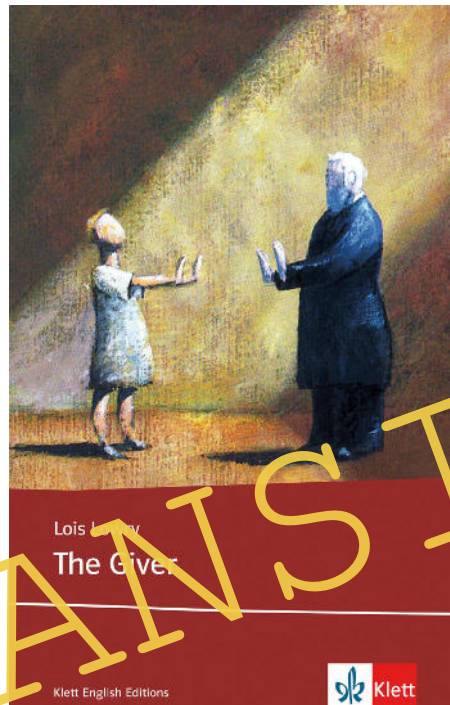


Lois Lowrys „The Giver“ – Inhaltliche und analytische Auseinandersetzung mit jugendrelevanten Themen des dystopischen Romans (Klasse 10/11)

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II/B2



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Jonas wächst behütet in einer perfekt scheinenden Gesellschaft auf, die auf Regeln und Gleichheit beruht. Dann erfährt er jedoch Dinge, die seine Wahrnehmung – im wahrsten Sinne des Wortes – der ihm bekannten Welt verändern. Wird sich Jonas gegen all das, was er sein Leben lang als die Wahrheit angesehen hat, stellen? Lois Lowrys vielschichtiger dystopischer Jugendroman ermöglicht schülerorientierte Lernaufgaben zu jugendrelevanten Themen wie Freundschaft, Familie und Auflehnung gegen Autoritäten und starre Strukturen. Anhand von kreativen und handlungsorientierten Verfahren schulen die Lernenden ihre kommunikativen Kompetenzen und setzen sich kreativ und analytisch mit dem Roman auseinander.

Klassenstufe: 10/11 (G8/G9); B1/B2

Dauer: ca. 12 Unterrichtsstunden
(+ 3 fakultative Stunden zum Film)

Bereich: Literatur (Jugendbuch), *Utopia*, *Dystopia*, *Future visions*, *Growing up*

Kompetenzen:


1. Umgang mit Texten: Texterschließung;
2. Kommunikative Kompetenz: themenbezogene Sachverhalte darstellen, diskutieren und beurteilen;
3. Hör-Seh-Verstehen: Kenntnisse über unterschiedliche mediale Repräsentationsformen (Lektüre, *video log*, Film)

Mit Material für eine mündliche Prüfung!


Materialübersicht**1. Stunde: What's in *The Giver*? – Getting into the book**

- M 1 (Bd/Im) Books – That's exactly how they work
 M 2 (Ab) What's in a book? – Analysing title, cover and blurb
 M 3 (Ab/Ha) Keeping a reading log


2. Stunde: What do I want out of life? – Exploring the significance of family, community and memory

- M 4 (Bd/Im) The perfect life – right?
 M 5 (Ab/Wo) What do I want out of life? – My perfect life ...
 CD 15 (Wo) Language support – Interviews 
 M 6 (Ab) Taking a trip down memory lane

3. Stunde: Preparing *The Giver* – Comprehension test and discussion material

- M 7 (Ab) *The Giver* – Comprehension test
 M 8 (Ab/Wo) Issues of *The Giver* – What do you think? (7 corner discussions)
 CD 15 (Wo) Language support – Discussion cards 

4./5. Stunde: The community – Examining its set up and assignments

- M 9 (Bd) Our community
 M 10 (Im) Assignments
 M 11 (Ab) The community – Creating a word map
 M 12 (Ab) Let the ceremonies begin
 CD 15 Erwartungshorizont (M 12), Tabelle – Characterisations 

6. Stunde: Characterising Jonas I – Visualising Jonas's relationships in a sociogram

- M 13 (Im) Character casting – Creating character posters
 M 14 (Ab) Jonas's relationships – Creating a sociogram

7. Stunde: Characterising Jonas II – Memories make up who we are

- M 15 (Ab, Wo) Memories make up who we are! – Jonas on the hot seat
 M 16 (Ab) Memories make up who we are! – Cause and effect chart

M 11 The community – Creating a word map

Task: Create a word map using the words below. The words refer to concepts of Jonas's community life. Rearrange them in a way that makes sense to you. Be able to explain and justify your layout. You may add more words as well as symbols and/or small drawings to indicate relations between different concepts (i.e. →, ☞, ☹).

