

Graphic Stories and Novels in the Classroom—
By Noor Meky

Lesson 1: Fractured Fairytales.

For 6-8 grade.

I. Bibliographical Reference:

D.G., Gigi. “Little Red Riding Hood.” *Fairy Tale Comics*. New York: First Second, 2013.

Hernandez, Jamie. “Snow White.” *Fairy Tale Comics*. New York: First Second, 2013.

Telgemeier, Raina. “Repunzel.” *Fairy Tale Comics*. New York: First Second, 2013.

II. Objectives and Purposes:

1. Students will learn the value of stories with their original plot.
2. Students will think about fairytales and stories as fluid versus fixed.
3. Students will practice story writing and manipulating plot.

III. Materials:

1. *Shrek* film clips (youtube)
2. *Fairy Tale Comics* edited by Chris Duffy.
3. Projector and computer.
4. Categorized handouts.
5. Writing Journal.

IV: Organizational Structure:

Whole Group (Discussion) / Small Groups (categorized handout) / Independent (writing journal)

V. Introduction:

Show specific clips from *Shrek* (Choose-your-Princess clip + Fairytale-Swamp).

VI: Procedures:

1. Choose three students to read the three original graphic fairytales out loud to the class.
2. Break students into small groups and have them map out the major (and minor) differences between the *Shrek* fractured fairytale and the original fairytale, in terms of plot.
3. Come back together as a whole group and discuss how students feel about the original fairytale, how they feel about the *Shrek* version, and possible reasons for the changes and alterations. Discuss how the stories can change depending on who is telling the story and where.

VII: Closure and Summary:

Students will use the remainder of class to write their own fractured fairytale about any of the three fairytales we read in class. Students will finish the story as homework and can volunteer to share it the next day.

I. Bibliographical Reference:

Riordan, Rick. *Percy Jackson and the Lightning Thief*. London: Puffin, 2006. Print.

Venditti, Robert, Attila Futaki, and Rick Riordan. *The Lightning Thief: The Graphic Novel*. New York: Disney/Hyperion, 2010. Print

II. Objectives and Purposes:

1. Students will learn the value of different literary forms.
2. Students will practice gathering and applying evidence to support an argument.
3. Students will identify character development in detail.
4. Students will work together effectively in groups.
5. Students will practice debating with their classmates.

III. Materials:

1. Enough copies of both novels for half the class.
2. Projector Screen.
3. Computer with Internet access.
4. Index cards.

IV: Organizational Structure:

Debate one on one (when on stage) / Small groups (dividing questions) / Independent (completing focus sheet)

V. Introduction:

Divide the desks in the classroom with an aisle in the middle. Have the two groups sit on opposite ends of the classroom. Set up two podiums at the front of the room, each one in front of a group. Next, set up the projector and queue the powerpoints for each question across both groups.

VI: Procedures:

1. Previously, class will have been divided into two groups; one group will read the narrative text and the other the graphic novel. Students will have two weeks to read the novel and one week and a half to complete the assignment before the day of the debate.
2. Each group will divide up the questions on the focus sheet according to how many members are in the group. All students in the group must answer all questions on their own sheets but they need only debate one in front of the class.
3. Students must come in with powerpoints on flashdrives one day before Debate Day.
4. On Debate Day, students will come into class and sit on either side of the room according whether they are Graphic or Narrative.
5. Two students, one from each group, will come to the podiums when their question is called where they will present their argument of how their novel goes about portraying a concept.

VII: Closure and Summary:

Students will receive an index card where they will mark which form they liked better and why. This activity is meant to compare the different forms and identify their strengths and weaknesses. The point of the exercise is to also practice arguing and collecting evidence.

Name: _____

Class: _____

Narrative Text: _____

Graphic Novel: _____

Focus Sheet

Part One: Answer the following questions. Each member of the group must hand in a sheet with all questions answered. Please be as detailed as possible and cite your evidence.

