



Encountering Indigenous Storytelling through Graphic Novels

Lesson Plan

NBE 3C Curriculum Expectations

Reading and Literature Studies

C.1 Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning;

C1.1 read a variety of short, contemporary student and teacher-selected texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, identifying specific purposes for reading

Learning Goals & Success Criteria

Learning Goals

We are learning to:

- Identify the stylistic elements of a Graphic Novel
- Explain how texts forms and features combine to communicate meaning

Success Criteria

I can:

- Explain the importance of the relationship between the words and images in a graphic novel
- Explain how the size, perspective, and colours in an image convey meaning
- Identify the aspects of the graphic novel form that appeal to readers

Essential Questions

1. How does the use of words and images convey meaning in a graphic novel?
2. How does using a graphic novel appeal to a broader audience?
3. How can a graphic novel better help to tell a full story?



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Lesson Materials and Resources

Teachers will need to curate a list of graphic novels by Indigenous content creators in consultation with [FNMIEAO](#) and your school district Indigenous Education Lead. Work with the teacher librarian in the school to create a list of graphic novels/texts by Indigenous content creators, and gather the resources (either physical or ebook). The classroom teacher and the teacher librarian should create short bios on the authors/illustrators that connect students to the Nation or cultural background of the content creator.

These texts can be in either digital or physical formats, as long as students are granted access to them to explore during class time. Texts focused on brilliance, joy, resistance, and the balance of lived experience should be considered.

Brief bios of the content creators should be available for students to read.

→ Handout: [Exploration of Image and Text to Convey Meaning in a Graphic Novel](#)

Lesson Plan

Minds On

1. Share Essential Questions, Learning Goals, and Success Criteria of the lesson.
2. Using a document camera, share the pages of a graphic novel by an Indigenous content creator with the class.
3. Ask students, “What do you see on this page? Do you notice any elements that seem to be unique to this text form?”
4. Create a co-constructed list of elements present in a graphic novel text form.

Action

5. Briefly introduce graphic novel(s) (e.g., by giving a book talk).
6. In groups, students will explore a graphic novel from an Indigenous content creator and discuss its characteristics. Use the following prompts to guide their thinking:



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- What elements are present in the text?
- Do the elements match the co-created list?
- Are there any new elements they could add to the co-created list?

Consolidation

7. In groups, students will brainstorm a list of themes that emerged from their group discussions of the graphic novels. What experiences were explored in these texts? How did the words and images work together to convey meaning?
8. Using the graphic organizer [Exploration of Image and Text to Convey Meaning in a Graphic Novel](#), prompt students to select three frames from the text. Explain how each one conveys a theme. Describe how the use of images and words together help the reader to infer the theme(s) present in the graphic text.

Extension Possibilities

1. Explore the use of graphic novels or other media texts such as podcasts, documentaries, or visual artworks. How do they convey meaning that is accessible to more readers?
2. Review the [Calls to Action of the Truth and Reconciliation Commission](#) and the [Assembly of First Nations Report Card](#) and evaluate Canada's progress towards Reconciliation.



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Exploration of Image and Text to Convey Meaning in a Graphic Novel

- Select 3 frames from the graphic novel you explored with your group.
- In the left hand column, draw a simplified version of the image in the frame.
- In the right hand column explain how the images and text (words) word together in the frame to create thematic meaning for the reader.

Image	Theme Exploration