

TITLE OF LESSON

English 2 Unit 2 Lesson 16 – The Graphic Novel
Do images or words tell the story?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 2.3, 3.0, 3.2-10, W1.0-1, 1.4, 1.6-7, 2.0, 2.2a-d, W/O1.0-4, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

Open Mind – Student Page
Maus, pp. 88-91 and pp. 106-115 – Reading
Evaluation Essay #5 – Student Page
Evaluation Rubric – Student Page

LESSON OBJECTIVES

- To make predictions about *Maus* using the **Open Mind** strategy
- To begin reading *Maus*
- To begin writing Essay #7

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back binders and graded assignments. Have students place assignments in the appropriate section of their binders. Stamp all highlighted and annotated homework. Initial their **Circle Diagrams**. Tell them to keep the **Memoir Writing Toolbox** so that they may refer to it while writing their essays.
- 2) **Vocabulary** – Have students take out their Unit 2 Vocabulary List 2 and write the words “bunker” and “Judenrat.” Tell them to use the information from their reading today and tonight to write a definition for the words.
- 3) **Daily Log** – Have students copy down their Daily Log entry below.
- 4) **Sustained Silent Reading** – Read for fifteen minutes.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Brainstorm 2. Open Mind for <i>Maus</i> 3. Begin first draft of Essay #5	The first reading from <i>Maus</i> (pp. 88 to 91 and pp. 106 to 115)	1. Define the vocabulary words. 2. Finish the first reading from <i>Maus</i> (pp. 88-91 and pp. 106-115) 3. Highlight and annotate reading and note the author’s message and purpose, citing evidence for both. 4. Draw an original panel for <i>Maus</i> . 5. Finish the first draft of Essay #5 (complete Step Two on the Essay Requirements sheet). 6. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Comics **Brainstorm** – In groups, ask students to **Brainstorm** a list of all of the comic books and comic book characters they can think of on a separate sheet of paper. When groups are done, ask them to write their lists on the front board. Ask them to create one master list that includes all of the ideas. Then ask them to think about (or look at) the lists and organize it into categories. What kinds of stories do comic books usually tell? (Some of the ideas will undoubtedly be “superhero” stories—such as *Superman*—science fiction stories—such as *X-Men*—or humorous stories—such as *Archie*.) Ask them if they think comic books can tell serious stories. Are there any comic books they can think of that are memoirs? In other words, you are asking them what the purpose of specific comic books is. Point this out to them. Then tell them that they will be reading a comic book today called *Maus*.
2. **Open Mind** for *Maus* - Distribute copies of the **Open Mind** and first reading from *Maus* to each student. Tell students that they will be analyzing another memoir of the Holocaust. This memoir differs from the previous ones, because it is a comic book. (Tell them that a comic book that is a continuous narrative of fifty pages or more is called a graphic novel.) Tell students to fill out their **Open Mind** for *Maus* as you read the description of what they will be reading. Remind students of the way to fill out an **Open Mind**. Any thoughts related to the reading are acceptable. They may write questions that occur to them, words that they don't understand, and predictions about the book they are about to read. Tell them that you want them to try to write down ways they are reminded of *Night* as well, or ways that they think this book will differ from *Night*. At least one “thought balloon” must contain a connection to *Night*. Ask them to predict whether or not a graphic novel would be an effective form for a Holocaust memoir. They may write words and brief phrases, and do not need to worry about spelling or complete sentences. They should fill out all eight thought balloons and may write more in the spaces around the thought balloons, if they wish. The more they write, the better their grade will be.
3. **Teacher Reads** – Read the students this excerpt from Joshua Brown's article “Of Mice and Memory”: “Art Spiegelman's *Maus: A Survivor's Tale* is a digest-sized comic book using mice, cats, pigs, and other animals to portray a history of the Holocaust... *Maus* is the story of two survivors of the Holocaust. The first is Vladek Spiegelman, a Polish Jew who, along with his wife Anja, survived Auschwitz and came to live in Queens, New York. There, Vladek and Anja raised their second son, Art, their post-Holocaust child (the creator of *Maus*)... Art grew into adulthood under the shadows of his parents' past, the darkest appearing in 1968 when Anja committed suicide... The accounts of these two survivors run through *Maus*, as Art records his father's memories in a series of oral interviews: Vladek's courtship of the wealthy Anja, the marriage that facilitated his rise in the business world of the secularized Jewish community of Sosnowiec, his induction into the Polish Army and capture by the Nazis in 1939, his release and return to the area of Poland “annexed” by the Reich. Vladek relates the steady tightening of the Nazi noose around the Jews as the policies of extermination were put into practice, detailing how, as the concentration camps filled, he and Anja managed to survive through cunning strategies and blind luck, until they were caught and sent to Auschwitz. ”