1. How does Percy's character develop over the course of the novel? Support your argument with evidence from your prescribed text.
2. The Minotaur scene is one of the most suspenseful scenes in the novel. How is the Minotaur scene described in your text?
3. Certain characters who initially seemed friendly turn out to be deceptive. How well was this secret kept throughout the novel?
4. Describe Percy's relationships with Anabeth and Grover over the course of the novel.
5. How clearly is emotion portrayed in the novel?
6. How does the novel portray intensity in scenes?
7. How is magic spoken about in the novel?
8. How does the novel make you as a reader feel while reading the novel? As an observer of events or as a participant? How does the novel accomplish this?
9. How does the novel go about transitioning from one scene to the next?
10. How clear is the rising action, climax and conclusion in the novel?

Part Two: Divide the questions amongst all group members for debate, where each group member has their own question. Gather evidence for the question by scanning pictures, quoting text and speech. If you are reading the narrative, only use text and speech. If you are reading the graphic novel, only use pictures and speech. Show the class how the novel portrays different concepts within the limits of the format. Make a powerpoint for each question with the evidence. Do not explain the evidence in writing on the powerpoint. Do not use outside resources. Do not forget page numbers!

Lesson #3: Graphic Novels as Sequels.

For grades 8-9.

I. Bibliographical Reference:

Cabot, Meg, and Jinky Coronado. *Avalon High: The Merlin Prophecy*. London:

Macmillan Children's, 2007. Print.

Cabot, Meg. *Avalon High*. New York: Harper Collins, 2006. Print.

Clare, Cassandra. *Clockwork Angel*. New York: Hachette Book Group, 2010. Print.

Clare, Cassandra, HyeKyung Baek, and Ju Youn Lee. *Infernal Devices: Clockwork Prince*. New York: Hachette Book Group, 2013. Print.

Dragoon, Leigh, Richelle Mead, and Emma Vieceli. *Frostbite: A Vampire Academy Graphic Novel*. New York: Razorbill, 2012. Print.

Kim, Young, and Stephenie Meyer. *New Moon: The Graphic Novel*. London: Atom, 2012. Print.

Mead, Richelle. *Vampire Academy*. New York: Razorbill, 2007. Print.

Meyer, Stephenie. *Twilight*. Bath: Windsor, 2009. Print.

II. Objectives and Purposes:

1. Students will be exposed to different forms of literary expression.
2. Students will be able to identify differences between formats of books.
3. Students will learn the value of each format.
4. Students will be able to pinpoint what they like about each format.
5. Students will work effectively in groups.

III. Materials:

1. Copies of the book sets.
2. Large sketch paper.
3. Markers.
4. Question sheets.
5. Magnets (to hold paper on to white board)

IV: Organizational Structure:

Independent (Journals) / Small groups (discussion + chart) / Whole group (presentation)

V. Introduction:

Before this class, students will have chosen a set of books to read out of four possible sets.

Set 1: Avalon High and Avalon High Coronation by Meg Cabot,

Set 2: Vampire Academy and Frostbite by Richelle Mead,

Set 3: Twilight and New Moon by Stephanie Meyer,

Set 4: Clockwork Angel and The Infernal Devices: Clockwork Prince by Cassandra Clare.

Each set consists of a narrative book and its sequel in the form of a graphic novel. Students will have two weeks to read the books and must keep a journal of their thoughts, which they will bring to class on the day of the activity. On the day of the activity, desks

will be divided into four separate circles. Students will enter class and sit in one of the desk circles according to their book set. Each of the four groups that materializes will receive focus sheets, a piece of large chart paper and markers.

VI: Procedures:

1. Each group will choose a Writer and two Presenters who will have the task of writing their answers on the chart paper and presenting them to the class.
2. Groups will begin to discuss the questions on the focus sheet and agree on answers to write on the chart paper.
3. Once all questions have been answered, the presenters of the groups will come to the front of the class group by group to present their chart and explain their answers.

VII: Closure and Summary:

Students will leave class having experienced first hand two different forms of literature. This activity will provide students with the opportunity to compare the two forms without being influenced by different writers, characters, and series. Reading the same characters in the same series allows the students to truly perceive and pay close attention to the format and not just the storyline.

Name: _____

Class: _____

Novel Set: _____

Focus Sheet

Part One: Discuss the following questions in your groups. Make a note of your answers on the chart paper. Only turn in the chart paper.

1. What stood out to you the most about both formats?
2. What was your biggest difficulty in switching formats?
3. Which format was easier for you? Why?
4. Which format did you like the best? Why?

