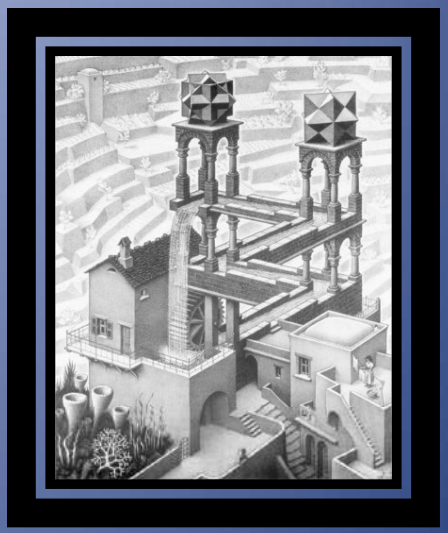
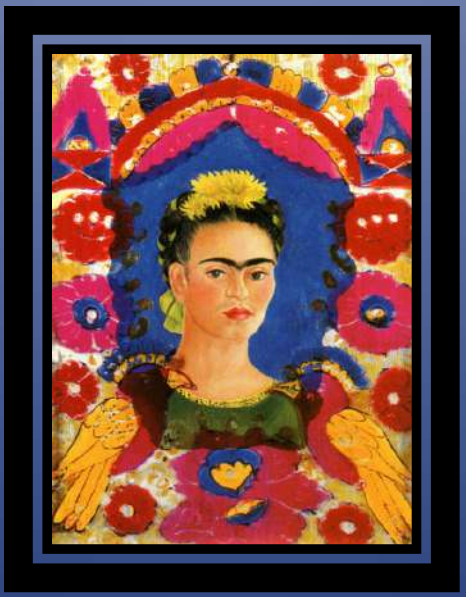
Meet the Artist





WHAT IS

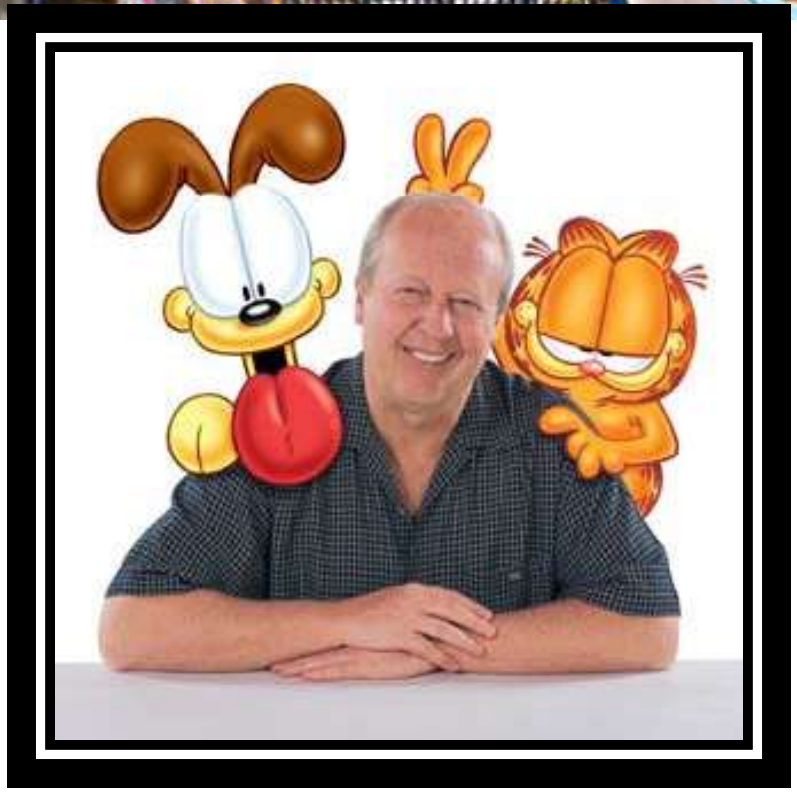
A CARTOON ?

A CARTOON IS...

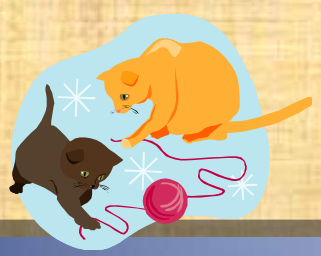
… a humorous drawing published in a newspaper or magazine.

… a film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence.

Jim Davis: The Man Behind The Cat...



Jim Davis



Jim Davis (DAY-VIHS)
1946 -

Davis is an **American cartoonist**, who created the popular comic strip "Garfield".

He grew up on a Fairmount, Indiana cow farm with his parents, his brother Dave and ***25 cats.***

Jim Davis showing cattle at Grant County 4H Fair.

