

Curriculum Unit Title Using Cartoons and Graphic Novels to Teach Elementary Writing

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

The enduring understandings include the 3-5th grade Common Core State Standards for writing. Students will write a narrative to develop real or imagined experiences of an event. They will use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.E Provide a conclusion that follow from the narrated experiences or events.

ESSENTIAL QUESTION(S) for the UNIT

How can cartoons and graphic novels get students to write more? How do authors make choices about what should be drawn when writing a graphic novel or constructing a cartoon?

CONCEPT A

CONCEPT B

CONCEPT C

Constructing a setting

Developing Characters

Graphic novels

ESSENTIAL QUESTIONS A

ESSENTIAL QUESTIONS B

ESSENTIAL QUESTIONS C

How do you describe s setting through drawing?

How are Characters developed in a graphic novel or cartoon? How much is drawn and how much is left out?

What is different about using a graphic novel format for writing? How do you describe a setting or characters?

VOCABULARY A

VOCABULARY A

VOCABULARY A

Discription

Dialogue

Sequence of events

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Mentor texts used in the unit:
Ralph Tells a Story, by Abby Hanlon, *Diary of a Wimpy Kid* book series, by Jeff Kinney,
Let's Make Comics!: An Activity Book to Create, Write, and Draw Your Own Cartoons, by Jess Smart Smiley,
and *What Do Illustrators Do?* By Eileen Christelow,