

LES - English Language Arts and Visual Arts -  
Elementary, Cycle 3 - Secondary, Cycle 1

# THE STORY OF MANGA

## GUIDE

 **Domaine des langues**





## OVERVIEW OF THE LEARNING SITUATION

# THE STORY OF MANGA

ELEMENTARY, CYCLE 3 - SECONDARY CYCLE 1

This Learning and Evaluation Situation is designed to allow students to produce a digital, Manga style comic strip using an iPad and digital software. The students will demonstrate their understanding of the LES by appreciating, creating, editing and publishing their own digital comic book.





## OVERVIEW OF THE LEARNING SITUATION

### ENGLISH LANGUAGE ARTS

COMPETENCY	ESSENTIAL KNOWLEDGE
C1. Reads and listens to literary, popular and information-based texts C2. Write self-expressive, narrative and information-based texts C3. Represents his/her literacy in different media C4. Uses language to communicate and learn	
BROAD AREAS OF LEARNING	CROSS-CURRICULAR COMPETENCIES
	Uses his/her creativity Uses ICT

### VISUAL ARTS

COMPETENCY	ESSENTIAL KNOWLEDGE
C2. Creates media images C3. Appreciates works of art and cultural images fro the world's artistic heritage, personal images and media images	
BROAD AREAS OF LEARNING	CROSS-CURRICULAR COMPETENCY
	Uses his/her creativity Uses ICT

#### Essential Question

What kind of fantastic story can you imagine as a comic book?

#### Stimulus for Creation

To produce a digital, Manga style comic book

#### Student Production

A three-page Manga style digital comic book





## PREPARATION

### LEARNING ACTIVITY OVERVIEW

PERIOD 1	PERIODS 2-3	PERIODS 4-5	PERIODS 6-7	PERIODS 8
Explore a comic strip. Brainstorm ideas for a comic strip. Write an outline of the narrative. Outline the characters and setting.	Write the narrative.  Write the dialogues.  Plan the photo shoot.	Shoot the photos.  Edit the photos.	Edit the comic strip. Edit the digital book. Export the book to an online library.	Launch the book.
Evaluation : Self-Evaluation Rubric and Observation Rubric	Evaluation : Self-Evaluation Rubric and Observation Rubric			Evaluation : Self-Evaluation Rubric and Observation Rubric

### Tools, Supports and Resources

#### Preparation and writing

- Manga comic strips
- *Student Booklet*









#### Photography and comic strip editing

- Internet access in order to consult the *History of Manga*:  
<http://recitdesarts.wix.com/thestoryofmanga>
- One iPad 2 or more per team
- A tripod or an iPad stand
- A USB cable (30 pins) suitable for an iPad
- A Camera Kit adaptor
- Costumes and props for photos
- Access to **Dropbox** or **Google Drive** from each iPad with the following applications available on each iPad:
  - o For a Manga effect for photos: **Cartoon Camera Pro** or **Manga Comics Camera Free**
- To produce the comic strip:
  - o **Comic Life** or **Strip Design** or **Comic Maker**
- To create a digital version:
  - o **Book Creator Free**





