Lesson Plan: Comic Stories
Grade level: 4-12

Duration: 3-4 class periods
Media Type: paper, pencil
Subject Integration: Language Arts
Objective: To create an original comic strip after being inspired by author / illustrator Chris Monroe.
Assessment:
Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

0-
Vocabulary:
Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form	value
space	contrast	emphasis	movement	pattern	rhythm			

Materials and Procedure:

Comic Strip ^*noun*
1.   a sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or comic book.

Day 1: Present information about Duluth artist / author / illustrator Chris Monroe. Show *Making It Up North* video snippets about Chris and her work:
https://makingit.wdse.org/watch/author-illustrator-chris-monroe-making-it-north (3:01)
https://makingit.wdse.org/watch/chico-bon-bon-gets-animated-making-it-north (3:27)
Start discussion about artist Chris Monroe. "Where did Chris live before she moved to Duluth?"
"Who is Chico Bon Bon?" "What types of art materials does Chris use to create her work?"
"What inspires Chris to create her work?"
Students start creating a rough draft of possible stories for their comic story. Students share ideas among small groups.

Day 2: Students continue rough drafts of comic stories, and when ready, start to create final draft with comic strip templates or hand drawn storyboards. Students color and illustrate comic stories.

Day 3: Completion of final drafts of comic stories; presentation of comic strips to whole or small groups. Enhancement: Small groups act out student written comic stories for further engagement.

Resources:

http://www.chrismonroestudio.com/ (Chris Monroe website)

https://www.duluthnewstribune.com/entertainment/4400322-violets-final-day-now-chris-monroes-22-year-old-comic-hiatus (Article about Chris Monroe)

https://www.lakesuperior.com/lifestyle/artphotography/386-chris-monroe-from-hardware-clerk-to-artist-with-a-tool-belt/ (Article about Chris Monroe)

https://www.duluthnewstribune.com/entertainment/television/4404272-netflix-adds-duluth-authors-monkey-tool-belt-series (Article about Chris Monroe)

https://www.amazon.com/Monkey-Tool-Belt-Maniac-Muffins-ebook/dp/B01IPSE8YM/ref=sr_1_2?keywords=Chris+Monroe&qid=1558195988&s=gateway&sr=8-2 Monkey With a Toolbelt book series

https://www.amazon.com/Bug-Bike-Chris-Monroe-ebook/dp/B00MBXU4EG/ref=sr_1_3?keywords=Chris+Monroe&qid=1558196041&s=gateway&sr=8-3 Book: Bug on a Bike

https://www.amazon.com/Pick-Spit-Scratch-Science-Disgusting/dp/0760361789/ref=sr_1_6?keywords=Chris+Monroe&qid=1558196041&s=gateway&sr=8-6 Pick, Spit, Scratch: The Science of Disgusting Habits by Chris Monroe

Comic template

Create your own at Storyboard That
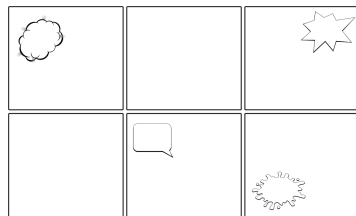
National Standards for Visual Arts:

VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Language Arts Sample Learning Targets:

6.5.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Writing, speaking, multimedia)

6.7.3.3 Write *narratives* and other *creative texts* to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.