

II.B.5.3

Literatur – Topics in Literature

Jennifer Clements zeitgenössischen Roman „Gun Love“ schüler- und produktorientiert erarbeiten – Gun violence and poverty in the USA

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Wie ist es, in einem Trailerpark zu wohnen? Jennifer Clements mitreißender Roman begleitet die jugendliche Hauptfigur Pearl im Spannungsfeld zwischen Liebe und Gewalt. Die vorliegende Einheit betrachtet das Werk aus verschiedenen Perspektiven und zeichnet ein Sittenbild der Vereinigten Staaten. Ihre Lernenden erschließen sich die Lektüre anhand einer Vielzahl motivierender Methoden, wie der Vorbereitung eines Interviews oder, indem sie eine strukturierte Kontroverse anwenden.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	11/12 (G8), 12/13 (G9); 7.–9. Lernjahr
Dauer:	ca. 17–23 Unterrichtsstunden + LEK
Kompetenzen:	1. Lesen: eine Ganzschrift lesen und verstehen; 2. Sprechen: mündlich argumentieren; 3. Schreiben: literarische Texte interpretieren
Thematische Bereiche:	<i>USA, Personal relations in their social context, Aims and ambitions, Nations between tradition and change, coming-of-age</i>
Materialien:	Lesetagebuchvorlage, Video(link)
Zusätzlich benötigt:	Lektüre „Gun Love“ von Jennifer Clement

Auf einen Blick

Vorbemerkungen

Die Schülerinnen und Schüler haben den Roman „Gun Love“ zu Beginn der Unterrichtsreihe noch nicht gelesen.

1./2. Stunde

Thema: Speculating about the novel – An introduction

M 1 **Getting started – The names of the characters** / das erste Kapitel lesen und hierzu eine Mentimeter-Aktivität durchführen; Hypothesen zu den Namen der Figuren aus dem Roman anstellen

M 2 **Reading “Gun Love” – A reading log** / die Ergebnisse lesebegleitend in den vorgegebenen Feldern festhalten

- Benötigt:**
- Lektüre „Gun Love“, Kapitel 1
 - M 2 im Klassensatz, jeweils auf DIN A3-Format kopiert
 - ggf. vorbereitete Mentimeter-Aktivität

3./4. Stunde

Thema: Getting to know Pearl – Pearl’s home

M 3 **What’s home? – Drawing Pearl’s home in the trailer park** / lesen der Kapitel 2 und 3; Pearls Zuhause zeichnen und dabei wichtige Zitate aus dem Roman integrieren

Hausaufgabe: die Kapitel 4 bis 6 von „Gun Love“ lesen

- Benötigt:**
- Lektüre „Gun Love“, Kapitel 2 und 3
 - leere DIN-A3-Blätter im Klassensatz zum Zeichnen
 - Klebepunkte für die Bewertung der Zeichnungen

5./6. Stunde

Thema: Life in the USA I – Trailer parks and life in cars

M 4 **Living in cars and trailer parks – Gathering background information** / arbeitsteilig Hintergrundwissen zu Trailerparks und dem Leben in Autos anhand von zwei Sachtexten aneignen; ein Interview zum Thema vorbereiten und präsentieren

- Benötigt:**
- M 2 für das Festhalten der Stundenergebnisse

Living in cars and trailer parks – Gathering background information

M 4



You have looked at Pearl and Margot's living situation. But are there actually people in real life who live in cars and in trailer parks? And what is it like to live there?

trailer park: der Wohnwagenpark – **mobile home:** das Mobilheim – **affordable housing:** der bezahlbare Wohnraum – **homeownership:** das Wohneigentum – **rental costs:** die Mietkosten – **lot rent:** die Stellplatzmiete – **urban planning:** die Stadtplanung – **eviction:** die Zwangsräumung – **poverty:** die Armut – **economic inequality:** die wirtschaftliche Ungleichheit – **financial hardship:** die finanzielle Notlage – **government assistance:** die staatliche Unterstützung – **low-wage job:** der Geringverdienerjob – **landlord:** der Vermieter – **economic exploitation:** die wirtschaftliche Ausbeutung – **vehicle homelessness:** die Obdachlosigkeit im Fahrzeug – **safe parking lot:** der sichere Parkplatz – **municipal government:** die Kommunalverwaltung – **nonprofit organisation:** die gemeinnützige Organisation – **security and basic amenities:** Sicherheit und grundlegende Einrichtungen – **hygiene facilities:** die Hygieneeinrichtungen – **(to) struggle (financially):** finanziell kämpfen – **(to) overlook:** übersehen – **(to) marginalise:** an den Rand drängen – **(to) relocate:** umziehen, den Standort wechseln – **(to) exploit:** ausbeuten – **marginalised:** ausgegrenzt – **segregated:** getrennt, segregiert

