

Creating Graphic Novels

Many students readily admit that they learn better when they associate pictures with the words in a book. Figure 3.1 is a template to use to have students create their own graphic novels. Figure 3.2 shows an example of how a graphic novel can be used created by Brad's student Joanna Nika, and Exhibit 3.7 provides a lesson plan. Brad used this strategy with his class when they were reading *The Scarlet Letter* by Nathaniel Hawthorne. The original text of *The Scarlet Letter* can be very difficult to read, but by using the graphic novel format, students who were initially turned off or were having trouble gaining a deeper understanding of the text were able to understand greater details of the story. Providing students with the opportunity to draw and visualize the reading as they see fit helps students to further understand and process the story. By using this form of visual learning, students increase their understanding and metacognitive thinking.

Figure 3.1 Graphic Novel Template

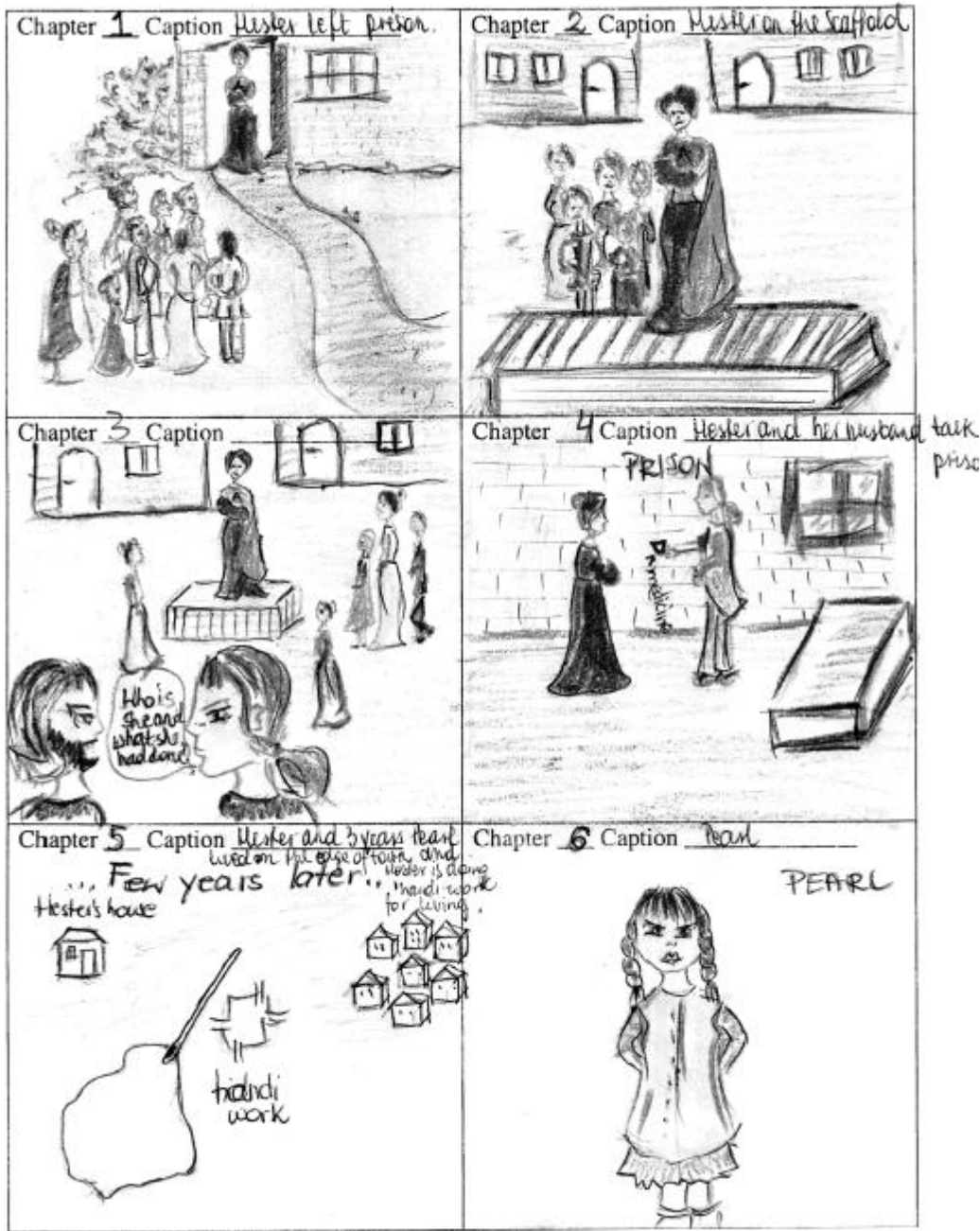
Figure 3.1 Graphic Novel Template

Caption _____	Caption _____	Caption _____
Caption _____	Caption _____	Caption _____
Caption _____	Caption _____	Caption _____
Caption _____	Caption _____	Caption _____
Summary:		

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Figure 3.2 Graphic Novel Example
Scarlet Letter Graphic Novel

Label each cell as a separate chapter. Give each cell a caption and draw a picture representing each chapter.



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Exhibit 3.7 Graphic Novel Lesson Plan

During-Reading Lesson	
Graphic Novels	
Objective	Students will identify key events and illustrate these key scenes. In this activity, the students will develop comprehension skills, particularly in sequencing, summarizing, and analyzing.
Materials	Colored pens, pencils, marker, and graphic novels template
Time	30–40 minutes
Procedure	
Step 1	Arrange students into groups of three. Instruct the students to complete a graphic novel template. In brief the students will brainstorm the key events from a recently read text.
Step 2	Once the students identify the key events, they should select eight and follow the directions in Handout 2. The students will illustrate the selected key events.
Step 3	The students should share their storyboards with their classmates and explain why they chose their selected key events. Added detail in illustrated scenes can be rough indicators of comprehension. In general, more details in a picture can indicate a greater understanding and comprehension of a text. Carefully consider what scenes the students identify. Are they identifying scenes that shape and affect the plot of the text? Do the illustrations indicate a particular point of view?
IRA/NCTE Standards	<ol style="list-style-type: none">1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

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