Stage 4 – code and conventions in cartoons

## Considerations for programming for learning from home

This sample learning sequence is a unit starter and reflects the language of the Microsoft Teams platform, however this could easily be applied to other online learning platforms like Google Classroom. The activities use a blended approach and contain synchronous activities that could easily become asynchronous.Resources are provided at the end of the document or as live links within the teaching and learning activities**.** Submission of material at key checkpoints is via posts, collaboration in central documents, interactions in [Microsoft Whiteboard](https://whiteboard.microsoft.com/) and submitting documents via assignments in Teams.

If technology is unavailable for students, then the teacher could print the cartoons and worksheet tables in the resource section and mail these to the students for them to complete in their workbook.

Table 1 – guiding questions for establishing learning expectations and communication processes

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| Guiding question | The structure of teaching and learning activities |
| What are your students going to learn?  Outcomes and concept | Content from outcomes 3, 5 and 7 have guided this learning sequence:   * Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. EN4-B * Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts. EN4-5C * Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it. EN4-7D   Students will understand:   * how to read and interpret a cartoon * the codes and conventions cartoonists use to make meaning * how to apply this knowledge to understanding the cartoonists’ views and values * how to reflect on an issue or event and compose a cartoon that communicates a students’ own views. |
| How are they going to learn it? (Resources and strategies) | Students will:   * utilise live or recorded teacher led sessions * engage personally with online cartoons * connect new knowledge of representation to their existing knowledge * record and share information via Posts and collaborate in a document * engage critically with a cartoon being deconstructed by the teacher * label the codes and conventions of a cartoon * experiment with speech bubbles in cartoons.   What is the specific task that students are to complete to demonstrate their learning?   * Reflect on an issue and compose a cartoon to reflect their personal values and opinions. |
| Lesson sequence timing | When do you expect each task to be completed?  Each learning sequence contains check-point options for the student. This learning sequence reflects 3-4 hours of learning depending on your students’ digital literacy. [Some research has indicated](https://fisherpub.sjfc.edu/education_ETD_masters/303/) students may take longer to learn in the online environment because they need to navigate technology in a different way. |
| Collecting evidence of student learning (verification) | How will you collect evidence of student learning in the online or technology space?  In Teams, create an assignment for each key stage of learning. Alternatively, students can submit documents or a link to their work. |
| Feedback | How will feedback be provided to students? Provide a formative and/or summative assessment feedback process.   * With assignment submission in Teams there is a dedicated space for the teacher to provide feedback. * Posts allow students to offer each other feedback. * Technology free will require students to write their responses in their workbook for feedback when they return to school. |
| Communication | Communication about student learning should be structured and consistent. Suggestions include:   * provide a 10 minute live or recorded check-in and discussion of learning sequence and goals * provide students with a to-do list * advise students to record questions in a Q&A document for that sequence of learning – students ask clarifying questions of the teacher and all students have access to this information which will not get lost in a posts thread   How will you share and display information for your students to access?  The teacher can:   * establish a channel, folder and file system in the digital learning space * dedicate one channel to each unit (one channel would be titled ‘Unit 1: identifying codes and conventions in cartoons * develop a class material folder where students can put their completed cartoons.   To promote student-teacher interactions:   * begin each lesson with a short ‘goal setting and daily planning’ activity as outlined in resource 1 – this promotes a culture of personal and academic reflection and goal setting – students tag their teachers in this document * technology free, students can set goals for each section they complete, label and date their work in their workbook. Some students may be able to phone/text a classmate for discussion/collaboration.   How can opportunities for inter-learner interactions be incorporated into activities?   * Students have the opportunity to engage in collaborative learning during the completion of key learning tasks and submit these as a pair or group at check-in points. * Encourage students to offer feedback on each other’s posts via 2 stars and a wish. * Technology free students could discuss their ideas with a family member.   How will the teacher monitor and support progress in student learning?   * Each lesson sequence contains specific check-in tasks for students to complete. |

## Lesson sequence 1 – understanding code and convention

**Student guided inquiry**

Understanding the codes and conventions of cartoons will help students develop an understanding of how composers can use this form to convey complex ideas and values. Cartooning has developed over time in innovative ways and it is a form of expression that is accessible on many levels. Students read and have experiences with picture books, comic books/strips, graphic novels or even memes, so it is important for them to understand the codes and conventions that composers use to create meaning.

