

day tripper

VERTIGO
#1

Gabriel Bá
Fábio Moon



"Beautifully written and utterly gorgeous, *Daytripper* completely blew me away."

— Gerard Way
(*Umbrella Academy*,
My Chemical Romance)

Feb '10
2.99 us
suggested for
mature readers
vertigocomics.com

DIRECT SALES



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Course Aims Addressed

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meaning
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Area Questions Explored

Readers, Writers, and Texts

- In what ways is meaning constructed, negotiated, expressed, and interpreted?
- How does language vary among literary forms?
- How does the structure or style of a literary text affect meaning?
- How do literary texts offer insights and challenges?

Time and Space

- To what extent do literary texts offer insight into another culture?

Intertextuality

- In what ways can diverse literary texts share points of similarity?
- In what ways can comparison and interpretation be transformative?

TOK Questions

- In what ways is the kind of knowledge we gain from literature different from the kind we gain through the study of other disciplines? How certain can we be of the knowledge constructed through reading literary texts?
- How are judgments made about the literary merit of a text? What makes a literary text better than others?
- Does knowledge of conventions of form and literary techniques allow for a better and deeper understanding of a literary text?

Assessment Objectives

1. Know, understand and interpret:

a range of texts, works and/or performances, and their meanings and implications

contexts in which texts are written and/or received

elements of literary, stylistic, rhetorical, visual and/or performance craft

features of particular text types and literary forms.

2. Analyze and evaluate:

ways in which the use of language creates meaning

uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques

relationships among different texts

ways in which texts may offer perspectives on human concerns.

3. Communicate

ideas in clear, logical and persuasive ways

in a range of styles, registers and for a variety of purposes and situations

**Fabio
Moon
and
Gabriel
Ba**



Biographies

The writers/artists are twin brothers from Brazil. Both born June 5, 1976 in Sao Paulo, they have forged careers in the comic industry. They began self-publishing as teens and have both had lucrative careers.

Ba is currently working (as of 2020) as an executive producer on The Umbrella Academy, as he was an artist in the original comic series.

Both have won numerous Eisner Awards, which crowns the achievement of comic writers.

The Text

The text is an exploration of the life of protagonist Bras de Oliva Domingos, an obituary writer and aspiring writer.

It is a philosophical exploration of death and the meaning of life.

Aspects for Study will be focused on the intertwining of graphic and literary techniques.