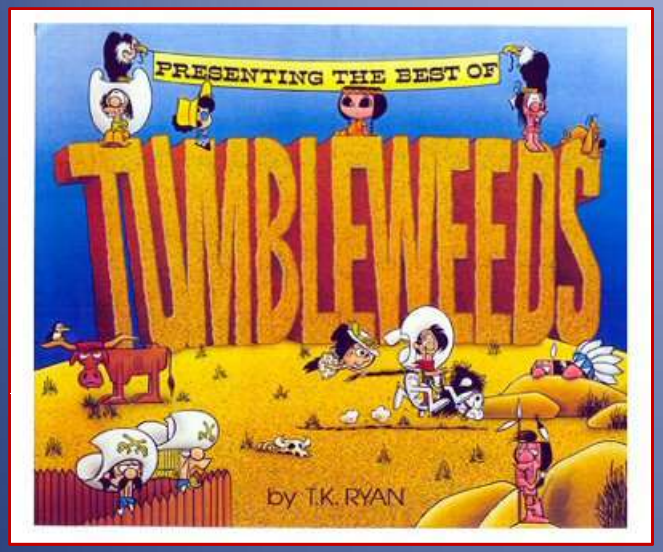
Jim Davis 1946 -

Davis had asthma as a child and his mother urged him to draw while sick in bed to pass the time.

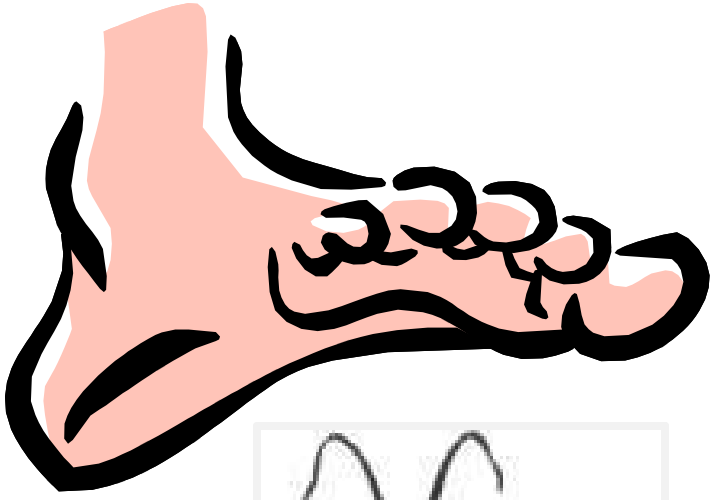
Davis claims his childhood drawings were so bad he had to label everything.

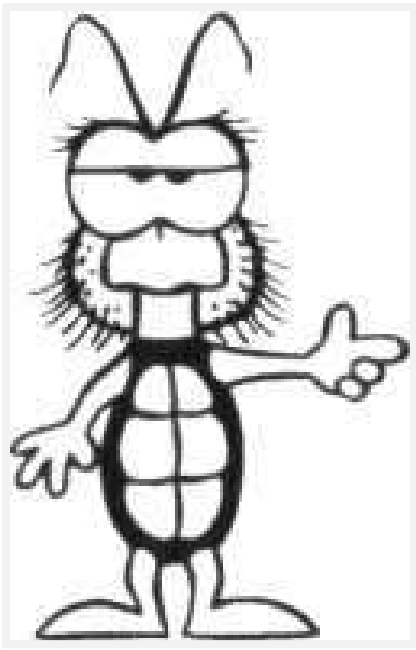
He discovered that he liked to draw funny animals who talked.

Jim Davis



In 1969 Davis went to work for cartoonist Tom Ryan, who created the comic strip "Tumbleweeds".



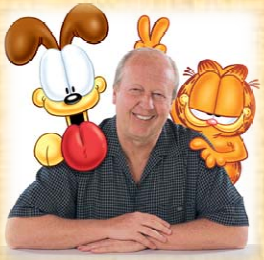


While working for Tom Ryan, Davis created the comic strip “Gnorm Gnat”.

An editor told Davis that “Your art is good, your gags are great, but bugs – nobody can relate to bugs.”

Davis drew a giant foot coming out of the sky and squishing Gnorm, ending the comic.

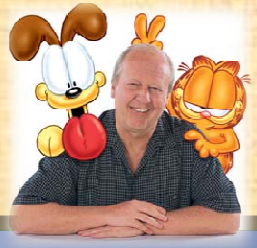
Jim Davis



Davis noticed that there were many comic strips about dogs, but none about cats.

