Theme: Heroes and Villains! Where do we draw the line?	
Year Level: 7	AusVELS Level: 7-8

Assumptions

In writing this unit of work it is assumed that:
1. Students have a basic understanding, knowledge or awareness of heroes, villains & comics.
2. Students have read/viewed the prescribed copy(ies) of Key Text
3. Students have a familiarity with writing in different forms.

Stage 1 – Desired Results

Big Picture Goal:
At the end of this unit, students should have a greater understanding of the role heroes play in our world, how they reflect our cultures and will understand how to effectively present an opinion.

Established Goals & Standards:	Key Resources: (For a full list, refer to Appendix)
1. ACELA1782 2. ACELT1622 3. ACELT1621 4. ACELY1723 5. ACELY1725 6. ACELT1619 7. ACELT1620	1. Key Text: "Civil War #1" by Mark Millar a. Available in 3 forms: Comics, Graphic Novel (i.e.: compilation of comics), YouTube. 2. Marvel Hero Maker: http://marvel.com/games/play/31/create_your_own_superhero 3. The Marvel Database: http://marvel.com/search/?q=Civil+war 4. Programs: Mind-Mapping, Timeline, Presentation Tools. 5. http://www.educationworld.com/a_lesson/TM/WS_lp218_2282.shtml- Characteristics of a hero 6. Green and Red cards to be issued to each student - as part of behaviour management and ensuring comprehension.

Understandings:	Essential Questions
● Gain insights from literature by recognizing the common bond between the reader's personal experience and the human condition presented in the works. ● Heroism is an ever-changing concept which reflects cultural and societal values. ● At the same time, heroism is a highly personal concept; personal heroes are found throughout society. ● Consequently, themes such as heroism, valour, and honour frequently appear in literature (across cultures). ● The line between a hero and villain is perspective	● What defines a hero? ● Who are our heroes? ● How does a hero reflect his or her culture? ● How (and why) do authors reflect heroes in literature? ● Do heroes have a moral code? ● F. Scott, Fitzgerald said, "Give me a Hero and I'll give you a tragedy". Discuss ● How much autonomy do we give to 'heroes'? ● What is the difference between a hero and a vigilante? ● What is the difference between a villain and a hero?
Students will know: ● What a hero is ● What the difference is between heroes and vigilantes ● How a comic creates meaning ● The foundations for effective presentations	Students will be able to: ● Show an understanding of cause & effect ● Present, in a group, a justified opinion on the main issue: *Should there be a superhero register?* ● Proofread their work to refine and clarify ● Analyse comics for meaning and purpose

Stage 2 – Assessment Evidence	
Formative	Performance Tasks: ● Journal Entries ● Fishbowl Discussions ● Rubrics ● Criteria Lists ● 4Corners Debate/Jigsaw ● Coloured Card System
Summative	Performance Tasks: ● Creative Writing Piece ● Presentation

Stage 3 – Learning Plan

1. Students will determine the criteria for a hero, construct a definition and create/design a superhero.
2. Students will analyse the concept of villainy and discuss perspective and morality.
3. Students will compare their definition of a hero against that of a vigilante and establish a position on vigilantism
4. Students will create a superhero of their own using their criteria sheet, including; origin, powers, attributes, personality traits, weaknesses, great achievements etc.
5. Students will use their prior reading skills to engage with and understand the features of a comic and demonstrate an understanding of why heroes are represented in comics.
6. Students will apply appropriate comprehension and writing strategies to synthesize the plot of the comics/graphic novel.
7. Students will determine the benefits and consequence of superheroes and relate it to gun control.
8. Students will establish a rubric for an effective persuasive presentation; they will learn how to structure a presentation.
9. Students will use all the knowledge thus far gathered and start compiling it into a presentation.
10. Students will peer-review group presentations according to the rubric they established.

Standards-based Essential Skills & Concepts	Best Practices to Explicitly Teach Skills & Concepts	
Reading	- Apply appropriate reading strategies based upon the type of material and the purpose for reading. - Recognize the common elements and terms which are appropriate to the work being studied. - Understand characters and show ability to evaluate their actions.	- Concept Maps for *hero*. - Timelines & Plot Summaries - Reading Skill: <u>Clarifying</u>.
Writing	- Plot summaries which accurately reflect the sequence of events of a work studied. - A creative writing piece that demonstrates understandings	- Modelling of thesis statement - Mind Mapping - Peer Review - Summarising
Speaking & Listening	- Demonstrate an ability to read dramatically through effective use of voice flexibility and tone. - Orally demonstrate an ability to interpret a professional piece of literature. - Listen and respond appropriately to classmates' ideas and questions.	- Socratic Circles - Small group discussions - Think *Pair* Share - Practice/Guided readings

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 1: What is a Hero?	

AusVELS – English - Level 7
- Reading & Viewing:
  - Responding to points of view by developing and elaborating on others' responses.
- Speaking and listening:
  - Exploring concepts about the criteria for heroism and testing these criteria in a range of texts.

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Draw on their own experience to examine & evaluate current heroes
   b. Determine the criteria for a hero
   c. Visually represent this criteria
   d. Test it against archetypal heroes.
2. How do the specific ILOs connect to the **overall** Unit ILOs?
   a. Students need to be able to examine current heroes and identify commonalities
   b. Students need to be able to draw out key information
   c. Students need to be able to articulate their understanding/opinion

Formative assessment elements in this lesson:
1. The Criteria List (Checklist)
2. Questioning/4Corners!
3. Journal Response 1

Summative assessment if applicable:

Resources
1. http://marvel.com/universe/Glossary:S#superhuman - Marvel Database
2. http://listmoz.com/#K5ZwF7YPGbHpsfQB4 - Checklist Maker

Teacher:
- Whiteboard, Markers, Appendix A, Access to the Internet (failing that bring in

origin comics)
Student:
- Internet Access, Poster paper/exercise book.

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
3	Introduction: Lesson Specific & explicit ILO's	"Today, we're going to start our 10 Lesson unit of work on superheroes. In this unit, we'll have 2 main pieces of work; a creative writing piece and a small presentation. During this unit, we're going to try a few things that you may not have done before, for example: *Coloured Card* system. If at any time or for any reason you don't understand, are a bit confused or would like something explained again, hold up a red card silently please. This will let me know that I need to clarify what I mean. Often I will ask you to hold up a red card if you would like it explained again, or a green card if you get it. Let's test it; green or red? By the end of the class, we'll analyse and deconstruct the characteristics of the heroes we know, understand their past and create a criteria list for a hero. But first we're going to organise groups."
5	Hook	*Favourites!* I will lead a monologue about my favourite superhero and why. The dialogue models the key characteristics that make up a superhero. Why is Spider-Man my favorite superhero of all time? First of all Spider-Man is relatable. He has money problems, goes to school, tries to hold down a job, has relationship problems with practically everyone he knows. Second, his character is very interesting. All the while he's beating up a thug or super villain he's making fun of their hair cut. Almost every Spider-Man comic I read has me smiling by the end of it. It is part of his character to be that positive and optimistic person.

