

MARCH: 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 [Handout](#)
- *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.:
 - Panel
 - Shading and shadow
 - Subject
 - Caption
 - Contrast
 - Splash
 - Gutter
 - Angle
 - Foreground
 - Speech balloons
 - Onomatopoeia
 - Midground
 - Thought Balloons
 - Aspect
 - Background
 - Line

- 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 [Martin Luther King and the Montgomery Story](#) 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?



<p>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?</p>	
<p><i>Martin Luther King and the Montgomery Story</i></p>	<p><i>March: Book One</i></p>
<p>Art observations:</p>	<p>Art observations:</p>
<p>Similarities between works:</p>	<p>Differences between works:</p>

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.