

THE 9/11 REPORT



A Graphic Adaptation
by Sid Jacobson and Ernie Colón

Based on the Final Report of the National Commission
on Terrorist Attacks Upon the United States

SEPTEMBER 11, 2001 WAS A DAY
OF UNPRECEDENTED SHOCK AND
SUFFERING IN THE HISTORY OF THE
UNITED STATES. THE NATION WAS
UNPREPARED. HOW DID THIS HAPPEN,
AND HOW CAN WE AVOID SUCH
TRAGEDY AGAIN? TEN COMMISSIONERS
WERE GIVEN A SWEEPING MANDATE
TO FIND ANSWERS AND OFFER
RECOMMENDATIONS. ON JULY 22, 2004,
THEY ISSUED THEIR REPORT.



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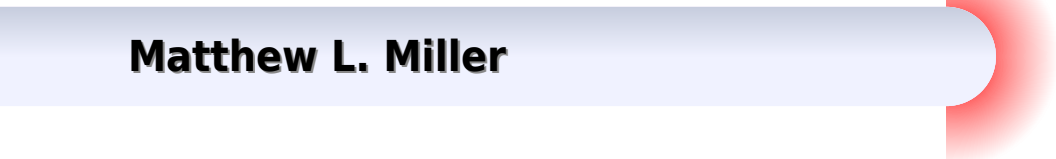


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Chair and
Vice Chair of the 9/11 Commission,
Thomas H. Kean and Lee H. Hamilton

The 9 1report A Graphic Adaptation

Matthew L. Miller



The 9 1report A Graphic Adaptation:

The 9/11 Report Sidney Jacobson,Ernie Colón,2006 A graphic novel of the report of the 9 11 Commission reveals the Commission s findings regarding the terrorist attacks on the United States and its recommendations concerning what the United States government needs to do in its wake *Sequential Art: Interdisciplinary Approaches to the Graphic Novel* Kathrin Muschalik,Florian Fiddrich,2019-07-22 This volume was first published by Inter Disciplinary Press in 2016 No matter whether you call it picture book manga strip graphic novel or simply comic it is undeniable that over the past thirty years the image of sequential art in all its varieties has changed from a cheap form of entertainment for youngsters to a medium as cherished as novels and films This timely publication aims to engage critically with issues in and around the production and perception of all types of graphic narratives Mirroring the hybridity and complexity of graphic novels themselves this essay collection brings together the works of scholars from various fields ranging from literature and culture to history from social science to art From manifold perspectives it elaborates on topics like the perception and production of comics in and by different cultures intertextuality and narrative techniques the construction of identities within and by graphic narratives as well as the interpretation and depiction of historical landmarks by comic book artists The 9/11 Investigation Craig E. Blohm,2009-09-22 The September 2011 terrorist attacks are the deadliest ever to be recorded Provide your readers with a revealing look into the tools and techniques used by the investigators of this this horrific crime Students will learn how cutting edge forensic science can reveal clues in the tiniest bits of evidence First person accounts of the tragedy are provided and sidebars offer step by step explanations of scientific and legal processes Drawn from the Classics Stephen E. Tabachnick,Esther Bendit Saltzman,2015-05-13 The graphic novel is the most exciting literary format to emerge in the past thirty years Among its more inspired uses has been the superlative adaptation of literary classics Unlike the comic book abridgments aimed at young readers of an earlier era today s graphic novel adaptations are created for an adult audience and capture the subtleties of sophisticated written works This first ever collection of essays focusing on graphic novel adaptations of various literary classics demonstrates how graphic narrative offers new ways of understanding the classics including the works of Homer Poe Flaubert Conrad and Kafka among many others **Wham! Teaching with Graphic Novels Across the Curriculum** William G. Brozo,Gary Moorman,Carla Meyer,2014 Graphic novels are an excellent medium to motivate today s youth to become independent learners and thinkers This practical guide shows secondary school teachers how to incorporate graphic novels into content area instruction as a tool for meeting the needs of diverse learners and achieving the goals of the Common Core State Standards The authors provide instructional guidelines with classroom examples that demonstrate how graphic novels can be used to expand content knowledge and literacy in science social studies math and English language arts Teachers will appreciate the book s specific suggestions for selecting graphic novels and for employing responsive practices that will build students reading writing speaking listening and media competencies

