

Suzanne Collins' „The Hunger Games“ – Anhand eines dystopischen Romans auf mündliche Prüfungen vorbereiten (S II)

Verena Enajite, Köln

II/B2



Werden Katniss und Peeta die Hunger Games gewinnen?

“The rules [...] are simple. [E]ach of the twelve districts must provide one girl and one boy, called tributes, who participate over a period of several weeks. Competitors must fight to the death. The last tribute standing wins.”
Finden Sie gemeinsam mit Ihren Schülern heraus, in welcher Gesellschaft ein solches Spiel veranstaltet wird und was dessen Hintergründe sind.

Nutzen Sie den unter Jugendlichen äußerst populären Roman nicht nur zur klassischen Textanalyse, sondern auch dazu, lebensweltnahe Themen wie „Familie“, „Liebe“, „Armut“ und „Reality-TV“ zu behandeln. Die Verfilmung bietet zudem die Möglichkeit des Vergleichs mit der Romanvorlage. Nebenbei werden Ihre Schüler durch zahlreiche Sprechansätze und in konkreten Übungen auf die neuen mündlichen Prüfungsformate vorbereitet.

Klassenstufe: 10–12








Dauer: ca. 13 Unterrichtsstunden


Bereich: Roman, Young Adult Literature, Visions of the Future – Exploring Alternative Worlds, Utopia–Dystopia, Themen „Social Classes“, „Poverty“, „Media“, „Love“, „Friendship“

Kompetenzen:

1. Kommunikative Kompetenz: klares und detailliertes Darstellen themenbezogener Sachverhalte im mündlichen Sprachgebrauch;
2. Lesekompetenz: Verstehen eines längeren und komplexen literarischen Texts;
3. Hör-Seh-Verstehen: Verstehen umfangreicher audiovisueller Medien

Materialübersicht

- 1. Stunde: Introducing *The Hunger Games* – an extract**
M 1 (Ab) Rules of the game – an extract from a novel
M 2 (Ab) Surviving in the woods – how would you manage?
M 3 (Ab/Ha) *The Hunger Games* – keeping a reading log
CD 9 (Ab) What happens in *The Hunger Games*? – A reading log
- 2. Stunde: Reviewing *The Hunger Games* – test and reading log**
M 4 (Ab) *The Hunger Games* – a test
M 5 (Ab) Issues from *The Hunger Games* – what's your opinion?
- 3. Stunde: Important elements of *The Hunger Games* – concept mapping**
M 6 (Ab) *The Hunger Games* – creating a concept map
M 7 (Ab/Ha) *The Hunger Games* – Katniss and Gale
- 4. Stunde: Who's who in *The Hunger Games*? – A character map**
M 8 (Ab) *The Hunger Games* – creating a character map
- 5./6. Stunde: *The Hunger Games* – background knowledge**
CD 9 (Bd) Picture stimulus – the Roman Colosseum 
M 9 (Ab) *The Hunger Games* – exploring cultural references
M 10 (Bd) Picture stimulus – reality TV
- 7. Stunde: Characterisation of the people from Panem**
M 11 (Ab) Defining characterisation – direct vs indirect
- 8. Stunde: External and internal conflicts – good angel vs bad angel**
M 12 (Ab) Katniss and Peeta's conflict – good angel vs bad angel
- 9. Stunde: *The Hunger Games* movie – raising expectations**
M 13 (Bd) Movie poster: *The Hunger Games*
M 14 (Ab) *The Hunger Games* – comparing the novel and the movie 
- 10.–12. Stunde: Comparing the novel and the movie – what are the differences?**
M 14 (Ab) *The Hunger Games* – comparing the novel and the movie 
CD (Ab) Comparing the novel and the movie – a questionnaire  
- 13. Stunde: Preparing for the oral exams**
M 15 (Ab) Preparing for the oral exams 
CD (Ab) Useful phrases for a discussion 

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



Zusatzmaterial auf **CD 9** bzw. in der **Zip-Datei**.

M 1 Rules of the game – an extract from a novel

Read an extract taken from a novel you are going to read. What could it be about?

Tasks**1. Work on your own:**

Read the extract from the novel. While reading, take notes on the content.

2. Work with a partner:

a) Talk about the extract:

- What did you understand?
- What was in the extract that you didn't understand?

b) Take notes:

- Explain what you think about a game with these rules.
- Outline the nature of a society in which a game like this is part of the culture.
- Would you watch the game on TV? Justify your answer.
- Explain what your strategy would be if you had to participate.

5 The rules [...] are simple. In punishment for the uprising each of the twelve districts must provide one girl and one boy, called tributes, to participate. The twenty-four tributes are imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland. Over a period of several weeks, the competitors must fight to the death. The last tribute standing wins.

10 Taking the kids from our districts, forcing them to kill one another while we watch – this is the Capitol's way of reminding us how totally we are at their mercy. How little chance we would stand of surviving another rebellion. Whatever words they use, the message is clear: "Look how we take your children and sacrifice them and there's nothing you can do. If you lift a finger, we will do the same every last one of you. [...]" To make it more humiliating as well as torturous, the Capitol requires us to treat [it] as a festivity, a sporting event pitting every district against the others.

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Lexical Aids

- 1 **uprising:** der Aufstand – 3 **vast:** riesig, gewaltig – 4 **wasteland:** das Ödland –
 10 **to sacrifice:** opfern – 11 **humiliating:** demütigend, erniedrigend – 11 **torturous:** qualvoll –
 12 **to pit sb. against sb.:** jmndn. gegen jmndn. antreten lassen

M 2 Surviving in the woods – how would you manage?

The protagonists of the novel are “imprisoned in a vast outdoor arena”. How would you survive in such hostile surroundings? Discuss this question with your classmates.



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Tasks

- Imagine you had to survive alone in the woods for a couple of weeks. You could take 10 items with you. What would you take?



On your own: Make a list of 10 items you would take along to survive in the woods.



With a partner: Compare your lists, agree on 10 items and put them into order by starting with the most important item and ending the list with the least important item.



With another pair of students: Compare your lists and again agree on 10 items and put them in order of importance. Write the list on a transparency and present it to the class. You have to mention why you need those items and justify your ranking.

- Which character traits do you have that would help you survive in the wilderness? Discuss.

**Language support**

In my opinion ...

I agree with you ...

You're right up to a point ...

By and large ... could accept your ideas, but ...

I am firmly/entirely/fully in agreement with you.

That's right.

That's a good/great/brilliant idea.

Why do you think ... is more important than ...?

This issue cannot simply be ignored.

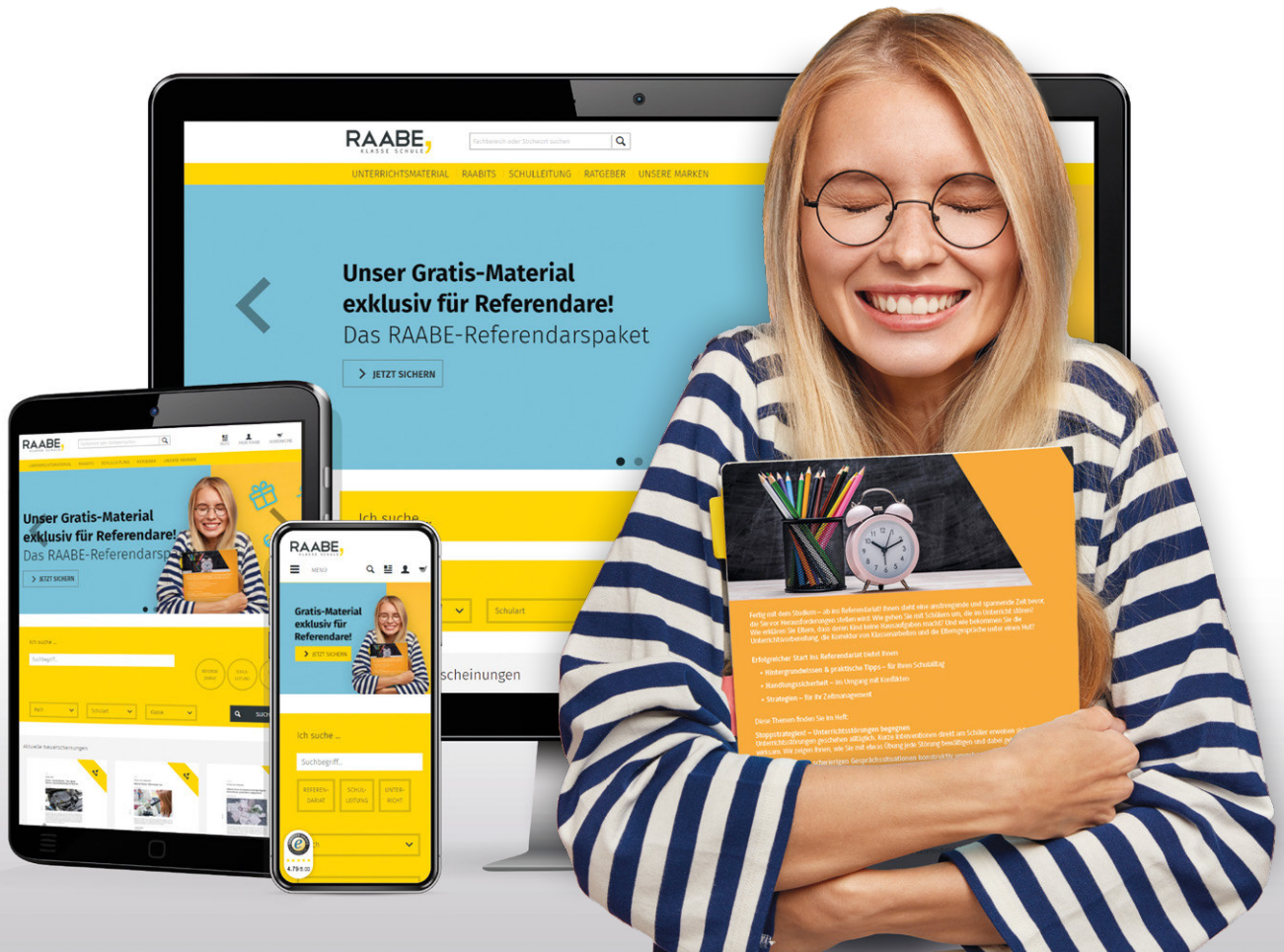
... is more important to survive in the woods because ...

I must admit that your arguments have convinced me.



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