

COMIC BOOK/CHILDREN'S STORY

TASK: write an original comic book or pseudo-children's story on a serious social issue (environment, bullying, etc) that uses a variety of the "weapons of mass literature" learned throughout the unit. The story will be between 5-10 medium length paragraphs, with 5-10 illustrations. The audience will be between the ages of 16-20.

PART A: WRITING + PLANNING

1. Brainstorm (used attached sheet #1) a 'whack' of social issues (no Halloween or Christmas stories, please) that could be related, creatively, to 'young people'. Listen – and jot down ideas – to the suggestions offered by the class.
2. Weed out the ones that don't interest you or will be too difficult to communicate to 'young people'. Circle 3-4 of the issues with the most potential. Consult with 1-2 other writers and get feedback
3. Brainstorm possible "children's story scenarios" based on the 3-4 issues. You have to be imaginative. Think: are real people going to be involved? Are animals going to talk? Are there going to be metaphoric monsters? Are there going to be superheroes in underwear? The limitation of your mind is your only boundary.
4. Share your ideas with 1-2 other writers. Listen to discussions and feedback.
5. Meditate on your options. Pick the scenario that most interests you; that you have something intelligent and meaningful to express. Pick one and develop (note: one draft is probably not going to cut it).
6. Meet with your teacher (Me!) to discuss your plans. Bring your brainstorm notes. Bring a pen. Your teacher (me again) may have a few suggestions brewing. Oh yeah, bring queries that you need answers to. You will probably want to write/note the responses.

PART B: DEVELOPING THE STORY

7. Although the style of your comic book/children's story is completely up to you, a few items must be included:
 - a. Descriptive paragraph (usually to introduce the story with time and place) with fun, lively adjectives and figurative expressions. If a place is established, describe it.
 - b. **Children's Story:** dialogue with quotes, plus state of mind (used strategically).
Comic Book: 'bubbles' will indicate quoted speech and facial expressions should indicate state of mind.
 - c. Various sentence lengths and types. You will use long sentences, sometimes, but not too many.
 - d. Include figurative expressions throughout, with at least one use of the following: slang, dialect and/or accent, onomatopoeia, metaphor and/or simile, personification, allusion, and alliteration.
 - e. Humour. Yes, it is difficult, but try it anyway. You will be surprised, it will probably come naturally.
 - f. Obfuscation. Use obfuscated language as another level of humour or to educate the reader.
8. Make sure language is suitable (NO HATE). Use challenging and imaginative language, but don't obfuscate, unless it is for humour's sake. NO SWEAR WORDS (save them for when you write creative non-fiction, short stories, poetry and scripts).

PART C: PUBLISHING + PRESENTATION

9. Once your story is complete in rough, consult with 1-2 other writers. Exchange stories and make notes and suggestions directly on the rough draft. Discuss issues. Use the suggestions and create a final draft.
10. Decide how you want to divide the text. 5-10 medium length paragraphs will suffice for a children's story. The layout for a comic book will be slightly different. Think 5-10 medium length paragraphs worth of writing and then break it up (dialogue, description, etc) into panels (this is your decision). For each paragraph, "create" an illustration (computer generated, hand drawn, painted, cut and pasted) that reflects the action.
11. Use 8.5 x 11 sheets of paper. No ribbons or hanging strings please.
12. Create a cover with an image relating to the story, plus the title and the author's name (You. Yahoo!).
13. Create a back cover with a brief 3-4 sentence synopsis of the story. The language should be catchy and spicy. It should sell your product.
14. Present your story to 6-7 other students. Read to the group and show them the illustrations.

RUBRIC: CHILDREN'S STORY

name:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 4 +
content/message	Minimal ability	Content and message is presented somewhat clearly	Content and message is presented clearly	Content and message is presented originally and clearly	Content and message is presented originally, creatively and clearly
sentences (types/ variety/ form) + clarity of language (grammatical proficiency)	Minimal ability	Uses sentence forms and types with some proficiency	Uses sentence forms and types for effectively	Uses sentence forms and types for very effectively	Uses sentence forms and types for maximum effect
	Minimal ability	Uses a fairly adequate level of grammatical proficiency to communicate the message of the story	Uses an adequate level of grammatical proficiency to communicate the message of the story	Uses a solid level of grammatical proficiency to communicate the message of the story	Uses a high level of grammatical proficiency to communicate the message of the story
figurative expressions	Minimal ability	Uses figurative expressions sometimes to convey strong, vivid images and ideas	Uses figurative expressions to convey strong, vivid images and ideas	Uses figurative expressions effectively to convey strong, vivid images and ideas	Uses figurative expressions efficiently and effectively to convey strong, vivid images and ideas
humour	Minimal ability	Uses humour occasionally to engage audience	Uses humour sometimes to engage audience	Uses humour well to engage audience	Uses humour to maximize audience interest
dialogue	Minimal ability	Uses dialogue fairly with limited ability to reveal character; state of mind used well	Uses dialogue fairly effectively to reveal character; state of mind used well	Uses dialogue effectively to reveal character; state of mind of used well	Uses dialogue effectively and creatively to reveal character; state of mind of excellently used
level of language (sophistication of vocabulary; appropriate use of vocabulary)	Minimal ability	Level of language is somewhat appropriate for audience	Level of language is mostly appropriate for audience	Level of language is appropriate for audience	Level of language is highly appropriate for audience
	Minimal ability	Uses fairly "realistic" (i.e. accent) language to heighten authenticity of the story	Uses fairly "realistic" (i.e. accent) language to heighten authenticity of the story	Uses "realistic" (i.e. accent) language to heighten authenticity of the story	Uses "realistic" (i.e. accent) language to maximize authenticity of the story
	Minimal ability	Uses slang/jargon with limited ability to convey message of story	Uses slang/jargon fairly effectively to convey message of story	Uses slang/jargon effectively to convey message of story	Uses slang/jargon effectively and creatively to convey message of story
illustrations	Minimal ability	Illustrations are fairly appropriate for the content/ message of the story; somewhat neat and original packaging	Illustrations are fairly appropriate for the content/ message of the story; neat and original packaging	Illustrations are appropriate for the content/ message of the story; neat and original packaging	Illustrations are creative and appropriate for the content/message of the story; neat and original packaging
critical reflection (i.e. evidence of editing, reviewing, questioning, reflecting)	needs to use more critical reflection to achieve better results	rough draft and final draft indicate some reflection	rough draft and final draft indicate an effective level of reflection	rough draft and final draft indicate a thorough reflection	rough draft and final draft indicate thorough and critically indepth reflection
comments					MARK
					/20

