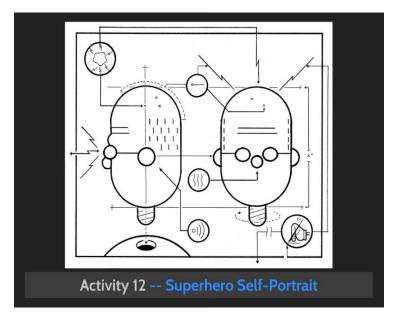# "WITH GREAT POWER COMES GREAT RESPONSIBILITY"

THE TOP 10 STRATEGIES FOR TEACHING COMICS

Understanding that comics and graphic novels have a place in the K-12 classroom is one thing. Understanding how to teach them in a way that empowers students is quite another. This workshop provides practical teaching advice about using comics and graphic novels with struggling, reluctant, proficient, advanced, and even gifted readers and writers by looking at pedagogical strategies that maximize student engagement and build confidence with the form. The tendency in the past has been to look at how using comics and graphic novels can improve students' engagement with other literary genres, but this can only come about if students first understand the visual narrative form they're exploring. The workshop will feature a wealth of fantastic print and digital resources that teachers can start using right away in their classrooms.

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READING FOR THE LOVE OF IT, 2016

Activity 12 -- Superhero Self-Portrait

This activity is simple enough. Students are given two minutes to create a self-portrait in which they show themselves to be superheroes. No stick figures allowed. Instead, the students use geometric shapes to realize their creations, with the hope that they see how without much thought on their part they can create something that is, when they get right down to it, a comic.

SUPERHERO NAME:	SUPER STRENGTH:	SUPER WEAKNESS:

Activity 13 -- Drawing a Castle

In this quintessentially Lynda Barry activity, you get two minutes to draw the first castle, one minute for the next—then thirty and fifteen seconds respectively. In my experience of doing this activity with young people, it shows them that when under time constraints they can still create a basic form in a very short amount of time.

TWO MINUTES	ONE MINUTE
THRTY SECONDS	FIFTEEN SECONDS

Activity 14 -- The Monster Comic

In this activity, students use squiggles and closed shapes to create comic book monsters. Put a squiggle in the first box, a closed shape in the second, another squiggle in the third, and another closed shape in the fourth. Then, you have a minute for each to turn the squiggle or closed shape into a monster

MONSTER'S NAME:	*MONSTER'S NAME*
MONSTER'S NAME:	*MONSTER'S NAME*