

UNTERRICHTS MATERIALIEN Englisch Sek. II



***Fahrenheit 451* –
A graphic novel about censorship in a dystopian society**

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

Themenkreis „Novel“

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

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Kompetenzprofile

- Niveaustufe: B2/B3 (Europäischer Referenzrahmen)
- Kompetenzbereiche: *Speaking, reading, writing, audio-visual comprehension, language*
- Aufgabenformate: *Card survey, examining the cover, creating a graphic organiser (story map), literature club, vocabulary, writing a panel analysis, peer evaluation, world café, creating a panel sequence, dramatic reading, working with texts, book club, working with quotations, working with a film, comment*
- Medien: *Graphic Novel, Sachtexte, Zitate, Video*
- Themenübergreifende Aspekte: *Gesellschaft, Politik, Geschichte*

Introducing the graphic novel

Card survey

1. Conduct a card survey in your class on the following question: “What I think and know about graphic novels”.

Follow these steps:

- Reflect on the topic of graphic novels and collect ideas.
- Write down the two most important ideas or statements that come to your mind on separate cards. Use keywords only. One card, one idea!
- Prepare to present your ideas to the class.
- Pin your cards to the board and briefly explain what you wrote on each card.
- When everyone has finished pinning their cards to the board, start to cluster them. Try to find headings and subheadings for your clusters.
- Sum up what your class already knows about the topic of graphic novels.

Examining the cover

2. In your class collect what you know about the phrase ‘burning books’ (historic events, people, stories etc.) in a mind-map.
3. Look at the cover of the graphic novel *Fahrenheit 451*. Describe what you see on the cover. Consider...

- a) the title, the author and other information that is given.
- b) its colours.
- c) the image on the cover.

Describe 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

When reading a graphic novel there are two windows to look through. One of them is the **words window**. When you look through this window, you will focus on all the words in the graphic novel. 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 *Fahrenheit 451* (pages 1-5).
 - a) Read through the section and look through the *words window*. Copy the story map below and complete the left side by summarising what you read.
 - b) Read through the same section again and look through the *images window* this time. Fill in the right side of the story map.

Story map: Words window	Story map: Images window
CHARACTERS:	CHARACTERS:
SETTING:	SETTING:
PROBLEM/CONFLICT:	PROBLEM/CONFLICT:
PLOT/EVENT:	ILLUSTRATION OF THE EVENT:
PLOT/EVENT:	ILLUSTRATION OF THE EVENT:
PLOT/EVENT:	ILLUSTRATION OF THE EVENT:

Who is Guy Montag and what happened to Clarisse?

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 work. Put down a large sheet of paper in the middle of your table.

Step 2:

Write down the statement that your group will focus on in the middle of the sheet.

Step 3:

Discuss your statement. Every member of the group states what he or she would like to write down on the sheet of paper. Use your *Literate Eyes* for 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 group goes on to the next table.

Step 5:

The host: Welcome your visitors and present your statement and your notes on it. Encourage your visitors to add new aspects.

The visitors: Listen to your host and add new aspects to the statement on the sheet.

Step 6:

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

Step 7:

Present your results to the rest of the class.

World Café

1. Read the info box on the World Café and follow the instructions. Each group works with one of the following statements:

- Group 1: *"This is Guy Montag at the start of the novel."*
- Group 2: *"This is Guy Montag after he has met Clarisse."*
- Group 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."*

Creating a panel sequence

Mildred told Montag that Clarisse's family moved out of the house and that she believes Clarisse was run over by a car. Imagine Montag 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 thoughts?
- What happened to her during her last hours?

2. Create a six or eight panel sequence in a poster that shows the last moments of Clarisse's life and how Montag finds out about what happened to her. Follow the instructions in the info box.

INFO

How to create a panel sequence

Follow these steps:

Step 1:

Get together in groups of 3-4. Brainstorm about what might have happened to Clarisse.

Step 2:

Create a storyboard for your story. You can use the storyboard template below as a guideline. Think about how you want the panels to look and what you want to show. Also, think about your transitions, balloons and what kind of panels you want to use.

Storyboard template:

Content (What is happening?)	Image/Photo (How is it shown in the scene?)	Comment (What else is needed? Transition to the next panel?)
Panel 1:		
Panel 2: ...		

Step 3:

Decide where you want to take the pictures with your smartphone or camera or whether you would rather draw and sketch the scene by hand. Take the photos 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 your panel sequence is complete.

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

INFO

Dramatic reading

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

Panel analysis

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

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

Worksheet: Pair 1

Working with quotations

Partner A

1. Guy Montag considers his job to be “fine work” (p. 8). Speculate how Montag would react to the quotation of Walt Whitman. Write your thoughts into the balloon at the top.
2. Share your results with a partner (Partner B) and discuss the differences between the attitude of Guy Montag and Clarisse towards the quotation.
3. Prepare an overhead transparency with your results and be ready to present your results in class.

Working with quotations

Partner B

1. Montag claims that Clarisse McClellan “thinks too many things” (p. 9). Speculate how Clarisse would react to the quotation of Walt Whitman. Write your thoughts into the balloon at the bottom.
2. Share your results with a partner (Partner A) and discuss the differences between the attitude of Guy Montag and Clarisse towards the quotation.
3. Prepare an overhead transparency with your results and be ready to present your results in class.

Pair 1

Montag:

"RESIST MUCH, OBEY LITTLE."
(Walt Whitman)



Clariss

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