

Maus I

A Survivor's Tale: My Father Bleeds History

Written by Art Spiegelman

Dear Colleague,

I would like to ask you to consider joining an adoption committee and consider if MDUSD should add *Maus* to its adopted reading list. This book has won the Pulitzer Prize and is approved and adopted by the California State Department of Education. I am proposing this be added to the 9th grade reading list. This is a graphic novel. I did my Master's thesis, on boys and reading. There is abundant proof that graphic novels, such as *Maus* can draw in and reach reluctant readers and ELL's.

Maus should be considered the prequel to *Night*. Reading this book in 9th grade gives us, not only a chance to study history, but to also study literature. In 10th grade as *Night* is introduced students will be able to activate prior knowledge. This is the only book that I have EVER had to confiscate from students. They will not focus in class, if they have the book, it will be in their lap and I will have to pry it away from them. I have never had a student come in and say they did not read it for homework. Actually, the problem is usually the opposite, they read to far ahead.

Students think they are reading comics, as in, they are getting away with something, until they begin to realize how powerful the story is. This is the best way to teach irony and symbolism. Who cannot understand the Jews as mice, the Nazis as cats and the GI's as dogs? This book is so rich. It talks about how children and parents don't always see eye to eye. It talks about traumatic experiences defining your life.

I am writing to ask if you would consider reading this book, filling out a review and meeting to offer your opinion as to whether or not you feel this would be a good addition to the adopted reading list.

Thank you for your consideration,

Pam Deane

deanep@mdusd.k12.ca.us

April 29, 2011

Patt Hoellwarth, Administrator
Student Achievement and School Support
Mount Diablo Unified School District
1936 Carlotta Drive
Concord CA 94519

Dear Patt,

I would like to ask the district to consider the adoption of the graphic novel *Maus*.

Why adopt *Maus*?

- It presents complex material in readable text
- It serves as a bridge to more difficult reading
- It challenges readers of more traditional literature
- It embraces the nature of our multimedia world (especially DSA Academy)
- Fulfill NCTE's "21st Century Literacy" goals (multiple streams, simultaneous information)

Why would the district adopt graphic novels?

- 6.3 million secondary school students read below grade level.
- Average American age 15-24 spends only 7 minutes of daily leisure time reading.
- Students with access to a variety of reading materials have higher average reading scores.

According to "The Secret Origin of Good Readers"...reading comic books may help to:

- Develop an increased interest in reading.
- Increase literacy in the broad sense of the word.
- Develop language skills and a rich and varied vocabulary.
- Foster interest in a variety of literary genres.

Graphic novels can foster interest in a broad range of topics by:

- Stimulating a creative imagination.

- Developing an appreciation of art.
- Develop the ability to discuss and critique art and writing.
- Increase understanding of how meaning is found in visual phenomena.
- Enhance understanding of popular culture.

It aligns to national standards.

NCTE/IRA Standards

1 - Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2 - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4 - Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

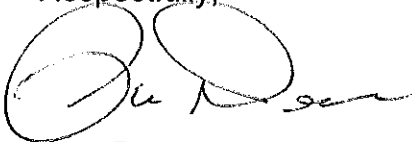
12 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning)

This book is adopted by the State of California and adjoining districts to Mt. Diablo. This book is a wonderful addition to a Transitional Mainstream classroom. The students loved this book, and it was for many, the first book they had read from cover to cover. Through donations on DonorsChoose, I was able to "purchase" 100 books for Mt. Diablo High School, thus it will not need to be purchased by the district. This book can be used in US History and World History and that department has expressed interest in using this book.

I have sent an email to you with an attached PowerPoint that explains the power of "considerate text", which is, one of the best things about reading a graphic novel for those second language and below language readers.

In this binder you will find staff, administrator, teacher and parent book reviews. I have also included student reviews after we finished the novel. I think you will find those individual letters very compelling.

Respectfully,

A handwritten signature in black ink, appearing to read "Pam Deane", written over a large, light-colored circular scribble.

Pam Deane

English 9

Mt. Diablo High School

Concord, Ca

Taken from the California Department of Education website

California Adopted/Recommended Literature for English

Both books are on the state list of recommended high school literature

Ung, Luong. *First They Killed My Father: A Daughter of Cambodia Remembers*. HarperCollins, 2001. Biography/Autobiography.

The holocaust orchestrated by Cambodia's Pol Pot is presented by a woman who built a new life here in the United States.

Cambodian/Cambodian American Culture. History/Social Science

Maus: A Survivor's Tale, II: And Here My Troubles Began

Author(s): Spiegelman, Art

Grade Level(s): 9-12

Publisher: Pantheon Books

Publication 1991

Date:

Illustrator: Art Spiegelman

Translator:

Genre(s): Biography/Autobiography

Classification(s): Graphic Novel, Picture Book

Culture(s): Jewish/Jewish American

Language(s): English

Curriculum: History/Social Science, Visual and Performing Arts

Award(s): Pulitzer Prize

Series:

Annotation: In graphic novel format the persecution of the Jews in Europe during World War II and their immigration to the United States continues to be recounted by a survivor. The author's father discusses the guilt he lives with as a survivor

English Language Arts Content Standards for CA Public Schools Grades Nine & Ten

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Expository Critique

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.