> The third reason is for the big kid in me: his powers! I love his powers! He has just the right amount of everything to be interesting. He's not strong enough to lift a building, but he's strong enough to lift a car. He can't fly, but he can swing, wall crawl and jump his way to places. He isn't bullet proof, but he can dodge them if he has to. His powers are pulled back just enough that it is almost always a challenge for him, yet not pulled back too much that he's a weakling in a world full of metahumans.
> The next reason Spider-Man is the best comic book character ever is simple: his villains. Only Batman comes close to having as many great villains. Green Goblin, Venom, Carnage, Rhino, Vulture, Doc Ock, Lizard, Scorpion, Black Cat, Sandman, Electro and many many others.
>
> Another reason I find myself in love with the character of Spider-Man is this costume. I know it sounds weird but from the very first time I saw Spidey he looked like some kind of creature with big eyes mixed with a colorful ninja. I loved it. I know it sounds crazy. Whatever.
>
> Another great reason I think he is the best character is because of his moral centre. "With great power comes great responsibility..." This is his code, he has the power to do something and he fights to help.

⇒ Then students will be asked to "think-pair-share" on their favourite superhero in their groups and the results will be visually represented on the board.

⇒ 'For those who have never done a *think-pair-share* before, it's functions like this;

1. You think about the question asked and write down a few notes
2. You pair up with the person next to you and exchange ideas
3. I'll ask around the room for you to share your ideas.

⇒ Tally the responses and the 4 most popular will be selected for the next task

10	Scaffolding & Modelling of task	Drawing from my dialogue, I will use this website: http://marvel.com/universe/Glossary:S#superhuman to deconstruct the character. 1. What is the origin of this hero? Is it tragic? 2. What kind of superpowers do they have? If any. 3. Do they have some sort of moral code? 4. Do they have a weakness? 5. Do they have enemies? 6. What are their greatest achievements?

		● I will use this resource using a hero as an example to explicitly model the desired responses. Using a visual organizer, i.e.: Mind Map/brainstorm

10	Student-Centred Activity	<u>4Corners!</u>
		Students will use the heroes from the hook activity and research them and complete a mind-map that details their key characteristics.
		
		"Now, the activity we're going to do is called a 4Corners activity. There are going to be 4 heroes that you will need to study, just like I did with Spiderman. You all need to complete a mind-map or a brainstorm because at the end of the exercise you will need them. Now, Superhero A will be in that corner, B in that corner, C in that corner and D in this corner. *Assign students to groups*"
		
		⇒ Students will get into their groups and use the website to deconstruct their hero.
		After students have completed this, the class will regroup and discuss their findings as a group.
		    1. Were there any similarities?
		    2. Were there any differences?
		"Now drawing from this activity, do we have any predictions as to what a requirement may be to be classified as a superhero?"

10	Student Activity	<u>Sample Desired Responses:</u>
		    ● They need to have powers or magic rings or super gadgets.
		    ● They need to have a costume
		    ● They need to have a strong sense of right and wrong
		    ● They have to have a tragic beginning.
		
		⇒ "Are all of these required to be a superhero? Think about this; If Batman didn't meet one of these requirements would he still be counted as a superhero?
		⇒ We will refine and enter the requirements into the checklist

		maker and save it.
Ongoing	Formative Feedback	During 4Corner activity, I will rove from group to group and ask students what kind of features they have seen so far and if they can see a pattern with heroes they already know (connect to prior knowledge)

2	Lesson Completion Ritual	To conclude the lesson, quickly define what a hero is.
		  1. Include ILO's
		
		● **AS HOMEWORK: Journal Entry 1**
		  ○ Students will discuss the essential question: *F. Scott, Fitzgerald said, "Give me a Hero and I'll give you a tragedy".*
		      ■ Does a hero need to have a tragic origin?
		      ■ Can you define a hero?
		      ■ Using this website, I want you to make a hero. You will be using this hero for one of your assessment tasks, so make sure it is completed. http://marvel.com/games/play/31/create_your_own_superhero.'

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 2 - Villains	

AusVELS – English – Level 7
- Writing:
  - Using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation.
- Speaking and listening:
  - Developing dialogues authentic to characters in comics, cartoons and animations

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Define and describe the characteristics of a Villain
   b. Use their knowledge of heroes to compare the differences vis-a-vis graphic organiser
2. How do the specific ILOs connect to the **overall** Unit ILOs?
   a. Students will learn about different forms of villains and the difference between heroes and villains.

Formative assessment elements in this lesson:
1. Graphic organiser of hero vs. villain
2. Journal Entry: *Why are villains different from heroes. Explain why they are called the 'bad guy'?*
3. Creative Dialouge
4. 4 Roles
Summative assessment if applicable in this lesson:

Resources
Teacher:
    1. Appendix B - Hero/Villain matching game
Student:
    1. Appendix C - Villain Classification and Identification Sheets

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
3	Introduction: Lesson Specific, explicit ILO's	"Last class, we looked at Heroes and we decided on a series of criteria/requirements to say if someone is a hero or not. Can anyone give me an example?" *Wait for student response* "Excellent, today, we're going to study the other side of this area; Villains. We're going to learn about different types of Villains and how & why they are called Villains."
5	Hook	"What we're going to do now is play a matching game. I'm going to put a list of heroes on the board, most you will know and some you may not. Your task is to work with the person next to you and try to get as many as you can in 1 minute!" ⇒ Mark roll as students complete task ⇒ Ask one student to set timer on their phone. "Now let's read out our list. When I call out a Hero, one of your pair will come up and draw a line from the Hero to the Villain"
10	Scaffolding & Modelling of task	"Now, I'm going to ask you something and I want you to think very carefully about it; *What makes these people a Villain?* I want you to have a think about it in a *think-pair-share* and tell me why these people here are labelled as the *bad guy.* ⇒ Encourage students to think about the story of each villain they know and what they share in common. "Ok, so what did we think? Why do we label them villains?'

