II.B.2.27

Literatur – Novels

Karen M. McManus: *One of Us Is Lying* – Auseinandersetzung mit Stereotypen anhand des Kriminalromans (ab Klasse 10)

Anne-Kathrin Weisbrod

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Wer hat Simon während des Nachsitz[zens] in der Schule getötet? Glaubt man den Stereotypen, die seine vier überlebenden Mitschülerinne[n] und Mitschüler verkörpern, dürfte der Fall bereits gelöst sein – oder vielleicht doch nicht? In der vorliegenden Unterrichtseinheit lernen Ihre Schülerinnen und Schüler anhand handlungsorientierter Aufgaben, Stereotype aufzubrechen und gesellschaftliche Sachverhalte multiperspektivisch zu betrachten. Zudem beschäftigen sie sich immer wieder mit der Lösung des Kriminalfalls mit dem populären Jugendroman, indem sie beispielsweise ein *investigation board* erstellen.

KOMPETENZEN

Klassenstufe:	ab Klasse 10
Dauer:	15–16 Unterrichtsstunden + LEK
Kompetenzen:	1. Leseverstehen: eine Ganzschrift lesen und verstehen; 2. Sprachmittlung: einen deutschen Text in eine englische E-Mail mitteln; 3. Interkulturelle Kompetenz und Multiperspektivität: Stereotype hinterfragen; 4. Medienkompetenz: kritischer Umgang mit sozialen Medien
Inhalt:	*Individual and society*, *stereotypes*, *identity*, *growing up*, *relationships*, *murder mystery*, Jugend-Kriminalroman
Medien:	*reading quizzes*
Zusätzlich benötigt:	Roman *„One of Us Is Lying"* von Karen M. McManus

VORANSICHT

Auf einen Blick

Vor der ersten Unterrichtsstunde der vorliegenden Reihe haben die Schülerinnen und Schüler das erste Kapitel der Lektüre *„One of Us Is Lying"* gelesen sowie das erste *reading quiz* (ZM 1) hierzu bearbeitet.

1. Stunde

Thema: An introduction – The genre and the main characters

M 1 ***One of Us Is Lying* – A closed-circle mystery? /** Kennenlernen des literarischen Genres und der Figuren-Stereotypen (EA); Entwicklung von Standbildern der Figurenkonstellation (GA/PL)

Homework: *Read the second chapter of* One of Us Is Lying *and do reading quiz 2.*

Benötigt: ☐ ggf. Beamer/Whiteboard

2. Stunde

Thema: The exposition

M 2 **Conducting a crime investigation – Creating a plan /** Erstellen eines Ermittlungsplans; Formulieren von Hypothesen zum Tathergang; Präsentieren des Plans in einer *poster presentation* (EA/GA/PL)

Homework: *Based on your knowledge from the first two chapters of* One of Us Is Lying, *make a list of information that a good investigator might already have about the case.*

Benötigt: ☐ ggf. Beamer/Whiteboard

3./4. Stunde

Thema: Narrative perspectives and change of perspective

M 3 **Who tells the story? – The matter of perspectives /** Erarbeiten der Bedeutung von Erzählperspektiven und der Multiperspektivität (PL/EA); Übertragen des Anfangs vom dritten Kapitel in eine neue Perspektive (EA)

Homework: *Read the third chapter of* One of Us Is Lying *and do reading quiz 3.*

Benötigt: ☐ ggf. Beamer/Whiteboard

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M 5 The impact of social media – Discussing pros and cons

> "A sex tape. A pregnancy scare. Two cheating scandals. And that's just this week's update. If all you knew of Bayview High was Simon Kelleher's gossip app, you'd wonder how anyone found time to go to class. 'Old news, Bronwyn,' says a voice over my shoulder. 'Wait till you see tomorrow's post.'"
>
> *Karen McManus: One of us is lying, Delacorte Press/Penguin Random House: New York 20[illegible] p. 3.*

Tasks

1. Read the first few lines of the novel.
   a) Explain the picture it creates of social media use at Bayview High.
   b) Compare and contrast the use of social media at Bayview High to your own use of social media / the use of social media at your school / in your class.
2. Use the three quotations below as a starting point to write a short comment on whether *About That* is an unacceptable means to terrorise the students at Bayview High or whether Simon was justified to publish people's secrets.

