

05 Nonfiction in Images Copied from: The Graphic Novel, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Semester**
Length: **Two 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 come to realize that the world of graphic novels goes far beyond that of superheroes and villains and that the graphic novel format can be instrumental in communicating ideas and teaching information. Furthermore, in an increasingly visual world the combination of words and images serve as a powerful tool for sharing stories of real life individuals (past and present) and pivotal moments and movements throughout history as well as currently in our world.

CONTENT AREA STANDARDS

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical

devices to advance that point of view or purpose.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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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.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

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.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 infographics are and that they are an effective way to educate or inform an audience.
- that infographics can be used to make complex data easier to understand and digest.
- we are living in an increasingly visual world with four times as many visuals in literature since 1990 with that number on the rise as a preferred way to consume information.
- we are thirty times more likely to read an infographic than a purely text article.
- 90% of information transmitted to the brain is visual and we are 80% more likely to read something with colorful images attached.
- that graphic novels lend themselves to stories beyond that of superheroes and worlds of fantasy.
- images are great teachers and offer a significantly higher attention and retention rate when processing information.
- that there are similarities and differences between fiction and nonfiction graphic novels.
- that communicating and consuming real life stories is a necessary part of the human experience.
- that nonfiction graphic novels can inform, entertain, engage, and motivate an audience.

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 and reflect on documents of historical and literary significance including how they relate in terms of theme and concept.
- analyze how an author unfolds his or her analysis and connects ideas throughout a text.
- determine an author's point of view and purpose.
- write informative and explanatory texts to convey complex ideas.
- present information and findings in a clear, logical, and precise style that is well supported and suited to the audience.
- create infographics that effectively combine words and images to communicate information about a real life, event, movement, or concern.

- evaluate the effectiveness of infographics and nonfiction selections and excerpts.
- create nonfiction comic strips emulating the style of the unit.
- analyze the unit's selections for relevance and meaning.
- interpret the use of symbols, icons, images, and panels.
- analyze the selections for use of graphic novel techniques and devices.
- compare and contrast elements of the fiction and nonfiction graphic novel.
- evaluate the techniques of the nonfiction genre.
- make personal connection with people who aren't them and relate to time periods that aren't theirs.
- experience personal growth through the stories of others.
- identify a variety of purposes behind the graphic novel, nonfiction medium.

EVIDENCE OF LEARNING

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

Alternate Assessments

- Creating Infographics
- Student Visual Brainstorming
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Noticing One's Surroundings: What type of content tends to stand out to you? What type of content engages you? What type of content and information do you find yourself recalling the most? These questions should serve to highlight the power of combining images and words and open students' eyes to the fact that images are used for far more than fiction and imaginative storytelling.

Original PSAs with words and images.

Evaluating, Analyzing, and Creating Original Infographics.

Evaluating , Analyzing, and Creating Nonfiction Graphic Novels, Panels, and Strips (Excerpts may be used in some cases).

Adapting Genres: Students can translate between fiction and nonfiction to demonstrate a mastery of the different graphic novel techniques used for each.

Nonfiction Graphic Novel Stations: A variety of stations can be set up with nonfiction graphic novels of varying styles, purposes, and techniques. Students can rotate to experience each or be responsible for teaching the class about their chosen selection.

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)

Sapiens by Yaval Noah Harari

Guantanamo Voices by Sarah Mirk

Drawing the Vote by Jenkins and Lacker

The United States Constitution and The Gettysburg Address A Graphic Adaptation by Hennessey and McConnell

We'll Soon Be Home Again by Bonde and Bergting

Blankets by Craig Thompson

American Splendor by Harvey Pekar

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.