

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 5 th Grade	Lesson: Graphic Novel-Congressional Medal of Honor Recipients and “Find A Way to Serve” 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 															
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; Students will need access to a tablet and the internet to complete part of <u>this lesson</u> ; copies of My Medal of Honor Recipient worksheet,															
Engage: Hook the students	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?															
Explore: Students make sense of a concept through observations.	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://www.ausa.org/medal-honor-graphic-novels , assign students one of the MOH Recipient Graphic Novels to read, complete the MOH worksheet, research their MOH Recipient.															
Explain: Teacher introduces formal vocabulary and language to students.	<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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Elaborate: Students apply what they have learned.	Students will complete the “My Medal of Honor Recipient” worksheet describing the actions taken by the recipient that earned them the Medal of Honor, the students will research their MOH recipient online and write a 3-paragraph essay describing their lives, the student will label the parts of a graphic novel															
Evaluate: assessment.	“My Medal of Honor Recipient” worksheet, 3 paragraph essay, Label the Parts of a Graphic Novel worksheet															
Enrichment/Service-Learning Project	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.															

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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

Caption/Narration → 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 →

Gutter →

Thought Balloon → PECULIAR SHADES OF PINK AND GREEN.

Speech Balloon → DON'T THINK I'D WANT TO SLEEP HERE.

Speech Balloon → STILL...

Speech Balloon → ...IT IS A LOT MORE INTERESTING THAN MY OTHER BEDROOM.

Speech Balloon → THERE WERE ALL SORTS OF REMARKABLE THINGS IN THERE SHE'D NEVER SEEN BEFORE...

Speech Balloon → WIND-UP ANGELS.

Thought Balloon → BOOKS WITH MOVING PICTURES.

Sound Effect → CHAKKA CHATTA CHAKKA CHAKKA CHAKKA

Motion Lines →

Speech Balloon → ...AND A WHOLE TOY BOX FILLED WITH WONDERFUL TOYS.

Speech Balloon → THIS IS MORE LIKE IT!

Bleed → ...AND RETURNED, DRAGGING THE KEY BEHIND IT.

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

The graphic novel page contains the following panels and elements:

- Panel 1:** A boy asks, "WAIT! WHAT IS THIS PLACE?" and "WE CALL IT OPPOSITE LAND BUT NOBODY KNOWS WHY." A creature replies, "IS IT BECAUSE EVERYTHING HERE IS THE OPPOSITE?"
- Panel 2:** The creature asks, "OPPOSITE TO WHAT?" and the boy replies, "TO WHERE I'M FROM, YOU KNOW, PLANET EARTH."
- Panel 3:** The boy says, "PLANET EARTH?! I THINK YOU MEAN OPPOSITE LAND." The creature laughs.
- Panel 4:** The boy thinks, "I MUST BE DREAMING."

Empty boxes with arrows point to the following parts:

- Box 1: Points to the top panel.
- Box 2: Points to the creature in the second panel.
- Box 3: Points to the boy in the third panel.
- Box 4: Points to the boy in the fourth panel.
- Box 5: Points to the creature in the fifth panel.
- Box 6: Points to the boy in the sixth panel.
- Box 7: Points to the boy in the seventh panel.

Excerpt from *Opposite Land*, By Charlotte Rose Hamlyn

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MY MEDAL OF HONOR RECIPIENT

Name _____

Directions:

1. Go to the Medal of Honor Graphic Novels website <https://www.ausa.org/medal-honor-graphic-novels>.
2. Select one of the MOH Recipients for this assignment. (Read the summary beside the picture to give you an overview of that Recipient.)
3. Click the orange **Read Online** tab under the picture to go to the graphic novel.
4. Read the graphic novel you selected.
5. Answer the questions on this worksheet.
6. Google your MOH Recipient. Write a 3-paragraph essay describing their lives before/after their military service.

Name of My Medal of Honor Recipient

In which Conflict(war) did your MOH Recipient serve?

Describe the obstacles your MOH Recipient had to overcome.



THE MEDAL OF HONOR

List two facts you learned about your MOH Recipient.

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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@wreathsasscrossamerica.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: _____