Unit 3 - Realistic Fiction: the Art of the Graphic Novel

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

Students will study graphic novel techniques and visual literacy through realistic fiction with the purpose of crafting a complete comic book. Students will explore terminology such as graphic weight, frame, panel, etc. as well as visual techniques relating to symbols, perspective, and transitions in order to break down literary works. Students will then be asked to transfer these skills in a variety of discussions, both small and large, and writing activities culminating in an original graphic work. Drawing on past units of study, students will write an original narrative based on their own superhero, a personal memoir, or a realistic fiction in the standard one-shot 23-page comic form.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.RL.11-12.7	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. (e.g., Shakespeare and other authors.)
LA.RL.11-12.8	(Not applicable to literature)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.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.

LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.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.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.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.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- How do graphic novels manipulate form, technique, and rhetorical/literary devices to impact storytelling?
- How do themes reflect societal concerns?
- How does an analysis of character, setting, and conflict help clarify thematic ideas?
- How does an author/artist's intended use of symbols add layers of depth to the development of themes?
- How is an author's life reflected in his/her work?
- How might the knowledge of literary and rhetorical strategies allow a writer to shape a composition to effectively impact a reader's understanding?
- How might the knowledge of visual strategies allow an illustrator to shape a narrative to effectively impact a reader's understanding?
- What is the value of writing a narrative in a graphic novel format?
- What techniques may a creator use to establish voice and tone?

Enduring Understandings

- Analysis of graphic novels may increase a readers visual literacy.
- Authors and artists manipulate texts for a specific purpose.
- Different works may be connected via common themes.
- We are constantly reading regardless of course, subject, or medium.

Students Will Know

- An author or artist’s style, diction and syntax have an effect on a reader’s understanding of characterization, conflict, setting and theme.
- General biographical information about authors’ lives and how it may influence a work.
- Historical background of the time period in which a work is set and how it may influence a work.
- How style and content contribute to the power, persuasiveness, or beauty of the text.
- Key terms associated with a novel or graphic novel: gutter, bleed, frame, transition, word to picture dynamic, panel, splash, exposition, rising action, climax, resolution, flashback, allusion, tragedy, tragic hero, hero's journey, internal and external conflict, epiphany, catharsis, frame story, point of view.
- Literary and figurative devices such as alliteration, mood, tone, imagery, simile, metaphor, personification, irony, symbolism, hyperbole, paradox, oxymoron.
- Themes are developed over the course of a work through characterization, conflict, and setting.

Students Will Be Skilled At

- Analyzing and crafting narratives through Freytag's pyramid.
- Analyzing and crafting narratives through Kurt Vonnegut's Shape of Stories.
- Analyzing different mediums and formats of literature.

- Analyzing graphic novel techniques, literary devices, and rhetorical devices for purpose and intent.
- Close reading of texts.
- Comparing different works of literature in regards to craft and structure.
- Determining literary and rhetorical devices such as alliteration, imagery, simile, metaphor, personification, irony, symbolism, flashback, and hyperbole.
- Determining literary and rhetorical devices such as mood, and tone.
- Determining the author's point of view or purpose in a text.
- Determining two or more themes of the text and analyze their development over the course of the text.
- Identifying meanings of words and use them effectively when writing and speaking.
- Identifying, understanding and utilizing the techniques used in graphic novels such as speech/thought bubbles, structure/framing, gutter/bleed.
- Organizing the sequence of a narrative to make writing clear and engaging.
- Participating in literature circle discussions and activities.
- Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Reading and comprehending literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Using guidelines on a rubric for peer and self-evaluation.
- Using textual evidence to support claims in essays or paragraphs.
- Utilizing textual evidence to analyze visual works.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism

- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Accountable Talk, Socratic Seminars/Fish Bowls.
- Analysis of multimodal text sets.
- Answer Essential Questions.
- Cite and interpret quoted material from the text and from literary criticism.
- Close reading analysis of text using evidence as substantiation.
- Conferences: Individual and small group, accompanying conference notes.

