

**Images and Text  
CTY Course Syllabus**

<b>Day 1</b>	<b>Goal</b>	<b>Activity</b>
Morning 9:00-10:00	<ul style="list-style-type: none"> <li>• Icebreakers</li>   <li>• Logistics</li>   <li>• Class rules</li> </ul>	<ul style="list-style-type: none"> <li>• Go around – name, years at CTY, favorite childhood toy</li> <li>• Name toss</li> <li>• Identity snatchers</li> <li>• Brief class overview</li>   <li>• Roster</li> <li>• Books</li> <li>• Journal; confidentiality</li> <li>• Extra work</li> <li>• Folders</li>   <li>• What we want inside and outside the class</li> <li>• CTY Honor Code</li> </ul>
Late Morning 10:15-11:30	<ul style="list-style-type: none"> <li>• Getting to know each other; assessing analytic and writing skills</li>   <li>• Begin to consider how images and texts are put together</li> </ul>	<ul style="list-style-type: none"> <li>• My Name</li>   <li>• Life map</li> <li>• Discussion of constructive commentary <ul style="list-style-type: none"> <li>-Be constructive, not critical</li> <li>-Say what he/she is doing right as well as where he/she could improve</li> <li>-Be specific</li> <li>-Confidentiality</li> </ul> </li> <li>• Walk around and view work</li> <li>• Share life map; model constructive commentary</li> </ul>
Afternoon 12:30-2:30	<ul style="list-style-type: none"> <li>• Access prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion in four groups, then together: <ul style="list-style-type: none"> <li>-Where do we see images?</li> <li>-Where do we see text?</li> <li>-What is the purpose of writing?</li> <li>-What is the purpose of art?</li> </ul> </li> <li>• Journal: Is a picture worth a thousand words? Why or why not?</li> <li>• Word/Text games: Telephone Pictionary, Charades</li> </ul>
Late Afternoon 2:45-4:15	<ul style="list-style-type: none"> <li>• Assess students' prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Letter to self</li> <li>• Reminder: bring camera!</li> </ul>

<b>Day 2</b>		
Morning	<ul style="list-style-type: none"> <li>• Continue icebreakers</li> <li>• Discuss the way images affect us; practice conveying emotion through images</li> <li>• Practice observations and inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Name Game: Red vs Blue</li> <li>• The Wind Blows (change seats)</li> <li>• Break into groups; give each group a set of postcards</li> <li>• Pick one painting that conveys an emotion; identify that emotion and describe how it is conveyed</li> <li>• Present to the class; discussion</li> <li>• Brainstorm list of emotions; pick one</li> <li>• Using newspaper and magazines, make a collage to convey that emotion</li> <li>• View others' collages and guess the emotion</li> <li>• Look at photo from Rondal Partridge's Migrant Youth series</li> <li>• Fold paper in half; label one side "Observations"</li> <li>• Jot down any observations of the picture – what she is doing, what she is wearing, what is in the background, etc.; share and write on the board</li> <li>• On the other side of the paper, write "Inferences"; define, then jot down inferences based on the observations; share and write on board</li> <li>• Hand out packet with background information and five photos</li> <li>• Discuss caption – was it necessary? Did it add anything?</li> <li>• In groups, repeat Observations/Inferences exercise.</li> <li>• Share, class discussion</li> <li>• View other photo essays; discuss – what is the purpose? Do they inform, persuade, entertain?</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>• Consider how to tell a story with images only</li> </ul>	<ul style="list-style-type: none"> <li>• Using Graphic Narrative handout draw in a single panel: <ul style="list-style-type: none"> <li>- a person running</li> <li>- a car speeding</li> <li>- a ball falling</li> <li>- a person staggering</li> </ul> </li> <li>• Trade with a partner, discuss with class</li> <li>• On the back of the partner's paper, write a prop (object) and a profession</li> <li>• Give back to partner; in second row of GN, tell a story using only images with that prop and that profession</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the elements of composition in photography</li> <li>• Practice using the elements of composition to take pictures that convey a meaning</li> </ul>	<ul style="list-style-type: none"> <li>• View PowerPoint on the Elements of Composition, read along on handout</li> <li>• Assign each student an Element, look at sample photos and briefly discuss each Element</li> <li>• Campus walk: <ul style="list-style-type: none"> <li>- Break into groups, pick a focus (an emotion, a story to tell, etc)</li> <li>- Campus walk: take pictures</li> </ul> </li> </ul>
Late Afternoon Session 2:45-4:15		<ul style="list-style-type: none"> <li>• Read Elements of Narrative handout</li> <li>• Read “Rules of the Game”</li> <li>• Journal: Pick one Element, describe it in the story and explain how it contributes to the story.</li> </ul>

