

Cartoonist: Using Dialogue in Writing

Adventure Description:

In this adventure, students will think like a cartoonist and design a cartoon that has dialogue between characters.

Activity

Step One: Background Information on Cartoonists and Dialogue (10+ minutes)

- Show [Video: Using Dialogue in Writing](#).
- Remind students that cartoonists are people who create cartoons. Show [Handout: Example Cartoons](#) and read through it as a class.
- Explain that cartoonists often use dialogue in their cartoons.
- Show [Handout: Cartoon 1](#) and ask the students the following:
 - What do you notice about the cartoon?
 - What do you think the meaning of the cartoon is?
 - What do you think the characters doing and feeling?
- Point out to students that cartoon 1 does not have dialogue. Discuss how students may have different opinions on what the cartoon is about because there is no dialogue to explain what the characters are thinking.
- Next, show [Handout: Cartoon 2](#) and ask the students the following:
 - What are the differences between cartoon 1 and 2?
 - What do you think the meaning of the cartoon is now? Did the added dialogue change your opinion?
 - What do you think the characters doing and feeling? Did the added dialogue change your opinion?
- Point out that cartoon 2 does have dialogue. Discuss how students are able to better understand what the cartoon is about since dialogue can help explain what the characters are thinking.
- Show [Handout: Using Dialogue in Writing](#) and read through the handout as a class.

Step Two: Activity Set Up (5 minutes)

- Explain to students that they will imagine they are cartoonists and will create a cartoon. The cartoon will be for a toy company that is releasing a new line of products. The line is called “Slippery Slime” and includes 4 new types of slime.
- Provide students with [Handout: Steps to Create a Cartoon](#). Read steps 1 and 2 as a class.

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.

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Step Three: Plan Your Cartoon (10+ minutes)

- Have students complete steps 1 and 2 on their handout.
- As students are working, ask students the following:
 - How will your tone match your purpose? For example, if you were trying to create a cartoon to entertain readers, would you be more likely to use a serious tone or a silly tone?
 - How will dialogue be incorporated into your cartoon?

Step Four: Creating a Cartoon (15+ minutes)

- Provide students with [Handout: Cartoon Panels](#). Print extra copies to give to students who would like their cartoon to be more than four panels. Students will now complete step 3 and create their cartoon.
- Explain to students that the cartoon panel has a dotted line on it. Students must write their dialogue ABOVE the dotted line. They must draw their cartoon in the boxes BELOW the dotted line.
 - This is very important because students will fold their papers on the dotted line to hide the dialogue before giving it to their partner. Their partner will then analyze the cartoon without dialogue. After the partner looks at the cartoon without dialogue, the partner will unfold the paper and look at the dialogue. The partner will see if his or her understanding of the cartoon changes when there is dialogue versus no dialogue.

Step Five: Analyzing a Partner's Cartoon (15+ minutes)

- Divide students into pairs. Have students switch cartoons with each other and complete step 4. Students will analyze their partner's cartoon without dialogue!
- Once both partners have finished step 4, have them move onto complete step 5. Students will analyze their partner's cartoon with dialogue! Students should unfold the paper so that the top portion of the page that includes the dialogue is now visible.

Step Six: Class Discussion (5 minutes)

- Have a concluding class discussion about students' experience reading cartoons with and without dialogue. Discuss the following:
 - Did your understanding of your partner's cartoon change after you read the dialogue?
 - Did you like the cartoon better with or without dialogue? Why?
 - Did the dialogue help you understand how the characters felt or what they wanted?
 - Can you think of any reasons that cartoonists may NOT want to use dialogue?

Step Seven: Extra Time (15+ minutes)

- Have students create their own slime! See [Handout: Slime Creations](#).

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Materials List

Provided online:

- Video: Using Dialogue in Writing
- Handout: Example Cartoons
- Handout: Cartoon 1
- Handout: Cartoon 2
- Handout: Using Dialogue in Writing
- Handout: Steps to Create a Cartoon
- Handout: Cartoon Panels
- Handout: Slime Creations

Optional Supplies (each student or group needs):

Note: these supplies are only needed if you complete the optional "Extra Time" activity.

- Bottle of Elmer's Glue (6 oz.)
- Baking soda (1.5 teaspoons)
- Contact solution with Boric Acid or Sodium Borate in the ingredients (1.5 teaspoons)
- Spoon or spatula
- Mixing bowl
- Measurement tools
- Optional: food coloring

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