







whaddya = what do you
(talesprogs-sammentrækning)
absolution syndsforladelse
cathartic rensende

I-I never thought of reducing it to a message.

I mean, I wasn't trying to CONVINCE anybody of
anything. I just wanted-



But a lot of the corporations that flourished in Nazi Germany are richer than ever. I dunno ... Maybe EVERYONE has to feel guilty . EVERYONE! FOREVER!



flourish blomstre
porcupine pindsvin
licensing deal juridisk kontrakt, hvor rettighederne til et produkt overdrages til en anden

talk

about

Israel

Artie, baby. Check out this licensing deal. You get 50 % of the profits. We'll make a million. Your dad would be provd!



Could you tell our audience if drawing MAUS was cathartic? Do you feel better now?

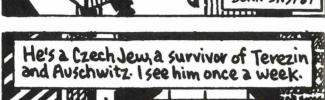












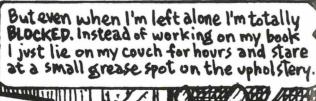




Pavel is my shrink He sees patients at night.



























feel remorse føle anger, have samvittighedsnag ridicule (sb) latterliggørelse Rego Park middelklassekvarter i New York City



Then you think it's admirable to survive.

Does that mean it's NOT whoosh. 1-1 think I see what admirable to NOT survive? you mean. It's as if life equals winning so death equals losin

Yes Life always takes the side of life. and somehow the victims are blamed. But it wasn't the BEST people who survived, nordid the best ones die. It was RANDOM!



Sigh. I'm not talking about YOUR book now, but look at how many books have already been written about the Holocaust. What's the point? People haven't changed ... Maybe they need



Anyway, the victims who died can never tell THEIR side of the story, so maybe it's better not to have any more stories.









1 Individually, pick a panel that you find interesting and study it closely for technical details. Use terms from the toolbox pp. 14-23. How are the mood and Spiegelman's ideas conveyed by means of these devices? Prepare to tell a classmate about it.

2 In pairs, after hearing the presentation, the person listening has to choose which part of the presentation he/she liked the most and explain why. Moreover, he/she has to ask three questions in order to get an even more elaborate analysis.

IN CLASS OR GROUPS

- 1 In your opinion, why are the characters wearing masks?
- 2 How is the narrator, Art Spiegelman, feeling and why? How are these feelings conveyed graphically?
- 3 Why are the narrator's feelings important to the story?
- 4 Compare MAUS to other graphic novels you have studied in class. What are the similarities and differences? You might compare them in terms of form (graphic style and devices) as well as subject matter.

WORKING WITH THE TEXT

- 1 In pairs, find a page that you like and discuss how it works as a single page spread (see toolbox p. 14), i.e. as a story within the story. Afterwards discuss how the double page spread works. Talk to a neighbouring couple about your respective analyses.
- In your group of four, discuss why the chapter has the subtitle "Time Flies". Come up with as many reasons as possible.
- 6 Now return to your stream of consciousness responses to the pre-reading exercise 4. Based on this, discuss why Spiegelman has chosen to depict the Jews as mice and the Nazis as cats?

WRITTEN/DRAWING ASSIGNMENT

In MAUS Spiegelman gives a graphic account of his late father's Holocaust experience but the genre is difficult to determine. Draw two librarians (e.g. in the form of stick men) and speech balloons in which they discuss to what extent the book is fiction/non-fiction, and where they should place it in the library (with conventional novels, with comics, with history books on the Holocaust, with biographies).