<b>Day 3</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>• Discuss how words impact us differently from images; discuss the elements of narrative</li> <li>• Discuss figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss “Rules of the Game” and elements of narrative</li> <li>• 55 Fiction handout – write a 55 Fiction based on the graphic narrative</li> <li>• Read handout on figurative language</li> <li>• Read and present on poems: <ul style="list-style-type: none"> <li>-Langston Hughes’ “Mother to Son”</li> <li>-Robert Frost’s “Stopping by Woods”</li> <li>-Emily Dickinson’s “The Railway Train”</li> <li>-Pablo Neruda’s “Ode to a Tomato”</li> </ul> </li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>• Matching images with words</li> <li>• Discuss the differences and similarities between fiction and nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Work on photoessay: arrange photos, write captions</li> <li>• Read Annie Dillard’s “The Chase”</li> <li>• Discuss elements of narrative in “The Chase”; do you respond differently knowing this is nonfiction?</li> <li>• Discuss the Writing Process</li> <li>• Brainstorm topics for Memoir</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>• Put elements of narrative into practice</li> </ul>	<ul style="list-style-type: none"> <li>• In computer lab – type up captions</li> <li>• Begin memoir</li> </ul>

<b>Day 4</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>Combine elements of narrative and composition</li> <li>Practice “thinking outside the box”</li> </ul>	<ul style="list-style-type: none"> <li>Finish captions, memoir in lab/newspaper poetry</li> <li>Finish photoessay</li> <li>Journal: pick one photo that shows one of the elements of composition and explain how</li> <li>Scattergories</li> </ul>
Afternoon 12:30-2:30	<ul style="list-style-type: none"> <li>Share work; practice constructive criticism</li> <li>Continue discussing the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Gallery walk of other photoessays</li> <li>Showing versus telling</li> <li>Review steps of the writing process</li> <li>Begin workshops of peers’ memoirs</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>Practice giving constructive criticism</li> <li>Consider how images appeal to emotions</li> </ul>	<ul style="list-style-type: none"> <li>Write comments on peers’ memoirs.</li> <li>Look at cover of <i>How Pictures Work</i> – Journal 1: Describe the emotion created by the images and the way that emotion is created</li> <li>Read <i>Picture This</i> pages 6-41</li> <li>Journal 2: Did the author’s comments change your ideas about the cover? How?</li> </ul>

<b>Day 5</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>Practice editing skills</li> <li>Revisit how images create emotion</li> <li>Creating an effective title</li> </ul>	<ul style="list-style-type: none"> <li>Workshop memoir</li> <li>Discuss <i>Picture This</i>; List emotions evoked and ways that emotion is evoked</li> <li>Movie title game: break into groups; come up with two good titles and two bad titles; share with others and vote on whether we would see the movie based on the title.</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>Consider the purpose of book covers and how they achieve that purpose</li> <li>Put those ideas into practice</li> </ul>	<ul style="list-style-type: none"> <li>Journal: Can you judge a book by its cover? Why or why not?</li> <li>Discuss; what is the purpose of the book cover (protect the book, tell us about the book, but also sell the book)</li> <li>In pairs, look at book covers, list how it does and does not achieve these purposes</li> <li>Group discussion: list dos and don’ts of book covers</li> <li>Make a book cover for your memoir</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>Practice revision skills</li> </ul>	<ul style="list-style-type: none"> <li>Revise memoir</li> </ul>