(NOTE: Students may be confused by Spiegelman's visual symbolism, especially since they are only reading an excerpt of the book, so it is a good idea to inform them that, in the book, Jewish people are portrayed as mice, German people are portrayed as cats, Polish people are portrayed as pigs, and non-Jewish Americans are portrayed as dogs. Occasionally, Spiegelman will show a mouse wearing a pig mask – when he does, it is to show that a Jewish person is “passing” as a non-Jewish Pole.)

Tell the students that Spiegelman opens the book with this quote from Adolf Hitler: “The Jews are undoubtedly a race, but they are not human.” Ask the students why they think Spiegelman opens the book with this quote. What does the quote tell you about what you are about to read? What does it tell you about what the author is about to show you? The section students will read silently shows Vladek and his friends and family trying to decide whether or not to attend a mass registration where Nazis would inspect the documents of Jewish residents. The registration turns out to be a selection, where some people are selected for work and others, sent to concentration camps.

4. **Read Silently** – Distribute the first reading from *Maus* (pp. 88-91 and pp. 106-115). Tell students to turn over their **Open Mind** sheet and write “Author's Message,” “Author's Purpose” and “Evidence.” Tell the students to think about these questions today in class and tonight as they finish their reading: What is the message of this story? What is the purpose of telling the story, and using pictures and words to tell it? They must write evidence (passage and page number) from their reading that justifies their answers for “Author's Message” and “Author's

Purpose.” Tell students to read the first reading from *Maus* silently. Invite them to ask you questions if they are confused by the form. Most of them will be familiar with comic books, so it shouldn’t be too difficult. While they are reading, they should be highlighting and annotating the important parts, and thinking about the author’s message and purpose. Tell students they will have 20 minutes to work on this reading. Whatever they do not complete is homework tonight.

5. Review Homework – Tell students that they should finish the first reading for *Maus* tonight, and make a prediction about what they think will happen next in the story. They should draw a comic book panel that illustrates their prediction. This panel represents exactly what they think the next panel of the story would look like. Tonight, they will also finish writing their first drafts of Evaluation Essay #7, which they will work on for the remainder of this period.
6. Essay #5 Draft 1 – Remind students of the goals they set after their last evaluation essay. They should have written specifically what they would work on to get the grades they have targeted. (It could have been that they need to work on turning their work in on time, writing second drafts, getting their papers edited properly, making sure to include 3 reasons that back up their thesis statements, or having at least 2 pieces of supporting evidence with quotes from the text. They should have chosen at least 2 specific things they could do to earn the grades they are shooting for.) Tell the students to look at these goals, as well as the **Evaluation Essay Rubric** and the **Evaluation Essay #5** instructions. Remind students that the rubric is your assessment of the quality of their work. They will also be graded on their effort and the actual work they put into the drafting process, as seen in the GRADING PROCEDURE portion of the **Evaluation Essay #5** sheet. Tell students to bring out the **Circle Diagram** (outline), their **Evaluation Essay #5** instructions, and their **Memoir Writing Toolbox**. Spend the rest of the class time writing the first draft of Essay #5, circulating through the class to help those who need it.

HOMEWORK

- 1) Define the vocabulary words.
- 2) Finish the first reading from *Maus* (pp. 88-91 and pp. 106-115).
- 3) Highlight and annotate reading, and note the author’s message and purpose, citing evidence for both.
- 4) Draw an original panel for *Maus*.
- 5) Finish the first draft of Essay #5 (complete Step Two on the Essay Requirements sheet).
- 6) Continue reading novels.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 - Letters to the Editor