Table 2 – questions for teachers to consider as they program for online learning

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| Lesson sequence and syllabus outcomes | Guiding question – how do cartoonists use codes and conventions to communicate their opinions and values? | Evidence of learning – synchronous, asynchronous and workbook |
| What are your students going to learn? | Learning intention and success criteria  Students will:   * Understand metalanguage to label the codes and conventions of a cartoon. * List and label the methods cartoonists use to convey their views on a current event/issue. * Explain a cartoonist’s view and values on a current event or issue. * Compose a cartoon that conveys your views on an issue or current event. |  |
| How are they going to learn it? (Resources and strategies) | **Resources**  Links are embedded within the teaching sequence.  **Strategies utilised in learning sequence below**   * Can create a [Microsoft Whiteboard](https://www.youtube.com/watch?v=LCdC_ZjHvyU) and invite students to this whiteboard to draw on the cartoons set for study * Students can upload cartoons and explain ideas * Can use [Flipgrid](https://www.youtube.com/watch?v=-aZ523-HHBg) to initiate oral communication between students where they can share responses to a provided question * Students could share short audio answers using a voice memo app. * Complete online worksheets where students label cartoons or write speech bubble information for comment and feedback. * PowerPoint, Sway or through a tool of students’ own choosing: individually or in pairs, create and annotate or voice narrate an analysis of a cartoon. |  |
| Lesson sequence | **Understanding our learning goals –** 10 minute live or recorded check in and discussion of learning sequence and goals may include:   * outline the sequence of learning intentions and success criteria * clarify technology platforms and procedures so that students have clear direction.   Online learning is most effective if there is frequent communication, otherwise students feel isolated and are therefore less likely to engage in their learning.  **Question & answer –** students can record or post answers in the Q&A document for this lesson.  Questions might include:   * What is a cartoon? * Where do we see them?’   This tool will provide a quick snapshot of student understanding.  Consider that they may say they watch cartoons but ask whether anyone reads print cartoons? Which ones do they like? Where would they see cartoons? | Record or actively engage in discussion of learning intentions.  Or, post learning intentions and instructions for student comment.  Or, students read through learning intentions from the worksheet. |
| Lesson sequence  S4O3DA7 recognise and use appropriate metalanguage in discussing a range of language forms, features and structures. | **Connecting and engaging personally –** students examine set material and connect new learning to prior learning   * Direct students to the link of the cartoon and give them time to read it and look at the details of the image. Ask them to identify the part of the cartoon that first catches their attention.   <https://www.pinterest.com.au/pin/407435097519164323/>  For example, ‘some of you have indicated the baby bird’ ‘some of you have indicated the plastic bag’.   * Thinking routine: Post the response: Use the ‘what makes you say that?’ prompt to ask students how they know this is a cartoon. They can post these on the whiteboard or shared document to help with the next task. This should focus students on the form (text structures) of the text rather than the content. The students may mention the codes and conventions of framing, still image, colour, talking birds, symbols etc. * Discuss in your online space ‘I know it’s a cartoon because…’’. Here they are identifying and articulating what they already know so the teacher can in the discussion pod explicitly point out that composers make language and structural choices that convey meaning because they are accepted conventions.   **Post activity:** Make a list of all the reasons why we recognise this as a cartoon.  It is because cartoonists use certain codes, for example speech bubbles in certain ways (convention) that viewers accept and understand.  In the next column, next to each idea, label the codes and conventions, calling on student’s prior understanding.   * Responses should include the metalanguage needed to discuss cartoons. For example, speech bubble, anthropomorphism, symbolism, framing, colour, intertextuality, representation, given and the new, salient point, reading path, context of the issue. | Post their view of the salient point of the cartoon or write it in their workbook.  Post their thinking routine, ‘I know this is a cartoon because…’  Or write their thoughts in workbook.  Students contribute to the list in a shared space.  Or students fill in a table in their work book. |
