

**Title**

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

**The Graphic Novel**

Individual

Map

Marc Cicchino, Eric Schmidt

Language Arts Literacy

- LANGUAGE ARTS-

None Selected



Duration: September/Week 1 - September/Week 2

UNIT NAME: The Vocabulary of Comics: An Introduction

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> <li>Though historians trace the origins of the modern comic to 1900, comics have existed for thousands of years.</li> <li>Comics are sequential art.</li> <li>The Graphic Novel is rooted in a rich history of comic art.</li> </ul>	<ul style="list-style-type: none"> <li>What are comics?</li> <li>What is the difference between a comic, comic strip, a comic book, and a graphic novel?</li> <li>What are the different panel transitions?</li> </ul>	<p>Each definition can be debated and discussed. The following definitions will be used in this class.</p> <p>Comics: A definition of the "Comics" genre has been universally debated. The most practical definition for this style of art is "sequential art."</p> <p>Literature: 1. Imaginative or creative writing, especially of recognized artistic value. 2. Printed material.</p> <p>Narrative: A spoken or written account of connected events, a story</p> <p>Symbol: Images used to represent concepts, ideas, and philosophies</p> <p>Icon: Any image used to represent a person, place, thing or idea</p> <p>Panel:</p> <p>Panel Transitions =</p> <ol style="list-style-type: none"> <li>Moment to Moment</li> <li>Action to Action</li> <li>Subject to Subject</li> <li>Scene to Scene</li> <li>Aspect to Aspect</li> <li>Non-Sequitur</li> </ol>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>Literature</li> <li>Comics</li> <li>Narrative</li> <li>Symbol</li> <li>Icon</li> <li>Panel</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>Comics</li> <li>Six different panel transitions</li> </ul>	<p>RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.5-Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or</p>

				<p>recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.2-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons</p>
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				<p>and evidence, and between claim(s) and counterclaims. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.4.c-Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>
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				<p>pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (11, 12)[State:Common Core State Standards (CCSS)] 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). (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.5.a-Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.5.b-Analyze nuances in the meaning of words with similar denotations. (11, 12) [State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				

Duration: September/Week 3 - September/Week 4

UNIT NAME: Yellow Journalism and the Kid: The Gilded Age of Comics

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Guided Age literature and comics promoted the growth of regionalism and local color writing</p> <p>Photography was having an impact on the mass media. Because people were increasingly interested in facts and in realistic portrayals of events, they turned to the newspaper industry and realistic representations of life.</p>	<p>How do comics become popular?          How is comics an effective medium for journalism?          How does photography affect journalism and comics?          How does the Gilded Age shape the time and comics?          How does class and race factor into Outcault's strips of New York life?</p>	<p>Students will know Joseph Pulitzer, William Randolph Hearst, and Thomas Nast's influence on modern comics.</p> <p>Research the impact of journalism on New York City and the Society for the Prevention of Cruelty to Children</p> <p>Comics:</p> <ul style="list-style-type: none"> <li>R.F. Outcault's <i>The Yellow Kid</i> strips</li> </ul> <p>Additional Texts:</p> <ul style="list-style-type: none"> <li>Jacob A. Riis' "The Street Arab"</li> <li>Bill Blackbeard's <i>R.F. Outcault's The Yellow Kid: A Centennial Celebration of the Kid Who Started the Comics</i></li> <li>"American Landscapes" (P. 730-733) Holt McDougal <i>American Literature</i></li> </ul> <p>Literature:          Selections from Mark Twain's <i>Life on the Mississippi</i></p> <p>Art:          George Luks' "Allen St."</p> <p>Website:  <i>The Yellow Kid on the Paper Stage</i> <a href="http://xroads.virginia.edu/">http://xroads.virginia.edu/</a></p>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>Yellow Journalism</li> <li>Ashcan School of Art</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>Ashcan influence in the work of R.F. Outcault</li> </ul>	<p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second</p>

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		<a href="#">~ma04/wood/ykid/intro.htm</a>		Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:Common Core State Standards (CCSS)]
<b>Plans:</b>				



