

Analyze Learners:

- Twenty-six sixth grade students in an inclusion language arts classroom
- Male dominated—9 girls to 14 boys
- Five students have an IEP
- Two students are Hispanic; one Asian; remainder are Caucasian
- Learning styles are predominately visual with three Kinesthetic/auditory, and seven auditory/visual

State Goals:

- **1.C.3e** Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
- **1.A.3a** Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).
- **3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

Objectives:

- Student will understand the significance of facial expressions when reading a graphic novel
- Students will recognize and interpret facial expressions
- Students will draw six basic facial expressions: mad/afraid, worried, sad, angry, happy, laughing
- Students will apply their understanding to a wordless graphic novel and create suitable dialogue based on their new understanding

Resources

- Books:
 - Author Tadashi Ozawa Title *How to Draw Anime and Game Characters Vol. 2; Expressing Emotions* Publisher Graphic-sha Publishing Co., Ltd. Copyright 2001 I S B N 4766111745
 - Author Scott McCloud Title *Understanding Comics; the invisible art* Publisher Paradox Press Copyright 2000 I S B N 156389-759-8
 - Author Art Roche Title *Art for Kids; Cartooning* Publisher Lark Books Copyright 2005 I S B N 157990-623-0
 - Assortment of wordless graphic novels: including *Boy, the Bear, the Baron and the Bard, Owly, , Li'l Santa, Buzz boy, Pinky and Stinky*
- Materials
 - Paper with three blank faces drawn
 - Drawing or #2 pencils
 - Art erasers
 - Opaque Overhead projector

- Blank transparencies
- Transparencies with blank faces
- Method
 - Interactive activity. Teacher models drawing of facial expressions and students respond with their illustrations.
 - Students work collaboratively in pairs with a wordless graphic novel to create dialogue which supports the expressions.

Vocabulary

- Expression
- Icon
- Nuance
- Identity
- Cartoon
- Graphic

Anticipatory Set

On a sheet of paper, students number 1-6. They will identify six emotions expressed by the teacher using only the face. Discuss how they determined their answers, how we can read people without their saying a word, how important expression is in communication and how it is used extensively in graphic novels.

Activities-Phase I

- Introduce the basics about graphic novels and comics
- Layout, talking bubbles, onomatopoeia, various ways they are made
- Using the resource books, show various facial expressions
- Begin with a happy face and using the transparencies fill in a happy face
- Continue with the next five expressions by adding lines, changing eyebrows, etc.

Evaluation Activity-

In collaborative groups of three, students choose a graphic novel from the assortment and create dialogue based on their new understanding of expression. They will include explanations for their dialogue based on the expressions illustrated in the novel.

Revision

Teacher will walk around and talk with each group on their ideas and assess their cooperativeness within their group.

Teacher will ask for student feed-back on the activity.

Extension

- Students will write a note using icons and graphics to better express their ideas.
- Students will select a graphic novel for their independent reading
- Students can find books on drawing Anime and Manga and cartoons and draw their own graphic story.