

## Creating Comics: Using storyboards and comics to share personal migration stories in the ESL classroom

Unit Plan by Kathy Keffeler

<b>Day 1</b>
<b>Lesson Objective(s) or Essential Question(s)</b>
<p><b>Essential Question:</b>  <i>What is an underreported story? Can I find, read and understand an underreported story?</i></p> <p><b>Objective:</b>            Students will be able to define the term, "underreported story," and analyze news articles from the Pulitzer Center</p>
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Ask students to share that they know about what news is, why news is important, and what stories they generally hear in the news.</li> <li>2. Then, explain that students will be exploring news stories that are "underreported." These stories are supported by the Pulitzer Center.</li> <li>3. Display on Smartboard: Pulitzer center website: <a href="https://pulitzercenter.org/">https://pulitzercenter.org/</a> and <a href="#">introduce the Pulitzer Center's mission statement.</a></li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="https://pulitzercenter.org/">https://pulitzercenter.org/</a></p>
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Define an underreported story with students by showing this YouTube video from the Pulitzer Center: <a href="https://www.youtube.com/watch?v=jQ6czV4e7pc">https://www.youtube.com/watch?v=jQ6czV4e7pc</a> <ul style="list-style-type: none"> <li>• <i>Some students may need a slower video speed and/or subtitles.</i></li> </ul> </li> <li>2. Ask students if they can think of any stories like this or if they have ever read or heard any—either at home or in their previous studies. Remind them that many times these may be stories they have "heard" but not necessarily seen in the news. Students may have to provide a brief synopsis. A student volunteer can list names of these on the board.</li> </ol>

3. Next, students divide into small groups and each group is tasked to find an example of an underreported story from the Pulitzer website. (Some ESL students may struggle finding a story. The teacher may have to choose for the group. See Pulitzer Center Resources above for suggestions or find your own)

<https://pulitzercenter.org/>

- [Students can also identify what is drawing them to a story. The headline? The images?](#)

4. Once students from each group have identified a story to explore, a volunteer from each group writes the title of their chosen story on the board.
5. Allow students time to silently read their group’s story together and note key themes and details that they could include in a summary of the story.
6. Then students from each group will decide how to best present the story to the rest of the class the next day. (Rubrics can be given here if the teacher so chooses).

### Closing and Homework

1. Students from each group identify how they want to present the story to the class and plan next steps for preparing their presentations.
2. Students share a key detail (maybe even just a word or phrase) from the story they read as part of a short class discussion or writing activity.

## Day 2

### Lesson Objective(s) or Essential Question(s)

**Essential Question:**

What are examples of underreported stories and why are they important?

**Objective:**

*Students will be able to practice comprehensible spoken English skills, and public speaking skills, as evidenced by small group reports to the rest of class about the underreported news stories they explored during the previous class.*

*Class audience members will demonstrate active listening comprehension and writing skills by filling out a form (outlined below) to accompany each presentation.*

### Warm-up

In small groups, allow students time to re-examine the stories their groups identified and review their notes. Then, students should work within the groups to review how they decided to best present the story to the rest of the class.

**Focus text(s) / resource(s) for today's lesson**

<https://pulitzercenter.org/>

**Lesson / Activities**

Each group presents their chosen story to the rest of the class using the following process:

1. Ask the group to write the name of their story on the Board.
2. Display on Smartboard each groups' story link as they are reported out.
3. As each group's story is presented to the rest of the class, ask students to practice active listening and fill out this form for each presentation:

YOUR FIRST AND LAST NAMES:

PRESENTERS FIRST NAMES:

NAME OF ARTICLE:

THREE POINTS YOU UNDERSTAND FROM THE STORY:

1)

2)

3)

EVALUATION: 1-5 (5 THE BEST-1 THE WORST)

4. Hand in forms to the teacher after each group speaks.

**Closing and Homework**

Have students reflect on the details that stuck out to them from the presentations. Ask, "What details from the stories stood out to you, and why? What did the stories have in common? How were they different?"

**DAY 3**

**Lesson Objective(s) or Essential Question(s)**

**Objective:**

*Students will be able to evaluate common themes from underreported news stories, begin drafting their original stories in English, and engage with the following questions:*

- *What do these underreported stories have in common?*
- *Can I write my migration story in English?*

**Warm-up**

1. Have the titles of each group’s story on the board.
2. Display on Smartboard each groups’ story link as they are reported
3. Guide students who were absent the previous day in preparing their presentations for the day.

