

# 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.

<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Learn how meaning is constructed in comics and graphic novels.</li> <li>Become familiar with terminology for analysing comics and graphic novels.</li> </ul>	<b>AOE question</b> <ul style="list-style-type: none"> <li>How do the style and structure of a text affect its meaning?</li> </ul>
<b>Concept</b> <b>Representation</b> – 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.	
<b>ATL</b> <b>Research skills</b> – In Activity 5.2, students research a list of terms that are relevant to understanding comics and graphic novels.	<b>Learner profile</b> <b>Inquirer</b> – Students are encouraged to make predictions and test hypotheses about the texts they are reading, to make their reading experience more meaningful.
<b>Learner portfolio</b> Students consider aspects of <i>Persepolis</i> (Text 1.23), and the artistic choices made Students learn terminology relevant to understanding the graphic genre, including level of cartoonification.	<b>International mindedness</b> 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?
<b>TOK</b> Students are asked to consider whether graphic novels can be considered artistic works and, more broadly, what constitutes art.	<b>Extended essay</b> Suggested research question on the graphic novel <i>Persepolis</i> . 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.
<b>Formative assessment opportunities</b> 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.	<b>Summative assessment opportunities</b> 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)