

I.C.1.30

Lektüren, Lieder und Sachtexte – Novels and Stories

Broadway show and novel *Dear Evan Hansen* – Den Einfluss sozialer Medien auf die Psyche junger Erwachsener untersuchen (Klasse 9–11)

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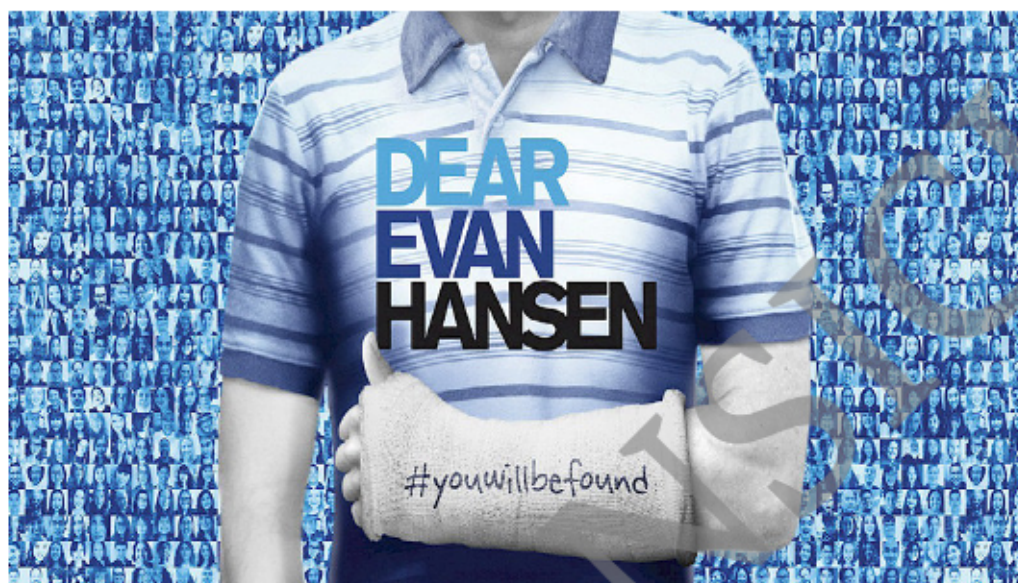


Photo: Official Broadway Poster © 101 Productions Ltd./Broadway Theatre NYC

Der Roman und das dazugehörige Erfolgsmusical (London West End, New York Broadway) „*Dear Evan Hansen*“ beschreiben die tragische Geschichte eines introvertierten Jungen, der aufgrund eines Missverständnisses zum Helden der Schule wird. Doch schnell wendet sich sein Schicksal ein weiteres Mal. Der Roman beschreibt auf emotionale Weise die wichtigen Themen „*Growing up*“ und „*The world of media*“ und bietet viele Anknüpfungspunkte für einen (digitalen) Literaturunterricht in Präsenz oder Distanz.

KOMPETENZPROFIL

Klassenstufe:	9/10 (G8), 9–11 (G9)
Dauer:	10 Unterrichtsstunden + LEK
Kompetenzen:	1. Leseverstehen: Lektüre einer Ganzschrift; 2. Schreiben: Informationen aus fiktionalen Texten zusammenfassen, fiktive Personen beschreiben; 3. Medienkompetenz: Digitale Medien im Literaturunterricht nutzen
Thematische Bereiche:	Coming-of-age, Teenagers and the media, Einsamkeit von Außen-seitern
Material:	Texte, Romanauszüge, Songs vom Musical, Videosequenzen
Zusatzmedien:	Lektüreausgabe

Auf einen Blick

1. Stunde

- Thema:** Introducing the novel and how to work with a (digital) reading log
- M 1** ***Dear Evan Hansen – using a (digital) reading log*** / Einen (digitalen) *reading log* gestalten
- M 2** ***Dear Evan Hansen – reading assignment*** / Den Umgang mit den Leseaufgaben besprechen
- Homework:** Read chapters 1–3 and take notes on the chapter tasks and leading questions.
- Benötigt:** ☐ Digitales Endgerät (Smartphone, Tablet, Computer) für den *reading log* (M 1) mit *Padlet*
☐ Roman