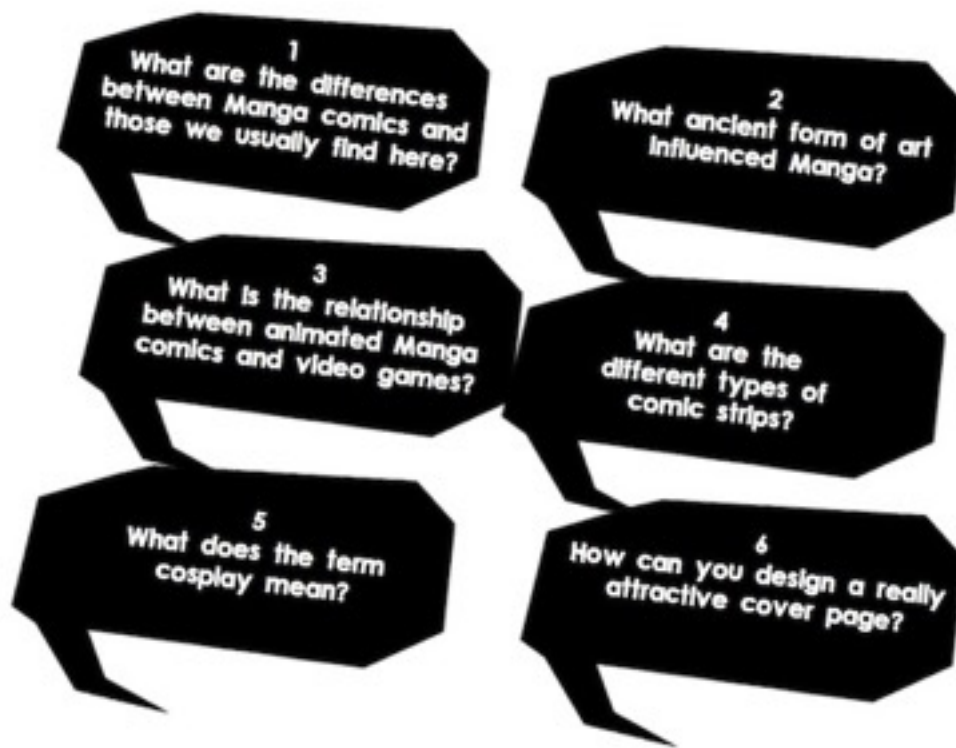
## Overview of Required Apps

	<p><b>TO STORE AND SAVE IMAGES, ETC.</b></p> <ul style="list-style-type: none"> <li>DropBox : <a href="http://goo.gl/SP6LJn">http://goo.gl/SP6LJn</a></li> </ul>
  	<p><b>TO GIVE IMAGES A MANGA EFFECT (any of these)</b></p> <ul style="list-style-type: none"> <li>Comics Camera Pro : <a href="http://goo.gl/PVNJI9">http://goo.gl/PVNJI9</a></li> <li>Manga Comics Camera free : <a href="http://goo.gl/SyPxJc">http://goo.gl/SyPxJc</a></li> <li>Pixlr Express : <a href="http://goo.gl/wEg6fh">http://goo.gl/wEg6fh</a></li> </ul>
	<p><b>TO ADD GRAPHIC EFFECTS</b></p> <ul style="list-style-type: none"> <li>Brushes 3 : <a href="http://goo.gl/2Eh7EF">http://goo.gl/2Eh7EF</a></li> </ul>
 	<p><b>TO CREATE THE COMIC (any one of these)</b></p> <ul style="list-style-type: none"> <li>ComicLife : <a href="http://goo.gl/9PYvhx">http://goo.gl/9PYvhx</a></li> <li>Strip Design : <a href="http://goo.gl/bHpJ1n">http://goo.gl/bHpJ1n</a></li> </ul>
	<p><b>TO CREATE THE BOOK</b></p> <ul style="list-style-type: none"> <li>BookCreator Free : <a href="http://goo.gl/QVKdJg">http://goo.gl/QVKdJg</a></li> </ul>



## Activation of Prior Knowledge and New Learning

1. Ask students what they know about Manga comics.
2. Group students into five teams and assign a question to be answered to each team.
3. Have the students research the *History of Manga* to find the answers to the following questions: <http://recitdesarts.wix.com/thestoryofmanga>

