

Completed Script On Worksheet

PANEL DESCRIPTION: **PANEL 1**
The girl is getting asked a question from off panel. As the question is being asked she takes a sip of water.

SFX: SLURP!

DIALOGUE:
Interview asks: Do you have any prior knowledge of the event?

PANEL DESCRIPTION: **PANEL 2**
The young female teacher looks up to the sky, a little bored, and answers.

SFX: _____

DIALOGUE:
Teacher: Yeah, but not this specific protest. But, I followed both the Ferguson case and the Eric Garner case pretty extensively.

PANEL DESCRIPTION: **PANEL 3**
The interviewer asks another question. The young teacher looks forward at him.

SFX: _____

DIALOGUE:
Interviewer: Do you feel you have a connection to the issue?
Teacher: um, yeah because I'm American...

PANEL DESCRIPTION: **PANEL 4**
The interviewer continues the line of questioning. The teacher is looking a bit bored.

SFX: _____

DIALOGUE:
Interviewer: So you don't have any direct contact with the issue? Other than you live in the same country that it happened?
Teacher: Um, yeah. I feel connected.

Example of a Completed Script

Page 1

Panel 1 - A young teacher is talking into a microphone. She is leaning forward.

Teacher: In the situation of Eric Garner, its all on film... It's clear.

Panel 2 - She looks pretty concentrated on what she is saying.

Teacher: The coroner said it was a murder of that man. He had a choke hold on him and he was killed on camera and the police officer was dismissed and now people are like "This is ^&*ed up".

Panel 3 - She continues.

Teacher: There's nothing they can do about it and protesting isn't effective.

Panel 4 - The teacher is making a quotation gesture with her fingers.

Teacher: And other people are like, "it's an important issue, but..."

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Panel 1 - A voice from off panel is asking a question to a young female teacher. There is a mic on the table in front of her.

Interviewer: Do you have any prior knowledge of this event?

Panel 2 - The young female teacher looks up to the sky, a little bored, and answers.

Teacher: Yeah, but not this specific protest. But, I followed both the Ferguson case and the Eric Garner case pretty extensively.

Panel 3 - The interviewer asks another question. The young teacher looks forward at him.

Interviewer: Do you feel you have a connection to the issue?

Teacher: um, yeah because I'm American...

Panel 4 - The interviewer continues the line of questioning. The teacher is looking a bit bored.

Interviewer: So you don't have any direct contact with the issue? Other than you live in the same country that it happened?

Teacher: Um, yeah. I feel connected.

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Panel 1 - The teacher looks intently forward now, explaining herself.

Interviewer: Who are the parties involved in the story?

Teacher: Obviously there is people who disagree, but as far as I'm concerned it's all the same party. Its american citizens who want what's best for society.

Panel 2 - The teacher continues. She is making hand gestures at this point.

Teacher: But, they disagree on how to get there. Its not an us vs. them. It's like all of us with a disagreement. If that makes sense.

Panel 3 - The interviewer continues. The teacher puts her hand down.

Interviewer: What would you do if you were in the situation? If your were there and confronted with this issue that is in the article? What would be your action?

Teacher: I don't really know.

Panel 4 - The teacher continues. She is lost in thought.

Teacher: Because, I kind of don't think that protesting doesn't really amount to much. But at the same time in a situation like this where the police officers are in control, if they are the "them"-

Teacher: (except that you can't group all of them into one attitude or one mindset)

Teacher: the people in control with more brute force and power.

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Panel 1 - The teacher gestures.

Teacher: There needs to be more checks and balances.

Panel 2 - The teacher shrugs.

Teacher: I have no idea how that could happen.

Panel 3: This is a silent panel. The teacher pauses.

Teacher: ...

Panel 4: The teacher continues.

Teacher: The only thing I can keep doing when I'm confronted with things like this is just think about my role as a teacher in helping people learn how to positively affect their society through critical thinking.