

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'

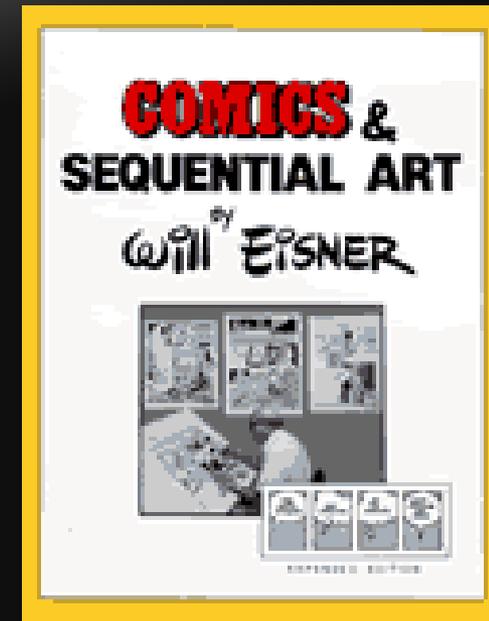
- This presentation will discuss and offer suggestions for:
 - 1) Developing student's visual literacy skills
 - 2) Using online comic creation sites for the development of stories and storyboards
 - 3) Explore the relationship between writing, cartoons, and storyboards
- 4) Explain why drawing skills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

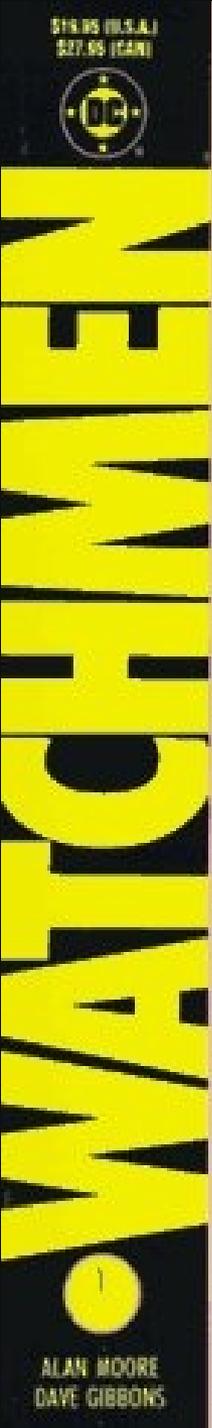
Developing Visual Literacy through Graphic Novels

- 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:

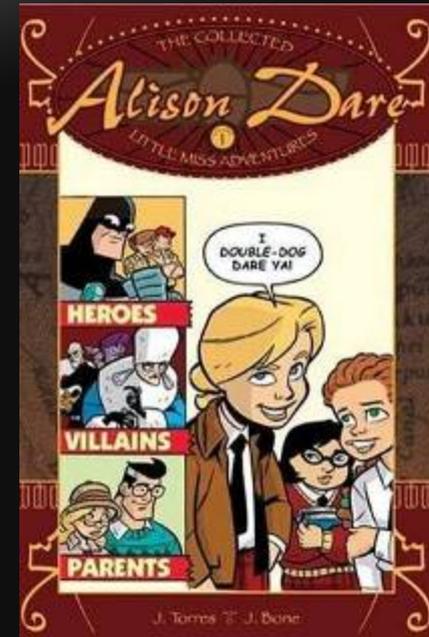
Book length, complete story told through a combination of text and sequential art. They encompass many genres; biography, action, horror, drama, sci-fi, comedy, non-fiction, etc.

DON'T WAIT to get started!!

Graphic Novels Help Students:

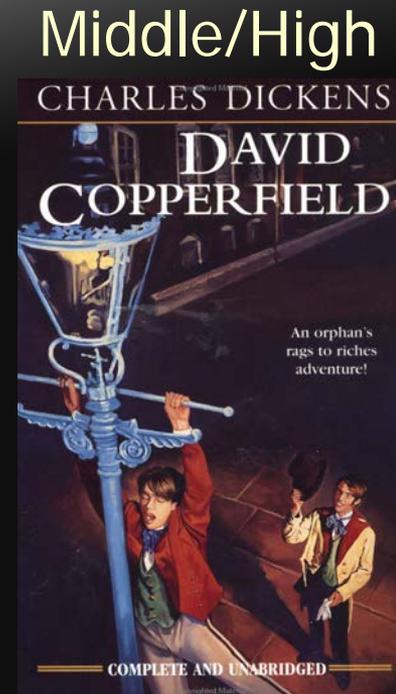
- Develop an increased interest in reading
- Increase literacy in the broad sense of the word
- Develop language skills and a rich and varied vocabulary
- Foster interest in a variety of literary genres
- Foster interest in a broad range of topics

