SPLAT!

BOOM!

**Teen Angst – The Struggle is Real**

**Graphic Novel Project**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assignment**: Create a graphic novel that that tells a story about a teenager suffering from teen angst.

**Objective**: Create a (narrative) text that shows your understanding and analysis of the unit theme, as well as the vocabulary/ terms/ concepts you have acquired throughout the unit.

**Requirements:** This checklist is to help you keep track of requirements. Remember, ABOVE AND BEYOND!!

**ROUGH DRAFT:**

\_\_\_\_Storyboard: Must be a written draft explaining each major moment of your story. \*Must be approved by your teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.\*

\_\_\_\_Rough Draft (Penciling): Must have a sketched rough draft with feedback from at least three different readers.

**FINAL DRAFT:**

\_\_\_\_ Cover Page

 \_\_\_\_\_ TITLE

 \_\_\_\_\_ Author’s name

 \_\_\_\_\_ Cover art

\_\_\_\_ At least 20 panels (4 pages with 5 panels each)

 \_\_\_\_\_ Fill up the entire page

 \_\_\_\_\_ Define with frames (traced in black ink)

 \_\_\_\_\_ Gutters

\_\_\_\_ Well-developed, interesting story

 \_\_\_\_\_ Full Plot

 \_\_\_\_\_ Characters (at least one complex character)

 \_\_\_\_\_ Setting )

 \_\_\_\_\_ Theme of Teen Angst

\_\_\_\_ Text Devices

 \_\_\_\_\_ Captions

 \_\_\_\_\_ Speech Balloons (both external and internal)

 \_\_\_\_\_ Special Effects Lettering

\_\_\_\_ Clear Transitions between pages, boxes, etc. Your novel should clearly read in the left-right, top-bottom order.

\_\_\_\_ Graphics that are professional, neat, and appealing. \*You are NOT being graded on artistic ability. Focus on making the story clear through your graphics. Think about how characters’ body language, facial expressions, etc. are important to understanding the plot. \*

\_\_\_\_ Back Cover

 \_\_\_\_ Blurb about the novel

\_\_\_\_ Binding

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| --- | --- | --- |
| **Standard** | **What This Means for Your Graphic Novel** | **Points Based on Mastery** |
| **Narrative Writing (ELACC9-10W3a)** | The graphic novel masters the narrative writing standard by engaging the reader, setting out a problem or situation, establishing one or multiple points of view, introducing a narrator and other characters, and creating a smooth progression of events. The story has a satisfying conclusion. | 50 – Exceeds42 – Meets36 – Attempts 20 – Does Not Meet 0 – Does Not Attempt |
| **Writing Process (ELACC9-10W5)** | The graphic novel was developed and strengthened as needed by planning, revising, editing, rewriting, or trying a new approach. Proof of multiple revisions and peer feedback is included.  | 50 – Exceeds42 – Meets36 – Attempts 20 – Does Not Meet 0 – Does Not Attempt |
| **Use of Graphic Novel Devices*****(*ELACC9-10L4)** | The graphic novel uses layout devices such as background/foreground, splash pages, etc.; character devices such as a focus on facial expressions and hands and feet; and textual devices such as captions, speech balloons, and special effects lettering. All devices have a purpose and they enhance the reader’s understanding of the story.  | 50 – Exceeds42 – Meets36 – Attempts 20 – Does Not Meet 0 – Does Not Attempt |
| **Theme****(ELACC9-10RL2)**  | The graphic novel reflects the theme of teen angst. The story is from the perspective of a teenager going through the issue and should clearly show the struggle.  | 50 – Exceeds42 – Meets36 – Attempts 20 – Does Not Meet 0 – Does Not Attempt |
| **Characters****(ELACC9-10RL3)** | The graphic novel includes at least one complex character who grows over the course of the text, develops the plot, and advances the theme. Other interesting and dynamic characters are included. The story has a protagonist.  | 50 – Exceeds42 – Meets36 – Attempts 20 – Does Not Meet 0 – Does Not Attempt |
| **Presentation** | The graphic novel is presented in a professional, neat and appealing manner. The cover mimics the style of comic book covers and contains an appropriate and unique title. The illustrations reveal significant effort and the pages are bound together nicely.  | 50 – Exceeds42 – Meets36 – Attempts 20 – Does Not Meet 0 – Does Not Attempt |

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| --- | --- | --- | --- |
|  | **A** | **B** | **C and below** |
| **Use of devices***(Refer to the Graphic Novel Terms and Concepts Notes)*  | Graphic novel makes use of **most** of the devices discussed before and while reading American Born Chinese. All devices have a **purpose** and they **enhance** the reader’s understanding of the story.  | Graphic novel attempts to incorporate **some** devices, but the symbolism remains **obvious** and superficial. The effects of some devices may seem **unclear**.  | **Few** graphic devices are used and they are only the obvious ones (color, shading, speech bubbles). Student has not demonstrated an understanding of the more complex and useful devices. The devices **lack clear effects** that enhance the reader’s understanding of the story.  |
| **Story** | The story told in the graphic novel reflects **teen angst** due to a real-world human rights issue. Your story should be from the perspective of a teenager going through the issue and should clearly show the struggle. The story contains a clear **progression** that is easy to follow but also provokes **curiosity** and **interest** in later chapters.  | Attempts everything in the “A” column, but may not have been executed as well. The story may **not seem significant**, may **lack interesting details** and not captivate the reader as well as the “A” project does.  | The story **may not seem significant or meaningful**. The student has not adequately communicated why this moment or experience was significant to them. The story **lacks captivating details** and images and does not provoke the reader’s interest.  |
| **Presentation** | The graphic novel is presented in a **professional**, **neat** and **appealing** manner. The **cover** mimics the style of comic book covers and contains an appropriate and unique **title**. The illustrations reveal significant **effort** and the pages are **bound together** nicely.  | The graphic novel is presented neatly, but may **lack a unique title** and cover. The illustrations are **basic** and show some but **not a lot of effort**. Pages are bound together. | The student has not taken a lot of pride in the work or cared to present it nicely and neatly. Cover and/or title may be **missing**; illustrations are **sloppily** sketched and lack any real effort. Pages are bound together.  |

**Steps:**

1) You must create a storyboard or rough draft, which must be approved by your teacher by this date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) Once you have approval, you will create your final draft, which must be completely inked and colored. It is due on this date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.