UNTERRICHTS MATERIALIEN Englisch Sok. II

Fahrenheit 451 – A graphic n vel about censorship in a dystopian society

r Klassiker der dystopischen Literatur in der modernen Form eines grafischen Romans erarbeiten



Themenkreis "Novel"

Fahrenheit 451 – A graphic novel about censurinip in a dystopian society

C otents

by Katrin Wenzel

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Niv austufe: B2,	(Europäischer Referenzrahmen)
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Kor petenzbereich Speaking, reading, writing, audio-visual comprehension, language

Aufg. Informate: C rd survey, examining the cover, creating a graphic organiser (story map,

- terate convocabulary, writing a panel analysis, peer evaluation, world café, creating a panel
- sequence, aronneac reading, working with texts, book club, working with quotations, working with a fine comment

Medich: Graphic Novel, Sachtexte, Zitate, Video

greifende Aspekte: Gesellschaft, Politik, Geschichte

P. 7 Topic 1

Introducing the graphic novel

Card survey

I. Conduct a card survey in your class on the following quest. "What I think and know about graphic novels".

Follow these steps:

- Reflect on the topic of graphic novels and collect
- Write down the two most important ideas a statements that come to your mind on separate cards. Use key and sony One card, one idea!
- Prepare to present your ideas to the class.
- Pin your cards to the board and briefly explain that you wrote on each card.
- When everyone has finite prices of the board, start to cluster them. Try to find heatings and subheadings for your clusters.
- Sum up what your loss already know about the topic of graphic novels.

Examining the cover

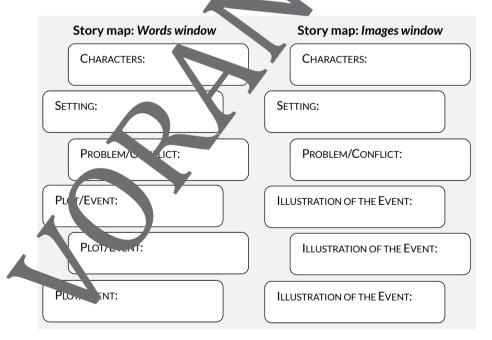
- 2. In your classer vect what you know about the phrase 'burning books' (historic events, pe ple, stories etc.) in a mind-map.
- 3. Look at the composition of the graphic novel *Fahrenheit 451*. Describe what you see on the over. Constant,
 - a) the title, e author and other information that is given.
 - b) 'ts colours.
 - the mage on the cover.
 - Des ribe how the cover makes you feel.
- 5. What do you expect from the graphic novel *Fahrenheit 451*? Collect your expectations.

Story map

INFO	How to read graphic novels	
One of	eading a graphic novel there are two windows to look through them is the words window . When you look through this window he words in the graphic novel.	ν.

The other one is the *images window*. When you look through this window, you will focus on all the images in the graphic novel.

- 6. Create a story map for the first section of Fann beit 451
 - a) Read through the section and look arough the *ords window*. Copy the story map below and complete the left side by sum marising what you read.
 - b) Read through the same sector again and look through the *images* window this time. Fill in the right sice of the story map.



vic 1

will focu



INFO World Café

The World Café gives you an opportunity get involved in a conversation with other students from your class. You will need your *Literate Eyes* for this activity. Follow these steps carefully:

Step 1:

Form groups of four. Arrange your tables and chairs for group werk. Put down a brige sheet of paper in the middle of your table.

Step 2:

Write down the statement that your group will focution in the statement that your group will focution in the statement.

Step 3:

Discuss your statement. Every member of the youp statement has he or she would like to write down on the sheet of paper. Use your *titerate* and to support.

Step 4:

Decide on one person who will stay at the table with the statement sheet. He or she will be the host for the visitors. The rest of the next table.

Step 5:

<u>The host:</u> Welcome your visitors and pre- nt your statement and your notes on it. Encourage your visitors to a pre- aspects.

The visitors: Listen to your hot and how aspects to the statement on the sheet.

Step 6:

After the visitors have been to all obles, they return to their original host. Share what you have experienced at other ta less and read what has been added to your own statement.

Step 7:

Present your results the rest of the class.

