

Magen Beatty

OSU Lesson Plan: Exploring East European Science Fantasy Literature through Comparative Literature Studies

Course and Grade Level: International Baccalaureate English: Language and Literature Higher Level; Grade 12

Anchor Texts:

The Seventh Voyage by Stanislaw Lem and *The Complete Persepolis* by Marjane Satrapi

The lesson topic and content: In this lesson, students will begin to explore a new genre of study; graphic novels. We will focus primarily on international elements, with a specific focus on Central and Eastern European and Middle Eastern issues. We will explore the historical and current events leading to thematic connections present in both texts. Students will begin with both historical background and current events/contexts and do self-guided research. Students will then explore two graphic novel texts with respect to various IB Global Issue Areas. Students will work individually and collaboratively with the final product for this lesson being a graphic novel vignette or pastiche piece with elements of Narrative and Storytelling genres and authorial choices.

Lesson Duration: 2-3 class periods (45-minute class periods) but will be spaced out during the reading of both anchor texts.

Breakdown of the learning objectives:

All Learning Objectives are taken from the [Ohio Learning Standards for English Language Arts](#).

Reading Standards:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

Writing Standards:

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information.

b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include

formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Part 1: (This will be done with direct instruction for one class period and individual exploration for homework.)

- Explore the elements of graphic novels. Because they have elements of both literary and non-literary texts, refresh your past learning of literary devices. For non-literary devices, we will explore elements of *Understanding Comics: The Invisible Art*, by Scott McCloud.
- Explore Eastern European and Middle Eastern authors in this genre, and can include cartoons. What are some trends you see? Who are the “canonical” authors?

OSU

Student Assignment: Read both Anchor Texts

While reading, think about the connection to our Essential Concept: Identity (From International Baccalaureate Language and Literature course–relevant extract provided)

Identity

When reading texts, students will encounter and interact with a multiplicity of perspectives, voices, and characters. It is usual when reading and interpreting a text to assume that the views are to some extent representative of the writer's identity.

However, the relationship between an author and the different perspectives and voices they assume in the texts is frequently complex, and this makes the concept of identity an elusive one. The figure that emerges from the reading of various texts by the same author adds to the complexity of the discussion. Conversely, the ways in which the identity of a reader comes into play at the moment of reading a text are equally central to the analysis of the act of reading and interpretation.

Part 2: Reflecting and Writing (1 class period)

1. Begin with our essential concept, Identity. How do you define identity? What words/concepts/images would you use to describe your own identity?
2. Free write for 15 minutes discussing how you see each of our texts presenting identity.
3. Share and discuss in collaborative writing groups.

Part 3: Independent Research and Writing Assignment (1 class period with additional homework time)

IB Lang and Lit Y2 Graphic Novels

Independent Graphic Novel Analysis

1. Research/Obtain your own example of an extract from a graphic novel or cartoon. This should be related to Eastern European and/or Middle Eastern authorship, content or even connect with Science Fiction.

Provide the following:

1. A screenshot/image of the text
2. A claim involving our Essential Topic, identity, or another Essential Concept or Global Issue Area.
3. 3-5 dominant authorial choices and persuade the reader how they convey the purpose
 - a. –**BOLD** the authorial choices (not descriptions, just names of the ones you use)
4. Bullet points are perfectly fine

Part 2: Create Your Own Cartoon or Graphic Novel Extract

1. Create your own cartoon/graphic novel extract. This can be an extract or complete text. Creativity counts but not necessarily artistic skill. The medium is your choice—drawing, collage, computer graphic, etc.

Consult the [IB Rubric](#) (see end of lesson plan) that will be used to evaluate the writing.

IB Rubric

Criterion A: Knowledge, understanding and interpretation

- How well does the candidate demonstrate knowledge and understanding of the work or text chosen?
- To what extent does the candidate make use of knowledge and understanding of the work or text to draw conclusions in relation to the chosen topic?
- How well are ideas supported by references to the work or text in relation to the chosen topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little knowledge and understanding of the work or text shown through the essay in relation to the topic chosen. References to the work or text are infrequent or are rarely appropriate in relation to the chosen topic.
2	There is some knowledge and understanding of the work or text shown through the essay in relation to the topic chosen. References to the work or text are at times appropriate in relation to the chosen topic.
3	There is satisfactory knowledge and understanding of the work or text shown through the essay and an interpretation of its implications in relation to the topic chosen. References to the work or text are generally relevant and mostly support the candidate's ideas in relation to the chosen topic.
4	There is good knowledge and understanding of the work or text shown through the essay and a sustained interpretation of its implications in relation to the topic chosen. References to the work or text are relevant and support the candidate's ideas in relation to the chosen topic.
5	There is excellent knowledge and understanding of the work or text shown through the essay and a persuasive interpretation of their implications in relation to the chosen topic. References to the work or text are well-chosen and effectively support the candidate's ideas in relation to the chosen topic.

Criterion B: Analysis and evaluation

- To what extent does the candidate analyse and evaluate how the choices of language, technique and style, and/or broader authorial choices shape meaning in relation to the chosen topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The essay is descriptive and/or demonstrates little relevant analysis of textual features and/or the author's broader choices in relation to the chosen topic.
2	The essay demonstrates some appropriate analysis of textual features and the author's broader choices in relation to the chosen topic, but is reliant on description.
3	The essay demonstrates a generally appropriate analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
4	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
5	The essay demonstrates a consistently insightful and convincing analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.

Criterion C: Focus, organization and development

- How well organized, focused and developed is the presentation of ideas in the essay?
- How well are examples integrated into the essay?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.

Marks	Level descriptor
1	Little organization is present. No discernible line of inquiry is apparent in the essay. Supporting examples are not integrated into the structure of the sentences and paragraphs.
2	Some organization is apparent. There is little development of a line of inquiry. Supporting examples are rarely integrated into the structure of the sentences and paragraphs.
3	The essay is adequately organized in a generally cohesive manner. There is some development of the line of inquiry. Supporting examples are sometimes integrated into the structure of the sentences and paragraphs.
4	The essay is well organized and mostly cohesive. The line of inquiry is adequately developed. Supporting examples are mostly well integrated into the structure of the sentences and paragraphs.
5	The essay is effectively organized and cohesive. The line of inquiry is well developed. Supporting examples are well integrated into the structure of the sentences and paragraphs.

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ("Register" refers, in this context, to the candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the HL essay).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.