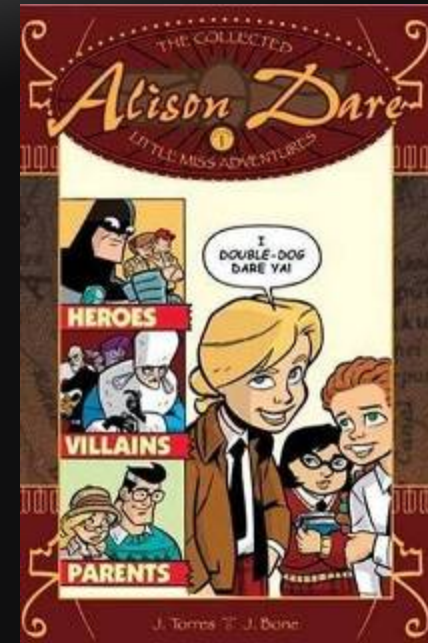
Book length, complete story told through a combination of text and sequential art. They encompass many genres; biography, action, horror, drama, sci-fi, comedy, non-fiction, etc.

**DON'T WAIT to get started!!**

# Graphic Novels Help Students:

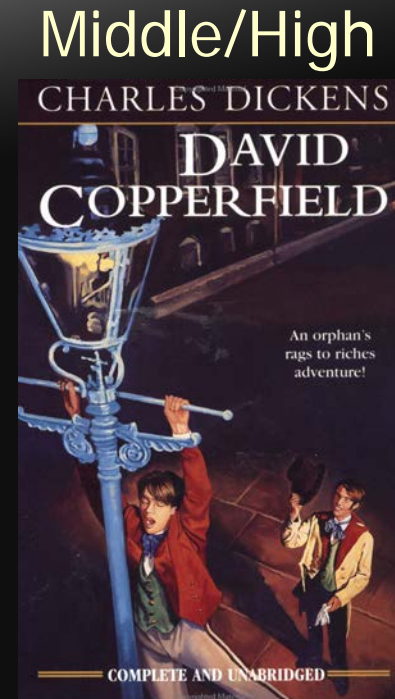
- Develop an increased interest in reading
- Increase literacy in the broad sense of the word
- Develop language skills and a rich and varied vocabulary
- Foster interest in a variety of literary genres
- Foster interest in a broad range of topics