		Write responses on board ⇒Examples of desired responses will include: 1. They harm others 2. They have a different idea on right and wrong 3. They try to take over the world 4. They are insane Good, let's have a look at one of my favourite villains; Darth Vader. *Bring up image of Darth Vader on the board/screen.* "Darth Vader is a Jedi turned Sith Lord. He used to be a servant of justice and peace until he went to the Dark Side in order to save his wife Padme. In the original movies, he is the main enemy that the heroes, Luke and the Rebellion, have to face; always keeping them from their goal. His actions in the film make him a villain. ⇒ List some of his characteristics: He uses his powers for evil, he doesn't have much of a moral centre, he tries to control people etc.
10	Student-Centred Activity	*Comparisons!* 'Now, using our understanding of Villains and Heroes, in your groups you will compare the differences between heroes and villains. To do this you will need this sheet here. For the next 10 minutes, you will go through this sheet, making sure you think about the characteristics of a hero and of a villain. *Issue Comparison Sheet App. x to students* Now, in your groups, you will each have a role. 1. Leader 2. Recorder 3. Presenter 4. Timekeeper ⇒ Explain purposes behind roles ⇒ Assign roles to group via a numbering system ⇒ Explain that roles will change

		⇒ The presenter will tell the class what they have come up with.
Ongoing	Formative Feedback	⇒ During the activity, I will rove from group to group and ask students what they are doing in their roles and what types of features they are including. ⇒ During the scenario response, I will focus on helping students write proper sentences and clarify their ideas.
15	Student-Centred Activity	*Scenarios!* ⇒ Students will respond to a hypothetical scenario - in their groups - in which one of their favourite and most iconic heroes; in this case, Superman, in the form of a creative dialogue. *Scenario:* Superman becomes evil and tries to take over the world. "Now, I want you to write a short dialogue between Superman and Batman. It only needs to be 10 sentences, so it's not very long, but you do need to really try show me that Superman is now a villain." ⇒ The task itself only runs for 10 minutes, the remaining 5 will be dedicated to having students read out their dialogue.
3	Lesson Completion Ritual	"Great work today, we really got a good grasp on the idea of villains. If there are any groups that want to read out their dialogues, we'll do them next class. For homework, before the next class I want you to complete a journal entry, the question is: *Why are villains different from heroes. Explain why they are called the 'bad guy'?*
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 3 - The Dark Knight.	

AusVELS – English – Level 7
- Reading & Viewing:
  - They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
  - Responding to points of view by developing and elaborating on others' responses

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Define a Vigilante
   b. Contrast a hero against a vigilante.
   c. Visually represent the differences and similarities of heroes and vigilantes
   d. Write authentic dialogue
2. How do the specific ILOs connect to the overall Unit ILOs?
   a. Students will understand the difference between heroes, villains, anti-heroes and vigilantes.
   b. Students will develop visual organisation and learning skills

Formative assessment elements in this lesson:
1. Fishbowl Discussion
2. 4-Corner/Jigsaw
3. Journal Entry
Summative assessment if applicable in this lesson:

Resources
Teacher:
1. Internet Access (preferable)
Student:
1. Comparison Sheet App. C

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
	Pre-Class Prep	Organise the room so the desks are grouped according to the class groups
3	Introduction: Lesson Specific, explicit ILO's	"So far we've looked at heroes and villains. Today, we're going to explore it in a bit more depth today as we discuss and compare the differences in Heroes and Vigilantes. Can anyone remind me what our definition of a hero is?" *Refer students to the checklist*
5	Hook	Students will watch: https://www.youtube.com/watch?v=TIY0sgT077M After which I will ask: *'What do you think a vigilante is and what do they do?'* ⇒ Think- Pair-Share Based on student responses, I will brainstorm the term 'vigilante' on the board.
10	Scaffolding & Modelling of task	Definitions! "From the brainstorm on the board, can anyone come up with a definition for a vigliante?" *Wait for student response* "Good, now could someone please look up there term on their phone." *Ask student to write the definition on the w/board* ⇒ Compare the two definitions "What is different between the two definitions, do they make any distinctions? Can anyone think of any comic book figures that fit that description?" ⇒ Depending on student responses, I will do a quick character analysis exercise. 'Ok, so Batman is normally considered to be a vigliante. *Write Batman as a heading on the board* Can anyone give me an example why?'
10	Student-Centred Activity	4-Corners!: 'Now what we're going to do is split up into 4

		groups and discuss the similarities and differences of heroes and vigilantes. *Draw headings on board* Two groups will be looking at similarities and the other two will be looking at differences. At the end of the time limit, we'll combine them together. ' ⇒ Use Appendix C ⇒ Groups will break away from the class and discuss their topic. ⇒ Once this is completed, students return to the class centre and combine the two sides. ⇒ Students will fill out the table on the board.
15	Group Activity	<u>Fishbowl:</u> "Now what we're going to do is use our understanding of what Vigilantism is to answer the question; *'Is it ever ok to take the law into your own hands?'* We're going to do a Fishbowl exercise, which is essentially a really big group discussion, however there are certain rules to this: {Written on Board} 1. Only students in the inner circle are allowed to speak 2. If you're not in the inner circle, you should be taking notes of ideas you want to express, or if you find what someone else has said interesting. 3. There will be an open seat for anyone to jump in or out of the circle; if you want to join, you must raise your green card silently and I'll nod you in. 4. Once you've finished expressing your ideas and if nobody has any reply for you, please step back into the circle to let someone else come in. "Are we all agreed to these rules?" [Set up tables and chairs] [Choose 3 students who don't contribute often, 5 are volunteers, myself and an open chair makes a total of 10 people in the inner circle]

		⇒ To start the discussion: *Who thinks it's ok to take the law into your own hands?*
Ongoing	Formative Feedback	⇒During the 4-corner - jigsaw task I will rove around the room, to each group and ensure that all students are understanding and completing the task ⇒ During the Fishbowl Exercise encourage deeper more critical thinking by responding to other students opinions and provide prompts for students to respond.
2 minutes	Lesson Completion Ritual	<u>Summary</u> 'Ok, so today we learned about ...' (students to sum up' ⇒ 'For Homework, I would like you to complete the next journal entry. The topic of it is, *'What is the difference between a hero and a vigilante? Are they the same thing? Under which category do superheroes fall?'*
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 4 – Personal Heroes	

AusVELS – English – Level 7

● Writing:
  ○ Combining verbal, visual, and sound elements in imaginative multimodal texts.
  ○ Drawing on literature and life experiences to create a poem, for example; Ballad, series of haiku.

