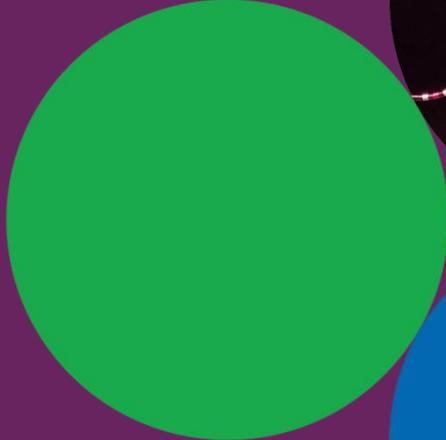


# STUDY GUIDE



**DISCIPLINE:**  
**LITERARY ARTS**

**ARTIST:**  
**JO RIOUX**

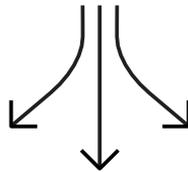


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

## THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum  
Connections**



**Suggested Classroom Extensions**



**Assessment  
Strategies**

# TABLE OF CONTENTS

|   |          |
|---|----------|
| <b>STUDY GUIDE: LITERARY ARTS</b> .....       | <b>4</b> |
| Program Overview .....                        | 4        |
| Curriculum Connections .....                  | 5        |
| Extend the Learning (Discussion Prompts)..... | 6        |
| <br>  |          |
| <b>LITERARY ARTS OVERVIEW</b> .....           | <b>8</b> |
| <br>  |          |
| <b>APPENDIX</b> .....                         | <b>9</b> |
| Vocabulary bank/glossary:.....                | 9        |
| Student Health and Well-Being .....           | 10       |
| Additional Resources .....                    | 10       |

# STUDY GUIDE: LITERARY ARTS

## AUTHOR/ILLUSTRATOR VISIT

### Program Overview

**Artist Name:** Jo Rioux

**Artist Bio:** Jo Rioux, born and raised in Ottawa, developed a passion for comics in French and English. She studied illustration at Sheridan College and illustrated children’s books like *Swordquest* and *A Sam and Friends Mystery*. Inspired by comics, Jo authored the graphic novel series *Cat’s Cradle*, soon to be re-published by First Second Books.

**Program Description:** Using her own work and personal experience, Josephine discusses the ins and outs of comic creation in a way that will engage readers and aspiring creators alike. The visit includes a multimedia reading of one of her comics and an interactive storytelling session that will initiate students to new and fun ways to tell a story.

**Artistic Discipline:** Literary Arts, Visual Arts

**Recommended Grade Levels:** 3 – 12

**Session Logistics:** In person or online

**Vocab bank/glossary:** [Click here](#)



# AUTHOR/ILLUSTRATOR VISIT

## Curriculum Connections

### Learning Themes:

- Strand B – Reflecting, Responding and Analysing
  - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grades 3-8)
  - Demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values. (Grades 9-12)
  - Demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
  - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 3-8)
  - Demonstrate an understanding of responsible practices related to visual arts. (Grades 9-12)

# AUTHOR/ILLUSTRATOR VISIT

## Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES  
**3-5**

### Pre

- What kinds of comics or graphic novels do you like to read?
- How do pictures help tell a story?
- What do you think an illustrator or comic artist does?

### During

- What did you notice in the way Jo read her comic out loud?
- How did the pictures help you understand the story better?
- What ideas do you have for your own comic story?

### Post

- What was your favorite part of Jo's comic?
- If you made your own comic, who would the main character be?
- How would you use drawings and words together to tell a fun or exciting story?

**GRADES**  
**6-8**

**Pre**

- What do you enjoy most about comics?
- What makes a comic different from a regular short story?
- Have you ever made your own comic or illustrated a story? What was that like?

**During**

- What techniques did Jo use in her reading or drawings that stood out to you?
- How do you think the art style affects the tone of her comic?

**Post**

- What new idea or skill did you take away from Jo's storytelling?
- How do comics allow you to express ideas differently than other writing forms?

**GRADES**  
**9-12**

**Pre**

- How do you think graphic novels have evolved as a literary and artistic form?
- What role do you think visual storytelling plays in engaging diverse audiences?
- Are there particular themes or genres that work best in comics?

**During**

- How does Jo's approach to narrative and illustration compare to other creators you know?
- What can you learn from her multimedia reading about timing, pacing, and tone?

**Post**

- What elements of Jo's process or career path inspired you creatively or professionally?
- How might you incorporate comics into your own storytelling?

# LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

**The creative and critical analysis process** guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



# APPENDIX

## Vocabulary bank/glossary:

- **Comic:** A story told using drawings and words in panels.
- **Graphic Novel:** A long comic that tells a full story with characters, setting, and plot.
- **Panel:** One box or frame in a comic that shows a scene or action.
- **Speech Bubble:** A shape in a comic that shows what a character is saying or thinking.
- **Caption:** Words placed outside the speech bubbles to narrate or explain part of the story.
- **Layout:** The way pictures and words are arranged on the page to tell the story.
- **Visual Storytelling:** Telling a story mainly through pictures, body language, and expressions.
- **Illustrator:** A person who draws pictures for books or comics.
- **Character Design:** The way an artist creates how a character looks, acts, and expresses emotions.
- **Narrative:** The sequence of events that make up a story.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

## Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
  - Share it with a partner or small group
  - Draw their freeze-frame in a journal
  - Write or talk about what made them feel that way

## Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning