



Name _____
 _____._____._____ (Datum)
 _____.Stunde

Comic Strip

In this project you will make a cartoon strip. The purpose of this cartoon strip is to demonstrate what you have learned in German so far this year. The cartoon should show at least two characters meeting, greeting each other, and finding out basic information about each other. You should include one formal interaction within the cartoon. (Refer to the following vocabulary notes (under your first tab – Vokabeln/Notizen!) and worksheets in your binder for help: Grüße, Greetings and Courtesy – Begrüßungen und Höflichkeit.)

When you make your comic strip follow the guidelines below:

- ❑ Should be 8 x 11+ (Please do not use ordinary lined notebook paper. Plain white paper is available in class. Feel free to use other types of paper as well.)
- ❑ There should be at least 6 squares where characters interact completely auf Deutsch - in German, including one "formal/polite" interaction (with Sie/Ihnen).
- ❑ The actual pictures can be hand drawn, cut from magazines, or from computer resources – some students have made comics with real pictures of family and friends – a super idea!
- ❑ Must be colorful, neat, and easy to understand. – Remember – No pencil on final draft of projects! Use a ruler!
- ❑ Proofread the German carefully!

The rubrics below and on the other side will be used to score your "comic strip."

Creativity/Engagement

	6-5	4-3	2-1
Following Directions	The cartoon is on 8 x 11 size paper. There are at least 6 squares of conversation.	The cartoon is on 8 x 11 size paper. There are at least 6 squares of conversation.	The cartoon is not on 8 x 11 size paper. There are not 6 squares of conversation.
Creativity/ Neatness	The actual cartoon characters are easy to see and colorful. The cartoon is neat and easy to understand.	The actual cartoon characters are mostly easy to see and colorful. The cartoon is mostly neat and understandable.	The actual cartoon characters are not easy to see or colorful. The cartoon is not neat or understandable.

*** Remember you can always add extra! Be as creative as you can and use as much of the German you have learned this year... Say hello/goodbye, ask their name, they should shake hands, ask them how they are doing, you could maybe say excuse me or I am sorry or Gesundheit, please/thanks/you're welcome, ask about the languages they speak – they could wish good luck or Guten Appetit! – They could get a Schultüte or say "I had pig!" The possibilities are endless! Be creative! Our school theme is Internationalism – so maybe try to show people from different language backgrounds/cultures meeting...

Criterion C: Writing – Message and Organization

6-5	4-3	2-1
Ideas are relevant and usually supported.	The student's ideas are mostly relevant to the task.	The student's ideas are basic, often irrelevant to the task and lacking in detail; they tend to be repetitive.
The presentation is generally effective and clear and the structure contributes effectively to the development of ideas.	The structure is visible and clear and some ideas are developed and supported.	Some structure is visible but lacks clarity; ideas remain undeveloped.
The use and range of cohesive devices are appropriate.	Basic cohesive devices generally used correctly.	There is limited use of cohesive devices, which are often incorrectly employed.

Criterion D: Writing – Language

6-5	4-3	2-1
The student uses language which as a whole is comprehensible and errors rarely impair communication.	The student uses language which is comprehensible, but errors often impair communication.	The student uses language which is not always comprehensible and errors frequently impair communication.
The use of vocabulary and idiom shows some variety and an awareness of register.	The range of vocabulary is basic with frequent repetition of common phrases.	Limited range of vocabulary and idioms with many errors.
A standard range and variety of appropriate grammatical structures are used with a good degree of accuracy.	Basic grammatical structures are usually correct but repeated errors are made when complex structures are attempted.	There are repeated errors in the use of simple grammatical structures.
Occasional mistakes in spelling/writing do not impair comprehensibility.	Mistakes in spelling/writing seldom impair comprehensibility.	Mistakes in spelling/writing often impair comprehensibility.

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