The range and complexity of graphic novels being published right now is simply amazing to me. They are part of what should be a balanced array of texts that all can read, enjoy, and learn from. In this volume, the authors point to this proliferation as well as the educative potential of graphic novels. After reading its pages, I feel others will agree with me that they have done an excellent job pointing out how graphic novel creators such as Jim Ottaviani and Larry Gonick communicate much about history, science, and mathematics while also making connections to comprehension and thinking skills that accompany both literacy and content-specific learning. From the Foreword by Stergios Botzakis, assistant professor of adolescent literacy in the Theory and Practice in Teacher Education Department at The University of Tennessee Knoxville: The authors have set forth on a task I feel long is overdue: connecting the literacy potential of graphic novels to the content areas. This book is a wonderful contribution to the field of content area literacy studies. Michael D. Boatright, assistant professor, Department of English, Western Carolina University. Book Features: Advice for selecting and evaluating graphic novels; Teaching strategies for each of the four major content domains; Guidance for aligning instruction with the Common Core State Standards; A list of educational graphic novels organized by content area; Study group questions; And more. William G. Brozo is a professor of literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, and author of *RTI and the Adolescent Reader*. Gary Moorman is professor emeritus at Appalachian State University in Boone, North Carolina. Carla K. Meyer is an assistant professor in the Reading Education and Special Education Department at Appalachian State University.

Using Graphic Novels in the English Language Arts Classroom William Boerman-Cornell, Jung Kim, 2020-10-01. Shortlisted for the UK Literacy Association's Academic Book Award 2021. There is an increasing trend in teachers using graphic novels to get their students excited about reading and writing using both original stories and adaptations of classic works by authors such as Homer, Shakespeare, and the Brontës. However, there is surprisingly little research available about which pedagogies and classroom practices are proven to be effective. This book draws on cutting-edge research, surveys, and classroom observations to provide a set of effective methods for teaching with graphic novels in the secondary English language arts classroom. These methods can be applied to a broad base of uses ranging from understanding literary criticism, critical reading, multimodal composition to learning literary devices like foreshadowing and irony. The book begins by looking at what English language arts teachers hope to achieve in the classroom. It then considers the affordances and constraints of using graphic novels to achieve these specific goals using some of the most successful graphic novels as examples, including *Maus*, *Persepolis*, *The Nameless City*, and *American Born Chinese*, and series such as *Manga Shakespeare*. Finally, it helps the teacher navigate through the planning process to figure out how to best use graphic novels in their own classroom. Drawing on their extensive teaching experience, the authors offer examples from real classrooms, suggested lesson plans, and a list of teachable graphic novels organized by purpose of teaching. [Using Content-area Graphic Texts for Learning](#) Meryl Jaffe, Katie Monnin, 2013. What counts as literacy has been redefined in today's classrooms. Teachers must address what it

means to read and live in a multi literate world that includes both print text and image text Focused specifically on young adult graphic novels in the four primary content areas math language arts social studies and science Using Content Area Graphic Texts for Learning A Guide for Middle Level Educators by Dr Meryl Jaffe and Dr Katie Monnin empowers twenty first century middle school educators to not only better understand content area graphic novels but also teach them Like their print counterparts graphic texts reinforce traditional content area thinking skills like memory attention cognition language learning and sequencing Unlike print texts however comics and graphic novels reach out to diverse types of literacy learners and their particular reading strengths making them the perfect high quality literary level texts for core content area classrooms Using Content Area Graphic Texts for Learning begins with the building blocks of graphic novel terminology 101 moves into a detailed look at how graphic texts specifically help and empower different types of learners and then branches off into specific chapters for each of four content areas math language arts social studies and science Each of these content area chapters includes an overview of how graphic novels help students tackle integrate and enhance content area material two content area lesson plans each utilizing graphic novels in different ways a demonstration of what that lesson plan is asking students to do focusing on five learning skills attention memory language sequencing and cognition and how the lesson aligns with the appropriate content area s Common Core Standards a discussion on how graphic novels help different types of learners succeed in the content area classrooms and a list of suggested graphic novels for each content area classroom Jaffe and Monnin more than make the case for using graphic novels as valid young adult literary texts that engage students and meet Common Core State Standards within the content area classroom

