

I.D.15

Communicative skills – Writing

Writing crime stories using pictures – Aus Bildern Geschichten entwickeln (Klassen 7/8)

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Krimigeschichten sind fregend und spannend – und das Beste ist, wenn man selbst als Lesender schlauer ist als die Ermittler. Doch wie schreibt man eine gute Krimigeschichte? In dieser Unterrichtseinheit lernen die Schüler/innen und Schüler die Zutaten eines guten Krimis kennen und lassen sich dabei von Material inspirieren. Sie erzählen sich Krimigeschichten, bevor sie sie aufschreiben – allein oder unter Nutzung kooperativer Schreibangebote.

KOMPETENZPROFIL

Klassenstufe: 7/8

Dauer: 10 Unterrichtsstunden inkl. LEK

Kompetenzen: 1. Leseverstehen: eine Krimigeschichte verstehen; 2. Schreiben: Krimigeschichten verfassen; 3. Sprechen: eine Krimigeschichte vorlesen, Standbilder in Worte fassen; 4. Medienkompetenz: mit digitalen Tools arbeiten

Thematische Bereiche: Krimis, Verbrechen, Einbruch, Mord

Auf einen Blick

1./2. Stunde

- Thema:** Welcome to the crime scene – Talking about crime stories
- M 1** **What happened here? – Talking about a picture** / Zu einem Bild Hypothesen sammeln (EA, PA)
- M 2** **What kind of story is it? – Reading story pieces** / Textstücke unterschiedlichen Textsorten zuordnen (EA, PA)
- M 3** **Lamb to the slaughter – Elements of a crime story** / eine Krimigeschichte lesen und Merkmale von Krimis beschreiben (EA)
- M 4** **Lamb to the slaughter** / die Krimigeschichte
- Benötigt:**
- OHP, Dokumentenkamera bzw. Smartboard/Tafel für den Einstieg M 1 und M 3, sowie ggf. Sicherungen
 - Abspielmöglichkeit für das Lernvideo in M 3
 - Smartphone/Tablet/Laptop für die digitale Alternative in M 3



3./4. Stunde

- Thema:** "I have read your story..." – Evaluating a crime story
- M 5** **This could be better... – Evaluate a crime story** / eine Krimigeschichte beurteilen und dem Autor ein schriftliches Feedback geben (EA, GA)
- M 6** **"This is what I like..." – The magnifying glass method** / mit der Text-Feedback geben (EA, GA)



5./6. Stunde

- Thema:** Picture stories – Inventing a crime story
- M 7** **Put it all up – Inventing a crime story** / eine Krimigeschichte erfinden und mit Standbildern darstellen (GA, PL)
- Benötigt:**
- OHP, Dokumentenkamera bzw. Smartboard/Tafel für den Einstieg
 - ggf. vorbereitete Papierschnipsel



7./8. Stunde

- Thema:** What happened? – Writing a story together
- M 8** **And then ... – Writing a crime story together** / in Partnerarbeit eine Geschichte schreiben (PA)
- M 9** **Reading the text again – A checklist** / den Text mithilfe einer Checkliste überprüfen (PA)



- Benötigt:**
- OHP, Dokumentenkamera bzw. Smartboard/Tafel für den Einstieg
 - ggf. vorbereitete Papierschnipsel
 - Internetzugang für die digitale Alternative von M 8 in *CryptPad*

9. Stunde

Thema: Giving each other feedback – Working with different criteria

M 10 Giving detailed feedback on somebody else's text – A feedback sheet / mit einem Kriterienraster Feedback geben (PA)

10. Stunde

Thema: LEK

LEK Writing a crime story with the help of a picture



Minimalplan

Die Zeit ist knapp? Dann können Sie so die wichtigsten Inhalte erarbeiten:

1./2. Stunde: Welcome to the crime scene – Talking about a picture	M 1–M 4
3./4. Stunde: "I have read your story ..." – Evaluating a crime story	M 5–M 6
5./6. Stunde: What happened? – Writing a crime story	M 8

Zusatzmaterial im Online-Archiv bzw. in der ZIP-Datei

ZM1_pictures	Aus Bilder dieser Einheit zur Projektion
ZM2_complete_story	Komplette Geschichte aus M 4 für leistungsstärkere Lernende
ZM3_freeze_frame	Anleitung zum Erstellen von Standbildern zur <i>Crime story</i>



M 1



What happened here? – Talking about a picture

Sometimes, pictures speak louder than words. What does this picture tell you?

