

MARVEL MORALITY - WRITING PROJECT: SUPERHERO STORIES

The Learning Targets:

- I can create a superhero that I believe the world needs now.
- I can develop a clear, compelling storyline for my superhero character.

In Writing, students considered the question: "What superhero does the world need now, in 2022?"

Students created original superheroes and created storyboards to show their characters' journeys.

Each of their characters had to undergo a change over the course of the story. Some students chose to explain their superhero's origin story and some of us created arcs for them to follow. Others collaborated on entire illustrated comics!

MARVEL MORALITY - MATH PROJECT: MEASURING THE WORTH OF MARVEL CHARACTERS

Learning Target:

- I can represent and analyze functions in multiple ways.

The Task:

In 8th grade Algebra I, students compared three or more Marvel characters and their worth. Their worth can be defined as how much the actors who portrayed their characters earned from their respective films.

Why calculate a character's worth this way? We were interested in how the characters are leveraged by the studios, not necessarily how they - or the actors portraying them - are perceived by the audience. Characters that are given more screen time in films become more valued by studios. Therefore, studios will use those characters to market future films. Students shared their findings through either slideshows, Prezi presentations, or infographics.

MARVEL MORALITY - SCIENCE PROJECT:

MARVEL GENETICS: FACT OR FICTION?

The Learning Targets:

- I can describe the structure of DNA and RNA and explain how they determine our traits.
- I can explain how mutations occur and how they can impact an organism.
- I can distinguish scientific fact from science fiction in the Marvel Universe.
- I can design a complex artifact for my super hero.

The Task:

In 8th grade Living Environment, students explored the use of science fiction and science facts in the Marvel Comic Universe. After weeks of learning about genetics, heredity, and protein synthesis, students selected a character from the Marvel Universe to research. After learning the character's origin story, powers/special abilities, and significance, they determined which aspects of the character are science fact (real) and which are science fiction (imaginary). Then, students shared their findings by creating a Marvel-themed artifact: a trading card, comic book cover, poster, or action figure package.

MARVEL MORALITY - HUMANITIES PROJECT:

LETTER TO MARVEL

The LT:

- I can craft clear, coherent, and effective writing tailored to my purpose and audience.

The Task:

"With great power, comes great responsibility."

After students explored the morality messages in Marvel comics and films, evaluated how World War 2 was depicted in *Captain America*, analyzed screen times and salaries for Marvel actors, and distinguished science-fact from science-fiction, we asked them, what do *you* think Marvel should do with "such great power"?

Students wrote a letter to Marvel Entertainment explaining a recommendation or opinion about Marvel and the company's past and/or future.

The letters had to be formal, polite, short, and respectful. Here are just a few of the messages they wrote about:

- Stop ending the world in your films all the time
- Offering gratitude for characters like Miles Morales
- Address misogyny in female character design
- Authentically represent LGBTQ+ and people with disabilities