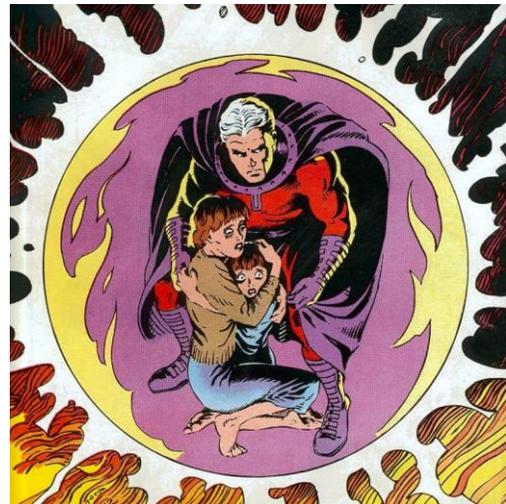




"I still believe in spite of everything that people are really good at heart."



**"I could have let them perish.
Instead I chose life."**

Anne Frank and The X-Men: A Unit on Prejudice

Lesson Plan by Dani Perrine & Luke Gattuso

Grade Level

9th/10th

Lesson Session Length

Fifteen 50 minute class sessions (three weeks)

Objectives

Students will use materials from multiple media sources – a diary, a play adapted from that diary, and a comic book – to explore causes and effects of prejudice, and use multiple textual modalities to develop realistic and non-realistic reactions to prejudice and express them through each of the textual modalities being explored. The lessons initially focus on providing information and knowledge resources for the students, gradually shifting from instructor-led discussions to student activity.

Students will each maintain a personal journal, and groups of students will choose one of the journal entries and develop a scene based on it.

Students will also create a one to three page comic book version of one of their journal entries, and all student comics will be assembled into a single comic book.

Content Standards Emphasized

California English-language Content Standards (Grades Nine & Ten)

Reading

3.2: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work

Listening and Speaking

1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

Materials

Handouts of "A Fire in the Night" from *Classic X-Men #12*

Video of clips from X-Men movies

Anne Frank: The Diary of a Young Girl

The Diary of Anne Frank by Frances Goodrich and Albert Hackett

Photocopied handouts from *Making Comics* by Scott McCloud and Wally Wood's "22 Panels That Always Work"

Comic book layout paper

Art supplies (pens, pencils, markers, et cetera)

Procedure**Week 1: Overview of materials and journaling**

Day 1:

- a. Distribute *X-Men* comic handout. While passing out the handout, screen short video of clips from the *X-Men* Movies. Video should focus on scenes demonstrating mutant oppression and Magneto's history with Nazi Germany.
- b. Have students read comic.
- c. Open discussion about prejudice.
 - i. What is prejudice?
 - ii. How has prejudice shaped history? Specifically, which historic events center on matters of prejudice?
 - iii. Are the mutants of *X-Men* a metaphor for a specific group being subjected to prejudice today?
 - iv. What peoples are subjected to prejudice today?
 - v. Is prejudice wrong?

Homework

Journal entry. Prompt: How have you experienced prejudice in your life?

Day 2:

- a. Discussion based on Day 1's journal entry. Ask students to think about any time when they have felt that someone was being prejudiced against them. Why were they prejudiced against you? How did they treat you? How did it feel?
- b. Write *World War II* on the board. Ask students what they know about the World War and why the United States was fighting in it. Ask them what they know about Nazi Germany.
- c. Distribute *Anne Frank: The Diary of a Young Girl* to students.
- d. Give students a brief history of Anne Frank (the girl, the book, the play). Explain that it is a play of a diary, not a biography or a fictionalization.

Homework:Read assigned diary entries from *Anne Frank*.

Day 3:

- a. Discussion based on previous night's assigned reading
 - i. How is Anne Frank's life changed by prejudice?
 - ii. How does Anne Frank deal with prejudice?
 - iii. Are there any parts of Anne Frank's life that are unaffected by prejudice?
- b. Distribute *The Diary of Anne Frank* (the play)

Homework:Read assigned sections of *The Diary of Anne Frank*.

Journal entry. Prompt: Imagine you were in Anne Frank's situation. Tell how you would deal with it. Tell how you would feel to be in the same situation.

Day 4:

- a. Discussion based on previous night's journal prompt.
 - i. How did you think you would react?
 - ii. How did you think you would feel?
 - iii. What was the most difficult part of your situation?
- b. Discussion based on the reading
 - i. Which did you prefer- the original diary or the play? Why?
 - ii. Was there anything that worked better as a diary entry than as a scene in a play? Was there anything that worked better in the play than in the diary?

Homework:

Journal entry. Prompt: Imagine that Anne Frank was a mutant. What super power would she have and why? Re-write an entry from *Anne Frank* using the super-power you have given to her. Describe how this power changes the situation.

Day 5:

- a. Discussion based on previous night's journal prompt
 - i. What power did you give to Anne?
 - ii. Why?
 - iii. How did it help Anne? Did it help at all?
 - iv. How does the introduction of a fantasy element change the tone of the story?
- b. Overview of scene creation

Week two: Scene creation and performance

Day 1:

- a. Divide students into group of 4-5.
- b. Have them briefly share their 6th Journal Entries.
- c. Students will select one of the Entries to perform.
- d. Students will begin adaptation of the scene from diary to theatrical.

Day 2:

- a. Discussion: difficulties of adapting a journal entry into a script
- b. Completion of script
- c. Rehearsal

Day 3:

Rehearsal

Day 4:

Performances

Day 5:

Performances

Week Three: Comic book creation

Day 1:

- a. Distribute copies of pages from *Making Comics* and “Wally Wood’s 22 Panels that Always Work.”
- b. Discuss basic ideas about comic book design and layout.
 - i. Panels
 - ii. Art
 - iii. Lettering
- c. Explain the assignment. Each student is to adapt their journal entry about Anne Frank with super powers into a one to three page comic book. Students will not be graded on artistic ability.

Homework

Create a comic book script based either on the original “super-powered Anne Frank” journal entry or a new version of the same idea.

Day 2:

- d. Discussion: difficulties of adapting a journal entry into a script
 - i. What works in a comic book?
 - ii. What works better in a diary? In a play?
- e. Completion of script
- f. Comic page creation

Homework

Continue working on the comic book adaptation.

Day 3:

In-class time to work on comic book pages

Day 4:

In-class time to work on comic book pages

Day 5:

- a. Display of completed pages
- b. Discussion: how does the shift from play to comic book effect the story?