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Create their own superhero using the checklist from the previous class
   b. Demonstrate an understanding of how Haikus function
2. How do the specific ILOs connect to the overall Unit ILOs?
   a. Students will build on their creative writing, thinking and presentation skills.
   b. Students will need to be able to evaluate texts

Formative assessment elements in this lesson:
1. Haiku - created by student
2. Created Superhero.

Summative assessment if applicable in this lesson:
1. Creative writing piece; Created Superhero & Origin Story

Resources

Teacher:
1. Marvel Hero Maker: http://marvel.com/games/play/31/create_your_own_superhero
2. Haiku List- Refer Appendix D
3. Haiku Planner: http://www.readwritethink.org/files/resources/printouts/30697_haiku.pdf
4. Rubric - Refer Appendix E
Student:
1. Checklist for Hero - From previous class
2. Marvel Hero Maker: http://marvel.com/games/play/31/create_your_own_superhero

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
2	Introduction: Lesson Specific, explicit ILO's	'Up until this point, we have looked at; Heroes, Villains and Vigilantes. Today, we're going to take it to the next step. Today we're going to form a Superhero squad. By the end of this class we will achieve three goals; understand & write haikus, create a superhero squad and write an origin story for our own superheroes
2	Hook	https://www.youtube.com/watch?v=K7-2_gUuWK4 - Sokka's Haiku Battle
10	Scaffolding & Modelling of task	⇒ 'Now, what kind of poetry was that? Anybody remember? (Wait for student response)... How is a haiku structured?' ⇒ Display image from App. B on w/board ⇒ Explain the 5-7-5 syllable structure. - Potential question: 'What's a syllable?' - Response, 'Good question, can anyone answer? (Let student answer if possible, if not play the dictionary game - reinforces dictionary skills and teaches metacognitive practices. - USE CLAP TECHNIQUE ⇒ Write Haiku from list on board ⇒ Ask students to read out the haikus ⇒ *Think-pair-share.* Discuss what each one is saying. ⇒ Provide students with a guide to break down haikus ○ What do you think the author is saying? ○ What kind of tone does it have? ○ Are there any words you don't know? ○ Does the author use specific words? Does this change the meaning of the poem?
10	Student-Centred Activity + modelling of the task.	⇒ 'Well it seems you're all pretty good with analysing haikus. Now what we're going to do is form a superhero squad. Using this website (show actual site on w/board)

	[Students will be aware of each step as well as the end goal, but they will also be visible on the board.]	Step 1 ⇒ I want you to use the hero you made for homework and write a haiku about your hero. - Refer Haiku Planner & walk students through on using it Step 2 ⇒ Once you're happy with everything, you'll share your heroes with your group and form a crime-fighting squad! Come up with a very memorable name! Something that strikes fear into the hearts of criminals!
20	Creative Writing Assessment 1	'Now, the next task is going to be an assessed task. Individually, you're going to create an origin story for your hero. Remember that an origin story is a story that tells us where the hero came from and why they became a hero. You need to include their powers and weaknesses.' ⇒ Refer students to instrution sheet.
Ongoing	Formative Assessment	⇒ Check students' haiku planner sheets ⇒ Monitor student understanding through the use of red and green flags ⇒ During the creative writing stage, provide cues to re-read, edit and clarify ⇒ Gauge student proficiency in writing
2	Lesson Completion Ritual	'Alright, today we've learned about Haikus and formed our own crime-fighters. Next class we'll look at comics and how they construct meaning.' ⇒ For homework, I would like you to reflect on this question: '*What kind of moral kind does my hero have? What does he/she fight for and why?*' ● Journal Response
TOTAL (min)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 5 - Comic Books & Meaning: The Difference between showing & Telling	

AusVELS – English – Level 7
- Reading & Viewing:
  - Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
- Speaking and listening:
  - Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Understand how comics convey narrative and create meaning
   b. Demonstrate an ability to evaluate comics for meaning
2. How do the specific ILOs connect to the overall Unit ILOs?
   a. Students will use their prior knowledge to engage with and interpret comics.

Formative assessment elements in this lesson:
1. Completed planning/deconstruction sheet
2. Journal Entry
Summative assessment if applicable in this lesson:

Resources
http://www.readwritethink.org/files/resources/lesson_images/lesson195/comic-strip-planning.pdf Appendix F
Teacher:
1. Appendix G
2. Hard Copies of Civil War # 1 or equivalent excerpts from text
Student:

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
3	Introduction: Lesson Specific, explicit ILO's	⇒ 'Right, last class we learned how haikus are structured and we made our own crime fighters. In this class, we're going to start looking at comic books and see how they construct meaning, compared to normal books.'
5	Hook	<u>The difference between showing and telling</u> ⇒ Show students the 3 images, refer Appendix D. ⇒ 'Looking at these pictures, I want you to write a sentence or two telling me what you think the story behind the images are.' ⇒ {Wait 2 minutes}{Mark Roll during} ⇒ 'Now that we've had time to think, does anyone have a story they want to share? Who can explain what happened?' ⇒ Ask students to explain their reasons.

10	Scaffolding & Modelling of task	⇒'Good, now the main things I want you to get from that are that comic books are heavily visual, they use a lot of images and colours to construct meaning. How is this different from normal books? {Wait for student response: *They use words only*} Good, so books mainly <u>tell</u> not <u>show.</u>
		⇒ The other thing I wanted you to learn from that first activity was how to analyse and decode comic books.
		⇒ 'What we're going to do now is learn how to properly examine a comic book for meaning.
		        Show students excerpt from Civil War #1
		⇒Now, panel by panel, we're going to go through the first page of this comic. We're going to break it down into 4 main sections: Events, Characters, Setting & Key Phrases.
		        Explain to students each of the headings
		
