**Year 8 Multimodal Biography Unit – Basic Lesson Guide**

**\\E4039S01SV014\English\Course Documentation and Tasks\2020\Year 8\Tasks\Task 12 - Multimodal biography**

**1 Students will read the graphic novel, *Martin Luther King* and revise the conventions of graphic novels.**

**Answer the questions:**

1. What words in the text reveal that Martin Luther King was an African American and spoke differently to other Americans?
2. Martin Luther King begins with “250,000 people gathered on the Washington Mall to listen to one of the greatest orators and leaders in American history.” Explain why the authors of this graphic novel chose to start their text here? Consider: reader positioning and reader engagement
3. Examine the use of colour on pages 7 and 8. Why are the colours brighter at the top of page 7 and duller on page 8? Explain how colour is used to reflect the content of the speech bubbles and/or the captions.
4. Identify the ideas and viewpoints expressed on page 7-8.
5. Consider the events in America’s past and the events in Australia’s past. Are there any parallels? (Some research may be necessary to answer this question. Remember to cite your resources – text title, author, publisher and date published).

**2 Go through graphic novel terms with students:** \\E4039S01SV014\English\Resources\Graphic Novels\Theory

**3 Research:**

Students will identify a range of key Australian figures (make sure to approve the figure they select and try avoid double ups in class) and select one to research and gather information.

Provide a retrieval chart to students once they have selected their key figure.

Spend 2-3 lessons filling out retrieval chart.

**4 Begin creating multimodal biography pamphlet:**

Show students several examples of pamphlets and provide template if you would like. Students then create their pamphlet on the computers, if possible. Refer to task sheet for requirements of assessment.