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memory	sameness	colours	release
difference	snow	sunshine	war
history	love	assignment	rules
technology	individualism	recreation	Elsewhere
pain	to lie	to dream	to feel
ceremonies	newchild	community	to apologise
choice	family	Committee of Elders	language

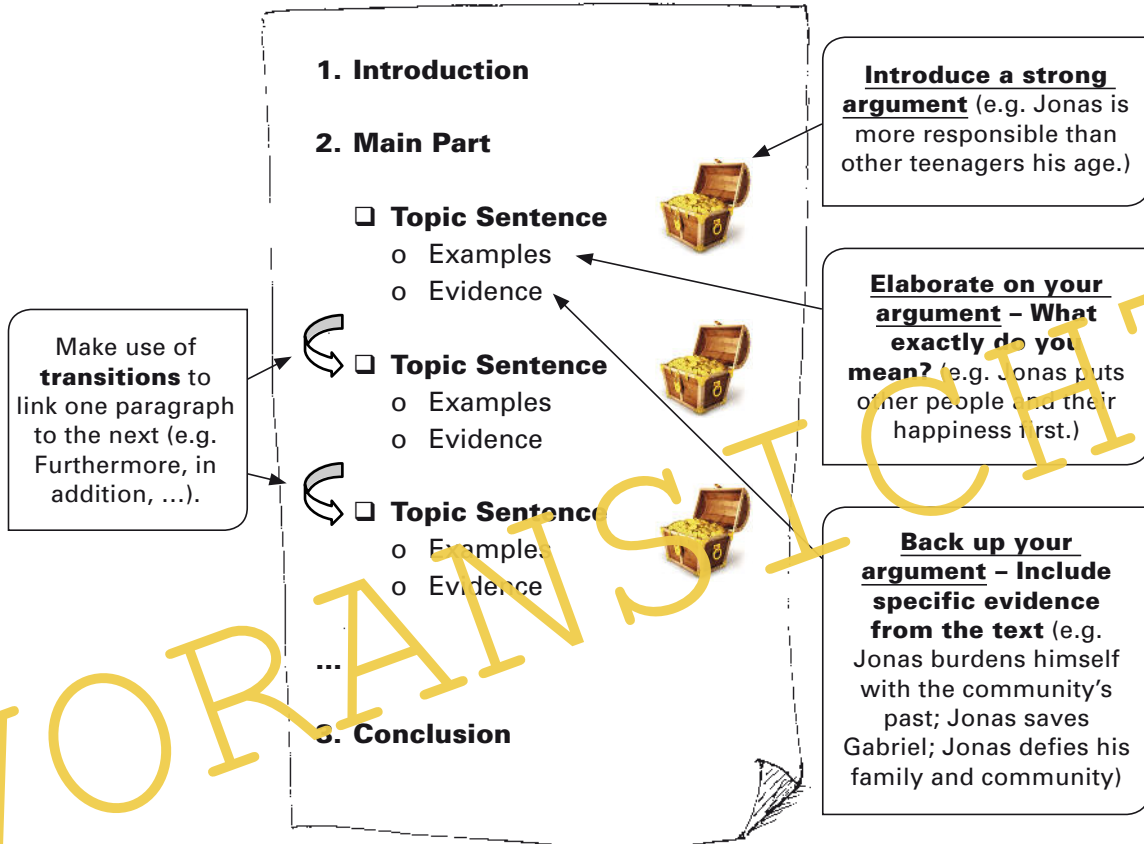
Reihe 18	Verlauf	Material S 23	LEK	Kontext	Mediothek
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M 17 Analysis grid for Jonas – How to write a perfect characterisation



Before writing the characterization, you need to think about its structure. Like any analytical essay, a characterisation is comprised of different paragraphs. Each paragraph deals with one strong argument introduced by a topic sentence.

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! "Jonas has brown hair" is not an argument but a description that does not tell us anything meaningful about him!

Analysis = Quest for significant arguments

When reading a text, you first encounter examples and evidence. Only when thinking about what they actually mean, in a second step (analysing them!), will you find the argument/interpretation.

On the other hand, an argument is the first aspect (topic sentence) of a paragraph ...

You see, writing the perfect analysis is like being on a quest for, let's say, **treasures**. It has to be well prepared (the analysis grid below takes care of that) and meaningful arguments have to be untangled from what you find in the text (last column).

The **analysis grid** helps you to determine strong arguments (treasures!) that can start off your paragraphs. Remember: One argument per paragraph!

Examples / evidence from the text	Page number	Argument
<i>takes care of Gabriel</i>	<i>p.92, ll. 1ff</i>	<i>caring/warm-hearted</i>
...		

