

## Understanding by Design Unit Template\*

<b>Title of Unit</b>	Teaching Reading Strategies Through Graphic Novels	<b>Grade Level</b>	Secondary III-V (SELA & DBE)
<b>Curriculum Area</b>	English Language Arts	<b>Time Frame</b>	3-8 weeks (depending upon grade-level and term / timeframe)
<b>Developed By</b>	Matthew Kennedy		

### Identify Desired Results (Stage 1) Starting at the end

**Competencies (from the MEES' SELA & DBE Programs)**

- Competency 1: Uses language/talk to communicate and to learn**  
**Competency 2: Reads and listens to written, spoken, and media texts**  
**Competency 3: Produces texts for social or personal purposes**

Understandings	Essential Questions
<p><i>Students will understand that.... (3-5 understandings). These are core, enduring concepts.</i></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● comics are not just for kids, and that graphic novels are highly important for reflecting, representing, and exploring contemporary art / literature, culture, and society;</li> <li>● readers must consciously and conscientiously deploy reading strategies in order to successfully unpack a media text;</li> <li>● authors purposefully and intentionally use and experiment with literary terms;</li> <li>● media texts are constructed in particular contexts, for specific audiences, and with clear purposes;</li> <li>● one can “read” an image much as they decode conventional text.</li> </ul>	<p><i>Understandings turned into key questions. These are questions that professionals dealing with this area ponder. These questions do not have one correct answer. They are meant to engage students in deep thought and are used to guide the students throughout the unit.</i></p> <ul style="list-style-type: none"> <li>● Is a picture really worth a thousand words?</li> <li>● Why are graphic novels so popular today?</li> <li>● How do graphic novels illuminate narratives / issues in ways that traditional texts do not? (Or do they really?)</li> <li>● How do authors use literary terms and graphic novel structures to influence their readers' interpretation/perception and understanding of a text?</li> <li>● How are graphic novels (and other graphic representations) more accessible than other kinds of media texts (compared to, for example, traditional novels)?</li> <li>● How is drawing a useful activity in the ELA classroom?</li> <li>● How do reading strategies help us to more effectively navigate, interpret, and respond to a literary text?</li> </ul>
	<p><b>Related Misconceptions</b></p> <p><i>What do students typically misunderstand about this content? It is not what they don't know – it is what they know but is incorrect.</i></p> <ul style="list-style-type: none"> <li>● Comics are just for kids.</li> <li>● “Reading” images is easy.</li> <li>● Reading strategies are just for emergent / struggling readers.</li> <li>● Graphic novels aren't a “real” or serious form of literature.</li> </ul>
<b>Knowledge</b>	<b>Skills</b>

<p>Factual information with a correct/incorrect answer e.g. Dates, terms, vocabulary words.</p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>• how to define specific reading strategies (making predictions / inferences / connections, determining importance, summarizing, asking questions, synthesizing);</li> <li>• important structural elements of the graphic novel genre (frames, speech/thought bubbles, etc.);</li> <li>• the origins and evolution of the graphic novel genre.</li> </ul>	<p>Make sure to include transferable skills. Each one must be accompanied by an action verb.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• select and deploy appropriate reading strategies for specific contexts (competency 2);</li> <li>• identify, explain, and use structural elements, codes, and conventions of the graphic novel genre (competencies 1 &amp; 3);</li> <li>• isolate / explain the sociocultural impact / relevance of a text – orally &amp; in writing (competencies 1 &amp; 3);</li> <li>• actively / confidently participate in book club-like discussions with their peers (competencies 1 &amp; 2).</li> </ul>
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## Assessment Evidence (Stage 2): Summative Assessment

### Performance Task Description (separate sheets -- see below)

<b>Role</b>	Vlog-style book talk
<b>Audience</b>	Graphic novel enthusiasts
<b>Format</b>	Students will create a vlog-based book talk using an online platform / app
<b>Topic</b>	Understanding Graphic Novels

