



Character Comics

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades 4-6)

- Read a wide range of literature from several periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 Evaluation Strategies (Grades 4-6)

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

NL-ENG.K-12.4 Communication Skills (Grades 4-6)

- Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5 Communication Strategies (Grades 4-6)

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 Applying Knowledge (Grades 4-6)

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

Kentucky: Reading (1.2)/Arts and Humanities (2.24, 2.25)

- Apply appropriate reading strategies to make sense of a variety of print and non-print texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.

ELA-4-R-1, ELA-5-R-1, ELA-6-R-1

- Understand and respond to; identify meaning from; of a variety of reading materials, making connections to students' lives, to real world issues, and /or to current events.

ELA-4-R-2, ELA-5-R-1, ELA-6-R -2

- Recognize; understand characteristics and elements of different kinds of literary works; genres.

ELA-6-R -5

- Identify and apply logical sequence in reading materials to complete tasks or procedures.

ELA-4-R-6, ELA-5-R-6, ELA-6-R -6

- Employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions); respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting; employ reading strategies (e.g., skimming and scanning) to locate and apply information in varied print and non-print sources.

Kentucky: Writing (1.11)/Art and Humanities (2.22)

- Use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transitive and reflective pieces.

ELA-4-W-1, ELA-5-W-1, ELA-6-W-1

- Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers. (1.10, 5.1, 6.3)

ELA-4-W-3, ELA-5-W-3, ELA-6-W-3 (6.3)

- Write transitive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on personal experiences, reading, listening, observing, and/or inquiry.

ELA-4-W-4, ELA-5-W-4, ELA-6-W-4 (5.2)

- Write literary pieces that show an understanding of characteristics of literary works.

ELA-4-W-6, ELA-5-W-6, ELA-6-W-5

- Identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).

Ohio: Language Arts>Reading Applications> Literary Text Standard

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding

Benchmark(s)

Grades 4, 5 & 6

A. Describe and analyze the elements of character development.

- Description
- Motivation
- Point-of-view

Ohio: Language Arts >Writing Process Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) (See all)

Grades 4, 5 & 6

A, B, C, D, E, F, G, H, and I

Ohio: Language Arts> Writing Applications Standard

- Understand various types of writing require different language, formatting and special vocabulary.

Benchmark(s)

Grade 4

A. Write narrative accounts that develop character, setting, and plot.

Grades 5 & 6

- A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.**

Objective

Students will demonstrate an understanding of character development for the characters in the comic strip, *Little Orphan Annie*, and the play, *Annie*. Students will write an authentic comic strip.

Materials

- Handout Character graphic organizer
- Internet access
- Markers, colored pencils or crayons

Vocabulary

- Character development
- Motivation
- Point-of-view

Activity

Task 1

Guided Reading/Writing

Teacher will:

- Ask students to recall the first scene in the play, *Annie Jr.*, in which the character is plotting to run away from the orphanage.
- Have students summarize the action and events of the scene, and make a list of other characters involved in the scene as well.
- Introduce and display the *Character Graphic Organizer* for whole class viewing.
- Have students recall of the first scene, the motivations, words, actions, thoughts, and point-of-view offered by the character, *Annie*, and model entering the information onto the organizer.
- Have the students complete the organizer by entering information for the other characters in the first scene.
- Upon completion of the organizer, have students in small groups discuss and develop a descriptive statement that summarizes the essence of each character in the first scene (e.g., *Annie*: *Annie* is hopeful and determined as evidenced by her words and actions to find her parents).

Task 2

Teacher will:

- Go to the web site, <http://www.ucomics.com> to access comic strips from the *Annie* series, created by Jay Maeder and Alan Kupperberg. *Note: Harold Gray is the originator of the Little Orphan Annie comic strip.*
- Read the comic events and script out loud to students.
- Facilitate student discussion to address the characteristic of the *Annie* comic, which is "political" in its context. *Many of the story lines revolve around controversial political issues.*
- Identify the political issues of the selected strips read aloud.
- Have students use a Venn diagram to compare and contrast the character, *Annie*, as presented in the play, and the character, *Annie*, in the comic strip.
- Ask students the following question prompts.
 - How has the *Annie* character changed, if at all?
 - Does the life of the comic strip *Annie* still revolve around the orphanage? Why or why not?
 - What ideas and thoughts motivate the two *Annie* characters?
 - Is *Annie* still portrayed as hopeful and determined?

