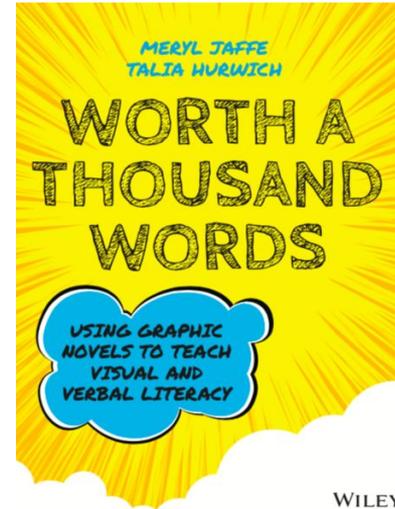


# Words and Pictures Working Together comic-con@Home 2020

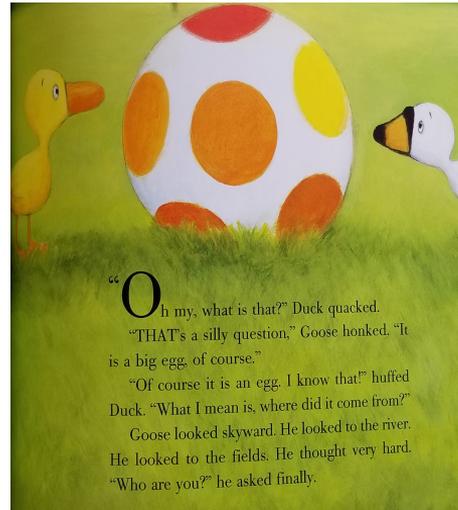
**Talia Hurwich**



## WORDS AND IMAGES WORK TOGETHER DIFFERENTLY IN DIFFERENT FORMATS

- **Picture books:** pictures 'show' and compliment text.
- **Advertisements and comics:** text typically relays the message while images and design relay details, emotions, and are specifically created to elicit sharp responses.

**The difference between ads and comics:** comics have more components to consider along multiple images on multiple pages, making close reading more challenging as many more elements per page must be analyzed, understood, and integrated.



Duck & Goose by Tad Hills, Random House (2006)



The Dress and the Girl. By Camille Andros, and Julie Morstad. Abrams (2018)

**TO READ GRAPHIC NOVELS-** Students need to recognize, integrate and understand:

- ❖ Use and choice of color
- ❖ Size, shape, size and placement of panels
- ❖ Use and form of frame shapes/designs
- ❖ Use, shape, placement of dialogue/narrative/thought/sound balloons
- ❖ They must also understand that sometimes the images/text/design send conflicting information - often because characters don't always say or do what they really mean and we see the conflict in body language, stance, words versus actions.
- ❖ They must understand that what is NOT included in an image or page design is also a choice made by the author to relay important information.

**TO EFFICIENTLY READ COMICS, STUDENTS MUST BE VISUALLY LITERATE** and constantly keep these factors in mind..



*Laika* by Nick Abadzis. First Second (2007) “She won’t be coming back. It’s unfortunate. I’m sorry.”



Step 1 teaching graphic novels: Introduce elements of visual literacy.

I start by teaching students to critically read advertisements...

...one image with fewer issues to constantly monitor.

*Fuel Energy*





**In Case of Fire Use  
Stairway for Exit  
Do Not Use Elevator**

## Components of Visual Literacy and Visual Literacy Assessment

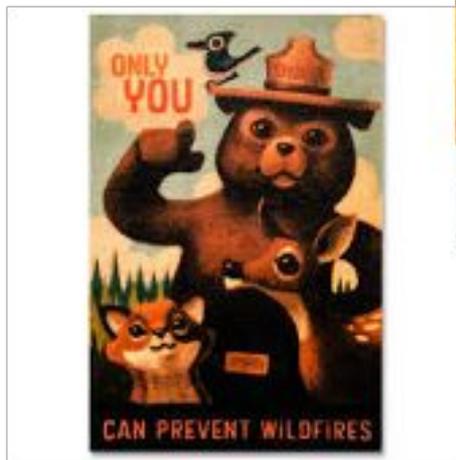
Shapes	Circles signify endlessness, inclusivity; rectangles - symmetry, stability; triangles - escalation, energy ; diamond - grabs attention, value
Icons	cultural/religions icons hold meaning;
Fonts	Font shapes relay meaning from whimsy to energy to authority, etc.; Font shapes, sizes, and/or changes in font reflect emotions or actions
Facial features/ posture	Students recognize how the eyes, mouth, forehead, expressions, body positions and proximity to others all reflect feelings/emotions/reactions.
Color	Colors reflect mood and cultural nuances. For example: red-passion, energy, danger; blue - calm; yellow - caution, energy; purple - opulence, royalty; black - exclusivity, destruction; green - nature.
Shading	Shading is used to manipulate, guide, and/or hold attention. It is also used to highlight moods/emotions. For example dashes and shading behind a foot signifies motion; hashes signify anger or tension.
Perspective “shot”	Closeup - to focus on important element; aerial or high view - makes characters look smaller empowering readder/viewer; looking up from below makes reader/viewer feel smaller, less important; Shot head on invites the reader into the scene.
Layout/design	Where or upo what do the eyes initially focus; Notice foreground/background nd how it all feels,fits together, and flows

