

Graphic Novel Study: American Born Chinese by Gene Luen Yang

Accepting your Identity and Uncovering Stereotypes

How can you stay true to yourself in the face of judgement?

English Language Arts 8

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American Born Chinese

Topic: Novel Study

Grade: ELA 8

Timeline: 24 Lessons – 45 min/90 min classes (approx. 5 weeks)

1. Unit Overview:

- *American Born Chinese* is a thematic unit designed to teach grade 8 English Language Arts novel, through the examination of characters and exposure to an alternative text format (the graphic novel).
- **Daily Instruction:** Every lesson begins with a 10-20 minute DEAR time (Drop Everything And Read) in which students read a text of their choice. The day's chapter will then be read out loud while also being displayed on the Smart Board. The chapter may be read entirely by the teacher or "reader theatre" style by the students depending on the capabilities and preference of the class. Throughout the reading, the teacher will stop at important points in the novel to discuss key passages, new words, and/or specific structural aspects of the graphic novel. The new content taught within this unit will involve the specific novel's theme, characters, and meaning, as well as the parts of a graphic novel, and the pros and cons of the graphic novel format. There will also be ongoing discussion about racism, stereotypes, and staying true to

yourself using both the novel and the student's lives as a basis for discussion.

- **Practice and Application** - The chapter will be either preceded or followed (or sometimes both) by Quick Writes that directly relate to the particular themes or events touched on during the chapter. Students will also participate in graffiti brainstorming, discussion in pairs, groups, and as a class; as well as working on two of the major assignments within this unit (character sketch/writing their own graphic novel).
- **Character Sketch** – One of the major assignments in this unit involves students examining a character's actions, words, and appearance in order to discover their motives, values, and character traits. The full explanation of this assignment can be found in the Unit Assessment Appendix.
- **Writing a Graphic Novel** – The main assignment in this unit involves students writing their own story that examines stereotypes or accepting your identity (two of the major themes within the featured novel) and then converting it into a graphic novel format. The full explanation of this assignment can be found in the Unit Assessment Appendix.
- **Assessment and Evaluation** – In this unit, students will be assessed in a few different ways. Daily assessment includes teacher observation,

participation in class (including discussion), and quick writes. Other assessments include a character sketch, one quiz, and writing a graphic novel which will all be teacher assessed.

- **Presentation** –Students will receive a “Unit Outline” at the beginning of this unit, outlining the unit overview, and assessments. Students will also receive an assignment sheet and rubric at the introduction of every major assignment.

2. Rationale:

- **Program of Studies** – *American Born Chinese* satisfies many of the requirements of the Alberta Curriculum through general and specific learning objectives.
- **Connections** – This unit follows a unit on Legends and Myths in which students drew a short cartoon depicting an original legend. The story *American Born Chinese* adapts the very famous Chinese Legend of the Monkey King and the graphic novel style will be familiar after students have just completed a short cartoon assignment. The next unit will be a novel study on “Freak the Mighty”. After the *American Born Chinese*

novel study students will be familiar with the read/write/discuss format that is common for novel studies.

- **Content and Activities** – The specific activities chosen for this unit allow a large amount of choice for students with varying interest levels and abilities while still allowing them to demonstrate their understanding. Because the novel is in a graphic novel format, it has the ability to engage reluctant readers and those who struggle with reading.

3. English Language Arts Strands:

- This unit incorporates all six of the English Language Arts Strands, through everyday instruction, application, and assessment.
- **Listening and Speaking** happen daily via either direct instruction, or the novel being read out loud, sometimes by the students themselves. There is also daily discussion about the themes being explored throughout the novel.
- **Reading and Writing** also happens every day. As well as being read to, students are expected to read along and sometimes read out loud. Quick Writes insure daily writing and students write their own stories when they write their own graphic novels.

- **Viewing and Representing** happen in a few different ways. Because of the unique aspects of graphic novels, viewing is an integral part of understanding what is going on within the story. Students may choose to represent their character visually during their character sketch and all students will end up representing their own stories when they write their own graphic novels.

- **ELA Strand Graphic Organizer:**

Reading	Writing	Listening	Speaking	Viewing	Representing
Reading the novel	Quick writes	Reading the novel	Reading the novel	Reading the novel	Character Sketch
Quiz	Character Sketch	Discussions in class	Discussions in class		Writing your own Graphic Novel
Character Sketch	Write your own Graphic Novel	Direct Instruction			
Write your own Graphic Novel	Quiz				

4. General and Specific Learner Objectives:

Students will listen, speak, read, write, view, and represent to:

1) *Explore thoughts, ideas, feelings and experiences.*

1.1) Revise understanding and expression of ideas by connecting new and prior knowledge and experiences.

1.1) Review, reread and reflect on oral, print and other media texts to explore, confirm or revise understanding.

- 1.1) Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences.
- 1.2) Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.
- 1.2) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

2) Comprehend and respond personally and critically to oral, print and other media texts.

