Graphic Novels Terms and Concepts: Part II – "Text Containers" Lesson Plan

Monday, January 12, 2008, First Humanities Period

1) Opener (10 min): On the board students are instructed to read from page 33 - 46 (next two chapters). Ask them to make observations in their Reading/Writing Notebook about 2 different ways Satrapi uses text or "text containers" to tell her story.

While students are reading, pass back graded the "Graphic Novels Terms" sheets they made on Friday. Confer with students who need support about how to do better today and with students who seemed to do especially well, offering them the more challenging option for today.

2) Opener Part II – Check for Understanding (5 min)
Do a brief plot-check for Persepolis, answering questions about anything they need. Be sure to clarify (*simply*):
  ▪ Basic problem of social classes Marji was experiencing (parents are socialist politically and want all classes to be more equal, yet they do not act that way in their own home)
  ▪ Black Friday – the Shah's violent response to protests
  ▪ Legacy of Shah leaving – people all had to prove they were against the Shah or they are the new enemies

3) Mini Lesson on the Terminology of the Genre (10 min):
Explain that we're going to continue to learn about the terminology of the genre of graphic novels so that they can look more deeply at the text AND because they will be making their own graphic novels for their assessment this unit. Just like our lesson on Friday, we will do it in 4 steps (steps are project or posted on the board as "Workshop Instructions"):
  a) We read the term and its definition (if provided, we look at the example).
  b) Write the term down on your sheet and then rewrite the definition in your own words.
  c) Look in *Persepolis* and see if we can find an example of Satrapi using this technique. If founds, cut out and paste in the "example" column. If you can't find an example in *Persepolis* or feel like drawing, draw one yourself.
  d) Finally (most importantly), make some suggestions about HOW this term/technique could be used to enhance/provide meaning in a graphic novel.
  4) Model an example (given on a sheet at their table – one per partner group):
    a) **Term: Narratory Box** (or "narrative box," or "voice over")
    b) **Definition in my own words**: "*A box in frame used like the voice of a narrator to explain what is going on, what happened previously, and/or what is about to happen.*"
    c) **Page 33 – second frame** "My favorite author was Ali Ashraf Darvishian, a kind of local Charles Dickens. I went to his clandestine book-signing with my mother" (almost any example can work). I when modeling, I will also draw one on the board (again, to

emphasize that artistic talent is not important, just demonstrating that you understand the term is.)

    d) How/why could this be used?
- To explain something that would take too long to show with characters' thoughts, speech and/or actions
- Can add humor/irony (show frame at bottom of 34 – image and narrative box seem to contradict but add a touch of humor)

5) Active Engagement (5 min): students suggest to partner how/why else "narratory box" might be used, OR (if it seems to hard) quickly review what "emanata" are and ask them why emanata might be used. They can do this on the model sheet in the blank row below the example. Have 3 students share out.

6) Workshop (20 min)
At their tables, have students choose at least 2 and up to 4 terms from the "Text Containers" sheets to work with.

    Differentiation:
- For struggling students: Have them choose only 2 terms. They can use the terms we modeled already, just find or create new examples
- For the more high-level students: Have them use the "Terms and Concepts" page that does not include models to create their own drawings and to analyze why/how each is used. Steer them toward the terms NOT included in the sheets we've given them already (*foreground, midground, background, figures, graphic weight*).

If they finish early, make sure each student has at least 3-4 reasons why/how and author might use this term. If they've completed this, invite them to read the next chapter. Warn them that it has some graphic images and requires a mature, compassionate mind to read it.

6) Share out (5 min) – Choose two of the new terms and have students share out only their ideas about why/how authors might use those techniques.

7) Assessment –Collect annotated sheets as 2nd round of formative assessment/exit card.