

I.C.1.33

Lektüren, Lieder, Sachtexte – Novels and Stories

The novel *The Absolutely True Diary of a Part-Time Indian* – Den Roman durch ein Lesetagebuch erarbeiten (Klassen 8/9)

Nach einer Idee von Nina Berrier



Der preisgekrönte Autor des Buches „*The Absolutely True Diary of a Part-Time Indian*“, Sherman Alexie, nimmt seine Leserschaft mit in das konfliktrreiche Leben des Jungen, Junior Spirit, der als *Native American* mit seiner Familie in einem Reservat lebt. Lachend, weinend und die Cartoons bewundernd erleben Ihre Leser:innen die dramatischen Ereignisse und setzen sich durch die Gestaltung eines Lesetagebuchs auf kreative Weise mit den Themen des Romans auseinander.

KOMPETENZPROFIL

Klassenstufe: 8/9

Dauer: ca. 7–13 Unterrichtsstunden

Kompetenzen:

1. Leseverstehenskompetenz: Inhalte einer Ganzschrift verstehen;
2. Schreibkompetenz: kreative Texte schreiben, größere Mengen von Informationen aus fiktionalen Texten zusammenfassen, fiktive Personen beschreiben

Thematische Bereiche: Jugendroman, literarisches Schreiben

Zusatzmaterialien: Roman: Alexie, Sherman: *The Absolutely True Diary of a Part-Time Indian*, Stuttgart: Klett, 2009. ISBN: 978-3-12-578042-2, 236 Seiten, erhältlich für ca. 9,99 Euro.

Auf einen Blick

1. Stunde

Thema: Reading experiences and reading expectations

M 1 **Are you a bookworm? – A classroom survey** / anhand eines Fragebogens über eigene Leseerfahrungen sprechen (EA, UG)

M 2 ***The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie – How to create a reading journal** / die Bewertungsgrundlagen für die Unterrichtsreihe transparent machen (PL)

Benötigt:

- ggf. DIN-A3-Plakat für das Festhalten der Antworten der Lernenden
- ggf. PowerPoint-Präsentation *Creating a reading journal* (ZM 2)



2. Stunde

Thema: Meeting Junior in the first chapter

M 3 **Getting to know Junior – Designing a cartoon** / Leseverstehen des ersten Kapitels durch Beschreiben eines Cartoons von Charakteren (EA, PL)

M 4 **Who? Where? What? – Chapter overview** / das Leseverstehen langfristig sichern und einen individuellen Zugang zum Text finden; M 4 wird für jedes Kapitel benötigt (GA)

Homework: *Design a cover for your reading journal*

Benötigt:

- ggf. DIN-A3-Plakat zum Festhalten der Ergebnisse zum Cartoon (M 3)
- DIN-A4-Hefte (Blanko)

3./4. Stunde

Thema: Chapter 2: *Why Choker means so much to me*

M 5 **Reading coach and reading athlete – Reading chapter 2** / die differenzierende, kooperative Methode kennenlernen; das detaillierte Leseverstehen durch *true-false*-Aussagen überprüfen (UG, PA, EA)

Homework: *Continuing writing your reading journal (chapter 2).*

Benötigt:

- zwei DIN-A3-Plakate für das Meinungsbild zum Stundeneinstieg
- ggf. *If-clause Type III* (ZM 2)



5./6. Stunde

Thema: Chapter 3: *Revenge is my middle name*

M 6 **Quotations about friendship – Sharing ideas** / sich anhand von Zitaten zum Thema Freundschaft austauschen (EA, PA, PL)



M 3

Getting to know Junior – Describing a cartoon

Junior, the protagonist of the novel, likes to draw cartoons in his free time. Look at the cartoon he has drawn of himself. Write down what we learn about Junior from the cartoon.



Thpain = "Spain" (Junior cannot say "Spain" as in "The rain in Spain falls mainly on the plain", which is a well-known pronunciation exercise in English).

Illustration: © Ellen Forney; Annotation: Alexie, Sherman: *The Absolutely True Diary of a Part-Time Indian*, Klett, Stuttgart 2009.