		⇒ Example of break-down: 'Now in this panel we

		see that there is a speech bubble that is outlined in red. Can anyone tell me why the author did this? [Student response] Right, the border is designed to emphasise the word in the speech bubble. The author is trying to convey the sense of urgency and danger' *Do the first page with students* ⇒ Make explicit to the students what conveys more meaning and the types of responses I want. 'Now, what you should be looking out for are features that you believe enhance the overall meaning of the cell. Things such as, the font, who fights whom, the angle. It's not necessary to go through panel by panel, I'm simply doing this to demonstrate the kinds of things I'm looking for.'
15	Student-Centred Activity	⇒ "Your task is to now read through the comic [5min]. Once you have read through the comic, I am going to assign your group a series of pages and I want you to find the more powerful panels and analyse them." *Wait for red/green cards* ⇒ "We're going to be assuming the 4R's again, so each of you have a role. Timekeeper's, you will have 10 minutes till completion. *As groups are reading, go round and assign sets of 2-3 pages per group*
Ongoing	Formative Feedback	⇒ Rove from group to group ensuring all understand the task ⇒ Students will use the green/red card system to determine when they are following or not.
10	Lesson Completion Ritual	⇒ 'Presenters, your time has come!' *Students will read out their list* ⇒ 'Good, now there's a final question that I want you to consider; *Why do author's use superheroes in their comics? What do superheroes have that we don't?'* *Think-pair-share* ⇒ Brainstorm ideas on the whiteboard. Today, we've started our look at comics and

		examined how they construct meaning. Next class we'll look at breaking them down so we can summarise a comic book. For homework I would like you to do a journal entry on *Why do authors use heroes in literature?* When you're writing this, I want you to think about what we just said *refer students to board*
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 6 - Getting the Gist: Telling the short version	

AusVELS – English – Level 7

- Reading & Viewing:
    - Identifying cause and effect in explanations and how these are used to convince an audience of a course of action
    - Learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
    a. Use comprehension strategies to effectively synthesize plot
    b. Understand and demonstrate cause and effect
2. How do the specific ILOs connect to the overall Unit ILOs?
    a. Students will develop the skills necessary to summarise and analyse a text
    b. Students will reinforce their understanding of 'showing, not telling'
    c. Students will develop their ability to refine ideas
    d. Students will develop their ability to make predictions

Formative assessment elements in this lesson:
1. Annotated Summary sheets, listed under student resources
2. Journal Entry

Summative assessment if applicable in this lesson:

Resources
Teacher:
Student:
- Summary of Civil War #1: http://marvel.wikia.com/Civil_War_Vol_1_1
- Summary Guide/Planner & Cause and Effect Sheet - Appendix H
    http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
3	Introduction: Lesson Specific, explicit ILO's	"Last class we started reading our comic and learned how comics in general construct meaning. This lesson, we're going to focus on two things; Cause & Effect and Summarisation."
5	Hook	*Cause & Effect!* "Right, I'm going to propose a series of 'causes'; causes being an event or action that took place and in your groups, you're going to predict, or guess, the effect; the effect being the result of the cause. [Write definitions & causes on board] Cause 1: Sarah forgot her lunch today [effect] Cause 2: Michael was late for class [effect] Cause 3: Mr. D puts his jumper on inside out [effect] "Write down what you think will happen as a result of these actions." *Students will write down responses in books* *Mark roll* ⇒ Ask students to read out a few of their responses.
5	Scaffolding & Modelling of task	"Excellent, now what we're going to do is do the exact same thing, but we're going to use the same comic as the previous class. Using Civil War #1, I want you to, in your groups, find 3 main events and either tell me what the result was or predict what will happen. To do this, we're going to use a 'Cause and Effect Diagram'. *Bring diagram up on screen* ⇒ For example, the cause - or event - that I am going to look at is the very first few pages. Can anyone tell me what event I'm going to analyse? Desired response: Speedball attacks Nitro and blows everything up. ⇒ "Excellent. [write this down under the cause

		heading]
		⇒ "Now, what was the effect, or the result of that event?
		<u>Desired responses:</u>
		    Everyone is angry at the superheroes
		    People want the SuperHuman Registration Act
		
		⇒ "Right, [write down effects under the heading in separate dot points], there is a lot of pressure to control Superhumans and make them responsible.

10	Student-Centred Activity	⇒ "In your groups, I want you to come up 3 other causes and either predict or tell me what the effect will be or is.' *Allow students to re-read the text if necessary* *Students will read out and write results on w/board at the end of the allotted time*

5	Scaffolding and Modelling of the Task	"Good, now we're going to move onto Summarising. Which is the process of reducing something like a story down to the essential components so a reader can understand what happens without actually reading the entire story. Just like what you do with your friends when you tell them about your weekend; you don't tell them every single detail, you tell them what they need to know so you can talk about it."
		
		"Generally the best way to summarise is to follow the 5 W's [bring up App. H]; Who, What, Where, Why & When. Let's think about the movie The Avengers.
		   1. <u>Who</u>: Iron Man, Cpt. America, Thor etc
		   2. <u>What</u>: Working together to stop Loki
		   3. <u>Where</u>: Earth, SHIELD HQ, etc
		   4. <u>Why</u>: Loki will destroy Earth
		   5. <u>When</u>: Recently
		From these 5 headings we can create a working summary. A working summary is one that anyone can read and instantly understand the main gist of the story. For example:
		   ● "Earth's Mightiest Heroes must work together to stop Loki who will destroy the Earth"

10	Student-Centred Activity	Now for the next 10 minutes, I want you, in your groups, to use this graphic organiser to create a working summary. Remember, a working summary

		is one that allows someone to understand the main story without having to actually watch or read it.
Ongoing	Formative Feedback	⇒ During group summary activity, rove and ask students: so what do you think are the most important events in the comic? What do you think will happen next?
	Lesson Completion Ritual	"Good, now make sure you keep those summaries safe, we'll need them later on. Today we looked at cause and effect and hot to summarise, who can tell me what cause and effect is? *Wait for student response* Good." "For homework, I want you to consider this question: *What do you think will happen? Will there be a war? If so, who will win?* Write a journal entry with your response."
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 7 - Gun Control & Superhumans	

AusVELS – English – Level 7
- Reading & Viewing:
  - Analysing arguments for and against a particular issue in current community debates and justifying a personal stance
- Speaking and listening:
  - Identifying, discussing and interpreting ideas and concepts that other individuals and groups value

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Develop an opinion on important issues such as; Gun Control and use that to relate to the Superhuman Registration Act.
   b. Demonstrate the ability to compare and contrast positive and negative aspects of an issue.
   c. Write a formal response to the issue of The SuperHuman Registration Act.
2. How do the specific ILOs connect to the **overall** Unit ILOs?
   a. Students will learn to develop and sustain a perspective
   b. Students will learn to consider ulterior perspectives
   c. Students will learn how to structure an argument

Formative assessment elements in this lesson:
1. 4-Corners Debate
2. Fishbowl Exercise
Summative assessment if applicable in this lesson:

Resources
Teacher: Access to the internet (if required), Pro-Cont List A3, Whiteboard Markers
Student: Books, access to internet (if required), pens, textas.