2. Stunde

- Thema:** *Dear Evan Hansen* – from Broadway to novel
- M 3** ***From Broadway to novel – reading a newspaper article*** / Eine Zeitungskritik zur Musicaladaption analysieren und Bezügen zum Roman herstellen
- Homework:** Read chapters 4–6 and take notes on the chapter tasks and leading questions.
- Benötigt:** ☐ Roman
☐ Ggf. digitale Endgeräte (Smartphone, Tablet, Computer) für die Meinungsabfrage mit *Mentimeter*



3. Stunde

- Thema:** Focus on characters I – dealing with characters and relationships
- M 4** ***Dear Evan Hansen – character and relationships via graphic organisers*** / Charakterisierungen und Beziehungsgeflechte mithilfe (digitaler) *graphic organiser* visualisieren
- Homework:** Read chapters 7–9 and take notes on the chapter tasks and leading questions. Finish your character mind map OR sociogram.
- Benötigt:** ☐ Ggf. digitale Endgeräte (Smartphone, Tablet, Computer) für die Visualisierung der Charakterisierungen und Beziehungen in der Browseranwendung *Flinga*
☐ Roman



4. Stunde

- Thema:** Song analysis – *Waving through a window*
- M 5** ***Focus on a song – Waving through a window*** / Einen Song analysieren und zum Roman in Bezug setzen

Homework: Read chapters 10–12 and take notes on the chapter tasks and leading questions.

Benötigt: ☐ Abspielmöglichkeit für das *YouTube*-Video
☐ Roman

5. Stunde

Thema: Focus on characters II – comparing Connor and Evan

M 6 **Evan and Connor – comparing two characters /** Erzählperspektiven analysieren und vergleichen; Charakterisierungen Teil II

Homework: Read chapters 13–15 and take notes on the chapter tasks and leading questions.

Benötigt: ☐ Roman

6. Stunde

Thema: *Dear Evan Hansen* – objects and symbolism

M 7 ***Dear Evan Hansen* – important objects and symbols /** Die Aussagekraft und Symbolik bestimmter Romanelemente beschreiben und analysieren

Homework: Read chapters 16–18 and take notes on the chapter tasks and leading questions.

Benötigt: ☐ Roman
☐ Ggf. digitale Endgeräte (Smartphone, Tablet, Computer) für eine kollaborative Erarbeitung und Präsentation in *CryptPad*

7. Stunde

Thema: Song analysis II – focus on The Connor Project

M 8 **The Connor Project I – *You will be found* /** Einen Songtext analysieren, eine Person charakterisieren, ein Projekt vorbereiten

Homework: Read chapters 19–21 and take notes on the chapter tasks and leading questions.

Benötigt: ☐ Abspielmöglichkeit für das *YouTube*-Video
☐ Roman

8. Stunde

Thema: Focus on a project – organising your own petition or campaign

M 9 **The Connor Project II – organising a campaign or petition /** Ein (digitales) Schulprojekt in einer Fremdsprache planen und veröffentlichen

Homework: Read chapters 22–24 and take notes on the chapter tasks and leading questions.

Benötigt: ☐ Ggf. digitale Endgeräte (Smartphone, Tablet, Computer) für eine Veröffentlichungsmöglichkeit der erarbeiteten Petition

9. Stunde

Thema: The effects of social media on teenagers and young adults

M 10 **The effects of social media on teenagers and adults** / Den Einfluss digitaler Medien auf die Entwicklung von Teenagern anhand der Charaktere beschreiben und diskutieren, die Bühnen-Inszenierung thematisieren

Homework: Read chapters 25–37 and take notes on the chapter tasks and leading questions.

Benötigt: ☐ Recherchemöglichkeit für die Bildersuche im Internet

10. Stunde

Thema: Evan Hansen – a modern tragic hero?!

M 11 **Evan Hansen – a modern tragic hero?** / Eine vertiefte Charakterisierung und Charakterentwicklung formulieren, die Figur des Protagonisten analysieren

Homework: Read the epilogue and take notes on the chapter tasks and leading questions.