Self-Selected Reading

Students will:

- Choose a comic strip from the *Annie* series and analyze the other characters in the comic.
- Compare the comic strip characters to the character traits identified in the *Character Graphic Organizer*.
- Present this information in a creative graphic format. (Students will use their creativity and imagination.)

Writing: Tiered Activities

Introductory

Students will work in small groups to complete the graphic organizer in which they will analyze the characters in selected scenes. Student will then write a written response to the following questions.

- Explain, using samples of evidence from the play, if you believe Annie's attitude about being an orphan changed from the beginning of the play to its end?
- What lessons, if any did Annie learn?
- What evidence provides clues that Daddy Warbucks will be a good father?
- What drives Miss Hannigan to act in the manner that she does? Is there evidence that she may have a heart of kindness?
- Why does Miss Hannigan stay at the orphanage if she dislikes little girls so much?

Intermediate

Students will create and write text for a comic strip of their own. The strip will illustrate what happens to Annie in the future. Students will address the issue of Annie's possible adoption by Daddy Warbucks and life in "a lap of luxury". Students will use the character development rubric to critique their comic strip creation.

Advanced

Students will choose a political issue and incorporate it into their own *Little Orphan Annie* comic strip (e.g., the rising cost of gasoline, women's rights, environment, etc.).

The student comic strip will address the issue from Annie's point of view. Students will use the character development rubric to critique their comic strip creation.

Performance Assessment:

Teacher will evaluate students' abilities to:

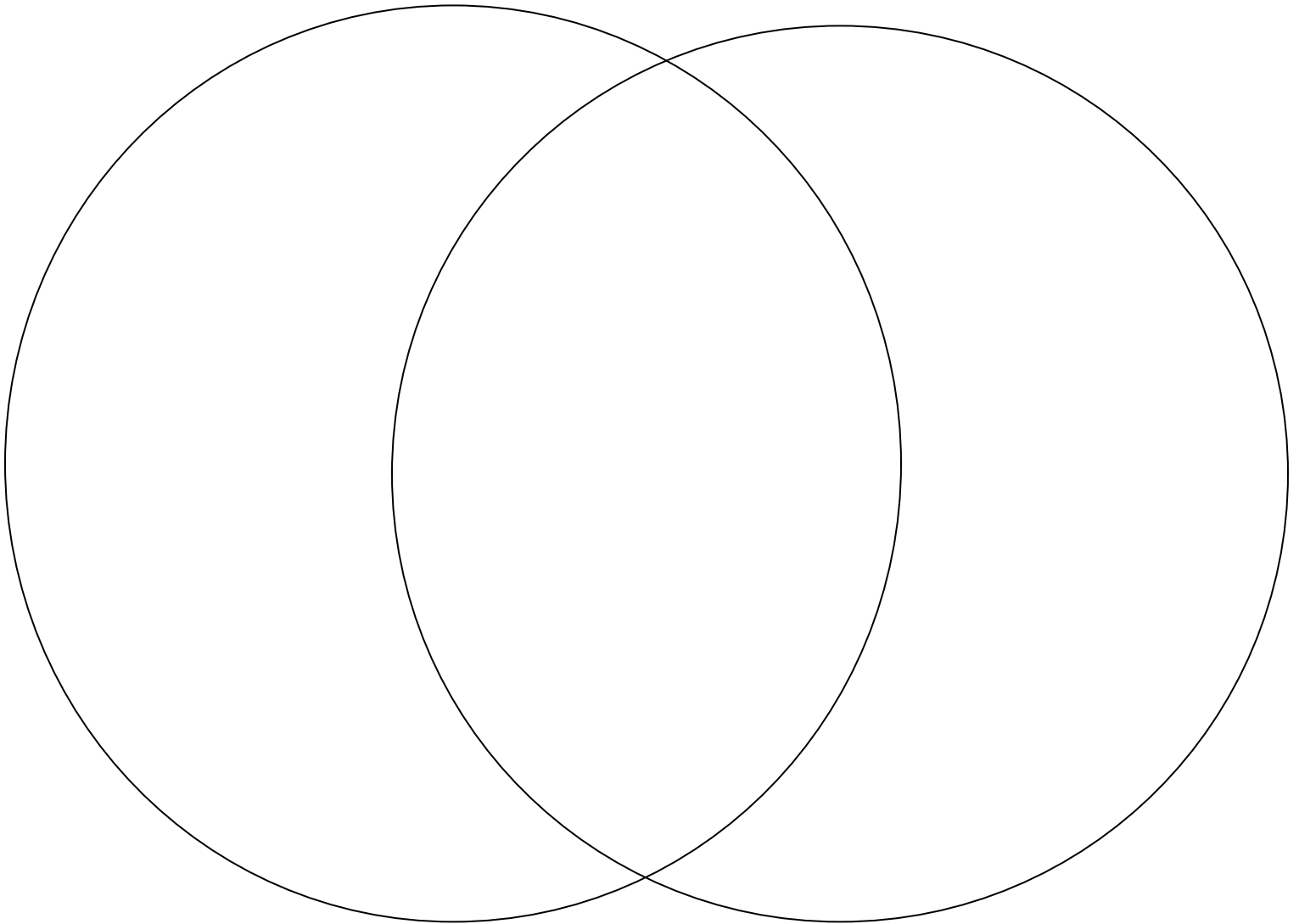
- Use a graphic organizer (e.g., Venn diagram, attribute matrix.)
- Write conclusive summary statements.
- Understand the structure of a comic strip narrative.
- Write an authentic comic strip narrative.

