Unit 2 - Graphic Memoir: A Visual Reflection

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

"I should not talk so much about myself if there were any body else whom I knew as well." Henry David Thoreau

After a brief introduction to memoir characteristics, students will analyze graphic memoirs focused on a variety of topics. The unit aims to decipher how reflective personal narratives can aid personal growth. Students will recognize diversity in culture, literature and people. Through these various lenses students will explore the understanding of voice and individual choices. Students will also reflect on people, places, or events that have changed their lives. Through a combination of whole class novels and literature circles, and independent reading, students will be tasked with producing short memoirs, argumentative essays, and several discussions culminating in an original audio podcast.

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.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.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.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.
LA.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.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
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.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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.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.11-12.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.

Essential Questions

- Do you regret any choices you have made in your life?
- How are works influenced by others that preceded them?
- How do individuals including literary figures cope with debilitating illness, oppression, depression, poverty and death of family and friends?
- How do the use of literary devices and figurative language contribute to a theme's complexity?
- How do themes reflect societal concerns?
- How does an analysis of character, setting and conflict help clarify thematic ideas?
- How might an author's values and concerns be more clearly revealed in a work of non-fiction?
- How should a written argument be structured in order to present a claim and effective proof?
- What criteria should be used to judge the validity of a narrator's observations?
- What significant life experiences have shaped you into the person you are today?

Enduring Understandings

- Generations often have conflicting value systems and the younger generation often rebels.
- An author's style, diction and syntax have an effect on a reader's understanding of characterization, conflict, setting and theme.
- Gender may be defined in varied ways.
- Most individuals live a life of consequence or value as a result of choices and decisions made over the course of their lifetime.
- Personal reflection can be used to learn life's lessons.
- Societal and life events influence writers and the development of literature.

- Structuring a written argument necessitates citation of textual proof as well as thoughtful and purposeful organization of data (quoted material).
- The concept of the American Dream is idealistic in many ways.
- Themes in literature are universal and transcend time and place.
- Writing is the process of rewriting; that is, writing is an iterative process.
- Writing requires planning, revising, editing, rewriting, and improves with synthesis.

Students Will Know

- General biographical information about authors' lives.
- Historical background of the time period in which a work is set.
- How a theme in literature represents larger cultural values.
- How the study of literature connects to human values in historical and social contexts.
- How to analyze theme, plot, and characterization.
- How to formulate and substantiate a theme through textual support
- How to synthesize information from a variety of sources and adaptations.
- Key communication terms for effective speaking techniques.
- Key terms associated with a novel, work of non-fiction, play, short story, or poem that include: exposition, rising action, climax, resolution, flashback, allusion, soliloquy, aside, internal and external conflict, drama, epiphany, catharsis, frame story, ballad, point of view, persona.
- Literary and figurative devices such as alliteration, mood, tone, imagery, simile, metaphor, personification, irony, symbolism, hyperbole, paradox, oxymoron, rhyme, and meter.
- Parts of the classical argumentation format and terms associated with the construction of an argument which include: claim statement, deductive reasoning, inductive reasoning, analogy, fallacious reasoning, syllogism, and rebuttal.
- Strategies to develop effective listening.
- Visual Thinking Strategies for images, videos, commercials, lectures, etc.

Students Will Be Skilled At

- Analyzing rhetorical strategies the author used to convey his/her message.
- Assessing the author's reliability as a source of information.
- Citing strong and thorough textual evidence to support analysis.
- Determining an author's point of view or purpose in a text in which the rhetoric is particularly effective.
- Determining the point of view or purpose in a text.
- Developing an extemporaneous response to an argument.
- Interpreting an image or video using VTS, Visual Thinking Strategies.
- Interpreting the precise, intended meaning of the figure of speech based on the context in which it is used.
- Using varied sentence structures and syntactical patterns.
- Utilizing effective listening techniques.

- Utilizing sensory details and vivid imagery to engage an audience.
- Utilizing the Toulmin method for analyzing rhetoric.
- Utilizing vocal expressiveness and non verbal techniques.

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)
- NJSLA (grade 9)
- 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 argumentative essays using proper MLA formats and documentation.
- Create artistic, interactive and/or multimedia projects that suggest an understanding of the text beyond its literal meaning.
- 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.

Suggested 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 argument/persuasion using rhetorical techniques. 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 the analysis of memoir and visual reflections through argumentative writing.

Potential lesson plans/activities include:

- Mini-lessons teaching students techniques for writing memoirs.
- Students may anaylze short memor excerpts in order to analyze writing techniques.
- Students may take guided notes on provided background information nad essential questions relating to the unit and whole class graphic memoir.
- Conduct guided reading and discussion of initial portions of a group text.
- Students may write their own short graphic memoirs to reflect on their experiences in high school thus far.
- Students may engage in a thematically-centered memoir literature circle in which they identify the author's purpose in writing his/her memoir.
- In partnerships, small groups, jigsaw groupings, and Socratic circles, discuss the development of structure, language, rhetorical techniques, visual techniques, and thematic concepts.
- Define and analyze argumentative techniques including Toulmin's method for analyzing rhetoric.
- Conduct short analytical writing activities to review writing conventions.
- Watch film adaptations of graphic memoir and divide the class into groups focusing on specific analytical tasks such as sound, color, acting, language.
- Students may keep a digital blog for a set period time during the unit to encourage continual reflection about a personal topic of their choosing.
- Students will analyze a theme/ by examining short excerpts of different historical periods.
- Students will perform a research task in which they identify database sources that relate thematically to their literature circle memoir.
- Students may produce an argumentative podcast utilizing literary techniques based on their selected topics throughout the unit.

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

Non - Fiction Whole Class Text (Memoir, Biography):

- *It's a Bird* by Steven T. Seagle

Independent/Small Group Reading:

- *The Best We Could Do* by Thi Bui
- *Epileptic* by David B.
- *Hostage* by Guy Delisle
- *Blankets* by Craig Thompson
- *Lighter Than my Shadow* by Katie Green
- *March Book 3* by John Lewis and Andrew Aydin
- *The Complete Persepolis* by Marjane Satrapi

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):

- Film: *Persepolis*
- 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 Accommodation and Modification

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