Tasks

1. Read the vocabulary in the box to understand the texts you are going to talk about.
2. Read Text A or Text B and underline important information while reading. Make notes to summarise the text's main points.
3. Compare your notes with a partner who has read the same text.
4. Use your notes to prepare an interview, in which one of you plays a reporter, the other one a specialist on the topic or someone affected by the problem described in the text.
5. Be prepared to present your interview in class.
6. Listen to the interview presented by your coursemates. Take notes about the most important aspects. After the interview ask questions to clarify doubts you might have.

Text A

Beyond the stereotypes: Understanding America's trailer parks

When people think of trailer parks in the U.S., they often imagine places filled with poverty, crime, or "white trash" characters from pop culture. However, the reality is far more complex. With over 20 million Americans – around 6% of the population – living in trailer parks, these communities play a significant role in the country's housing landscape. They serve as

5 affordable housing options, reflect broader social and economic trends, and, in some cases, offer highly profitable business opportunities for investors.

A vital housing solution

Trailer parks are one of the last remaining affordable housing options in the U.S. They consist of plots of privately owned land rented out for mobile homes, providing low-cost living for

10 those struggling with homeownership or rising rental costs. While the perception of trailer parks has shifted over time – from middle-class post-war communities to today's economically marginalised spaces – they remain a crucial part of the American housing system.

Despite their affordability, trailer parks are often overlooked in urban planning. Unlike inner-city neighbourhoods, which sometimes undergo gentrification, trailer parks are usually

15 pushed further to the margins, making their residents even more invisible.

M 5

Focus on relationships – Margot and Pearl



In “Gun Love”, relationships play an important role. One of the most important relationships is that of Pearl and her mother Margot.



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Task 1

- a) Work with the novel. Scan the chapters you have read so far for paragraphs in which the reader learns something about the mother-daughter relationship between Margot and Pearl. Write down relevant quotations that describe their relationship.
- b) Compare your findings with your partner. Discuss the mother-daughter relationship critically.



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Task 2

- a) In groups of three to five people, depict Pearl and Margot’s relationship in a freeze frame.
 - Discuss which aspects of the relationship you would like to convey. Focus on the relationship of the two characters and do not present a still of a specific scene from the novel.
 - Use the way the characters sit, stand and gesture to show how they feel towards each other.
 - It is possible to present one person with the help of two students.
- b) After a short rehearsal, each group presents their freeze frame in class and explains what they were trying to convey.
- c) Each group’s interpretation of the relationship will be discussed briefly after the presentation.

Task 3

Work with a partner. Formulate a concise and precise description of Margot and Pearl’s relationship in not more than two sentences.

M 10

Watching an interview with the author – Content questions



Who is the author of “Gun Love”? Watch an interview with her, in which she talks about her novel.

Task 1: Comprehension

Read the questions a)–h) before watching the interview with author Jennifer Clement. Answer the questions on a sheet of paper while watching the interview:

<https://raabe.click/interview-clement> (38:44 min.)

- What is Jennifer Clement’s main argument about the relationship between gun culture in the U.S. and Mexico?
- How does Clement describe the NRA Museum, and why does she compare it to a church?
- What is the significance of the “gun song” passage Clement reads in the interview?
- How does the novel “Gun Love” approach the portrayal of gun violence in a poetic way?
- Why does Clement emphasise the presence of Native Americans in “Gun Love”?
- What does the interviewer say about his first experience firing a gun, and how does Clement reply?
- How does Clement describe the experience of living in a car based on her research?
- What does Clement say about the way gun violence is treated in emergency rooms in the U.S. compared to other countries?



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Task 2: Discussion

In groups of four discuss questions a)–c).

- Do you think literature has the power to change people’s views on issues like gun violence? Why or why not?
- The interview suggests that gun culture in the U.S. is deeply tied to history, capitalism, and identity. Do you think it is possible to change such an ingrained culture? What would it take?
- Clement uses poetry to talk about violence rather than graphic descriptions. Do you think this is an effective way to engage readers on difficult topics? Why or why not?

Task 3: Research

Do some research on Jennifer Clement and fill out the relevant box in your reading log. Read chapters 27 to 31 of the novel.