> **Cooper:** "[…] I hate that thing. Almost all my friends have been on it at one point or another, and sometimes it causes real problems. […] And if I'm being honest, I'm pretty freaked at what Simon could write about me if he put his mind to it. […]"
>
> **Bronwyn:** "[…] The thing with About That was … you could pretty much guarantee every word was true."
> **Addy:** "[…] Jake usually defended Simon, though, when our friends got down on him for About That. It's not like he's lying, he'd point out. Stop doing sneaky shit and it won't be a problem. […]"

Karen McManus: One of us is lying, Delacorte Press/Penguin Random House: New York 2017, p. 12, p. 28, p. 44.

3. Watch the video clip on the advantages and disadvantages of social media: https://www.youtube.com/watch?v=k[illegible]SFT4_NNsQ [last access: 04/01/2023]
   a) While watching make a list of pros and cons in bullet points.
   b) Based on the pros and cons, create arguments for a discussion about what responsible and positive social media use might look like.
4. Bear in mind what has been said in the classroom discussion "post" a Tweet about the situation at Bayview High.
   Tip: If you have never posted a Tweet before, watch the instructions in the video link https://edu.gcfglobal.org/en/twitter/how-to-tweet/1/ [last access: 04/01/2023]. Start at 0:39.

VORANSICHT

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Defying stereotypes – Creating a yearbook entry

M 8

What is a yearbook? Find out and create your own yearbook entry.

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Tasks

1. Watch the video *A Yearbook is …*:
   https://www.youtube.com/watch?v=tLqjMHVjd68 [last access: 04/01/2023]
   After having watched the video, write a short definition of what a yearbook is into the box.

   A yearbook is …

2. Choose one of the four students (Addy, Bronwyn, Cooper *or* Nate). Write two different yearbook texts for the student you chose:
   a) The first text is published by the yearbook team. It reflects how the student is seen by the rest of the students. Start your text like this:
   "To us, you were always the stereotypical …".
   b) The second text is a handwritten tribute to the student added by a close friend on the last day of school. Start your text like this:
   "To me, you were never the stereotypical …"

3. Another challenge for each yearbook team is to take the students' photos.
   a) In pairs: discuss what the photos of each of the four students should look like to
      - reflect their character and personality and
      - reflect their high school stereotype.

      Make a list of props that you need to dress up as the four characters.
   c) Take the photos.
   d) Present your photos in class. Explain why you chose to portray the characters the way you did.

   Discuss your portrayal of the characters:
   - What are the similarities / differences between the photos?
   - Why do they fit / not fit the characters?
   - What could have been improved?

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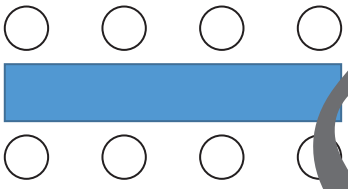
VORANSICHT

M 9 Who are you? – Writing a characterisation

Tasks

1. *Conversational speed dating*: Arrange tables and chairs in a long row. Place the chairs on opposite sides of the tables (all students must have a seat). Once everybody is seated, every student should have a partner across from him/her (see sketch below). Your teacher will now give one topic per speed dating round. Per round, each pair has two minutes to discuss the topic.



2. Clarify the meaning of the words and expressions a)–l) from the box below. Explain how they relate to the suspects.

a) spotless record	b) scapegoat
c) reputation	d) (to) hook up
e) (to) be a suspect	f) (to) desire to do something
g) (to) cheat	h) overachiever
i) probation violation	j) juicing
k) enhanced performance	l) beauty pageant

3. Prepare a characterisation of either Addy, Bronwyn, Cooper *or* Nate. Therefore, recap what you know about them from the previous chapters. Create a grid in which you collect information about the following aspects:
   a) basic information about the character
   b) the character's outward appearance
   c) the character's characteristic traits
   d) observable behaviour shown by the character
   e) the character's relationships/friendships/family
   f) the character's opinions and beliefs
   g) other people's opinion about the character
4. Use the skill file below to write a characterisation about your chosen character.