High Interest
Low Level

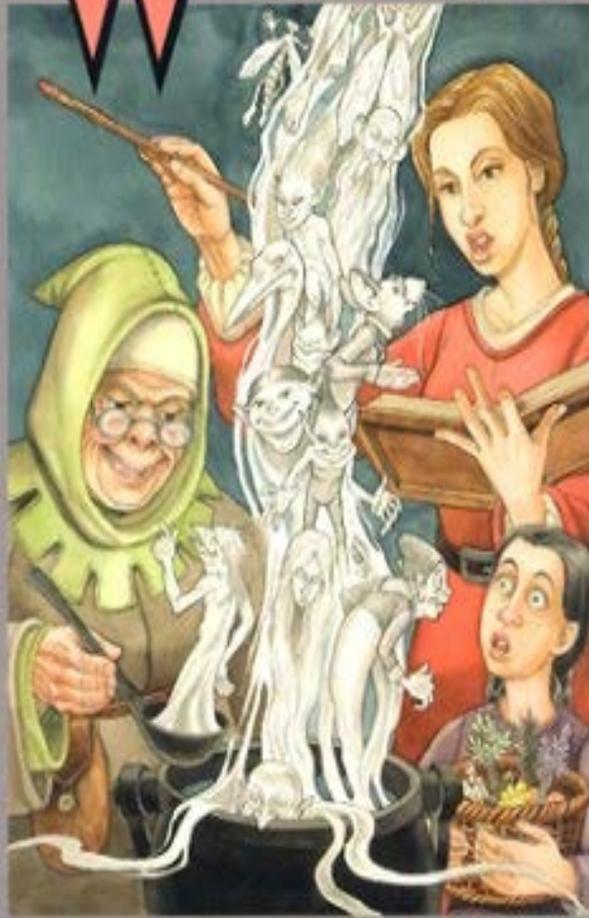


Graphic Novels Help Students:

- 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



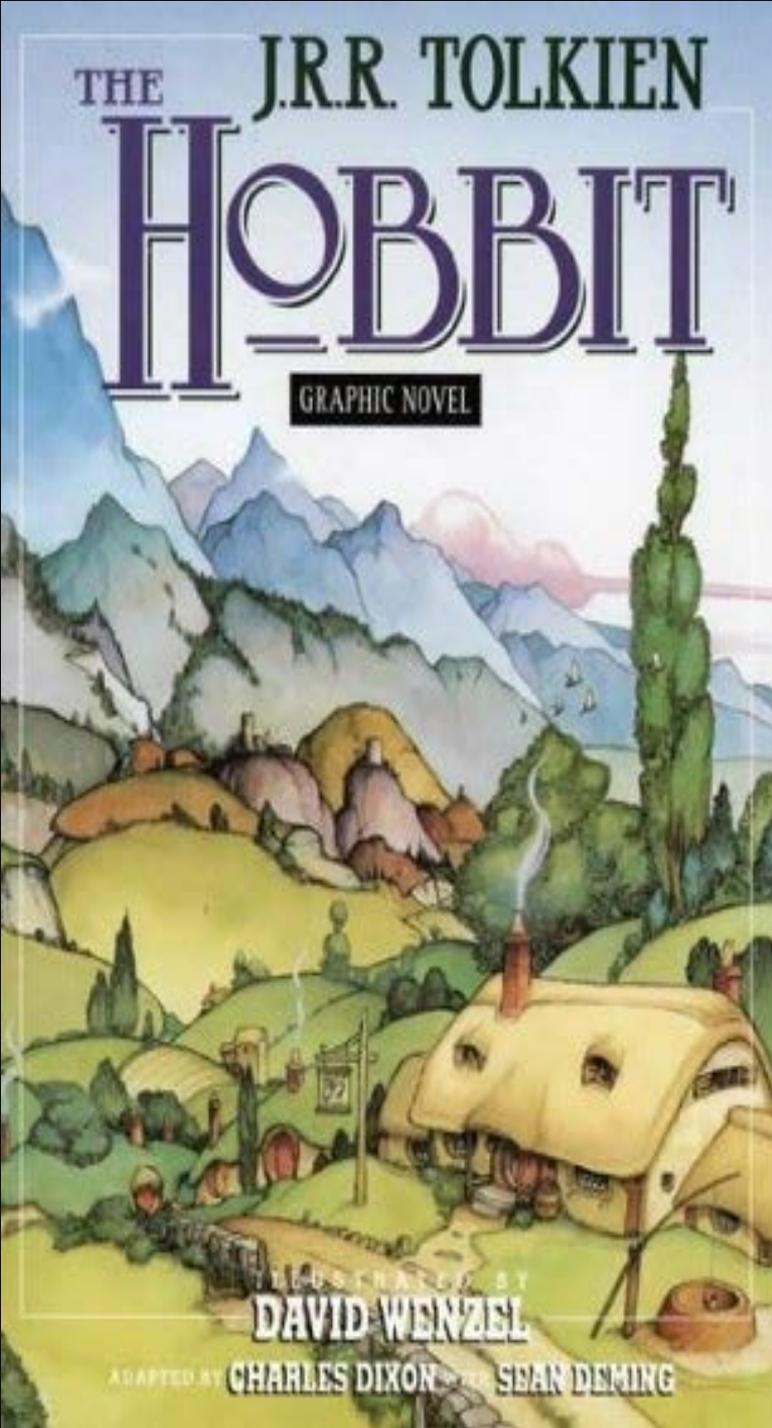
LINDA MEDLEY
**CASTLE
WAITING**



THE CURSE OF BRAMBLY HEDGE

Graphic Novels Address
Current, Relevant, Complex
Issues

Nonconformity
Prejudice
Coming of Age
Social Injustice
Personal Triumph Over
Adversity



