Scheme of work

Unit 1.5: Comics and graphic novels

Overview

Unit 1.5 focuses on comic books and graphic novels, and the methods used to construct meaning.

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| Learning objectives   Learn how meaning is constructed in comics and graphic novels.   Become familiar with terminology for analysing comics and graphic novels. | AOE question   How do the style and structure of a text affect its meaning? |
| Concept  **Representation** – students consider the choices made by writers, including the choice to write in the graphic form, considering the potential benefits that emerge from writing in this genre. | |
| ATL  **Research skills** – In Activity 5.2, students research a list of terms that are relevant to understanding comics and graphic novels. | Learner profile  **Inquirer** – Students are encouraged to make predictions and test hypotheses about the texts they are reading, to make their reading experience more meaningful. |
| Learner portfolio  Students consider aspects of Persepolis (Text 1.23), and the artistic choices made  Students learn terminology relevant to understanding the graphic genre, including level of cartoonification. | International mindedness  How does Text 1.24 (Calvin and Hobbes comic strip) comment on the importance of international mindedness? How does it comment on the nature of war and the need for diplomacy? |
| TOK  Students are asked to consider whether graphic novels can be considered artistic works and, more broadly, what constitutes art. | Extended essay  Suggested research question on the graphic novel Persepolis. Students can refer to the sample HL Essay in Chapter 7. If students decide to write about this work, they should remember that it was originally written in French. So they will have to compare it to another work to meet the Category 2 extended essay requirement. |
| Formative assessment opportunities  Students are alerted to the opportunity to write a Paper 1 commentary on Text 1.24 or any text brought to class as part of Activity 5.6. | Summative assessment opportunities  Students are alerted to the opportunity to compare a comic strip to a literary work for their individual oral. They should bear in mind that the comparison needs to be grounded in the discussion of a global issue. |
| Texts – print  Text 1.23 – Persepolis by Marjane Satrapi  Text 1.24 – Calvin and Hobbes cartoon: ‘How come we play war and not peace?’ | Suggested additional resources  Understanding Comics by Scott McCloud  99 Ways to Tell a Story: Exercises in Style by Matt Madden  Persepolis – graphic novel by Marjane Satrapi  Maus – graphic novel by Art Spiegelman  Palestine – graphic novel by Joe Sacco |

Suggested lesson plan

It is possible to move through the activities in the units in Chapter 1 sequentially. Here we provide a suggestion for doing this, breaking the unit down into one-hour lessons. You may also wish to select parts of the unit, and build these into later chapters that have a particular thematic focus.

Lesson 1

Activities 5.1–5.3

**Homework assignment:** 5.4

Lesson 2

Activities 5.5 and 5.6 (5.6 may require more time and/or homework preparation)