



14-18-NOW
WW1 CENTENARY ART COMMISSIONS

TRACES OF THE GREAT WAR

COMIC WORKSHOP ACTIVITIES



THIS ZINE WAS MADE BY

WHAT MAKES A COMIC?

COMICS ARE A VISUAL FORM OF STORYTELLING THAT PAIRS IMAGES AND TEXT...

1

2

THEY USE SPEECH BUBBLES OR BALLOONS. EACH ONE HAS A TAIL, WHICH POINTS TO WHO IS SPEAKING.

TOP TIP: WRITE THE WORDS FIRST AND THEN DRAW THE BUBBLE!

THOUGHT BUBBLES CAN BE USED TOO!

A SEPARATE CAPTION BOX HELPS TELL US WHAT IS HAPPENING THROUGH THE VOICE OF THE NARRATOR.

5

6

EXCLAMATION AND SOUND EFFECTS!

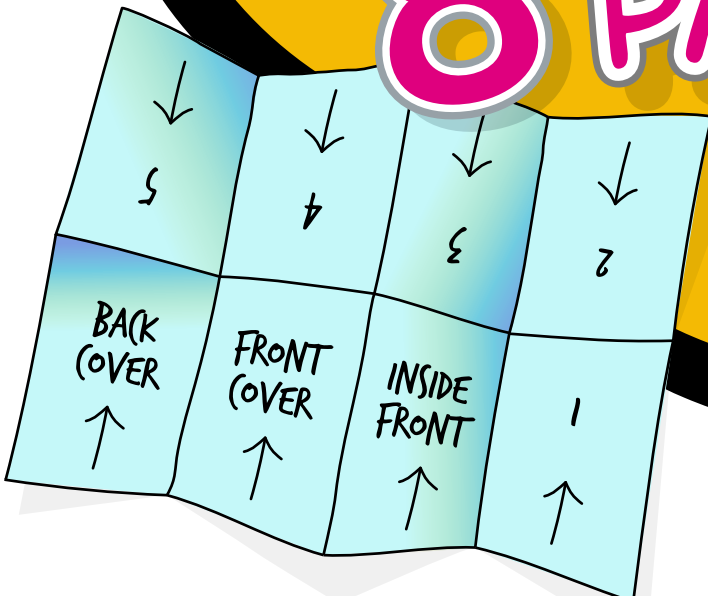
POW!

COMICS ARE PRESENTED SEQUENTIALLY IN PANELS. EACH PANEL IS A SELF-CONTAINED MOMENT IN TIME. PANELS OFTEN HAVE A FRAME AND THE SPACE BETWEEN EACH PANEL IS CALLED A GUTTER.

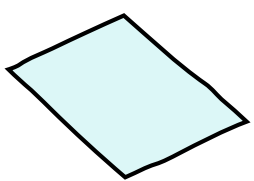
4

A GOOD PAGE LAYOUT WILL HELP A COMIC FLOW AND BE EASY TO READ.

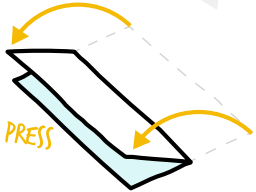
HOW TO FOLD A SHEET OF PAPER INTO AN 8 PAGE ZINE



