The Terrible Path Graphic Novel Assignment

**The Terrible Path** by Brian Patten

While playing at the woodland’s edge

I saw a child one day,

She was standing near a foaming brook

And a sign half-rotted away.

There was something strange about her clothes;

They were from another age,

I might have seen them in a book

Upon a mildewed page.

She looked pale and frightened,

Her voice was thick with dread.

She spoke through lips rimmed with green

And this is what she said:

‘I saw a signpost with no name,

I was surprised and had to stare,

It pointed to a broken gate

And a path that led nowhere.

‘The path had run to seed and I

Walked as in a dream.

It entered a silent oak wood,

And crossed a silent stream.

‘And in a tree a silent bird

Mouthed a silent song.

I wanted to turn back again

But something had gone wrong.

‘The path would not let me go;

It had claimed me for its own,

It led me through a dark wood

Where all was overgrown.

‘I followed it until the leaves

Had fallen from the trees,

I followed it until the frost

Drugged the autumn’s bees.

‘I followed it until the spring

Dissolved the winter snow,

And whichever way it turned

I was obliged to go.

‘The years passed like shooting stars,

They melted and were gone.

But the path itself seemed endless,

It twisted and went on.

‘I followed it and thought aloud,

“I’ll be found, wait and see.”

Yet in my heart I knew by then

The world had forgotten me.’

Frightened I turned homeward,

But stopped and had to stare.

I too saw that signpost with no name,

And the path that led nowhere.

Your task is to read the poem “The Terrible Path” and visually interpret a stanza within the poem. Your visual will be placed in order with the other 11 stanza’s to create a graphic novel.

You will be assessed on how well you interpret the descriptive and figurative language within your stanza and bring it to life creating a visual. You will also have to write a paragraph explaining why you made the choices you did and how you interpreted the poem and stanza you were given. Your written component should discuss how you interpret the language.

**Suggestions for Success:**

* Read the whole poem first as an individual (take notes of you like) then…
* Have a general discussion about the poem with your group
  + What stands out?
  + What is the overall mood?
  + Is the title appropriate?
  + How is figurative language used?
  + What do you like about it?
* Then have a more focused discussion
  + This poem does tell a story so analyze this poem using the elements of story (Character, Setting, Plot, Conflict, Theme)
  + To create some level of cohesion your group should probably agree on some common physical characteristics (hair colour for example), as well as some stylistic choices (\*Please keep in mind this is an individual assignment so it is ultimately up to the individual creator)
* Have everyone look closely at their specific stanza and give a brief, 1 minute max, overview of:
  + What they will try and create
  + What elements of the stanza they will focus on
  + Afterwards the group can offer some constructive, but positive feedback (Remember this is an individual assignment and final decisions are up to the individual)
* Create a rough copy first
  + Plan, brainstorm, develop they layout – You must include the text of your stanza within the visual
  + Decide on your choice of medium (digital, pencil crayon, pastel, paint, charcoal, sculpture)
    - If you want an uncommon medium you may have to supply it yourself
  + Ask for feedback once you have completed the rough copy
  + Make any adjustments necessary
* Create the good copy
  + Use technology/google for references to help you draw better
  + Depending on your medium ensure you can adjust your plan as needed
  + Make sure this is something you can complete by the due date
    - Set daily goals to ensure you are on track
* For the written piece
  + Spend a few sentences talking about the figurative language
    - What words and phrases stood out and why?
    - What images came to your mind and what words helped create those images in your mind?
    - What mood does the language create?
  + Spend a few sentences talking about your creative choices
    - Why did you choose the colours?
    - Why did you choose the images you did?
    - Why did you use the space the way you did?
    - What do you want your audience to think when they look at your work?
  + Edit your work
  + Ask for peer feedback before handing it in

Rubric

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| --- | --- | --- | --- | --- |
|  | Not meeting | Basic | Good | Excellent |
| Reading  Focus: Interpreting abstract text | The assignment is too simplistic and does not demonstrate a sufficient understanding of how to deconstruct abstract language in both the written and visual component. | The assignment provides a literal interpretation of the text and this is done to an acceptable level. More creative risk is needed to improve the visual and demonstrate deeper understanding of language. The written component somewhat addresses the students understanding of how to deconstruct abstract language. | The assignment provides a detailed and somewhat creative interpretation of the text and this is done well. Building off the creative ideas already present and tweaking some stylistic choices, may have improved the assignment. The written piece clearly demonstrates a good understanding of how to deconstruct abstract language. | The assignment provides a creative, thoughtful, and unique interpretation of the text. The ideas demonstrate a strong ability for abstract thinking and there is very little to improve. Interpretations are accurate and/or believable. The written component demonstrates a strong ability to deconstruct abstract language. |
| Manages and evaluates information and ideas  Focus: Planning, following guidelines, time management, using feedback, revising | A lack of planning and underusing feedback, group talk, and the suggestions for success created a final product that inadequately demonstrates the student’s skills and attributes. Time was not managed well. | Minimal planning and use of feedback, group talk, and the suggestions for success created a final product that demonstrated basic skills and attributes. Time management could be improved. | Sufficient planning and use of feedback, group talk, and the suggestions for success demonstrated good skills and attributes. Time was managed appropriately. | The student demonstrated strong skills and attributes because of excellent use of planning and effectively used feedback, group talk, and the suggestions for success. Time was managed efficiently. |
| Using mixed media  Focus: demonstrating understanding of abstract language through a visual, using space, creating visuals | The final product lacks vision. The interpretation of the text into a visual is stretched. Space is not well used and creative elements (colour, line, shape, texture etc.) are lacking or significantly rushed. More thought and detail are required. | The final product’s interpretation of text into a visual is appropriate and it is evident that some thought and detail were put into its creation. Space is mostly well managed. Creative elements (colour, line, shape, texture etc.) are present but could be executed better. | The final product’s interpretation of text into a visual demonstrates some creative and critical thinking. Space is effectively managed. Creative elements (colour, line, shape, texture etc.) and their execution enhance the final product. | The final product’s interpretation of text into a visual demonstrates significant creative and critical thinking. The space is used in a creative way that catches the eye. Creative elements (colour, line, shape, texture etc.) and their execution create an interesting and exceptional final product |