Graphically Speaking

For information concerning IMPACT II opportunities, such as interschool visits, staff development, workshops and Adapter and Disseminator grants, please contact:

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Fort Lauderdale, FL 33301
754-321-2032
www.BrowardEdFoundation.net

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TABLE OF CONTENTS

1. Goals and Objectives…………………………………………….pgs. 2-3
2. Course Outline………………………………………………….pgs. 4-7
3. Sample Worksheets…………………………………………….pgs. 9-13
4. Evaluation and Assessment……………………………………….pg. 14
5. Lesson Plan………………………………………………………pg. 15
6. Modifications and Interdisciplinary Connections……………….pgs. 16-17
7. Resources and Budget……………………………………………..pgs. 18-19
8. Bibliography……………………………………………………….pg. 20

Original Picture

“Cartoonized” Picture

Beowulf rested as the Geats celebrated, unaware of their impending doom.
GOALS AND OBJECTIVES

*Graphically Speaking* is a student-driven project that utilizes digital technology to produce graphic novels based upon the literary canons that are often required reading in English classes. Inspired by the age old *Classic Comics*, this would be entirely student-produced utilizing the media with which they are most familiar. Student groups will each choose a particular work from a novel, short story, or poem from their literature books or assigned readings and create a graphic novel that includes original art in the form of drawn pictures or photo recreations. There are wonderful internet websites that change photos into cartoons. The novels will be printed in color and displayed in the classroom and in the media center.

**Objectives:**

- Students will interpret literature for elements contributing to plot development, themes, and symbols.
- Students will create storyboards and scripts to represent classic and historical literature.
- Students will participate in technology-driven project-based learning.
- Students will participate in collaborative groups.
- Students will utilize several types of photographic software programs and websites such as [www.befunky](http://www.befunky) and Comic Life to create graphic novels.
- Students will share their presentations with peers to enhance the student-as-teacher experience

**Technology Standards:**

Students will:

- LA.910.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology) which falls specifically under writing skills utilizing technology.
Literary Standards:
The student will:

• LA.910.1.7.2 The student will analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;

• LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text

• LA.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;

• LA.910.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)

• LA.910.3.5.1 The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia)

• LA.910.3.5.3 The student will be sharing with others, or submitting for publication.

• LA.910.6.4.1 The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology)

LA.910.6.4.2 The student will routinely use digital tools for publication, communication, and productivity.

Beowulf jumped upon Grendel’s back, attacking him bare-handed.
Because *Graphically Speaking* utilizes *Comic Life* as its presentation software, this project is easily duplicated on either a MAC or PC platform. While the *Comic Life* program does include several ways to format pictures into a comic look, there are also several online resources to which students may upload photos and pictures to be “cartoonized” for the graphic novel. *BeFunky.com* is particularly user-friendly, but does have some system requirements:

1. Microsoft Windows XP/Vista/7, Mac OS X or Linux, with a 1GHz processor or better, 2. At least 512 MB of RAM. 3. A web browser such as Internet Explorer version 7.0 or higher, Firefox 2.0 or higher, Safari 2 or higher or Google Chrome. 4. The latest flash player installed on your computer. Certainly, photos maybe processed in *Photoshop*, but this requires more time and expertise.

After students have read, studied, and discussed a particular work, teachers will divide students into collaborative groups for each to create a graphic novel of either a particular section or the entire work. First students will develop a storyboard that will include the highlights of the work that they will display and the script that will accompany the pictures representing these scenes. Once students finish the storyboard, they will cast the roles for the scenes, make or gather the appropriate costumes and props, decide upon the scenery or backgrounds for their pictures, and create a timeline to shoot their photos.