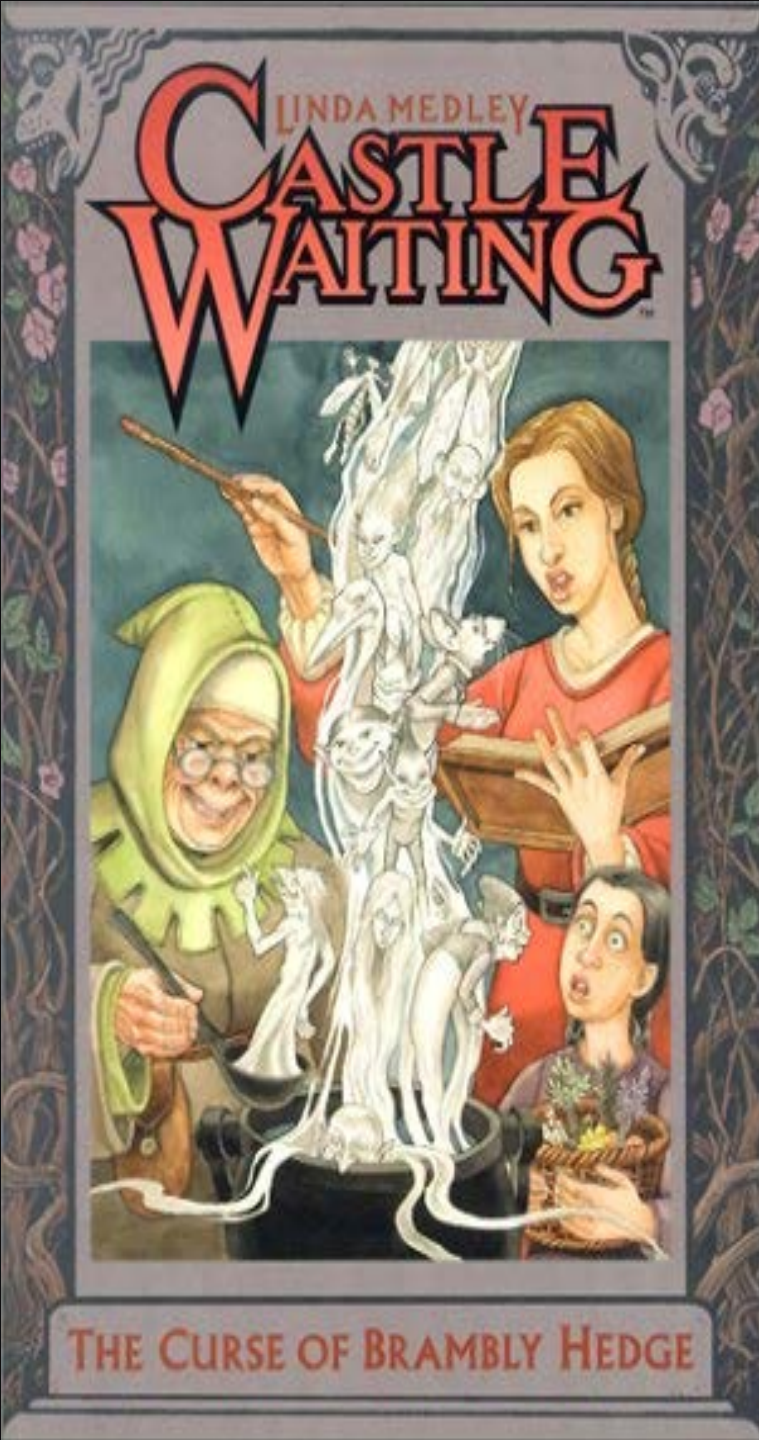
High Interest  
Low Level



# Graphic Novels Help Students:

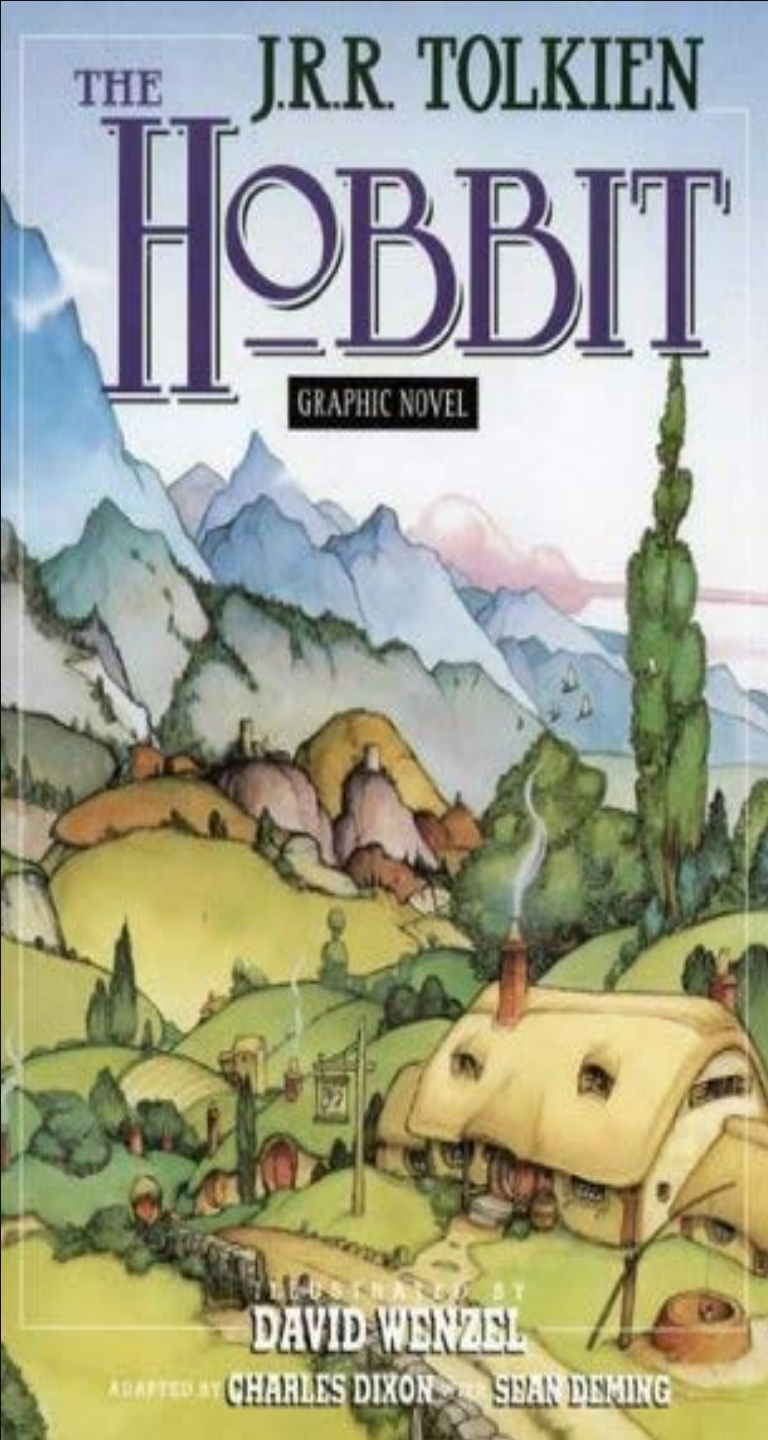
- Stimulate a creative imagination
- Develop an appreciation of art
- Develop the ability to discuss and critique art and writing
- Increase understanding of how meaning is found in visual phenomena
- Enhance understanding of popular culture and other media





Graphic Novels Address  
Current, Relevant, Complex  
Issues

Nonconformity  
Prejudice  
Coming of Age  
Social Injustice  
Personal Triumph Over  
Adversity



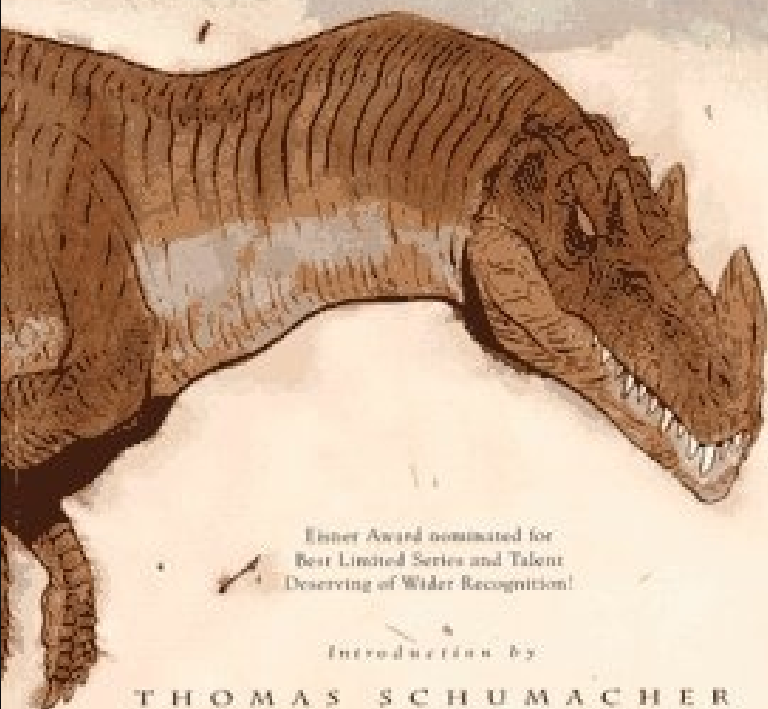
Graphic novels appeal to highly motivated readers. Gifted kids are captivated by the believable details of well-crafted imaginary worlds portrayed in words and pictures.

*Michael Lavin*

RICARDO DELGADO

# AGE OF REPTILES

THE HUNT



Eisner Award nominated for  
Best Limited Series and Talent  
Deserving of Wider Recognition!

Introduction by

THOMAS SCHUMACHER

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.

