

Curriculum Unit
Title

Comprehending and Creating Graphic Novels and Comics

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

[RI.6.1](#): Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; [RI.6.2](#): Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; [RI.6.3](#): Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; [RI.6.7](#): Integrate information presented in different media or formats (e.g. video) as well as in words to develop a coherent understanding of a topic or issue; [W.6.4](#): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ESSENTIAL QUESTION(S) for the UNIT

What are graphic novels and how are they created? How did Art Spiegelman use the dynamic relationship of a cat and mouse to portray events of history? How can we use our knowledge of graphic novels to create our own? How can we create our own graphic novels that teach positive character traits to young readers?

CONCEPT A

Graphic Novels

CONCEPT B

The Holocaust and Graphic Novel *Maus*

CONCEPT C

ESSENTIAL QUESTIONS A

What are graphic novels? How are they different than comics?

ESSENTIAL QUESTIONS B

What is the Holocaust? How did Art Spiegelman use the dynamic relationship of a cat and mouse to portray events of history?

ESSENTIAL QUESTIONS C

VOCABULARY A

Comic, Graphic Novel, Panel, Gutter

VOCABULARY B

Anti-Semitism, scapegoat, Holocaust, propaganda, concentration camp

VOCABULARY C

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Class set of *Maus* by Art Spiegelman
Website: www.EDpuzzle.com
Documentary *Auschwitz*
Chrome books or laptops
Google Docs and Google Sites

