

Harper Lee: „To Kill a Mockingbird“ – Schüleraktivierende Erarbeitung eines Klassikers (S II)

Dr. Diana Tappen-Scheuermann, Oberursel

II/B2



© Ernst Klett Sprachen

VORANSICHT

Klatsch und Tratsch, Diskriminierung und Zivilcourage, Erwachsenwerden und Kindsein – die Inhalte des Romanklassikers „To Kill a Mockingbird“ sind zeitlos.

Ihre Schüler finden in der Unterrichtsreihe viele Anknüpfungspunkte zu aktuellen Themen wie zum Beispiel den Rassenkonflikten in den USA. Der amerikanische Süden der 1930er Jahre bietet dazu einen faszinierenden kulturgeschichtlichen Hintergrund und Kontrast. Neben analytisch-interpretatorischen Aufgaben setzen sich Ihre Lernenden auf kreative Weise mit der Soziostruktur des Handlungsortes auseinander und untersuchen und präsentieren wichtige Aspekte des Romans auf einem „Markt der Möglichkeiten“.

Klassenstufe: 11/12 (G8); 12/13 (G9)

Dauer: ca. 12 Unterrichtsstunden (+ LEK)

Bereich: Literatur (*social drama*), Landeskunde USA, Themen: „Rassenkonflikte in den USA“, „Diskriminierung“, „Zivilcourage“, „Growing up“, „The American South“

Kompetenzen: 1. Lesekompetenz: Lesen und Verstehen eines längeren literarischen Textes; 2. Kommunikative Kompetenz: klares und detailliertes Präsentieren und Darstellen themenbezogener Sachverhalte; 3. Hör-Seh-Verstehen: Verstehen und Analysieren von Film- und Liedausschnitten

Materialübersicht**1. Stunde: Getting into the text: The American South**


M 1 (Ab) The American South: Background knowledge

M 2 (Ab) *To Kill a Mockingbird*: Comprehension tasks**2. Stunde: Opinions on the novel: Talking about reading experiences**M 3 (Ab) How did you like the novel? On *To Kill a Mockingbird***3./4. Stunde: Scout and her world: Getting to know the characters and the historical background**


M 4 (Ab) The events in the summer of 1935: Who is responsible?

M 5 (Ab) Welcome to Scout's world! A market place activity

M 6 (Ab) How well do you know Scout's world? A quiz

ZM 1 (Ab) The quiz – extended version **5. Stunde: Growing up in Maycomb: Role models and influences**

M 7 (Im) Role models: Picture stimulus

M 8 (Ab) Influences in Scout's life: A role play **6. Stunde: Group dynamics: Fighting a mob**

M 9 (Ab) The mob mentality: How does Scout solve the situation?

7. Stunde: The trial: A powerful speech and double talkM 10 (Ab) At the trial: Analysing Atticus's final speech 

M 11 (Ab) Looking behind the curtain: The double talk of the trial

M 12 (Ab) Triumphs and defeats in the history of the Civil Rights Movement: Presentations

8./9. Stunde: That's just the way it is ... Wrongful convictions of African-Americans back then and now

M 13 (Ab) "That's just the way it is ...": Listening to a song

M 14 (Im) Speaking: Give your opinion on the novel

10. Stunde: Boo Radley and Scout: Analysing their relationship

M 15 (Ab) Who is Boo Radley? Building a freeze frame

11./12. Stunde: Who is Atticus? Comparing *To Kill a Mockingbird* and *Go Set a Watchman*M 16 (Ab) *Go Set a Watchman*: Two versions of Atticus FinchDieses Material finden Sie auf der beiliegenden **CD 20** im Ordner „Zusatzmaterial“.

Für den Einsatz dieser Materialien wird ein DVD-Player benötigt.

M 10 At the trial: Analysing Atticus's final speech

Although fictional, Atticus's final speech is considered to be one the most famous and impressive speeches in American culture.

Task

Watch Atticus's speech in the film version from 1962 (Min. 01:14:00–01:37:27). Pay special attention to the aspects below (1.–5.). Take notes.



© Colourbox.com

II/B2

1. Who and in what manner does Atticus address in the introduction and peroration (ending) of the speech? Explain his purpose.

2. Outline Atticus's strongest point to weaken the case of chief witness Mayella Ewell.

3. Mayella Ewell is a victim herself. Explain what

4. Outline her motivation to accuse Tom Robinson with all the consequences of a likely verdict.

5. Delineate Tom Robinson's greatest mistake he makes in his statement.

6. The main body of Atticus's speech can be divided into two parts. Write a heading for each.

VORANSICHT

M 12 Triumphs and defeats in the history of the Civil Rights Movement: Presentations

“But there is one way in this country in which all men are created equal – there is one institution that makes a pauper the equal of a Rockefeller [...]. That institution, gentlemen, is a court.” Atticus says in the 1930s. Is that only wishful thinking or reality? Find out more about the developments during the Civil Rights Movement and afterwards.

Tasks

1. Visit the websites and collect information on your topic. Be prepared to give a 5-minute presentation of your results in class. Also add your classmates' findings to your notes.
2. Relate Atticus's statement to the backdrop of the historical events concerning African-Americans.

Research Group A: The Scottsboro Trials (1931)

- Sum up the main information.
- Collect information on the jury.
- Explain what the trials showed.

Useful websites:

- www.encyclopediaofalabama.org/article/h-1456
- http://www.pbs.org/wnet/jimcrow/stories_events_scotts.html



Research Group B: The Montgomery Bus Boycott (1955)

- Sum up the main information.
- Describe the crowd's reaction.
- Explain what the consequences were.

Useful websites:

- www.biography.com/people/rosa-parks-9433715
- www.history.com/topics/black-history/montgomery-bus-boycott



Research Group C: Martin Luther King's speech in Washington (1963)

- Sum up the main information.
- Describe the impact of the speech.
- Name the most famous quotation from the speech.

Useful websites:

- <http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231>
- <https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom>



Reihe 19	Verlauf	Material S 26	LEK	Kontext	Mediothek
-----------------	----------------	-------------------------	------------	----------------	------------------

M 13 “That’s just the way it is ...”: Listening to a song

The American rapper Tupac Shakur (1971–1996) wrote the hip hop song *Changes*. The song makes references to the situation of African-Americans in the USA in 1992.

Tasks

1. Listen to the first part of the song *Changes* (0:00–1:58). Take notes and sum up the message of the song.
2. Relate the song to *To Kill a Mockingbird* and the situation in the South in particular.
3. Listen to the second part of the song (1:58–2:20). Comment on the historical situation mentioned in this extract. Also take into account the presentations you have heard.



M 14 Speaking: Give your opinion on the novel

Discuss whether *To Kill a Mockingbird* is still topical.



Tasks

1. Describe the cartoon.
2. Interpret the cartoon and explain the issues addressed in its punchline.
3. Discuss the relevance and importance of *To Kill a Mockingbird* as a suitable book for students to read.