



# Creation of a Graphic Novel

Day 1

Grades: 7-9

This lesson is based on the Women of the Oklahoma Legislature Oral History Project. It is provided courtesy of the Oklahoma Oral History Research Program (OOHRP) at the Oklahoma State University Library with generous support from the Women's Archives at OSU and the Oklahoma Commission on the Status of Women.

Formally established in 2007, the OOHRP has collected and preserved firsthand accounts from individuals who have witnessed historic moments. The Program explores the lives and contributions of Oklahomans from all walks of life.

The Women of the Oklahoma Legislature is one of many projects undertaken by the OOHRP. This oral history project captures and records information about female Oklahoma legislators in their own voices and provides an opportunity to reflect on their individual paths to the Capitol. It also documents more completely the presence of these women in state government.

The OOHRP invites you to explore the website ([www.library.okstate.edu/oralhistory/wotol/](http://www.library.okstate.edu/oralhistory/wotol/)) and meet the women who have played an important role in Oklahoma politics.



## Oklahoma PASS Objectives

- **Language Arts, Reading/Literature 4:2c** Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely. (Grade 9)
- **Language Arts, Reading/Literature 5:2a** Record, organize, and display relevant information from multiple sources in systematic ways. (Grades 7 and 8)
- **Language Arts, Writing 1:1c** Organize and reorganize drafts and refine style to suit occasion, audience and purpose. (Grade 9)
- **Language Arts, Writing 1:2** Use details, examples, reasons, and evidence to develop an idea. (Grades 7 and 8)
- **Language Arts, Writing 1:4** Use precise word choices, including figurative language, that convey specific meaning and tone. (Grades 7 and 8)
- **Language Arts, Writing 1:5** Use a variety of sentence structures, types, and lengths to contribute to fluency and interest. (Grades 7 and 8)

## Lesson Objective

The students will be able to research the life of one of the women who has served in our Oklahoma Legislature. Using this information for future lessons, they will create a “graphic novel” or cartoon or comic strip based on the life and accomplishments of the senator or representative.

## Lesson

Biographies are wonderful sources to learn about a particular individual. In a way, they also allow us to travel to the time in which the individual lived. Today we will research the life of one of the women who has served in our Oklahoma Legislature. This woman was either a senator or a member of the House of Representatives. You are going to research her life to learn the answers to Who, What, When, Where, Why, How many, and How much. Tomorrow you will begin to create a “graphic novel” about the woman whom you researched. It may take us a few days to complete our graphic novels. When we have completed our projects, we will brainstorm about ways in which we can share our information.

We have been studying about the Oklahoma House of Representatives and the Oklahoma Senate. You will remember that today there are 101 members of the House of Representatives and 48 members of the Senate. We are going to gather information about the women who have served in our Legislature. The information that we are researching today is biographical information.

We all know what a biography is. It is a book about a person’s life. Some biographies are about people who lived in earlier times. Some biographies are about people who are living today.

What is your favorite biography? (Allow time for the students to respond. Point out if that person is alive or lived in an earlier time. Also be prepared for the fact that the majority of biographies will most likely be about men. For example—founding fathers, presidents, military leaders.)

Tomorrow we will use the information gained today from our research to begin a graphic novel project. (If you have graphic novels available to show the students, please show them now.)

The first thing we need to do is determine WHO you will be researching. You are going to draw a name out of this bag. The name you draw will be the woman you will research.



(Take the bag around the room and give each student an opportunity to pull out a name.)

Each name you have drawn is the name of a woman who has served in the Oklahoma Senate or in the Oklahoma House of Representatives. You may learn that this person lived/lives very close to where we live. You may learn that she attended a school just like ours. You may find many similarities when comparing your life with the life of this individual.

The teacher will pass out the Senator/Representative Information Sheet. Take class time to go over each component of the information sheet. Most students are familiar with the W and HM questions. They will put the name of the woman they are researching in the TITLE. They may wish to add more to the title once they have finished the research. They will put THEIR NAME in the ENDING. Ask them to use a pencil when writing the information. They can also use the back of the page if they need more room for one section.