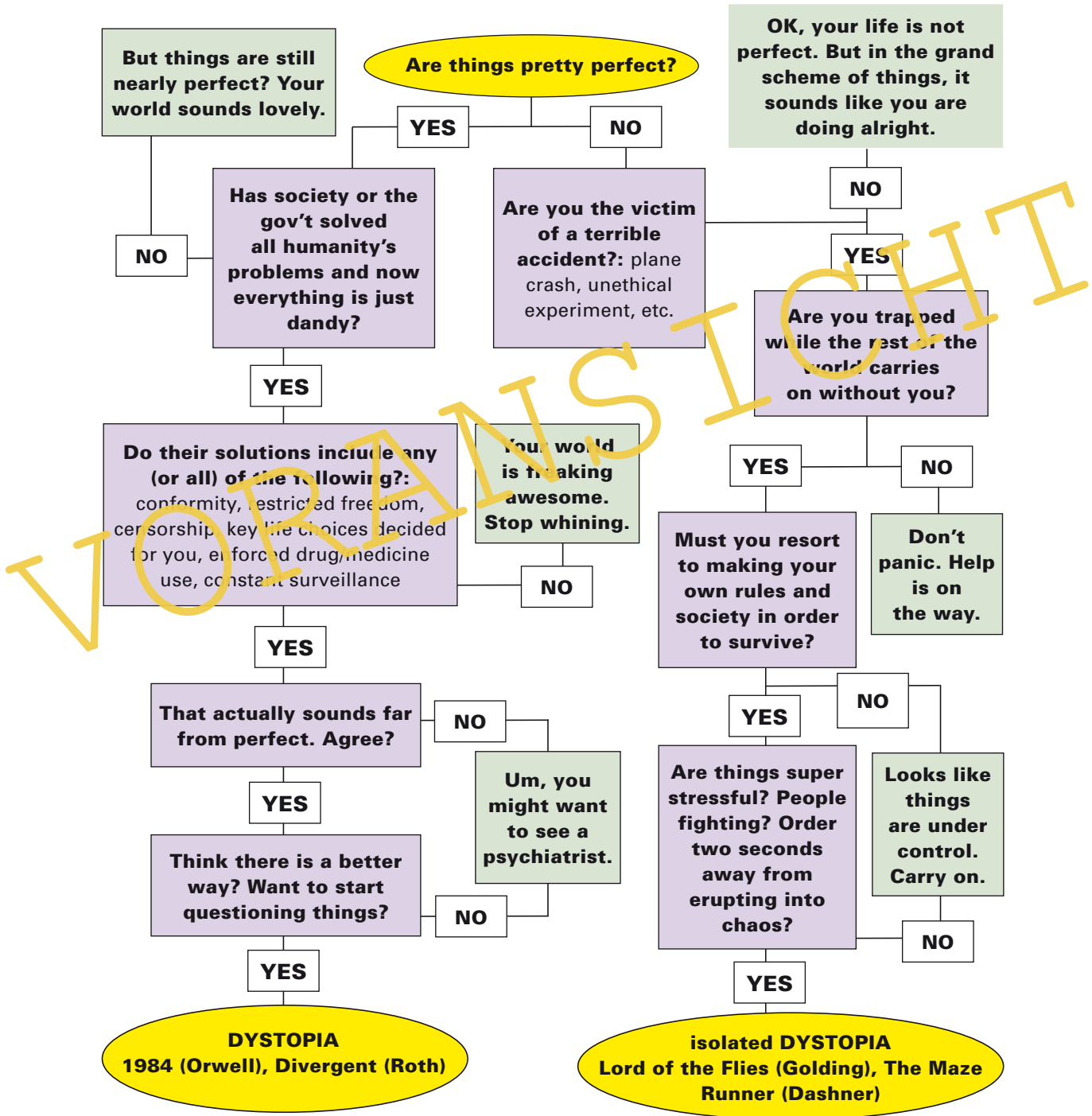
Reihe 18	Verlauf	Material S 30	LEK	Kontext	Mediothek
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M 21 Dystopian reality? – Flow chart quiz

The Oxford dictionary defines the term dystopia as “an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one. The opposite of utopia.” Is The Giver dystopian literature? Take the quiz and find out.

1. What does the term dystopia imply? Create a mind map. 2. In class: Dystopian societies share a similar belief system and have established similar rules and regulations. Let’s take a closer look at our Western reality. Can you find dystopian tendencies?

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Created by young adult author Erin Bowman. All categorization of genres within this chart are subjective and that of the author solely. This work is licensed under the Creative Commons. Feel free to share.

M 22 Reviewing a video log – Feedback burger

Mistakes are our friends! They help us to constantly improve our skills. However, if you want to give useful feedback, you have to consider a certain structure. Use the feedback burger while reviewing your classmates' video logs.



③ The top bun: Conclusion

Example: "All in all, you did a good job in writing a first draft. Keep up the good work and simply make minor changes."

② The stuffing: Critique and Comments

Example: "There are only some minor things that can be improved. For example, make use of connectives to link your examples to each other in a meaningful way. In addition, try to stick to the simple present. Also, you could add a further point ..."

① The base: Praise

Example: "Your paragraph's argument is very strong and you used a variety of significant examples from the text. Well done!"