

| Week | Marking Period 1<br>(Unit 1: History of Graphic Novels/<br>Historical Graphic Novel)   | Week | Marking Period 3<br>(Unit 3: The Superhero/Anti-Hero Genre)  |
|------|--|------|--|
| 1    | History of Graphic Novels- Supplemental texts, structure, basics of the medium   | 11   | <i>Batman: The Dark Knight Returns</i><br>What is a superhero?   |
| 2    | Birth of the medium- <i>A Contract with God</i><br>Graphic novel inception and themes, historical aspects<br>Chapters from <i>Reading Comics</i> by Douglas Wolk | 12   | <i>Batman: The Dark Knight Returns</i><br>Elements of the genre<br>Peter Coogan- <i>Superhero: The Secret Origin of a Genre</i> - Chapters 2,3 |
| 3    | Birth of the medium- <i>A Contract with God</i><br>Storytelling devices<br>Contributions of Will Eisner to the medium  | 13   | Creating sample graphic art that demonstrates understanding of superhero genre<br>Independent reading assignment- Superhero graphic novel      |
| 4    | <i>Maus I</i> -Anthropomorphism, symbolism/motifs<br>Success of <i>Maus</i> and impact on industry   | 14   | Independent reading assignment- Superhero graphic novel<br>Peter Coogan- <i>Superhero: The Secret Origin of a Genre</i> - Chapters 4, 5        |
| 5    | <i>Maus II</i> - Historical research assignment<br>Unit Test   | 15   | Creation of a Superhero- Project   |
| Week | Marking Period 2<br>(Unit 2: The Personal Journey)   | Week | Marking Period 4<br>(Unit 4: Expansion of the Graphic Novel/<br>Crossovers)  |
| 6    | <i>American Born Chinese</i> -<br>Incorporation of folklore into personal narrative  | 16   | <i>V for Vendetta</i><br>-anti-hero vs. hero analysis  |
| 7    | <i>American Born Chinese</i><br>-Creating sample graphic art that demonstrates a personal narrative<br>Intro to <i>Persepolis</i>                                | 17   | <i>V for Vendetta</i><br>Movie adaptation<br>Chapters from <i>Reading Comics</i> by Douglas Wolk<br>Creation of graphic novel pages            |
| 8    | <i>Persepolis</i> -<br>Current event- non-fiction pieces   | 18   | Independent reading assignment<br>Genres, literary analysis<br>Excerpts from Will Eisner- <i>Graphic Storytelling and Visual Narrative</i>     |
| 9    | <i>Persepolis</i> -<br>Chapters from <i>Reading Comics</i> by Douglas Wolk<br>Independent reading assignment- personal journey                                   | 19   | Independent reading assignment<br>-literary analysis<br>-Powerpoint presentation/ written critique<br>Creation of graphic novel pages          |
| 10   | Independent reading assignment- personal journey<br>Relating the journeys- Essay/literary analysis   | 20   | Creation of graphic novel pages<br>Final Exam  |

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| <b>Time Frame</b>  | <b>5 Weeks (MP1) 82 minute block periods</b> |
| <b>Topic</b>   |  |
| <b>Unit 1: The History of the Graphic Novel</b>  |  |
| <b>Essential Questions</b>   |  |
| <ul style="list-style-type: none"><li>• How did the medium begin and develop?</li><li>• What are the components of a graphic novel?</li><li>• What elements distinguish the graphic novel as a medium?</li><li>• What are some advantages</li><li>• In what ways can graphic novels depict historical events more clearly than other mediums?</li></ul>  |  |
| <b>Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"><li>• The graphic novel is a relatively new medium.</li><li>• As a literary medium, the graphic novel contains a number of genres.</li><li>• Several key authors contributed to the creation and eventual success of the graphic novel.</li><li>• Graphic novels allow authors another level of expression compared to traditional books.</li><li>• Graphic novels blend text with art to create a new form of literature.</li><li>• The artwork in a graphic novel is a form of text that conveys additional information to the reader.</li></ul> |  |
| <b>Alignment to Common Core</b>  |  |
| Reading:<br>Key Ideas and Details:<br><b>CCSS.ELA-Literacy.RL.11-12.1</b><br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |  |
| <b>CCSS.ELA-Literacy.RL.11-12.2</b><br>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   |  |
| <b>CCSS.ELA-Literacy.RL.11-12.3</b><br>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |  |
| <b>Craft and Structure:</b><br><b>CCSS.ELA-Literacy.RL.11-12.4</b><br>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  |  |
| <b>CCSS.ELA-Literacy.RL.11-12.5</b><br>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |  |
| <b>Integration of Knowledge and Ideas:</b><br><b>CCSS.ELA-Literacy.RL.11-12.7</b>  |  |

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**Range of Reading and Level of Text Complexity:****CCSS.ELA-Literacy.RL.11-12.10**