# AGE OF BRONZE A THOUSAND SHIPS

ERIC  
SHANOWER

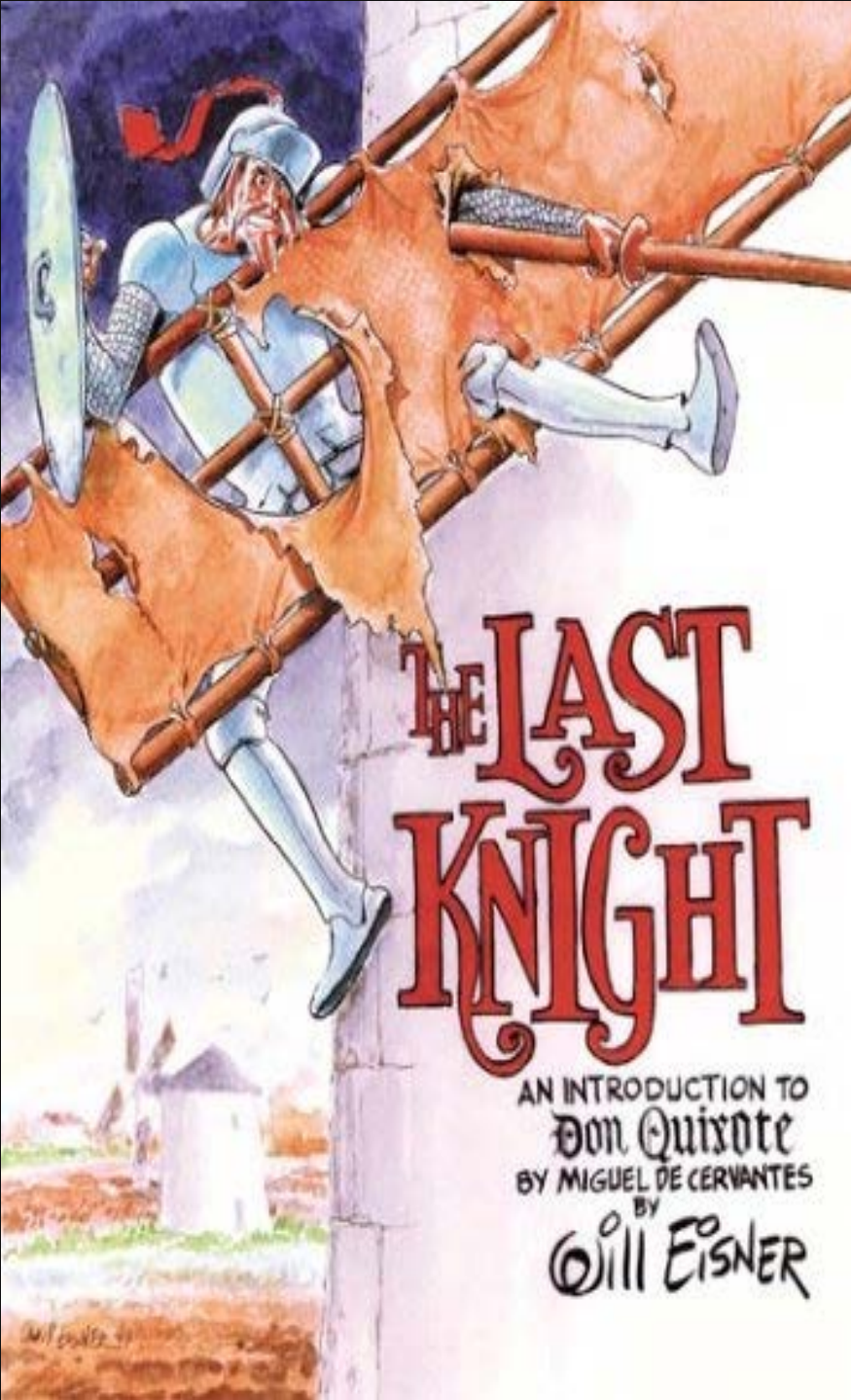
John McCourt, who teaches non-native English speakers at Chula Vista High School, recently incorporated graphic novels into his lessons.

"A lot of the vocabulary is college level," he said. "A lot of the words are SAT words. And it's incredible how fast these kids will read through these. They're like, 'When are you going to get new ones, Mr. McCourt?' "

# 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:

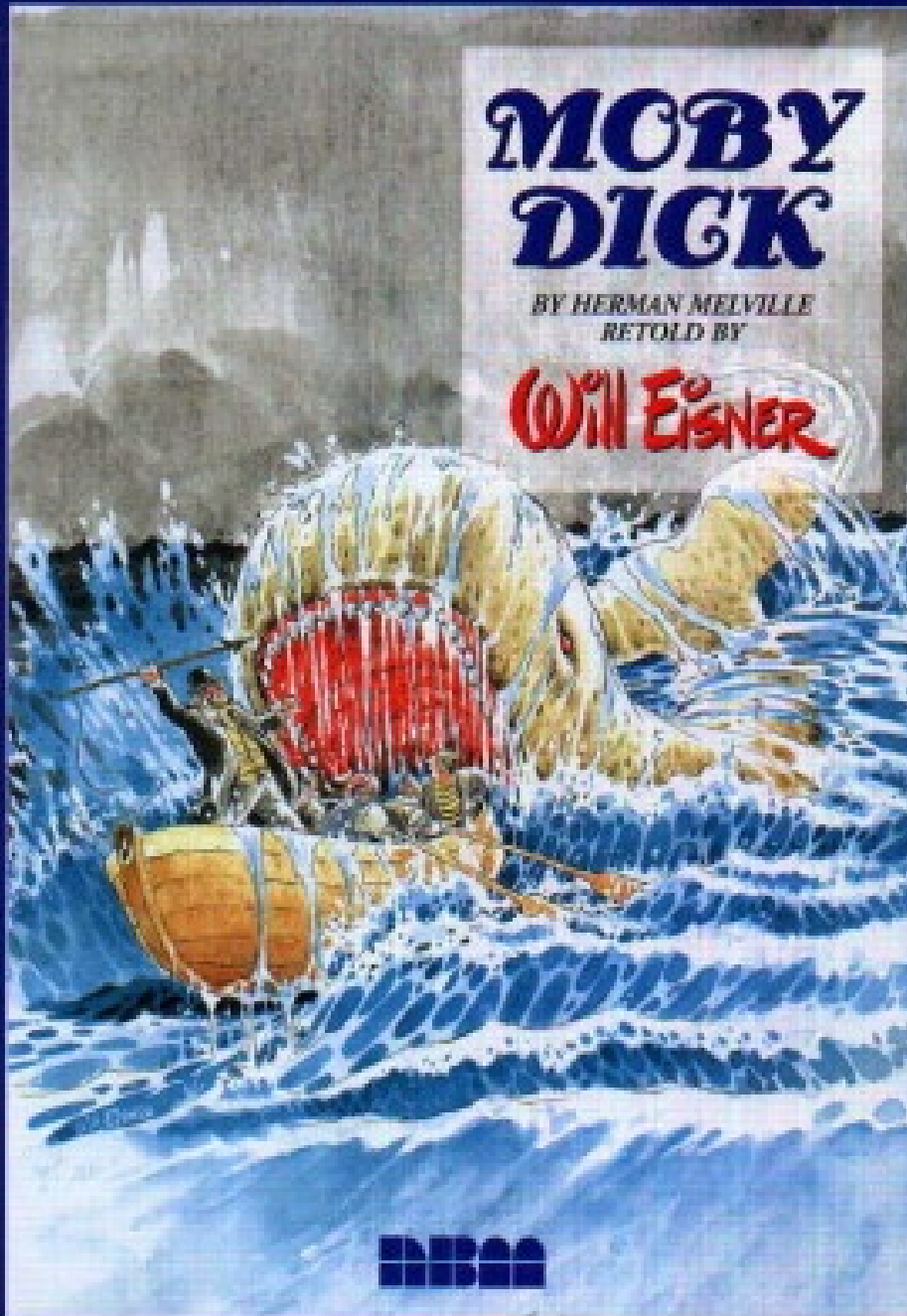
foreshadowing - Bone

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

# Eagin the Jew



A GRAPHIC NOVEL BY

Will Eisner

Use them to teach..