# Guiding questions: Smokey Bear activity

1. What message is trying to be communicated?
2. What part of the message is communicated through:
  - a. Image
  - b. Color
  - c. Text
  - d. Layout/Format
  - e. The angle of the image - our vantage point
3. Do you think this is successful? Why/ why not? If not, how might it be improved upon?

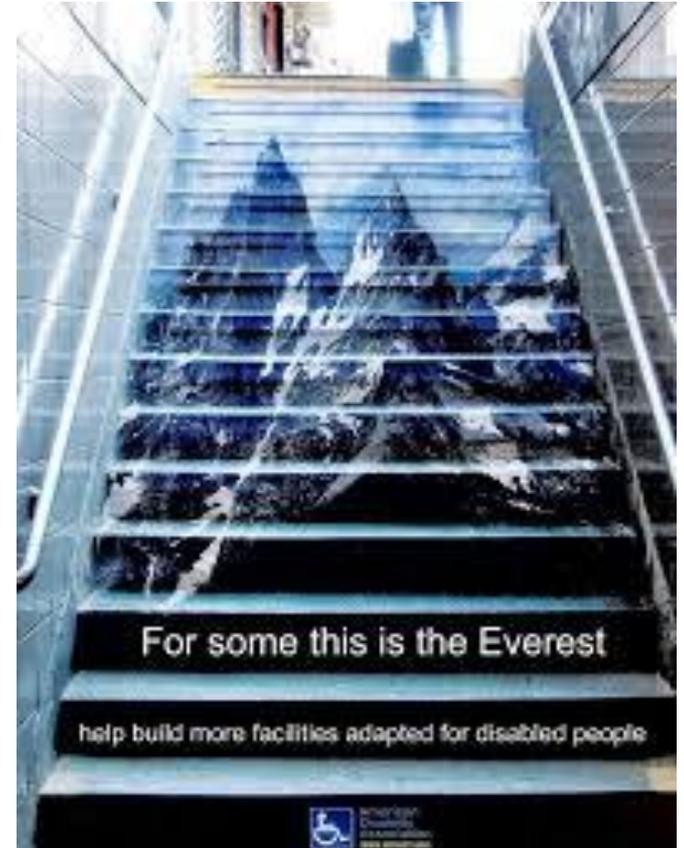


Reproducible Figure From: *Worth A Thousand Words: Using Graphic Novels to Teach Visual and Verbal Literacies*. Meryl Jaffe and Talia Hurwich. Wiley, 2018. P.34



# Guiding questions: For Some It's Mt. Everest

1. What message is trying to be communicated?
2. What part of the message is communicated through:
  - a. Image
  - b. Color
  - c. Text
  - d. Layout/Format
  - e. The shot or angle of the image - our vantage point
3. Do you think this is successful? Why/ why not? If not, how might it be improved upon?



## Optional... but effective:



Have students practice writing, designing, creating, and then critiquing their own ads. This can be as easy as a homework assignment.