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
3	Introduction: Lesson Specific, explicit ILO's	"Right, previous class we learned how to summarise and practiced this using Civil War #1 as an example. Can anyone please recall what that particular comic was about? *Wait for student response* Good, did anyone have any predictions that they wanted to share? *Wait for student response* Ok, today we're going to start thinking about issues. In particular we're going to focus on Gun Control and The Superhuman Registration Act and start building our skills in developing our point of view.
5	Hook	⇒ How many of you have heard of the shootings in America? *Wait for student response* [Ask student to recap what happened.] That's right and as a result President Obama tried to push through new laws on Gun Control in the US. Can anyone think of a law he might try to propose? *Wait for student response* [Write responses on board under 'Potential Laws'] and can anyone think of any problems that his new laws might come across? [Write responses on board under 'Potential Problems']
10	Scaffolding & Modelling of task [Write question on the board]	Fishbowl: "Now, we're going to do a Fishbowl exercise. *Remind students of rules and procedure]* The question we are going to discuss is: *Why do we allow police officers to have guns?* Sample Desired Responses: ● We trust them, they are allowed to, they have to in case they need to defend themselves or protect others, they have rules to follow, they are punished if they break those rules. ⇒ "So, because the police officers use them to defend themselves & other people and are accountable for their actions, it's ok for them to have guns? What about vigilantes? Don't they use guns to defend themselves and other people?" ⇒ The discussion will lead onto the idea that

		Superheroes essentially use powers/weapons to defend themselves and other people, so why shouldn't they be registered like police officers?
5	Scaffolding & Modelling of the Task [Write question on the board]	<u>4Corners Debate:</u> "What we're going to do now is do a 4 corner exercise. [Explain the procedure of it]. The question you're going to discuss is; *All Superheroes should be registered with their government.* If you strongly agree head to this corner, if you agree but are unsure, head to this corner, if you disagree but are unsure head to this corner and if you strongly disagree head to this corner.
10	Student-Centred Activity	[Students will go to the appropriate tables] For the next 5 minutes, I want you to discuss this question and come up with 5 ideas to support your position. ⇒ Once the task is complete, students will read out their reasons and I will enter them onto a spectrum on the whiteboard.
10	Student - Centred Activity	Using the data above and their own personal knowledge, students will generate a pro-con list on the issue of Superhuman Registration.
Ongoing	Formative Feedback and Assessment	⇒ Rove to each group during 4 corner activity to ensure all are on task. Ask students what they position is and why. ⇒ During the Fishbowl exercise, probe students and encourage others to add to the discussion by having 2 extra spots open ⇒ During the pro-con list activity rove and ask students to clarify what they mean
2	Lesson Completion Ritual	"Right, so today we looked at Gun Control issues and why it is so complex and we used this to look at the Superhuman Registration Act proposed in Civil War #1. Next class we'll begin our final classes and start working on our presentations.
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 8 - Can you convince me?	

AusVELS – English – Level 7
- Reading & Viewing:
  - Identifying the purpose and possible audience for a text
- Speaking and listening:
  - Identifying, discussing and interpreting ideas and concepts that other individuals and groups value

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
   a. Construct a rubric for an effective presentation
   b. Combine previous knowledge in a new way
2. How do the specific ILOs connect to the **overall** Unit ILOs?
   a. Students will be able to evaluate the criteria required in a presentation
   b. Students will be able to develop their persuasive language skills

Formative assessment elements in this lesson:
1. Rubric
2. 4-Corners/Jigsaw Activity
Summative assessment if applicable in this lesson:

Resources
  Teacher:
   1. Sample Presentation: Refer Appendix I
  Student:
   1. Appendix J - Rubric Template

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
3	Introduction: Lesson Specific, explicit ILO's	"Up until this point, we've looked at heroes, villains and vigilantes, we've learned about how comics construct meaning and how to summarise. Last class we looked at gun control and compared it with the Superhuman Registration Act. In the following classes we're going to use that knowledge to start working on a presentation. Today we're going to focus on building a rubric that you will graded against. But first...[select 1 student from each group and explain the survival game to them]."
5	Hook	Survival Game: *"You're on a plane crashing at an alarming speed, there are only enough parachutes for myself, my 6 colleagues and 6 others. To get a parachute, you have to convince not only me, but your classmates. You have one minute to think of a very persuasive reason as to why you should be saved!"* ⇒ Wait one minute for student responses ⇒ Initally selected students judge worthy or not
5	Scaffolding & Modelling of task	"Now, survivors, how does it feel to live? Good, yes?" "What did we notice about the kind of arguments that the survivors used? Was there anything in common? *Wait for student responses* Sample Desired responses: ● Bill made himself the only person who knows how to cure cancer ● Sarah told us she hadn't seen her newborn baby yet ● Tom said he was a teacher and a lot of students depended on him. "Ok, so a similar theme could be that the arguments all made you feel something, didn't they. Who would agree with that, flash green if you do and read if you don't. *Wait for student response* Generally a good way to develop a strong persuasive argument is to appeal to the audience's sense of emotion. If you make them feel something they are going to listen to you. Was there anything else?"

| 15 | Student-Centred Activity | "The ability to persuade people that you're right is a very important skill that you will need at some point in your life, for example; presentations. What other elements do you think are important in a presentation? Talk about it with your group and write down the key ideas. Think back to every single presentation you've ever done."

⇒ Sample Desired Responses:
● Very creative
● Clear/Easy to understand
● Interesting

"Good, now what we're going to do is look at the assignment you'll be doing and analyse the criteria for it.

Hand out instruction sheet and bring up glog template on the board.

[Read out assignment design to students]

"Now, after going through the assignment instructions what kind of features or criteria do you think I will be looking for in your presentations?

⇒ Think-pair-share

[Write Key Headings/Ideas on whiteboard]

"Now, if we were to order these ideas from most to least important, where would they go?"