Discrete Language Skills

Colloquial Language

Prediction

Sequencing

Literary Genres

Character Analysis

Identifying Themes

Creative Writing

Impact of Visuals

# Visual Literacy

THE BEST OF RAY BRADBURY



THE GRAPHIC NOVEL

With Graphic Adaptations and Full-color Art by  
RICHARD CORBEN • MIKE MIGNOLA  
P. CRAIG RUSSELL • DAVE GIBBONS  
MICHAEL LARK • MATT WAGNER  
DAVE McKEAN and more

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

They may not understand the connections between the two.

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



## Lesson Plans

<http://www.teachingcomics.org>

Author and Book Sites

**DON'T WAIT! USE IN EVERY  
SUBJECT AREA!**

Being perfect is not the goal, getting better at it and enjoying it more can be.

# Teaching Resources

[Teaching Resources](#) >> [Exercises](#)

## Exercises

### Visual Storytelling

[As Easy as Changing the Film](#)

[Closure Exercise](#)

[Design vs. Drawing](#)

[Images Playing off Words](#)

[The Wrong Planet: Timing, Closure, and Editing](#)

[Basic Storytelling... Lights, Camera, Action!](#)

[Definition of Comics](#)

[Editing](#)

[Show Time Passing](#)

### Technique Exercises

[Describing the Complex World](#)

[Intro to Inking](#)

[Expressive Lettering and Balloons](#)

[Intro to Lettering](#)

### Communication & Theme

[Autobiography: Do and Don't](#)

[Comics and Poetry](#)

[Scenes as Building Blocks](#)

[The Irony of Humor](#)

[Comic Strip: Character/Place/Situation](#)

[Iconographic Language in Comics](#)

[Silent Gag Cartoon Exercise](#)

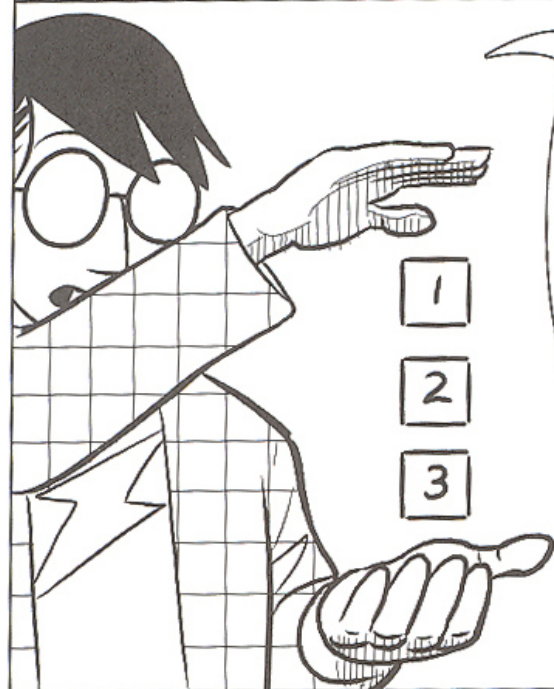
[Think Before You Ink](#)

Youtube had more content in five years than NBC, CBS & ABC combined did in their previous 75 years.

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 21<sup>st</sup> Century.

## CHOICE OF MOMENT



DECIDING  
WHICH  
MOMENTS  
TO **INCLUDE**  
IN A COMICS  
STORY AND  
WHICH TO  
**LEAVE**  
**OUT.**

## CHOICE OF FRAME

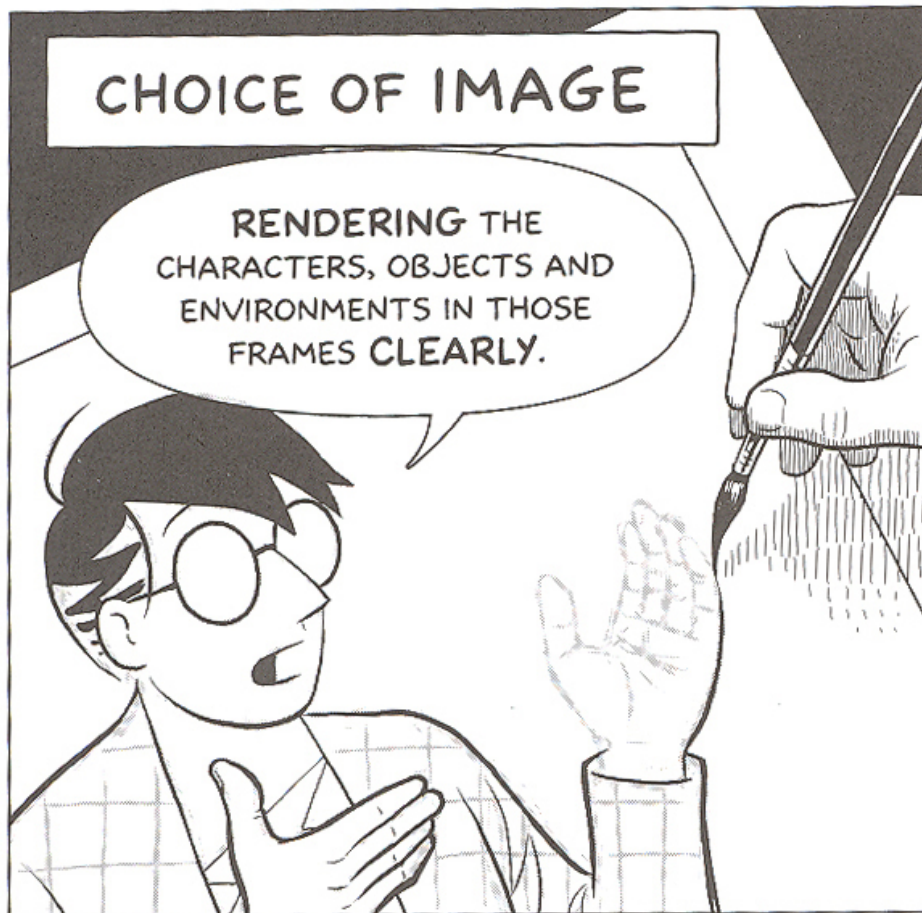
CHOOSING  
THE RIGHT **DISTANCE** AND **ANGLE**  
TO **VIEW** THOSE MOMENTS --



-- AND  
WHERE TO  
**TRIM**  
THEM.