LEK Lernerfolgskontrolle – *Dear Evan Hansen*

Minimalplan

Sollte der Lehrkraft wenig Zeit zur Verfügung stehen, kann der Fokus der Reihe auf zwei Aspekte gelegt werden.

1. Die Schülerinnen und Schüler beschäftigen sich mit der Wirkungsweise und dem Einfluss sozialer Medien auf Teenager. Sie bearbeiten zu diesem Zweck **M 3** und **M 10**, welche sich mit globalen Themen des Romans und Musicals beschäftigen. M 10 umfasst zusätzlich noch eine Sachtextanalyse, die sich als alternative Klausurvorlage eignen könnte.
2. Ein weiterer Schwerpunkt liegt auf der Ebene der Textanalyse. Die Lernenden bearbeiten zu diesem Zweck **M 4**, **M 5**, **M 6** und **M 11**. M 4 fokussiert die Lernenden auf einen gezielten Leseverstehensprozess und auf die Erstellung graphischer Organisationsstrukturen zur Analyse von Beziehungsgeflechten. M 5 setzt diese mithilfe einer Songtextanalyse fort, sodass die Lernenden einen vertieften Einblick in den Protagonisten des Romans erhalten. M 6 und M 11 fördern die Arbeit mit der Ganzschrift anhand ausgewählter Textpassagen.

Schwerpunkt der Reihe	Materialfokus
Focus on teenagers and social media	M 3, M 10,
Focus on growing up and character analysis	M 4, M 5, M 6, M 11

M 1

***Dear Evan Hansen* – using a (digital) reading log**

(Digital) reading logs are folders or notebooks which can be used to take notes while reading the novel *Dear Evan Hansen*. These notes focus on the story, major and minor characters, background information, the author of the story as well as creative tasks. The major function of a reading log is to support your reading process. It will help you to understand the novel much better and to focus on individual aspects and words. This worksheet will assist you in creating your digital reading log with the help of a *Padlet* system.



Step 1: Prepare your *Padlet* reading log.

- Open the *Padlet* room assigned to you by your teacher. Make sure you will not lose or forget your password!
- Choose “Wand” or “Regal” to create your personal reading log. You can use the screenshot on the right to help you organise your reading log.

The author	Chapter 1
Biography	Useful vocabulary
Picture(s)	Chapter summary
Important background Information on the author	Focus on characters
	Important background Information on the chapter
	Creative tasks
	Letter to/written by a character

Step 2: Choose different

columns to start your reading log. Make sure you use one column per part/chapter as well as an extra one for the author of the novel.

Step 3: Add different subcategories (see help box below) to each column. Remember to include information on every chapter.

Step 4: Start reading your novel and add information to your reading log while reading the text. Be aware that your teacher might look at your notes.

Step 5: Proofread your reading log after every chapter.



Help box: Useful subcategories to add to your digital reading log

- chapter summary
- useful words and phrases, core vocabulary
- information on character
- background information on the novel
- creative products (pictures, cartoons, diagrams etc.)
- letter to a character, letter from the perspective of a character
- dialogues or interior monologues
- alternative or additional chapters, beginnings, or endings
- character posters (character profiles, character mind maps etc.)
- connections to short films, film adaptations
- important stylistic devices

M 4

Dear Evan Hansen – character and relationships via graphic organisers

Group 1: Focus on Evan's character mind map

Focus on the method

A character mind map is graphic organiser that helps you to collect and link information about an important character of a story or novel. You can use major/minor categories as well as subcategories and make notes about the character while reading the novel.

You can use aspects like:

- personal information (age, gender, education, social status, profession)
- relationships and family
- character traits
- position in the novel (major/minor character, round/flat character)
- additional information (attitudes, emotions, behaviour)

Tasks

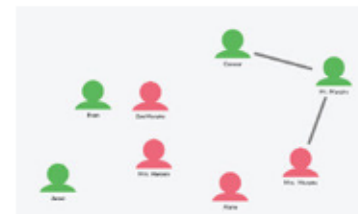
1. **Skim through** the first 6 chapters of the novel and highlight information on Evan.
2. **Put** your findings into certain categories (personal information, relationships, family etc.).
3. **Use FLINGA** (<https://flinga.fi/>) to create a mind map. Scan the QR code or enter the code provided by your teacher.
4. **Name** your session "Evan's character mind map". Use **"Square"**, **"Circle"** and/or **"Person"** and create differently coloured text fields to represent features of Evan's character (e.g. red: personal information, green: friends/family, yellow: character traits etc.).
5. **Create** a mind map focusing on Evan's character and save your result. You can add more information while reading more chapters of the novel.
6. **Present** your result to your partner or in class.