Using a digital camera, they will shoot the pictures listed on their storyboard and load the pictures on a computer with internet access. Labeling the photos will be helpful for later identification. Students should also back up their photos on the group’s flash drive as the camera will be cleared for another group to use.
Students will upload each photo into befunky.com, “cartoonize” it, and send it back to their flash drive. When all photos are finished and saved, they may be loaded into Comic Life to edit into a graphic novel format, including captions and script. If the final presentation will be digital, background music may be created using Garage Band. In this case, student will send pages to Powerpoint to create a digital project. Otherwise, the Comic Life pages will be printed in color and arranged in a book format either for binding or putting in a notebook with page savers for protection during class perusal of all projects. All groups will present their works whether they are digital or book viewings. Every project should be saved on an external hard drive for future sharing with other students, for whole school presentations to parent groups, for school web sites, or for in-school TV shows. The graphic novels may go on display in the school media center.

Beowulf ripped off Grendel’s arm and threw it into the rafters.
Process (detailed)

Time

• Previous study of chosen work through reading and discussion of plot, themes, characters, symbols

• One 60-90 minute class period for technology instruction of Comic Life and Be Funky, if needed.

• Two 60-90 minute class period for creating storyboards and scripts, gather or making props, deciding locations for shots.

• Two 60-90 minute class periods for shooting scenes from storyboards.

• Three 60-90 minutes class periods for uploading pictures, cartoonizing, and creating graphic novels in Comic Life.

• Add one more class period if adding music for digital presentation and loading into Powerpoint.

Materials

• 6 – 2-4G Flash drives

• 1- portable drive 120G- 1 T

• Scanner/Printer to print out pages of graphic novel

• Storyboard forms

• paper

• digital camera(s)

• binders and sheet protectors

Procedures

• Divide class in groups of 4-6 students

• Each group is either assigned a portion of a work or the entire work
• Group works on a storyboard to plan their graphic novel and required shots and script that convey major plot points, themes, characters, and symbols of work.

• After storyboard is approved, students will cast the players in the scenes, create costumes and props, assign responsibilities, and choose locations for shots.

• Students will use a digital camera to shoot scenes using the storyboard as a guide to make sure all shots are included.

• After shooting all scenes, students will use either a card reader or connect camera to a computer with their flash drive and upload all their pictures to the drive, labeling each.

• Students will upload each picture into www.befunky.com or some other program that will “cartoonize” photos and then save them on their group flash drive.

• Students will load pictures into Comic Life, adding the appropriate titles and script according to their storyboard.

• When all the pages are finished and saved, students will either print them out as a graphic novel, or load the into Powerpoint and add background music to enhance their digital presentation.

• Students will transfer and save all projects on the external drive.

• Students will either present their digital project to the entire class or have a viewing and discussion of their bound graphic novel.

**Using Comic Life**

Fortunately, Comic Life is an intuitive program that offers users the ability to arrange photos and captions using templates. Sizing and formatting photos is just a matter of dropping and dragging to fit a particular area. Captioning can include dialogue or thought balloons and descriptions may be entered below the photos. Storyboarding before bringing in the photos will cut the creation time in half, because the order and script is already determined. Students can
decide whether to make each scene an entire page or to create an actual comic strip format with several pictures on one page. This format does save paper and ink and is often more visually appealing. If students are creating a digital graphic novel, one scene per page may be more clearly viewed as a Powerpoint presentation.

Gripping him by the waist, Grendel effortlessly lifted Beowulf into the air.
Graphically Speaking
Dr. Sandy Meillo

Overview
After reading a work of literature, students will divide into groups and create a graphic novel (comic book) with original "cartoonized" pictures that convey the major highlights of the work. These pictures with captions will result in a book or digital class presentation.

Objectives
- Students will analyze literature for elements contributing to plot development, themes, and symbols.
- Students will create storyboards and scripts to represent classic and historical literature.
- Students will participate in technology-driven project-based learning.
- Students will participate in collaborative groups.
- Students will utilize several types of photogram software programs and websites such as Bookr, Comic Life, and Comic Life to create graphic novels.
- Students will share their presentations with peers to enhance the student-as-teacher experience.
Planning

- Divide into groups
- Decide highlights of literary work
- Use a storyboard to plan script and shots
- Create costumes, props.
- Choose some locations.

Shooting Pictures

- Use storyboard as a guide to getting all necessary pictures.
- Try several angles and compositions.
- Pay attention to background to avoid unwanted shots in your pictures.