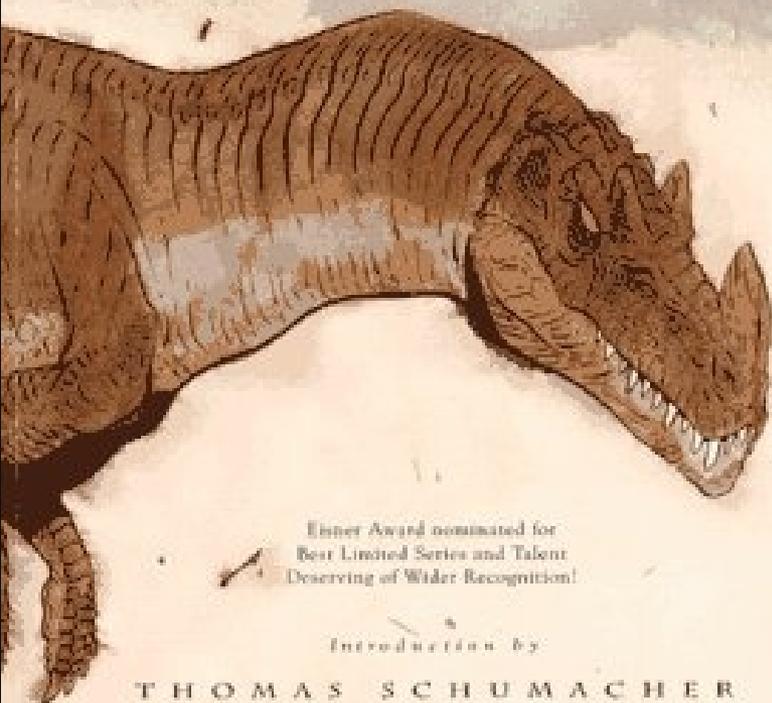
Graphic novels appeal to highly motivated readers. Gifted kids are captivated by the believable details of well-crafted imaginary worlds portrayed in words and pictures.

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

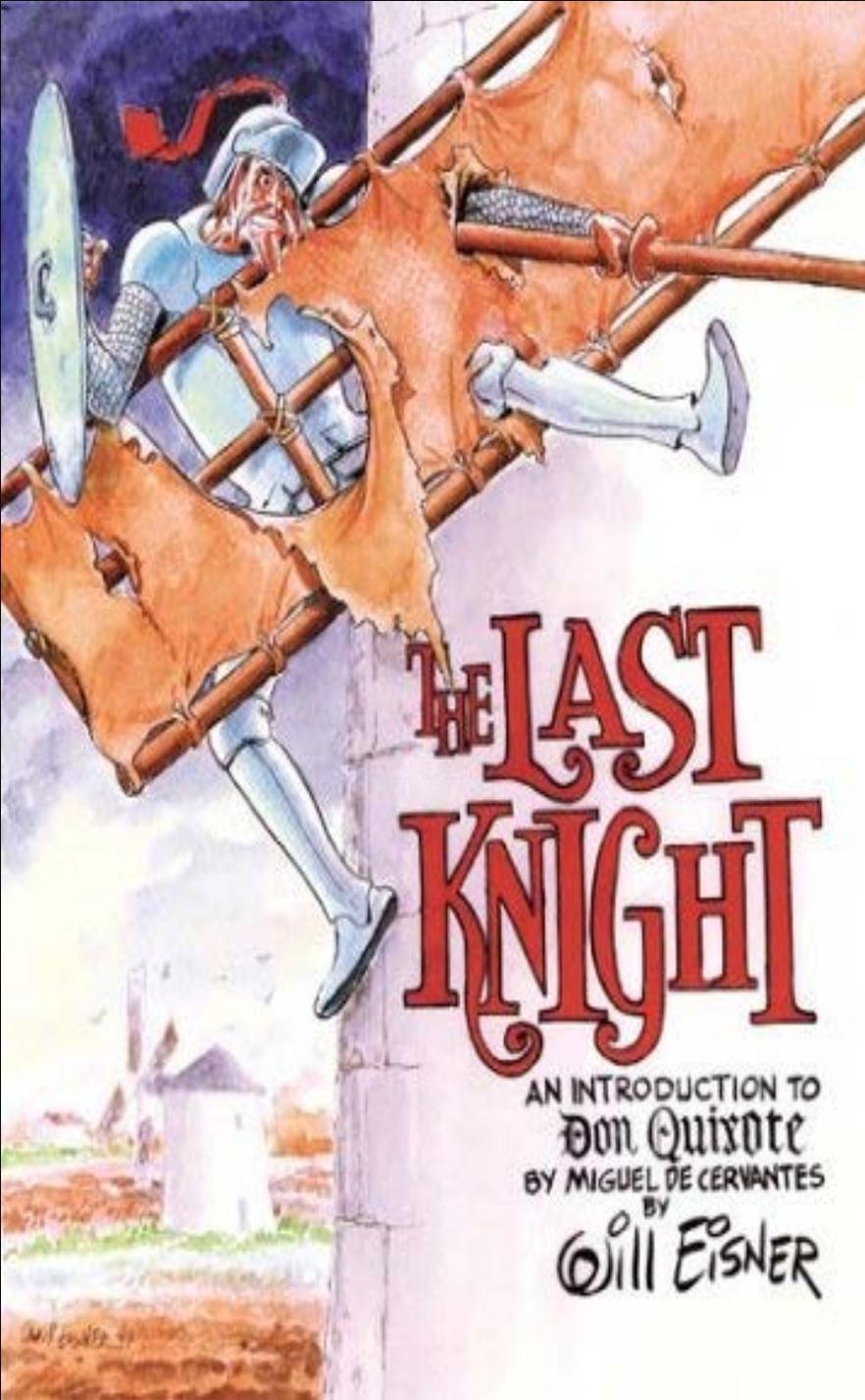


ESOL

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



As well as...

working with literary devices such as:

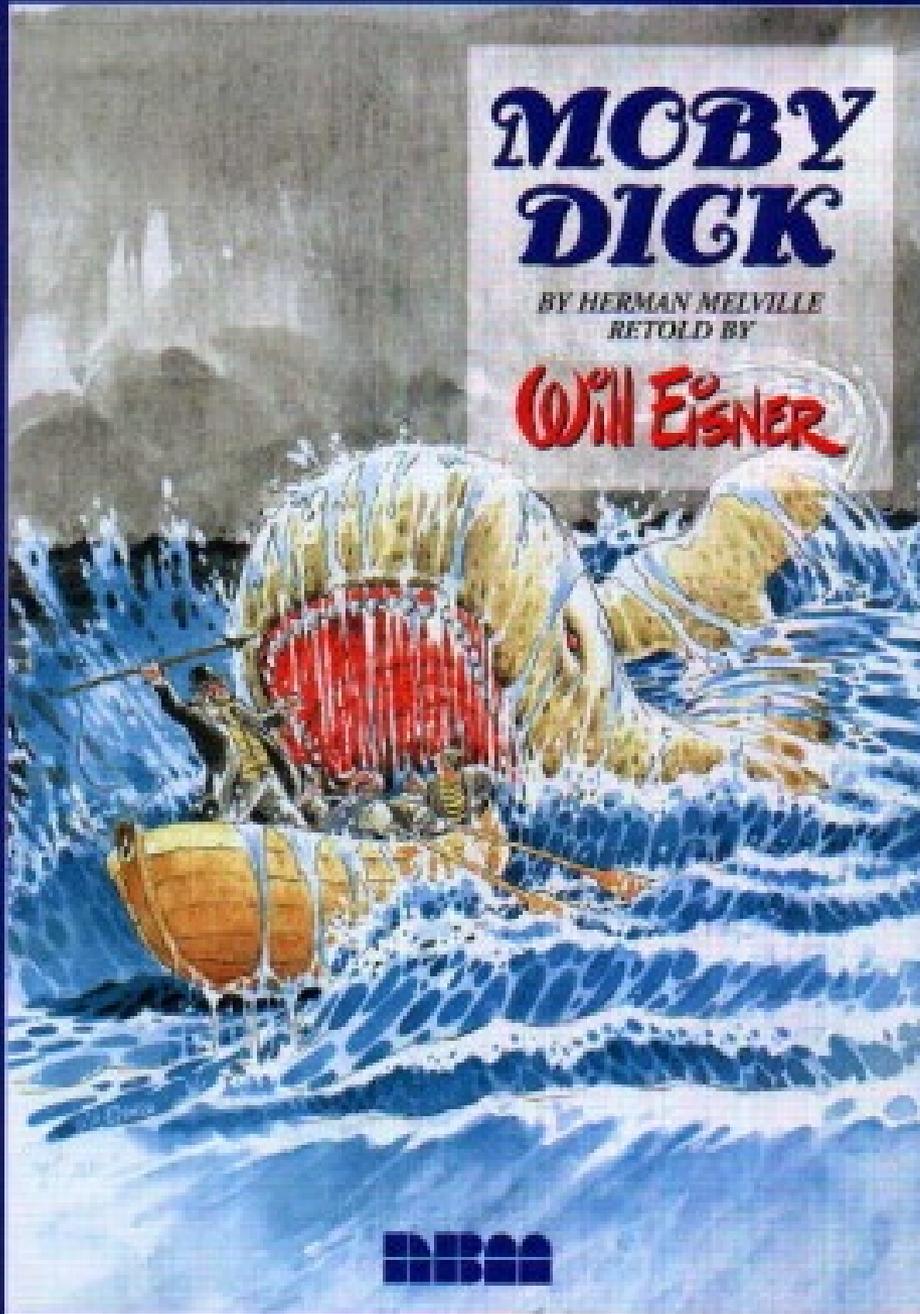
foreshadowing - Bone

irony - Ghost World

allegory - Maus

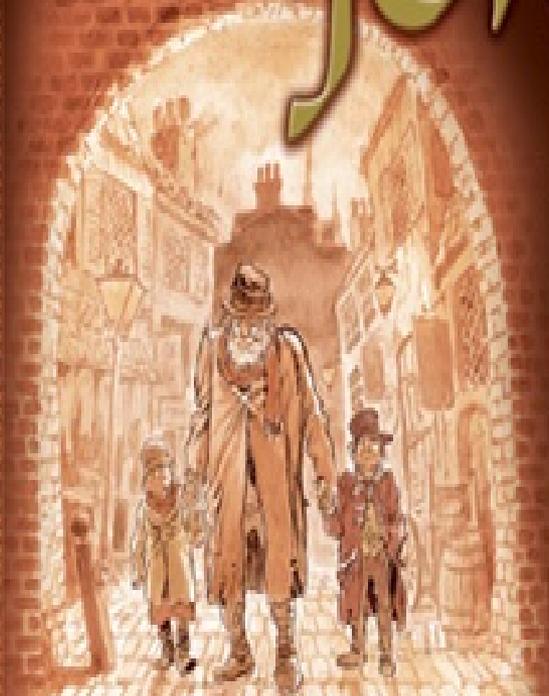
symbolism - Sandman

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

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

They may not understand the connections between the two.

