



# GRAPHIC NOVEL ANALYSIS

## Grade Level

4-6

## Length of Lesson

45 minutes

## Objective

By the end of this lesson, students will be able to identify graphic novel techniques used to tell stories.

## Materials Needed

- Copies of the student worksheet
- Copies of panels from chosen graphic novel

## Standards

### Common Core

CCSS.ELA-Literacy.RL.4-5.1-3; RL.4.7; RL.5.4; RL.5.7; RL.6.4-6

## Lesson Summary

This lesson is designed to help students increase their literacy skills by analyzing fiction and non-fiction stories using graphic novels.

A fantastic resource for teacher background information on graphic novels is *Understanding Comics: The Invisible Art* by Scott McCloud

## Suggested Sequence of Events:

1. Find a graphic novel to read as a class. A suggested list of graphic novels with agricultural themes can be found on the teachers resources page.
2. Set Up: Select a series of panels (1-2 sequential pages) from the graphic novel and make enough copies for each student to have their own. Laminate for multiple uses.
3. Complete the activity following the procedures:
  - Give each student a copy of the student worksheet and have the page of panels.
  - Have them use the page on panels to complete the worksheet. Questions should be answered directly in the blank 'panel' where the question is located.
4. Whole class discussion and reflection of activity. Go over the answers as a class and have students share their answers and sketches.

# TEACHER RESOURCES

## Graphic Novel Suggestions:

- Fiction
  - *Pumpkinheads* written by Rainbow Rowell, illustrated by Faith Erin Hicks
  - *Stepping Stones* written and illustrated by Lucy Knisley
  - *Geeky Fab 5: Food Fight for Fiona* written by Liz and Lucy Lareau, illustrated by Ryan Jampole
  - *Measuring Up* written by Lily LaMotte, illustrated by Ann Xu
  - *Meal* written by Blue Delliquanti, illustrated by Soleil Ho
  - *Grand Theft Horse* written by G. Neri, illustrated by Corban Wilkin
- Manga
  - *Silver Spoon, Vol. 1* written and illustrated by Hiromu Arakawa
- Scientifically-Accurate Fiction
  - *Understanding Photosynthesis with Max Axiom, Super Scientist* written by Liam O'Donnell, illustrated by Charles Barnett III and Richard Dominguez
  - *Decoding Genes with Max Axiom, Super Scientist* written by Amber J. Keyser, PhD, illustrated by Tod G. Smith and Al Milgrom
  - *Robots and Drones: Past, Present, and Future* written by Mairghread Scott, illustrated by Jacob Chabot
- Historical Fiction
  - *The Great American Dust Bowl* written and illustrated by Don Brown
- Non-Fiction
  - *Louis Pasteur and Pasteurization* written by Jennifer Fandel, illustrated by Charles Barnett III et al.
  - *George Washington Carver: Ingenious Inventor* written by Nathan Olson, illustrated by Keith Tucker
  - *Levi Strauss and Blue Jeans* written by Nathan Olson, illustrated by Dave Hoover et al.

## Extension Ideas:

- Choose a graphic novel and find a series of panels to make copies of. Then cut them out individually and mix them up. See if your students can put them back in the correct order.
- Have students rewrite a panel from a different character's point of view.
- Choose either a panel or a series of panels for students to write out in traditional narrative prose.
- Give students a sentence or paragraph from a text being read in class and have them turn it into a comic strip.
  - Give each student a different sentence or paragraph from the same story and have them turn it into a comic strip. Then see if they can put them in order.
- Pair the graphic novel to any of our topics of Ag Mags.
  - Go to [agintheclassroom.org](http://agintheclassroom.org) to contact your County Literacy Coordinator for free

# GRAPHIC NOVEL ANALYSIS

## STUDENT WORKSHEET

GRAPHIC NOVELS AND COMIC BOOKS USE A VARIETY OF TECHNIQUES TO TELL A STORY. LET'S TAKE A CLOSER LOOK!

FIRST, CHOOSE

**1**

PANEL TO FOCUS ON



DESCRIBE THE SETTING

CHARACTERS

WHO IS IN THIS PANEL?

DESCRIBE THE FACIAL EXPRESSIONS

DESCRIBE THE BODY LANGUAGE

**SAY WHAT?!**

NOW LOOK AT ALL THE PANELS. WHAT CLASSIC COMIC BOOK ACTION WORDS ARE USED?

WHY DID THE AUTHOR AND ARTIST CHOOSE TO DESIGN THE WORDS LIKE THAT?

WOULD IT CHANGE THE TONE IF HAD BEEN WRITTEN NORMALLY?

THE BLANK SPACE IN BETWEEN PANELS IS CALLED

**CLOSURE!**



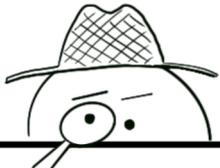
YOU SUBCONCIOUSLY FILL IN WHAT'S HAPPENING IN THIS BLANK SPACE!

PICK OUT

**2** PANELS TO FOCUS ON



READ & ANALYZE



WHAT DO YOU THINK HAPPENED IN THE CLOSURE OF THE TWO PANELS YOU CHOSE?

EXPLAIN IT HERE!

SKETCH IT HERE!

WHAT HAPPENS AFTER THIS WHOLE SET OF PANELS? USE THE SPACE BELOW TO WRITE OR SKETCH WHAT YOU THINK MIGHT HAPPEN NEXT!