MAPCH: BOOK ONE: VISUAL LITERACY

Grade/class: Collaborative lesson with 10th grade CPA English (to coincide with civil rights unit)

Essential Questions:

- How do writers and artists convey meaning in graphic novels and comics?
- How do images and artwork convey information?

Standards:

Common Core:

- CCSS.ELA-LITERACY.RL.9-10.1
- CCSS.ELA-LITERACY.RL.9-10.2

- CCSS.ELA-LITERACY.RI.9-10.3
- CCSS.ELA-LITERACY.RI.9-10.4

AASL Standards for the 21st Century Learner:

- 1.1.2
- 1.1.6
- 2.1.2
- 2.2.4
- 2.3.2

Objectives:

- Students will develop and build-upon visual literacy skills
- Students will learn vocabulary used to describe art and comics
- Students will recognize how images and text work together to tell stories
- Students will reflect on the historical role of comics as visual media in American culture

Materials and Technology:

- Computers (Lab) + GoogleDoc Access
- Excerpt (or, if feasible full-text), of March: Book One
- Martin Luther King and the Montgomery Story comic
- Graphic Novel/Comics Art Terms <u>Handout</u>
- For differentiation: Observation sheet for comparative analysis/note-taking between Martin Luther King and the Montgomery Story and March: Book One

Procedures:

- Students should have read the introductory pages to March: Book One (pages 5-11) prior to the LMC class.
- Introduce class objectives and essential questions. (5 minutes)
- Define and discuss graphic novel vocabulary related to art and design. Provide handout, if appropriate (10 minutes), e.g.:

o Panel

o Caption

o Gutter

Speech balloons

Thought Balloons

o Line

Shading and

shadow

Contrast

o Angle

Onomatopoeia

Aspect

Subject

o Splash

Foreground

Midground

o Background

- Give students time to review *March: Book One (pages 5-11) while thinking about* **Looking at Images and Words: Finding Meaning** questions (5 minutes)
- Short discussion about Looking at Images and Words: Finding Meaning (8 minutes)
- Introduce <u>Martin Luther King and the Montgomery Story</u> comic, and give context to Senator Lewis's life. (2 minutes)
- Introduce class activity, Looking at Images: Comparing Art (4 minutes)
 - In GoogleDocs, students answer the reflection questions, then share documents with teacher.
 (remainder of class period, roughly 25 minutes)

Assessment:

Students will complete the following as homework, or as permitted during class time:

• GoogleDoc: Students share **Looking at Images: Comparing Art** reflections with teacher for assessment

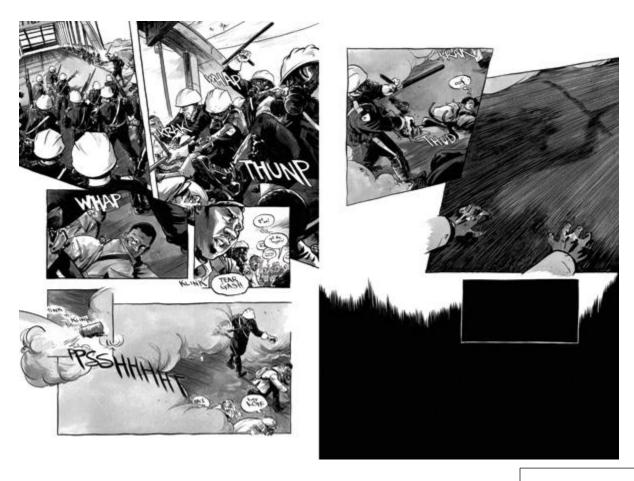
Differentiation:

- Lower-level CP/CPA: Observation sheet for comparative analysis between *Martin Luther King and the Montgomery Story* and *March: Book One*
- Higher-level Honors: Complete and share both **Looking at Images: Comparing Art** AND **Looking at Images and Words: Finding Meaning**.

Reflection: Teacher will reflect on success of lesson. Was time well-managed? Were students engaged? Did students complete assignment demonstrating knowledge and understanding of EQs?

LOOKING AT IMAGES AND WORDS: FINDING MEANING

- On page 9, Powell uses contrast and angles to relay the violence on the Edmund Pettus Bridge. Explore how he does this and the emotions and impressions these images create.
- How does Powell use speech bubbles and onomatopoeia to convey information? What impact do those choices have on your understanding of the text?



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LOOKING AT IMAGES. COMPARING ART

"In 1958 a comic called *Martin Luther King and the Montgomery Story* told the story of Martin Luther King, Jr. in order to help spread his ideas of non-violent protest. It was chosen to be produced as a comic partly to slip under the radar of those who were, at the time, confiscating and burning literature distributed within the black community, but also because by telling its story with words and pictures it could reach and inform the largest possible audience of all ages and education levels. Senator Lewis took inspiration from that comic when choosing to tell his story this way" (Barrett).

After reading the introductory pages to *March*, Look through the *Martin Luther King and the Montgomery Story* comic, then answer two of following questions:

1. Compare the art of the two works. How does the artwork help convey the writers' and artists' messages to readers? How is *Martin Luther King and the Montgomery Story* similar to *March: Book One*? How is it different? Think about artists' use of line, layout, panels, speech balloons, and other elements.

2. Why do you think Senator Lewis chose to share his story as a graphic novel instead of a traditional memoir? Is the graphic novel effective as a medium for telling this story? Why or why not? Give examples from the art and the text.

Compare the art of <i>Martin Luther King and the Montgomery Story</i> to <i>March: Book One</i> . How are they two works similar? How are they different? How do the respective artistic styles give meaning to the stories?	
Martin Luther King and the Montgomery Story	March: Book One
Art observations:	Art observations:
Similarities between works:	Differences between works:

Works Cited

Barrett, Rich. "Wednesday Is New Comics Day." Mental Floss. Mentalfloss.com, 14 Aug. 2013. Web. 22 July 2015.

Hartford, Bruce. "Martin Luther King and the Montgomery Story." *Civil Rights Movement Veterans*. Tougaloo College, n.d. Web. 22 July 2015.

Jaffee, Meryl. "Using Graphic Novels in Education: March: Book One." *Comic Book Legal Defense Fund*. Comic Book Legal Defense Fund, 7 Feb. 2015. Web. 18 July 2015.

Lewis, John, Andrew Aydin, and Nate Powell. March: Book One. Marietta, GA: Top Shelf Productions, 2013. Print.

Philpot, Brad. "IB English A: Language & Literature: Graphic Novel." *IB English A: Language & Literature: Graphic Novel*.

InThinking, n.d. Web. 24 July 2015.