The students will now begin their research on the computers.

Today we researched the life of one of the women who has served in our Oklahoma Legislature. Tomorrow you will begin the process of creating a “graphic novel” or cartoon or comic strip based on the life and accomplishments of the senator or representative. We will work on this for the next \_\_\_\_ days. Please be thinking of ways in which we can share our information.

### Evaluation

Design a rubric that includes twelve parts—the ten frames of the comic and also the Title and Ending. You can designate the number value you wish each component to have. You may wish to have the Title and Ending worth less than the other parts. You may wish to weight the three parts that the students chose as a higher point value. Because this assignment will be part of a project lasting several days, you may wish to design a project rubric rather than one for just today’s lesson.

### Materials

- List of names of the women of the Oklahoma Legislature—cut names apart and allow students to “draw names” to determine the subject for their project:  
<http://www.library.okstate.edu/oralhistory/wotol/legislators.htm>  
\*\*\*Please use names from this website that have live links, which indicates that they have accompanying biographies. To find brief biographies, the students can go to the site and click on their person. They will then click on the link to her transcript, where they then click on “Brief Biography” in the left column. Additional information is available in the transcript of the woman’s interview.
- Computer access for each student. Teacher may wish to bookmark the URL to be used for research. A second option is for the teacher to download each intended file in a PDF format onto the student computers. This will not require the students to be on-line while working on this project.
- Two great resources for historical graphic novels are:

*The Cartoon History of the Modern World: Part 1 From Columbus to the U. S. Constitution*, by Larry Gonick, New York: Collins, 2007.

*The Cartoon History of the United States*, by Larry Gonick, New York: Harper Perennial, 1991.



## Enrichment

### Language Arts

- Take the information gathered from each specific individual and design a “Living Museum”. Invite a class or group of classes to visit your classroom. Your students will become the individual they researched. They will speak in “first person”. (For example, “I am Mrs. Lamar Looney. I was born ...”) The students remain silent until someone touches their elbow or shoulder or a specific designated location. They then will give their first-person presentation.
- Scan each graphic novel, print out colored copies, and create a class book consisting of all the biographies completed.

### Technology

- Scan each graphic novel and create a PowerPoint slide show of all the biographies. The students can create a “cover slide” to go before their particular work. They can also add background, such as our state song, to go along with the slide show. Be sure to set your “delay” longer than the usual five seconds. This will allow the viewers to see the images longer and gather more information.

## Notes for Teacher

Here is a definition for a graphic novel from: <http://www.thefreedictionary.com/graphic+novel>

### **graphic novel** *noun*

A novel whose narrative is related through a combination of text and art, often in comic-strip form.

Here is the definition for a graphic novel from: <http://www.yourdictionary.com/graphic-novel>

### **graphic novel**

a story of some length in comic-strip format

Decide in advance the number of class days you wish to use for this project. Prepare a timeline of expectations that you wish for the students to complete each day. Put it in writing and have it available as a class handout. This will be helpful to the students in class as well as any student who might be absent for a class period. Some teachers may not want the work to be taken out of class because others may add their artistic abilities to the project. Decide in advance if this is a “totally in-class project” or if it can be taken home at night. Include that information in your student handout.

## Resource Addendum

### WOMEN OF THE OKLAHOMA LEGISLATURE

Between the years of 1907 and 2008 only 77 women have been elected to the Oklahoma Legislature. As of February 2009, 46 of these remarkable women have shared their stories as part of the Women of the Oklahoma Legislature Oral History Project. Gathering oral histories provides opportunity to pursue answers to questions left silent in what little archival materials exist for these women. Taken individually, these interviews reflect the careers and interests of the legislators; taken collectively they constitute a narrative of the role of women in the Oklahoma Legislature over time.