**Focus text(s) / resource(s) for today’s lesson**

<https://pulitzercenter.org/>

**Lesson / Activities**

1. Finish small group reports with links on Smartboard and comprehension papers as outlined in Day 2.
2. Return audience forms to each group and allow a short time for reflection.
3. Ask students if they noticed any commonalities in the stories they read. Have titles on the board and ask a volunteer to write paraphrased thoughts under the titles. (“You’ll use these tomorrow”-I take a picture and upload to Smartboard from my phone)
4. Transition to ask students to start thinking of their personal migration stories. Ask them to consider, “How did you get here?” Explain that we are going to tell our own underreported stories. If there is time, students can begin writing their thoughts on what they would like to share in their notebooks.

**Day 4**

**Lesson Objective(s) or Essential Question(s)**

**Essential Question:**

*Can I write my migration story in English?*

**Objective:**

*Students will be able to brainstorm details they want to share about their own migration stories and compose plans for writing their stories in English*

<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Display the group's chosen story titles from the Pulitzer Center and notes regarding commonalities as written on board from yesterday. (I take a picture and upload from my phone)</li> <li>2. Ask students to think about the stories they have been reading and what they have in common. Ask, "Do their stories have anything in common with your personal migration story or is yours completely different?" Allow 5-10 minutes for discussion.</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="https://pulitzercenter.org/">https://pulitzercenter.org/</a></p> <p><a href="http://www.pixton.com/">http://www.pixton.com/</a></p>
<b>Lesson / Activities</b>
<ol style="list-style-type: none"> <li>1. Students have the entire class to write 8-12 English sentences about their migration stories (or to invent a migration story with a fictional character that comes from their heritage culture). Students may need another day to finish their sentences and peer review.</li> <li>2. If students finish early, they can review for comprehension with a peer partner or Teacher's Aide.</li> </ol>
<b>Closing and Homework (if any)</b>
<ol style="list-style-type: none"> <li>1. Finish and keep sentences for next class</li> </ol>

<b>Day 5</b>
<b>Lesson Objective(s) or Essential Question(s)</b>

**Essential Question:**

*Can I create a storyboard or comic that illustrates my migration story in English? Can I create a personal avatar for my story?*

**Objective:**

Students will be able to compose original storyboards with visuals that support the text they wrote in the previous class about their own migration stories

**Warm-up**

Allow students 10-15 minutes to reflect and peer review sentences

**Focus text(s) / resource(s) for today's lesson**

<https://pulitzercenter.org/>

"Kimberly: A Young Woman's Story of Isolation in SF's Mission District" by Sindya Bhanoo and Lola Noguera for *Mission Local*: <https://pulitzercenter.org/stories/kimberly-young-womans-story-isolation-sfs-mission-district>

"Kimberly's Story, Part II: Life in the Mission as the Pandemic Rages On" by Sindya Bhanoo and Lola Noguera for *Mission Local*: <https://pulitzercenter.org/stories/kimberlys-story-part-ii-life-mission-pandemic-rages>

"Lily's Story: My Day" by City Arts and Tech student Lily Larsen for *Mission Local*: <https://pulitzercenter.org/stories/lilys-story-my-day>

"The Latino Task Force Emerges to Take on COVID-19" by Lydia Chávez for *Mission Local*: <https://pulitzercenter.org/stories/latino-task-force-emerges-take-covid-19>

"A Mother Gets COVID, Her Son Gets Surgery" by Naomi Marcus for *Mission Local*: <https://pulitzercenter.org/stories/mother-gets-covid-her-son-gets-surgery>  
<http://www.pixton.com/>

**Lesson / Activities**

1. Explain that students will be creating a comic or a storyboard to illustrate the sentences they wrote for their personal migration stories. Display as many of the articles above from the Pulitzer Center as necessary to model ways that visuals can support writing. (The articles above, all from *Mission Local*, pair original art with reporting. “Lily’s Story” was written by a high school student to describe her experience navigating the COVID-19 pandemic.) As students review the images from the articles, guide them in evaluating what visual storytelling strategies engage the viewer, and to consider how they might create visuals that support their stories. (Use these or others as appropriate)
2. Using laptops, help students login to the Pixton site to familiarize themselves with the platform: <http://www.pixton.com/>
3. Share today’s goal: Create a personal avatar on the Pixton site.
  - Remind students to save their work!