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing:**

Text Types and Purposes:

**CCSS.ELA-Literacy.W.11-12.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.W.11-12.1.a**

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy.W.11-12.1.d**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.11-12.1.e**

Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.W.11-12.2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.11-12.2.a**

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Comprehension and Collaboration:****CCSS.ELA-Literacy.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.11-12.1.a**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy.SL.11-12.1.c**

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-Literacy.SL.11-12.2**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually,

quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

#### CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

#### CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Key Concepts and Skills

- Students will read and interpret order and meaning in a graphic novel.
- Students will distinguish the differences in the conveying of information between a graphic novel and more traditional texts.
- Students will understand the history and progression of graphic novels since their invention.
- Students will recognize prominent authors, like Will Eisner and Art Spiegelman, who contributed to the inception and success of the graphic novel medium.
- Students will analyze how graphic novels depict historical events.
- Students will research historical events encountered in graphic novels they read.

### Learning Activities

- Group discussion of novels
- Reading Journals
- Written responses
- Online discussions of texts
- Class/group discussions
- Research of history of comic books/graphic novels

### Assessments

- Formative assessment
- Quizzes
- Reading guide questions- *A Contract with God*
- Class Discussion
- Group interactions/ projects
- Regular reading journal checks
- Graphic art (assessed on principles of graphic novels)
- Summative assessment
- Historical research assignment
- Unit Test

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| x | Creativity           | x | Critical Thinking    | x | Communication  | x | Collaboration |
| x | Life & Career Skills | x | Information Literacy | x | Media Literacy |   |               |

### Interdisciplinary Connections

- Technology
- Art

DEPARTMENT: English

COURSE: The Graphic Novel

- History
- Philosophy
- Research skills

### **Technology Integration**

- Data project/teacher laptop
- Google Chromebooks
- Google docs
- Use of personal iPad/Nook/Kindle for reading

|                   |  |
|-------------------|--|
| <b>Time Frame</b> | <b>5 Weeks (MP2) 82 minute block periods</b> |
|-------------------|--|

## Topic

### The Personal Journey

#### Essential Questions

- Why would an author choose to depict a personal journey through a graphic novel?
- In what ways does a graphic novel differ from a more traditional biography?
- How can an author incorporate additional biographical information by using the graphic novel medium?
- Can a graphic novel be considered a biography?
- What are the procedures and rules of sequential art storytelling?

#### Enduring Understandings

- Graphic novels not only tell fictional tales; many authors use the medium to tell their own stories.
- The graphic novel is a multicultural medium.
- Graphic novels depict stories from different cultural and societal viewpoints.
- The artwork in a graphic novel is a form of text that conveys additional information to the reader.
- The art in a graphic novel allows a deeper level of expression; this concept is a valuable tool for the reader to utilize.

#### Alignment to Common Core

CCSS.ELA-Literacy.RL.11-12.1-5, 7, 10

CCSS.ELA-Literacy.W.11-12.1, 1.a, 1.d, 1.e, 2, 2.a

CCSS.ELA-Literacy.SL.11-12.1, 1.a, 1.c, 2, 4, 5

#### Key Concepts and Skills

- Students will create sample art and text that displays understanding of the medium
- Students will identify principles that identify a biographical graphic novel.
- Students will choose, read, analyze, and critique a graphic novel that depicts a personal journey.
- Students will compare and contrast the authors' techniques from the three graphic novels in the personal journey unit.

#### Learning Activities

- Group discussion of graphic novels
- Group analysis of genre
- Reading Journals
- Written responses
- Online discussions of texts
- Formulation of graphic art regarding a personal journey
- Class/group discussions
- Periods of in-class silent sustained reading
- Independent reading
- Graphic novel presentations. critique

### Assessments

- Formative assessment
- Quizzes
- Class Discussion
- Group interactions/ projects
- Regular reading journal checks
- Sample graphic art that demonstrates understanding of medium and genre.
- Graphic scriptwriting skills analysis
- Summative assessment
- Unit Test
- Writing- compare/contrast of three graphic novels in unit
- Independent reading analysis/ presentation

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| x | Creativity           | x | Critical Thinking    | x | Communication  | x | Collaboration |
| x | Life & Career Skills | x | Information Literacy | x | Media Literacy |   |               |

### Interdisciplinary Connections

- Technology
- Art
- History
- Philosophy
- Public Speaking

### Technology Integration

- Data projector/ teacher laptop
- Google Chromebooks
- Google docs
- Use of personal iPad/Nook/Kindle for reading

|                   |  |
|-------------------|--|
| <b>Time Frame</b> | <b>5 Weeks (MP3) 82 minute block periods</b> |
|-------------------|--|

## Topic

### The Superhero and Antihero Genre

#### Essential Questions

- What components constitute a superhero story?
- What emotions does a superhero story evoke? What is an author's purpose in this?
- Do superheroes share common traits?
- What common themes are present in the superhero genre?
- How are symbols/motifs used in superhero stories?
- What attributes does an antihero display?

