

Graphic Autobiography: *Persepolis*

by
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Title of the Lesson: Creating Your Own Graphic Autobiography

Grade Level: 9-12 *English*

Length of Lesson: 3-5 Class Periods

Overview of the Lesson: This culminating lesson follows an analysis of the graphic novel *Persepolis* by Marjane Satrapi. Students go through the steps of the writing process to create their own graphic autobiographies using web 2.0 tools.

Essential Learning Outcomes and Questions: Students will be able to: 1) utilize Web 2.0 tools to create a personal narrative, 2) go through the steps of the writing process, 3) effectively utilize visual rhetoric strategies. The essential questions are: *How do we come to understand things that seem out of our control? How do circumstances out of our control affect our identities?*

NC Common Core Standards Being Addressed:

- 1) Grades 11-12 Writing Standard 2A – Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension
 - 2) Grades 11-12 Writing Standard 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - 3) Grades 11-12 Writing Standard 4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Anchor Standard:

Materials Needed: Copies of “Graphic Novel Autobiography” Handout (following), Copies of Storyboard Handout (following), Computers with Internet Access to www.toondoo.com, LCD projector. Toondoo is an online tool that allows students to create their own cartoons, one cell at a time, with just a few clicks, drags, and drops.

How the Lesson Will Flow: After students have completed reading *Persepolis* and closely analyzed Satrapi’s use of visual rhetoric, teacher will explain to students that they will create their own narrative with graphic illustrations imitating Satrapi’s style. The steps to completion are as follows:

1. Prewriting Phase: The teacher will instruct students to write a journal entry in which the students explore times in their life where they, like Marji in the novel, have struggled to understand the events around them. The teacher may give examples from his or her own life to help the students think of these types of

- situations. For example, my students have suggested... While the students are brainstorming in their journals, the teacher will circulate the classroom to monitor student responses. After the brainstorming session, the teacher will instruct the students to choose one event. The teacher will then lead the students through some visualization activities (see following) to help them recall the events about which they will write. (1 class period)
2. Prewriting Phase Part Two: In part two, students will write a first-person narrative of the time they chose. The narrative should have a beginning, middle, and end. The conclusion of the narrative should explain how that event changed the student or what impact it had on his or her life. Part 2 may be completed in class on a second day, or may be given to students for homework at the end of day one. (0-1 class periods)
 3. From Prose to Visuals Phase: Utilizing an LCD projector, the teacher will walk students through the steps of creating a Toondoo and should show the class examples of toonbooks. At this point, the instructor hands out the instructions for creating a ToonDoo so the students may follow along and take notes. Once students have seen examples of toondos, the teacher will give copies of a storyboard graphic organizer. On that graphic organizer, students will convert their narrative using ToonDoo.
 4. Creation: Students will have 1-2 class periods to create their ToonDoos.
 5. Sharing: Students will share their ToonDoos with the instructor either through presentations or via email.

Assessment:

Formative: Journals, narrative, storyboarding graphic organizer, class discussion

Summative: ToonDoo, rubric for evaluation (following)

Sources for the Lesson:

Add citation for visualization questions