Unpacking Complexity in Informational Texts Sunday Cummins, 2014-09-12 To acquire content knowledge through reading students must understand the complex components and diverse purposes of informational texts as emphasized in the Common Core State Standards This practical book illuminates the ways in which a text s purpose structure details connective language and construction of themes combine to create meaning Classroom tested instructional recommendations and kid friendly explanations guide teachers in helping students to identify and understand the role of these elements in different types of informational texts Numerous student work samples excerpts from exemplary books and articles and a Study Guide with discussion questions and activities for professional learning add to the book s utility This is a valuable guide for teachers in grades 2-8 academic coaches site administrators and curriculum directors implementing the Common Core standards to increase the rigor and level of reading in all content areas Instructional strategies sample lessons anchor charts examples of student work and interactive templates are provided in each chapter Teachers and those engaging in professional development can use this book to support their efforts to plan lessons that require students to engage with text think critically discuss their understanding and write about information embedded in complex informational text Lori Greenwood MA Educational Leadership Director of Curriculum Instruction and Special Education Plumas Lake Elementary School

District Plumas Lake CA **Politics in the Gutters** Christina M. Knopf, 2021-06-28 From the moment Captain America punched Hitler in the jaw comic books have always been political and whether it is Marvel's chairman Ike Perlmutter making a campaign contribution to Donald Trump in 2016 or Marvel's character Howard the Duck running for president during America's bicentennial in 1976 the politics of comics have overlapped with the politics of campaigns and governance Pop culture opens avenues for people to declare their participation in a collective project and helps them to shape their understandings of civic responsibility leadership communal history and present concerns *Politics in the Gutters* American Politicians and Elections in Comic Book Media opens with an examination of campaign comic books used by the likes of Herbert Hoover and Harry S Truman follows the rise of political counterculture comic of the 1960s and continues on to the graphic novel version of the 9/11 Report and the cottage industry of Sarah Palin comics It ends with a consideration of comparisons to Donald Trump as a supervillain and a look at comics connections to the pandemic and protests that marked the 2020 election year More than just escapist entertainment comics offer a popular yet complicated vision of the American political tableau *Politics in the Gutters* considers the political myths moments and mimeses in comic books from nonfiction to science fiction superhero to supernatural serious to satirical golden age to present day to consider how they represent re-present underpin and/or undermine ideas and ideals about American electoral politics *Comics through Time* M. Keith Booker, 2014-10-28 Focusing especially on American comic books and graphic novels from the 1930s to the present this massive four volume work provides a colorful yet authoritative source on the entire history of the comics medium Comics and graphic novels have recently become big business serving as the inspiration for blockbuster Hollywood movies such as the Iron Man series of films and the hit television drama *The Walking Dead* But comics have been popular throughout the 20th century despite the significant effects of the restrictions of the Comics Code in place from the 1950s through 1970s which prohibited the depiction of zombies and use of the word horror among many other rules *Comics through Time A History of Icons Idols and Ideas* provides students and general readers a one stop resource for researching topics genres works and artists of comic books comic strips and graphic novels The comprehensive and broad coverage of this set is organized chronologically by volume Volume 1 covers 1960 and earlier Volume 2 covers 1960 1980 Volume 3 covers 1980 1995 and Volume 4 covers 1995 to the present The chronological divisions give readers a sense of the evolution of comics within the larger contexts of American culture and history The alphabetically arranged entries in each volume address topics such as comics publishing characters imprints genres themes titles artists writers and more While special attention is paid to American comics the entries also include coverage of British Japanese and European comics that have influenced illustrated storytelling of the United States or are of special interest to American readers *Graphic Novels and Comics in Libraries and Archives* Robert G. Weiner, 2010-04-19 To say that graphic novels comics and other forms of sequential art have become a major part of popular culture and academia would be a vast understatement Now an established component of library and