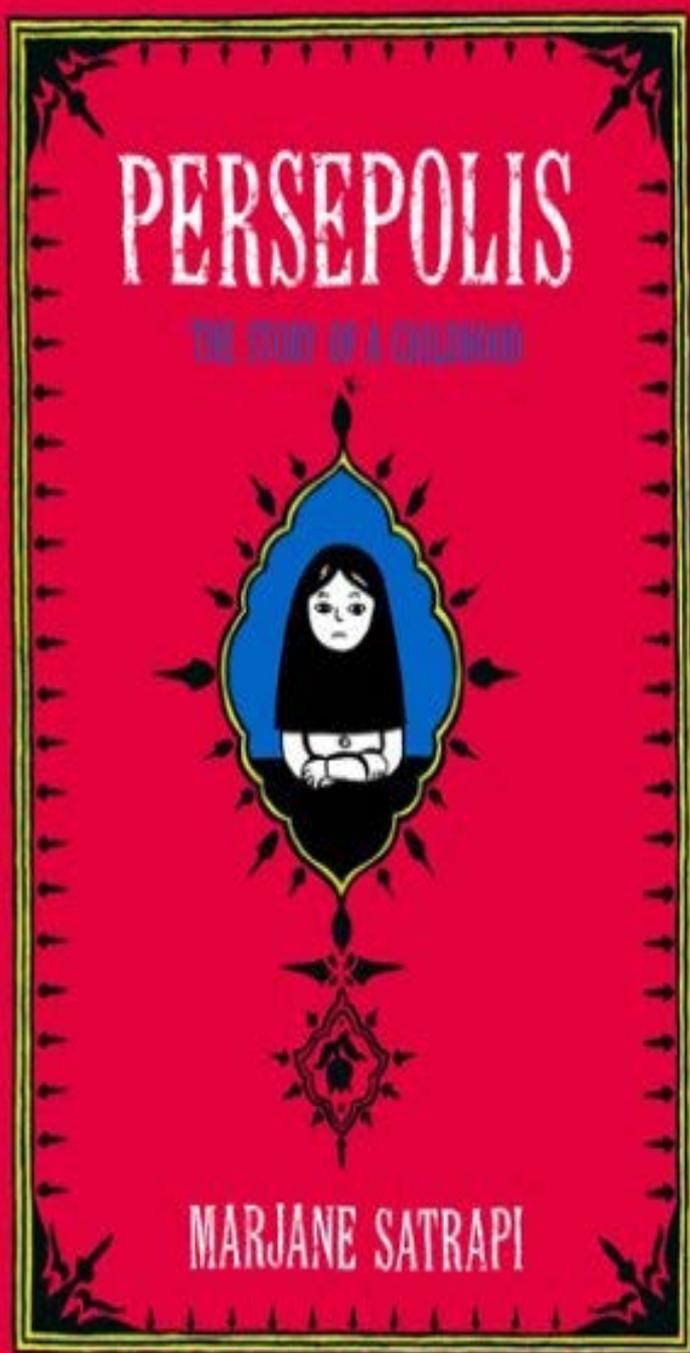
Visual learners seem to connect with graphic novels in a way they cannot with text-only books.

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



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](#)

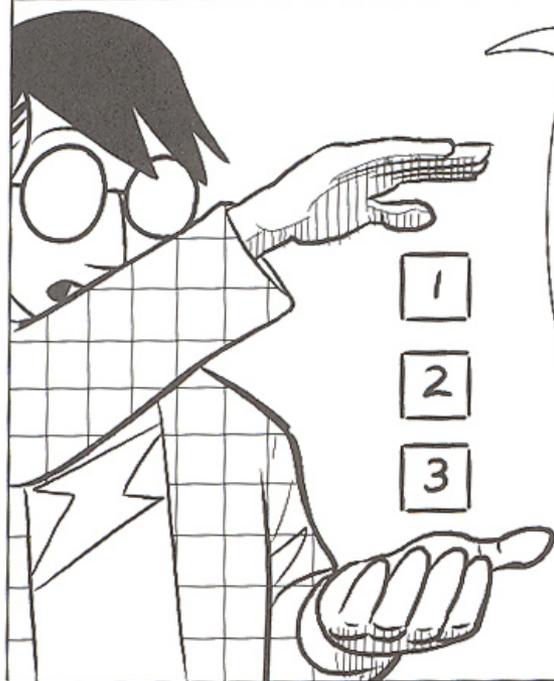
[Think Before You Ink](#)

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 21st 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.