<b>Day 6</b>		
Morning 9:00-10:00	<ul style="list-style-type: none"> <li>• Finish and share memoirs and covers</li> <li>• Consider different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Finish memoir/cover</li> <li>• Small group sharing of covers: pass around, then share, why you chose the design, give feedback</li> <li>• Journal: In Chapter 1 of <i>The Little Prince</i>, how is the narrator misunderstood? Have adults ever misunderstood you? How? Why do you think these misunderstandings take place?</li> <li>• Discuss Chapter 1 of <i>The Little Prince</i></li> <li>• Read <i>The True Story of the Three Little Pigs</i> out loud, discussing picture design as well as perspective</li> <li>• Brainstorm fairy tales</li> <li>• Begin fairy tale from a different perspective</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>• Consider different perspectives</li> <li>• Begin discussing Elements of Design</li> <li>• Practice drawing skills, viewing things from a different perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Rewrite a fairy tale from a different perspective</li> <li>• In groups of three, try to match up element, definition and example</li> <li>• Read Elements of Design handout while viewing PowerPoint presentation</li> <li>• Draw Picasso's <i>Portrait of Igor Stravinsky</i> upside down (from <i>Drawing on the Right Side of the Brain</i>)</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>• Compare Molly Bang's principles of design to the elements of design discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Picture This</i> 41-80</li> <li>• Journal: How do her principles overlap with or differ from the Elements of Design we have discussed?</li> <li>• Prepare for on-campus field trip</li> </ul>

<b>Day 7</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>• Review Elements of Design</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss <i>Picture This</i></li> <li>• Casey Academic Center/Cemetery Walk with Elements of Design packet – make 6 sketches, one for each element of design</li> <li>• Workshop fairy tales</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>• Practice editing skills</li> <li>• Consider how illustrations enhance/relate to fairy tales in picture books</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop fairy tales</li> <li>• Read aloud a few pages of <i>Beauty and The Beast</i> by Jan Brett</li> <li>• Discuss how the illustrations enhance/relate to the text</li> <li>• Pick one line from your fairy tale rewrite and illustrate</li> </ul>

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Late Afternoon 3:15-4:15	<ul style="list-style-type: none"> <li>Practice revision skills</li> </ul>	<ul style="list-style-type: none"> <li>Revise fairy tales</li> <li>Work on illustrations</li> </ul>

<b>Day 8</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>Discussion of persuasive techniques</li> <li>Using figurative language</li> </ul>	<ul style="list-style-type: none"> <li>Finish and share illustrations</li> <li>Journal: When have you seen or read an ad that made you want to buy a product? Did you?</li> <li>Look at one advertisement together; discuss the product being sold, the target audience and the persuasive techniques</li> <li>Break into small groups, fill out advertisement worksheets</li> <li>Discuss as a large group</li> <li>Back in small groups, work as teams for an advertising agency, each trying to sell SteamFresh Broccoli to their target audience.</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>Learn about the history of printmaking and bookbinding</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Literary House print shop</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>Practice persuasive techniques</li> </ul>	<ul style="list-style-type: none"> <li>Write The Ghastly Resort ad</li> <li>Read <i>Picture This</i> 81-92</li> </ul>

<b>Day 9</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>Share work</li> <li>Consider commercials in different media</li> </ul>	<ul style="list-style-type: none"> <li>Share SteamFresh Broccoli ads</li> <li>Share/collect Ghastly Resort</li> <li>Alphabet books: <ul style="list-style-type: none"> <li>-Look at alphabet books in groups</li> <li>-Present to class on the book's theme, one image that uses an element of design that we have discussed</li> <li>-Discussion: what is the purpose of alphabet books? How do the text and pictures function together?</li> </ul> </li> <li>View McDonald's print ads from different time periods. Journal: Which is most effective and why?</li> <li>Discuss.</li> <li>Watch McDonald's television ads from different time periods. Journal: Which is most effective and why?</li> <li>Discuss. Discuss which, between the television and</li> </ul>

		print ads, is most effective, and why?
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>Apply principles from <i>Picture This</i></li> </ul>	<ul style="list-style-type: none"> <li>Finish reading/Discuss <i>Picture This</i></li> <li>Using construction paper shapes, make an image that shows: a bird attacking a victim; illustrate a poem; illustrate the fairy tale that you rewrote</li> <li>Think back to a trip you took; write down two things you touched, two things you tasted, two things you smelled, etc from that trip</li> <li>Play sensory detail charades</li> <li>Discuss the importance of description in persuasion.</li> <li>Brainstorm what you find in a travel brochure.</li> <li>Look at examples; see if there is anything we forgot.</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Work on travel brochure</li> <li>Bring cameras for reporting</li> </ul>