# TEACHING GRAPHIC NOVELS



Introduce Graphic Novels

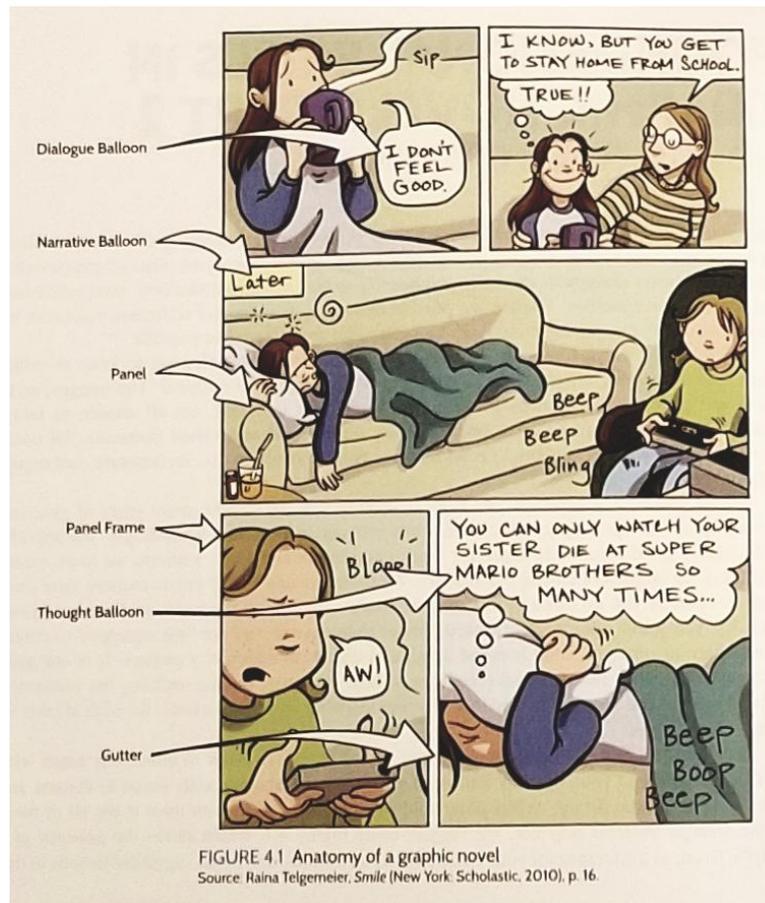


FIGURE 4.1 Anatomy of a graphic novel  
 Source: Raina Telgemeier, *Smile* (New York: Scholastic, 2010), p. 16.

Reproducible Figure 4.1 From ***Worth A Thousand Words: Using Graphic Novels to Teach Visual and Verbal Literacies***. Meryl Jaffe and Talia Hurwich. Wiley, 2018. Page. 40.



FIGURE 6.4 Text effects in *Sparks*.

Source: Ian Boothby and Nina Matsumoto, *Sparks* (New York: Scholastic, 2018), p. 28



March Book 1. John Lewis, Andrew Ayden and Nate Powell. (Top Shelf, 2013) P. 27

# TEACHING GRAPHIC NOVELS



Critically Reading a Graphic Novel

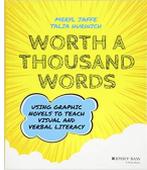
## HANDOUT: Components of Visual Literacy and Visual Literacy Assessment

Panel/ Balloon Shapes	Circles signify endlessness, inclusivity; rectangles - symmetry, stability; triangles - escalation, energy ; diamond - grabs attention, value
Icons	cultural/religions icons hold meaning;
Fonts	Font shapes relay meaning from whimsy to energy to authority, etc.; Font shapes, sizes, and/or changes in font reflect emotions or actions
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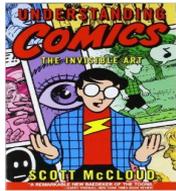
Excerpt from ***Worth A Thousand Words: Using Graphic Novels to Teach Visual and Verbal Literacy*** by Meryl Jaffe and Talia Hurwich. Wiley, 2018. Chapter 3

Page#	Panel#	Told		Shown		Implied	
		WHAT	HOW	WHAT	HOW	WHAT	HOW
1	1	We're all part of a community	Pigeon's dialogue balloon	Overview of town We meet Pigeon	Image of Pigeon flying over town.	We need to ACT as a community to support it and keep it healthy.	We see Pigeon with "Act Now" flyers in his wing; a Messenger bag across his shoulder; his eyes are intent and focused, his beak open.
	2	We're all members of the community – whether we like it or not.	Pigeon's dialogue balloon	Pigeon trying to rally and get everyone in the community involved for the welfare of all.	We see Pigeon approaching Squirrel, with an "ACT NOW" flyer held out in his wing.	Some don't like being bothered to act and help out.	The focus is on Squirrel. We see he's angry and responds to Pigeon in anger. We see this in the image as he's pounding his device AND saying "G'WAY!"
	3						
	4						

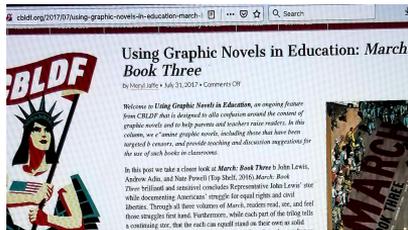
# Recommended Resources



- ***Worth A Thousand Words: Using Graphic Novels to Teach Visual and Verbal Literacy*** by Meryl Jaffe and Talia Hurwich.



- <http://www.meryljaffe.com> For: Synopses of over 200 graphic novels, teaching suggestions, additional resources
- ***Understanding Comics*** by Scott McCloud



- For reviews, lesson suggestions, paired reading suggestions and additional resource **Using Graphic Novels in Education** found at: <http://cblbf.org/?s=using+graphic+novels+in+educationA>

**Thanks.  
Hope this was helpful**



**If you have any Questions,  
comments or want to continue  
the conversation, reach me at:**

**[talia.hurwich@gmail.com](mailto:talia.hurwich@gmail.com)**