In June 1978 he created “Garfield” and focused on a storyline about a young cartoonist named Jon Arbuckle and his lazy cat, Garfield.

Jim Davis



The comic strip centers around Garfield and Jon Arbuckle. Garfield is a lazy, fat, selfish cat who loves lasagna, coffee and the TV remote. Jon is Garfield's nerdy owner who adopted Odie, a very good natured, but dense dog.

GARFIELD
HOT PEPPER EATING CONTEST!
JALAPEÑO!
CAYENNE!
HABANERO!
PERUVIAN DEATH PEPPER!
FOOM
YOU WIN...
THEN WHY AM I NOT HAPPY?
JIM DAVIS 9-17
www.garfield.com

GO AWAY
GREAT
NOW I'LL NEVER FIND MY OOM
JIM DAVIS 11-3

Jim Davis
Comic Creatures Art Project

Materials Provided:
Drawing Paper
Comic Strip Planning Sheet
Mad Lib

Materials Provided by Teacher / Volunteer:
Pencils
Crayons, colored markers (optional)
Glue (stick)
Scotch Tape (optional)

Process:

Before you go into class read the following options to help the students think about creating a comic strip to use.

- Ask the teacher to have the students think about funny stories and imaginary characters or animals.
- Have the students fill out a comic strip planning sheet before doing the project.
- Brainstorm together as a class and write on the board and/or fill out the comic strip planning sheet together as a class. Imagine something funny will happen to this character in three steps.
    - Even draw some of the characters or different animals as the students describe them. The characters can have large eyes like Garfield or some other creature with big teeth or crazy hair.

Jim Davis
Comic Creatures Art Project

Process continued:

•Example for a story line is, a spider named Van Gogh, who likes to spin webs that makes pictures instead of catching bugs. The first box introduces the spider spinning a web, the second shows him spinning his web in a wild design, and the third box could show him all wrapped up and tangled in his own design. Include words too.

➢ **Fill out one or two mad libs below as a class to complete a silly story.**

1. Do the method(s) you chose above to help the students think about creating a comic strip.
2. Pass out sheets of white paper. Have the students write their names on it and date. Glue artist slip on the same side as their name.
3. On a second piece of paper have the students practice drawing different types of animals or imaginary characters. They should also think of names for their characters or animals.
4. Now the students should imagine something funny that could happen to this character in at least three steps.

Jim Davis
Comic Creatures Art Project

Process continued:

5. Students should decide how many boxes they need for their comic strip. They can divide the paper in thirds by folding it or using a ruler, making each third a box for their comic strip. Hand out more paper if they are going to complete the strip with more than 3 boxes. If they are using more than one paper, they can glue the two pieces together or use scotch tape.
6. Now have the students complete their comic strip by drawing the background and characters in each box. Wood balloons for talking can be added, but are not required.
7. Once the comic strip is done, the student should think up a name for it and write it on the strip like a title. They should also put their name on it and sign it, just like Jim Davis and other cartoonists do. Have everyone share their comics with their classmates and enjoy the comics.

Comic Strip Planning Sheet

Scenes and Actions that Occur	Characters Present	Landscape and Props	Caption

Mad Libs Option

Computer Virus

I hate it when I'm working on an important (noun) _____ and suddenly my computer decides to (verb) _____. Last time, I was putting the finishing touches on my final (noun) _____ for my (noun) _____ class when suddenly my computer screen went blank. Luckily, my dad works with computers, so he rushed right in and helped me retrieve my lost (noun) _____. He said it happened because of a computer virus that was (verb in ing) _____ around cyberspace. It was named (silly word) _____ and was rumored to be started by some kids in (town name) _____. Dad had a software (noun) _____ that will help protect my computer against any nasty (nouns) in the future.

Another Close Encounter

I wanted to tell you about a/an (adjective) _____ experience I had yesterday. I was walking down the path that leads from my house when three (plural nouns) _____ from outer space came out from behind the (noun) _____. My heart stopped. I wanted to scream at the top of my lungs. I was very close to _____ (verb ending ing) _____ when one of the creatures held out his (noun) _____ and shook my hand. These were friendly, but strange looking, (plural noun) _____. The one who was (a color) _____ had a gigantic (noun) _____ on his head and had four (plural noun) _____ sticking out of his body. I wonder if all this was a figment of my (noun) _____.

The teaching of the arts and the
humanities in our school is essential to all of us.
Our ability to communicate effectively,
the growth and vitality of our cultural heritage,
all depend upon understanding and appreciating
The pivotal role of the arts and the humanities
in developing a truly literate society.

~Andrew Haiskell, Chairman

President's Committee on Arts & the Humanities

Chairman of the Board, Time, Inc.