**CSI Comic-Con 2019**

**Introduction:** “If you've ever attended a screening of the newest movie about mutants, billionaire vigilantes, science experiments gone awry, or any combination thereof, you've probably wondered why we love superheroes so much. We dress up like them, proudly carry lunchboxes emblazoned with their faces, and spend hours debating who would win if pitted against each other in a fight. Even people who otherwise prefer to abstain from pop culture have a favorite superhero.

According to recent research from Kyoto University in Japan, humans are drawn to heroes from early stages of development — before we can even talk. In a series of experiments, preverbal infants as young as six months were shown short animations in which one figure chased and bumped into a second. Meanwhile, a third figure watched from afar. In one version, the third figure steps in and prevents the collision, and in the other, it runs away without intervening.

After watching the clips, the infants were presented with replicas of the intervening and non-intervening third figures, and they consistently preferred the one who saved the day.

Although the babies were too young to speak, the study's results indicate they were capable of understanding the situation at hand — the intervening figure stepping in to protect the first — and recognizing heroism.

"These findings shed light upon the developmental trajectory of perceiving, understanding and performing [heroism], suggesting that our admiration for and emphasis upon such acts — so prevalent in thousands of stories across human cultures — is rooted within the preverbal infant’s mind," researchers concluded in Nature Human Behavior.

Much has been written about the appeal of superheroes in regard to children and adults. In Smithsonian, clinical psychologist Robin Rosenberg wrote that origin stories help us cope with adversity in our own lives, allowing us to find "finding meaning in loss and trauma, discovering our strengths and using them for good purpose." Some have compared superheroes to modern, secular Greek deities — possessed of fantastical abilities, but still imperfect and relatable. There's something comforting about seeing characters with extraordinary powers struggle with ordinary problems — not to mention the knowledge that no matter how "flawed" they might be, they'll do the right thing in the end. Most of the time.

But if the Kyoto University research is anything to go by, maybe our enduring love affair with superheroes is rooted in our sense of justice, which develops far earlier than you might think.”1

**Inspiration:** <https://www.youtube.com/watch?v=Y-QUrUZ6ZTE>

**Purpose:** Create a superhero for your target audience of 6 – 12 year old children. Your superhero must have a well-developed profile. This includes, but is not limited to:

* Superhero Traits
  + Powers
  + Flaws or weaknesses
  + Personality traits
* Superhero background
  + Backstory
  + How powers evolved or obtained
  + Relationship with community and people
  + Rivals or enemies
* Superhero’s Image
  + Body type
  + Costume and color choice
  + Trademark or emblem
  + Name
  + Any sidekick

**Requirements:** All students are responsible for the ideation of each of these items. Please work together in creating a superhero that speaks to each of you.

* English
  + Superhero profile
  + Origin Story (must be typed)
* Digital Media
* Emblem creation in Adobe Illustrator (Required)

*Choose one or more:*

* + - Costume creation followed by quality photo shoot of the character wearing the costume, edited in Photoshop. Photo series presented in InDesign.
    - Comic strip created in Adobe Illustrator, frames assembled and presented in Adobe InDesign
    - Interactive graphic novel (hand-drawn/Live Trace OR created in Illustrator), presented in InDesign
    - Multi-page character profile (hand-drawn/Live Trace OR created in Illustrator) presented in InDesign
* Electronics
  + Original schematics or SolidWorks renderings
  + Lights and/or sound imbedded
  + Choose a minimum of one of the following
    - Super Suit
    - Armor
    - Electronic Mechanisms
    - Defensive Item or accessory (examples given, not limited to these)
      * Shield
      * “Lasso of Truth”
      * Force field
      * Wings
    - Projectiles (no weapons)
* Mathematics
  + Create 4 questions for a consumer survey
    - Random
    - Nonbiased
  + Analyze data using a (to be done after the tradeshow)
    - Dot plot
      * Calculate
        + Mean
        + Median
        + Mode
      * Absolute Deviation
    - Box and whisker graph
    - Double box and whisker graph
      * Calculate
        + IQR
        + Outliers
* Tri-Fold Display or Alternate (approved by supervising teacher)
  + Profile (general)
  + Backstory
  + Color choice
  + Insignia, drawing or image (photograph)
  + Other

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| --- |
| November |
| 2019 |
| Cross-Curricular Project |

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| --- | --- |
| **CSI Comic-Con 2019**  ***There is an expectation that you are also working on your project at home.*** Meet at the beginning of each work day to discuss what group members will be working on then meet at the end of the day to determine what each member will be taking home. |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  |  |  | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|  | Day 1:  Rollout  Introduction  Ideate | No School | Day 2:  Ideate  TEDX | Day 3:  Due End of Day – English: Profile & Origin Story  Digital Media: Emblem/Character sketches | Day 4:  Statistic Talk  Due End of Day – Survey Questions |  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | Day 5:  Work Day | Day 6:  Work Day | Day 7:  Due End of Day –  Electronics:  Schematics/  Solidworks | Day 8:  Due End of Day –  Digital Media: large-scale print doc | Day 9:  Work Day |  |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|  | Day 10:  Due End of Day –  Tri-fold / Visual display |  | Day 11:  Trade Show |  |  |  |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**Group Expectations**

Each group will

* share contact information with each other.
* work together respectfully to complete the parts of the project by the due date(s).
* review the assignment and note the goals for the project.
* collectively create a plan for accomplishing the goals.
* divide tasks fairly and evenly among members.
* use the rubrics to monitor progress on the project.
* assist one another in producing a cohesive presentation.
* meet or ***exceed*** the requirements of the assignment.
* clean up after themselves throughout the day.
* return borrowed items where they belong!

**Individual Expectations**

Each group member will

* show respect for all other group members, for the project, and **for the materials.**
* clean up after themselves throughout the day.
* return borrowed items where they belong!
* Inform group members in what room and what they will be working on.
* actively contribute during group discussions.
* take on a substantial part of the overall project.
* communicate with and collaborate with other group members.
* solve problems that arise, keeping the goals of the project in mind.
* resolve conflicts in constructive ways.
* participate substantially in the presentation of the project.

**Safety & Cleanup**

Each group member and individual will adhere to all safety procedures at CSI. These include, but are not limited to

* spray painting or any aerosol product will be used outside a minimum of 10 feet from the building.
* safety glasses will be worn when working with tools.
* paper will be placed under all objects that are be painted.
* all paintbrushes, palettes, etc. will be washed, dried and put away before the end of the day.
* electric tools will not be left plugged in and unattended.