archive collections across the globe graphic novels are proving to be one of the last kinds of print publications actually gaining in popularity Full of practical advice and innovative ideas for librarians educators and archivists this book provides a wide reaching look at how graphic novels and comics can be used to their full advantage in educational settings Topics include the historically tenuous relationship between comics and librarians the aesthetic value of sequential art the use of graphic novels in library outreach services collection evaluations for both American and Canadian libraries cataloging tips and tricks and the swiftly growing realm of webcomics

The Publishers Weekly ,1972 **Class, Please Open Your Comics** Matthew L. Miller,2015-05-07 Comics and sequential art are increasingly in use in college classrooms Multimodal multimedia and often collaborative the graphic narrative format has entered all kinds of subject areas and its potential as a teaching tool is still being realized This collection of new essays presents best practices for using comics in various educational settings beginning with the basics Contributors explain the need for teachers to embrace graphic novels Multimodal composition is demonstrated by the use of comics Strategies are offered for teachers who have struggled with weak visual literacy skills among students Student generated comics are discussed with several examples The teaching of postmodern theories and practices through comics is covered An appendix features assignment sheets so teachers can jump right in with proven exercises

Poetics of Politics Sebastian M. Herrmann,Carolyn Alice Hofmann,Katja Kanzler,Stefan Schubert,Frank Usbeck,2015-04-22 This volume proposes the poetics of politics as an analytic angle to interrogate contemporary cultural production in the United States As recent scholarship has observed American literature and culture around the turn of the millennium while still deeply informed by the textual self consciousness of postmodernism are marked by a rekindled interest in matters of social concern This revived interest in politics is frequently read as a grand epochal transition Sidestepping such a logic of periodization this book points to the interplay between the textual and the political as a dynamic always locally specific that affords unique insights into the characteristics of the contemporary moment The sixteen case studies in this book explore this interplay across a wide range of media genres and modes Together they make visible a broad cultural concern with negotiating social relevance and textual self awareness that permeates and structures contemporary US popular culture

Teaching Graphic Novels Katie Monnin,2010 Harness the power of graphic novels to promote literacy and engage all secondary students with Teaching Graphic Novels by Katie Monnin Address print text and image literacies from navigating text features to creating standards based lessons on reading comprehension fiction nonfiction written response critical thinking and media literacy Complete with examples from graphic novels professional resource suggestions strategies that can be used with any graphic novel cross indexes of middle and high school graphic novels and themes reproducibles and extra support for English language learners Teaching Graphic Novels was a finalist for both the 2009 ForeWord Education Book of the Year and the 2010 AEP Distinguished Achievement Award in the 6 8 Curriculum and Instruction category

Comic Books and American Cultural History Matthew Pustz,2012-02-23 Comic

Books and American Cultural History is an anthology that examines the ways in which comic books can be used to understand the history of the United States Over the last twenty years there has been a proliferation of book length works focusing on the history of comic books but few have investigated how comics can be used as sources for doing American cultural history These original essays illustrate ways in which comic books can be used as resources for scholars and teachers Part 1 of the book examines comics and graphic novels that demonstrate the techniques of cultural history the essays in Part 2 use comics and graphic novels as cultural artifacts the third part of the book studies the concept of historical identity through the 20th century and the final section focuses on different treatments of contemporary American history Discussing topics that range from romance comics and Superman to American Flagg and Ex Machina this is a vivid collection that will be useful to anyone studying comic books or teaching American history

