

Text Set Example–Immigrants: Denotation and Connotation Example

Text and Brief Description	Media Type	Genre	Unit Themes, Essential Questions, and Focus
<p>This might include APA or MLA annotation with bibliographic information and a brief (1–2 sentence) summary.</p> <p>Indicate which resources might be an anchor text.</p>	<p>Note form here. Examples: novel, movie script, comic, photo or photo collection, etc.</p>	<p>This notes genre. Examples: biography, memoir, narrative, fiction genres (realistic fiction, historical fiction, science fiction, fantasy, etc.)</p>	<p>Unit Themes: Provide a brief list of themes.</p> <ul style="list-style-type: none"> Immigration American acceptance/non-acceptance of immigrants
<p>Great Immigrants, Great Americans: The Comic Book</p> <p>This text will be our anchor text that all students will read.</p>	comic	biography	<p>Essential Questions: List essential questions. What positive and negative qualities are attributed to immigrants? How does the material we consume influence the connotations we adopt about others?</p>
<p>Denotation and Connotation (Bradford, 2021)</p>	YouTube video	nonfiction	<p>Foci: Briefly jot important foci. This should include specific standards.</p>
<p>“Ellis Island: Topics in Chronicling America” (Library of Congress)</p> <p>This resource is a searchable database of American newspapers through 1963.</p>	database	nonfiction–primary sources with searchable copies of newspapers	<p>Identifying positive and negative connotations: Students may practice identifying words with positive and negative connotations,</p>
<p>Carnegie Corporation of New York’s Great Immigrants website</p> <p>This is the main page of Carnegie’s current list of honorees.</p>	website	Nonfiction–includes announcement of most recent honorees, press releases, and a blurb about the program that classes could explore	<p>understanding how these associations affect the overall message or feeling of a text. (Missouri Learning Standard)</p> <p>Other Resources:</p>

Jim Lee's Instagram page	social media	communication	<p>List any additional resources you might find useful or want to explore for future use. Examples: contacts for guest speakers, additional text sources, etc.</p> <ul style="list-style-type: none"> • City of Refuge, Columbia, MO* • Return to Getty Images and Poetry Foundation. <p>*I teach in Columbia, MO. Teachers could seek out immigrant support organizations or guest speakers, resources that might aid in supporting student learning about immigrants as an important part of the local community.</p>
<p>Various movie trailers</p> <p>Minari Under the Same Moon In America</p>	film	realistic fiction	
<p>California Digital Newspaper Collection</p> <p>This database contains historical California newspapers from 1846–present.</p>	database	journalism	
<p>“How Three Texas Newspapers Manufactured Three Competing Images of Immigrants”</p> <p>Zócalo Public Square is a part of ASU Media Enterprise.</p>	website article	essay	
Various Photos of Immigrants (Getty Images)	photographs	nonfiction	
<p>Various Poems on Immigration (Poetry Foundation)</p> <p>“Identity” (Vasquez, 2001)</p>	poetry	poetry	
<p>Recent headlines from various news sources.</p> <p>Depending on student skill and time, students may search databases and the internet to find and</p>	web-based, news, news shows, newspapers	journalism	

Template adapted from: [Dallacqua, A. K. \(2022\). Reading when the world is on fire: Teaching with comics and other multimodal text sets. Study & Scrutiny: Research in Young Adult Literature, 5\(2\), 38-63.](#)

screenshot headlines for the class to discuss.			
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Created by Anna Osborn as part of the *Teaching Comics Cohort*, 2025.