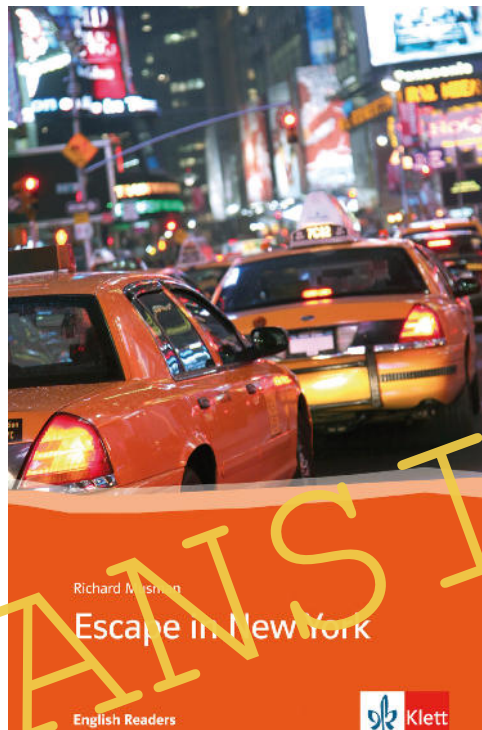


„Escape in New York“ – Eine schüler- und handlungsorientierte Einführung in den Umgang mit einer Ganzschrift (Klasse 7/8)

Désirée Jung, Limburg



© Ernst Klett Sprachen GmbH, Stuttgart

I/C1

VORANSICHT

Der 17-jährige Kevin erlebt in New York ein aufregendes Abenteuer und muss diverse Probleme des Erwachsenwerdens bewältigen. Auf der Suche nach der geheimnisvollen Cathy kommt er Drogenhändlern auf die Spur und zeigt Zivilcourage – eine spannende landeskundliche Lektüre, die zahlreiche Sprechanlässe bietet.

In dieser Unterrichtsreihe werden die Schüler schrittweise an die Lektüre einer längeren Ganzschrift herangeführt. Der gezielte Einsatz von Schaubildern (*graphic organisers*) unterstützt das Textverständnis.

Klassenstufe: 7/8

Dauer: 8–12 Schulstunden (inklusive Klassenarbeit)

Bereich: Literatur, Jugendbuch, erste Ganzschrift, *teenage life / growing up*

Kompetenzen:

1. Lesekompetenz: eine Ganzschrift angeleitet lesen;
2. Sprechkompetenz: Meinungen und Vermutungen äußern;
3. Methodenkompetenz: Textinhalte grafisch darstellen; optional:
4. Interkulturelle Kompetenz: wichtige Sehenswürdigkeiten in New York kennen

Materialübersicht

Einführungsmaterial bei Einsatz in Klasse 7

Gallery Walk **Getting to know New York sights**

CD 15 (Ab) A gallery walk on New York sights – task sheet



1. Stunde: **Getting into the topic**

M 1 (Im) The cover

M 2 (Ab) What happens in Niagara Falls? – Reading with the herringbone technique

2. Stunde: **Getting to know Cathy**

M 3 (Ab) Character profile of Cathy

M 4 (Wo) Describing behaviour and feelings – language support

M 5 (Ab) Writing a flow chart – task sheet

CD 15 (Bd) What happens in *Escape in New York*? – A flow chart



3./4. Stunde: **Kevin and the others**

M 6 (Ab) Kevin and the others – a sociogram and a freeze frame

5./6. Stunde: **Kevin in a dilemma**

M 7 (Ab) Kevin in a dilemma – writing a dialogue

M 8 (Ka) Role cards for the group work

M 9 (Im) Evaluate the dialogue – feedback sheets

CD 15 (Im) Kevin in a dilemma



CD 15 (Ha) Where is Cathy? – Writing a diary entry (optional)



7. Stunde: **Why did Mrs O'Brien turn criminal?**

M 10 (Ab) What's wrong with Mrs O'Brien? – A hot seat



Diese Materialien finden Sie auf **CD 15**.