Skill file: characterisation

Introduction	• Briefly introduce the character (name, basic information, outward appearance). • State the character's function in the novel and mention the most significant relationship(s) in his/her life.The narrative perspective needs to be reflected upon.
Body	• Describe the character's traits and behaviour, relationships that are crucial for his/her development and behaviour and other people's opinion about him/her. • Make sure to provide examples and quotations to support your statements.
Conclusion	• Sum up your opinion about the character. • Briefly outline the character's development.

VORANSICHT

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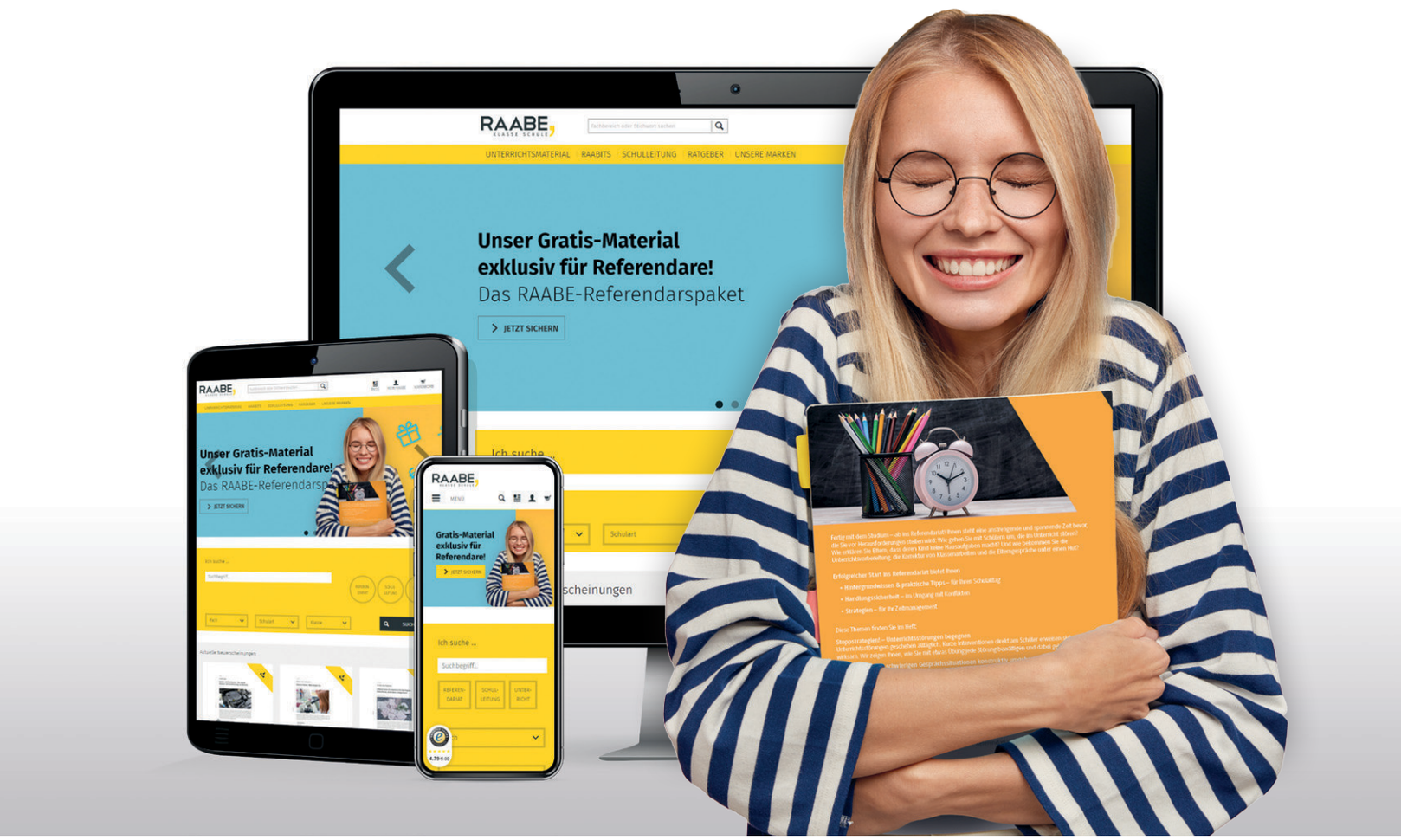

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