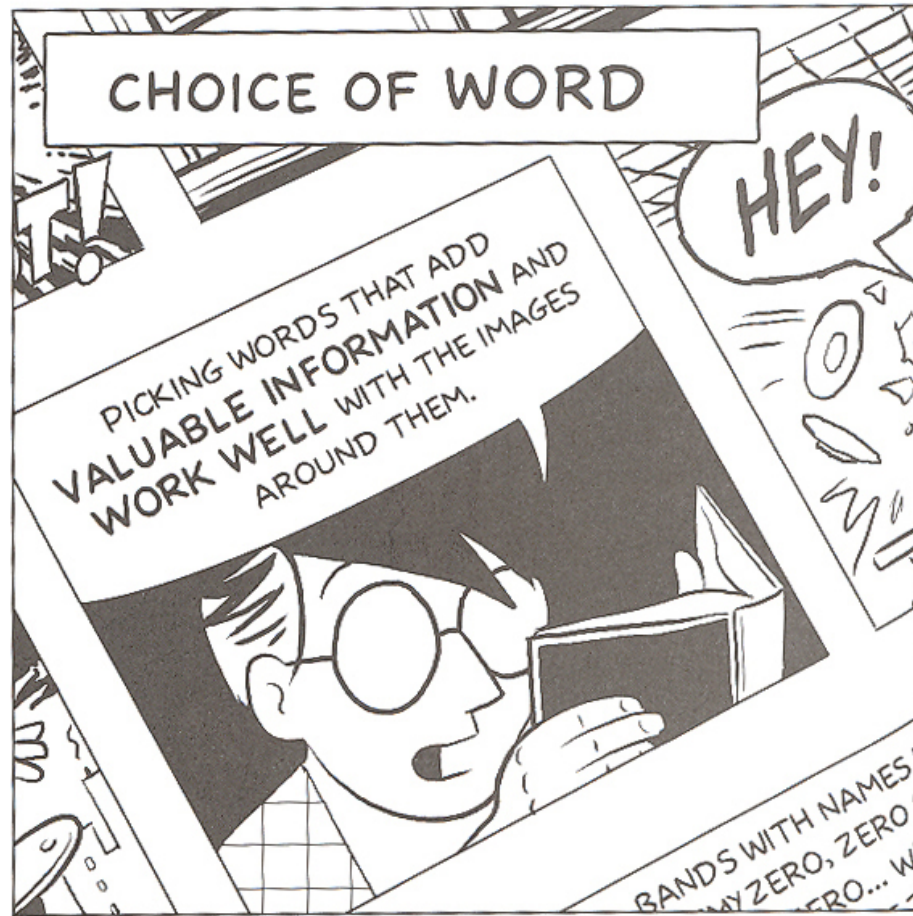
## CHOICE OF IMAGE

RENDERING THE  
CHARACTERS, OBJECTS AND  
ENVIRONMENTS IN THOSE  
FRAMES **CLEARLY**.



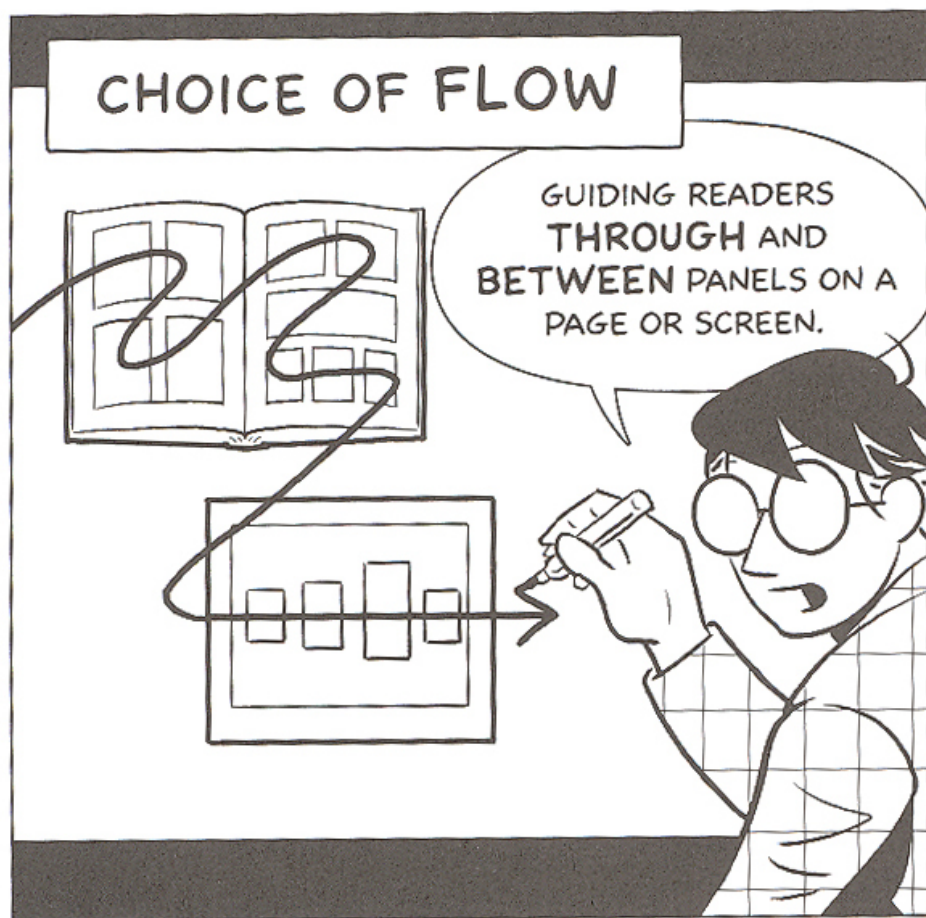
## CHOICE OF WORD

PICKING WORDS THAT ADD  
**VALUABLE INFORMATION** AND  
WORK WELL WITH THE IMAGES  
AROUND THEM.