| Lesson sequence  S4O3RC21 analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.  S407UA6 analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability. | **Understanding, connecting or engaging personally –** students can now engage personally with the cartoon and consider the content of the message. The teacher can use the following questions to illicit discussion.   * Issue: Ask students to consider the issue being conveyed in the cartoon. * Context: What do they know about this issue? * Character: Who/what is being portrayed in the cartoon? – It is an accepted convention that animals, birds and objects can be used as characters in a cartoon. In this case the birds represent mother and child. * Setting: How has the cartoonist shown the setting? Include the use of the tyre to represent the nest. * Written text: Consider the conventions of the written text. Which is read first? How do you know? Include that convention in English is that we read left to right. Meaning is implied by the word ‘again’ that the birds have been in this situation for a while. Typical child question/response to ‘what’s for dinner?’ * Values/attitudes: Explain the cartoonists’ attitude to this issue. Consider the use of humour. | Record or actively engage in discussion of questions.  Or, post learning questions and instructions for student to write their responses on document for feedback.  Or, students read through questions in worksheet and write responses in their workbook. |
| Lesson sequence  S4O3EP1 engage with the language and structures of texts in meaningful, contextualised and authentic ways. | **Understanding, connecting or engaging personally –** students examine the code of a speech bubble and show how the convention has been used in innovative ways by other cartoonists – for example, Leunig  <https://www.leunig.com.au/works/cartoons> refer to the cartoon called ‘Device’ on this page.  <https://www.pinterest.com.au/pin/476326098084906551/> or Steiner   * Discuss with students how cartoonists develop a style of their own through innovation. The teacher should ensure that students understand that cartoonists can use words to convey speech, thoughts, titles, sound and narration in a cartoon. * Students should be able to identify features, see links between the words and image and identify how all this conveys the cartoonists’ values/attitude to this issue. * By showing the other cartoons the teacher will demonstrate how a code can be used in an innovative way to create another accepted convention.   Now students can focus on demonstrating their understanding of this skill.  Using the cartoon: <https://nation.com.pk/11-Feb-2019/caution-children-playing>  Students will write a caption for one of the characters in this cartoon.   * The students can present their ideas for feedback to the teacher and other members of the class. The class might like to vote on which comments work best for this cartoon and publish it as a class. | Record or actively engage in discussion of questions.  Or, post learning questions and instructions for student to write their responses on document for feedback.  Or, students read through questions in worksheet and write responses in their workbook. |
|  | **Connecting –** students to reflect on the purpose of cartoons.   * Teacher asks students why do cartoonists compose cartoons? * Students can post on current issues or events that students feel strongly about, for example, healthy food in the canteen, bullying etcetera. Teacher makes a list on the board.   **Assessment**   * Ask each student to select one of the issues. They will need to research the issue and reflect on their own views. This could include internet research, interviewing parents, friends by phone or text. * Ask students to compose a cartoon that conveys their view/values on the issue using the codes and conventions they have seen in the cartoon. Encourage them to be innovative in their composition as long as the convention conveys meaning. * Part of this assessment could include a reflection by another student on the effectiveness of the use of code and conventions to convey meaning.   Note: This task will allow students some autonomy in their choice of topic. The aim is not to be an artist but for the students to be able to demonstrate how the codes and conventions of a cartoon allow a cartoonist to convey their values on a topic or issue. This is a higher order task that will challenge students to bring together the skills and understanding of the conventions to show a view of the world. The teacher might like to build-in a reflective half way point where each student works with a critical friend for feedback. | Record or actively engage in discussion of ideas/issues.  Or, post learning questions and instructions for student to write their responses on document for feedback.  Or, students read through questions in worksheet and write responses in their workbook. |
| Lesson sequence | **Engaging personally –** assessment checkpoints.   * Whiteboard collaboration of cartoon analysis. * Upload speech bubble ideas for peer feedback. * Upload completed cartoon on issues of their choice. |  |
| Lesson sequence  S4O1RC01 respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure | **Engaging critically –** higher order thinking activities to stretch student thinking – check-in point.   * Students can collect more complex cartoons (strips, graphic novels) of their own to analyse and present. |  |
| Lesson sequence | **Experimenting and reflecting –** students apply their new learning and reflect on their creative process – final submission and check in point. |  |
| Differentiation | To support students, the teacher can provide another cartoon and record an analysis of the codes and conventions used by the cartoonist. The student can then listen to this recording again when they are labelling their own cartoon, look for these codes and conventions. |  |
| Extension/HPGE | Students can use the same ideas and values conveyed in the cartoon and present the information in another form. For example, after some research on the amount of plastics in the ocean and the effects on wildlife, students could write a letter to the editor, a scientific report, a speech to present at assembly. This will demonstrate to students that similar views and information can be conveyed using different codes and conventions. |  |