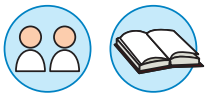
Task

1. Write down what you learn about Junior's appearance and physical problems.

Appearance	Physical problems

2. Junior has drawn this cartoon of himself. So, he must be quite ...
 - a) sympathetic.
 - b) shy.
 - c) honest.
 - d) sporty.
3. Junior writes "Me in all my glory" next to the cartoon. This shows that he is ...
 - a) mad.
 - b) funny.
 - c) nice.
 - d) sad.

M 5



Reading coach and reading athlete – Reading chapter 2

Reading aloud fluently is something you can practise like a sport. Therefore, you are going to work with a partner. One of you is the reading coach and one of you is the reading athlete.

Tasks

1. Read the second chapter in these roles:

The reading coach:	The reading athlete:
<ul style="list-style-type: none"> • Create a respectful relationship with the reading athlete. • Motivate your reading athlete, e.g., give positive feedback. • Correct reading mistakes, e.g., forgotten words, wrong line etc. • Correct pronunciation mistakes (if you are unsure, ask your teacher). 	<ul style="list-style-type: none"> • Create a respectful relationship with the reading coach. • Do your best when reading the text. • Accept the feedback from your reading coach. • Go on practising.

2. Are these statements true or false? Tick the correct box. Correct the wrong statements on an extra sheet of paper

Statements	True	False
a) Junior is a magician. He can draw food and then it becomes real.		
b) Sometimes, Junior and his family go to bed hungry.		
c) For Junior, hunger is the worst thing about being poor.		
d) Oscar is Junior's friend.		
e) Oscar is a cat.		
f) Last week, Oscar was sick.		
g) They take Oscar to the vet.		
h) Junior's grandparents were rich.		
i) Junior's mother wanted to go to college when she was young.		
j) Junior's father wanted to be a musician when he was young.		
k) The reservation Native Americans can realise their dreams.		
l) Junior's father kills Oscar.		

3. Look at the cartoon in chapter 2. Then write complete sentences about Junior's parents.

If somebody had paid attention to Junior's mother's dreams, ...	If somebody had paid attention to Junior's father's dreams, ...
... she would have worn ¹ a stylish bob.	... he would have worn a cool hat.
...	...

1 (to) wear, wore, worn: tragen (Kleidung, Frisur)

M 7



His name is ... – Characterising a person

When we characterise a person, we can look for indirect or direct characterisation in a text.

Direct characterisation is all the information that we can directly see in the text.

Example of direct characterisation:

“I draw cartoons.” (p. 15, l. 2) → Junior’s hobby is drawing cartoons.

Indirect characterisation is the information that is not written directly in the text but what we have to interpret from the text.

Example of indirect characterisation:

“Mom,” I said. “We have to take Oscar to the vet.” “He’ll be all right,” she said. But she was lying. (p. 19, ll. 17–19) → Junior is clever. He notices when people are lying to him.

Quotations: *Alexie, Sherman: The Absolutely True Diary of a Part-Time Indian*, Klett, Stuttgart 2009.

Task

Read how to characterise a person. Write down your questions and ask them in class.

There are several categories you should keep in mind when you characterise a person:

Category	What you can include	Examples
Basic information	<ul style="list-style-type: none"> name age where he/she lives family his/her role in the novel 	<ul style="list-style-type: none"> His/her name is is ... years old ... lives in lives with his/her parents/mother/father has got ... brother(s)/sister(s) ... is an only child ... is the protagonist of the story ... is a secondary character
Appearance	<ul style="list-style-type: none"> shape height hair eyes clothes 	<ul style="list-style-type: none"> ... is overweight/well-built/slim/skinny ... is short/tall ... has got long/short hair ... has got brown/blonde hair ... has got blue/brown eyes ... wears is pretty/handsome ... is unattractive
Behaviour/Character	<ul style="list-style-type: none"> what the person does what the person says 	<ul style="list-style-type: none"> His/her behaviour is often is a ... person ... treats other people with respect ... feels likes/hates ...
Relationships to other people	<ul style="list-style-type: none"> family friends at school/work 	<ul style="list-style-type: none"> ... has got a difficult/harmonic/strained relationship with ... His/her best friend is ... Another important person in his/her life is ...

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