Group 2: Focus on Evan's sociogram

Focus on the method

Sociograms are a good method to visualise the interactions and relationships of characters in a novel. They are flexible tools of representation and can be used in various ways. In addition, they require the same level of critical analysis students would use in a written essay.



© Screenshot <https://flinga.fi/>, erstellt durch D. Beyer

Tasks

1. **Read** all the instructions before you start creating a sociogram based on the first 6 chapters.
2. **Use FLINGA** (<https://flinga.fi/>) to create the sociogram. Scan the QR code or enter the code provided by your teacher.
3. **Name** your session "Evan's sociogram". Use **"Person"** and create different persons to represent major and minor characters in the novel. The **distance** between the characters' symbols reflects how close their relationships are. The **size** of each character represents its importance in the novel. The **colour** represents the character's gender.
4. **Present** your result to a partner or in class.



Dear Evan Hansen – important objects and symbols

M 7

Tasks

1. **Think:** Read or skim the text passage(s) assigned to you and **reduce** the extracts to notes.
2. a) **Pair:** Compare your findings with a partner and **fill** them into the third column.
b) **Group:** Analyse the (symbolic) meaning and context of your object. Compare your findings in groups of 4.
3. **Share:** Present your findings in class.



Symbol/object	Text references	Content	Analysis/meaning
Group 1: apple orchard  © www.colourbox.com	pp. 108–111 pp. 192–194 pp. 212–215 (pp. 331 ff.)		
Group 2: letters  © www.colourbox.com	pp. 5–7 pp. 31–37 pp. 125–130 (pp. 331 ff.)		
Group 3: baseball glove  © www.colourbox.com	Chapter 20 pp. 247–254		
Group 4: The Connor Project  © www.colourbox.com	pp. 178–186 pp. 191–194 pp. 211–215 pp. 262–264		
Group 5: cast  © www.colourbox.com	pp. 9/10 pp. 20–22 pp. 32–35 pp. 61/62 p. 73		

M 10

The effects of social media on teenagers and adults



Tasks

1. **Reading comprehension:** Read the text and tick the correct answers. There is only one correct answer per statement.
 - a) The influence of global media is described as ...
 - ☐ a global phenomenon.
 - ☐ a problem of our past.
 - ☐ a major problem of American society.
 - b) Being a part of social media can help you to ...
 - ☐ be more successful.
 - ☐ find your "real self".
 - ☐ represent who you really are.
 - c) Social media profiles ...
 - ☐ can show only a part of your "real self".
 - ☐ are highly competitive.
 - ☐ are dangerous in the working world.
 - d) R. Kay Green recommends to ...
 - ☐ compete with people instead of profiles.
 - ☐ present your best "ideal self" to be successful in business.
 - ☐ invest more time in social media.
2. **Analysis:** Have a look at chapters 14 and 22 of the novel. Analyse the influence of social media on a) Evan Hansen, b) Alana and c) the Murphys according to R.K. Green's article.
3. **Comment:** Use an online picture search to have a look at the stage design of the Broadway production of *Dear Evan Hansen*. Comment on the use of (social) media to stage the musical show.



Photo: Matthew Murphy/101 Productions Ltd./Broadway Theatre NYC

The Social Media Effect: Are You Really Who You Portray Online?

Over the past 15 years, the world as we know it has been taken by storm through the onset¹ of social media. According to Comscore (2011) about 90 percent of U.S. Internet users visit a social media site each month. Because we live in such a largely global-society, creating and maintaining an online presence has become most relevant in promoting your brand and expanding your

5 social network.