



## NCTA Lesson Plan

**Name:** Hannah Green, Whetstone High School, NCTA 2020 (Columbus, OH)

**Title:** Introduction to Manga/Graphic Novels

**Theme/Topic:** Use of Manga/Graphic Novels

**Introduction (2-3 sentence summary of lesson):** In this lesson, students will learn about how to read Manga/Graphic novels and the differences between them. There will be history tidbits throughout the lesson as well.

**Subject(s)/Grade level(s):** English/Social Studies, 9-12

**Duration of lesson:** 2-3 days/periods

---

### **Connection to standards/common core (2-3 standards):**

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### **Essential Questions (2-3 questions):**

How do the authors use pictures and words to create the characters and plot?

What differences can be seen between the two different formats? How does this add or take away from the presentation of the story?

### Learning Objectives (2-3 objectives):

I can identify the elements of manga/graphic novels.

I can the plot and character traits in a manga/graphic novels.

I can analyze the differences between Japanese and American graphic novels.

### Learning Targets for Intercultural Communication (optional):

---

#### Materials Needed:

Manga book of your choice related to the direction/goal of your overall unit. And a graphic novel that is “American” along the same lines of the Manga (easier to compare if they have the same general theme). Ideally you would have multiple copies of each for student use in small groups. Comic book of your choice to use during the pre-assessment.

**Pre-Assessment of Prior Knowledge:** *How will students show what they already know about the topic of this unit? What activities will be used?*

Create a picture collage of all characters (well-known and not as well known) from different comics and manga. Have students talk to their shoulder partner about similarities and differences in these characters. Ask students to share aloud what these all have in common? Hopefully, they will come to the conclusion that they are all characters from comic books. Then you can talk about what they already know about comics.

#### Lesson Activities/Instructional Strategies (5-7 steps):

1. Make sure each pair of students has both books, then begin to introduce vocabulary using a graphic organizer. Students will put vocabulary into their own words on the sheet and label on pages.
  - Vocabulary: cover, inside pages, panels, gutters, dialog balloons, thought balloons, captions, sound effects, space - how these all work together to tell the story
2. Teacher will then allow students to explore books and evaluate how you would read a manga and an “American” graphic novel.
3. Teacher will then present a lesson on the history of manga, comics, and graphic novels while students take notes on the key parts.
4. After the lecture, students will then look at two predetermined parts of each book and compare/contrast how the author presented the information. Class discussion will



## NCTA Lesson Plan

happen on how students came to this conclusion and if one way is better than the other. How does the visual element give power to the novel? Can you just read the words?

5. Students will then be given a topic or event from history to create a panel for. They can work by themselves or with a partner to tell part of the story using dialog and pictures.

### Resources:

Vocabulary obtained from:

<https://www.buffalolib.org/sites/default/files/getgraphic/resources/HowtoReadaGraphicNovel.pdf>

**Closing/Reflection Activity:** *How are students engaging with ideas from another culture?*

*What does it mean for them?*

When students create their final panel, they will have to choose whether to use Japanese or American versions of graphic novels. They will have to defend their reasoning for using either one.

**Post-Assessment:** *How will students demonstrate what they have learned about the topic from this unit? What activities will be used?*

In addition, they will have to write a two-three sentence exit ticket explaining how graphic novels help us to connect and bring ideas to/from other cultures.

---

### Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

- Students can pick their own Manga/graphic novel to do a book report on
- Students may use this in science or social studies to illustrate a hard concept or idea
- Learn how to draw manga/anime in art.