

Which **similarities** did you notice between your own ideas, attitudes and values and those of the characters and contexts described in the comic?

Which **differences** did you notice between your own ideas, attitudes and values and those of the characters and contexts described in the comic?

What are the similarities and/or the differences due to, in your opinion?

Was it important to read this comic?

Would you recommend the comic to other people? Why? – Why not?

**Task 9:** The final challenge is to **write a review** of the comic and either recommend it to your readers or make critical comments. Use some ideas in the worked example of a review below for your own version. Write it down in your group and in a gallery walk\* look at the various group versions and decide on the most convincing one.

### Scaffolding:

#### Worked example

Review

Signs are promising with Asterix and the Picts. Conrad's illustrations substitute seamlessly for those of his predecessor, and Ferri has constructed a narrative that nods to a swathe of the much-loved character conventions, taking us on an old school quest, introducing some more pun-tastic names and neatly avoiding the inclusion of space-ships.

When Asterix and Obelix happen across a Pict frozen into a lump of ice they must thaw him out and return him to his native Caledonia. Cue a sea voyage, the decimation of a shipload of pirates, and various battles with Roman legionaries to depose the wicked puppet ruler Maccabeus and restore the rightful, native king, the defrosted MacAroon. Scottish readers will surely appreciate the indomitable Gauls' taking a wee jaunt to the frozen north, and the coincidence of its being released amid the independence debate offers a wealth of cause for speculation within the plot. Could we draw parallels here with the current status quo? Sort of, maybe.

Rosamund West

<http://www.theskinny.co.uk/books/book-reviews/asterix-and-the-picts> (last accessed March 2016)

Voc.: to lurk: lauern; to be thawed: auftauen; clutches: Klauen; to dispatch: hier weggagen, loswerden; to thwart: vereiteln; to bicker: streiten; swathe: Schwade, (Gras)Haufen; cue: Stichwort; indomitable Gauls: unbezwingbare Gallier; a wee jaunt: schottische Mundart: ein kleiner Ausflug

# Worksheet 1: Favourite landmarks (2 pages)

**Task 1:** Select your favourite landmark or icon, after doing some research on locations and meaning and **explain** below:

	landmark or icon?	place of origin meaning	my favourite, because
	icon		
	landmark		
		tourist attraction in Australia	
		Highland cattle	
			
			

**Task 2:** Use the scaffolding below to draw on ideas of how to **fill in the rubrics** of task 1.

**Scaffolding:**

**Word bank: locations and symbols**

tourist attraction – game about the windy city – highland animal – traditions – American

Dream – music from Scotland

Scotland (2) – USA (3) – Australia (1)

wild – the seaside – famous – fun – tartans – very old

Landmarks are ... famous sites of countries that tourists like to visit.

Icons are ... symbols of a country showing special ideas, but also stereotypes.

**Task 3:** On some of your favourite landmarks, do a **research** on the Internet. Enter the names of your choice and add short **explanations** in the table below.

<b>landmark</b>	<b>location and description</b>
Amish buggy	history of the Amish community in Indiana (see worked example in task 9)
Twelve Apostles	
Highland cattle	
Statue of Liberty	
...	

## Worksheet 2: Describing a picture (2 pages)

**Task 4:** Some pictures need special attention because what they show might be manipulated. Some are composed with special effects in mind to influence observers. So, for example, a picture's effect can be changed by a computer. Use the example below to **explain** these effects. Draw on the word bank to **write** a short text about your chosen image.

### Picture sample (Chicago Symphony, on Michigan Avenue)



This picture shows the Chicago Symphony on Michigan Avenue from a special perspective ...

### Scaffolding:

#### Word bank

This picture is about / represents / reveals / shows ... The photograph / image depicts ... It is an example of ... There is a reference to ... The image suggests ... The tone of the picture ... It creates an atmosphere of ... A positive impression is given by ...

#### Connectives

First of all ... I would like to begin with ... Furthermore ... Although ... Even if ... Provided that ... Unless ... Thus ... By way of illustration ... As a result ... To sum up. In a ... nutshell ... Considering all these aspects ... In short ... In contrast to ... In the same way ... In addition to that ...

**Task 5:** First impressions: Use your example to give some basic information about the picture in short sentences and focus on what it shows. Work in tandems and **compare** results in plenary.

**Word bank:** This picture introduces the topic of ... / is about / shows / gives information on ... / gives the impression of ...

**Task 6:** Systematic description: **Describe** the picture in some detail going through foreground and background, moving from top to bottom. You would make notes about outstanding features and other interesting aspects that underline the overall impression created or the dominant image invoked.

**Word bank:** In the picture one can see ... / in the foreground / centre there are ... / the picture shows an image of ... / underneath that ... / the biggest part shows ...

**Task 7:** Analysis: What is the message of the picture? Who is addressed and why? What may be the photographer's intention? Come to a conclusion about what the picture is trying to show.

**Word bank:** the image draws attention to ... / there is a contrast between ... / it does not reveal detail at first sight because ... / the image is manipulated as ... / it is made immediately clear that ...

**Task 8:** Evaluation: Comment on how effective the picture is. Does it get across a message? How does it attract attention?

**Word bank:** the picture catches and holds the viewer's attention because ... / it is very effective in ... / the image works because ...

## Worksheet 3: Country profiles

**Task 9:** Name the countries of the pictures of your choice (at least from two different countries/regions) and some stereotypes; use the worked example below as a model to **explain** your findings. Start like this:

My selection shows .....

The stereotypes bring to mind .....

My story begins with a look at the history of .....

### Scaffolding:

#### Worked example

My story begins with a look at the history of the Amish community in Indiana: The picture shows a favourite means of transport by the Amish people. They don't like to drive cars and therefore use their famous buggies drawn by horses. To their countrymen they look old-fashioned and almost backward. But in reality they strongly believe in God and care for each other in their close-knit communities.

The first Amish immigrated to the United States between 1719 and 1750 from Europe, mainly from Switzerland. Their belief binds the Amish to lead a traditional life that is pleasing to God. This includes the use of plain clothes, hats or bonnets, uniform styles of hair and beard, a life of farming within their community, no electricity, and keeping the German language.

Amish men are not allowed to serve in the army. Their children attend special schools and enjoy educational freedom in the United States. Amish principles are serving the good of the community and leading a religious life. Worldly success is not important to them and they mostly live in rural communities. But the lifestyle of Amish families is threatened, because farmland is rare. So many are now working in home construction and in quilt making. But against all odds, the Amish population more than doubled between 1974 and now. In the Midwest, we find Amish communities mainly in Ohio, Indiana, and increasingly also in Wisconsin.

Voc.: favourite: bevorzugt; means of transport: Transportmittel; buggies: Pferdewagen; backward: rückständig; close-knit: eng verbunden; to immigrate: einwandern; to bind: verpflichten; to include: einschließen; success: Erfolg; rural: ländlich; to threaten: bedrohen; quilt: Steppdecke

Find out more about the Amish on this website:

[http://www.spurensuchemidwest.org/a\\_amish.htm](http://www.spurensuchemidwest.org/a_amish.htm) (last accessed March 2016).