Duration: October/Week 5 - October/Week 6

**UNIT NAME: Winsor McCay: Master of the Medium**

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Newly familiar with Sigmund Freud's groundbreaking work in human psychology, American writers and artists began to examine the unconscious motivations that affect human behavior.</p> <p>RL9; RI9</p>	<ul style="list-style-type: none"> <li>• What sets Winsor McCay apart from his contemporaries?</li> <li>• What were popular McCay subject matters?</li> <li>• How is the comic medium appropriate for McCay's work?</li> <li>• How does McCay exemplify Art Nouveau?</li> <li>• How does Vaudeville affect McCay's work?</li> <li>• How do dreams, class, race, technology, values, jingoism, and gender factor into McCay's work?</li> <li>• How does Freud relate to McCay's dream works?</li> </ul>	<p>Comics:</p> <ul style="list-style-type: none"> <li>• McCay's Little Nemo in Slumberland</li> <li>• McCay's Dreams of the Rarebit Fiend</li> <li>• Assorted McCay comics</li> </ul> <p>Films:</p> <ul style="list-style-type: none"> <li>• McCay's Little Nemo</li> <li>• McCay's Gertie the Dinosaur</li> <li>• McCay's Sinking of the Lusitania</li> </ul>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Vaudeville</li> <li>• Art Nouveau</li> <li>• Surrealism</li> <li>• Id, Ego, and Superego</li> <li>• Jingoism</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Identify Art Nouveau in the works of Winsor McCay</li> </ul> <p>Apply Freudian criticism to McCay's strips of dreams</p>	<p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12)        [State:Common Core State Standards (CCSS)]        RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12)        [State:Common Core State Standards (CCSS)]        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. (11, 12)        [State:Common Core State Standards (CCSS)]        W.11–12.1.b-Develop claim(s) and counterclaims fairly and</p>

				<p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and</p>
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				persuasively. (11, 12) [State:Common Core State Standards (CCSS)]
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**Plans:**

Duration: October/Week 7 - October/Week 8

UNIT NAME: Herriman's Krazy Kat and the Modernist Movement

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Americans in the first half of the 20th century consciously moved away from the traditions of their past and embraced all things modern.</p> <p>Many American writers and artists began to see the world with a new cynicism following World War I and the Great Depression.</p> <p>A developing mass culture and ideas that challenged traditional thought provided fodder for writers and artists of the time.</p>	<ul style="list-style-type: none"> <li>• What is modern?</li> <li>• How does Herriman's work reflect the art and literature of the time?</li> <li>• How does war affect modern art and comics?</li> </ul>	<p>The 1913 Armory Show introduces the world to abstraction and modern art with Marcel Duchamp's <i>Nude Descending a Staircase</i>.</p> <p>Comics:          George Herriman's <i>Krazy Kat</i> strips          George Herriman's "Tiger Tea"  <i>Gasoline Alley</i></p> <p>Additional Text:          E.E. Cummings' "Introduction"          Bill Blackbeard's "Introduction"</p> <p>Poetry:          E.E. Cummings</p> <p>Music:          Duke Ellington's "Take the A Train"          Count Basie's "One O'Clock Jump"</p> <p>Art:          Duchamp's <i>Nude Descending a Staircase, No. 2</i>          Picasso's <i>Les Femmes d'Alger (O. J. R. M.)</i>          Dai's <i>The Persistence of Memory</i></p>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Modernism</li> <li>• Avante Garde</li> <li>• Dada</li> <li>• Cubism</li> <li>• Abstract</li> </ul> <p>Differentiate between different styles of art and literature</p>	<p>RL.11–12.2-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.5-Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)</p>

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				<p>[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				

Duration: November/Week 9 - November/Week 10

UNIT NAME: Comic "Books" and the Golden Age of Superheroes

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Heroes reflect the values of a culture.</p> <p>Stories of heroes occur across culture and time.</p>	<ul style="list-style-type: none"> <li>• Why do we create heroes?</li> <li>• How has Superman affected comics?</li> <li>• How has pulp fiction affected comics?</li> <li>• How does the commerce and consumption of comics affect the comic books of the 1930's and 40's?</li> </ul>	<p>Comics:</p> <ul style="list-style-type: none"> <li>• Action Comics #1</li> <li>• Detective Comics #27</li> </ul> <p>Additional Text:</p> <ul style="list-style-type: none"> <li>• Umberto Eco's "Myth of Superman"</li> <li>• Ian Gordon's "The Comic Book: Comics as an Independent Commodity, 1939-1945" from <i>Comic Strips and Consumer Culture</i></li> <li>• Dashielle Hammett's "The Scorched Face"</li> </ul>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Myth</li> <li>• Hero</li> <li>• Comic Book</li> <li>• Pulp Fiction</li> <li>• Hard-boiled Fiction</li> <li>• Film Noir</li> </ul>	<p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)        [State:Common Core State</p>

