



**Enduring Idea:** Heroes

**Grade/s:** 9-12

**Integrated Discipline:** English Language Arts

**Unit Title:** Superhero...KABOOW!

**Unit Designer:** Stephanie Kaminer

**Unit Description:**

Cartoons and comic books are becoming more and more popular among teenagers. By integrating an interest that the learners have into their learning environment you are going to see an increase in participation in what is being taught. Learners will enjoy talking about cartoons and comics that they enjoy and what makes them popular. They will enjoy even more creating an original hero character along with a "selling" cover of what would be their comic book.

**Images:**

"Martin Luther King, Jr." John Wilson

"David Holding Goliath's Head," Guido Cagnacci

Different comics and cartoons

**Key Concept:** Establishing the concept of a hero

**Essential Question:** What characteristics make someone hero?

**CCSS Art:**

VAH1-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.

VAH3-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art.

**Integrated CCSS:**

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined

experiences or events using effective technique, well-chosen details, and well-structured event sequences

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Learning Outcomes:**

- Analyze different comics and cartoons and what makes them successful
- Create cover for original main character based around a hero for a comic book

**Motivator:**

Look at different art work, comics, and cartoons. Discuss qualities of heroes portrayed in artwork. Look at main characters and analyze personality, plot, and characteristics. Discuss what qualities would make someone a good hero.

**Day Breakdown:**

**Day 1:** Motivator. Begin brainstorming about idea for original hero.

**Day 2:** Write out original character name, type of hero, personality, events that character will be involved in, other cast (side kick), props and environment.

**Day 3-4:** Thumbnail sketches of hero, develop in multiple views in full body and with props. Turn in for approval by teacher.

**Day 5-6:** Create comic book cover rough draft. Turn in for approval by teacher.

**Day 7-10:** Final Draft of cover

\*you could have students create a single comic strip with or instead of the cover

**Materials:**

sketch paper, pencils, colored pencils, markers, final draft paper, templates (if doing comic strip)

**Resources:**

"Cartooning! The Ultimate Character Design Book," Chris Hart

"Action! Cartooning," Ben Caldwell

Different comics and cartoons (books and videos)

App: "Comic Strip" (if doing comic strip)

**Assessment:**

Teacher will give formative assessment daily based on progress and participation in brainstorming and the art making process. Teacher will give a summative assessment on the final art piece following the rubric guidelines.