Structural Features of Literature

- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 **Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.**
- 3.6 **Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).**

- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Literary Criticism

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Writing

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.2 Write responses to literature:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
- Structure ideas and arguments in a sustained and logical fashion.
 - Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.4 Deliver oral responses to literature:
 - a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
 - a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.

CORE AND EXTENDED CORE LITERATURE ADVOCACY FORM
6-12

Title of Book: Maus I
Author: Art Spiegelman
Publisher: Pantheon Books/Random House
Year of Publication: 1973
Major Themes(s): World War II, Europe, Holocaust
Suggested Grade Level: 9-12
Your Name (Please indicate whether you are a teacher, administrator, parent, or student.): <u>PAM DEANE</u>
School Represented: Mount Diablo High School

Brief summary of book:

The story of a Jewish survivor of Hitler's Europe, his son's life in America, and their struggle to understand each other and each other's lives.

Reasons why I think this book should be considered:

I believe the district would be well served by the addition of a Pulitzer Prize winning graphic novel. A graphic novel is "considerate" text, meaning that, the illustrations assist students in understanding the text. Students are more interested in graphic novels if they struggle to read. Graphic novels also help ELL & ELD students understand their readings. The district does not →

CORE AND EXTENDED LITERATURE SELECTION RUBRIC

TITLE MAUS 1
 AUTHOR ART SPIEGELMAN
 GENRE MEMOIR
 SUGGESTED GRADE LEVEL 9-12

CATEGORY	DON'T KNOW	1/WEAK	2/AVERAGE	3/STRONG	4/EXCEPTIONAL
1. Represents universal themes					X
2. Has rich powerful language					X
3. Portrays cultures authentically					X
4. Portrays cultures with sensitivity					X
5. Has multiple layers of meaning					
6. Has been considered a classic or has potential for permanency				X	
7. Is a strong example of a specific genre				X	
8. Content is compelling and encourages discussion of intellectual, social, and/or ethical values					X
9. Is relevant to a content-area curriculum, cross-curricular integration, and/or concept development					X
10. Is favorably cited or reviewed in recognized professional sources, such as educational or academic journals					X

For teachers and administrators: Which English/language arts standards are addressed by this book? R 1.0 W 2.2.2.2
 R 3.0 AU 2.2.4

CORE AND EXTENDED LITERATURE SELECTION RUBRIC

Title: **Maus: a survivor's tale. I: My Father Bleeds History**
 Author: **Art Spiegelman**
 Genre: **Biography**
 Suggested Grade Level: **9**
 Your name: **Dan Reynolds**

CATEGORY	DON'T KNOW	I/WEAK	2/AVERAGE	3/STRONG	4/EXCELLENT
1. Represents universal themes					X
2. Has rich powerful language				X	
3. Portrays cultures authentically					X
4. Portrays cultures with sensitivity				X	
5. Has multiple layers of meaning				X	
6. Has been considered a classic or potential for permanency					X
7. Is a strong example of a specific genre				X	
8. Content is compelling and encourages discussion of intellectual, social, and/or ethical values					X
9. Is relevant to a content-area curriculum, cross-curricular integration, and/or concept development					X
10. Is favorably cited or reviewed in recognized professional sources, such as educational or academic journals					X

For teachers and administrators: Which English-Language Arts standards are addressed by this book? All standards outlined below are from the English-Language Arts Content Standards for California Public Schools grades 9 and 10.

Reading 1.2; 2.3;

Literary Response and Analysis 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.11; 3.12

For more information see the next page

CORE AND EXTENDED LITERATURE SELECTION RUBRIC

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Author: **Art Spiegelman**
Genre: **Biography**
Suggested Grade Level: **9**
Your name: **Dan Reynolds**

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Reading 1.2; 2.3;

Literary Response and Analysis 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.11; 3.12

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
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- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) 58

- MAJIS -

Site Literature Committee

School: Mt Diablo High School

Date: 10-8-10

Facilitator/chair: Pam Deane / Dan Reynolds

Members

Name	Position
<u>Shawn Mietz</u>	<u>teacher</u> ✓
<u>Tylor Lyles</u>	<u>student</u> ✓
<u>Lorrie Lyles</u>	<u>parent</u> ✓
<u>Liane Cisnowski</u>	<u>administrator</u> ✓
<u>Suzanne Hatch</u>	<u>teacher</u> ✓
<u>Dan Reynolds</u>	<u>teacher</u>
<u>Pam Deane</u>	<u>teacher</u> ✓
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