Graphic and Literary Techniques

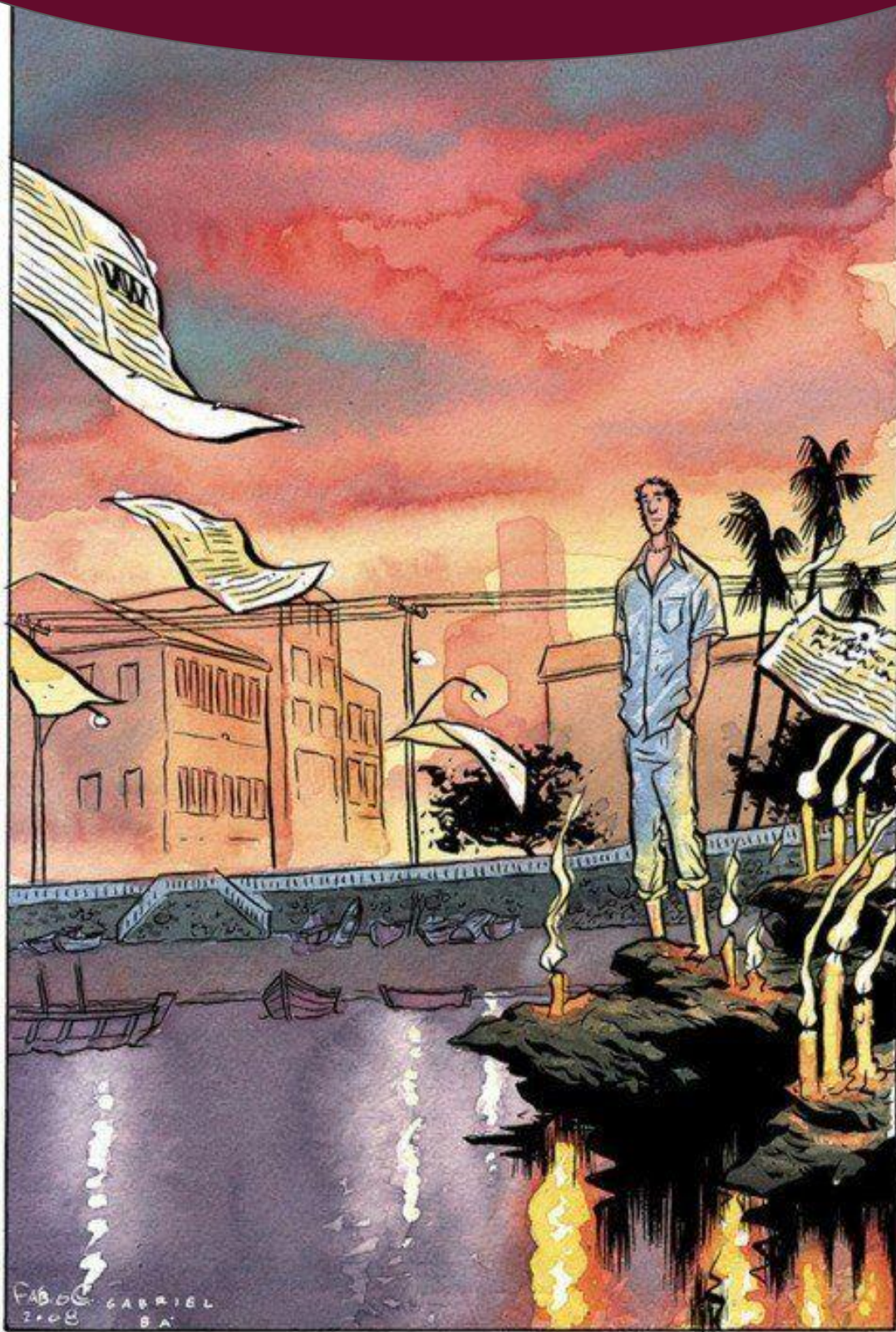
A Graphic Technique PowerPoint is located on my website. You must be familiar with these terms in order to succeed in this unit, as we will look at how these enhance meaning and are analogous to literary techniques.

Literary Techniques

Some of the primary features we will explore will be:

- **Plot Techniques: Foreshadowing, Flashback, Pacing**
- **Setting**
- **Characterization**
- **Symbolism**
- **Dialogue and Narration/Voice Over**
- **Conflict**
- **Theme**

Assignments



Day One

Aims & Targets:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Know, understand and interpret a range of texts, works and/or performances, and their meanings and implications

Guiding Questions:

- In what ways can diverse literary texts share points of similarity?

Target

I can determine how authors use literary devices such as metaphor and tone to convey a message and then compare the methodologies of the poet to the graphic canon in order to understand that literature has universal and often shared themes.

Process:

1. Students will deconstruct Wislawa Symborska's poem "Nothing Twice" using a guided question ala Paper One (30)
2. The teacher will review the syllabus and aims for Y2 of the course (10)
3. Students will then review the Paper One rubric in flexible groups, noting the differences between the mark bands. The class will come together (20)
4. The class will briefly discuss the poem (15)
5. Students will have a pop quiz where they will compare the poem to *Daytripper*, the graphic novel assigned over the summer (15)

HW: Finish Summer Assignment

Assessments: Poem Analysis, Quiz

Accomodations: Students with extra-time will be graded on a curve

Day Two

Aims & Targets:

- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing

Guiding Questions:

- What constitutes a proficient and sophisticated Paper One analysis?

Target:

SWBAT apply graphic techniques to a poem IOT determine how meaning is conveyed in a visual manner and how literary and visual meaning are similar.

Process:

1. Students will work individually to assess 3 Paper One Anchors according to the Paper One Rubric (30)
2. Students will then work in small, flexible groups to discuss anchor grades and come up with agreed scores (15)
3. Student volunteers from the groups will report out and the class will determine a common marking. The teacher will then give scores with feedback and discuss the process of grading Paper One within tolerance (15)
4. The teacher will introduce the Graphic Novel Project and give examples of successful ones (15)
5. The teacher will assign each group a graphic or literary element to investigate in the text to bring to the next class. Determine the author's purpose/message(15)
 - a. Symbols
 - b. Color
 - c. Structure

HW: Pull examples from the text of your element (GC)

Assessments: Paper One Analyses

Accommodations: Printed anchors

Day Three

Aims & Targets:

- Analyze and evaluate uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques

E Questions:

- In what ways is meaning constructed, negotiated, expressed, and interpreted?
- How are graphic and literary techniques analogous?

Target:

I can evaluate elements of the graphic tradition IOT determine how meaning is conveyed in a visual manner and how literary and visual meaning are similar.

Process:

1. Students will analyze "The Truth the Dead Know" by Anne Sexton and create a claim based on a guiding question(20)
2. The teacher will model analysis on the board using student input (20)
 - a. We will also discuss organization of ideas--avoiding commentary-like structures
3. Students will work in small groups to cull together a claim based on the Daytripper homework and report it (30)
4. Students will analyze the scene of Bras' death by Jorge via small group and as a class (20)
 - a. Color, Symbol, Flashback, Structure/Panel Layout.

HW: Create Global Issues, Graphic Novel

Assessments: Analysis and Group Posters

Day Four

Aims & Targets:

- Analyze and evaluate uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques

Guiding Questions:

- How are graphic and literary techniques analogous?

Target:

I can evaluate elements of both poetry and graphic novels to illustrate how they are analogous in conveying theme.

Process:

1. Students will work in groups to complete a Jamboard of Global Issues present in the text (15).
2. The class will vet Global Issues (5)
3. Students will complete a Says/Does with Fatimah Asghar's "The Smell is the Last Memory to Go" (30)
4. Students will then analyze the portion (Bras meeting his father under the tree) from *Daytripper*, discussing graphic choices that are analogous to Asghar's message(30)
 - a. The teacher will help model how to avoid an overly-descriptive analysis

HW: Graphic Novel, Prepare for Socratic

Assessments: Jamboard, Says/Does, Analysis

Day Five

Aims & Targets:

- Analyze and evaluate uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques

Guiding Questions:

- In what ways is meaning constructed, negotiated, expressed, and interpreted?

Instructional Objective:

I can write an analysis on an unseen graphic page IOT move toward proficiency on Paper One of the IB exams.

Process:

1. Students will respond to an unseen graphic panel in a timed 45-minute essay graded with the Paper 1 rubric (45).
2. Students will then discuss their responses (20)
 - a. The teacher will model a paragraph
3. Students will analyze the Lola's section from the graphic novel and discuss it with their groups, creating a group paragraph (20)

HW: Graphic Novel Project, Socratic

Assessments: Unseen Text Analysis, Group Work

Day Six

Aims & Targets:

- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meaning

Guiding Questions:

- How do we academically analyze a graphic novel in a sophisticated manner?

Instructional Objective:

I can orally evaluate elements of the graphic novel in order to come to a consensus on meaning. I can debate issues within the text.

Process:

1. The teacher will review the rules for the discussion.
2. Students will participate in a Socratic discussion of the text.

HW: Graphic Novel Project

Assessments: Unseen Text Analysis, Dialectical Journals

Day Seven

Aims & Targets:

- develop skills in interpretation, analysis and evaluation

Guiding Questions:

- In what ways is meaning constructed, negotiated, expressed, and interpreted?

Instructional Objective:

I can evaluate elements of the graphic tradition IOT determine how meaning is conveyed in a visual manner in a timed Paper One style essay.

Process:

1. Students will have a mock Paper One on a graphic selection from "Bitter Root"

HW: None

Assessments: Unseen Text Analysis,