

02 Memoir, Memories & Culture 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 conventions of the memoir and the balancing act of fact and fiction on effective storytelling. Furthermore, students will delve into the memoir genre as it is presented in a graphic novel format and the powerful impact implementing visual detail and imagery can have on a reader. Finally, this unit's chosen selections lend themselves to students making powerful connections and developing increased self-awareness about the various influences on the way they see the world and how they think about the people and places outside their own limited experience. Students will work towards understanding beliefs, both our own personal beliefs and the belief systems within cultures.

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.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented

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.

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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.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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:

- what a memoir is.
- how imagery and visual details influence the genre.
- the role experience has on perception and culture.
- that fact and fiction often intersect in the memoir genre.
- that the graphic novel memoir provides an opportunity to imagine other ways of seeing and living.
- that graphic novel memoirs have the power to influence beliefs and real human events as it prompts the individual to reevaluate their worldview.

Procedural Knowledge

Students will be able to:

- determine the theme or central idea and trace how it is developed and how it emerges over time.
- analyze how complex characters develop over the course of a text and how memoirists capture informative moments in time.
- analyze a particular point of view and cultural experience from outside of the United States.
- write a memoir narrative (chapter) to reflect real experiences using the techniques of the graphic novel.
- respond thoughtfully to various perspectives and make new connections.
- emulate the memoir graphic novel style
- analyze the selection for theme, relevance, and meaning.
- analyze the selections for use of graphic novel techniques and devices.
- evaluate the memoirist's use of fact vs. fiction to fill in memory gaps and tell a compelling story.
- conjure images from memory to create comics and panels.
- interpret the use of symbols, icons, images, and panels.
- break down stereotypes to gain a better understanding of culture. □
- compare and contrast media for bias, beliefs, reasoning. □
- use a writing process to compose a narrative.
- ponder the benefits and boundaries of a culture. □
- analyze how our understanding of society and culture are constructed.

EVIDENCE OF LEARNING

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

Alternate Assessments

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

Formative Assessments

Model Comparisons: Students can compare and contrast excerpts from a graphic novel memoir vs those from a standard print-only excerpt. What is lost, what is gained? How do words create images and how do images evoke emotions? What are the pros and cons of each.

Model Comparison Swap: Students can create mini comics and panels to accompany print-only memoir excerpts as well as use graphic novel memoirs to write the story the panels tell.

Chosen Image Journal Responses

Panels and Themes: Students will find panels that portray the selection and the unit's thematic ideas.

Technique Analysis: How does the memoirist utilize specific techniques of the graphic novel to convey his or her story.

Conjuring Images from Memory: Students can practice turning a memory into a story into a comic. In doing so, students will have to practice filling in memory gaps and choosing appropriate techniques.

Culture and Comics: Students can use comics to represent their own cultures, families, customs, and traditions.

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 4 and 5)

Persepolis E-text (Recommended as an anchor text)

They Called Us Enemy by George Takei (Class Set)

Maus 1/Maus II by Art Spiegelman

Almost American Girl by Robin Ha

Dragon Hoops by Gene Luen Yang

We'll Soon Be Home Again by Jessica Bab Bonde

Hey, Kiddo by Jarrett J. Krosoczka

Historical background documentaries to accompany graphic novel selections.

Outline of the Marjane family

Persepolis Film

Interview with Marjane Satrapi

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.