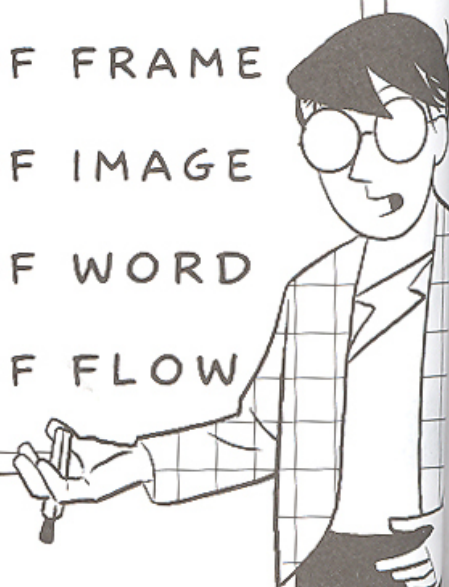
## CHOICE OF FLOW

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





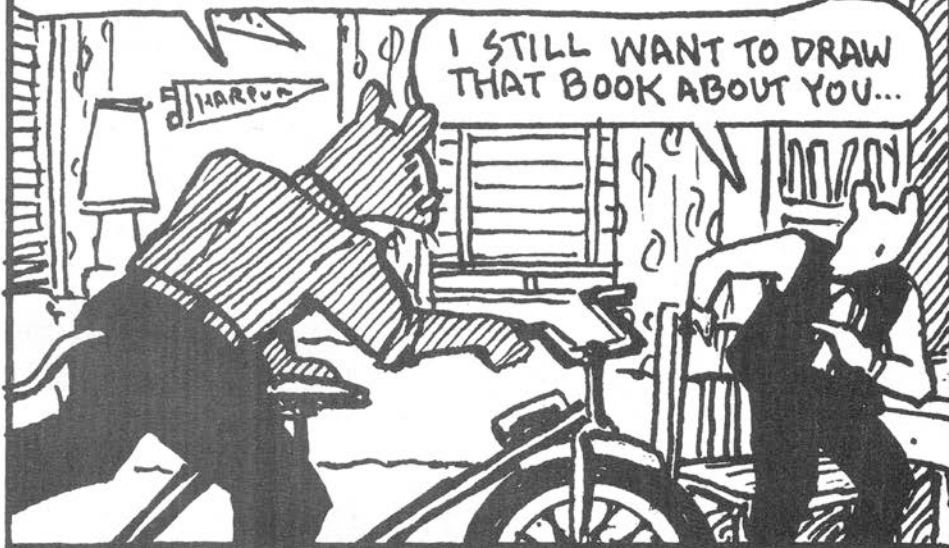
After dinner he  
took me into my  
old room...

COME-WE'LL TALK  
WHILE I PEDAL ...



IT'S GOOD FOR MY HEART, THE PEDALING.  
BUT, TELL ME, HOW IS IT BY YOU? HOW IS  
GOING THE COMICS BUSINESS?

I STILL WANT TO DRAW  
THAT BOOK ABOUT YOU...



THE ONE I USED TO  
TALK TO YOU ABOUT..



ABOUT YOUR LIFE IN  
POLAND, AND THE WAR.



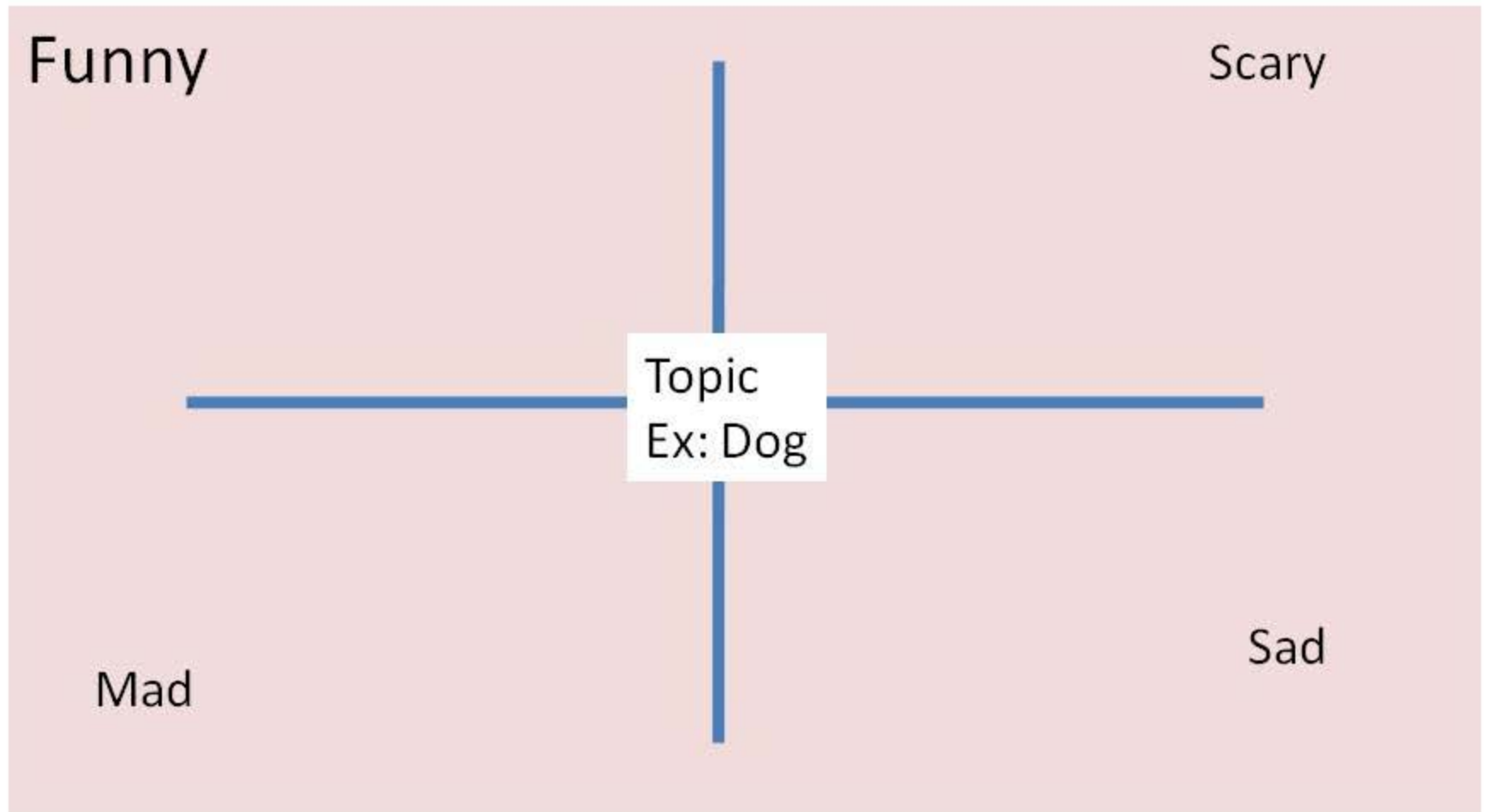
IT WOULD TAKE  
MANY BOOKS,  
MY LIFE, AND  
NO ONE WANTS  
ANYWAY TO HEAR  
SUCH STORIES.



