Graphic Novels in Middle/High School ESL

MATSOL 2017

the ESL team at Josiah Quincy Upper School, Boston Public Schools

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**Why graphic novels?**

--the combination of language and visual elements can make them easier to follow

--the importance of multiple literacies: being familiar with and able to interpret “multimodal forms of linguistic expression and representation”

--for us, the International Baccalaureate course in Language and Literature contains four parts which “allow the student to explore the language in question through its cultural development and use, *its media forms and functions*, and its literature.” (emphasis added)

**Variety of graphic novels**

--no text

Shaun Tan, *The Arrival*

--adaptations of classics

Gareth Hinds, *Beowulf*

--biographies

Michael Teitelbaum and Lewis Helfand, *Martin Luther King Jr.: Let Freedom Ring*

--original work first written as a graphic novel

Art Spiegelman, *Maus* and *Maus II*

Gene Luen Yang, *American Born Chinese*

Lesson Plans for Michael Teitelbaum and Lewis Helfand, *Martin Luther King Jr.: Let Freedom Ring*

Thu-Hang Tran-Peou, Josiah Quincy Upper School, ESL grades 6 and 7 (primarily ELD 4 and 5)

In this lesson, students will learn about the life and work of civil rights leader Martin Luther King, Jr. Students will read a graphic biographical novel of MLK Jr., view photographs of the March on Washington, and read a portion of King's "I Have a Dream" speech. After studying King's use of imagery and allusion, students will create original poetic phrases about freedom and illustrate them with symbols representing the forms of freedom that have yet to be realized in the United States.

Guiding Essential Questions:

* Who was Martin Luther King, Jr., and how did he fight for civil rights?
* What images and ideas did he draw upon in crafting his "I Have a Dream" speech?
* What parts of Dr. King's dream have or have not been realized in the present day?

Lesson Objectives:

* Learn about the life and work of Martin Luther King, Jr.
* Observe and study King's use of figurative language in his "I Have a Dream" speech
* Become aware of inequities that still exist in the United States
* Vocabulary Development

Lesson Activities:

##### Activity 1. View photographs of the march

In order to gain a sense of the magnitude and power of the march, as well as the wide diversity of Americans who attended it, students may view photographs from the extensive collection available through the EDSITEment-reviewed National Archives website. To access these images go to [Docs Teach](http://docsteach.org/) page of the National Archives, and type in "March on Washington" into the search box.

If you have limited computer access in your classroom, you may want to print out some photographs to distribute to students. To make a copy, click on the desired photograph and hold your cursor down until a list of options appears. After selecting "Copy this image," you may post the image into a word-processing document and print it out as you would any other document. You may also wish to share pictures from some of the print resources listed at the bottom of this lesson plan.

As they view the photographs, ask students to take special note of the variety of people represented. What do they think motivated each of these people to attend the March?

##### Activity 2. Read the speech

Ask students if they have ever heard Dr, King's "I Have a Dream" speech, which he delivered at the March on Washington. Now have students read the final section of Dr. King's speech, the full text of which is available through the EDSITEment-reviewed [Martin Luther King, Jr. Papers Project](http://mlk-kpp01.stanford.edu/) website. After accessing the speech from the opening page of the website, scroll down to the final section of the speech, beginning with the words, "I say to you today, my friends [applause], so even though we face the difficulties of today and tomorrow, I still have a dream…" (In classes without Internet hook-up, teachers may print out the final section of the speech and distribute it to students. To facilitate students' understanding, the teacher might also choose to read the excerpts from the speech aloud to the class.)

After students have read and/or listened to the speech, ask them to write down 5-7 words or phrases of the speech that especially stood out to them. Then divide the class into groups of three students each. To emphasize the poetry and beauty of King's language, have each group create a "found poem" by combining into the form of a poem, in whatever order they wish, the words and phrases that were selected by each of the group's members. Upon completion, have one member of each group read the group's "found poem" to the rest of the class.

##### Activity 3. Let freedom ring!

Now turn to "My Country 'Tis of Thee" to show how Dr. King drew upon the language of this familiar song in crafting his own speech (much as the students drew upon the language of Dr. King's speech in crafting their "found poems"). Read or have students join you in singing the lyrics of the song:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrims' pride,

From every mountainside.

Let freedom ring!

Take note not only of how Dr. King quoted these lyrics directly in his speech, but also of how he alluded to the phrase "from every mountainside" with phrases such as "the red hills of Georgia," "the prodigious hilltops of New Hampshire," "the mighty mountains of New York," and "the heightening Alleghenies of Pennsylvania." Ask students to read out the other phrases about mountains that Dr. King included in the final section of his speech.

For further inspiration, you may wish to have students consider the words of "America the Beautiful," the poetic grandeur of which are also reflected in King's use of language:

Oh beautiful, for spacious skies,

For amber waves of grain,

For purple mountains' majesty

Above the fruited plain.

America! America!

God shed his grace on thee.

And crown thy good with brotherhood

From sea to shining sea.

##### Activity 4. Geographical locations

Next, have students make a list of the geographical locations mentioned in Dr. King's speech, and have them find these locations on a United States map. A large selection of maps is available in the "Atlas" section of the EDSITEment-reviewed National Geographic Society [Xpeditions](http://www.nationalgeographic.com/xpeditions) website. In the [Atlas](http://www.nationalgeographic.com/xpeditions/atlas/index.html) section, go to [North America](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=nameri&Mode=d&SubMode=w) and click on "United States" for a current map of the United States.

Ask students to take note of the specific geographical features of different regions, and then have them create new phrases that King might have used to refer to other states ("Let freedom ring from…"). In selecting places to represent on their posters, students might wish to consider some of the locations where other notable struggles for freedom have taken place (e.g., Plymouth Rock, Lexington and Concord, Philadelphia, Appomattox, Seneca Falls, Wounded Knee, Selma). Have each student write his or her phrase at the top of a sheet of poster paper.

##### Activity 5. Persistent inequities

Discuss with students some of the inequities that persist in American society today. (Students might note, for instance, inequities based on skin color, ethnicity, language, socioeconomic status, or gender.) Has Dr. King's dream been realized, or is it yet to come true? Which forms of inequality would King protest if he were alive today?

Finally, have each student create a symbol representing a form of freedom that has yet to be realized in America, and add this symbol to his or her poster beneath the phrase he or she created in Step 5. These posters may become part of a bulletin board or classroom display with the title "Let Freedom Ring!"

**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**



**Section 1: (p. 1-14)**

|  |  |
| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **orator** |  |
| **despair** |  |
| **memorable** |  |
| **discrimination** |  |
| **demand** |  |
| **fiery** |  |
| **preacher** |  |
| **prejudice** |  |
| **immensely** |  |
| **disciplinarian** |  |
| **sermons** |  |
| **rampant** |  |
| **consequence** |  |
| **congregation** |  |
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**VOCABULARY**

**Section 2: (p. 15-24)**

|  |  |
| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **inferior** |  |
| **insistent** |  |
| **confront** |  |
| **disapprove** |  |
| **enthrall** |  |
| **mistreatment** |  |
| **tragedy** |  |
| **prejudice** |  |
| **rear** |  |
| **humiliating** |  |
| **minister** |  |
| **non-violence** |  |
| **impact** |  |
| **disobedience** |  |
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**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**

**Section 3: (p. 25-30)**

|  |  |
| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **predecessor** |  |
| **erudite** |  |
| **complacency** |  |
| **condemn** |  |
| **hypocrites** |  |
| **confidence** |  |
| **condemnation** |  |
| **boycott\*** |  |
| **impending** |  |
| **advocate** |  |
| **protest** |  |
| **integration** |  |
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**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**

**Section 4: (p. 31-40)**

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| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **threatening** |  |
| **retaliate** |  |
| **warden** |  |
| **commitment** |  |
| **unconstitutional** |  |
| **extensively** |  |
| **innumerable** |  |
| **harassment** |  |
| **probation** |  |
| **improve** |  |
| **rightfully** |  |
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**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**

**Section 5: (p. 41-50)**

|  |  |
| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **distraught** |  |
| **penitentiary** |  |
| **composure** |  |
| **Excessive** |  |
| **influential** |  |
| **bail** |  |
| **vicious** |  |
| **assault** |  |
| **anticipation** |  |
| **handicap** |  |
| **psychological** |  |
| **Physical** |  |
| **hauled** |  |
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**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**

**Section 6: (p. 51-60)**

|  |  |
| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **retaliation** |  |
| **mammoth** |  |
| **assassinate** |  |
| **oration** |  |
| **discrimination** |  |
| **cosmic** |  |
| **reject** |  |
| **aggression** |  |
| **overcome** |  |
| **eventually** |  |
| **triumph** |  |
| **quelled** |  |
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**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**

**Section 7: (p. 61-70)**

|  |  |
| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **merely** |  |
| **White supremacist** |  |
| **ensure** |  |
| **infested** |  |
| **poverty** |  |
| **loot** |  |
| **radical** |  |
| **Impatient** |  |
| **isolation** |  |
| **deprivation** |  |
| **teeming** |  |
| **brutality** |  |
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**Martin Luther King Jr.: Let Freedom Ring**

**VOCABULARY**

**Section 8: (p. 71-90)**

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| --- | --- |
| **WORD** | **DEFINITION** (part of speech) |
| **urgent** |  |
| **frustration** |  |
| **progress** |  |
| **unpopular** |  |
| **hesitate** |  |
| **fundamental** |  |
| **accommodation** |  |
| **ambitious** |  |
| **powerless** |  |
| **powerful** |  |
| **skeptical** |  |
| **slogans** |  |
| **jubiliant** |  |
| **courageous** |  |
| **noble** |  |
| **brighter** |  |

**Martin Luther King Jr.: Let Freedom Ring**

**Comprehension Question**

**Answer in complete sentence and note page number for evidence:**

P. 1- 15

1. How did Papa King influence the young ML growing?

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2. Describe Papa King’s character. What is your impression of him?

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3. When was the first time ML experience racism? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. How did Papa King and ML deal with racism and discrimination they faced in Atlanta?

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5. Why did ML study the dictionary? What was his hope?

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6. ML was a smart and skilled public speaker at a young age and won first prizes in contests. Do you think it was natural to him or did he need to work hard to practice his speaking skills? Explain.

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7. About what topic and ideas did ML want to share and preach about?

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P. 16-24

1. Which high school did ML go to? How did the school provide him with the opportunity to advance his education?

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2. Being away in college and away from his dominating father, how did ML become his own person? Do you consider it as bad or good?

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3. Who became ML’s mentor at Morehouse College and how did he influence ML?

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4. Re-read ML’s Atlanta Constitution Letter on page p.17, summarize what did ML hope for the people of color?

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5. While living and working in the north, what did ML experience that helped him envision for the country?

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6. What did ML want to be and do when he grow up?

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7. What was different at Crozer compared to Morehouse College?

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8. In 1950 Philadelphia, Martin heard about Gandhi for the first time. Who was Gandhi and how did he influence Martin?

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9. How did Martin meet Coretta? And how long did it take them to meet and get married?

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10. What did Papa King want Martin to do in 1954 after he finished school? Did Martin agree?

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11. Where did Martin want to go and why did he chose that place?

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P. 26-35

1. What did Martin hope to do when he is at Dexter Avenue Baptist Church?

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2. In 1955, how did Martin’s family change? How did that help prompt Martin in his work to fight for equality?

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3. An important event took place on December 1, 1955, Rosa Park was arrested for refusing to give up her seat on a bus. How was this event shaped Martin’s work and message?

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4. Who encouraged Martin to begin the fight for civil rights?

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5. What did Martin suggest the people in Montgomery to do to speak up against the segregation on the bus? How was the news spread to the people of Montgomery? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How did the people of color respond to Martin’s idea of the boycott?

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7. What did the people demand with the bus boycott?

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8. How long did bus boycott last? What was the result of the boycott?

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9. What happened on January 30, 1956?

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10. How did Martin respond to the act of violence? What did he want to do next?

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P. 36-40.

1. Where did Martin and Coretta go to learn more about the life and teaching of Gandhi?

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2. The India’s prime minister reminded Martin about non-violent resistance. What did he want Martin to think about?

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3. Throughout the United States, black citizens felt what responsibility and what did they do?

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4. Why was it important for black citizens register to vote?

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5. How did the police officers in Georgia treat Martin? Was it fair? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. With whom did Martin meet on June 23, 1960? How did this meeting become important?

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P. 41-50

1. Why did Martin get arrested again ? And what does he do during the prison time? (p. 41)

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2. How did Yolanda respond to her classmate who tried to talk-down on her father’s prison? (p. 42)

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3. Who were the Freedom Riders and what did they try to do?

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