# Lesson 3 | What in the World?

*Empire State Creates: Teaching Artist-Led Activities for Everyone*

**Project Title:** (Sub)Cultural Comix  
**Age(s):** High School  
**Time:** 120 minutes  
**Arts Discipline:** Visual Art for Comics/ Conceptualize & Create

## ACTIVITY AT A GLANCE

**Goal(s):**  
Students understand that rich descriptions and backstories inform visual art. They delve into character’s minds and understand what makes a world work by creating their own.  
- Understand character motivations, psychology and relationship to the world around them.  
- Sparks imaginations of alternative worlds  
- How these aspects manifest in the appearance of a world or worlds and characters  
- How the Story can be gleaned from the Brainstorming Worksheets.  
- How actions incite consequences and visualizing a resolution.

**Materials:**  
Print out worksheets as needed: Worldbuilding, Character Breakdown, Layout Sheet, Story Arc  
Pen or pencil  
Notebook for extra writing/journaling (optional)

**New Word(s)**  
Worldbuilding, Protagonist (Hero-Anti-hero), Antagonist, Story Arc, Triggers, Consequences, Resolution, Nuance, Moral Complexity

**NYS Arts Learning Standards (select no more than 2 - student audiences only)**  
VA:Cr1.1HSI

## STEPS

**Step #1**  
- Introduce concepts on the Worldbuilding sheet and explain why they are important  
- Introduce concepts on the Character sheets and explain why they are important  
- Introduce Story Arc: How World and Characters fit together to form a story, in sequence with actions and consequences.
<table>
<thead>
<tr>
<th>Step #2</th>
<th>● Go over Alignment charts to show nuances and complexity of “heroes” and “villains”</th>
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| Step #3 | ● Fill out Worldbuilding Sheet  
● Draw a Map in space allotted |
| Step #4 | ● Fill out as many Characters as are needed—at least Protagonist and Antagonist  
● Draw rough draft concept sketches of characters in the spaces provided |

**Activity Modifications (as needed):**