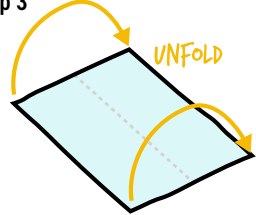
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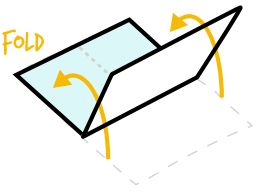
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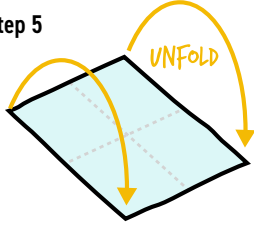
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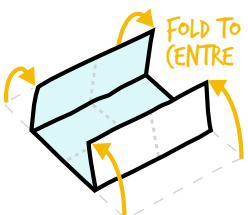
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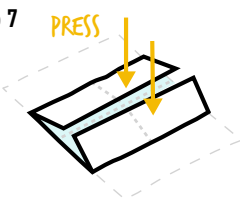
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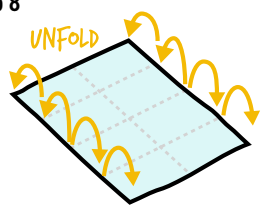
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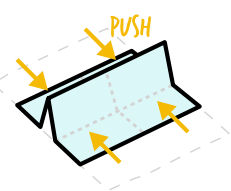
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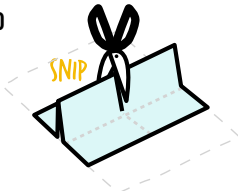
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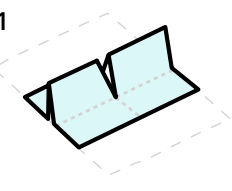
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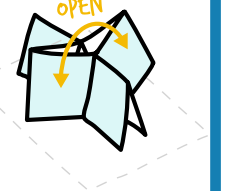
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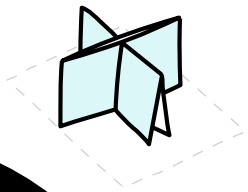
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Step 12



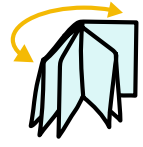
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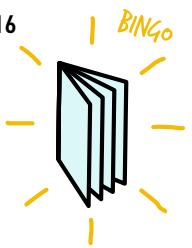
Step 14



Step 15



Step 16



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REMEMBRANCE DAY

COMIC WORKSHOP ACTIVITIES

Inspired by *Traces of The Great War Anthology*

Pupils will explore World War I references, focussing on the history and symbolism of the Remembrance Day poppy, and consider what imagery would be both poignant and relevant to modern day society. Taking inspiration and visual reference from Mikiko's comic *Crimson*, pupils will respond by designing and creating their own four panel Comic.

1. Read the comic *Crimson* written and illustrated by Mikiko (p34 – 40)
2. Possible questions for teacher led pupil discussion:
 - What were the grandmother and young girl discussing?
 - The title of this comic is *Crimson*. Why do you think Mikiko chose this title?
 - Describe what is happening on the last page of the comic. There is a visual transition across the last four panels. Discuss the meaning of the word metamorphosis.
 - Discuss what makes a comic. How would you describe what a comic is to someone else? Comics are a medium. There are lots of different genres of comics within the medium, such as superhero, zombie, manga, science fiction... What genre would you describe this comic as being? (E.g Part of an anthology, historical, factual, autobiographical...)
 - Think about how this story is told. Explain how this storytelling relies on both the text and image.
3. Complete a comic book review of *Crimson* using the **Visual Comic Review Sheet**.
4. Research WWI & Remembrance Day Poppies to create a factsheet. This could be done as a group activity or individually. Look at the selection of information provided in the **WWI and Remembrance Day Poppies IWM (Resource Sheet)**, additionally head to The Imperial War Museums online <https://www.iwm.org.uk/> where images and information can be selected under the Objects & History tab or type directly into their Search bar. Images, information, objects and keywords that symbolise events from WW1 and poppies can be collated on to the **Factsheet Template**.
5. Symbolism can be used as a mechanism for people to remember specific events in history. Ask pupils to represent a present day event using symbolism. Ideas can be developed and recorded using the **Symbolism Ideas Sheet** e.g. potential symbols for the 2020 COVID-19 pandemic or lockdown could be symbolised by a rainbow for NHS and keyworkers or a washing hands logo..
6. Using the comic template **Remembering Past and Present** design a four panel comic inspired by the final page panel layout from Mikiko's *Crimson*. Research and ideas from activities 4 & 5 can be used as inspiration to fill in the panels; the top 2 panels incorporating text and imagery symbolising WW1 and Remembrance Day Poppy, the lower 2 panels showing images and text symbolising a specific present day event.
7. Little LICAF would be very grateful for any feedback on the activities you completed from this Comic Workshop series. There is an **Evaluation Form** and it would be really helpful to receive your thoughts. Little LICAF is continuing to develop comics-based resources to inspire youngsters and support educators. Completed evaluation forms, queries, or photos of your pupils' creations can be sent to Hester Harrington, Co-Producer of Little LICAF hester@comicartfestival.com



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VISUAL COMIC REVIEW BY



TITLE:
AUTHOR:
ILLUSTRATOR:

THE MAIN COLOUR SCHEME OF THIS COMIC IS:

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AN IMPORTANT IMAGE IN THIS COMIC IS...