Uploading Pictures

- Attach digital camera cable into computer or card into card reader and insert flash drive.
- Drag photos onto flash drive and label each picture for identification.
Cartoonizing Pictures
- Upload each picture.
- Click on "cartoonizer" and choose the top left effect. Apply.
- Save cartoon to flash drive.

Create Graphic Novel
- Open Comic Life.
- Choose a template.
- Import cartoonized pictures.
- Add captions and dialogue.
- Print or save pages as jpg.

Making Digital Presentation
- Import jpg’s into PowerPoint.
- Choose or create background music to add to presentation.
Novel Considerations

**PLOT**
This is the basic storyline.

**CHARACTERS**
The people (animals etc.) that are the actors in the plot.
- **PROTAGONIST** - main character/hero/heroine
- **ANTAGONIST** - character creating conflict for the protagonist
- **SUPPORTING/ MINOR CHARACTERS**

**SETTING**
Where the story takes place. When the story takes place.

**POINT OF VIEW**
Who is telling the story?
- **FIRST PERSON MAJOR** - the protagonist tells the story (“I”)
- **FIRST PERSON MINOR** - a minor character tells the story (“I”)
- **THIRD PERSON OMNISCIENT** - all characters thoughts and actions are revealed (he, she, it)
- **THIRD PERSON LIMITED** - all characters are revealed through one person’s experience (he, she, it)

**THEMES**
Morals, viewpoints that are a thread throughout the story

**IMAGES/SYMBOLS/MOTIFS**
Color, objects, allusions representing ideas and themes throughout the story

**WRITING TECHNIQUES**
Use of structural, grammatical or any technical device that influences how the story is told (flashbacks, dialogue)

**CONFLICTS**
A problem between the protagonist and another person(s) or force. (This goes for woman also)

- **MAN VS. MAN**
  One person against another.
- **MAN VS. NATURE**
  Man against natural elements. (earth/fire/water/air/animals)
- **MAN VS. SUPERNATURAL**
  Man against the unknown.
- **MAN VS. HIMSELF**
  A psychological approach of man questioning his own issues.
- **MAN VS. SOCIETY**
  A sociological approach of man questioning his society.

**ANALYTICAL APPROACHES**

- **STRUCTURAL/FORMALISTIC**
  Analysis of the structure of the work on its own merit without employing other critical observations. Writing techniques of the author how they enhance the plot and theme are explored.

- **PSYCHOLOGICAL**
  Based upon the principles of Freudian psychology an man facing his sexuality, id, ego and superego.

- **SOCIOLOGICAL**
  Analysis of how the character deals within his society or how it deals with him.

- **READER RESPONSE**
  Analysis by reader in which there is an acknowledgment of how the original text is changed into a new one based upon the factors that influence the life of the reader and how this influences his reading and analysis.

- **FEMINIST**
  Analysis of how roles of women, particularly within the confines of a patriarchal society, are shown in this work.

- **HISTORICAL**
  Analysis of how the time period in which this story takes place influences themes, plot, characterizations. Also deals with allusion.

**Storyboard**
EVALUATION AND ASSESSMENT
While qualitative feedback from peers using surveys is extremely valuable, the reality is that a tangible grade may be required, especially considering the class time and effort that is put into such a project. Rubrics are useful tools to assess first drafts to encourage revision, utilizing guidelines of presentation expectations and for final drafts to give students an evaluation that is meaningful. The following rubric may be used by peers and teachers.