⇒ Think-pair-share
⇒ Discussion will lead to a settling on the order of 4 main headings: *Content, Engagement, Clarity & Group Work.* |
| 10 | | 4-Corner/Jigsaw: [Done on an A4 page]
"Now what we're going to do is to divide into 4 groups and each head into a corner of the room. In each corner, you will have a heading. With this heading, I would like you to create a definition and then create a description for two grades; a high grade and a low grade. When you're writing these, I want you to think of the question: *What would I have to get a high mark, and what would I have to do to get a low mark?* |

5	Class Activity	Compiling the rubric: "Now that we've determined our criteria for an effective presentation, and we've each made our section of the rubric it's time to put it all together to make a complete picture. ⇒ Each group reads out what their criteria was, its definition and a high & low descriptor for it. "Now since you've all written this rubric, does anyone have any questions?"
Ongoing	Formative Feedback	⇒ During the 4-Corner/Jigsaw, rove and ask students what kind of things they will be looking for in a high and low grade. For Example; "So, you're doing content? What do you think should be included in that title? Organisation? Evidence? Examples?"
2	Lesson Completion Ritual	"Well today, we've learned about effective presentations and creating a rubric. Next lesson we'll start our presentations and bring in all that knowledge we've gathered so far" "For homework, I would like you all to try have a play around with Glogster and try to understand the mechanics of it. If you don't have access to the internet, that's ok, we'll get some practice in during the next lesson"
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 9 - Bringing it all together!	

AusVELS – English – Level 7
- Writing:
    - Compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories
    - Understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animations.
    - Use collaborative technologies to jointly construct and edit texts.
- Speaking and listening:
    - Preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from the students' own.

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
    a. Fully use a collaborative technology i.e.: Glogster to create a presentation
    b. Use technology to edit and refine texts
    c. Use evidence and examples to justify a position
2. How do the specific ILOs connect to the **overall** Unit ILOs?
    a. Students will develop an understanding of roles and responsibility in groups.
    b. Students will develop an understanding of how to use collaborative technologies.
    c. Students will apply their knowledge of effective presentation practice - established via a negotiated rubric - to create a presentation.

Formative assessment elements in this lesson:
1. Group Conferences

Resources
Teacher:
Student:
1. Glogster, Negotiated rubric, All previous class materials - summaries, pro's and cons etc

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
2	Introduction: Lesson Specific, explicit ILO's	"Last class we analysed the assignment and constructed a rubric to suit it, can anyone remind me what the criteria are? *Wait for student response* Good. Today, we're going to start the presentation, but first...
5	Hook	Students will watch http://www.youtube.com/watch?v=EWzuHsCrKmg from 2:50 - 7:50
10	Scaffolding & Modelling of task	"Who do you think won that argument and why?" ⇒ Think-pair-share ⇒ Write student responses on the board in a tally. Sample Desired Responses: - The girl because she made her point very clearly - The girl because she used examples really well to support her point. "Good, the reason we watched that is because I wanted to show you what a good and bad presentation looks like. Obviously there are different requirements for your presentation than for their debate. Can anyone name a few?" ⇒ Sample Desired Responses: - We need to show group work - We need to summarise the comic first - They didn't use have to images/visual "Right, all of those things are required in your

		presentation. Most of the things you need you will have already done and can easily access, like your summary for example; it's a simple matter of finding it in your workbook and checking it to see if you want to change anything and comparing it with the rest of your group to see if there is anything you've missed. Once you've all checked the summaries over, combine them to get the best summary possible and then type it into Glogster, [Walk students through, or ask student to quickly demonstrate how to add a text box and edit the text] [The assumption is that all students will have a Glogster account set up as part of a school account, or that the school has a Google Chrome account to allow easy access login. Otherwise, will have to get each student to make an account]
30	Student-Centred Activity	"Now your task for the rest of the lesson is to work on your assignments. First, you will get in your groups and discuss and compare notes like your summaries and your pro's and con list and decide where you stand on the issue. Next you'll each choose a role, there are 4 sections you need to complete, so there will be 4 roles. Then it's time to start" "As you're working I'll have a quick conference with each group, to help organise your ideas and just see where you plan to go with this assignment" [Students will get into their groups and discuss their notes; editing, refining and combining as required.]

Ongoing	Formative Feedback	Conferencing with key questions:
		  1. Have you all agreed on a side?
		  2. Have you had a think on what you might like to do with this assignment? Any ideas on how you may approach it?
		  3. Have roles been allocated yet?
		  4. Has anyone looked at Glogster?
		Call in each group, 1 - 6, approx 3-5 minutes per group

3	Lesson Completion	"Right, so how are we feeling with this

	Ritual	assignment? Good? Bad? Flash your cards! *Wait for students to flash their cards* Good because next lesson you're going to be presenting them. For homework tonight, I want you to prepare for this presentation. Practice reading it aloud, finish any sections that need to be finished, make it pretty and eye-catching"
TOTAL (minutes)		

Name: Daniel De Vuono	Year: 7
Unit Title: Superheroes!	
Lesson Title: Lesson 10 - Presentations	

AusVELS – English – Level 7
- Reading & Viewing:
  - Responding to points of view by developing and elaborating on others' responses.
- Speaking and listening:
  - Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations.
  - Identifying, discussing and interpreting ideas and concepts that other individuals and groups value.

Lesson-specific Intended Learning Outcomes (ILOs):
1. At the end of the lesson, students will be able to;
    a. Effectively present an opinion
    b. Develop fair evaluative marking strategies
    c. Reflect on their own work
2. How do the specific ILOs connect to the **overall** Unit ILOs?
    a. Develop metacognitive approaches via other students

Formative assessment elements in this lesson:
1. The annotated rubrics and comment sheet
Summative assessment if applicable in this lesson:
1. The group presentations

Resources
  Teacher:
  1. Copy of the Negotiated rubric, 1 per group
  Student:
  1. Copy of the Negotiated rubric - each student has one that they must complete and

submit.
2. Access to the internet and to a projector or interactive whiteboard

Approx time (minutes)	Key Lesson Elements	Teaching & Learning Activity
	Pre-Classroom Preparation	Set up computer with Glogster login page projected Set up tables and chairs as per previous classes
3	Introduction: Lesson Specific, explicit ILO's	"How are we all feeling today? Good? We all know what we're doing today, we're presenting our pieces. You'll notice I've already set up the computer and projector. By the end of this class everyone will have presented their piece and each person in each group will have peer marked another group. , will also have a reflection activity to complete this unit, if there is enough time."
5	Hook	"Before we begin however, to get our juices flowing, we're going to answer this question once and for all: *Who would win in a fight, Batman or Superman?* ⇒ Think-pair-share ⇒ Tally on board ⇒ Whichever hero 'wins', students who voted that hero will provide a supportive reason.
2	Scaffolding & Modelling of task	"Now, we're going to move on to the presentations. Each group that presents will be marked not only by myself, but another group in the classroom. So when it is your turn to mark, I want you to be think very carefully about what kind of mark you give the group. When you are marking, you will be using the rubric that you yourself have created, so you will be able to judge more accurately. At the end of each presentation, I will collect the rubrics that you have marked, so please put both your name down and the group name that you marked. I would also like you

		to comment on the presentation, where it could have improved, what it did well and what you could use for your next presentations."
30	Student-Centred Activity	<u>Presentations: 5 minutes to a group</u> "First Group please!" Collect rubrics 2nd - Collect rubrics 3rd - Collect rubrics 4th - Collect rubrics 5th - Collect rubrics 6th - Collect rubrics
Ongoing	Formative Feedback	At the end of each presentation, as the peer markers are commenting, inform the group that just presented with a compliment sandwich - positive, improvement, positive
5	Lesson Completion Ritual	"Right, so how do we feel that went? Are we happy? Would you want to change anything? *Wait for student response* Was there anything in particular you saw in someone else's presentation that you may want to do in your next presentation?
TOTAL (minutes)		

