

2004-2005 Grant Application

Collection Area to be strengthened or developed:

We would like to strengthen our graphic novel collection, which includes fictional and non-fictional titles, to promote literacy with reluctant readers (teens-male and female) in grades seven through twelve as well as provide material for lower level readers in various subject matters, including (but not limited to) English and social studies.

Population to benefit:

The population that would most benefit is reluctant readers and/or low level readers in grades seven through twelve, both male and female.

Specific need addressed:

The specific need addressed would be attracting new readers and/or lower level readers to the library and generating interest in reading for pleasure and/or content by all students.

Graphic novels “will attract emergent readers who might otherwise be inclined to visit the library” (Gorman 13). Stephen Krashen states that any form of reading, increases reading skills (x). Krashen states “the most effective bridge from low levels of reading ability and higher levels is free voluntary reading for pleasure” (Gorman 13). In many cases, comic books serve as a stepping stone for readers to move from easier reading material to more difficult material by helping them develop their linguistic abilities (Krashen 56). Graphic novels help literally minded students read and picture/imagine what is happening in the story. Thus, graphic novels serve as a tool to help low level or reluctant readers to move from simpler reading material to more advanced works.

Union Catalog findings:

In Union catalog, graphic novels appear but are not found at a large number of schools. Our school and a few other schools have small collections. This is an area where we rely heavily on the public libraries and the two other districts to loan us material.

In union, if you do a “subject” search for the following terms:

- “graphic novel”
- “graphic novels”
- “graphic novels—Japan”
- “graphic novels—United States”

A total of 50 to 75 titles appear. One must keep in mind that several titles appear in a series so of the titles that appear there are approximately are 7-10 series of graphic novels. This is not very many different series to serve a large population such as the WFL-BOCES system.

The findings demonstrate there are not enough graphic novels to loan amongst all WFL-BOCES school libraries. The ever increasing popularity of graphic novels with students in our district puts them in high demand.

Many of the 7-10 series are fictional titles-including *X-men*, *Fushigi Yugi*, *Ultimate Spiderman*, *Oh My Goddess!*, etc. Not many of the titles are non-fictional titles or classics. We would like to increase the number of classic titles, such as *MacBeth* and *The Red Badge of Courage* to use with lower level readers to help them read higher level material.

How the need for Graphic Novels was determined:

We started a small collection of graphic novels in our building to see if they would become popular. We slowly started to build on this collection in the last year and a half.

At the end of the 2003-04 school year and the beginning of the 2004-05 school year, we noticed an increased interest in this genre at all grade levels and reading levels. This interest increased especially with our reluctant readers in seventh and eighth grade, both male and female. At the beginning of the 2004-05 school year, our seventh and eighth grade English teachers started accepting this format as “Outside Reading” books. The English department along with the library started to promote graphic novels. The usage increased greatly in a short amount of time. We have so many students reading graphic novels at such an accelerated pace that students quickly make it through our small collection and are often requesting more titles from other libraries.

There are few schools within our SLS library system that have this genre. (See the Union findings above). We often find ourselves relying heavily on ILL through the Pioneer Library System and Roaring Cat to get graphic novels for our students.

How materials purchased will support curriculum:

Curriculum area and New York State Standards addressed:

Curriculum areas addressed: English 7-12 and Global History 9 and 10

New York State Standards addressed:

English Language Arts:

Standard 2: Students will read, write listen, and speak for literary response and expression.

READ:

- Read silently and aloud from a variety of genres, authors, and themes.
- Interpret characters, plot, setting, theme and dialogue, using evidence from the text.
- Recognize recurring themes in a variety of literary works.
- Determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author’s message or intent.

- Identify questions of personal importance and interest and literature that addresses them.
- Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives.

WRITE:

- Write interpretive and responsive essays of approximately three to five pages in order to:
 - express opinions and support them through specific references to the text
 - demonstrate understand of plot and them
 - identify and interpret how the use of literary devices affects meaning
 - draw conclusions and provide reasons for the conclusions

SPEAK:

- Speak to present interpretations and responses to imaginative texts and performances in, for example:
 - class and small group discussions
 - format presentations to peers and adults
 - teacher conferences

Use of graphic novels by 7th and 8th grade students as outside reading book to discuss with the teacher in small conference or do a book talk in front of class. In addition to presentations, students must provide a written piece analyzing literary elements, such as character, plot, etc.

Also, use of classics in graphic novel format by students with lower reading levels (7th-12th) to help them understand the story. Students must provide a written piece discussing literary elements.

Standard 4: Students will read, write, listen, and speak for social interaction.

- Students will listen on a daily basis.
- Students will speak on a daily basis.

Students present and discuss in small peer groups books they have read for outside reading (including graphic novels).

Social Studies:

Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

- The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

Students:

1. Analyze historic events from around the world by examining accounts written from different perspectives.
2. Analyze changing and competing interpretations of issues, events and developments throughout world history.

The use of graphic novels as primary sources to learn about historical events or cultures.

Examples:

***Fox from Sarajevo: A Story of Survival* by Joe Kubert**

This is a story about a Jewish family trying to escape from Sarajevo in 1992 during the ethnic cleansing by the Serbs.

***Maus I and Maus II* by Art Spiegelman**

The story of the author's parents survival during World War II in Hitler's Europe.

***Persepolis and Persepolis II* by Marjane Satrapi**

The true story about a girl growing up during the Islamic Revolution in Iran.

- Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Students:

1. Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.

The use of graphic novels as primary sources to learn about historical events or cultures. (See examples above).

- The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students:

1. Plan and organize historical research projects related to regional or global interdependence.
2. Analyze different interpretations of important event, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.

Students use of graphic novels as primary sources in research assignments and projects. Sophomores use various print and online sources to research significant events in world history as part of two assignments- (1) a scrapbook and small research paper and (2) a ten-page research paper.

Mathematics, Science & Technology:

Standard 2: Students will access, generate, process and transfer information using appropriate technologies.

- Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Students:

1. Systematically obtain accurate and relevant information including local and national media, libraries, museums, governmental agencies, industries and individuals.

Student use of OPAC to locate material.

Information Literacy Skills addressed:

Standard 1: The student who is information literate accesses information efficiently and effectively.

Indicator 3: Locates and accesses information.

Standard 3: Student uses information accurately and creatively.

Indicator 1: Organizes information.

Indicator 2: Creates a quality product.

Standard 4: Student pursues information related to personal interests.

Indicator 1: Seeks answers to questions.

Indicator 2: Explores topics of interest.

Standard 5: Student appreciates literature and other creative expressions of information.

Indicator 1: Reads for pleasure.

Indicator 2: Uses a variety of creative formats.

Indicator 3: Develops creative products.

Standard 7: Student recognizes importance of information to a democratic society.

Indicator 1: Seeks information from diverse sources.

CCD Grant History:

Our library has received this grant in the past. We were awarded the CCD grant in 2001 and 1998.

Amount Requested:

We are requesting the amount of \$500.

Works Cited

Gorman, Michael. *Getting Graphic: Using Graphic Novels to Promote Literacy with Preteens and Teens*. Worthington, Ohio: Linworth Publishing, Inc., 2003.

Krashen, Stephen. *The Power of Reading*. Englewood, Colorado: Libraries Unlimited, Inc., 1993