**Rubric for Graphic Novel Assessment**

<table>
<thead>
<tr>
<th>Graphic Compositions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pages are formatted in a manner that is easily comprehended, and contains all required information. Pages display overall creativity and adhere to the original work.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The pages are formatted in a manner that is easily comprehended, containing all required information. Pages convey original work.</td>
<td></td>
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<tr>
<td>The pages are formatted in a manner that most information is clear containing some required information. They convey the original work.</td>
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<tr>
<td>The pages are missing important information and may not adhere to the original work.</td>
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<tr>
<td>The pages are not appropriate to the assignment or the project is incomplete.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Pictures</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pictures for this project are creative and appropriate to the presentation and enhance its meaning.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The pictures for this project are creative and appropriate to the presentation and enhance its meaning.</td>
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<tr>
<td>The pictures for this project are less appropriate to the presentation and generally enhances its meaning.</td>
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<tr>
<td>The pictures for this project are not appropriate for this project.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Script</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The script in this presentation is detailed and correct and clearly conveys the original work.</td>
<td></td>
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<tr>
<td>The script in this presentation is correct and conveys the original work.</td>
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<tr>
<td>Some of the information in the script is inappropriate. Some of the required information is missing.</td>
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<tr>
<td>The information in the script is missing or contains majors errors</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Background Music (For electronic presentation only)</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The background music enhances the meaning of the project by creating an appropriate atmosphere and mood.</td>
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<tr>
<td>The background music supports the meaning of the project by creating an appropriate atmosphere and mood.</td>
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<tr>
<td>The background music may not entirely support the meaning of the project in creating an inappropriate atmosphere and mood.</td>
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<tr>
<td>The background music is not present or is not appropriate to this project.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Project</th>
<th>5</th>
<th>4</th>
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<tbody>
<tr>
<td>This project was a perfect combination of all its elements.</td>
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</tr>
<tr>
<td>This project was a good combination of all its elements.</td>
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<tr>
<td>This project was average in one or more of its elements and this affected the overall positive effect of this project.</td>
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<tr>
<td>This project was below average in one or more of its elements and this affected the overall positive effect of this project.</td>
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<tr>
<td>The project revealed little effort or understanding of this assignment. It was unfinished or poorly executed.</td>
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</table>

Electronic presentation

18-20 A (23-25) A flawless or nearly flawless presentation.
16-17 B (20-22) An excellent presentation.
14-15 C (17-19) Signification errors or missing information.
12-13 D (15-16) This project is either unfinished or inappropriate to this assignment.
LESSON PLAN

Title: Graphically Speaking

Curriculum Area
Literary Standards LA.910.1.7.2; LA.910.2.1.1; LA.910.2.1.4; LA.910.2.2.3; LA.910.3.5.1; LA.910.3.5.3; LA.910.6.4.1; LA.910.6.4.2
Language Arts Technology LA.910.6.4.1

Subject Area Literature

Grade Level 6-12

Materials/Equipment:

Technology
Computers with internet access
External Drive 120G-1T
Flash drives 2G-4G
Scanner w/ USB connector

Software
Comic Life
www.befunky.com
iTunes or MP3 collection/Garage Band

Learning Objectives:

• Students will participate in technology-driven project-based learning
• Students will participate in collaborative groups
• Students will utilize several types of presentation software to create an electronic project/ or graphic novel
• Students will interpret literature for elements contributing to plot development, themes, and symbols.
• Students will apply understanding of vocabulary to writing through sentence development
• Students will share their presentations with peers to enhance the student-as-teacher experience

Evaluation Student projects will be evaluated by instructor using an individual grading rubric and peers will evaluate entire presentation using a presentation rubric.
MODIFICATIONS AND INTERDISCIPLINARY CONNECTIONS

MODIFICATIONS

*Graphically Speaking* was originally designed for Grade 9-12, but with the current status of all students K-12 as digital “native” and the ease of presentation software materials, there is little reason that this project cannot be implemented to some degree in all grade levels. The use of older student mentors would be a particular improvement to the success of this project, especially working with groups. Such adjustments would be as follows:

1. Grades K-3

Instead of whole books that are usually already illustrated, students could review phonetics, spelling, or concept using their own photos or by downloading those they choose and “cartoonize.” They could even create a cartoon in Comic Life of a lesson reviewed that week. For example:

![Cartoon of a cat with the word "Cat" on it.]

2. Grades 4-8

Having grown up as “digital natives,” students in these grade levels have the computer expertise and the creativity to produce graphic novels similar to those of secondary students. Many instructors who like to introduce Shakespeare in middle school would find this a useful project to support comprehension of a more complicated plot structure.