- 2.1) Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life.
- 2.1) Choose and use strategies for word identification, vocabulary development and spelling that build on specific strengths or address areas for improvement.
- 2.2) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs.
- 2.2) Write and represent narratives from other points of view.
- 2.2) Explain connections between own interpretation and information in texts, and infer how texts will influence others.
- 2.2) Make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts.
- 2.2) Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others
- 2.2) Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences.
- 2.2) Discuss various ways characters are developed and the reasons for and plausibility of character change.
- 2.2) Discuss how techniques such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts.
- 2.3) Identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective.
- 2.4) Retell oral, print and other media texts from different points of view.
- 2.4) Create oral, print and other media texts with both main and minor characters.

4) Enhance the clarity and artistry of communication.

- 4.1) Share draft oral, print and other media texts in a way that will elicit useful feedback.
- 4.1) Evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions.
- 4.1) Revise by adding words and phrases that emphasize Important ideas or create dominant impressions.
- 4.1) Experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood.
- 4.1) Revise by adding words and phrases that emphasize important ideas or create dominant impressions
- 4.1) revise to enhance sentence variety, word choice and appropriate tone
- 4.1) enhance the coherence and impact of documents, using electronic editing functions
- 4.1) Experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood.
- 4.2) use words and phrases to modify, clarify and enhance ideas and descriptions in own writing.
- 4.2) use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting
- 4.2) develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts
- 4.2) use parentheses appropriately in own writing

5) Respect, support and collaborate with others.

- 5.1) Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts.
- 5.1) Use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities.

5. **Essential Questions:**

The essential questions students should think about throughout this unit are:

How can you stay true to yourself in the face of judgement from your peers?

Why do stereotypes exist? Are they ever accurate? Can a stereotype ever be positive? What is the connection between stereotypes and racism/sexism/etc.?

6. **Texts and Materials:**

- **Technology** – Smartboard, whiteboard, PowerPoint, computers, E-book version of *American Born Chinese* by Gene Luen Yang
- **Miscellaneous** – Whiteboard markers, newsprint, various examples of graphic novels, as many hardcopies of *American Born Chinese* as possible

7. Organization and Structure: (Thick Line Represents Easter Break)

<p>Lesson 1 – double block (March 13)</p> <ul style="list-style-type: none"> - Hand out Folders, put names on them and class - Name game - Survey - Attention - Unit outline <p>What is a Graphic Novel?</p> <ul style="list-style-type: none"> - In groups write down everything you know about graphic novels - Talk about as a class - Powerpoint: - Advantages and limitations - Use graphic novel examples: ojingogo, mercury, The G.N.B, one soul <p>Quick write: Do you already read graphic novels? How did you feel about them before this class? What is your opinion on graphic novels after this class? Have you learned anything new today? How do you feel about the upcoming Graphic Novel Unit?</p>	<p>Lesson 2 (March 14)</p> <ul style="list-style-type: none"> - Introduce Vocabulary wall - Introduce Novel <p>Read Ch. 1</p> <ul style="list-style-type: none"> - Background on the Monkey King and the Journey to the West <p>Quick Write: How do you feel about the Monkey King as a character? What do you think will happen next?</p>	<p>Lesson 3 – double block (March 15)</p> <ul style="list-style-type: none"> - Quick Write: "It's easy to become anything you wish, so long as you're willing to forfeit your soul." - What do you think this means? Give some examples. Is it true? Do you think it would be wrong to do that? How would it change who you are? - Read Ch. 2 to pg.29 - Quick Write: "How has your understanding of this quote changed? What sort of things would a person give up to forfeit their soul? What would be worth forfeiting your soul for? What do you think this means in the story (What might it foreshadow)? - Quick Write: Have you ever been in a new environment where you didn't necessarily "fit in?" How did this make you feel? Describe the situation. (optional sharing) - Read rest of Ch. 2 - Reading Between the lines: What can we infer about Wei-Chen from his words, actions and thoughts? <p>(Worksheet – intro to character analysis process)</p>
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<p>Lesson 4-(March 19)</p> <ul style="list-style-type: none"> - 5 minute quick write on thoughts/feelings on stereotypes - What is a stereotype? Examples? - (youtube: The Breakfast Club end scene) - Read Ch. 3 - List instances of stereotyping within Ch. 3 - Quickwrite: <p>How have you been personally affected by stereotypes?</p>	<p>Lesson 5 – double block (March 20)</p> <ul style="list-style-type: none"> - Quickwrite: How is it possible to change but still be the same person you were before? Is it possible? What could a person change and still remain the same? What would they change that would change who they are? - Read Ch. 4 - Quickwrite: What has the monkey king changed about himself? How has the monkey king changed as a character? Why (What is his reason for changing?) What is the result of this change when he meets Tze-Yo-Tzuh? - Read Ch. 5 	<p>Lesson 6- (March 21)</p> <ul style="list-style-type: none"> - Read Ch. 6 - Quickwrite: What makes a person legendary? Is it possible for an ordinary person to be legendary? What must he/she do to be remarkable? - Read Ch. 7 - Quickwrite: What makes Wong Lai-Tsao so remarkable? What puts him in the same rank as the other legendary monks? What do you think makes him legendary? - Students get into groups and each group discuss 1 symbol represented so far in novel, share with class.
<p>Lesson 7 – double block (March 22)</p> <ul style="list-style-type: none"> - Read Ch 8 - Quick Write for marks: Write a journal from Jin’s point of view right before he goes to bed the night after his fight with Wei-Chen. What is he thinking about? What’s bothering him? Who doesn’t he want to be, who does he want to be? Describe his reaction to what Greg said, what Suzy said, what he did to Suzy, and what Wei-Chen said and did. Use details. - Introduce Character 	<p>Lesson 8 (Friday) (March 23)</p> <ul style="list-style-type: none"> - No DEAR - Outline of character appearance, action, words and what they tell us about the character - Start Rough draft 	<p>Lesson 9 – double block (March 26)</p> <ul style="list-style-type: none"> - First half: write rough draft for Character Sketch - Second half of class in Computer Lab - Type up final draft of Character Sketch

<p>Sketch</p> <ul style="list-style-type: none"> - Decide what method you will use - Decide your Character - Start outline 		
<p>Lesson 10- (March 27)</p> <p>Ch.9, Ch, 10</p> <ul style="list-style-type: none"> - Quick Write: What would you do in Jin's position?/ What do you think he should do? 	<p>Lesson 11 – double block (March 28)</p> <ul style="list-style-type: none"> - End of Ch. 10 <p>Quick Write: Pretend that you need to explain the following concept to a friend who hasn't read American Born Chinese: "To find your true identity... within the will of Tze-Yo-Tzuh... is the highest of all freedoms." What does this mean? Give examples from the story to support your explanation. How does it relate to the larger story of the book.</p> <ul style="list-style-type: none"> - Graffiti wall of themes, symbols in story, thoughts on the story, stereotypes, etc. - Tal about: - Major themes, symbols 	<p>Lesson 12 –(March 29)</p> <p>Introduce Assignment: Write your own Graphic Novel</p> <ul style="list-style-type: none"> - Idea generating - Outline
<p>Lesson 13 – double block (Friday) (March 30)</p> <ul style="list-style-type: none"> - Outline due end of class 	<p>Lesson 14- (April 2)</p> <ul style="list-style-type: none"> - Start on Rough draft in classroom 	<p>Lesson 15 – double block (April 3)</p> <ul style="list-style-type: none"> - Computer lab booked Work on rough draft
<p>Lesson 16- (April 4)</p> <ul style="list-style-type: none"> - Computer lab booked whole class to work on rough Draft/peer editing 	<p>Lesson 17 – double block (April 5)</p> <ul style="list-style-type: none"> - Computer lab booked - Remaining Peer Edits/ Convert Rough Draft to dialogue/description format - Rough Draft Due end of class: Hand in for teacher edit 	<p>Lesson 18- (April 16)</p> <ul style="list-style-type: none"> - Start on splash page mockup
<p>Lesson 19- double block (April 17)</p> <ul style="list-style-type: none"> - Finish splash page, start rough story 	<p>Lesson 20 – (April 18)</p> <ul style="list-style-type: none"> - Work on rough storyboards 	<p>Lesson 21- double block (April 19)</p> <ul style="list-style-type: none"> - Start on final inks

boards (pencils) - Second half: gallery walk of splash page, make comments		
Lesson 22 (Friday) (April 20) - Final inks	Lesson 23- double block (April 23) Graphic Novel Due at end of class OR beginning of next class Quiz Review	Lesson 24 – (April 24) Final Quiz Hand in Quick Writes

8. Modifications for Enrichment/Special Considerations:

- **Readings** - *American Born Chinese* will be displayed on the Smartboard and read out loud in class. This should allow students who have a more difficult time with reading comprehension the opportunity for greater understanding as they will be reading, listening, viewing, and discussing the novel all at the same time. For some students however it may still be necessary to give them a copy of the book in order for them to read it ahead of time.

- **Assignments** – The assignments in this unit are designed to allow students of various skill levels to demonstrate their learning through various ways. Some students may need the steps clearly laid out on their

desk in order to complete some of the more complex assignments. It may be necessary to simplify or omit some of the steps in an assignment, particularly for the Write your Own Graphic Novel assignment.

- **Timeline** – All timelines on assignments are negotiable and individual students may need more time. This opportunity should be made available to them.

- **IPPs** – There are several opportunities in this unit to modify for IPP students. Many are outlined above but it is important to note that anything written on the board or verbal instructions given to the class may need to be written out separately and placed on the student's desk.

9. Assessment:

- **Formative** – Students will be informally assessed daily through teacher observation, class discussion, exit slips and predictions.

- **Summative** – Summative Assessment includes a character sketch, a quiz, quick writes and writing their own graphic novel.

- A full outline and description of assessment tools can be found in the Unit Assessment Plan Appendix.

10. Plan for Accompanying Display:

American Born Chinese can be accompanied by a display exploring the genre of graphic novels. This can include terms specific to graphic novels, the difference between graphic novels and comic books and various copies of graphic novels your students may be interested in which they are free to read during DEAR. There should also be a display devoted to *American Born Chinese* where you can display information about the author as well as student's character sketches or graphic novels.

12. Defence/Reflection:

I chose to do a graphic novel unit because I think the genre is becoming more popular and accepted as a legitimate form of literature. Especially in Junior High, students can start to perceive reading and ELA as boring. Using a graphic novel in a classroom means that reluctant readers can take visual cues from the pictures in order to aid their comprehension. There was also a lot of action and excitement in this particular novel which helps in engaging the boys in the class. I also believe that the themes covered in the novel are especially pertinent in the lives of grade 8 students, especially in Southern Alberta where there is a large First Nation population and a lot of stereotypes that are applied to them.

I wanted my assignments to have a lot of choices so that the students could choose something they were confident in or had a lot of interest in. I also focused on creating fewer, larger, better quality assignments so that students could focus their efforts on doing quality work rather than trying to get a large amount of work done as quickly as possible. I think this unit plan covers many objectives very well and does it in an exciting, engaging, way for the students.

I. Unit Assessment Appendix

1. Assessment Tool Overview
2. Quick Write Checklist
3. Quiz
4. Character Sketch
5. Graphic Novel

Assessment Tool Overview

Assessment Tool	Description	Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning
Graphic Novel Brainstorm/Pre-test	In groups students will brainstorm on a large piece of paper everything they know about Graphic Novels including parts of a graphic novel, graphic novels they have read/heard of, and their opinions on Graphic Novels.	X	X	
Predictions	Students will discuss informally what they think is going to happen next in the novel. They will consider other peoples predictions and then, after reading ahead, discuss what actually happened, if they were right or not, and how they feel about the most recent events in the novel.	X		
Quick Writes	Students will be doing a variety of quick writes using prompts designed around the graphic novel we are reading. This will include entries about stereotyping, about how they feel about certain characters words and actions and about accepting and being proud of your identity.		X	X
Exit Slips/Quizzes	I will be using 2-5 exit slips throughout the unit in order to check for understanding of topics like symbolism, and how a graphic novel is different than a comic book.	X		
Character Sketch	Students will choose one character from the novel, either a main character or a minor character, and create a character profile. They will have a choice as to how they are going to do this: a written backstory, a sculpture with rationale, or a performed monologue as that character.	X		X

Portfolio/Checklist	The portfolio will contain all of the journal entries from the unit, the character sketch, anchor activity, and most importantly the evidence of their process writing for their graphic novel including: outline, rough draft, storyboards, and peer edits. The checklist will allow students to ensure that they have included everything.		x	
Graphic Novel	As the culminating project for the unit students will create their own graphic novel documenting a personal experience involving stereotypes. There will be an emphasis on process writing, peer evaluation, and communicating a message through both words and visuals			x

Quick Write Checklist

Quick Write #1:

Part 1: "It's easy to become anything you wish, so long as you're willing to forfeit your soul." - What do you think this means? Give some examples. Is it true? Do you think it would be wrong to do that? How would it change who you are? /2

Part 2: Have you ever been in a new environment where you didn't necessarily "fit in?" How did this make you feel? Describe the situation. /2

Quick Write #2:

Part 1: What is a stereotype? What are some different kinds of stereotypes? Can stereotypes be a positive thing? /2

Part 2: How have you been personally affected by stereotypes? Have you been stereotyped? Describe the situation. How did it make you feel? Have you stereotyped others? Have you ever been in a situation in which you have been proved wrong after stereotyping others? /2

Quick Write #3:

Part 1: How is it possible to change but still be the same person you were before? Is it possible? What could a person change and still remain the same? What would they change that would change who they are? /2

Part 2: What has the monkey king changed about himself? How has the monkey king changed as a character? Why (What is his reason for changing?) What is the result of this change when he meets Tze-Yo-Tzuh? /4

Quick Write #4:

Part 1: What makes a person legendary? Is it possible for an ordinary person to be legendary? What must he/she do to be remarkable? /2

Part 2: What makes Wong Lai-Tsao so remarkable? What puts him in the same rank as the other legendary monks? What do you think makes him legendary? /4

Quick Write #5:

What does the Monkey King mean by this? What do you think Jin should do? /2

Total: /22

Name:

Graphic Novel Quiz

1) What are the **three stages** in creating a graphic novel and what happens at each stage? **(3 marks)**

2) **Graphic Weight** describes: **(1 mark)**

- a) The thickness of pen used to create the graphic novel.
For example, a size 2 pen has less graphic weight than a size 4.
- b) How serious the theme is of the graphic novel.
For example, a graphic novel about death or drug abuse would have a great amount of graphic weight.
- c) The number of time a specific image is repeated throughout a graphic novel.
For example, an image of a specific tree is repeated six times in a novel. This tree would have a lot of graphic weight.
- d) The way that some images draw the eye more than others, creating focus.
For example, a panel with many thick lines and dark colours would draw the eye more than one with thin lines and light colours.

3) **Match** the terms with the correct definition: **(2 marks)**

Frame

A symbol above a character's head,
like a question mark or a squiggle.

Emanata

The lines around the pictures and words.

Bleed

An image that runs off the page.

Gutter

Includes both pictures and words.

The gap between the panels as well as between
the panels and the edge of the page.4) Fill in the chart: **(4 marks)**

The Differences Between Graphic Novels and Comic Books		
	Graphic Novel	Comic Book
Length:		
Plot:		
Themes:		
Splash Pages:		

- 5) The most important **rule** to remember when reading graphic novels is: **(1 mark)**

American Born Chinese by Gene Luen Yang

- 6) In the novel, **shoes** represent the Monkey King's: **(1 mark)**
- a) journey to the West.
 - b) desire to become human.
 - c) loyalty to the monk Wong Lai-Tsao.
 - d) resistance to Tze-Yo-Tzuh's authority.
- 7) At the **end** of the novel it is discovered that **Chin-Kee and Danny** represent: **(1 mark)**
- a) Characters in a TV sitcom.
 - b) American and Chinese stereotypes.
 - c) The Monkey King's attempt to restore his son's faith in Tze-Yo-Tzuh.
 - d) Jin Wang's inner struggle between his Chinese heritage and his desire to fit in.

8) The **theme** of the novel *American Born Chinese* is: **(1 mark)**

- a) Believe in yourself and you can achieve anything.
- b) Accepting your true identity is the first step on the path to personal fulfillment.
- c) It is easy to become anything you wish so long as you are willing to forfeit your soul.
- d) Being loyal to your friends and family is the first step on the path to personal fulfillment.

9) When Wei-Chen confronts Jin, after he kisses Suzy, Jin replies:

*"Maybe I just don't think you're **right** for her, all right? Maybe I don't think you're **worthy** of her. Maybe I think she can do **better** than an **F.O.B** like you."*

Why does Jin say this to Wei-Chen? How does this connect to the theme of the novel? **(3 marks)**

***Mercury* by Hope Larson**

(On this page I placed a photocopied page from the book *Mercury* by Hope Larson for the students to analyse. You can use ANY page from ANY graphic novel instead)

- 10) Examine the page from the novel *Mercury* by Hope Larson on the previous page. **Explain** what could be happening. **Support your thoughts** by referencing specific aspects of the page. Which panel is the most important? Why? What do you think will happen next? **(5 marks)**



Assignment: Character Sketch

Students will choose any character from the novel “American Born Chinese” and will examine their actions, words and appearance in order to discover their motives, values, and character traits.

There are three different ways in which students can complete this assignment.

- 1) **Write a Backstory** – create a backstory for your chosen character that explains how they have developed into the person they are when we meet them in the story.
- 2) **Create a Portrait or a Sculpture** – create a portrait or a sculpture that represents your chosen character. Your portrait/sculpture should visually express the character. You must also include a one page rationale explaining your artistic choices and how they relate to your character.
- 3) **Write a Monologue** – write and perform a monologue for your chosen character expressing their inner thoughts and struggles. You will perform this in front of the class or alternatively you can perform it just in front of the teacher. You will be required to hand in a copy of your monologue and

a one page rationale explaining your artistic choices and how it relates to your character.

		CHARACTER:		
				
中国	TRAIT:	TRAIT:	TRAIT:	
	Says: "Sorry to bother you, but you're Chinese, aren't you?"	Says: "...Eh..."	Says: "You...you...Chinese person?"	
	Thinks:	Thinks:	Thinks:	
	Does:	Does:	Does:	

Graphic Novel RUBRIC	Student Name	
	Date	
	Task	Character Sketch

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient / Blank *
/8 Content					
<p>1.1) Review, reread and reflect on oral, print and other media texts to explore, confirm or revise understanding.</p> <p>2.2) Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others</p> <p>2.2) Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences.</p> <p>2.2) Write and represent narratives from other points of view.</p> <p>2.3) Identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective.</p> <p>4.1) Enhance the coherence and impact of documents, using electronic editing functions</p>	<p>Student hands in a typed assignment that has thoroughly examined the character's personality traits, motives, and values. The student has backed up all of their claims using multiple examples that come directly from the text by using quotes and some paraphrasing.</p>	<p>Student hands in a typed assignment that has proficiently examined the character's personality traits, motives, and values. The student has backed up all of their claims using at least one example that comes directly from the text by using quotes and some paraphrasing.</p>	<p>Student hands in a typed assignment that has examined the character's personality traits, motives, and values. The student has backed up most of their claims using an example that comes from the text however there are few, if any, quotes used.</p>	<p>Student hands in a typed assignment that has superficially examined the character's personality traits, motives, and values. The student has backed up few, if any, of their claims using examples that come directly from the text. There are very few, if any, quotes used.</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>

<p>/4 Spelling and Grammar</p> <p>4.2) use correct pronoun–antecedent agreement in own writing</p> <p>4.2) use verb tenses consistently throughout a piece of writing</p> <p>4.2) use parentheses appropriately in own writing</p>	<p>There are 2 or fewer spelling and grammar mistakes.</p>	<p>There are 3-5 spelling and grammar mistakes.</p>	<p>There are 6-7 spelling and grammar mistakes.</p>	<p>There are many spelling and grammar mistakes throughout and shows limited editing by the author.</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>
<p>/8 Artistry of Language</p> <p>4.1) revise by adding words and phrases that emphasize important ideas or create dominant impressions</p> <p>4.1) Revise by adding words and phrases that emphasize Important ideas or create dominant impressions.</p> <p>4.1) Revise to enhance sentence variety, word choice and appropriate tone</p> <p>4.1) Evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions.</p> <p>4.1) Experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood</p> <p>4.2) Use words and phrases to modify clarify and enhance ideas and descriptions in own writing</p> <p>4.2) use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting</p>	<p>The Character Sketch/Rationale has been expertly organized, edited, and revised in order to emphasize important ideas. There is a variety of simple and complex sentences to create interest. The character sketch makes insightful connections between the character's actions and motives. It is thought provoking and enjoyable to read.</p>	<p>The Character Sketch/Rationale has been thoughtfully organized, edited and revised. Important ideas are clear. There is some variety in the sentence structure. The character sketch makes clear connections between the character's actions and motives. It is interesting and enjoyable to read.</p>	<p>The Character Sketch/Rationale is a little unorganized but has been proficiently edited and revised. Important ideas are muddled. There is some variety in sentence structure. The character sketch makes some connections between a character's actions and motives although some connections are not logical. It may be a little difficult to read.</p>	<p>The Character Sketch/Rationale does not appear to have been edited and is very unorganized. It is unclear what the important ideas are. There is little to no variety in sentence structure. The character sketch makes few, if any, logical connections between a character's actions and motives. It is difficult and confusing to read.</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>

Graphic Novel Package

Your "Graphic Novel Package" includes in this order:

	Inks
	Thumbnails
	Peer Edit Sheet
	Rough Draft
	Outline
	This Sheet (completed)
	Rubric

Your Graphic Novel includes (at least):

	Cover Page
	3 Pages with 4 Panels each
	1 Splash Page

Peer Editing Checklist

Editor: _____ Writer: _____

- Read Through #1: spelling
- Read Through #2: grammar
- Read Through #3: clarity and interest
- Two things you enjoyed about the story:

1) _____

2) _____

- One thing for the author to work on:

1) _____

Peer Editing Checklist

Editor: _____ Writer: _____

- Read Through #1: spelling
- Read Through #2: grammar
- Read Through #3: clarity and interest
- Two things you enjoyed about the story:

1) _____

2) _____

- One thing for the author to work on:

1) _____

Graphic Novel RUBRIC	Student Name	
	Date	
	Task	Write your own Graphic Novel

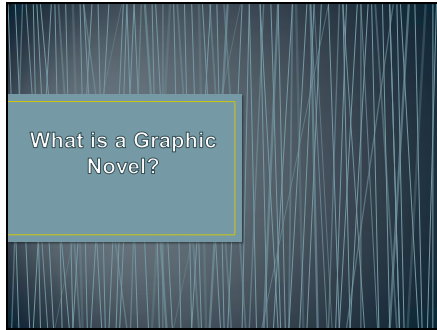
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient / Blank *
<p style="text-align: center;">/8 Format and Content</p> <p>2.1) Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life</p> <p>2.2) Discuss how techniques such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts.</p> <p>4.1) Enhance the coherence and impact of documents, using electronic editing functions</p> <p>4.1) Experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood</p> <p>2.4) Create oral, print and other media texts with both main and minor characters.</p>	<p>The story contains interesting and well-developed main and minor characters. All essential parts of a Graphic novel are present including gutters, speech bubbles, narrative boxes and a splash page. The images created are essential to the story and have been well thought out in order to create the greatest impact on mood.</p>	<p>The story contains well-developed main and minor characters . All essential parts of a Graphic Novel are present. The images created are connected to the story and contribute to mood.</p>	<p>The story contains at least one minor character. There is one essential part of a Graphic Novel that is missing. The images are related, but not essential to the story and contribute little to the mood.</p>	<p>The story does not contain any minor characters. There are some essential parts of a Graphic Novel that are missing. The images are completely unnecessary to the story and do not contribute to mood.</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>

<p>/4 Spelling and Grammar</p> <p>4.2) use correct pronoun–antecedent agreement in own writing</p> <p>4.2) use verb tenses consistently throughout a piece of writing</p> <p>4.2) use parentheses appropriately in own writing</p>	<p>There are 2 or fewer spelling and grammar mistakes.</p>	<p>There are 3-5 spelling and grammar mistakes.</p>	<p>There are 6-7 spelling and grammar mistakes.</p>	<p>There are many spelling and grammar mistakes throughout and shows limited editing by the author.</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>
<p>/8 Artistry of Language</p> <p>4.1) revise by adding words and phrases that emphasize important ideas or create dominant impressions</p> <p>4.1) Revise to enhance sentence variety, word choice and appropriate tone</p> <p>4.1) Evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions.</p> <p>4.1) Experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood</p> <p>4.2) Use words and phrases to modify clarify and enhance ideas and descriptions in own writing</p> <p>4.2) use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting</p>	<p>The Graphic Novel has been expertly edited and revised in order to emphasize important ideas, and to enhance tone and mood. Figurative language is used and there is a variety of simple and complex sentences to create interest. The novel is thought-provoking and enjoyable to read.</p>	<p>The Graphic Novel has been thoughtfully edited and revised. Important ideas, mood, and tone are clear. Figurative language is used and there is some variety in the sentence structure. The novel is interesting and enjoyable to read.</p>	<p>The Graphic Novel has been proficiently edited and revised. Ideas are clear however mood and tone is not clear. There is some figurative language used. There is some variety in sentence structure. The novel may be a little difficult to read.</p>	<p>The Graphic Novel does not appear to have been edited. Parts of it are unclear and there is no clear sense of tone or mood. There is very little or no figurative language. There is little to no variety in sentence structure. The novel is difficult to read.</p>	<p>No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.</p>

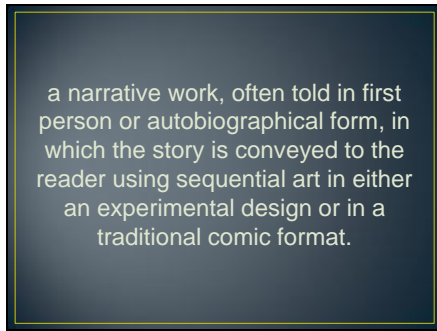
II. Resources Appendix

1. Graphic Novel PowerPoint
2. 2 Sample Lesson Plans

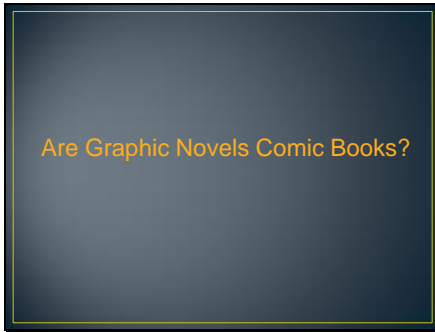
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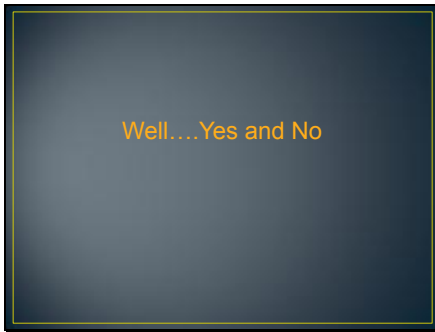
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Slide 3



Slide 4



Slide 5

GRAPHIC NOVEL	COMIC BOOK
LENGTH: some up to 400-500 pages long	LENGTH: Between 30-40 pages
RESOLVED STORY ARC	USUALLY PRINTED IN SERIAL FORM
THEMES: more real world themes like identity, religion, death, fitting in, personal struggles	THEMES: superheroes, comedy
SPLASH PAGES: used for mood, a strong emotion	SPLASH PAGES: used for big reveals or cliff hangers

Slide 6



Slide 7

GRAPHIC NOVEL	COMIC BOOK
LENGTH: some up to 400-500 pages long	LENGTH: Between 30-40 pages
RESOLVED STORY ARC	USUALLY PRINTED IN SERIAL FORM
THEMES: more real world themes like identity, religion, death, fitting in, personal struggles	THEMES: superheroes, comedy
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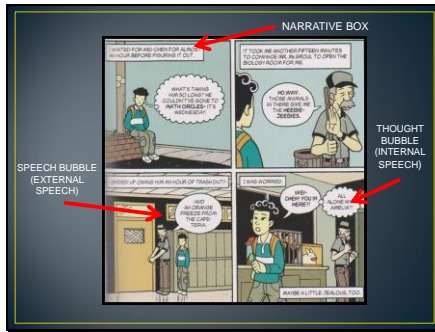
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So What are the other parts of a Graphic Novel?

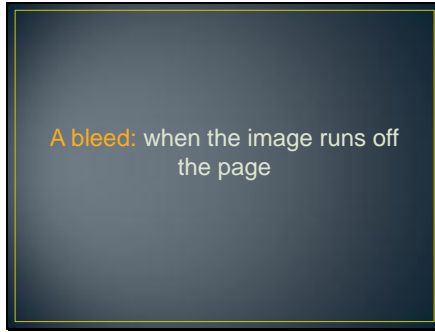
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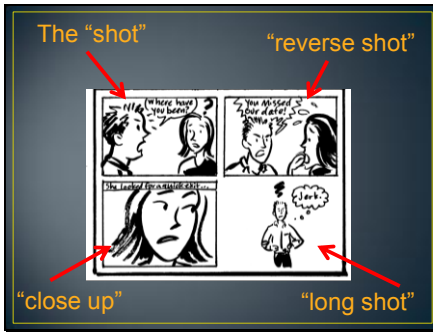
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Slide 12

Emanata: a symbol above a character's head, like a question mark or a squiggle

Slide 13



Slide 14

Graphic Weight: a term that describes the way that some images draw the eye more than others, creating a defining focus

- Use of light & dark
- A pattern or repeated series of marks
- Colors that are brighter or deeper

Slide 15

Thumbnails: a rough sketch of a comic, determining placement of figures, word balloons, and background elements, as well as content of word balloons.

Pencils: a relatively defined drawing preliminary to the final inked stage.


Inks: the final stage of a comics drawing (applying ink to the pencil guidelines)

Slide 16

Splash Pages

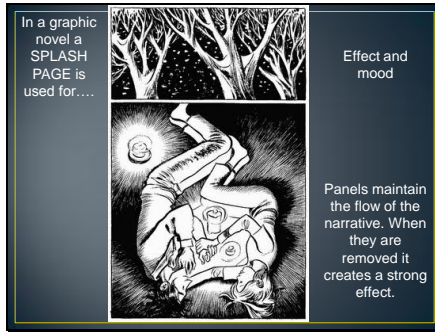
Slide 17

In a comic book a SPLASH PAGE is used for a.....

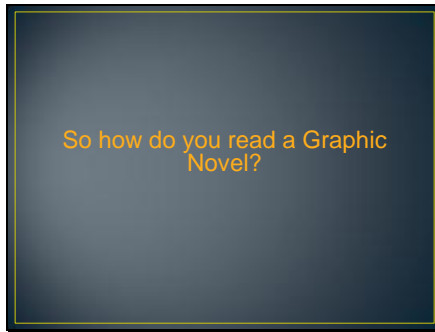


BIG REVEAL
OR
CLIFF HANGER

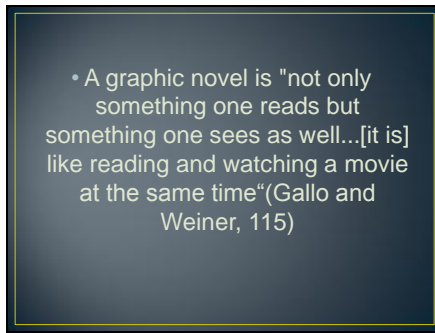
Slide 18



Slide 19



Slide 20



Slide 21


- Read from left to right like a traditional book
- Words and dialogue are the primary focus with the image coming in second
- Transitions happen much faster in a graphic novel compared to a regular book (ex. Mercury)
- Read the text first, then look at the image within that panel before moving on to the text in the next panel

Slide 22

A rule to remember: the bigger the panel the more time you should spend looking at it and analysing it.

Slide 23

Gene Luen Yang



- Born August 9, 1973 in Alameda, California
- His father is an electrical engineer from Taiwan
- His mother a programmer who grew up in Hong Kong and Taiwan.
- Yang currently lives with his family in the San Francisco Bay Area.
- He teaches computer science at Bishop O'Dowd High School.

Grade: 8 Unit/Topic: Graphic Novel Date: March 13 2012

Class: English Length: 90 minutes

General Outcomes:	<p>1) Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>2) Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>
Specific Outcomes:	<p>1.1) Revise understanding and expression of ideas by connecting new and prior knowledge and experiences.</p> <p>2.1) Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life.</p> <p>2.2) Discuss how techniques such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts.</p>
Learning Objectives:	<p>Students will discuss graphic novels as a genre and as a legitimate literature format.</p> <p>Students will demonstrate knowledge of the parts of a graphic novel.</p>

Equipment & Materials:

- student survey
- exit slips
- large chart paper
- markers
- folders
- survey

Prep:

Introduction:

Good afternoon I'm Ms. Lawrence (5 minutes)

- Drama major English minor
- From Fort McMurray AB
- Please be patient with me, I have a hard time learning names

- Let me know right away if I say your name incorrectly or call you by the wrong name
- Say your name for the next few days when you answer a question
- Attendance

Learning Activities & Teaching Strategies:

- Name Game **(8 minutes)**
- Question period to get to know the teacher **(8 minutes)**
- Student Survey **(8 minutes)**

What is a Graphic Novel?

- **Group Brainstorm (8 minutes)**
 - On paper provided in groups of 4 or 5 write down everything you know or think about Graphic Novels: names of novels you have heard of, opinions on graphic novels, parts of a graphic novel, the definition of a graphic novel, how they are different from comic books, are they different from comic books?
- **Class Discussion (8 minutes)**
 - What did you write about?
- **Powerpoint: What is a Graphic Novel? (12 minutes)**
 - class should take notes on the parts of a graphic novel
 - use example graphic novels: ojingogo, mercury, The G.N.B, one soul, merchant of venice

Closure:

Quick write: Do you already read graphic novels? How did you feel about them before this class? What is your opinion on graphic novels after this class? Have you learned anything new today? How do you feel about the upcoming Graphic Novel Unit? **(5 minutes)**

Exit Slip (5 minutes)

Hand in Folders

Sponge:

Introduce American Born Chinese

Learning Activities & Teaching Strategies:

- Explain vocabulary wall (add parts of a graphic novel onto it)
- Put up character wall (add Monkey King, Jin Wang, Chin-Kee) **(5 minutes)**
- Introduce Novel **(5 minutes)**
- American Born Chinese by Gene Luen Yang, color by Lark Pien
 - 3 storylines: 1 about the Monkey King, 1 about Jin Wang, 1 about Chin-Kee
 - In the first chapter we are introduced to the Monkey King
 - The Monkey King is the main character from a very famous Chinese story called “Journey to the West”
 - Gene Luen Yang calls him the Asian Mickey Mouse
- Read Ch. 1 **(10 minutes)**

Closure:

- What do you think about the Monkey King as a character?
- Any predictions as to what will happen next? **(3 minutes)**