## IPCC Report Graphic Novel (200 points)

Due Date \_\_\_\_\_\_\_\_\_

You and a partner will create a graphic novel depicting one of the concerns that are stated in the Intergovernmental Panel on Climate Change (IPCC) report. You will select a specific area of concern and create a storyline that demonstrates an understanding of the risks involved if we continue with “business as usual” practices. Your graphic novel should depict the current state of where we are, what the course of action needs to be taken, what will happen if we make the proper adjustments and what will happen if we do not. Your novel does not need to be linear in this sense, you should think about how you can compare and contrast specific images and utilize the frames to help influence the message that you are trying to convey. As the IPCC report is a document that has facts and figures only and no narrative, it will be your job to come up with a narrative to explain to your readers what the effects of climate change will have on your selected region. As you create a narrative you need to consider the cultural concerns for the region that you are depicting and be aware of your own biases and prejudices when depicting the region. Consider what the individuals in the region believe about climate change, how it will affect these people and their lives.

**Specifics**

1. You will work with one partner
2. Minimum of 10 pages or more
3. You do not have to draw your graphic novel. You can and should use web tools (when drawing a graphic novel you will end up spending 1-2hours per page depending on the level of detail) :
	1. <http://www.makebeliefscomix.com/>
	2. <http://stripgenerator.com/>
	3. <http://www.toondoo.com/>
	4. <http://www.comicmaster.org.uk/>

Note: Make sure that you are saving your graphic novel in one way or another, screen shots are useful for this. When you are working on your graphic novel some sites do not save content for you. Also you do not need to pay for a service, many have a free trial and even more are free.

1. You need to have a narrative arc to your graphic novel
	1. The IPCC report is full of facts and data you will have to create this on your own
2. When quoting and referencing the report use proper MLA citations

**Process**

**Brainstorm:**

1. With your partner select the region or concern that you two are most interested. Start mapping ways that your topic is related to other areas that are listed in the IPCC report.
2. Think of how you can create a narrative arc to this issue and concern. Do not just recreate a lecture of one scientist talking to a room of people.
	1. How many characters do you need
	2. Where is this going to take place
	3. What is going to happen in the beginning, middle, and end?
	4. How are your characters related or effected by climate change
	5. What will you need to define for your readers

**Write:**

1. Write out the narrative for your graphic novel. This should be no less than 2 pages to meet the 10 page minimum
	1. When writing your narrative you can write this much like a movie script, who says what and a brief description of setting place and action.

**Storyboard:**

* 1. Think about how you want to break your script up into images
	2. Think about how many panels you will need to create
	3. How big do your panels need to be? What sizes and variations?
	4. Create characters, whether from a website or your own imagination.

**Draft** (online through discussions):

* 1. You will need to complete a draft of your graphic novel to share with another group. This will have to be done out of class email (CC instructor on all emails)
		+ 1. Cooperating groups should give constructive feedback on: what is confusing, what needs to be added or removed and what they feel is missing from the narrative.

**Edit:**

* 1. Make adjustments to your first draft: edit for clarity add or delete necessary frames.
	2. Make sure that your graphic novel is readable and free of grammatical errors and spelling errors.

**Publish:**

1. Post your graphic novel on the class website with both partners names on the document

**Assessment:**

You will be graded on based on 7 criteria: drafting, connection to material and presentation of your photo essay. You will also have a 5% stake in what you would like to be graded on.

Meets all requirements outlined

 10 page minimum \_\_\_\_\_10

 Story board \_\_\_\_\_20

 Use of MLA formatting \_\_\_\_\_10

 Collaboration with partner \_\_\_\_\_20

 Completion of draft and communication \_\_\_\_\_10

 Effective use of drafting and revision process \_\_\_\_\_15

 Free from grammatical errors \_\_\_\_\_10

Connection of words and images \_\_\_\_\_20

Connection to IPCC report to graphic novel \_\_\_\_\_20

Reflects cultural connections tom impacted area \_\_\_\_\_20

Demonstrates critical thinking through narrative \_\_\_\_\_25

Student choice\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_10

 \_\_\_\_\_200

### Colorado Academic Standards Addressed

Reading for all purposes

1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies
	1. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)
	2. Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole)
2. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
3. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
	1. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS: RI.11-12.6)
	2. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
	3. Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
	4. Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details

Writing

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
2. Select and build context for language appropriate to content (technical, formal)
3. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
4. Support judgments with substantial evidence and purposeful elaboration
5. Draw a conclusion by synthesizing information
6. Revise writing using feedback to maximize effect on audience and to calibrate purpose. Follow the conventions of standard English to write varied, strong, correct, complete sentences
7. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
	1. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose
	2. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose
	3. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

Research and Reasoning

1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes
	1. Define and narrow a topic for self-designed research for a variety of purposes and audiences
	2. Critique research questions of self and others for bias and underlying assumptions
	3. Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose

Oral Expression and Listening

1. Effective collaborative groups accomplish goals
	1. Select appropriate technical or specialized language. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
	2. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
2. Assume a leadership role in a group that is collaboratively working to accomplish a goal