IT WOULD TAKE  
MANY BOOKS,  
MY LIFE, AND  
NO ONE WANTS  
ANYWAY TO HEAR  
SUCH STORIES.



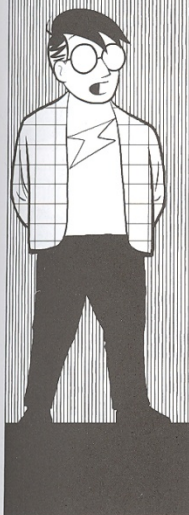
# Story Builder – Emotional Hook



CONSIDER WHAT YOU WANT FROM EACH PART OF YOUR STORY: DO YOU WANT TO JUMP AHEAD TO A KEY EVENT? DO YOU WANT TO PUT ON THE BRAKES AND FOCUS ON SMALLER MOMENTS? DO YOU WANT TO DRAW ATTENTION TO CONVERSATIONS AND FACES?

DEPENDING ON YOUR ANSWERS, YOU'LL FIND THAT CERTAIN TYPES OF TRANSITIONS BETWEEN PANELS MAY GET THE JOB DONE BETTER THAN OTHERS.

THESE PANEL TO PANEL TRANSITIONS COME IN SIX VARIETIES\*, INCLUDING:



## 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.



# I. 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.



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TRANSITIONS ACROSS SIGNIFICANT  
DISTANCES OF TIME AND/OR SPACE.



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

<http://www.youtube.com/watch?v=-4RbGiRzByo>



## Well of Souls, from Indiana's Point of View

REVERSE SIDE .. INDIAN P.O.V..





Indiana Lego

# Curricula Focus

## ComicLife

- *Create "comic book" summaries of literature*
- *Or re-write science into narrative format!*



HA, DONT MAKE ME LAUGH! YOU KNOW I AM MADE FROM 100% METAMORPHIC ROCK. I AM MADE FROM LAYERS OF CRYSTAL, AND OVER TIME HEAT AND PRESSIRE MADE ME SUPER HARD AND STRONG.



Comic Life

# ComicLife

GROUP MEMBERS (print)		Stephanie B.	Caitlin Roberts	Trevor Wendt	Michael Miller
CHAPTER: 4					
Setting		Characters		Plot	Theme
Time	Place	Good	Bad		
Evening	Crooks Place	Lennie Candy	Crooks Curley's wife	<p>Lennie goes to Crooks room.</p> <p>Crooks is mean to Lennie.</p> <p>Candy comes, talks about dream.</p> <p>Curley's wife comes in.</p> <p>Crooks stands up to Curley's wife.</p> <p>Crooks give in to Curley's wife.</p>	<p>*Picture #1</p> <p>- Crooks says: "get on outta here!"</p> <p>- Lennie says: "I just wanna come an' see."</p> <p>*Picture #2</p> <p>- Crooks says: "S'pose George don't come back?"</p> <p>- Lennie says: "He's coming back!"</p> <p>*Picture #3</p> <p>- Candy says: Lennie, I need to talk to you.</p> <p>- Lennie says: "bout the rabbits?"</p> <p>- Crooks is thinking: "Great, more people!"</p> <p>*Picture #4</p> <p>- Candy says: "We're gonna own some land!"</p> <p>- Lennie says: "Yup, yup! And I'll tend the rabbits!"</p> <p>- Crooks says: "your nuts"</p> <p>*Picture #5</p>



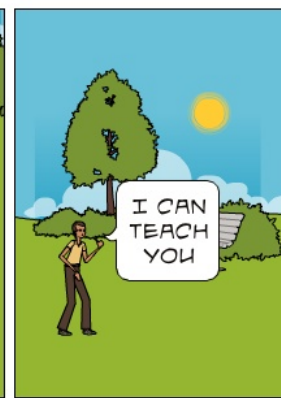
# ComicLife



# Pixton.com

## Softball Fun

by AshleyHe

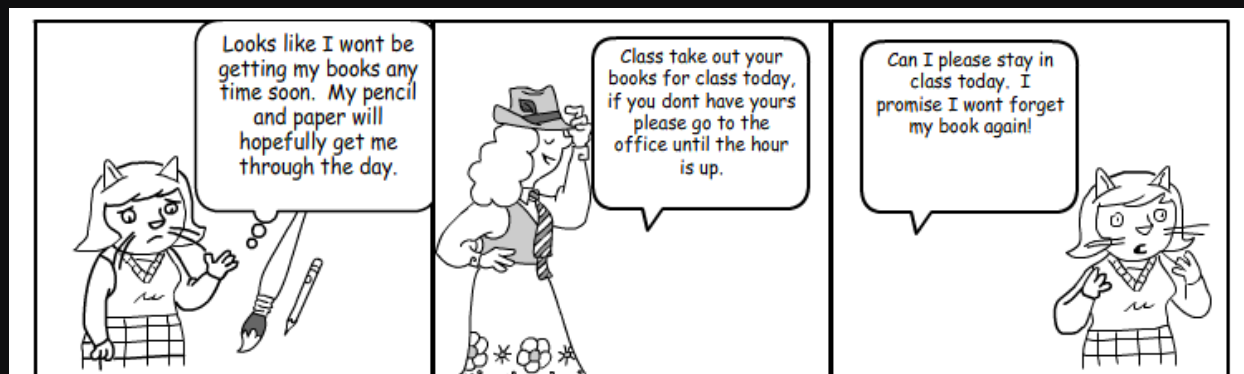
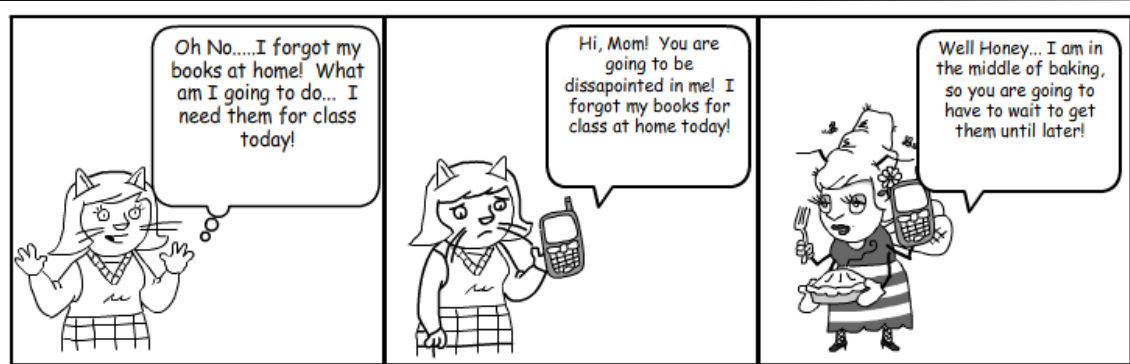


