

**British Literature and Composition  
Watchmen**

**Unit time frame**

Days/Duration: **6 Weeks**

**Approximate Time Frame: March 4-April 20**

**Description:** *Watchmen* and the Concept of Justice

**Big Ideas:** Interaction of text and art in graphic novels; concepts of justice; critique of the heroic ideal; conflict of moral systems; multimodal fiction

***UNIT ESSENTIAL QUESTIONS***

How do text and art interact in complex ways in graphic novels? What societal ills lead to the conflict between concepts of justice and moral systems in *Watchmen*, and how do these conflicts resolve? How does metafiction serve as a comment on the graphic medium?

<b>Concept</b>	<b>Concept Title Use of Common Strategies and Skill Areas</b>	<b>Duration (Days)</b>
<b>Unit 4 Concept 1</b>	Interaction of text and art in graphic novels; comics vocabulary; closure	3
<b>Unit 4 Concept 2</b>	Traditional library and electronic research; historical backdrop of <i>Watchmen</i>	6
<b>Unit 4 Concept 3</b>	<i>Watchmen</i> chps 1-3; Motivation and critique of superheroes; concepts of justice; memoir as literary nonfiction; purpose of metafiction; writing analysis	6
<b>Unit 4 Concept 4</b>	<i>Watchmen</i> chps 4-6; Perceptions of time; political science as nonfiction; purposes of symmetry in fiction; characterization (affect of one character's insight and another); insanity;	6
<b>Unit 4 Concept 5</b>	<i>Watchmen</i> chps 7-9; heroism and personal power (characterization); metafiction; meaning of human life	6
<b>Unit 4 Concept 6</b>	<i>Watchmen</i> chps 10-12; evaluating moral systems; climax; denouement; metafiction	6

**CURRICULUM MAP—BY UNIT**

<b>Unit 4 Concept 1</b>	<i>Watchmen</i>	
<b>Lesson Essential Question(s):</b>	<b>What are comics, and how does the human brain process them? What is the important vocabulary unique to comics discussion, and how can it be applied to a discussion of graphic novels?</b>	
<b>Vocabulary:</b>	Comics; graphic novels; art; panel; gutter; closure; juxtaposition	
<b>Learning Goals:</b>  All goals come from the national Common Core Standards for College and Career Readiness	<b>Standard(s)Descriptor</b>	
	RI 4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
	RI 6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
	RI 7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	L 6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Primary Text Resources</b>	Literary nonfiction: Scott McCloud, <i>Understanding Comics</i> , chapter 3, “Blood in the Gutter”	
<b>Writing Expectations and Assignments</b>	Reader response journal	
<b>Assessment Sources:</b>  <b>Common Assessment</b>	Formative assessment on applications of comics vocabulary “Create-a-Comic” exercise	
<b>Common Reading Responses:</b>		
<b>Technology:</b>	Interactive white board for group discussions of comics and presentation of small group “Create-a-Comic”	
<b>Notes:</b>	A discussion of McCloud is an important lead-in to <i>Watchmen</i> to train students how to read comics and to establish a common vocabulary for graphic novels.	

<b>Unit 4 Concept 2</b>	<b>Historical Research for <i>Watchmen</i></b>	
<b>Lesson Essential Question(s):</b>	<b>How does knowing the history underlying <i>Watchmen</i> help us understand the novel?</b>	
<b>Vocabulary:</b>	N/A	
<b>Learning Goals:</b>  All goals come from the national Common Core Standards for College and Career Readiness	<b>Standard(s)Descriptor</b>	
	W 7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	W 8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	SL 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL 5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Eligible Content</b>		
<b>Primary Text Resources</b>	Print and electronic sources for research	
<b>Writing Expectations and Assignments</b>	Reader Response Journal	
<b>Assessment Sources:</b>	Small group presentation using PowerPoint, Prezi, or similar	
<b>Common Assessment</b>	Formative assessments on subject of presentations	
<b>Common Reading Responses:</b>		
<b>Technology:</b>	PowerPoint or Prezi for presentations	
<b>Notes:</b>		

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<b>Unit 4 Concept 3</b>	<b>Literary Nonfiction</b>	
<b>Lesson Essential Question(s):</b>	<b>How do the diverse motivations of the superheroes reveal Alan Moore’s apparent attitude toward the literary genre of superhero comics? What are the different definitions of justice in the text, and how does the prose memoir “Under the Hood” enrich the comic?</b>	
<b>Vocabulary:</b>		
<b>Learning Goals:</b>  All goals come from the national Common Core Standards for College and Career Readiness	<b>Standard(s)Descriptor</b>	
	RL 3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	RL 4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
	RL 5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>Eligible Content</b>		
<b>Primary Text Resources</b>	Alan Moore and Dave Gibbon’s <i>Watchmen</i>	
<b>Writing Expectations and Assignments</b>	Reader Response Journal	
<b>Assessment Sources:</b>  <b>Common Assessment</b>  <b>Common Reading Responses:</b>	Formative assessment on “Under the Hood”	
<b>Technology:</b>	Interactive white board for small group discussion	
<b>Notes:</b>		

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<b>Unit 4 Concept 4</b>	<b>Literary Nonfiction: “Superpowers and the Super Powers”; “Free Will and Foreknowledge” from <i>Watchmen and Philosophy</i></b>		
<b>Lesson Essential Question(s):</b>	<b>What is the significance of the perception of time presented in <i>Watchmen</i>? How does the concept of literary symmetry play a role? What are the elements of political science nonfiction?</b>		
<b>Vocabulary:</b>	Political science; literary nonfiction; literary symmetry		
<b>Learning Goals:</b>  All goals come from the national Common Core Standards for College and Career Readiness	<b>Standard(s)Descriptor</b>		<b>Eligible Content</b>
	RL 2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
	RL 3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
	RI 4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text	
	RI 5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
<b>Primary Text Resources</b>	Alan Moore and Dave Gibbon’s <i>Watchmen</i>		
<b>Writing Expectations and Assignments</b>	Reader Response Journal		
	Writing analysis of a panel in <i>Watchmen</i>		
<b>Assessment Sources:</b>  <b>Common Assessment</b>  <b>Common Reading Responses:</b>	Formative assessment on “Super-Powers and the Superpowers”		
<b>Technology:</b>	Interactive white board for small group discussion		
<b>Notes:</b>			

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<b>Unit 4 Concept 5</b>	<b>Watchmen</b>	
<b>Lesson Essential Question(s):</b>	How do Moore and Gibbons present the interaction of heroism and personal power, and what is their purpose for doing so? How do the metafiction elements comment on the whole novel? What point are Moore and Gibbons making about the value of human life?	
<b>Vocabulary:</b>	Characterization; metafiction; philosophy	
<b>Learning Goals:</b>	<b>Standard(s)Descriptor</b>	<b>Eligible Content</b>
All goals come from the national Common Core Standards for College and Career Readiness	RL 4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
	RL 5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	Not accounted for in CCS	Analyze how metafictional elements of a story comment upon or enrich the whole text.
<b>Primary Text Resources</b>	Alan Moore and Dave Gibbon's <i>Watchmen</i>	
<b>Writing Expectations and Assignments</b>	Reader Response Journal	
<b>Assessment Sources:</b>	Formative assessment on "Super-Powers and the Superpowers"	
<b>Common Assessment</b>		
<b>Common Reading Responses:</b>		
<b>Technology:</b>	Interactive white board for small group discussion Gaggle for submission of papers	
<b>Notes:</b>		

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<b>Unit 4 Concept 6</b>	<b>Literary Nonfiction: “Means, Ends, and the Critique of Pure Superheroes” and “When Telling the Truth Is Wrong” in <i>Watchmen</i> and <i>Philosophy</i></b>	
<b>Lesson Essential Question(s):</b>	In the conflict between the moral systems of Adrian Veidt and Rorschach, who makes the stronger argument? Which side do Alan Moore and Dave Gibbons appear to support? How does the metafictional “Tales of the Black Freighter” help us make that decision?	
<b>Vocabulary:</b>	Climax; denouement; moral systems; metafiction	
<b>Learning Goals:</b>  All goals come from the national Common Core Standards for College and Career Readiness	<b>Standard(s)Descriptor</b>	
	RL 2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	RL 5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	RL 6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	RL 7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
<b>Eligible Content</b>		
<b>Primary Text Resources</b>	Alan Moore and Dave Gibbon’s <i>Watchmen</i>	
<b>Writing Expectations and Assignments</b>	Reader Response Journal	
	Writing interpretation of <i>Watchmen</i> using multiple panels	
<b>Assessment Sources:</b>	Formative assessment on “Super-Powers and the Superpowers”	
<b>Common Assessment</b>		
<b>Common Reading Responses:</b>		
<b>Technology:</b>	Interactive white board for small group discussion	
	Gaggle for submission of papers	
<b>Notes:</b>		