

English/Language Arts Unit and Lesson Planning Templates

UNIT OVERVIEW

UNIT TITLE	Persepolis: The Story of a Childhood	GRADE LEVEL	10
SUBJECT/TOPIC	Dialogue and Narration		
UNIT LENGTH	3 Weeks	MARKING PERIOD	2
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • Why might an author choose to write in the genre of a graphic novel? • How does Satrapi tell her story as both narrator and protagonist? • How does Marjane’s struggle parallel the current struggles in Iran? • What challenges do women in Iran face now and then? 		
STANDARDS INTRODUCED	<p>Reading 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the setting (time and place) of Persepolis. <input type="checkbox"/> I understand the political turmoil in Iran in 1979 and in 2009 -I can explain what led to the Islamic Revolution. <input type="checkbox"/> I understand that Persepolis is a work of literature that demonstrates the themes of the historical period. <p>Listening and Speaking 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can actively listen to a discussion. <input type="checkbox"/> I can gather evidence from the reading and discussion to form my own opinion. <input type="checkbox"/> I can express my opinion, using evidence from the discussion to prove my point. 		

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**STANDARDS
TAUGHT TO
MASTERY**

Reading 3.2

Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. (Listening and Speaking 1.2)

- I can identify and explain, in a graphic novel, the difference between chapters and panels.
- I can identify and explain, in a graphic novel, the difference between narrative boxes and dialogue bubbles.
- I can identify and explain the purpose of the key components of a graphic novel.
- I can define genre. I can compare and contrast the features of a graphic novel and text novel.
- I can compare and contrast how similar themes are addressed in different genres of text.

Reading 3.4

Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

- I can understand that what a character says and does reveals who they are.
- I understand the meaning of the word “determine,” and I can demonstrate this understanding.
- I can use the dialogue and narration (evidence) in Persepolis to determine the character traits of Marjane. (I can determine the character traits of Marjane using evidence from the text (dialogue and narration)).

Reading 3.9

Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

- I can explain the way the different features (bubbles, boxes and narration) of the text create the narrator's persona and credibility.

Writing 2.1.c

Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

- I can transform dialogue bubbles in to text dialogue, using proper punctuation.
- I can use vivid language to interpret the meaning of images.
- I can translate the form of a graphic novel into a written paragraph.

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ASSESSMENTS	<p>Notebook writing: Reflection and connection to themes, visual analysis of Satrapi’s illustrations. Dialogue and Narration: Translating narrative into comic strip form and translating comic strip form into narrative. Discussion: Structured class and small-group discussions. Quizzes: Plot and Vocabulary Key Terms</p>		
ACTIVITIES AND PROJECTS	<ul style="list-style-type: none"> Comic Strip: Translate a portion of narrative we have already read into comic strip form, correctly using panels, narrative boxes, and dialogue bubbles. 	MAJOR WRITING COMPONENTS	<ul style="list-style-type: none"> Final Assignment: Translate the final page of the memoir into narrative form, correctly using dialogue and creatively using imagery.
PRIMARY TEACHING MATERIALS	<p><u>Persepolis</u>, Marjane Satrapi Various articles about contemporary Iran</p>		
OTHER RESOURCES	<p>Media Studies teacher will show films: “Persepolis” and a documentary about a female Iranian journalist.</p>		

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UNIT CALENDAR

WEEK 1	Targets: I can understand key concept terms from Persepolis	Targets: I can... Agenda: Whole-School Field Trip	Targets: <input type="checkbox"/> I can differentiate between panels, narrative boxes, and dialogue bubbles in a graphic memoir. <input type="checkbox"/> I understand the setting (time and place) of Persepolis.	Targets: <input type="checkbox"/> I can identify and explain the purpose of the key components of a graphic novel. <input type="checkbox"/> I can define genre. I can compare and contrast the features of a graphic novel and text novel. <input type="checkbox"/> I can compare and contrast how similar themes are addressed in different genres of text. I can understand that what a character says and does reveals who they are.
	Agenda: ✓		Agenda: Finish Vocab Go over Unit Overview	

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<p>WEEK 2</p>	<p>Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the dialogue and narration (evidence) in Persepolis to determine the character traits of Marjane. (I can determine the character traits of Marjane using evidence from the text (dialogue and narration)). <input type="checkbox"/> I can explain the way the different features (bubbles, boxes and narration) of the text create the narrator’s persona and credibility. <p>Agenda:</p> <ul style="list-style-type: none"> ✓ Close analysis of one page to hit learning targets. ✓ Review of terms: Credibility, Persona, Traits. 	<p>Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define genre. I can compare and contrast the features of a graphic novel and text novel. <input type="checkbox"/> I can compare and contrast how similar themes are addressed in different genres of text. <input type="checkbox"/> I understand the political turmoil in Iran in 1979 and in 2009 <ul style="list-style-type: none"> -I can explain what led to the Islamic Revolution. <input type="checkbox"/> I understand that Persepolis is a work of literature that demonstrates the themes of the historical period. <p>Agenda:</p> <ul style="list-style-type: none"> ✓ Compare/Contrast T Chart ✓ Reading short article on Iran’s Revolution then and now. 	<p>Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can actively listen to a discussion. <input type="checkbox"/> I can gather evidence from the reading and discussion to form my own opinion. <input type="checkbox"/> I can express my opinion, using evidence from the discussion to prove my point. <p>Agenda:</p> <ul style="list-style-type: none"> ✓ Theme Brainstrom ✓ “Listen to Learn/Learn to Listen” Small group discussion—Topic? Civil Rights? Religious Freedom? 	<p>Target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and explain the purpose of the key components of a graphic novel. <p>Agenda:</p> <ul style="list-style-type: none"> ✓ Plot and Vocab Quiz ✓ District Benchmark Exam ✓ Creating Comic strip out of narrative we have already read <p>Requirements:</p> <ol style="list-style-type: none"> 1. Must be at least three panels 2. Must include both narrative boxes as well as dialogue bubbles. 3. Must conform to conventions of genre of graphic novel. 4. Must use the text exactly as written in narrative.
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WEEK 3	<p>Targets: I can...</p>	<p>Targets: I can...</p>	No School—Veteran’s Day	<p>Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can transform dialogue bubbles in to text dialogue, using proper punctuation. <input type="checkbox"/> I can use vivid language to interpret the meaning of images. <input type="checkbox"/> I can translate the form of a graphic novel into a written paragraph.
	<p>Agenda: ✓ Reading</p>	<p>Agenda: ✓ Reading (finish memoir)</p>		<p>Agenda:</p> <ul style="list-style-type: none"> ✓ WriterCoach Connection ✓ Translate final page of memoir into narrative (due at end of class)