![Cartoon of Othello and Iago kissing.]

*Othello and Iago*
INTERDISCIPLINARY CONNECTION

Math: While Geometry naturally lends itself to the visualization of numbers, creative students will always find a way to present formulas, even cartoons.

Social Studies: Just as Ken Burns moved generations of views with his historical slide presentations, social studies students could reenact historical scenes or download pictures to “cartoonize” into a graphic novel as a fun, visual review of particular time periods.

Science: A lab procedure in comic book form could be a great review for students.
13 inch MacBook
2.13GHz
- Intel Core 2 Duo
- 2GB DDR2 Memory
- 160GB hard drive
- NVIDIA GeForce 9400M graphics
- Standard keyboard
Ships: Within 24hrs
- $949

iPad 2

- 9.7 inch screen
- 1024X 768 resolution
- Built-in speaker, mic, camera
- 1 GHz dual core
- 10 hr. life rechargeable battery
- 16GB
Starts at $499

eMachine Netbook
- Intel Atom N450 processor
- 1GB memory, 160GB hard drive
- Webcam, 2-in-1 card reader, Wireless-N Wi-Fi
- Windows XP Home
- 10.1” LED widescreen display
$248

Lexmark S305 Wireless-N All-in-One Printer/Scanner/Copier
- Prints at speeds up to 33 pages per minute in black
- Prints photos from compatible cameras, flash drives, and memory cards
- Individual ink cartridges

Walmart online $69.88

Kodak Easyshare C195 14MP Digital Camera, 5X Optical Zoom, 3” LCD w/ Bonus Case, and Bonus 4GB Memory Card Value Bundle
- Base price subject to availability
Value Bundle:
- 14.0 megapixel resolution
- Kodak 33-165mm zoom lens
- 21 scene modes
- Bonus 4GB Memory Card
- Bonus Case

Walmart online $75

Seagate FreeAgent GoFlex 1TB USB 3.0 Ultra-Portable External Hard Drive, Black
- Store or back up photos, movies, music and documents
- Carry files with you while on-the-go
- Access your files with both PC and Mac computers

Walmart online $89

Toner color $11.84 ea.
Toner Black $17.84 ea.
## BUDGET

With MacBook: $1327.66

With Netbook: $626.66

With iPad: $877.66

Without Computer/iPad: $378.66

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<td>Netbook</td>
<td>eMachine</td>
<td>Best Buy</td>
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<td>Office Depot</td>
<td>1 ream (500 sheets)</td>
<td>$4</td>
</tr>
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Bibliography

Literary Analysis
http://www.orangeusd.org/vorba/OLD/literary_elements.htm
http://www.uncp.edu/home/canada/work/allam/general/glossary.htm
http://www.roanestate.edu/owl/ElementsLit.html
http://owlenglish.purdue.edu/owl/resource/697/1/

Graphic Novels
http://www.education.wisc.edu/ccbc/books/graphicnovels.asp
http://en.wikipedia.org/wiki/Graphic_novel
http://www.ipl.org/div/graphicnovels/gnsHistBasics.html

Video Instruction for using all software (Comic Life, Powerpoint, Garage Band)

COMIC LIFE
http://www.youtube.com/watch?v=b_83FgdOlM0
http://www.youtube.com/watch?v=4C_3VHhkA54&feature=related
http://www.youtube.com/watch?v=1E-mMrx9Q8s&feature=related

POWERPOINT
http://www.youtube.com/watch?v=xsNHJzz09QE
http://www.youtube.com/watch?v=JYhUr4NoDbI&feature=related

GARAGE BAND
http://www.youtube.com/watch?v=tpUUKJeP7jE
http://www.youtube.com/watch?v=a6lJdMhzN1w&feature=related

Cartoonize Websites and programs

www.befunky.com

http://www.cartoonize.net/

http://kusocartoon.com/photo-to-cartoon.php

Comic Life

WebPage
www.docmelillo.wordpress.com