- Create artistic, interactive and/or multimedia projects that suggest an understanding of the text beyond its literal meaning.
- Create essays of literary analysis using proper MLA formats and documentation.
- Determine themes though an analysis of characters.
- Entrance and Exit Tickets.
- Evaluate societal concerns reflected through plot and theme.
- Grade-level Standards-based Rubrics.
- Identify character motivation and inter-relationships via open-ended and objective quizzes.
- Identify meaning of words used in context.
- On-demand Writing Assessments, timed and untimed.
- Online Discussion Forums.
- Open-Ended Responses in Journal.
- Participate in large and small group discussions.
- Participate in peer and teacher/student critiques to revise and edit their essays.
- Peer and self-evaluations of learning.
- Performance Assessments.
- Personalized Learning.
- Problem-based Learning.
- Project-based Learning.
- Reflective exercises and assessments.
- Teacher Observations.
- Trace the sequence of events in a work.
- Visual Literacy Prompts.
- Work collaboratively on assignments.
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft.

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 11; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be

chosen from the reading material.

Students will write original narratives. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

This unit of study focuses on realistic ficition, the art of the graphic novel and narrative writing.

Potential Lesson Plans/Activites may include:

- Visual literacy analysis and support activity.
- Graphic novel terminology and technique review. Have students identify various graphic novel techniques (expanding on those covered in the first unit) and then have students, in groups, recreate a
- subsection of those techniques for the class to identify.
- Provide background information and essential question for a whole class graphic novel.
- Utilize text free graphic novel excerpts and ask students to analyze the images and text separately before analyzing the two together.
- Conduct guided reading and discussion of initial portions of a group text.
- Review freytag's pyramid and use it to map the plot of a one-shot comic (23 pages).
- In partnerships, small groups, jigsaw groupings, and Socratic circles, discuss the development of structure, language, rhetorical techniques, visual techniques, and thematic concepts.
- Synthesize information from nonfiction texts, poems, and images relating to theme.
- Conduct short analytical writing activities to review writing conventions.
- Review film cinematic techniques such as shots, angles, lighting, color, etc. and ask students to analyze purpose.
- Have students story board a scene using the cinematic techniques reviewed and then shoot the scene.
- Watch film adaptation of *Road to Perdition* and have students analyze how the cinematic techniques translate from the graphic novel to the film.
- Introduce literature circle selections and have students take notes and rank their choices.
- Review plot structure using Kurt Vonnegut's Shape of Stories and have students track character progression throughout their literature circle selection.
- In small literature circle groups, students will analyze characterization and thematic elements.
- Students will identify and analyze key pages and plot events in regards to their impact on their protagonist.
- With their literature circle groups, have students craft a short realistic narrative in the form of a comic strip.
- Students will produce an original narrative one-shot comic (22-30 pages). This could fit any of the

genres previously studied in the class.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Fictional Text (Novel, Short Story, Poetry)

- *The Contract With God Trilogy* by Will Eisner

Independent/Small Group Reading:

- *Generations* by Flavia Biondi
- *Roughneck* by Jeff Lemire
- *Daytripper* by Fabio Moon and Gabriel Ba'
- *Southern Bastards* by Jason Aaron

Nonfiction Text (Short, Long)

- Selections from *The New York Times*
- Selections from *The Atlantic Monthly*
- Selections from *The Economist*
- Selections from *Time Magazine*
- Selections from *PBS Newshour*
- Selections from *The New Yorker*

Visual Text (Art, Photography, Infographic, Film):

- *Road to Perdition*
- Online *YouTube videos: Various interviews with authors/directors*
- Art Collections: http://www.metmuseum.org/
- Art Collections: http://www.metmuseum.org/
- https://www.gettyimages.com
- Other visual texts are acceptable

Speaking and Listening:

- Podcast: *Word Balloon*
- Podcast: *IFanboy*
- This American Life: https://www.thisamericanlife.org/podcast
- NPR: http://www.npr.org/
- Ted Radio Hour: http://www.npr.org/programs/ted-radio-hour/?showDate=2017-07-28
- Ted Talks
- Documentaries

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- Understanding Comics: The Invisible Art by Scott McCloud
- Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels by Scott McCLoud
- Alan Moore's Writing for Comics by Alan Moore
- Zen Pencils: Carton Quotes from Inspirational Folks by Gavin Aung Than
- The Best American Comics 2016
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- The Washington Post

Research:

Cranford High School Media Center Databases:

- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Histroychannel
- Easybib.com
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl:https://owl.english.purdue.edu/owl/
- Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive

- Voice memo application
- Think Cerca
- Audible
- Padlet
- Socrative.com
- Poll everywhere
- Remind.com
- Skype
- Edublogs
- Soundcloud
- Netflix
- YouTube

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment

- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan