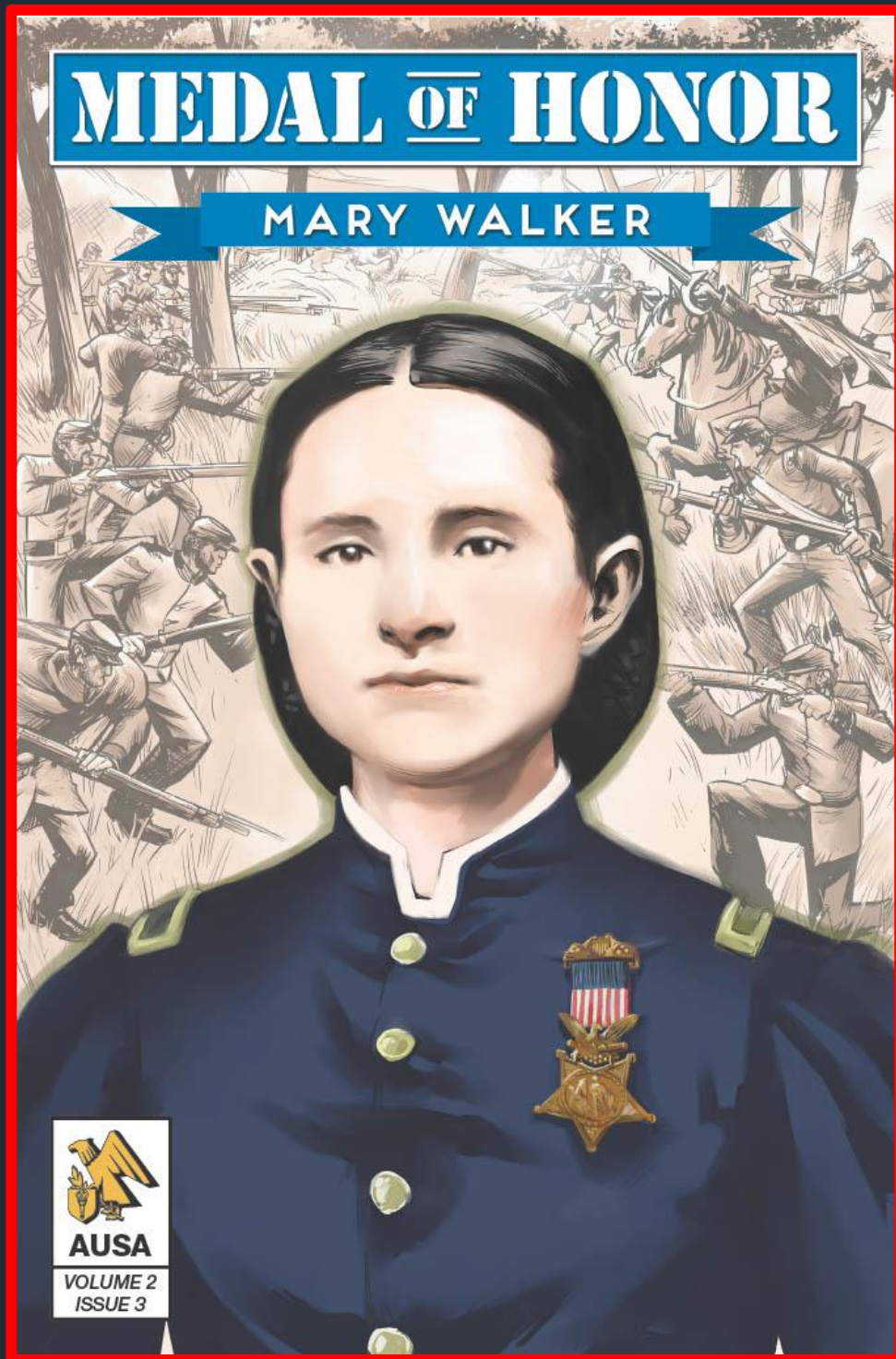


5TH GRADE LESSON PLAN
WOMEN'S HISTORY MONTH
DR. MARY E. WALKER, MOH RECIPIENT



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 5 th Grade	Lesson: Women's History Month-Dr. Mary E. Walker, Medal of Honor Recipient, Graphic Novel-Serve and Succeed Project