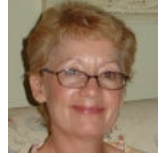
1. Arnold, Helen



8. Chiles, Dorothy Conaghan



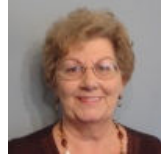
2. Askins, Jari



9. Coleman, Carolyn



3. Atkins, Hannah



10. Collins, Jan



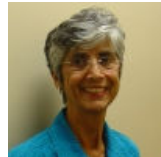
4. Billy, Lisa Johnson



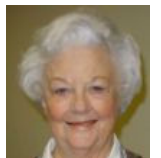
11. Coody, Ann



5. Blackburn, Debbie



12. Dank, Odilia



6. Boyd, Betty



13. Denney, Lee



7. Boyd, Laura



14. Looney, Lamar



15. Fallin, Mary



24. Lawler, Daisy



16. Floyd, Billie Jean



25. Leftwich, Debbe



17. Gray, Twyla Mason



26. Lewis, Nancy Virtue



18. Hamilton, Rebecca



27. McDaniel, Jeannie



19. Hastings, Joan



28. McIntyre, Judy Eason



20. Hibdon, Mina



29. McNeil, Skye



21. Horner, Maxine



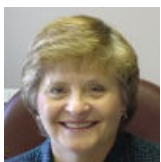
30. Miles-LaGrange, Vicki



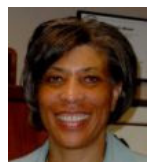
22. Johnson, Constance



31. Mitchell, Cleta Deatherage



23. Kern, Sally



32. Monson, Angela



33. Paddock, Susan



42. Wiedemann, Anna Belle



34. Peltier, Wanda Jo



43. Wilcoxson, Kathleen



35. Peterson, Pam



44. Winchester, Susan



36. Pittman, Anastasia



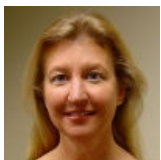
37. Riley, Nancy



38. Shedrick, Bernice



39. Staggs, Barbara



40. Taylor, Carolyn Thompson



41. Weedn, Trish

## GRAPHIC NOVEL—COMIC BOOK

### Senator/Representative Information Sheet

Today you will look at the transcript from an interview of one of the women who has served in the Oklahoma Senate or in the Oklahoma House of Representatives. When reading the information about the woman you are researching, please locate this specific information. You will write your information gathered on these pages. Just as in BINGO you have a “free space”, in this assignment there are THREE spaces in which you select the information you wish to add to the biography of this woman’s life. Design these three areas as a W (who, what, when, where, why) or HM (how much, how many) question and then write the answer below, just as you have done with the previous questions. Many women discuss being the “first woman” to hold a specific position. That information might become one of your three choices.

#### TITLE OF BIOGRAPHY:

#### 1. Who?

Who was this individual?

Who were the people in her family when she was a child?

Who were the people in her family when she was an adult?

#### 2. Where?

Where was she born?

Where did she live when she served in the Oklahoma House of Representatives or Oklahoma Senate?

#### 3. When?

When did she come to Oklahoma? Perhaps she was born here.

When did she serve in the Oklahoma House of Representatives or Oklahoma Senate?

**4. What?**

What type of education did she have? Elementary/Secondary education?  
University attended?

**5. What?**

What was her life like BEFORE she campaigned for office?

**6. Why?**

Why did she run for office? (If included in the interview transcripts.)

**7A. Which?**

On which type of committees did she serve when she was in the Oklahoma Legislature?

In which branch of the legislature did she serve? The Oklahoma House of Representatives?  
The Oklahoma State Senate?

With which party was she affiliated? Was she a Republican? Was she a Democrat?

**7B. How Much / How Many?** How many years did she serve?

**8. Your Question #1**

Answer



9. Your Question #2

Answer

10. Your Question #3

Answer

**ENDING—HERE IS WHERE YOU WILL GIVE YOUR NAME AS THE AUTHOR/  
ILLUSTRATOR**

