

# **Unit 3: Portraits of the Past (Biography & Memoir)**

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### **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **The Graphic Novel, Grades 11-12**

### **Unit 3: Portraits of the Past (Biography and Memoir)**

**Belleville Board of Education**

**102 Passaic Avenue**

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## **Unit Overview**

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The most powerful and poignant stories are often the ones that are true. This unit exposes students to two of the most acclaimed biographical works in the graphic novel genre. In *Persepolis: The Story of a Childhood*, Marjane Satrapi recounts her tumultuous coming-of-age during the 1979 Iranian Revolution. As a memoir, *Persepolis* sheds light on an overlooked yet incredibly relevant piece of late 20th century history, introducing students to a cultural revolution whose effects are still felt today. The true stories contained in *Maus: A Survivor's Tale* are more narratively complex, managing to straddle the line between biography and memoir. Art Spiegelman skillfully presents readers with a stylized retelling of his father's experiences during World War II while also using the interview process as a window into his strained relationship with his father.

## **Enduring Understanding**

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1. There are multiple sides to every story
2. People are capable of both cruelty and kindness
3. Success requires sacrifice
4. History puts the present into perspective
5. One's family heritage is part of one's identity

## Essential Questions

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1. How does the past shape the future?
2. How do extreme beliefs come about, and how can one stand against them?
3. Where do people learn their preconceived notions?
4. When is it acceptable to lie?

## Exit Skills

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1. Define biography, autobiography, and memoir, and distinguish between them when classifying a text
2. Make personal connections with characters and their conflicts
3. Write and illustrate a mini-memoir that focuses on an important event/experience
4. Read and interpret multiple storylines (frame narrative)
5. Analyze the frame narrative of *Maus* and make inferences about Spiegelman's relationship with his father
6. Evaluate the Satrapis' means of resisting/escaping the constraints of the fundamentalist regime
7. Interview family members and share their stories in a style similar to *Maus* (also including the interviews themselves)

## New Jersey Student Learning Standards (NJSLS-S)

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	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.
LA.RL.11-12.3	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).
LA.RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	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.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Interdisciplinary Connections**

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- Technology and Computer Skills-research as needed
- Art-analysis of images

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as

stimulus/inspiration for corresponding visual artworks.

VPA.1.1.12.D.CS1

Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

VPA.1.1.12.D.CS2

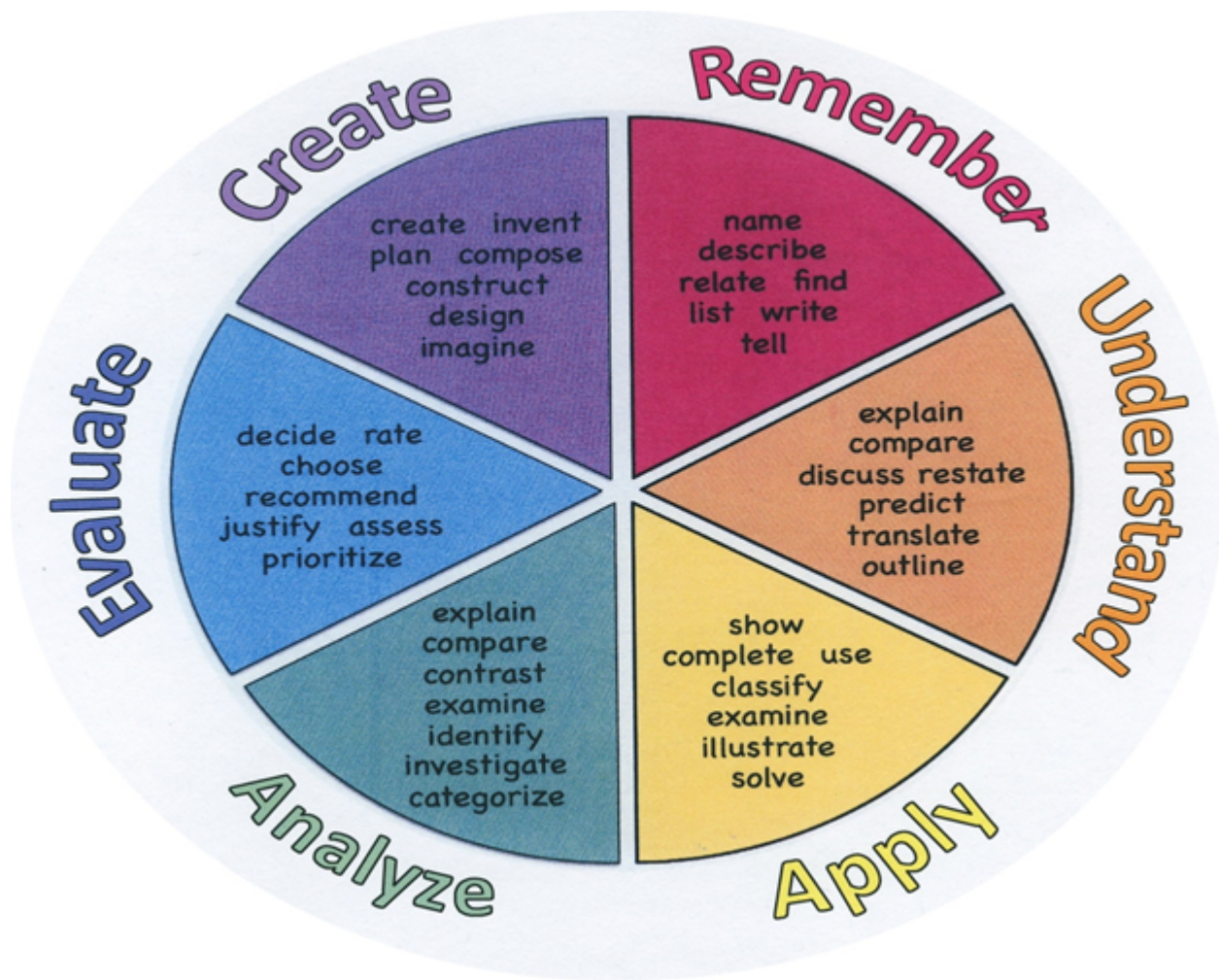
Stimuli for the creation of artworks can come from many places, including other arts disciplines.

