Sample Lesson Plan

I. Title: "Leapin' Graphic Novels, Batman!"

II. DEMOGRAPHICS

Class and Pupil Characteristics	Implications for Instruction
○ Grade Twelve Honors ○ 9:25 – 10:15 ○ 22:1 ○ The majority of the students in the class are gifted and all are very intelligent. One student is diabetic.	○ Design considerations: The activity needs to get the students excited about the topic. ○ The community maintains a fairly conservative political climate and students tend to prefer non-fiction texts. Many students have poor attitudes towards reading works of fantasy. ○ Also, as the topic is noncanonical, the importance of understanding the medium needs to be emphasized. The lesson should be performed with a high level of energy and should move quickly as the students are all very intelligent. Also, a snack break will need to be taken approximately half way through the class in order to accommodate the diabetic student, so the lesson is planned accordingly.

Prior Learning ○ Knowledge of a wide variety of literary elements and techniques			
Statement(s) of Intent	Domain and Level from Bloom's Taxonomy	Unit Goal (Include the entire Goal and its number.)	Standard #; Checkpoint or Level; Key Idea #; and relevant phrase
Outcome Statements			
1. Development of tolerance for unfamiliar mediums	Disp.	7. Students will gain an appreciation for the medium of the graphic novel	Standard 2, Commencement Key Idea 1 "…evaluate literary merit…"
2. Students will appreciate the ability of comics to provide relevant social commentary.	Disp	7. Students will gain an appreciation for the medium of the graphic novel	Standard 2, Commencement Key Idea 1 "…evaluate literary merit…"
3. The students will be able to analyze comics for relevant social commentary	Skills/Processes	5. Students will produce literary interpretation that explicate multiple layers of meaning	Standard 2, Commencement Key Idea 2 "…produce literary interpretation that explicates

			multiple layers of meaning"
4. Students will apply prior knowledge of literary elements/techniques to comics in order to discover the use of these element/techniques within the comics.	Skills/Processes	4. Students will evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition	Standard 2, Commencement Key Idea 2 "…evaluate literary merit…"

IV. RATIONALE

This lesson occurs in the Generating Ideas Phase (GIP) of the unit, the introductory phase of the unit that is meant to engage and excite students with the unit. For this unit on graphic novels, exciting the students about the topic is crucial as for many students it will be an unfamiliar medium.

In teaching this lesson, I will primarily be using the group investigation model of teaching. The group investigation model will be of great use as it will allow students to decide for themselves "what kinds of information they need to approach the problem," which in this case would be completion of the worksheet provided, and "proceed to collect relevant data" (Joyce Weil, & Calhoun 226). Students determining on their own what constitutes an example of a particular literary element or technique provides them with a channel to think critically about literature. The group work allows for students to openly communicate and determine in a democratic fashion what information is necessary and offers students "helping hands" at all times (Joyce, Weil, & Calhoun 226) .

As the chart illustrates, the lesson aligns with Unit Goals and NYS Learning Standards for English Language Arts.

V. PROCEDURES

Phase of Procedures	ETA	Step Numbers, Directions, Content	S of I Assessments
A. Introduction (Hook, Entry)	1. 6 min 2. 15 min.	1. A clip will be shown from the movie X-Men. 6. After watching the clip, discussion will be opened beginning with the prompt "Do you think that this clip is saying anything about society?"	2. The discussion will provide the teacher with diagnostic evidence as to whether or not the students understand the ability of comics to provide relevant social commentary
Transition: Steps & Directions	3. 5 min.	3. This will be the transition from the movie to the pages of comics. It will be explained to students that the movie X-Men was based on the comics by Stan Lee during the Civil Rights era, thus signifying the ability of comics to provide relvant social commentary. This will then transition into a discussion of what comic books and graphic novels are.	
Phase of Procedures	ETA	Step Numbers, Directions, Content	S of I Assessments
B. Body	4.	4. The students will be shown a page from a	4. The students

	15 min.	comic book on an overhead. The students will then be asked to use their prior knowledge to find any literary elements/techniques at work and bring them to the class's attention.	pointing out literary elements/techniques at work on the page will serve as an diagnostic assessment of prior knowledge of literary elements/techniques.
Transition: Steps & Directions	5. Step 4 will lead directly into step five. As the lesson will be continued into the next day with discussion of homework, closure is limited		
Phase of Procedures	ETA	Step Numbers, Directions, Content	S of I Assessments
C. Closure	6. 9 min.	6. Students will be asked to continue their discussion of the day and utilize it in the homework assignment. Homework will then be explained and assigned	
Homework	30 min.	Each student will be provided with a comic book by the teacher. For the homework assignment, students will read their assigned comic and find at least one literary technique/element at work within its pages. Students will also be asked to think about whether or not that comic is providing any social commentary. Each student will discuss this in his or her writing journal that has been kept for the course. The students will be prepared to discuss their findings in class the next day.	

VI. TEACHER REFLECTION

VII. RESOURCES

Assortment of mainstream comic books

X-Men (20^{th} Century Fox)

Comic Page from *Uncle Sam (p. 3)*