OF COURSE SOME TIME NEXT WEEK

# XtraNormal.com

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

# MakeBeliefscomix.com



# Suggested Skills Sequencing

Kamishibai w KidPix      K-1st

Webkinz Studio              2<sup>nd</sup> -3<sup>rd</sup>

Photostory/Online Comics    4<sup>th</sup> on up

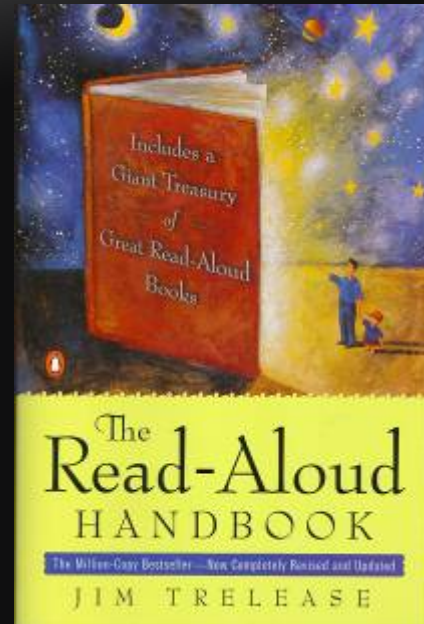
XtraNormal/Adobe Story    6<sup>th</sup>-7<sup>th</sup> on up

Adobe Premier Elements - High School

# 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

JEFF SMITH

# BONE



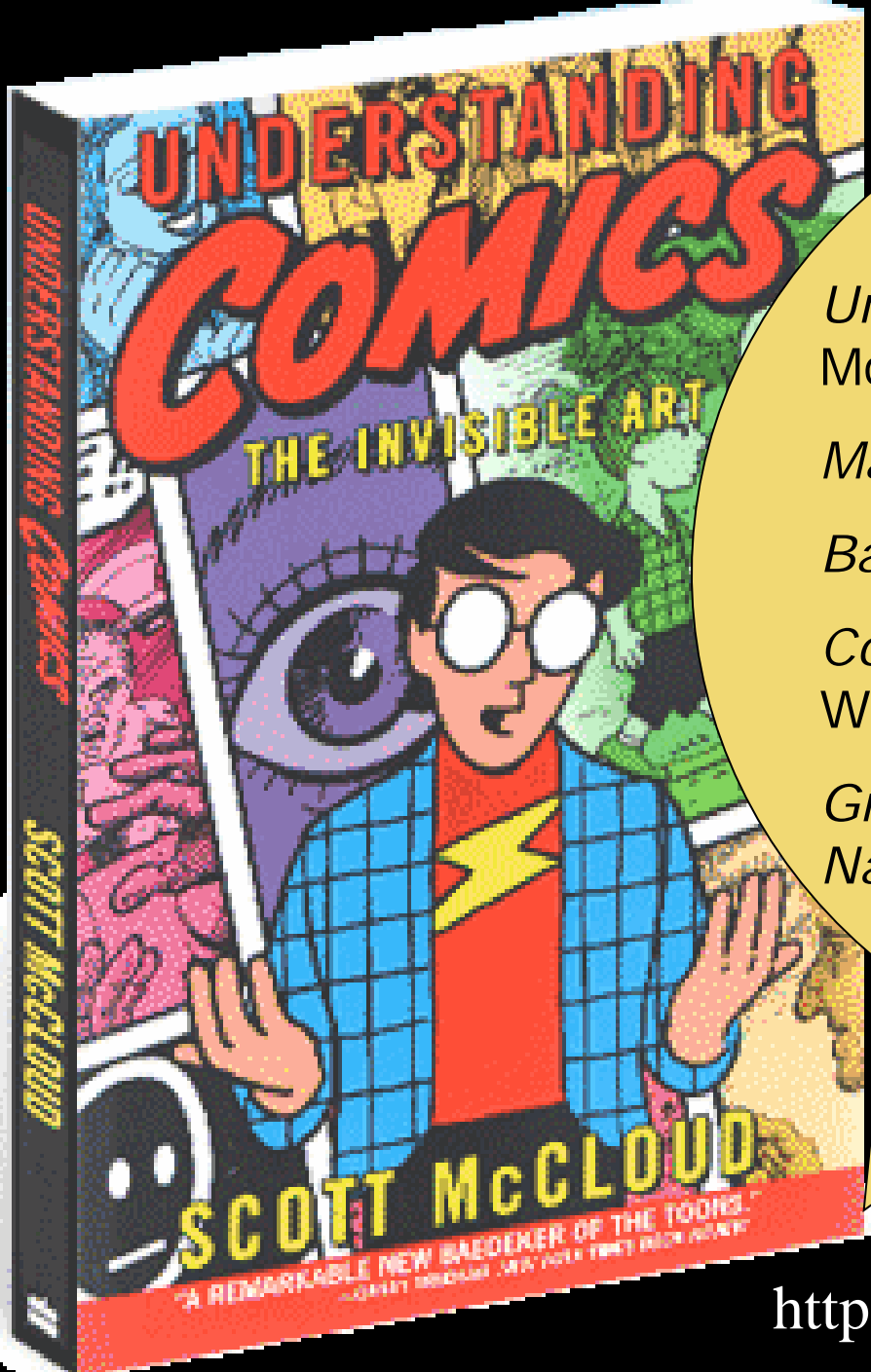
## TEXTS

*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/>

Thanks for coming!

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Delicious.com/dsu\_coe/libm205

[http://www.homepages.dsu.edu/mgeary/  
comics/comics.htm](http://www.homepages.dsu.edu/mgeary/comics/comics.htm)

Booktrailers