## Learning Objectives

- Regularly respond to readings in journal entries and class discussions.
- Define biography, autobiography, and memoir, and distinguish between them when classifying a text.
- Conduct interviews with family members and gather information about their family history.
- Revise preconceived notions about history. -Define and identify the various word/image combinations in comic art.
- Make connections between themselves and protagonists from various time periods, areas of the world, etc.
- Read informational texts and share information with classmates in jigsaws and other cooperative group activities.
- Present information in a comic format, following the conventions of the medium and utilizing the visual techniques learned.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose Describe Define Label List Locate Match Memorize Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Classify Defend Demonstrate Distinguish Explain Express Extend Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Choose Dramatize Explain Generalize Judge Organize Paint Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Categorize Classify Compare Differentiate Distinguish Identify Infer Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Appraise Judge Criticize Defend Compare Assess Conclude Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Combine Compose Construct Design Develop Formulate Hypothesize Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



### **Suggested Activities & Best Practices**

Students will complete regular journal prompts for assigned readings and write breakdowns and translations for specific scenes, in which they will analyze select scenes by deconstructing them down to their individual shots/transitions and write narrative translations of the silent sequences of images, complete with character's thoughts and dialogue. This will enhance their critical thinking skills, writing, and creativity.

Students will be required to read at least one supplemental text per marking period. They may choose from a recommended list or submit a book for approval. Students will be required to complete a reading log and a book review for each choice book. Every student will sign up to present at least one book review to the class before the end of the year. This will encourage students to read outside the classroom and in turn hopefully boost reading skills.

## **Assessment Evidence - Checking for Understanding (CFU)**

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Student journals - formative assessment

Independent reading log - formative assessment

Unit quiz - summative assessment

Presentations - alternative assessment

Other CFUs at the teacher's discretion.

Classroom discussions (formative assessment):

Understanding Comics

Persepolis – The Story of Childhood

Maus: A Survivor's Tale

Exit Tickets: When was one of your beliefs challenged by an event, person, a piece of reading, an accident, etc.? - formative assessment

Other CFUs at the teacher's discretion.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Chapter 6 of Understanding Comics by Scott McCloud;

Persepolis – The Story of Childhood by Marjane Satrapi;

Maus: A Survivor’s Tale – My Father Bleeds History by Art Spiegelman

## **Ancillary Resources**

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excerpts from We Are On Our Own by Miriam Katrim,

Zahra’s Paradise by Amir and Khalil,



Epileptic by David B.;

PBS Frontline video: “A Death in Tehran”;

## **Technology Infusion**

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Google Classroom

Google Website

Blogger

Google Docs

Google Slides

Screencastify

Other technology infusions are used at the teacher's discretion.

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Ted Talks  
Record Voice Pen



## **Alignment to 21st Century Skills & Technology**

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### 21st Century Skills & Technology:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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Differentiations:

- Extra time to complete assignments
- Repeat directions in class and on teacher website
- Preview vocabulary and notes on teacher website

Hi-Prep Differentiations:

- Leveled rubric (student made)
- Literature Circles/Socratic Seminar

Lo-Prep Differentiations

- Flexible grouping/seating among classmates
- Think-Pair-Share Online Blog entries

## **Special Education Learning (IEP's & 504's)**

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Provide modifications in workload and extended time as specified in the student's IEP/504 plan

Allow extra time for online blog submissions

Allow student to preview the material via teacher website

Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion

Modeled techniques and speeches with discussions for student retention.

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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-Allow for shorter blog and homework responses

-Use of Youtube videos and Screencasts of lessons for student retention and clarification of material located on teacher's website.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Reduce multiple choice options on assessments

-Provide a copy of the teacher's notes on the class website

-Screencast a lesson/discussion.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Create two blogs about the unit (before and after)
  - Allow students to work at a faster pace by having material assessable two weeks prior.
  - Allow students to make more than one required speech to practice techniques.
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- Above grade level placement option for qualified students
  - Advanced problem-solving
  - Allow students to work at a faster pace
  - Cluster grouping
  - Complete activities aligned with above grade level text using Benchmark results
  - Create a blog or social media page about their unit
  - Create a plan to solve an issue presented in the class or in a text
  - Debate issues with research to support arguments
  - Flexible skill grouping within a class or across grade level for rigor
  - Higher order, critical & creative thinking skills, and discovery
  - Multi-disciplinary unit and/or project
  - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
  - Utilize exploratory connections to higher-grade concepts
  - Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Sample Lesson is located in Unit 1