

COMICS & the COMMON CORE:

"Can drawing comics teach my students THIS?"

or, How one comics project addresses Common Core LA anchor standards*:

*English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing [<http://www.corestandards.org/ELA-Literacy/CCRA/W/>]

THE ASSIGNMENT:

Draw a single-page comic presenting background & issues in a case currently filing in NH state courts.

SOURCES:

Court filing documents, media reports, online archive of state laws (RSA), lawyers.

PRODUCTION & DISTRIBUTION OF WRITING:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Appearing on Halloween Eve, four days before a national election, this work invokes classic 1950s horror comics to present a fun, spooky perspective on a serious constitutional issue...

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A proofreading legal expert suggested several changes, including substitution of "violation" for "misdemeanor" to reflect current wording of the law...

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

During production, this hand-drawn comic required **online research** and editorial advice through **email**. It appears online in multiple formats via **social media** & on a **website**.

TEXT TYPES & PURPOSES:

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Comic uses **court documents**... **official state laws**... & **submitted evidence** to establish relevance of this story to the reader.

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Sequential panels allow narrative to isolate & establish moment of transgression...

Stylized presentation of details of subsequent investigation heighten the comic's spoofy argument...

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Imagined scene with Akira establishes the absurdity of the law's stated rationale.

RESEARCH TO BUILD & PRESENT WRITING:

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Research included:

- precise wording of law
- legal interpretations
- equivalent laws (& attitudes) in other states & countries

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Presenting a **graphic narrative** allows the artist to integrate multiple voices in a unique manner, in this case evaluating & combining **media accounts**, **images**, **texts**, and **imagined details** in a coherent narrative that encourages critical consideration of the law.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

This treatment draws heavily from **public court documents** arguing for greater protection of constitutionally protected political speech, as well as **media accounts** of the issue.



RANGE OF WRITING:

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

This kind of feature can take **various formats**: single panel, short "daily" strip, longer "weekly" strip, a mini-comic or comic book... Try drawing it on **deadline** (daily, weekly, monthly)!

CURSE OF THE DEAD DOG BALLOT PHOTO!

by MAREK BENNETT * Sources & links online @ www.LiveFreeAndDraw.com

NH voter Andrew Langlois was DISSATISFIED with his OPTIONS in the September, 2014 PRIMARY...



So he WROTE IN his recently dead DOG for U.S. SENATE.



Then he took a PHOTO of the ballot.



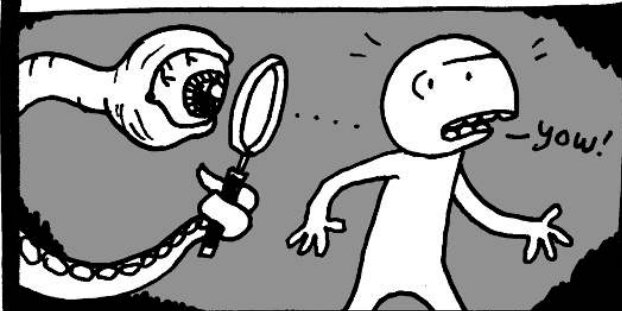
And after VOTING, he SHARED that PHOTO on FACEBOOK.



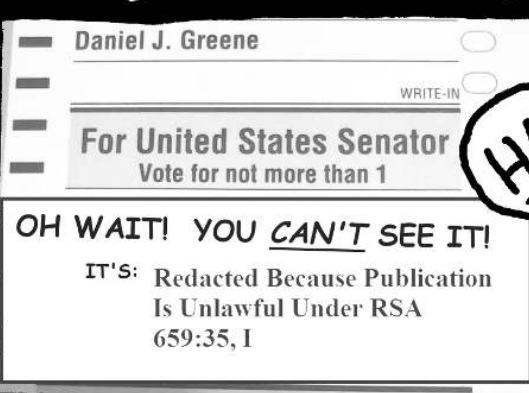
THE CRYPT of NH RSA 659:35!

CHAPTER 659: ELECTION PROCESSES
Prohibited Acts / Section 659:35
659:35 Showing or Specially Marking Ballot.
I. No voter shall allow his or her ballot to be seen by any person with the intention of letting it be known how he or she is about to vote or how he or she has voted except as provided in RSA 659:20. This prohibition shall include taking a digital image or photograph of his or her marked ballot and distributing or sharing the image via social media or by any other means.
A voter shall place a distinguishing mark upon his or her ballot for the candidate of his or her choice with the distinguishing mark upon the ballot.
No person shall use any ballot not given him or her or shall violate any of the acts or purposes of both.

PUNISHMENT for this VIOLATION includes a \$1000 FINE & ongoing INVESTIGATION by the A.G.



Want to see the EVIDENCE? Here is the PHOTO Langlois posted: ↓



THE LAW is SUPPOSED to PREVENT voters from SELLING their VOTES...



TO DATE, investigators have FAILED to turn up any EVIDENCE of VOTE-BUYING or COERCION in AKIRA's write in campaign...



... but the CHILLING EFFECT is clear on the POLITICAL SPEECH of all NH's opinionated former pet owners.

COMING SOON TO A POLLING PLACE SOCIAL NETWORK COURTROOM NEAR YOU?

Happy Halloween * Remember to vote! * © 2014 Marek Bennett * www.MarekBennett.com