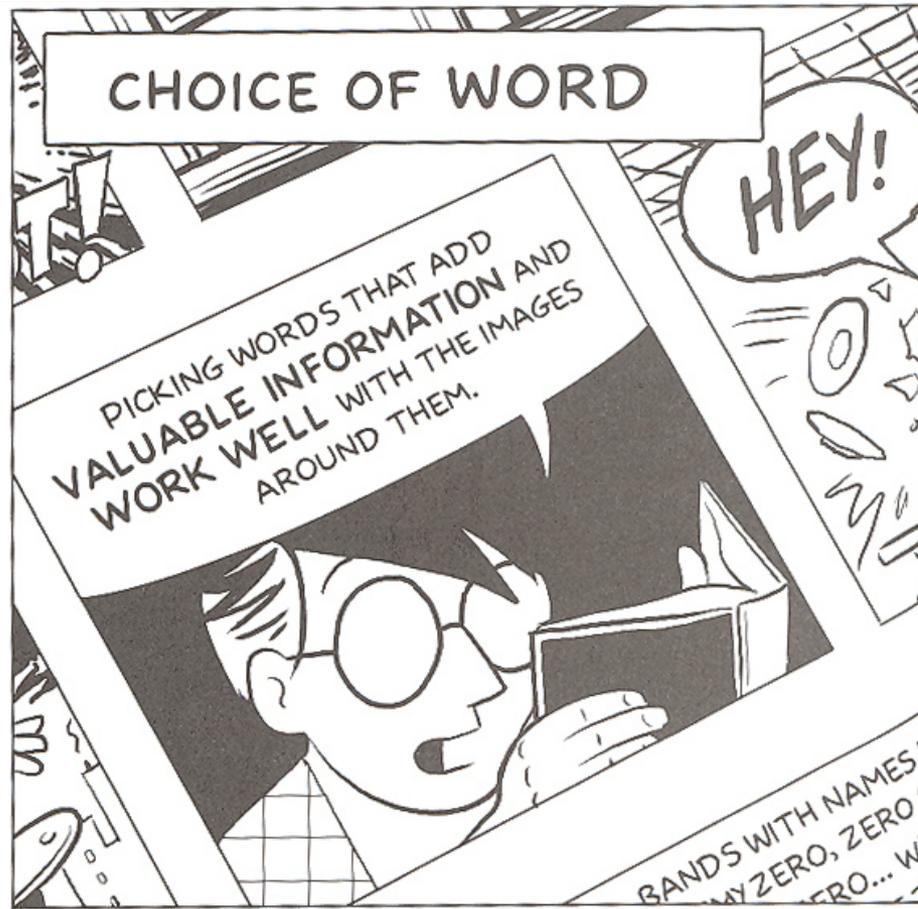
CHOICE OF IMAGE

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



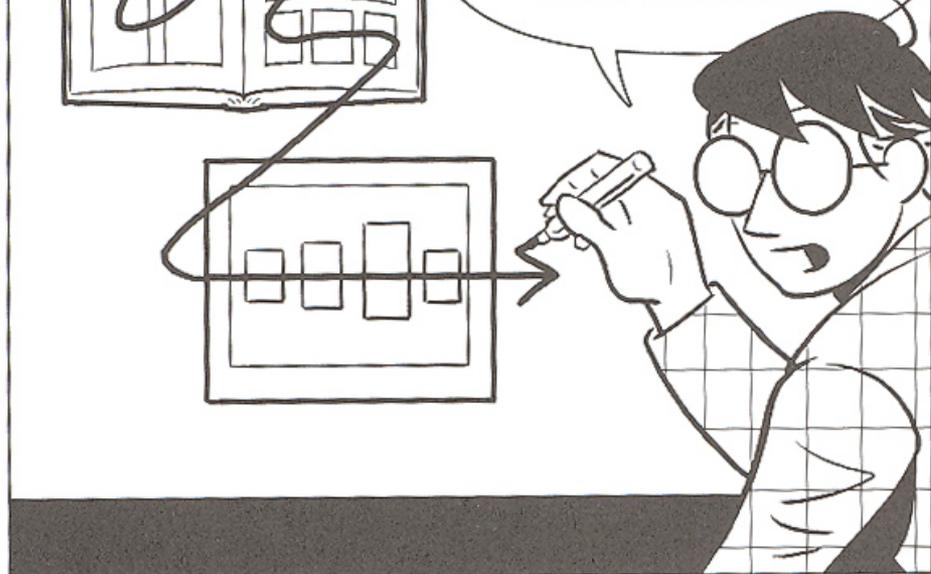
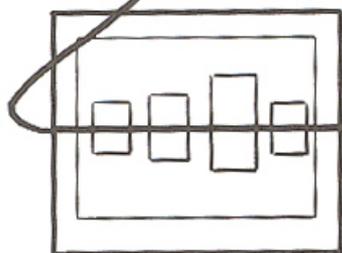
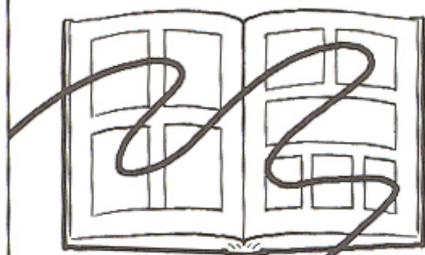
CHOICE OF WORD

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

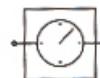


CHOICE OF FLOW

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



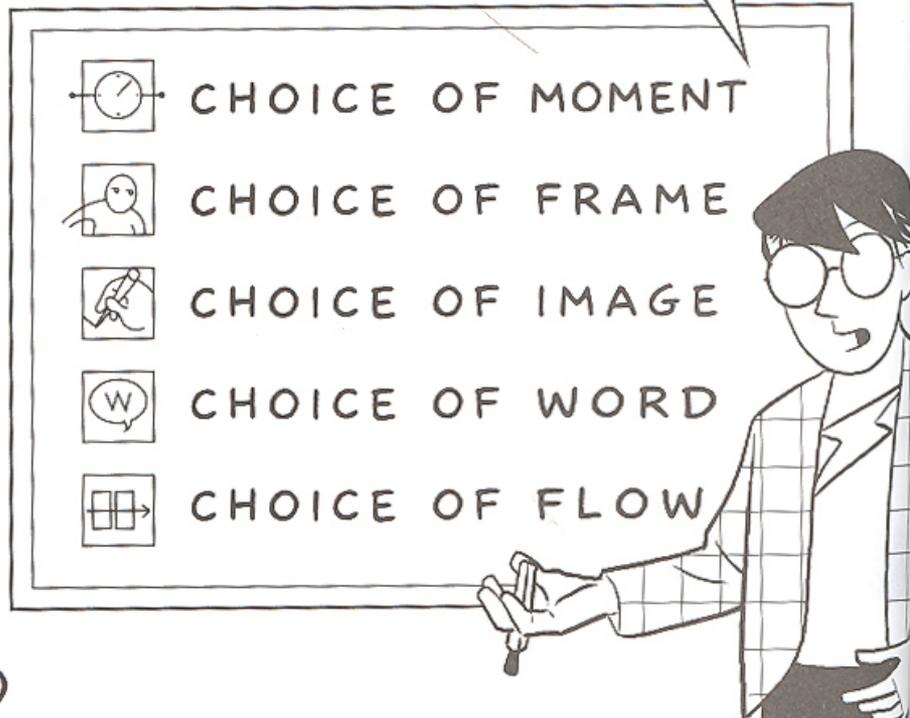
CHOICE OF IMAGE



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.



I WANT TO HEAR IT. START WITH MOM... TELL ME HOW YOU MET.

BETTER YOU SHOULD SPEND YOUR TIME TO MAKE DRAWINGS WHAT WILL BRING YOU SOME MONEY...