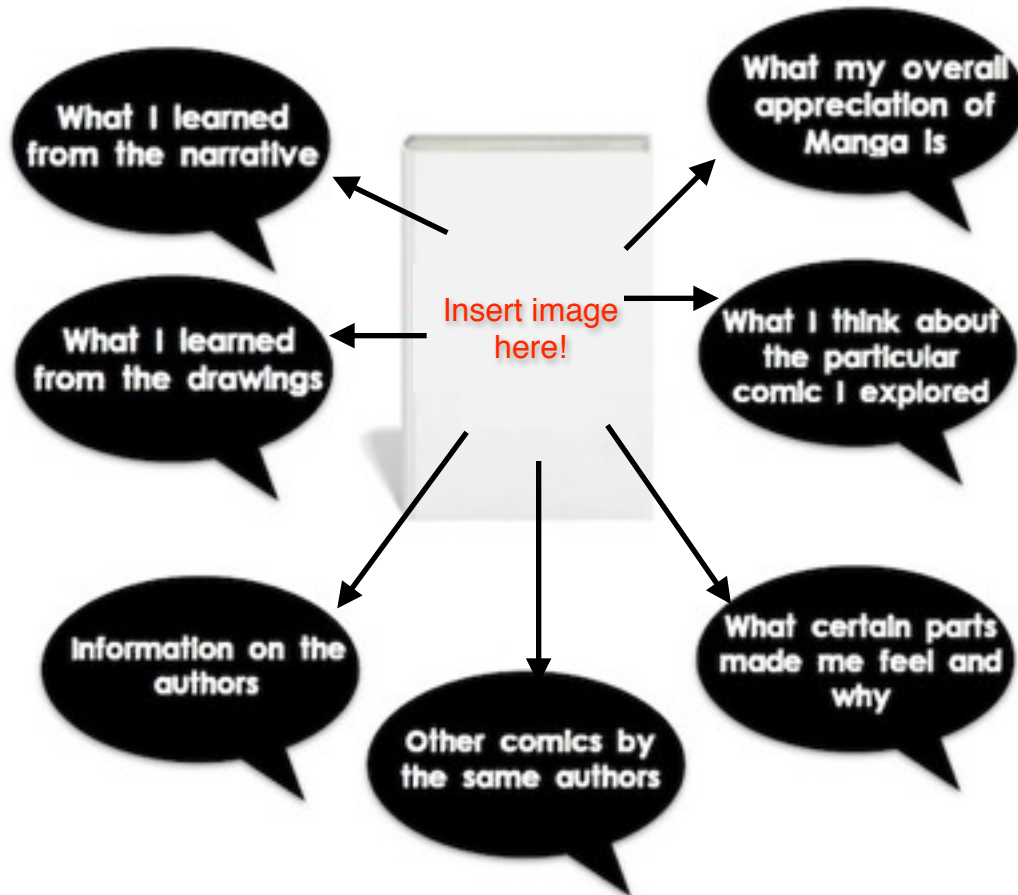


4. Each group is asked to present its findings to the rest of the class.
5. Have students take note of the Website so they can consult it at home. This site provides much of the information they will need to create their own Manga comic.



## Appreciation

1. Have the students read a whole or part of a Manga comic. You can also read one of the three extracts from the article “Three suggested readings”: <http://recitdesarts.wix.com/thestoryofmanga>



2. Have the students give a group or individual appreciation of the comic they read. Have them note their appreciation in their *Student Booklet*. Use IWB resources if desired.



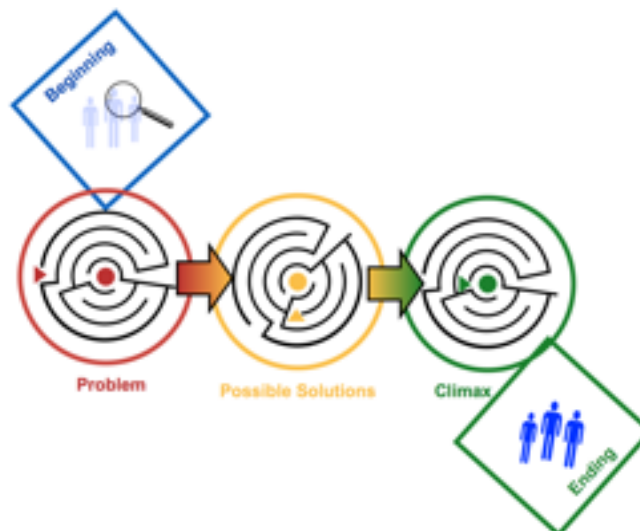


## Writing

1. Ask students to brainstorm the following question both as a group and individually:

### WHAT WOULD IT TAKE TO CREATE A DIGITAL MANGA COMIC BOOK?

2. Have the students take note of their ideas in their *Student Booklet*.
3. Have the students get into groups of 4 and share their ideas.
4. Have the students highlight any ideas that they might like to use. Explain that they will work as part of a team (team of 4 for the photo shoot), but that each student will produce his/her individual comic book. (If there is an insufficient number of iPads, then the final production can be done by a team of 2.) In the end, there will be 4 different versions of the same story, using the same photos.
5. Using the ideas brainstormed by the group as inspiration, each student should each develop a storyline, keeping in mind how a story (plot) is developed.







