

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



© RAABE 2023

© colourbox

Der preisgekrönte Autor des Buches „*The Absolutely True Diary of a Part-Time Indian*“, Sherman Alexie, nimmt seine Leserschaft mit in das konfliktreiche Leben des Jungen, Junior Spirit, der als *Native American* mit seiner Familie in einem Reservat lebt. Lachend, weinend und die Cartoons bewundernd erleben Ihre Lernenden 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: <i>The Absolutely True Diary of a Part-Time Indian</i> , Stuttgart: Klett, 2009. ISBN: 978–3–12–578042–2, 236 Seiten, erhältlich für ca. 9,99 Euro.



netzwerk
lernen

zur Vollversion

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 1) für M 2



2. Stunde

Thema: Meeting Junior in the first chapter

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

M 4 **Who? Where? What? – Chapter overview** / das Leseverstehen langfristig sichern und einen individuellen Zugang zu der Lektüre 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 Chicken 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-ifalse*-Aussagen überprüfen (UG, PA, EA)

Homework: *Continue 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)



10. Stunde

Thema: Chapter 8: *How to fight monsters*

M 13 **Junior's first days at Reardan – Examining the text** / den Text hinsichtlich der Gefühle Juniors untersuchen und Zitate finden (PA, PL)

Homework: *Continue writing your reading journal (Chapter 8).*

Benötigt *Chapter 8: How to fight monsters – Warm-up exercises* (ZM 6)



11./12. Stunde

Thema: Junior at Reardan High School

M 14 **Junior at Reardan High School – Group work** / in einer interessengeleiteten Gruppenarbeit mehr über Juniors Leben an der Reardan High School erfahren und die Ergebnisse vorstellen (GA)

Homework: *Continue writing your reading journal.*

Benötigt ggf. Differenzierung für leistungsschwächere Lernende *Help card – writing an email to Mary* (ZM 7)



13. Stunde

Thema: Feedback on the novel

M 15 ***The Absolutely True Diary of a Part-Time Indian* – Feedback on the novel** / anonym Feedback der Lernenden einholen (EA, PA, UG)

Minimalplan

Falls Sie nur ein paar **wenige Stunden** auf das Thema verwenden wollen oder den Lernenden nur Lust machen wollen, das Buch in ihrer Freizeit zu lesen, bietet sich die **Lektüre des ersten Kapitels** mit Hilfe von **M 3** an. Sie könnten auch die **5./6. Stunde** zur **Charakterisierung** einer literarischen Figur in einer Unterrichtseinheit mit dem **Thema „Freundschaft“** verwenden.

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

ZM 1 Reading Journal	PowerPoint-Präsentation zu den Bewertungsgrundlagen (M 2)
ZM 2 If clause III	Wiederholung und Übungen um den <i>If-clause Type III</i> zu festigen (M 5)
ZM 3 Rowdy	Hilfestellung für leistungsschwächere Lernende (M 8)
ZM 4 Adjectives	Worthilfen für das Ausfüllen der Tabelle zur Personencharakterisierung (M 9)
ZM 5 Diary entry	Lückentext als Differenzierungsmaterial für das Verfassen eines Tagebucheintrags (M 11)
ZM 6 Warm up	Aufwärmübung zu Kapitel 8 für M 13
ZM 7 An email	Exemplarische Schreibhilfen für leistungsschwächere Lernende (M 14)
ZM 8 Evaluation	Bewertungsbogen für die Lesetagebücher



***The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie – How to create a reading journal**

M 2



What is a reading journal?

A reading journal is something like a diary that you write while reading a novel. Like in a diary, you

write down: Your ideas ...
 Your thoughts and feelings ...
 Your questions ...

... about the chapter you have read. Your grade depends on the quality of your “diary entries”.

Must haves:

- Title page
- Table of contents page
- Chapter overview for all chapters we dealt with in class
- Character worksheet: Junior (fill in while reading the novel)
- Worksheets & notes we had on the blackboard
- 3 tasks of your choice

Tasks (Choose three from this list)

- Write a characterisation of one character.
- Write a book review.
- How did a specific chapter make you feel? Write a text of about 120 words.
- Collect 5–8 meaningful quotations or passages. Copy them and explain why they are important.
- Create a comic strip with speech or thought bubbles for a chapter of the novel.
- Create a cartoon with speech or thought bubbles for a special situation from the novel.
- Interview one of the characters.
- Imagine you are a character in the book: make a phone call, write a letter, an e-mail or write in your diary etc. after an important event has happened.
- Write a newspaper article about an event in the novel.
- Do some research on the author and write a profile.

Tips:

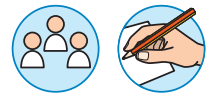
- Write clearly (if your handwriting is difficult to read, you may use a computer).
- Write complete sentences. Your answers should not be too short.
- Use a new sheet of paper for all your entries and
 - write down the date in the upper right-hand corner.
 - write a title for the entry.
- Number the pages.
- Think about a design for your reading journal (design a cover, use highlighter pens etc.).

Criteria of the assessment:

- Completeness
- Presentation/Layout
- Content
- Language

Who? Where? What? – Chapter overview

M 4



Tasks

1. Form groups. Fill in the chapter overview after reading every chapter. Write the chapter's title on the top of the worksheet. Start now with chapter 1.
2. Answer the questions in the boxes and fill in the information.
3. Glue the worksheet into your reading journal.

Chapter _____

Who is in this chapter?

When and where is the chapter set?

What happens? Write 2–3 sentences.

The sentence you like most:

Write down 3–5 new words you have learned in this chapter:

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 ...