World Café

- I. Real the info tox on the World Café and follow the instructions. Each group orks with one of the following statements:
 - Group 1: "This is Guy Montag at the start of the novel."
 - Troup 2: "This is Guy Montag after he has met Clarisse."
 - up 3: "This is Guy Montag after he has witnessed the old lady burn."
 - Group 4: "This is Guy Montag when he spends time with Faber."
 - Group 5: "This is Guy Montag after he has killed Beatty."

nic 5

Creating a panel sequence

Mildred told Montag that Clarisse's family moved out of the house d that she believes Clarisse was run over by a car. Imagine Mortag has gained access to information about Clarisse. Think about what he would find out.

- Is Clarisse dead?
- How did she die? What were her last words or the ights?
- What happened to her during her last hours?
- 2. Create a six or eight panel sequence a post that shows the last moments of Clarisse's life and hew Montag find out about what happened to her. Follow the instruction in the moment box.

INFO How to create a panel sequence

Follow these steps:

Step 1:

Get together in groups of Brainstorm about what might have happened to Clarisse.

Step 2:

Create a storybol us your stor. You can use the storyboard template below as a guideline. Thin' about how you want the panels to look and what you want to show. Also, think about your terms of balloons and what kind of panels you want to use.

Storyboard template.

Con' ent	Image/Photo	Comment
(Whit is happening	(How is it shown in the	(What else is needed?
	scene?)	Transition to the next panel?)
nnel 1.		
Pan∈ 2:		

Step 3:

Decide where you want to take the pictures with your smartphone camera or whether you would rather draw and sketch the scene by hand. Take the potos or draw the illustrations you need.

Step 4:

Put the photos or drawings together into a panel sequence.

Step 5:

Add balloons and captions where necessary and make sure our panel s quence is complete.

3. Be ready to present your panel sequence to the class in framatic reading.

INFO Dramatic reading

In a dramatic reading, you act out what is written in the cext with your voice. That means every caption and balloon needs to be procented vocally. This is to present the idea behind your panel sequence to pur crassments a more appealing way.

Panel analysis

4. After each group has a reserved our panel sequence, choose one of the panel sequences and write a panel analysis about it.



vic 5

"Monday burn Millay, Wednesday Whitman, Friday Faulkner ..." – quotations of famous writers

Worksheet: Pair 1

Working with quotations

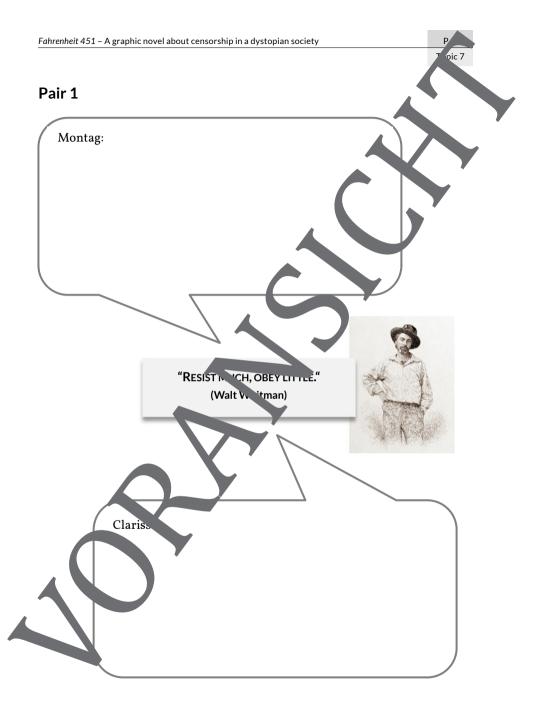
- Guy Montag considers his job to be "fine work' 8). Speculate how Montag would react to the quotation of the Whitman. Write your thoughts into the balloon at the top.
- 2. Share your results with a partner (P rtner B) and discuss the differences between the attitude of Guy Montag and curisse to vards the quotation.
- 3. Prepare an overhead transparency with your results and be ready to present your results in class

Working with quotations

- Montag claims that Clarese McClellan "thinks too many things" (p. 9). Speculate here risse world react to the quotation of Walt Whitman. Write you though sinto the oalloon at the bottom.
- 2. Share your reaches with a partner (Partner A) and discuss the differences between the attitue of Guy Montag and Clarisse towards the quotation.
- 3. Prepare an corrhead transparency with your results and be ready to procent your results in class.

Pai lier A

Partner B





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