AN IMPORTANT IMAGE MAY BE A PICTURE THAT IS REPEATED THROUGHOUT THE COMIC. IT MAY JUST BE A SMALL SECTION OF A LARGER PICTURE.

MY FAVOURITE PANEL WAS...

I CHOSE THIS PANEL BECAUSE...

.....

.....

.....

AN EXAMPLE OF HOW THE PANELS ARE LAID OUT ON ONE PAGE OF THIS COMIC

3 FACTS OR DESCRIPTIONS ABOUT MY FAVOURITE CHARACTER

- 1
- 2
- 3



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WWI & REMEMBRANCE DAY POPPIES IWM



▲ The poppy is the enduring symbol of remembrance of the First World War



◀ Germany's war plan required troops to invade neutral Belgium to get to France. Germany declared war against France on 3 August 1914

PEACE POPPY ▶

White poppies symbolise peace without violence. Can you research what purple poppies symbolise?



JOHN MCCRAE

Poppies were a common sight, especially on the Western Front. They flourished in the soil churned up by the fighting and shelling. The flower provided Canadian doctor John McCrae with inspiration for his poem 'In Flanders Fields', which he wrote whilst serving in Ypres in 1915. It was first published in Punch, having been rejected by The Spectator. In 1918, in response to McCrae's poem, American humanitarian Moina Michael wrote 'And now the Torch and Poppy Red, we wear in honor of our dead...'. She campaigned to make the poppy a symbol of remembrance of those who had died in the war.

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

Poppy picked from the trenches during the Third Battle of Ypres by George Palmer of the Machine Gun Corps, who appears in the adjacent photograph. Poppies thrive in disturbed ground and were one of the few plants that grew in large numbers on the battlefields of the Western Front. They inspired John McCrae's 1915 poem In Flanders Fields, which in turn was the inspiration behind the adoption of the poppy as a symbol of remembrance of those who had died in the war. ▶



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MY WW1 AND REMEMBRANCE DAY POPPIES FACTSHEET



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BY

You can visit www.iwm.org.uk to research images, objects and keywords that symbolise events from WW1 and Remembrance Day Poppies



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MY SYMBOLISM IDEAS SHEET

REMEMBER A PRESENT DAY EVENT



BY

THE EVENT I HAVE CHOSEN TO REMEMBER...

WHEN DID THIS EVENT TAKE PLACE? WHAT FACTS DO YOU KNOW?