Technology

Students will use webbing software, such as *Inspiration* or *Thinking Map*, to create a character concept web.



Venn diagram





Annie Jr.
Handout: Student Use

Character Development Graphic Organizer

Name _____

Character	Motivation	Words	Actions	Thoughts	Point of View
Scene 1: Annie runs away.					
Annie (Example)	Wants to find her parents Loneliness	Reads letter from parents Tells everyone she is going to go find her parents	Packs her things and tries to run away.	Thinks her parents are somewhere out there, but just can't get to her	Her parents are good, normal people who are just getting back on their feet again and will come for her soon.
Miss Hannigan					
Orphans					
Scene 3: Grace Farrell comes to take Annie to spend Christmas with Daddy Warbucks.					
Character	Motivation	Words	Actions	Thoughts	Point of View

Annie					
Grace Farrell					
Oliver Warbucks					
Miss Hannigan					
Scene 6: Warbucks wants to adopt Annie.					
Annie					
Oliver Warbucks					

Scene 9: Miss Hannigan, Rooster, and Lily hatch a plan to get Annie and the check for \$50,000.					
Miss Hannigan					
Rooster					
Lily					
Annie					
Daddy Warbucks					



Annie Jr.
Handout: Student Use

Character Development Rubric

Name _____

Comic Strip	Novice	Apprentice	Veteran	Master
Character Development	<ul style="list-style-type: none"> Personalities never change. It is difficult to describe the character in one or two terms. There may not be enough information to form a judgment about them. 	<ul style="list-style-type: none"> Some character development. Characters are no more than a name and a description. Characters are stereotypical. 	<ul style="list-style-type: none"> Characters learn or accomplish a task. Characters are clear and reasonably developed. Characters have identifiable attributes. 	<ul style="list-style-type: none"> Characters have complexity. Characters are presented in multiple ways (e.g., appearance, action, thoughts, speech, etc.)
Story Line	<ul style="list-style-type: none"> Comic lacks direction Little or no development of plot. 	<ul style="list-style-type: none"> Comic has focus, but the details are unclear. Storyline wanders off topic. 	<ul style="list-style-type: none"> Comic maintains focus. Storyline has a clear problem and solution with several supporting details. 	<ul style="list-style-type: none"> Comic is well defined and creative. Storyline has a clear problem and solution with several supporting details.
Layout Design	<ul style="list-style-type: none"> Images detract from story or are not present. 	<ul style="list-style-type: none"> Images somewhat relate to story, but are simple and lack detail. 	<ul style="list-style-type: none"> Images coincide with story, and are colorful and detailed. 	<ul style="list-style-type: none"> Images enhance story; much attention was paid to detail and color.
Advanced: Political Issue	<ul style="list-style-type: none"> No political issue is present in the story line of the comic. 	<ul style="list-style-type: none"> Student has included a political issue, but the details of the issue remain unclear. 	<ul style="list-style-type: none"> The political issue has been integrated into the story line and the details of the issue are clear. 	<ul style="list-style-type: none"> The political issue has been integrated into the story line and the details of the issue are clear. Characters have clear opinions and ideas about the issue at hand.