

LESSON PLAN

Emma S. Barrientos Mexican American Cultural Center

Curriculum Title: Digital Comics – Making a Difference

Time: 2 hours

Ages/Group: 8-12

Lesson Number: Day 2

Medium: Digital Comics

GOALS/OBJECTIVES	<p>Students tell the story of the life they would like to have after hearing the stories of Dolores Huerta and Cesar Chavez</p> <p>Part A: Students learn to use an online comic strip app to make a scene based on “Side by Side/Lado a Lado” by Monica Brown, illustrated by Joe Cepeda.</p>
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E’s? (Engage, explore, explain, elaborate-extend, evaluate)	<p>This lesson promotes the story of labor and civil rights leaders and invites students to see themselves in their stories. It will engage students through Dolores Huerta’s and Cesar Chavez’s stories, explore and explain who they are and what they did, and invite students to elaborate on why they are important people. It will also extend this into students’ own lives by asking them to imagine what positive impact they would like to have in the world. Students evaluate the lesson at the end.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Students take turns answering the question: what is your favorite story or movie?</p>	5 mins
<p><u>Warm-Up/Introductory Activity:</u> One Word Story: Students tell a story by taking turns adding one word. Eg. student 1 says “Once”, student 2 says “there”, student 3 say “was” and so on until there is a full story.</p>	5 mins
<p><u>Core Activity:</u> Recreate a scene from the lives of Dolores Huerta and/or Cesar Chavez</p> <p><u>Steps/Procedures:</u></p> <ol style="list-style-type: none"> Students open the online comic strip app: https://www.storyboardthat.com/ and get familiar with creating a scene using “Scenes” (background images), “Characters” (customizable, posable characters), and “Speech Bubbles” (speech and thought bubbles for displaying dialogue/speech/thoughts). Students watch a reading of the story “Side by Side/Lado a Lado” by Monica Brown, illustrated by Joe Cepeda. https://www.youtube.com/watch?v=JUovz4uPXuQ (video reading of the story by Caren Pantoja, story starts at 2:00, ends at 9:18) Students think about parts of the story that stick out to them Students experiment with creating a scene in the app, adding characters and “textables” (speech and thought bubbles). Storyboardthat gives us three panels. The middle panel will be the action that the character or characters we’re interested in took, the first panel will be the situation that caused them to take the action, and the third panel will be the new situation, now that they had taken the action. 	45 mins

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<p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> • What do you know about comics? • Who was Dolores Huerta? • Who was Cesar Chavez? • What did they do together? • Why did they do it? • What was the result of their work? <p><u>Vocabulary:</u></p> <p>Caption: A box that describes or gives more information about what is happening in the picture.</p> <p>Character: A person or animal in a story that does, thinks or says things.</p> <p>Panel: A box on a comic book that shows some action inside it.</p> <p>Scene: The place where a story happens. Stories can have more than one scene.</p> <p>Speech Bubble: A “bubble” in a comic strip that shows what a character is saying. It is usually oval shaped or a rectangle with rounded corners. In StoryboardThat.com it is something you can write in to show words. This includes speech and thought bubbles and captions.</p> <p>Text: Written or printed letters, words and sentences.</p> <p>Thought Bubble: A “bubble” in a comic strip that shows what a character is thinking. It usually looks like a fluffy cloud.</p>	
<p><u>Break:</u></p>	10 mins
<p><u>Core Activity:</u> Tell your own story</p> <p><u>Steps/Procedures:</u></p> <ol style="list-style-type: none"> 1. Students reopen the online comic strip app: https://www.storyboardthat.com/ 2. Students create a scene based on their own life now. This could be at home, at school or any other place they like to be. 3. Students imagine something cool they would like to do for others in the future, and make a story based on it. Use the same format: first panel is the situation where something needed to be done, middle panel is the action that you take, third panel is the result. <p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> • If you could be remembered for doing one really good thing for others, what would it be? • How do you think you can show your story through pictures and text? 	50 mins
<p><u>Check-Out/Closing Ritual</u></p> <p>Rose and Thorn: Each student answers the question: what was one thing you enjoyed about that activity (rose) and one thing that was challenging (thorn)? They each say “my rose was...” and “my thorn was...” giving their answer.</p>	5 mins

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PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time

No need to list supplies you bring every day (pencils, crayons, scissors, paper, etc.)

For each student:

- Access to a web browser to use www.storyboardthat.com. It is best accessed on a tablet, laptop or desktop computer.
- Alternatively, students could use paper and pencil/markers to draw their comics.

Challenges/Successes/Notes for Coordinator

Supplemental Materials