Tasks

1. Look at the picture. Describe what you can see. Use these phrases and helpful vocabulary.

Phrases to describe a picture:

In the picture, I can see ... – In the foreground there is ... – In the background I can see ... – You look directly at ... – When you look at the picture, you immediately see ... – The focus is at ...

Helpful vocabulary:

crime scene tape: das Absperrband – **piano:** das Klavier – **bookshelf:** das Bücherregal – **armchair:** der Sessel – **(to) cordon sth. off with sth.:** etw. mit etw. absperren – **lambskin:** das Lammfell

2. What happened here? Write down your ideas in a topic web.
3. Share your ideas with a partner.



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what happened here?

Lamb to the slaughter – Elements of a crime story

M 3

Read a story and find out whether you understood it. What are the elements of crime stories?



Tasks

1. Read the story. Look up the words that you don't understand. Some words are explained below the text.
2. Then, answer the questions on the text.

You can also do this task in LearningApps: <https://learningapps.org/watch?v=pmw90xk4a2z>



statements	true	false
a) Mary's husband Patrick is late and, therefore, Mary is worried.		
b) While the two of them are drinking something there is an awkward silence.		
c) Mary loves her husband.		
d) Patrick behaves the same way as every evening.		
e) Mary's husband is drinking a lot of alcohol this evening.		
f) Mary thinks that her husband, who has a lot of experience, should be doing a different kind of work.		
g) Patrick is angry because Mary didn't cook anything.		
h) Mary's husband is angry because she walks around all the time, despite being pregnant.		
i) Patrick has some unpleasant news.		
j) Patrick wants to separate.		

3. Do you know what elements make up a crime story? Watch the video and answer the questions: <https://raabe.click/CrimeStory> [last access: 27/07/2022]

You can also do this task in LearningApps: <https://learningapps.org/watch?v=pshinpgyk22>

- a) What do you need to have when you want to write a crime story?
- b) What are the strong ingredients of a crime story?
- c) What is a closed setting?
- d) Which settings are named in the video?
- e) What is the plot of the story?
- f) Which crime does she choose in the video?
- g) What is stolen in the video?
- h) What do the clues have to do with the person who committed the crime? Which clues does she mention in the video?
- i) Why do you think we have twists and turns in your story?
- k) Why should all the suspects have an alibi but the person who committed the crime?

4. Which ones of those elements can you find in *Lamb to the slaughter*? Write them down.

5. Discuss your results.



M 7



Making it all up – Inventing a crime story

Turn your knowledge into your first self-invented crime story.

Tasks

1. Look at the two pictures and select the one that you like better.
2. Form groups of four people with students that have chosen the same picture.
3. Invent a crime story.
 - a) Write the different steps of the story (= the plot) on snippets. Use the questions to write your plot.
 - b) Create five freeze frames that tell your story.
 - c) Present your freeze frames to other students. Tell the students to close their eyes. Then form up for the first freeze frame. Tell the students, "Eyes open". After they have seen the frame, tell them, "Eyes closed" and form the second freeze frame. Go on like this until the five freeze frames have been presented.
 - d) The audience now tells the story that you have just presented.

Extra: Now write the story.



Picture 1 © suteishi/E+

- What time of day is it?
- Where is the woman?
- What does she have in her hand?
- Where does she want to go?
- How does the woman feel?
- Whom/What is she looking at?



Picture 2 © David Wall/Moment

- What time of day is it?
- What is the weather like?
- Where does the story take place?
- Who else but the man is involved in the story?
- What happened with the passengers of the car?

Reading the text again – A checklist

M 9



Tasks

- Before you share your text with two other pairs, make sure that your text is well-constructed. Go through the following list together.
- Are there more aspects you need to pay attention to? If so, add them to the list.

✓	Checkpoints
	All five words have been used in the text.
	The story has a dramaturgical arc that fulfills the steps of introduction–conflict–resolution.
	The story has a headline that is appealing and makes you want to read it.
	The story has no logical breaks or jumps in the plot.
	The same tense has been used throughout (read the story in the Present or Past Tense).
	The narrative perspective has been followed.
	There are no errors in the content.
	The story is written in a consistent style.
	Attention has been paid to language conventions (spelling, punctuation, grammar).

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