Language Arts 9 Name: ( )

Unit 5 – Lesson 2

Enter your responses between the _(blue)_ parentheses below each item.

Section 1 Plan and Construct a Graphic Story

Plan and create a **graphic short story** celebrating a person, group of people or a particular event. Consider how you might add a twist to your story (remember **irony**?) to make it more interesting for your reader. This is a GRAPHIC story. It **must combine text and images**. However, the format is up to you. Minimum length is the equivalent of six frames.

My chosen audience is: (   )

As you create your story, consider the following elements of graphic stories from Lesson 5-1:

Graphic Story Elements			
Content	**Organization**	**Conventions**	**Text (Vocabulary)**
• anthropomorphism • exaggeration or caricatures • graphic weight • icons • symbols	• flashback • gutters • sequencing • Z eye pattern	• camera angles • colour • contrast • framing • lines • mechanics • negative space	• labelling • thought bubbles, speech bubbles • narrative boxes

Use this space to make notes of your story plan. The more detail you can include here, the easier it will be to create your graphic story.
- What is the conflict and how is it resolved? (even a story of celebration has a conflict)
  ( )
- Who are your characters?
  ( )
- What is the theme of your story?
  ( )
- How can you tell the story most effectively?
  ( )
- What details do you need to remember to include?
  ( )
- How will you use graphic story elements from the chart to best communicate your

message for your chosen audience?

( )

a. Read the **Graphic Story rubric** for this assignment.
b. Construct your graphic story. Draw it on paper or use one of the digital comic strip programs featured below. Be sure to evaluate your initial draft(s) with your plan and the rubric in mind, and make the necessary revisions to strengthen your work.

	If you want to draw your graphic story on your computer, you may find the following sites useful. • Pixton (www.pixton.com) • Comic Master (http://www.comicmaster.org.uk/) • Make Beliefs Comix (http://www.makebeliefscomix.com/Comix/) • ToonDoo (www.toondoo.com) • You may also use another digital tool you are familiar with. Please confirm with your teacher that your choice is acceptable.

Graphic Story rubric					
	Excellent **5**	**Proficient** **4**	**Satisfactory** **3**	**Limited** **2**	**Poor** **1**
Content **/20**	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization **/20**	Introduction is engaging and skillfully establishes a	Introduction is purposeful and clearly establishes a focus. Transitions	Introduction is functional and establishes a focus. Transitions tend to	Introduction lacks purpose; little or no focus is established.	Introduction is ineffective. Transitions are absent or

	focus. Transitions fluently connect details. Closure is effective and related to the focus.	clearly connect details. Closure is appropriate and related to the focus.	be mechanical. Closure is related to the focus and is mechanical or artificial.	Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	inappropriately used. Closure is ineffectual or missing.
Conventions **/5**	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
Vocabulary **/5**	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.

INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.

Total:	**/50**

    c.   Upload your scanned or photographed hand-drawn graphic story **or** provide the published URL for your digital comic in the Assignments Submission Box.

Total: /50 marks

Personal Response

Graphic stories may be quite familiar to you, or they may be something that you have not had much experience with. In a paragraph, write a personal response describing your experience with graphic stories. Consider the following questions as you create your response: Why do text creators choose to create graphic stories? What makes graphic stories effective? How do

text creators develop theme in a graphic story? What type of story do you prefer? Be sure to provide reasons to support your opinions.

( )

Personal Response rubric					
	Excellent **5**	**Proficient** **4**	**Satisfactory** **3**	**Limited** **2**	**Poor** **1**
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total: /25					

Total: /25 marks

Student Comments:

( )

- **Be sure to save your file to your folder before submitting it to the LA9 Assignment 5-2 Submission Box:** (YOURNAME)la9-5-2

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Assignment Total: (/75) = Percent: (%)

Teacher Comments:

( )