

Lesson Sample: High School 2, Connect Domain



Lesson Title	Stereotype-Busting Comics: Planning
Time Frame	One 90-minute class period
Domain	Connect
Standard	HS2.VA.Cn1.A: Research and connect an unfamiliar subject to personal experiences to develop meaning through art-making.
Essential Questions	How can artists use comics to challenge stereotypes?
Objectives	Students will plan a comic strip or graphic short story that challenges a stereotype.
Procedures	<ul style="list-style-type: none"> • Distribute different examples of Leeder O. Men comic strips (http://leederomen.com) to small groups of students. Give each group five minutes to discuss: (1) what is the specific stereotype about people with disabilities that is being addressed by this comic strip? (2) How does the artist challenge this stereotype through the illustrations and/or text? • Have 2-3 groups share their findings with the class. • Teacher will model/describe assignment to research a group that is the target of stereotypes/misconceptions and create a comic strip to challenge these stereotypes. Ask for volunteers to give 5-6 examples of groups that are subject to stereotypes. • Students will fill out research/planning page (attached),

	<p>which includes research and thumbnailing activities. Research may be done with library databases of news articles or other sources available at your school.</p> <ul style="list-style-type: none"> • End of class: Students will share their thumbnail sketches with a partner for a TAG critique (Tell a compliment, Ask a Question, Give a constructive suggestion) before turning in their planning sheets.
Thinking, Problem Solving, and Studio Habits	<p>Thinking</p> <ul style="list-style-type: none"> • Practical • Creative • Research-based <p>Problem Solving</p> <ul style="list-style-type: none"> • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing <p>Studio Habits</p> <ul style="list-style-type: none"> • Engage and Persist • Envision • Express
Materials	<ul style="list-style-type: none"> • Printouts of various Leeder O. Men comic strips • Pencils • Planning sheets
References	
Mindset and Pedagogy Reflection	<p>Presenting Instructional Content</p> <ul style="list-style-type: none"> • This lesson supports ongoing conceptual development and requires students to do the work of generating their own ideas. <p>Activities, Space, and Materials</p> <ul style="list-style-type: none"> • Students may choose a group that is stereotyped, giving them the chance to choose one with personal significance. <p>Academic Feedback</p> <ul style="list-style-type: none"> • Students have the opportunity to discuss thumbnail sketches with each other before turning in their sheets for teacher feedback.

Comic Strip Planning Sheet

Part 1: Research

1. What is a group that is the target of misconceptions and stereotypes? (You don't have to be a member of this group)

2. Find a news article that identifies a specific misconception/stereotype about this group. Write a quotation or paraphrase a longer passage here to explain what the stereotype is. Cite the article you used.
 - Quotation/paraphrase:

 - Article citation:

3. Either in the same article or a different one, find evidence that the misconception/ stereotype is untrue or unfair. Write a quotation/paraphrase from the article below and cite the article.
 - Quotation/paraphrase:

 - Article citation:

Part 2: Story Development

Your comic strip should clearly and creatively challenge the stereotype you identified in 3-5 panels with no more than 5 words (focus on images instead!). It may follow a formula such as:

- Panels 1-2: Establish that Character #1 holds a stereotypical belief about Character #2.
- Panels 3-4: Character #2 does or says something that disproves the stereotype.
- Panel 5: Character #1 demonstrates a new and better understanding of this group.

You may deviate from this formula as long as your story is told effectively and meets the requirements described above.

On the back of this page, thumbnail your comic strip (draw quick, basic sketches) in order to develop your ideas before starting a final draft.