

THREE CLOSE READS – GRAPHIC BIOGRAPHIES

Name:

Date:

Directions: Before you read, look at the “Pay Attention to” and “Questions” columns. Write your answers in the third column.

Graphic History Title: _____ Era/Unit #: _____

Graphic History Author: _____ Lesson #: _____

Overall question or idea to think about as you read:

Reading 1: Skimming for Gist

This will be your quickest read. It should help you get the general idea of what the graphic biography will be about.

Pay attention to ...	Questions	Your answers
Title and headings	What is this graphic biography going to be about?	
Images and layout	How does the artwork signal what this will be about? How does the illustrator use elements like color, shapes, and lighting to communicate the theme or mood?	

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Reading 2: Understanding Content

In this read, you will pay attention to the information that most helps you understand the article.

Pay attention to ...	Questions	Your answers
<p>Vocab</p>	<p>Are there words you don't understand or recognize?</p> <p>Write those words here, and then annotate the text with a definition or synonym for each word. Or, as an alternative, add them to your vocab tracker.</p>	
<p>Major claim and key details</p>	<p>What is the story the graphic biography is trying to tell (what is the major claim, historical process, event, or idea)?</p> <p>In addition to the major claim, what do you think are the three most important details from this graphic biography? Explain these key points on the right. (Alternatively, your teacher may give you a more specific set of questions to answer about the main details.)</p>	
<p>Analysis and evidence</p>	<p>How does the artist use art and design to support and extend the central narrative (consider panels, style, characters, and time)?</p> <p>Panels: What are they conveying (size, shape, arrangement, perspective, transitions)?</p> <p>Style: What do the colors, design of balloons, characters, and so on tell you? Do they give you a sense of place and/or time?</p> <p>Characters: How are they presented (centered in the frame or in the background) and how do they relate to one another?</p> <p>Time: How do the representations and style change over the course of the narrative?</p> <p>Provide one or two examples.</p>	

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Reading 3: Evaluating and Corroborating

The third reading is really about understanding how the article relates to the idea or question you thought about as you read.

Pay attention to ...	Questions	Your answers
Support	What facts or ideas from this graphic biography confirmed what you already knew about world history, the course frames, or the Era/Unit Problem?	
Extend	In what ways did this graphic biography deepen your thinking about world history, the course frames, or the Era/Unit Problem?	<i>This article added to my understanding of ... by...</i>

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<p>Challenge</p>	<p>How did this graphic biography change or challenge your thinking about world history, the course frames, or the Era/ Unit Problem?</p>	<p><i>At first, I thought... Now, I think... Or: My thinking on... changed when...</i></p>
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