#### Enduring Understandings

- Superhero stories constitute a distinct genre of literature.
- Many superhero stories share common themes, metaphors, and symbolism.
- Stories in the superhero genre usually deal with issues of morality.
- Superhero stories are largely based in the traditions and principles of myths, epics, and legends.

#### Alignment to Common Core

CCSS.ELA-Literacy.RL.11-12.1-5, 7, 10

CCSS.ELA-Literacy.W.11-12.1, 1.a, 1.d, 1.e, 2, 2.a

CCSS.ELA-Literacy.SL.11-12.1, 1.a, 1.c, 2, 4, 5

#### Key Concepts and Skills

- Students will identify common tenets in superhero stories.
- Students will identify symbolism and metaphors in superhero stories.
- Students will analyze components of superhero comics and graphic novels that are directly influenced by myths, legends, and epics.
- Students will create and develop characters that exemplify characteristics of the genre (superheroes, villains, etc.)
- Students will create sample art and text that displays understanding of the medium and genre.

#### Learning Activities

- Group discussion of novels
- Reading Journals
- Group analysis of genre
- Written responses
- Online discussions of texts
- Creation of multiple characters that exemplify characteristics from the superhero genre
- Formulation of graphic art
- Class/group discussions
- Periods of in-class silent sustained reading
- Independent reading



### Assessments

- Formative assessment
- Quizzes
- Class Discussion
- Group interactions/ projects
- Regular reading journal checks
- Sample graphic art that demonstrates understanding of medium and genre.
- Graphic scriptwriting skills analysis
- Superhero/villain creation project
- Summative assessment
- Unit Test
- Independent reading analysis/ presentation

### 21<sup>st</sup> Century Skills

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| x | Creativity           | x | Critical Thinking    | x | Communication  | x | Collaboration |
| x | Life & Career Skills | x | Information Literacy | x | Media Literacy |   |               |

### Interdisciplinary Connections

- Technology
- Art
- History
- Philosophy
- Creative Writing

### Technology Integration

- Data projector/ teacher laptop
- Google Chromebooks
- Google docs
- Use of personal iPad/Nook/Kindle for reading
- DVD player

**Time Frame** | 5 Weeks (MP4) 82 minute block periods**Topic****Expansion of the Graphic Novel/ Genre Crossover****Essential Questions**

- How has the medium expanded and grown in popularity?
- What can the rise in popularity of graphic novels be attributed to?
- What is the difference between adapting a book into a movie versus a graphic novel into a movie?
- What are other genres of graphic novels?
- Which graphic novels are currently most popular?
- What are the rules and procedures of sequential art scriptwriting?

**Enduring Understandings**

- The graphic novel is now a widely embraced form of literature.
- The graphic novel as a medium contains a number of unique and distinctive genres.
- Each distinctive genre of graphic novel has its own characteristics.
- Graphic storytelling is an expressive form of literature.
- Sequential art scripts/stories follow rules and procedures.

**Alignment to Common Core**

CCSS.ELA-Literacy.RL.11-12.1-5, 7, 10

CCSS.ELA-Literacy.W.11-12.1, 1.a, 1.d, 1.e, 2, 2.a

CCSS.ELA-Literacy.SL.11-12.1, 1.a, 1.c, 2, 4, 5

**Key Concepts and Skills**

- Students will create sample art and text that displays understanding of the medium.
- Students will analyze current trends in graphic novels.
- Students will critique the adaptation of graphic novels into movies.
- Students will use procedures of sequential art scriptwriting to generate their own graphic stories.

**Learning Activities**

- Group discussion of novels
- Group analysis of multiple genres
- Reading Journals
- Written responses
- Online discussions of texts
- Class/group discussions
- Independent reading assignment- any genre
- Research and analysis of current status of comic books/graphic novels
- Creation of sequential art script sample

**Assessments**

- Formative assessment
- Quizzes
- Class Discussion
- Group interactions/ projects
- Regular reading journal checks

- Sample graphic art that demonstrates understanding of medium and genre.
- Graphic scriptwriting skills analysis
- Summative assessment
- Unit Test
- Independent reading analysis/ presentation
- Creation of sequential art script sample

**21<sup>st</sup> Century Skills**

|   |                      |   |                      |   |                |   |               |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| x | Creativity           | x | Critical Thinking    | x | Communication  | x | Collaboration |
| x | Life & Career Skills | x | Information Literacy | x | Media Literacy |   |               |

**Interdisciplinary Connections**

- Technology
- Art
- History
- Philosophy
- Creative Writing

**Technology Integration**

- Data projector/ teacher laptop
- Google Chromebooks
- Google docs
- Use of personal iPad/Nook/Kindle for reading
- DVD player