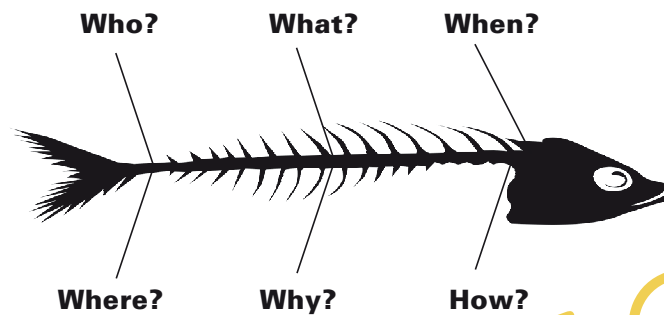
I/C1

M 2 What happens in Niagara Falls? – Reading with the herringbone technique

Read the first chapter of *Escape in New York*. The herringbone¹ technique will help you understand the text.

What is the herringbone technique?

The herringbone technique is a reading strategy which helps you to get the main ideas of a longer text. You answer six questions about a text.



I/C1

Task

- Read chapter 1 and underline the passages that will help you to answer the six questions.
- Look at the underlined passages in chapter 1 again. Which information is most important?
- Write down the answers to the six questions on this worksheet. Use the simple present.

- Who** is the text about?
- What** happens? / What do the characters² do?
- When** does it take place?
- Where** are the characters?
- Why** does it happen?
- How** does it happen?



¹ **herringbone**: the hard parts of a fish, which you can't eat – ² **character**: here: a person in a book

M 6 Kevin and the others – a sociogram and a freeze frame

Find out about the relationships between the protagonist Kevin and the other characters.

Task 1

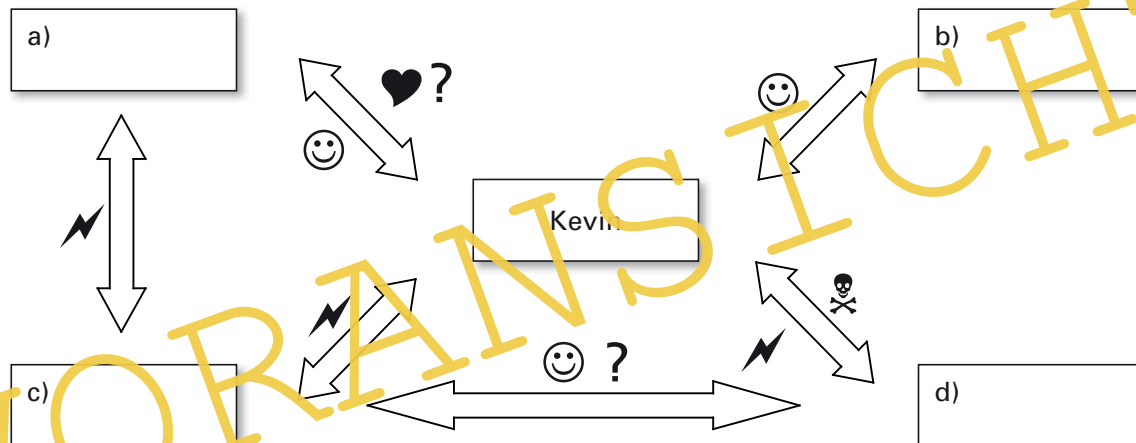
Complete the sociogram of *Escape in New York* by writing the name of a character in each of the four empty boxes (a–d). Be prepared to explain your results in class.

What is a sociogram?

A sociogram is a graphic organizer which shows the relations between the characters in a story. You use arrows (\leftrightarrow) and symbols, for example ♥, ☺ or ⚡, to show what the relations are like. The protagonist of a story is usually in the centre of the sociogram.



I/C1



Task 2

Show the relationship between Kevin and one of the other characters in a freeze frame.

