

Using Formative Assessments to Analyze a Comic Book

Rationale: *Formative assessment classroom techniques* (FACTs) are normally used by STEM teachers to teach particular concepts. FACTs offer various strategies to incorporate instruction and assessment to help educators understand how students learn. A FACT strategy has been modified in order to analyze a WWII Comic Book. It is a variation of the Concept Cartoon FACT though the objective is for students to identify key images that will help students reconstruct historical narratives. In order to do this, the written language piece was left blank (a filled-in-the-blank comic book will serve as the teacher answer key). The objective is to elicit student critical thinking and engage them to consider various possible interpretations for each Comic Book slide.

Procedures:

1. Provide separate students or groups different pages of the comic book.
2. On the "Modified Concept Cartoon: Analysis Worksheet", students list the relevant context clues for each slide. They then must decide what event/action each slide represents and support their claim with evidence. Students may refer to prior knowledge or other slides on their cartoon page.
3. On the Comic Book slides, students write what they believe belongs in each blank space.
4. Once students have completed filling out the worksheet and blank Comic Book slides they can share out their findings to the class.
5. At this point, you may decide to have them problem solve as a class the chronological series of events and as such the order of their cartoon pages. Have them place their cartoon book pages together in one location. To create order, you may elect to assign spokespersons for each group or allow students to problem solve the order together. Choose the method that works best.
6. Hopefully, students identify the correct order of events. At this point, share the original copy of the WWII Comix Book with the class and have them compare it to their page order and written texts.

Reflection: Have students write on a half-sheet of paper their thoughts on:

To what extent were you able to use appropriate evidence to make sound arguments for each event represented? If you were unable to guess each event represented correctly, explain your thinking process and the connections you did make between the evidence (context clues) and what events you did believe were represented in each slide.

Modified Concept Cartoon: Analysis

Directions: Analyze comic slides and interpret the key context clues for images to explain what major event is represented. Next, using prior knowledge and evidence from each respective slide, Think-Pair-Share to the whole class.

Slide #	List relevant context clues	What event/action is represented? Provide evidence from the slide (context clues).
1.		
2.		
3.		
4.		
5.		

A) Which event was the easiest to identify? Explain.

B) Which event was the most challenging to identify? Explain.