<b>Day 10</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>Discuss the parts of a newspaper</li> </ul>	<ul style="list-style-type: none"> <li>Computer lab – work on travel brochure</li> <li>Newspaper Treasure Hunt in groups</li> <li>Discuss parts of a newspaper, editorials, etc.</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>Practice investigative reporting</li> <li>Discuss the role of print newspapers, books</li> </ul>	<ul style="list-style-type: none"> <li>Break into newspaper groups for field reporting</li> <li>Visit crime scene from Evaluating the Evidence class</li> <li>Start planning lay out of newspaper, writing articles</li> <li>Snowball fight: A: Are print newspapers still important? Why or why not? B: Will print newspapers/books be dead in your lifetime? Why or why not?</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>Review vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary review: BINGO</li> </ul>

<b>Day 11</b>		
Morning 9:00-10:00		<ul style="list-style-type: none"> <li>Computer lab: finish brochure and newspaper</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>Discuss idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Look at examples of pages from <i>Monkey Business</i>; discuss idioms and idiomatic language</li> </ul>

	<ul style="list-style-type: none"> <li>• Create an alphabet book</li> <li>• Begin considering the elements of cartoons and comics</li> </ul>	<ul style="list-style-type: none"> <li>• Review the purpose of alphabet books.</li> <li>• Students pick two pages from an alphabetic list of idiomatic expressions. They will then make two alphabet pages each, one for each letter. Each page will include a drawing of an idiomatic phrase that begins with that letter. When finished, the pages will be put together into a class alphabet book.</li> <li>• Journal: What do you think is the difference between a cartoon and a comic? What is the purpose of cartoons and comics?</li> <li>• In groups, look at editorial cartoons from the NIE website, and answer the talking points questions.</li> <li>• Present to class.</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>• Consider elements of comics</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on peers' travel brochures</li> <li>• Read excerpt from Scott McCloud's <i>Understanding Comics</i></li> <li>• Journal: Pick one concept or idea from each reading that you thought was interesting or important and explain why. Pick one concept that you found confusing.</li> </ul>

<b>Day 12</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>• Discuss the elements of comics</li> <li>• Put the elements of comics into practice</li> <li>• Sharpen editing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Finish work from Late Afternoon Session</li> <li>• Discuss excerpts from <i>Understanding Comics</i> and "How to Read Nancy" by Mark Newgarden and Paul Karasik</li> <li>• Jam comics (using rules from Matt Madden and Jessica Abel's <i>Drawing Words and Writing Pictures</i>)</li> <li>• Workshop travel brochures</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>• Discuss the elements of comics</li> <li>• Practice creating texts for comic images</li> <li>• Consider text-less</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm elements of comics</li> <li>• Look at handout of terms, see what we missed (from Matt Madden and Jessica Abel's <i>Drawing Words and Writing Pictures</i>)</li> <li>• Give students comics from <i>Calvin and Hobbes</i>, <i>The Far Side</i>, and <i>Bloom County</i>, with the dialogue/captions whited out. They should write their own dialogue/captions and share in small groups. Then pass out the originals so students can compare.</li> <li>• In small groups, look at cut-up versions of R. Crumb's</li> </ul>

	<p>comics</p> <ul style="list-style-type: none"> <li>• Create comics</li> </ul>	<p>“A Short History of America.” Put in an order that makes sense</p> <ul style="list-style-type: none"> <li>• Discuss</li> <li>• Students begin their own comic, using panels from their jam comics for inspiration if stumped.</li> <li>• Computer lab – revise travel brochure, finish newspaper, finish comic (individually)</li> </ul>
Late Afternoon Session 3:15-4:15		<ul style="list-style-type: none"> <li>• Computer lab - revise travel brochure, finish newspaper, finish comic (individually)</li> </ul>