APPENDIX

Appendix A - Sample Checklist for a Superhero	
Do they have powers?	Yes or No
Do they have an arch enemy?	Yes or No
Have they helped save someone?	Yes or No
Have they saved a city?	Yes or No
Have they saved the world	Yes or No

Appendix B - Heroes & Villains Matching Game	
Instructions: In groups of 2, read through the list and connect the hero with the correct villain.	

Harry Potter	Sauron [Voldemort]
Luke Skywalker	Voldemort [Darth Vader]
Frodo	Darth Vader [Sauron]
Batman	Shredder [Joker]
Superman	Joker [Lex Luthor]
Shrek	Dr. Doom [The Fairy Godmother]
Simba	Madara Uchiya [Scar]
Spiderman	Lex Luthor [Green Goblin]
Fantastic 4	The Fairy Godmother [Dr. Doom]
Ninja Turtles	Green Goblin [Shredder]
Finn	Shan Yu [The Ice King]
Mulan	The Ice King [Shan Yu]
Naruto Uzumaki	Scar [Madara Uchiya]

Appendix C - Comparison Organiser

Reference: NCTE/IRA, & Read-Write-Think (2004). *Contrast and Comparisons Chart*.

Compare and Contrast Chart Graphic Organizer

Item #1_____   Item #2_____

How are they alike?

_____
_____
_____
_____

How are they different?

1.
"A mound of summer grass:
Are warriors' heroic deeds
Only dreams that pass?"
~Matsuo Basho
(Translated by Dorothy Britton; Narrow Road to a Far
Province)

2.
Where are our heroes?
Suffering tenuous times
Uncommon men rise
~ Jason Brain, 2013

Haikus are easy
But sometimes they don't make sense
Refrigerator

Appendix E - Creative Writing Task & Rubric

Instructions: Individually, you will write a creative piece that tells the story of your superhero. You will need to include:
1. Where he/she came from
2. What his/her alias is
3. Why he/she became a superhero
4. What his/her powers are
5. What his/her weaknesses are

Word count: Approximately 100-150 words.

Criteria Description	High	Medium	Low
Content /3	All features included	Some features included	Little to no features included
Creativity and Original Writing /3	Story is highly creative and uses imagery well	Story has a few unique ideas	Story uses ideas from other sources but doesn't change them
Ogranisation and Effort /3	Story is well thought out with a clear timeline	Story has a structure, but is difficult to follow	Story has little to no structure.
Proofreading & Editing /3	Story is very fluent and there is a lot of proof of editing	Story makes sense, but there is some editing	Story is unclear, lack of editing

Appendix F - Key Features of a comic panel

Reference: NCTE/IRA Read-Think-Write (2004). *Comic Strip Planner*.

Comic Title, Page & Cell	Action	Characters Present	Setting	Key Features
Civil War # 1	*Nitro blows up the entire town!*	*Young Justice Team, Assembled villains, Camera crew*	*Small home town*	*Speedball was very arrogant. Fought guys tougher than him for ratings. Caused the explosion.*

Appendix G - Sample of Comic Book Sequence

Reference:
Miller, M (2006) *Civil War*

Appendix H - Summary Graphic Organiser

Who

What

Title

Where

When

Why

Final Assessment Task: Group Presentations

Topic: The Superhuman Registration Act - Where do you stand?

Task Description: Using all the knowledge and skills you have developed in this unit, you are required to create a short oral presentation that answers the question: *Should we legalise the Superhuman Registration Act?*

In this presentation you need to include;
1. A summary of Civil War #1, informing the audience of the main reasons why the Superhuman Registration act was suggested.
2. A detailed and clear explanation of the positives and negatives to this issue
3. A sentence on where you stand on this issue; For or Against
4. Two main arguments that support your position, including examples

The presentation needs to be:
1. Clear
2. Organised
3. Engaging and Interesting

The time limit on this presentation is 3-5 minutes

To complete this assignment, you will be using Glogster, an interactive and online collaborative presentation tool

Refer to http://dpdevuono.edu.glogster.com/sample-1 for a sample and template.
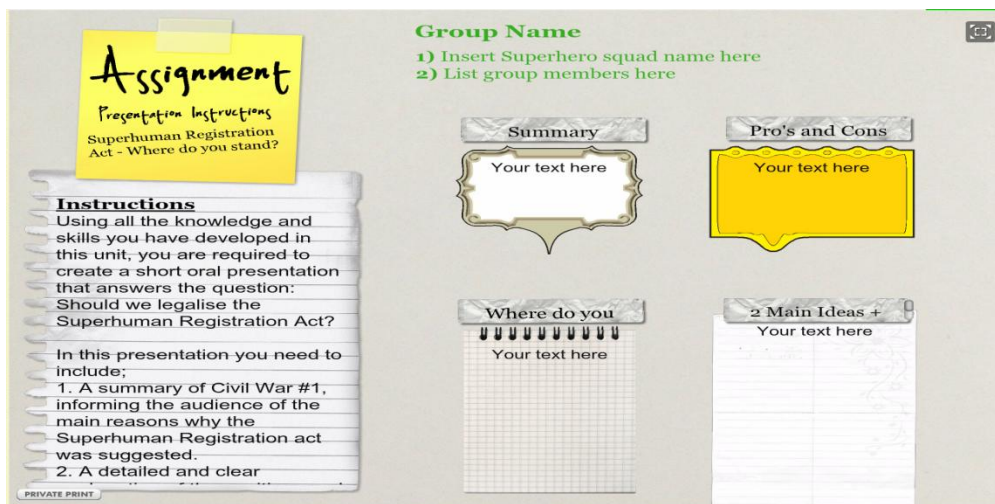
Appendix J - Rubric Template

Criteria	High	Low
1.		
2.		
3.		
4.		

Comments:

9

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