BUT, IF YOU WANT, I CAN TELL YOU... I LIVED THEN IN CZESTOCHOWA, A SMALL CITY NOT FAR FROM THE BORDER OF GERMANY...



I WAS IN TEXTILES-BUYING AND SELLING-I DIDNT MAKE MUCH, BUT ALWAYS I COULD MAKE A LIVING.

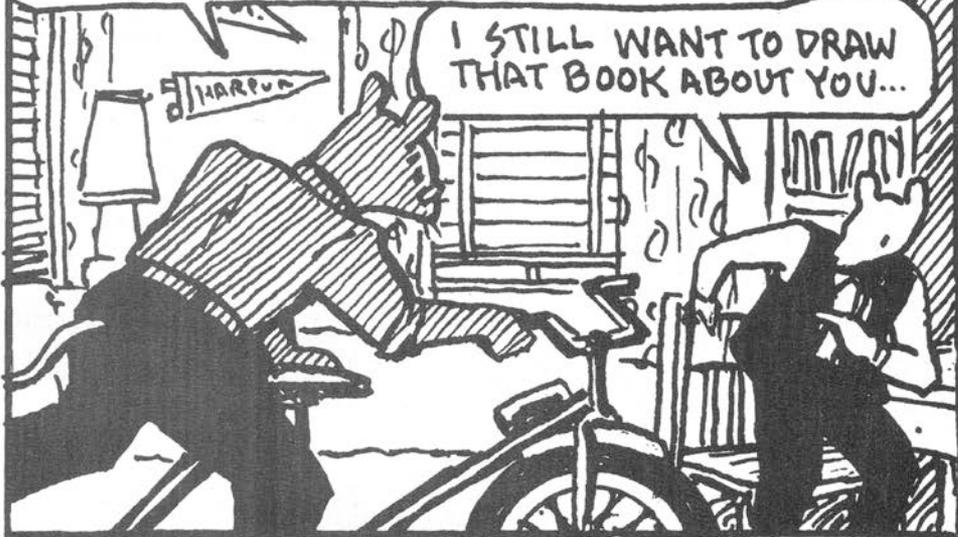
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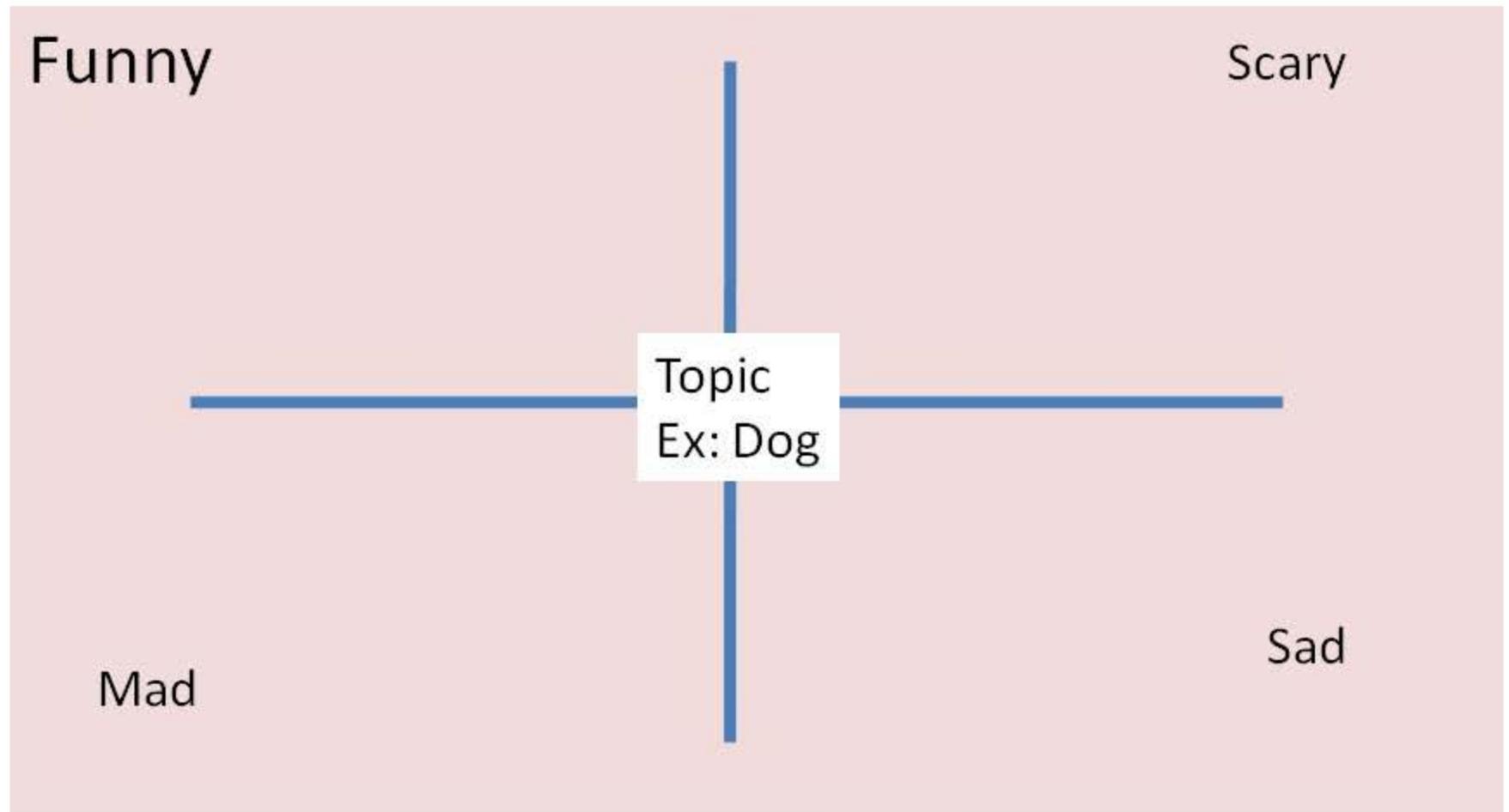
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ANYWAY TO HEAR
SUCH STORIES.