<b>Day 13</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>• Review Elements of Design, Composition and Narrative; Poetic Devices</li> <li>• Read examples of graphic novels</li> <li>• Discuss ways to reveal character</li> </ul>	<ul style="list-style-type: none"> <li>• Study vocabulary terms silently for a few minutes</li> <li>• Play BINGO</li> <li>• Bookstore visit</li> <li>• Read excerpts from Neil Gaiman’s <i>The Graveyard Book</i>, Art Spiegelman’s <i>Maus</i> and Herge’s <i>Tintin, Land of Black Gold</i></li> <li>• Journal: 1. How do graphic novels differ from comics? How are they similar? 2. Of the three examples, which style do you prefer? Why? 3. Pick one character from one excerpt and write a list of details about that character</li> <li>• On the board, write the headings “Physical characteristics and background information,” “What the character does,” “What the character says,” “What the character thinks,” “What other characters say/think about him/her.”</li> <li>• Students should take turns writing details about their characters under each heading.</li> <li>• Read out loud and briefly discuss</li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>• Create a well-developed character</li> <li>• Discuss stereotypes and the importance of avoiding them in</li> </ul>	<ul style="list-style-type: none"> <li>• Pair up students. Each pair should take one card each from a pile of physical characteristics, personality traits, and occupations. They must then create a character with those qualities and answer a questionnaire on that character (Name, hobbies, pets, etc)</li> <li>• Journal: What are some examples of stereotypes? Are they ever true? Why are they dangerous?</li> <li>• Brief discussion of journal entries</li> </ul>

	<p>writing</p> <ul style="list-style-type: none"> <li>• Discuss and practice storyboarding as an important technique in graphic novels</li> </ul>	<ul style="list-style-type: none"> <li>• Watch clips from <i>Peter Pan</i>, <i>Aladdin</i>, <i>Mulan</i>; discuss stereotypes in each</li> <li>• Look at examples of storyboards</li> </ul> <p>Create a character (can be the same as the one created in pairs) and do a storyboard for the first page of a graphic novel</p> <ul style="list-style-type: none"> <li>• Share with a partner; write on the back one good thing and one thing that could be improved</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>• Create a graphic novel</li> </ul>	<ul style="list-style-type: none"> <li>• Write a rough draft of four pages of a graphic novel – can be a complete story or the beginning of a longer story</li> </ul>

<b>Day 14</b>		
Morning 9:00-11:30	<ul style="list-style-type: none"> <li>• Sharpen skills of editing and revision</li> <li>• Discuss theme and character in a close reading of <i>The Little Prince</i></li> </ul>	<ul style="list-style-type: none"> <li>• Finish graphic novel rough draft</li> <li>• Share travel brochures</li> <li>• Workshop graphic novel in small groups</li> <li>• Group work on <i>The Little Prince</i>: <ol style="list-style-type: none"> <li>1. Pick one line that you think conveys the moral of the story and write in on the board</li> <li>2. For your assigned character, make a posterboard presentation of why he/she/it is the best character to be friends with; use quotes and draw an image</li> </ol> </li> </ul>
Afternoon 12:30-3:15	<ul style="list-style-type: none"> <li>• Determine what the class has learned</li> <li>• Practice revision skills</li> </ul>	<ul style="list-style-type: none"> <li>• Finish and discuss group work on <i>The Little Prince</i></li> <li>• Post-Assessment</li> <li>• Revise graphic novel</li> </ul>
Late Afternoon Session 3:15-4:15	<ul style="list-style-type: none"> <li>• Consider what we have gained/overcome at CTY</li> <li>• Class bonding</li> </ul>	<ul style="list-style-type: none"> <li>• Turning a leaf</li> <li>• Web of appreciation</li> </ul>

<b>Day 15</b>		
Morning 9:00-10:30	<ul style="list-style-type: none"><li>• Goodbyes!</li></ul>	<ul style="list-style-type: none"><li>• Backwriter</li><li>• Discussion of writing process, habits, etc</li></ul>