

II.B.1.7

Literatur – Short Narrative Prose

Identitätsfragen mit Emma Binders *coming-of-age story* „Roy“ nachgehen – Who am I? And who are the others?

Inge Kronfeldner



© Tony Anderson/Stone/Getty Images

Wie finde ich heraus, wer ich wirklich bin und welche Rolle ich in meinem Leben einnehmen möchte? In der Unterrichtseinheit zur *short story* „Roy“ befassen sich Ihre Schülerinnen und Schüler mit der Analyse einer *coming-of-age story*, in deren Zentrum die inneren Konflikte, Entwicklung und Selbstfindung der heranwachsenden Protagonistin stehen. Mit *pre-, while- und post-reading activities* erarbeiten Ihre Lernenden Thema, Inhalt und Figuren der Kurzgeschichte.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	11–13 (G9)/7.–9. Lernjahr
Dauer:	5 Unterrichtsstunden + LEK
Kompetenzen:	1. Lesekompetenz: eine <i>short story</i> lesen und verstehen; 2. Text- und Medienkompetenz: Techniken und Begriffe der literarischen Interpretation anwenden; 3. Interkulturelle Kompetenz: Stereotype und Rollenbilder hinterfragen; fremde und eigene Werte kritisch reflektieren
Materialien:	<i>LearningApps</i> , Videolinks, Klausur
Themen:	<i>Individual and society, stereotypes, identity, growing up, relationships</i>
Zusätzlich benötigt:	Kurzgeschichte „Roy“ von Emma Binder

Auf einen Blick

Vorbemerkungen

Zu Beginn der Unterrichtsreihe haben die Schülerinnen und Schüler die Kurzgeschichte „Roy“ noch nicht gelesen.

1. Stunde

Thema: Introduction to the short story

M 1 **First impressions – Sophie and her family** / in die Thematik des Andersseins einführen; erste Informationen zu den Hauptfiguren auswerten; den literarischen Begriff *exposition* auf die Kurzgeschichte anwenden und über den weiteren Verlauf der Handlung Vermutungen anstellen

Hausaufgabe: die Kurzgeschichte „Roy“ zu Ende lesen

Benötigt:

- Kurzgeschichte „Roy“ von Emma Binder
- Beamer/Dokumentenkamera

2. Stunde

Thema: What is typically girly or boyish? Questioning gender roles

M 2 **Exploring identity – Girlies and tomboys** / an die Ich-Erzählerin Sophie annähern; ein Musikvideo auswerten; Parallelen zur *short story* ziehen

Hausaufgabe: Fragen für den „Hot Seat“ mit Roy vorbereiten (M 3, *task 1*)

Benötigt:

- Beamer, Laptop, Internetzugang



3. Stunde

Thema: A characterisation of Roy

M 3 **Roy revealed – Understanding Roy's character** / sich mittels der Hot Seat-Methode mit der literarischen Figur näher befassen; eine Charakterisierung schreiben

Hausaufgabe: die Charakterisierung Roys zu Ende schreiben

Benötigt:

- Beamer/Dokumentenkamera



First impressions – Sophie and her family

M 1



© RAABE, erstellt mit ChatGPT, KI-Technologie

Tasks

1. Think – pair – share: Share your ideas about the picture. Discuss what the metaphor “black sheep” implies.
2. Think – pair – share:
 - What makes someone stand out or be seen as “different”?
 - How do people usually react to someone who does not fit in?
 - Have you ever felt judged or misunderstood because of how you looked, spoke or acted? Explain how that felt.
3. Read the first paragraph of the story “Roy”. List the information given about the narrator, Sophie, and her family.
4. The short story explores what it is like to be seen as different – and how people react to that. Read the first part of the story (up to p. 5, l. 9). Describe what kind of person Uncle Roy is. Work with a partner and deal with the following aspects:
Roy’s place of residence – his outward appearance – rumours about him – Roy’s behaviour on arrival at the house – his relationship to Sophie’s family.
5. The first part of the short story (p. 3–p. 5, l. 9) is called the *exposition*. Read the info box and explain how the features from the box apply to the text you have just read. Share your ideas in class.
6. Think – pair – share: Make assumptions about how the story will develop.

Info box: The exposition of a short story and its function

In a short story, the **exposition** refers to the part of the narrative where the author provides essential background information to help the reader understand the story. This typically includes:

1. **Setting:** Where and when the story takes place
2. **Characters:** Introduction of the main characters and sometimes their relationships
3. **Context:** Any relevant background or events that happened before the story begins
4. **Mood or tone:** The emotional atmosphere established early on



Roy revealed – Understanding Roy’s character

M 3

Tasks

- Hot Seat – Exploring Roy’s choices and motives
Imagine that you can ask Sophie’s uncle Roy all kinds of questions in an interview situation. You are going to use a method called “Hot Seat”.



Info box: Hot Seat

The “Hot Seat” is a communication activity in which a student slips into the role of a fictitious person and is questioned by the rest of the class about their actions, ideas, experiences, motives, relationships to others etc. The situation is similar to a press conference. The students’ chairs are arranged in a semicircle or horseshoe shape. The Hot Seat must be placed in front of the class, as clearly visible as possible to everyone. One of the students is the character to be interviewed, in this case Roy, the others ask their questions.



Write down the questions. **Note:** Vary your questions. Ask easy and difficult ones. Examine aspects that are not clear in the short story. Take notes on Roy’s answers.

- Writing a characterisation
 - Work with a partner. Use your notes and the impression you have got of Roy as a person to prepare a characterisation of Roy. Group your material according to the following aspects:
 - the character’s outward appearance – basic information about Roy – his family background
 - the behaviour that Roy shows – his character traits, opinions and beliefs
 - Use the skills file below to write a characterisation of Roy.

Skills file: Writing a characterisation

Characters in fictional texts are presented through *direct characterisation* (descriptions by the narrator or other characters) or *indirect characterisation* (through their appearance, language, behaviour, opinions, beliefs or actions).

Step 1: From your notes (see task 1) and from what you have read in the story, draw conclusions about the character and give evidence from the text to back up your conclusions.

Step 2: Structure your text into introduction (name, general information), main part (details, character traits, conflicts, opinions and beliefs etc.) and conclusion by summarising why the character acts the way he does. Refer to the text whenever you can. Use the *Present Tense* and *linking words* to connect your ideas.

Language help

Roy appears to be ... / can be considered as ... / This conduct / behaviour shows that / indicates that ... / His way of speaking implies that ... / The language he uses shows / proves that ... / Roy is a person who seems to ... / who gives the impression to be superficial/reckless/sensitive/conscientious/patronising/courageous/trustworthy/reliable/loyal ...



- Do the exercise “Roy and Sophie” on *LearningApps.org* (optional):
<https://learningapps.org/watch?v=p5rf57yqt26>