What is a freeze frame?

A freeze frame is a method to show the relationship between two or more characters of a story. You express this relationship only with the position of your body, gestures and facial expressions. You are not allowed to move or speak.



- Form groups of three and choose one of the characters (a–d).
- Look for important passages in the book (chapters 1–4) where Kevin and the other character appear. Read these passages again. Think of how you can express what the relationship is like and which feelings the two characters have.
- Then build your freeze frame. One of you represents Kevin and one of you is the other character. Try out different versions. Take a photo of your best version with a mobile phone.
- Present your freeze frame to the class and explain it. Your photo will help you.

M 7 Kevin in a dilemma – writing a dialogue

In chapter 5 Kevin learns that the bald-headed man might be in the drug business. He worries about Cathy but doesn't want to go to the police.

Task 1: Imagine you are Kevin and at a loss. What questions do you ask yourself? Collect ideas in class.



© Thinkstock/iStock

I/C1

Task 2: Conditional sentences (type 1 and 2) are helpful to discuss dilemmas. Complete the sentences with the correct form of the verbs in brackets.

- a) If Kevin _____ (have) time, he will perhaps go to the police station after work.
- b) I _____ (care) about Cathy if I were Kevin.
- c) If I were Cathy, I _____ (run) away.
- d) Kevin _____ (be) in great danger if Johnnie sees him again.
- e) I'm sure Cathy would worry about Kevin if she _____ (know) about his dangerous situation.

Task 3: Kevin is at a loss and calls his friend Doug. He describes his feelings and asks him for advice. Write the dialogue.

- a) Work in groups of four. Each group member takes a role card for the group work.
- b) Write the dialogue in your group. Make sure you use conditional sentences to discuss the dilemma.
- c) Practise your dialogue. One of you plays Kevin, one is Doug and the other two watch and give feedback. Make sure the body language and the voice of the presenters are convincing¹ and fit the situation.
- d) Two of you act out the dialogue in front of the class.

Helpful words

to be at a loss² – to ask so. for advice³ – to report so. to the police – to be in danger
to be in a dilemma – to be in the drug business – to follow so. – to escape so.
to run so. over – to have evidence for sth.⁴

1 **convincing:** überzeugend – 2 **to be at a loss:** if you don't know what to do – 3 **to ask so. for advice:** to ask so. what you should do – 4 **to have evidence for sth.:** Beweise für etw. haben

M 10 What's wrong with Mrs O'Brien? – A hot seat

We learn that Cathy's stepmother is a go-between in the drug business. Discuss the reasons why she turned criminal with the hot seat method.

What's the hot seat method?

The "hot seat" is a method to discuss a character's feelings, thoughts and motives. Some of you step into the role of the character on the hot seat and the others ask questions for example about actions and feelings.



© Thinkstock/iStock

I/C1

The situation: Cathy's stepmother has to go to the police office. There a police psychologist talks to her and wants to find out why and how she got into the drug business.



Task

Work in groups of three. Some groups prepare the role of Mrs O'Brien and the other groups the role of the police psychologist.

Mrs O'Brien: Make a list of the questions you think the police psychologist might ask you to find out why you got into the drug business. Write down the answers. Have a look at important text passages and Cathy's character profile.

Be prepared to answer questions about ...

- o ... general information (your name, age, work, love relationship etc.)
- o ... your relationship to Cathy and to Johnnie
- o ... what exactly you do in the drug business and how you feel about it
- o ... your past and especially the problems you had
- o ... how you got into the drug business

The police psychologist: Make a list of possible questions you could ask Mrs O'Brien to find out why she got into the drug business. Write down the answers you expect. Have a look at important text passages and Cathy's character profile.

You could ask questions about ...

- o ... general information (name, age, work, love relationship etc.)
- o ... the relationship to Cathy and to Johnnie
- o ... what exactly she does in the drug business and how she feels about it
- o ... her past and especially the problems she had
- o ... how she got into the drug business