LOCATION WHERE THIS EVENT TOOK PLACE

PEOPLE INVOLVED IN THIS EVENT

5 WORDS THAT DESCRIBE THE EVENT

- 1
- 2
- 3
- 4
- 5

IDEAS FOR IMAGES THAT COULD SYMBOLISE THIS EVENT

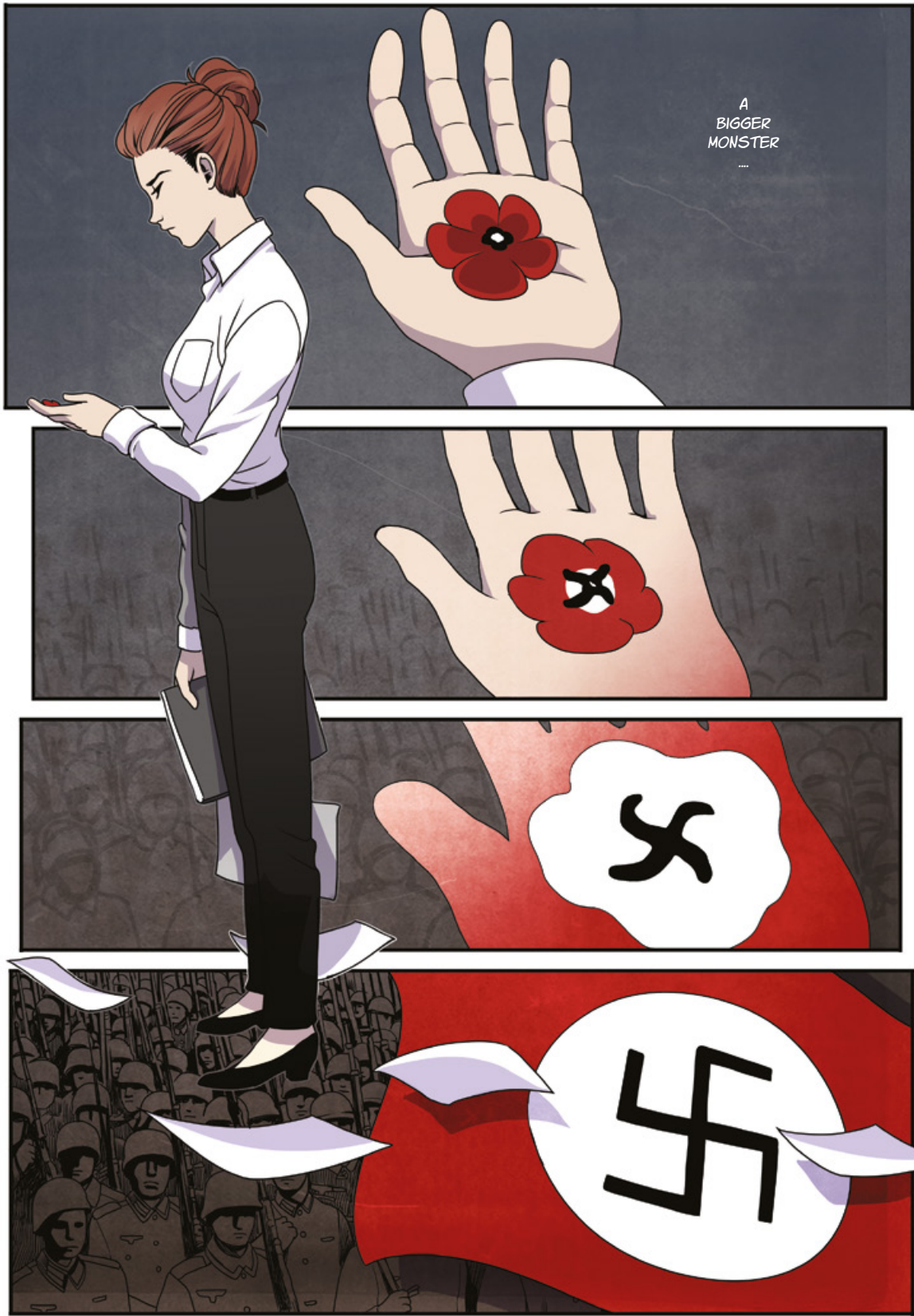


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1914




PAST



1918



PRESENT



202_



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EVALUATION FEEDBACK FORM

We would like to hear what you thought about this series of comic workshop activities. Please help Little LICAF grow and develop resources to inspire youngsters and support educators by filling in this form.

Activity: Remembrance/ Time Capsule / Visual Learning
Date:
Presenter: Little LICAF online Comic Workshop resources
Venue/Location where activities are delivered:
Name:
Occupation:
Description of students participating:
Number of students:
Age or Year Group of students:

Were the activities and instructions clear and informative? YES NO

Did you feel the content was suitable for this group of students? YES NO

How could the activities have been altered or improved?

• **Was there an appropriate level of challenge?** YES NO
If NO, how could this activity have been altered or improved?

• **Did the activities help develop new skills and / or knowledge and understanding?** YES NO
If NO, how could this activity have been altered or improved?

• **Were these activities helpful in supporting the curriculum you currently deliver?** YES NO
If NO, how could this activity have been altered or improved?



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Would you use these resources again in the future as part of your creative arts / educational provision?

YES NO

Did you feel confident delivering these activities?

YES NO

Overall, which elements or activities from the Comic Workshop did you feel were the most successful or enjoyable?

Overall, what do you think could improve the activities or the scheme of work?

What areas of your creative curriculum are looking to develop? What support or inspiration do you need to be able to provide opportunities for your students? (For example, live drawing with an illustrator, specific skill building sessions, online workshops...)

We would be most grateful if you could provide a short testimonial about your experience using the resources produced by Little LICAF

May your comments, name & details be used on future promotional literature?

YES NO

Many thanks for your time and participation. Please email your response to hester@comicartfestival.com



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