# Resource 1 – goal setting and daily planning

**Table 1: today’s reflection and planning (remember to copy and paste and create a new one each lesson).**

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| --- | --- |
| Outline | Today’s reflection and planning: “Wake up with determination. Go to bed with satisfaction.” (Insert your own motivational quote each lesson) |
| Today is | My daily goal(s) are:  Today’s energy levels  2 3 4 5 6 7 8 9 10  I have enjoyed… |
| One thing I will do **today** for my energy and exercise |  |
| General to-do list or notes |  |
| Reminders: Tag your teacher once you have finished goal setting. |  |

# Student activities

#### **Learning intentions and success criteria**

Students will:

* understand metalanguage to label the codes and conventions of a cartoon
* list and label the methods cartoonists use to convey their views on a current event/issue.

Students can:

* explain a cartoonist’s view and values on a current event or issue
* compose a cartoon that conveys your views on an issue or current event.

## **Task 1 – Introduction to cartoons**

### Students answer these questions in their OneNote.

1. What is a cartoon? Where do you see them?’
2. Do you read print cartoons?
3. Which ones do you like? Why?
4. Where do you see cartoons?

## **Task 2 – Identifying code and convention in a cartoon**

##### Text – ‘[Plastics Again](http://www.maxgustafson.com/environment/polymer-diet/)’ by Max Gustafson

Students complete these questions in the table provided and/or their OneNote.

1. Identify the part of the cartoon that first catches your attention.

For example, it might be the baby bird or the plastic bag.

1. Thinking routine:

‘I know it’s a cartoon because…’ write as many ideas as you can.

1. Using the table ‘Deconstructing ‘Plastic Again’, make a list of all the reasons why we recognise this as a cartoon. In the next column explain the convention and give an example. The first one has been done for you.

For example, it is because cartoonists use certain codes such asspeech bubbles in certain ways (convention) that viewers accept and understand.

1. Complete the deconstruction activity for a cartoon selected by you.
2. Engage more deeply with the ideas being communicated in the cartoon.

* Issue – Explain your understanding of the issue being conveyed in the cartoon?
* Context – What do they know about this issue?
* Character – Who/What is being portrayed in the cartoon? – It is an accepted convention that animals, birds, objects can be used as characters in a cartoon. In this case the birds represent mother and child.
* Setting – How has the cartoonist shown the setting? Include the use of the tyre to represent the nest.
* Written text – Consider the conventions of the written text. Which is read first? How do you know? Include: Convention in English is that we read left to right. Meaning is implied by the word ‘again’ that the birds have been in this situation for a while. Typical child question/response to what’s for dinner.
* Values/attitudes – Explain the cartoonists’ attitude to this issue? Do you think the cartoonist has used humour to communicate their ideas? Explain.

## **Task 3 – Representing speech in cartoons**

Texts:

* ‘[Device](https://www.leunig.com.au/works/cartoons)’ by Michael Leunig
* ‘[Caution children playing](https://nation.com.pk/11-Feb-2019/caution-children-playing)’ by Steiner

(Note, the student will need to hover the mouse over the cartoons to identify the cartoon labelled ‘Device’ and then click on this to open it.)

Students record answers in OneNote.

Firstly, examine the Leunig cartoon and answer these questions.

1. How have speech bubbles been used in an innovative way?
2. What other ways have you seen speech bubbles used in cartoons?

Now examine the Steiner cartoon.

1. Describe how Steiner represents speaking.

Answer these questions about both texts.

1. Compare the way Steiner and Leunig use speech.
2. Reflect on why you can still read the cartoon even though the code is used with a different convention.

## **Task 4 – Close reading of a cartoon**

Use either Device or Caution children playing to answer these questions. Record your responses in OneNote.

1. Reflect on what you think this cartoon is about.

* Write a few ideas about this issue in your workbook.

1. How does the cartoonist feel about this issue? How do you know?
2. To show you understand, write a caption for each of the characters in the cartoon.

## **Task 5 – assessment**

Complete these responses in the OneNote tab labelled assessment.

1. Why do cartoonists compose cartoons? Do you think it is to convey their views and feelings about an issue or event? How do you know?
2. Compose a cartoon that conveys your view/values on the issue using the codes and conventions you have seen in the cartoons you have been analysing.
   1. Select an issue or recent event and do some research on the issue and reflect on your own views. This could include interviewing parents/family or friends by phone or text.
   2. Try to be innovative in your composition as long as the convention conveys meaning.

Note: The aim is not to be an artist but for you to be able to demonstrate how the codes and conventions of a cartoon allow a cartoonist to convey their values on a topic or issue.

### Task 2 resource

Table 1 – code and convention in ‘Plastics Again’

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| Code | Convention | Example |
| Speech bubble | Read from left to write. Top to bottom.  Culturally, children ask questions like ‘What’s for dinner?’ | Child bird asks a question and mother bird answers.  Viewer recognises mother/child interaction. |
| Anthropomorphism |  |  |
| Frame |  |  |
| Colour |  |  |
| Symbolism |  |  |
| Intertextuality |  |  |
| Context |  |  |
| humour |  |  |
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Table 2 – Deconstructing - now it’s your turn…Cartoon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| Code | Convention | Example |
| Speech bubble | Read from left to write. Top to bottom, or underneath the frame | Write an example from your cartoon |
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