				<p>Standards (CCSS) RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.2.a-Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.2.b-Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.2.c-Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among</p>
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				<p>complex ideas and concepts. (11, 12)[State:Common Core State Standards (CCSS)] W.11–12.2.d-Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.2.e-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:Common Core State Standards (CCSS)] W.11–12.2.f-Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11, 12) [State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				



Duration: November/Week 11 - November/Week 12

UNIT NAME: EC Comics and the Seduction of the Innocent

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>McCarthyism and the Comics Code censor a medium.</p>	<p>What is McCarthyism and how does it affect America?            What is the Comics Code?            What affect does the Comics Code have on the medium?            What affect does Mad magazine have on comics? On Modern humor?</p>	<p>The terms Juvenile Delinquency and Teenager emerge during the 1940's and 50's.            Comics were the center of a U.S. Senate hearing on Juvenile Delinquency.            Studies conducted by Frederick Wertham found that reading comics would cause teenagers to become violent, immoral, and blind.</p> <p>Comics:</p> <ul style="list-style-type: none"> <li>• EC Horror Comic Books</li> <li>• "Murder, Morphine, and Me"</li> <li>• Gaines' "The Whipping"</li> <li>• Kurtzman's <i>Mad Magazine</i> and "Howdy Dooit"</li> </ul> <p>Additional Texts:</p> <ul style="list-style-type: none"> <li>• Nyberg's "Comics, Critics, and Children's Culture"</li> <li>• Wertham's <i>Seduction of the Innocent</i></li> </ul> <p>Films:</p> <ul style="list-style-type: none"> <li>• <i>Invasion of the Body Snatchers</i></li> <li>• <i>Blackboard Jungle</i></li> <li>• <i>The Twilight Zone</i></li> </ul> <p>Songs:</p> <ul style="list-style-type: none"> <li>• Bill Haley and the Comets' "Rock Around the Clock"</li> </ul>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Juvenile Delinquency</li> <li>• McCarthyism</li> <li>• Grotesque</li> <li>• Science Fiction</li> <li>• Satire</li> </ul> <p>Participate in a Socratic Circle connecting thematic content of the 1950's film <i>Invasion of the Body Snatchers</i> with comics and culture of the time.</p>	<p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.8-Delineate and evaluate the reasoning in seminal U.S. 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). (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance</p>

		<ul style="list-style-type: none"><li>• Frankie Lymon's "I'm Not a Juvenile Delinquent"</li><li>• Bob Dylan's "Talkin' John Birch Paranoid Blues"</li></ul>	<p>(including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:Common Core State Standards (CCSS)] SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)]</p>
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				<p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				

Duration: December/Week 13 - December/Week 14

**UNIT NAME: The 1960's and the Silver Age of Superheroes**

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Heroes reflect the values of a culture.</p>	<ul style="list-style-type: none"> <li>• How has the hero comic changed since the 1930's and 40's?</li> <li>• Why would people forego DC for Marvel?</li> <li>• Why would comic heroes reemerge in the 1960's?</li> <li>• What is Pop Art?</li> <li>• What does Pop Art ask viewers to consider?</li> <li>• How do comics fit into Pop Art culture?</li> </ul>	<p>College students who grew up reading DC Comics are now buying Marvel Comics.</p> <p>Comics:</p> <ul style="list-style-type: none"> <li>• The Amazing Spiderman #1</li> <li>• Uncanny X-Men #1</li> <li>• Jack Kirby's "Street Code"</li> </ul> <p>Art:</p> <ul style="list-style-type: none"> <li>• Andy Warhol's "Campbell's Soup"</li> <li>• Roy Lichtenstein's "Drowning Girl"</li> <li>• Roy Lichtenstein's "Whaam"</li> <li>• Roy Lichtenstein's "Image Duplicator"</li> </ul> <p>Music:</p> <ul style="list-style-type: none"> <li>• "That Doggie in the Window?"</li> <li>• Bob Dylan's "Blowin' in the Wind"</li> </ul>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Realism</li> <li>• Pop Art</li> <li>• Ben-Day Dots</li> </ul>	<p>RL.11–12.2-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the</p>

				<p>same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.1.b-Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11,</p>
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				<p>12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				

Duration: December/Week 15 - December/Week 16

UNIT NAME: Meanwhile Underground...