The Other Kind of Funnies Han Yu, 2016-12-14 The Other Kind of Funnies refutes the mainstream American cultural assumption that comics have little to do with technical communication that the former are entertaining in a low brow sense and juvenile whereas the latter is practical and serious to the point of stuffiness The first of its kind this book demonstrates the exciting possibilities of using comics in technical communication It defines comics as a medium and art form that includes cartoons comic strips comic books and graphic novels provides conceptual and historical backgrounds on comics and discusses the appeals and challenges of using comics style technical communication More specifically it examines comics style instructions educational materials health risk communication and political propaganda communication The author argues that comics style technical communication encourages reader participation produces covert persuasion facilitates intercultural communication benefits underprivileged audiences such as children and readers of lower literacy and challenges the positivist view of technical communication An abundance of comics style technical communication examples carefully selected from across cultures and times demonstrates the argument While the book proposes that comics can create user friendly visually oriented engaging and socially responsible technical communication it is also quick to acknowledge the limitations and challenges of comics style technical communication and provides heuristics on how to cope with them The Other Kind of Funnies is unique in its interdisciplinary approach It focuses on technical communication but speaks to design cultural and intercultural studies historical studies and to some extent education politics and art

Connecting Comics to Curriculum Karen W. Gavigan, Mindy Tomasevich, 2011-09-29 Here is the essential guide for librarians and teachers who want to develop a quality curriculum based graphic novel collection and use its power to engage and inform middle and high school students Connecting Comics to Curriculum Strategies for Grades 6 12 provides an introduction to graphic novels and the research that supports their use in schools The book examines best curriculum practices for using graphic novels with students in grades 6 12 showing teachers and school librarians how they can work together to incorporate these materials across the secondary curriculum Designed to be an essential guide to harnessing the power of graphic novels in schools the book covers

every aspect of graphic novel use in libraries and classrooms It illuminates the criteria for selecting titles explores collection development strategies and suggests graphic novel tie ins for subjects taught in secondary schools One of the first books to provide in depth lesson plans for teaching a variety of middle and high school standards with graphic novels the guide offers suggestions for differentiating instruction and includes resource lists of recommended titles and websites

After the End of History Samuel Cohen, 2009-10-01 In this bold book Samuel Cohen asserts the literary and historical importance of the period between the fall of the Berlin wall and that of the Twin Towers in New York With refreshing clarity he examines six 1990s novels and two post 9 11 novels that explore the impact of the end of the Cold War Pynchon's *Mason Dixon* Roth's *American Pastoral* Morrison's *Paradise* O'Brien's *In the Lake of the Woods* Didion's *The Last Thing He Wanted* Eugenides's *Middlesex* Lethem's *Fortress of Solitude* and DeLillo's *Underworld* Cohen emphasizes how these works reconnect the past to a present that is ironically keen on denying that connection Exploring the ways ideas about paradise and pastoral difference and exclusion innocence and righteousness triumph and trauma deform the stories Americans tell themselves about their nation's past *After the End of History* challenges us to reconsider these works in a new light offering fresh insightful readings of what are destined to be classic works of literature At the same time Cohen enters into the theoretical discussion about postmodern historical understanding Throwing his hat in the ring with force and style he confronts not only Francis Fukuyama's triumphalist response to the fall of the Soviet Union but also the other literary and political end of history claims put forth by such theorists as Fredric Jameson and Walter Benn Michaels In a straightforward affecting style *After the End of History* offers us a new vision for the capabilities and confines of contemporary fiction

Teaching Politics Beyond the Book Robert W. Glover, Daniel Tagliarina, 2012-11-22 To teach political issues such as political struggle justice interstate conflict etc educators rely mostly on textbooks and lectures However many other forms of narrative exist that can elevate our understanding of such issues This innovative work seeks new ways to foster learning beyond the textbook and lecture model by using creative and new media including graphic novels animated films hip hop music Twitter and more Discussing the opportunities these media offer to teach and engage students about politics the work presents concrete ways on how to use them along with teaching and assessment strategies all tested in the classroom The contributors are dedicated educators from various types of institutions whose essays span a variety of political topics and examine how non traditional texts can promote critical thinking and intellectual growth among students in colleges and universities The first of its kind to discuss a wide range of alternative texts and media the book will be a valuable resource to anyone seeking to develop innovative curricula and engage their students in the study of politics

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