<p>OBJECTIVES: <u>CCSS.ELA-LITERACY.RL.5.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group 															
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; <u>Students will need access to a tablet and the internet to complete part of this lesson</u>; copies of My Medal of Honor Recipient worksheet; copies of the Draw Your Own Graphic Novel Page-Vernon Baker</p>															
<p>Engage: Hook the students</p>	<p>Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner and share their answer. T/P/S Question: Have you ever received a trophy or a medal? Why did you receive it? What did it mean to you?</p>															
<p>Explore: Students make sense of a concept through observations.</p>	<p>Share The Technical Elements of a Graphic Novel (page 2 of this lesson plan) with students. Examine the parts of the graphic novel. Ask the students what happens if you take out any one of these elements, what do you lose? Can you still understand the story? Explain that graphic novels use both words and images. How does the combination of words and images help with understanding Have students go to the following website: https://online.flowpaper.com/77a9072e/MedalofHonorMaryWalker/#page=1 Students will read the Dr. Mary Walker Graphic Novel. Students will complete the MOH worksheet. Students will research Dr. Mary E. Walker.</p>															
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">panels</td> <td style="width: 33%;">captions</td> <td style="width: 33%;">recipient</td> </tr> <tr> <td>bleed</td> <td>sound effects</td> <td>Medal of Honor</td> </tr> <tr> <td>gutters</td> <td>motion lines</td> <td>conflict/war</td> </tr> <tr> <td>dialogue balloon</td> <td>art</td> <td></td> </tr> <tr> <td>thought balloon</td> <td>Valor</td> <td></td> </tr> </table>	panels	captions	recipient	bleed	sound effects	Medal of Honor	gutters	motion lines	conflict/war	dialogue balloon	art		thought balloon	Valor	
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<p>Elaborate: Students apply what they have learned.</p>	<p>Students will complete the “My Medal of Honor Recipient” worksheet describing the actions taken by Dr. Mary E. Walker that earned her the Medal of Honor, the students will research Dr. Mary Walker online and write a 3-paragraph essay describing his life, the student will label the parts of a graphic novel</p>															
<p>Evaluate: assessment.</p>	<p>“My Medal of Honor Recipient” worksheet, 3 paragraph essay, Label the Parts of a Graphic Novel worksheet, Draw your own Mary Walker Graphic Novel Page</p>															
<p>Enrichment/Service-Learning Project</p>	<p>Collaborate with your class members to think of a need in your community. Organize a project to fulfill that need for the greater good of your community.</p>															

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The Technical Elements of Graphic Novels

Panels (Frames) usually squares or rectangles containing a single scene. Can also be “Open” (where one or more, or all, of the panel’s sides are open to show dramatic effect), or “Splash” (where one panel takes up the space of several panels in order to introduce or highlight an action or character)

Bleed - images spreading beyond the panel’s edges

Gutters - space between panels

Dialogue Balloons - show communication between or among characters. Read left to right and/or top to bottom as appropriate.

Thought Balloons - show a character’s thoughts

Captions - contain information about a scene or character, act as narrator

Sound Effects - visual sound clues (for example, Wham, Boom!)

Motion Lines - indicate how characters or objects are moving

Art - design features, symbolism, fonts and lettering style, perspective

The image shows a sequence of comic panels from Neil Gaiman's *Coraline*. Labels with red arrows point to specific technical elements:

- Caption/Narration:** Points to the text at the top left of the first panel: "AFTER LUNCH, CORALINE WENT DOWN THE HALL TO HER OTHER BEDROOM. IT WAS DIFFERENT FROM HER BEDROOM AT HOME, FOR A START IT HAD..."
- Panel:** Points to the main illustration of Coraline in her bedroom.
- Gutter:** Points to the space between the first and second panels.
- Thought Balloon:** Points to Coraline's thought bubble: "PECULIAR SHADES OF PINK AND GREEN."
- Sound Effect:** Points to the sound effect "CHAKKA CHATTA CHAK CHAK" in the third panel.
- Motion Lines:** Points to the lines indicating movement in the third panel.
- Speech Balloon:** Points to Coraline's speech bubble: "THIS IS MORE LIKE IT!"
- Bleed:** Points to a separate panel on the right showing a rat with a key, where the image extends beyond the panel's border.

Excerpt from Neil Gaiman's *Coraline*

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Name _____

Label the Parts of a Graphic Novel

Directions: Label the Graphic Novel parts with the corresponding letter from the list below. Place your answer in box identifying the part.

- A. thought balloon
- B. sound effect
- C. gutter
- D. frame
- E. dialogue balloon
- F. bleed
- G. motion lines

Excerpt from *Opposite Land*, By Charlotte Rose Hamlyn

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MY MEDAL OF HONOR RECIPIENT

Name _____

Directions:

1. Go to [Dr. Mary E. Walker's MOH Graphic Novel](#).
2. Read the graphic novel.
3. Answer the questions on this worksheet.
4. Google Dr. Mary E. Walker. Write a 3-paragraph essay describing her life.

In which Conflict(war) did Dr. Mary E. Walker serve?

Describe the obstacles Dr. Mary Walker had to overcome.



THE MEDAL OF HONOR

List two facts you learned about Dr. Mary E. Walker.

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Draw a Page from the Life of Dr. Mary E. Walker

Directions: Using the frames below, draw your own graphic novel page about the life of Dr. Mary Walker.

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Service-Learning Project





- 1. Define Community Service**-Community service is unpaid work performed by a person or group of people for the benefit and betterment of their community.
- 2. Explain** that community service can take many different forms. (For example, conducting a canned food drive for your local food bank, or raising money to help a local charity that provides food and other necessities for a local animal shelter, or providing school supplies for students whose families may have fallen on hard times.)
- 3. Describe** some of the opportunities available for your students to perform a community service project in your local community or school.
- 4. Brainstorm** ideas for a Service-Learning Project your students can perform! Think about needs your local Veterans may have or your local community or school.
- 5. Pick a Project**-Discuss the various ideas from the Brainstorming Activity, allow the students to vote or choose a project they can complete as a class. Choose a name for the project. Tell students to write the name of their project on the Service-Learning form.
- 6. Discuss** the next steps for their project. Tell the students to list the steps on the Service-Learning form. (This should include making a poster, like the Rosie the Riveter "We Can Do It" poster, to advertise their project.)
- 7. Examine** ways parents, family members and friends can help your class with their Service-Learning Project. Tell the students to write this on their Service-Learning form.
- 8. Decide** a Start and End date for your project. Tell the students to write the dates on their Service-Learning form.
- 9. Attach** a note to the Service-Learning Project form to send home to parents, letting them know their child will be participating in the project. The type of project your class decides to do will determine how much help they may need from parents and family members. For example, if they decide to clean up around the school playground, they may only need disposable gloves and trash bags.
- 10. Conduct** a debriefing when the project is complete. Ask students to write a short paragraph about their project. Explain to students that "service" does not have to be military service-they can "Find A Way to Serve" in many different ways!
- 11.** Make sure you send an email to teach@wreathsacrossamerica.org telling us what kind of project your class completed, include pictures! Put your school's name and project name in the subject line of the email!! We look forward to hearing from you!!

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Student Name _____

Service-Learning Project Form

	Write the name of your class project here:
	Write the steps for your project here:
	How can my family & friends help?
	Date your class project will START: _____ Date your class project will END: _____