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Both Marvel and Underground Comics reject the traditional corporate comic model.</p> <p>Writers have both record and reflected upon the civil rights movement of the 1950s and 1960s.</p>	<ul style="list-style-type: none"> <li>• What are Underground Comix?</li> <li>• What do Marvel Comics and Underground Comix have in common?</li> <li>• What do Crumb and Kirby have in common?</li> <li>• How are Crumb and Kirby different?</li> <li>• What do Underground Comix have in common with confessional poets of the late 50's early 60's?</li> </ul>	<p>Underground Comix were developed as a counter culture reaction to the traditional comic model. Many of these comics dealt with previously taboo subject matter: sex, drugs, and excessive violence. Because of this movement's subject matter comics representing the time must be carefully chosen.</p> <p>Comics:            R. Crumb's "A Short History of America"            R. Crumb's "Treasure Island"            R. Crumb's "Footsy"            Harvey Pekar's "Cleveland"</p> <p>Poetry:            A Brief Introduction to Confessional Poetry            Sylvia Plath's "Daddy"            John Berryman's "Dream Song 1"</p>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Underground Comix</li> <li>• Psychedelic</li> <li>• Catharsis</li> <li>• Confessional Poetry</li> <li>• Hyper Realism</li> </ul>	<p>RL.11–12.2-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.5-Analyze how an author's choices concerning how to structure specific parts of</p>

				<p>a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11, 12)[State:Common Core State Standards (CCSS)] RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				



Duration: January/Week 17 - January/Week 18

UNIT NAME: Watchmen and the Graphic Novel

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>The modern novel overturns many traditional story elements and adds norms to provide a more authentic and engaging narrative.</p> <p>Literature of the modern age reflects the uncertainty and anxiety brought on by the realities of war.</p>	<ul style="list-style-type: none"> <li>• What is a Graphic Novel?</li> <li>• Can the success of Watchmen be attributed to the author or the artist?</li> <li>• Does the graphic novel require different reading skills than those required to read a traditional novel?</li> </ul>	<p>Alan Moore's choice of character and plot is influenced by DC.</p> <p>Rorschach's character is inspired by hard-boiled fiction and film noir.</p> <p>Elements of Realism enters comics, specifically super-hero comics in the 1980's.</p> <p>The Doomsday clock is a symbolic clock face that estimates global disaster.</p> <p>The Gordian Knot is a metaphor for an intricate problem associated with Alexander the Great.</p> <p>Watchmen is a Dystopian depiction of the world.</p>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Graphic Novel</li> <li>• Realism</li> <li>• Hard-boiled Fiction</li> <li>• Film Noir</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• The Doomsday Clock</li> <li>• The Gordian Knot</li> </ul>	<p>RL.11–12.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.2-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.3-Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple</p>

				<p>meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.5-Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.6-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.7-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.8-(Not applicable to literature) (11, 12) [State:Common Core State Standards (CCSS)]</p>
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				<p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.b-Develop claim(s) and counterclaims fairly 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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11,</p>
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**Title : The Graphic Novel**  
**Type : Individual**

				12)[State:Common Core State Standards (CCSS)] W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (11, 12)[State:Common Core State Standards (CCSS)]
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**Plans:**

Duration: January/Week 19 - January/Week 20

UNIT NAME: Art Spiegelman and the Future of Comics

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>The years between World War II and the present brought dramatic changes in the subjects and forms of literature, as well as a wider variety of authors represented.</p>	<p>How does Raw magazine revolutionize the comic industry?</p> <p>How does Spiegelman's <i>Maus</i> relate to literature of the present?</p> <p>How do the comics of Joe Sacco relate to the origins of the medium?</p>	<p>Comics:</p> <ul style="list-style-type: none"> <li>• Raw Magazine</li> <li>• Art Spiegelman's <i>Maus</i></li> <li>• Art Spiegelman's <i>In the Shadow of No Towers</i></li> <li>• Chris Ware's <i>Jimmy Corrigan: The Smartest Kid on Earth</i></li> <li>• Joe Sacco's <i>Palestine</i></li> <li>• Marjane Satrapi's <i>Persepolis</i></li> </ul>	<p>SWBAT</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Biography</li> <li>• Autobiography</li> </ul> <p>Participate in a Socratic Circle analyzing Spiegelman's <i>Maus</i></p> <p>Use Comics Language established from McCloud's <i>Understanding Comics</i> to analyze and interpret Spiegelman's <i>Maus</i></p>	<p>RL.11–12-Reading Standards for Literature (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>Key Ideas and Details (11, 12)        [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.1.b-Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)        [State:Common Core State</p>

				<p>Standards (CCSS) 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. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are</p>
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**Title : The Graphic Novel**  
**Type : Individual**

				<p>addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)]</p>
<b>Plans:</b>				