5. What do you like most about having one series across two forms?
6. What do you like least about having one series across two forms?
7. How did you imagine the main characters in the narrative text, in terms of character, personality, and appearance. How does that compare to the graphic novel depiction?
8. How different was the pacing of events from one format to the next?

*Presenters: In your presentation, you must include the names of your books and give a brief summary of the plot.

Lesson #4: Elements of Fiction in Nancy Drew Graphic Novels.

For grades 5-7

I. Bibliographical Reference:

Petrucha, Stefan, and Sho Murase. *The Demon of River Heights (Nancy Drew Graphic Novels: Girl Detective #1)*. New York: Papercutz, 2005. Print.

II. Objectives and Purposes:

1. Students will work efficiently and effectively in groups.
2. Students will learn elements of fiction.
3. Students will practice identifying elements of fiction within narratives.

III. Materials:

1. *Nancy Drew* graphic novels.
2. Elements of Fiction lists.
3. Notecards.

IV: Organizational Structure:

Small groups (reading + identifying) / Whole Group (presentation)

V. Introduction:

Students will enter the classroom and immediately be divided into groups depending on the size of the class and give each student a list of elements of fiction. Desks will be moved so that all members of the group can sit together and face each other.

VI: Procedures:

1. The teacher will read and explain all the terms on the sheet.
2. Each group will then be given the same *Nancy Drew* graphic novel mystery to read and a list of elements of fiction as well as 10 notecards for each student (one per term).
3. Each group member will take his or her turn in reading the story out loud.
4. While students are reading the novel in their groups, they will identify examples of elements of fiction found in the novel that correspond with the terms found on the list and write it on the index cards.
5. Towards the end of class, the teacher will call all the groups together. The teacher will call upon groups to give their examples of each term on the list.

VII: Closure and Summary:

Students will learn the elements of fiction via both direct instruction from the teacher and from the experience of actively looking for examples. The small groups will help students who feel shy or uncomfortable reading out loud in a big group feel more comfortable and give them the opportunity to practice reading. Likewise, the small groups will afford students more chances to identify examples at their own pace, rather than have to compete with a large number of students.

Lesson #5: Learning Literary Devices with Graphic Novels.

For grades 8-9

I. Bibliographical Reference:

Telgemeier, Raina. *Sisters*. New York: Scholastic, 2014. Print.

II. Objectives and Purposes:

1. Students will research literary devices.
2. Students will learn various literary devices and be able to identify them in the text.
3. Students will teach their term to the class.

III. Materials:

1. Copies of *Sisters* enough for entire class.
2. Ipad or Laptops for entire class,
3. Pre-prepared notecards.
4. Focus sheets.

IV: Organizational Structure:

Independent (research) / Whole Group (presentation)

V. Introduction:

Students will have come to class having read *Sisters*. Upon entering class, students will be given an Ipad or a Laptop (depending on the school district) and a notecard with a literary device written on it.

VI: Procedures:

1. Students will begin to research their literary device online, following the instructions in the focus sheet.
2. After researching their own unique literary device, students will look through *Sisters* for examples of that literary device they were assigned.
3. Teacher will be available for any questions or concerns.
4. After students have completed these tasks, the teacher will ask each student to present their term, explain it, and provide the appropriate examples. The teacher will go in the alphabetical order of the literary terms.

VII: Closure and Summary:

This activity will enable the students to work independently in finding answers and learning about terms they have yet to see before. The examples the students choose from the text will demonstrate to the teacher if the student truly grasped the literary concept. Allowing each student to focus on one term should enable them to devote time to that one concept and truly understand it. Teaching that concept to the class is a great way to give students a different and refreshing role in the classroom. Likewise, hearing the lesson from their peers will help students grasp the different concepts.

Name: _____

Class: _____

Focus Sheet

Part One:

1. Define the literary device.
2. Explain what the literary device is in your own words.
3. Find examples online.
4. Find examples from the text.

Terms on notecards:

1. Archetypes
2. Doppelganger
3. Aphorism
4. Flashback
5. Onomatopoeia
6. Irony
7. Symbolism
8. Foreshadowing
9. Perspective (Point of View)
10. Allusion
11. Personification

12. Understatement

13. Idiom

14. Antithesis

15. Metonymy