## PRODUCTION

1. Discuss the evaluation criteria for English Language Arts and Visual Arts.
2. Using their *Student Booklet* to take notes, they should use the ideas developed in
3. Have the students explore the nature of speech bubbles and how they will be a part of their comic. (They can play the game through the link accessed through *The Story of Manga Website*.)
4. Still using the ideas developed in their team, each student will write and develop his/her storyboard as completely as possible, including all dialogue.
5. Have the students get into groups of 4 and have each student present and read his/her storyboard. Have the group choose 1 of the 4 (using predetermined criteria found in the IWB tools, *The Story of Manga*).
6. Have the students complete the dialogue either as a team or individually. Have the students create a list of costumes and props. Have them decide who will bring what.
7. Inform them when the photo session will take place.





## PRODUCTION

### Individual Visual Arts Creation: Photography



1. Use a corner of the classroom as a set, or allow students to use different interior or exterior school locations. Another possibility is to set up a green screen to allow scenery to be displayed behind the characters.
2. To learn more about green screen technology, see: <https://www.youtube.com/watch?v=VgXDwOuwgdw>



3. Set up the iPads on tripods or stands on tables near the photo shoot location.
4. Designate 3 actors and 1 photographer. Ask the students to put on costumes.
5. During the photo session, these roles can be exchanged.
6. Have the students think of a variety of poses and exaggerate their expression.
7. To help the students to manage their time, inform them in advance of how much time they will have for their photo session.
8. Have the students take each photo at least twice so they can then choose the best.
9. Have the students take each photo at least twice so they can then choose the best.





## Individual Visual Arts Creation: Image Processing



1. Have each student use an iPad to create his/her individual version of the comic. If there are not enough iPads for each student to have one, the following steps can be done by teams of 2 or 4.
2. Have the students download their photos from **DropBox** so they can edit them using the chosen software.
3. Have them edit their photos to achieve a **MANGA EFFECT** using software such as **Cartoon Camera Pro**.
4. Have them edit each picture according to the style chosen by the team. The photos can be in black and white or in colour.
5. Have the students save the edited photos in **Photos**.



6. Using an app such as **Brushes**, have the students retouch the photos, adding color or highlighting elements that are not visible enough.
7. Make sure that the final versions of the photos in **Dropbox** or **Google Drive**.

## PRODUCTION

### Individual Visual Arts Creation: Editing the Comic



1. Have the students use **ComicLife**, **StripDesign** or **Comic Maker** to edit the cover page and the 3 pages of the narrative. Have them add text bubbles and onomatopoeic expressions based on the dialogues from their storyboards.
2. Download each page as a **jpeg**.
3. Download the **jpeg**s to the appropriate **DropBox** file

### Individual Visual Arts Creation: Creating the Digital Version



1. Using **BookCreator Free**, have the students import the **jpeg**s in order to create a book consisting of a cover page and at least 2 pages of story.
2. If desired, have them add narration, music or even video to their digital version.
3. Have them forward the book to themselves in an **ePub** format.
4. Have them forward the book to themselves in **PDF**.
5. Have them file a PDF version in **DropBox**.
6. Have them open the book using **iBooks**.
7. Have them share their digital comic using:

<http://bibliddl.domainelangues.qc.ca>



## **Book Launch**

1. Display the comics on the iPads, using iPad supports or small easels or the ledge of the board.
2. Have the students read the various comics.
3. Have the students give feedback about the comics using predetermined criteria.
4. Invite the parents to the book launch.
5. Have fun and celebrate!

## ANNEX : SHORT VIDEOS\*

\*Please note that the videos are commented in French since the project was only recently developed and piloted within the French Boards



<http://goo.gl/kirdBX>



<http://goo.gl/9xxoQd>



<http://goo.gl/kdUPvP>



<http://goo.gl/OKuMEI>

These videos can be accessed through the Youtube du Service national du RÉCIT, domaine des arts : <http://goo.gl/BZhTHD>