## Learning Plan (Stage 3): Formative Assessments

<b>Pre-assessment</b>	<b>Fray Model:</b> Students will complete an activity to assess their current level of understanding of / knowledge about graphic novels and comics. <b>See attached.</b>
<b>Entry Point</b>	<b>Think, Pair, Share:</b> Students will read <a href="#">Jessica Abel's comic strip</a> as an introduction to the graphic novel genre and will then will pair up to reflect upon the comic and share their reactions with the class.
<b>Differentiate by Readiness</b>	<b>Tiered Learning through “Graphic Novels in Film” Activity:</b> Students will choose from among the following adaptations of graphic novels and will answer questions based on their individual reading readiness levels: <i>Scott Pilgrim vs. the World</i> , <i>Persepolis</i> , <i>The Dark Knight</i> , <i>Ghost World</i> . <b>See attached.</b>
<b>Differentiate by Interest</b>	<b>Questionnaire:</b> Students will complete a questionnaire. Based on the data collected, the teacher will assign each student a graphic novel that is appropriate to their reading level and which reflects their interests. <b>See attached.</b>
<b>Differentiate by Learning Profile and choice</b>	<b>Tic-Tac-Toe:</b> Students will complete a Tic-Tac-Toe activity which will allow them to choose 3 of 9 activities, with each activity targeting one of the following areas: knowledge, analysis, and creativity. <b>See attached.</b>
<b>Self-Evaluation</b>	Students will complete a self-evaluation of their participation in their mini-book club groups, 3 times throughout the term / unit. <b>See attached.</b>
<b>Other Evidence: Mini Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Exit cards</li> <li>• Journaling exercises</li> <li>• In-class “Tweets” and other social media-esque responses</li> <li>• Kahoot! Quizzes</li> <li>• Responses via online <a href="#">polls</a> and other sharing apps/platforms</li> </ul>
<b>Lesson Plans</b>	See below for sample lesson plans

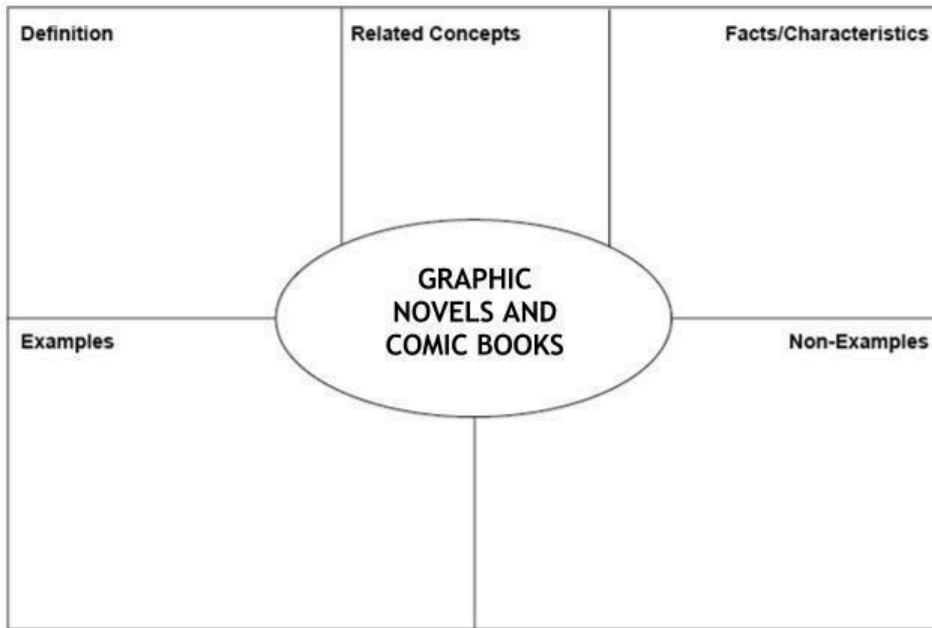
\* Developed by Dr. Karen Gazith (McGill), and adapted/formatted further by Matthew Kennedy, from: Wiggins, Grant, and McTighe’s book *Understanding by Design* (1998).

### Summative Assessment: RAFT

Role	Audience	Format	Topic
Students will perform the role of vlogger.	The immediate audience for each student consists of their peers and teacher, but, more broadly, their audience also consists of graphic novel enthusiasts and critics of art, literature, and culture.	Students will complete a 3-5 minute vlog using an online platform such as <a href="#">Screencastify</a> or an iPad application such as <a href="#">Adobe Spark</a> .	Students must summarize, interrogate, illuminate, and critique the narrative(s) introduced in, and issues raised by, their assigned graphic novel.

**Pre-Assessment Activity: Frayer Model**

**Instructions:** Demonstrate your understanding of the graphic novel and comic book genres by completing this chart:



Students will complete one of the following exercises, based on their respective levels of readiness (as determined by their teacher; activities are listed in ascending order according to difficulty).

**Activity: Film Summary**

**Film choices:** *Scott Pilgrim vs. the World*, *Persepolis*, *The Dark Knight*, *Ghost World*.

**Instructions:** On Google Classroom, write a 250 word (+/- 50 words) **summary** of the film you chose by following these prompts:

- 1) Tell how film **begins**.
- 2) List **3-5 important events** that happened in the film (not counting the beginning and the end).
- 3) Explain how the film **ends**.

**Activity: Film Reflection**

**Film choices:** *Scott Pilgrim vs. the World*, *Persepolis*, *The Dark Knight*, *Ghost World*.

**Instructions:** On Google Classroom, write a 250 word (+/- 50 words) **reflection** on the film you chose by following these prompts:

- 1) Introduce the film's **key literary elements** (characters, setting, plot).
- 2) Identify the overarching **theme** of the film.
- 3) Explain the **relevance** of the theme to the **context** of its action.

**Activity: Film Review**

**Film choices:** *Scott Pilgrim vs. the World*, *Persepolis*, *The Dark Knight*, *Ghost World*.

**Instructions:** On Google Classroom, write a 250 word (+/- 50 words) film review in response to the film you selected. Please be sure to introduce the film and its context, and then move onto identify and briefly contextualize a theme in terms of its relevance to the plot. Finally, illuminate how the theme reflects a situation you have experienced in your own life or have observed elsewhere in art or society.

## Tic-Tac-Toe Activity

**Instructions:** Read the contents of each box and **check** the activities that you would like to complete. You must form your tic-tac-toe line **diagonally OR down** (and *not* across).

<p style="text-align: center;"><input type="checkbox"/> <b>Write a Poem</b></p> <p>Compose a poem in any style using words, images, or a combination of the two. Complete this on paper or via an online platform we've used in class.</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Create a Collage</b></p> <p>Create a one-page collage using the iPad app PicCollage. Choose words and images that reflect an important theme in your graphic novel.</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Draw a One-Page Comic</b></p> <p>Either by hand or with the ComicBook! iPad app, create a comic strip to imagine an alternate ending to your graphic novel.</p>
<p style="text-align: center;"><input type="checkbox"/> <b>Create Flashcards</b></p> <p>Choose 3-5 reading strategies and 3-5 literary terms we have covered this term. Write the strategy/term on one side of a cue card and each definition (in your own words) on the other side. Be sure to spruce up the cards with colour and images/drawings.</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Free Choice!</b></p> <p>Send an email to your teacher outlining a proposal for an activity that will test your and your peers' knowledge.</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Create a Kahoot! Quiz</b></p> <p>Choose 3-5 reading strategies and 3-5 literary terms we have covered thus far and create a multiple choice <i>Kahoot!</i> Quiz. Don't forget to add images to each slide. Be sure to share your quiz with your teacher.</p>
<p style="text-align: center;"><input type="checkbox"/> <b>Song/Novel Comparison/Contrast</b></p> <p>Find a song on the internet that shares a common theme or idea with your graphic novel. Compare (=similarities) and contrast (=differences) between the song and the novel in a 2-3 minute selfie video using your smartphone or a class iPad.</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Music Video Reflection</b></p> <p>Find a music video on the internet that shares a common theme with your graphic novel. Copy and paste a link to the video in a Google document and explain which media text is more effective in illustrating the theme by completing a typed 150-200 word reflection.</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Poem Annotation</b></p> <p>Find a poem that shares a common theme or concept with your graphic novel. Complete an annotation (minimum 10 annotations) of the poem by copying and pasting its verses into a Google Doc and using the comment function to analyze important words/lines.</p>

Blue = Creative Activity

Yellow = Knowledge Activity

Green = Analysis Activity

**Note:** This activity was developed from a template found in Westphal's *Differentiating Instruction with Menus* (2009).

## Graphic Novel Questionnaire

**Instructions:** Complete the following questionnaire based on your personal interests and preferences. Your answers will be used to assign a graphic novel for you to read this term.

1. Have you ever read a graphic novel before? If no, move on to the next question. If yes, list the title of each graphic novel you've read (at home or at school).

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0. Do you prefer fiction OR non-fiction? (circle one)

0. If you like comic books, list the titles you have read. If not, move on to Question 4.

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0. Do you prefer comic books or manga? (circle one)

0. Which of the following would you be most interested in learning more about? Use the lines provided to rank the options in order of preference (1 = most interested / 4 = least interested)

Gender                  Race/racism                  Class                  Disability

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

0. Which of the following genres are you most interested in? Use the lines provided to rank the options in order of preference (1 = most interested / 6 = least interested)

Stories about Growing up                  History Stories                  Stories about Politics  
Adventure Stories                  Super Heroes                  Science Fiction/Fantasy Stories

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_

**Note:** This questionnaire was adapted from a previous questionnaire I created with my colleague, Stephanie Pizzuto.

## Sample Lesson #1

Lesson Plan

Teacher Name:

	<b>Group:</b> ? <b>Date:</b> ? <b>Duration:</b> 60 minutes (10:30-11:30)	<b>Course:</b> English <b>Cycle/Year:</b> III <b>Location:</b> ?
<b>Learning Opportunities</b>	<ol style="list-style-type: none"> <li>By the end of today's class, students will be able to demonstrate their general interests by wrapping up an "Interest-a-lyzer" activity, and, more specifically, they will also be able to demonstrate their tastes in terms of fiction by completing a questionnaire.</li> <li>By the end of today's class, students will be able to demonstrate their reading comprehension readiness by completing a practice reading exercise.</li> </ol>	
<b>Big Idea</b>	Improving reading comprehension through graphic novel study	
<b>ELA Competencies</b>	Competency 1: Speaking (fun attendance) Competency 2: Reading (questions/questionnaire) Competency 3: Production/writing (questions + sample)	
<b>Prof. Comp. + Teaching Skills</b>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 6, 8, 10, 12</li> </ul>	
<b>Student Skills</b>	Reading comprehension, personal reflection	
<b>Materials</b>	Interestalyzer, reading comprehension exercise, graphic novel questionnaire	
<b>Time</b>	<b>Plan</b>	
10:30 - 10:35  10:35 - 10:50 10:50 - 11:00 11:00 - 11:30	<b>Attendance + business</b> <ul style="list-style-type: none"> <li>Fun Attendance: Where I want to be in 10 years</li> </ul> <b>Learning Activity(ies) and/or Tasks</b> <ol style="list-style-type: none"> <li>Complete <a href="#">Interest-a-lyzer</a></li> <li>Complete Graphic Novel Questionnaire</li> <li>Reading Comprehension Exercise (Diagnostic)</li> </ol>	
<b>Assessment</b>	Interestalyzer, reading comprehension exercise, graphic novel questionnaire	



## Sample Lesson #2

**Lesson Plan**

**Teacher Name:**

	<b>Group:</b> ? <b>Date:</b> ? <b>Duration:</b> 60 minutes	<b>Course:</b> English <b>Cycle/Year:</b> III <b>Location:</b> ?
<b>Learning Opportunities</b>	<ol style="list-style-type: none"> <li>1. By the end of today's class, students will be able to explore the reading strategy "making predictions" to "judge a book by its cover."</li> <li>2. By the end of today's class, students will be able to demonstrate their ability to apply the aforementioned strategy by writing a short outline (one paragraph of 5 sentences) of the book's contents before even opening it.</li> <li>3. By the end of today's class, students will be able to demonstrate their writing readiness by completing anticipation questions about their graphic novel.</li> <li>4. By the end of today's class, students will be able to identify 3 features of a graphic novel.</li> </ol>	
<b>Big Idea</b>	Improving reading comprehension through graphic novel study	
<b>ELA Competencies</b>	Competency 1: Speaking (fun attendance) Competency 2: Reading (making predictions + anticipation questions) Competency 3: Production/writing (questions + paragraph)	
<b>Prof. Comp. + Teaching Skills</b>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 6, 7, 8, 10, 12</li> </ul>	
<b>Student Skills</b>	Reading strategies, teamwork, paragraph writing	
<b>Materials</b>	Graphic novels, exercises/handouts, highlighters, iPad, laptop	
<b>Time</b>	<b>Plan</b>	
10:30 - 10:35	<b>Attendance + business</b> <ul style="list-style-type: none"> <li>• Fun Attendance: A superpower I wish I had, and why!</li> <li>• Introduce Reading Groups</li> </ul>	
10:35 - 10:45	<b>Learning Activity(ies) and/or Tasks</b> <ol style="list-style-type: none"> <li>1. Hook/Intro: <a href="#">What is a graphic novel?</a> (guided highlighting activity)           <ul style="list-style-type: none"> <li>• Each group is assigned panels of a comic</li> <li>• They highlight keywords, and then write 1-2 elements on the board</li> </ul> </li> </ol>	
10:45 - 11:00	<ol style="list-style-type: none"> <li>2. Activity Part 1: Judging a book by its cover (individual activity)           <ul style="list-style-type: none"> <li>• Distribute books</li> <li>• Watch this <a href="#">short video</a> (to 3:50 seconds)</li> <li>• Complete Activity</li> </ul> </li> </ol>	
11:00 - 11:15	<ol style="list-style-type: none"> <li>3. Activity Part 2: Anticipation Guide/Questions (students may work together for answers)           <ul style="list-style-type: none"> <li>• If we have time, students may share their Anticipation Questions with the group next to them</li> </ul> </li> </ol>	
11:15 - 11:30 11:30	<ol style="list-style-type: none"> <li>4. Activity Part 3: Short plot outline (individual activity)</li> <li>5. Exit card: Students will list 3 elements of the graphic novel on a post-it note</li> </ol>	
<b>Assessment</b>	Formative assessments: correct and review all three learning activities	

### Sample Lesson #3

**Lesson Plan**
**Name:**

	<b>Group:</b> ? <b>Date:</b> ? <b>Duration:</b> 60 minutes (10:30-11:30)	<b>Course:</b> English <b>Cycle/Year:</b> III <b>Location:</b> ?
<b>Learning Opportunities</b>	<ol style="list-style-type: none"> <li>By the end of today's class, students will be able to demonstrate their understanding of the reading strategy <i>making predictions</i> and their knowledge of the graphic novel genre by completing an online quiz.</li> <li>By the end of today's class, students will be able to explain and use the reading strategy <i>making inferences</i>.</li> <li>By the end of today's class, students will be able to demonstrate their ability to summarize text.</li> </ol>	
<b>Big Idea</b>	Improving reading comprehension through graphic novel study	
<b>ELA Competencies</b>	Competency 1: Speaking (fun attendance and sharing summaries) Competency 2: Reading (graphic novel reading groups) Competency 3: Production/writing (formative post-its, summary, guided notes)	
<b>Prof. Comp. + Teaching Skills</b>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 6, 7, 8, 10, 12</li> </ul>	
<b>Student Skills</b>	Using reading strategies, reading comprehension, collaboration / teamwork	
<b>Materials</b>	Graphic novels, guided notes, iPads, SMART board	
<b>Time</b>	<b>Plan</b>	
10:30 - 10:35	<b>Attendance + business</b> <ul style="list-style-type: none"> <li>Fun Attendance: My favourite cartoon</li> </ul>	
10:35 - 10:45	<b><u>Learning Activity(ies) and/or Tasks</u></b> <ol style="list-style-type: none"> <li>Pre-assessment: Review Quiz -- Kahoot! (online)           <ul style="list-style-type: none"> <li>Students use Smartphones and iPads to answer questions (individual or in pairs) on the reading strategy <i>making predictions</i> and on the graphic novel form (content taught last class).</li> </ul> </li> </ol>	
10:45 - 10:50	<ol style="list-style-type: none"> <li>Hook: <a href="#">Inference Cartoon</a> <ul style="list-style-type: none"> <li>On a Post-it Note, students provide a one-sentence definition of the term <i>inference</i>, based on their viewing.</li> </ul> </li> </ol>	
10:50 - 11:00	<ol style="list-style-type: none"> <li>Activity 1: Reading Strategy: Making Inferences           <ul style="list-style-type: none"> <li>Students will watch and follow prompts from <a href="#">this video</a>, with guidance from their teacher, and will respond to prompts in their notebook.</li> </ul> </li> </ol>	
11:00 - 11:20	<ol style="list-style-type: none"> <li>Activity 2: In-class Reading Groups           <ul style="list-style-type: none"> <li>Students will begin reading their graphic novels, in pairs.</li> <li>Students will use the guided notes provided, and place them in their file folders for review.</li> </ul> </li> </ol>	
11:20 - 11:30	<ol style="list-style-type: none"> <li>Activity 3: Pre-assessment for next week's reading strategy (= summarizing)           <ul style="list-style-type: none"> <li>Each group will write a 3 sentence summary of what happened in the first few pages of the graphic novel on a post-it note. One member from each group will share their summary with the class, and will stick the post-it note in one of the student's file folders.</li> <li>Next week, I will provide formal instruction on this reading strategy (I introduce one new strategy each week).</li> </ul> </li> </ol>	
<b>Assessment</b>	Formative assessments: correct and review material from learning activities / post-it notes	