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.



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WebKinz

Daishaw

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



Well of Souls, from Indiana's Point of View

RESERVE NOTE .. 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

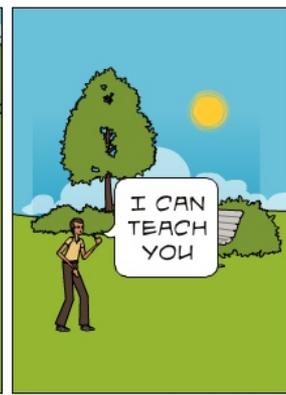
ComicLife

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	Lennie goes to Crooks room. Crooks is mean to Lennie. Candy comes, talks about dream. Curley's wife comes in. Crooks stands up to Curley's wife. Crooks give in to Curley's wife.				*Picture #1 - Crooks says: "get on outta here!" - Lennie says: "I just wanna come an' see." *Picture #2 - Crooks says: "s'pose George don't come back?" - Lennie says: "He's coming back!" *Picture #3 - Candy says: "Lennie, I need to talk to you." - Lennie says: "about 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

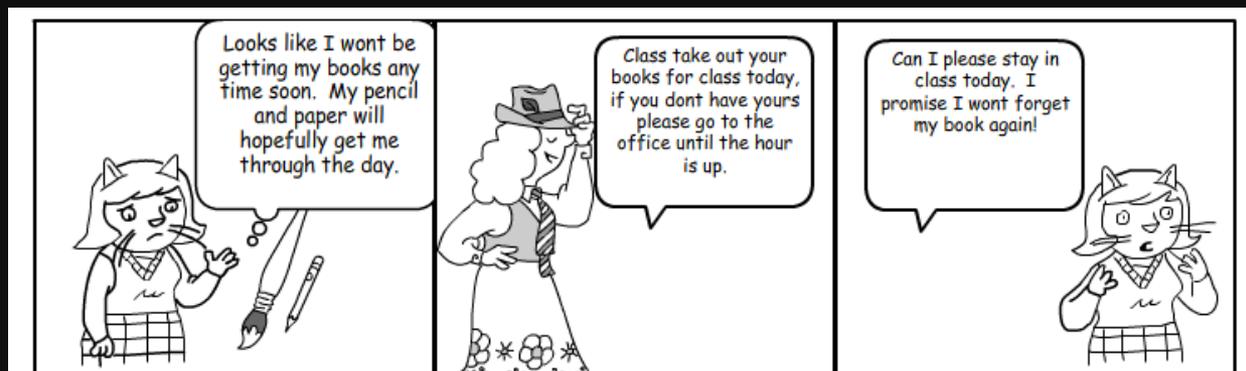
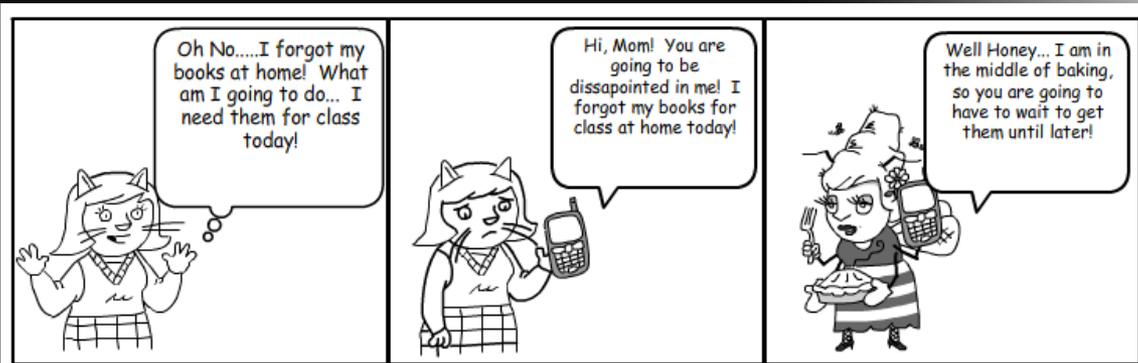




XtraNormal.com

- 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 2nd -3rd

Photostory/Online Comics 4th on up

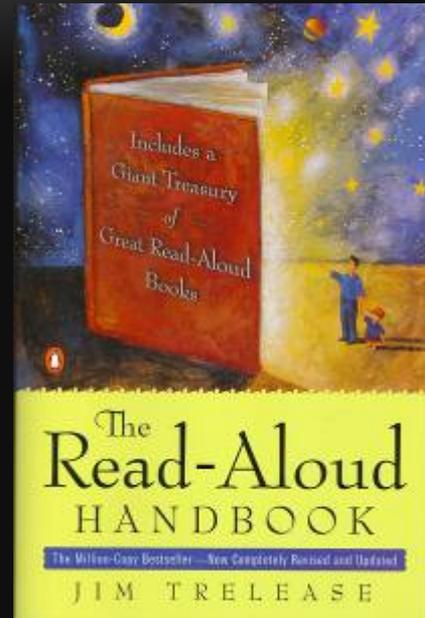
XtraNormal/Adobe Story 6th-7th on up

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!

Mark.Gearry@dsu.edu

Delicious.com/dsu_coe/libm205

http://www.homepages.dsu.edu/mgeary/
comics/comics.htm

Booktrailers