**Days 6-7-8**

**Lesson Objective(s) or Essential Question(s)**

**Guiding Questions:**

*Can I create a storyboard or comic that illustrates my migration story in English?*

*Can I create a personal avatar for my story?*

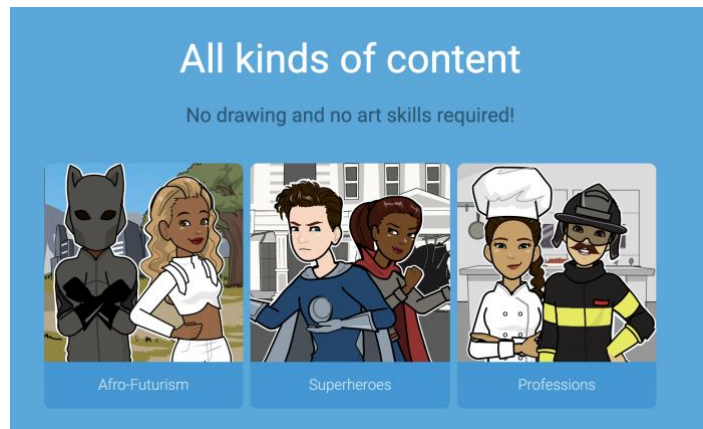
**Objective:**

Students will be able to compose visuals using Pixton to support their 8-12 sentence stories about their own experiences with migration (or imagined experiences)

**Warm-up**

Show examples of avatars and comics on Smartboard from Pixton. It helps if the teacher creates one too!

Example screenshot from [www.pixton.com](http://www.pixton.com/):



**Focus text(s) / resource(s) for today's lesson**

<http://www.pixton.com/>

Pixton tutorial for educators: [https://youtu.be/ NV2H7fv8K0](https://youtu.be/NV2H7fv8K0)

**Lesson / Activities**

1. Using laptops, help students login to the Pixton site. Then, have students finish creating their avatars if they haven't already done so.
2. Have students use today and the next two classes to illustrate their stories.
3. They are to create one panel for each sentence. Like the Pulitzer Center-supported articles above, each visual should support the text by visualizing important details and/or adding additional information that is not clear in the initial sentence. Remind students to save work!
4. **Note to teacher:** as students finish, print their work on a color printer and give to the students on Day 9

**Closing and Homework**

1. **Students should continue to work on their projects.**

**Day 9**

**Lesson Objective(s) or Essential Question(s)**



**Guiding Questions:**

*Can I read and understand a storyboard or comic that illustrates a classmate's migration story?*

*Can I use comprehensible English to share my story with my small group?*

*Can I understand my classmates' spoken English?*

**Objective:** Students will be able to read and comprehend details from a classmate's story on migration

**Warm-up**

Show examples of student comics on Smartboard (with permission)

**Focus text(s) / resource(s) for today's lesson**

student work

**Lesson / Activities**

1. Give students their printed comics and ask them to divide into small groups.
2. In small groups, each student will then present their comic and story to their small group.
  - Optional: Group members can demonstrate active listening by using forms as outlined in Day 2.
3. Ask small groups if anyone's story stood out to them. Why? What made it interesting/sad/funny? Ask If that student feels comfortable sharing their story with the class. (If not-it's OK)

**Closing and Homework**

**None**

<b>Day 10</b>
<b>Lesson Objective(s) or Essential Question(s)</b>
<p><i>Essential Question:</i>  <i>Can I read and understand a storyboard or comic that illustrates a classmate's migration story?</i></p> <p><b>Objective:</b>          Students will be able analyze migration stories from several students, evaluate common themes and key details, communicate connections they make to other students' stories through discussion, and present their own stories</p>
<b>Warm-up</b>
Show examples of student comics on Smartboard (with permission) and ask students to share details that stand out from the comics.
<b>Focus text(s) / resource(s) for today's lesson</b>
Student work
<b>Lesson / Activities</b>
<p>Display comics in a prominent place and allow students to do a gallery walk to read and comment on others' work. <i>Optional: Students can vote for favorites, such as favorite avatar, favorite setting, funniest, saddest, etc.</i></p> <p><i>Optional activities:</i>          Class has a Reader's Theatre day where they:</p> <ol style="list-style-type: none"> <li>1) Vote on the best storyboard from their small group to share with the entire class, or</li> <li>2) Everyone shares their storyboard with the class or</li> <li>3) The teacher reads selected stories aloud to the class. Guests can be invited!</li> <li>4) Invite a storyteller to class!</li> </ol>
<b>Closing and Homework</b>
<b>None</b>