03 The Superhero/Supergod Story Copied from: The Graphic Novel, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Semester**
Length: **2 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course will examine the literary elements that make up a graphic novel, i.e., word choice, illustrations, layout, author's craft and choice. Students will hone in on their reading skills to explore the various meanings of text and enhance their overall literacy skills of multimodal texts. The multidimensional aspects of graphic novels require readers to practice multiple ways of meaning making. Students will analyze what is both directly and indirectly stated or portrayed in the text. The goal will be that students come in contact with various genres of graphic novels, i.e., fiction, non-fiction, remakes, manga and personal narratives and refine their analytical skills.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

As will be the case in Units 2-6 the focus moving forward will be twofold. First, an emphasis will be placed on the unit's topic, genre, messages, themes, and relevance. The second area of emphasis will be on the ways in which the graphic novel medium itself not only supports the thematic value of the unit, but also enhances it thereby rendering it more powerful, meaningful, and relevant to the audience. Specific to this unit, students will explore the history of superheroes as well as the concept and use of the Archetypal Hero and the Hero's Journey as they are utilized in graphic novels. In addition, students will evaluate our cultural affinity for hero narratives and explore preconceived notions about heroes and superheroes. The stories chosen about superheroes and supergods will be used as a platform to discuss human nature as well as the human condition. Finally, students will analyze how the graphic novels in this unit hold up a mirror to society and reflect universal themes such as the nature of justice and the struggle between good and evil.

CONTENT AREA STANDARDS

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

 B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.9-10.2.4	Collaborating Around Computing
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand:

- how imagery and visual details influence the genre.
- that stories of superheroes and supergods have far predated the DC and Marvel comics.
- the concept of the archetypal hero and hero's journey.
- the role that flashbacks and backstory play in the genre.
- that the genre is often used as a means to reflect our world and occasionally satirize it.
- the use of intertextuality within the genre.
- the concept of subtext.
- that metaphor and allusion are heavily relied upon in the superhero narrative.

Procedural Knowledge

Students will be able to:

- determine the theme or central idea of a text as well as track and analyze how it emerges.
- analyze how an author decides to structure a text creates specific effects.
- analyze the representation of a subject in two different artistic mediums.
- collaborate with peers to determine roles such as that of artist and writer.
- emulate the superhero narrative style.
- analyze the selection for theme, relevance, and meaning.
- interpret the use of symbols, icons, images, and panels.
- analyze the selections for use of graphic novel techniques and devices.
- identify elements of the archetypal hero and hero's journey.
- discover the ways in which superhero narrative hold up a mirror to our society.
- follow multiple plot-lines as is often used in the superhero genre.
- identify and analyze subtext.
- make predictions based on foreshadowing events.
- recognize and assess the use of cultural and literary references and allusions.
- identify metaphor in order to develop a more detailed understanding of the author's purpose.
- compare and contrast the superhero narrative as it is portrayed in different media formats.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Illustrations
- Brainstorming with Images
- Character Creations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Genre Study: Compare and contrast the graphic novel presentation of superheros and supergods with that of the film genre.

Film Critique: Student can critique segments of films that have been adapted and translated from comics.

Superhero KWL Chart

How do we define heroes and heroism discussion.

Discussion Question / Journal Topic: Does the protagonist of your comic challenge or support the stereotypical definition of superhero?

Discussion Question / Journal Topic: Question of Alter Ego: - For example, are Bruce Wayne and Batman one in the same?

Discussion Question / Journal Topic: How does the artwork and / or the balance of picture and text differ from other graphic novels? What purpose does this serve?

Superheroes and Sidekicks: Students can team up as artist and writer to collaborate and craft an original superhero narrative comic or panel to satisfy a specific purpose (potential for co-curricular work with Art Design and/or Creative Writing classes). (A nonfiction hero option can be offered as well.) What did you

learn about the writer and artist relationship?

Student Visualization: Students can visualize themselves within hero's roles and situations before moving forward to evaluate decision making and reaction to fate. Students will be forced to consider their own moral compass and beliefs on societal issues addressed within the story.

Panels and Gutters: Students can analyze panels and write the scenes that take place within the gutters.

Identifying and evaluating allusions and metaphors.

Discussion Question / Journal Topic: Explain how each chapter title represents the meaning of the chapter.

Word / Picture Combinations: Students can work within groups to find examples of a variety of word / picture combinations such as: Word-Specific, Picture-Specific, Duo-Specific, Additive, Parallel, Montage, and Interdependent.   Consider how the form relates to the content or how different combinations of words and images affect the meaning of the story.

Real Life Comics: Students can search for articles that reflect thematic ideas and issues brought up in the superhero narratives.

Summative Assessments

In addition to formal written responses many of the assignments and activities listed in the Formative Assessments section can be used as a Summative Assessment. To do so, provide additional time and scaffolding. The scope and scale of each Formative Assessment can also be adjusted appropriately.

RESOURCES (Instructional, Supplemental, Intervention Materials)

The Graphic Novel Classroom by Maureen Bakis (Chapters 6 and 7)

Interviews with authors and writers such as Alan Moore and Stan Lee

Motion comic adaptations

Comic Book Superheroes Unmasked by Steve Kroopnick (Documentary)

Comic Book Unbound by Stan Lee and Ron Pearlman (Documentary)

Interview Transcript with Danny Fingeroth about his book Superman on the Couch: What Superheroes Really Tell Us About Ourselves and Our Society

St. James Encyclopedia of Pop Culture (Superhero Background)

Behind the Painted Smile article written by Alan Moore

Video critiques on Superhero film adaptations

Superhero Film Adaptations

BBC Comics Britannia

A variety of DC and Marvel comics including, but not limited to:

Watchmen by Alan Moore

Cloak and Dagger by Terry Austen

Gen 13 by Gail Simone

Spiderman & The Ultimate Spiderman by David LaFuente

Young Avengers by Kieron Gillen

Batman: The Dark Knight Returns by Frank Miller

V for Vendetta by Alan Moore

INTERDISCIPLINARY CONNECTIONS

Audio/visual media analysis

Google

Educational tech applications

Work productively in teams while using cultural global competence.

Visual Language

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.