

Geplanter Unterrichtsverlauf – Einstiegsstunde *Divergent*

Lerninhalte/ Phasen

Motivation/Einstieg:

Describe the front cover of the book

Allgemeine Beschreibung des Titelbildes

Erarbeitung 1:

reading the first part in class (p.1-2); Globalverständnis des Textausschnitts (Beantworten der W-Fragen)

Erarbeitung 2:

a) Erste Phase → Sammeln von Informationen zum *main character: looks + thoughts and feelings; complete the grid*

b) Zweite Phase: bisherige Aspekte der Geschichte reflektieren und Leitfragen formulieren

Sicherung/Vertiefung:

main aspects auf dem Arbeitsblatt von einem Tandem vorstellen lassen → Gemeinsames Besprechen und Notieren von Leitfragen

Puffer:

vertieftes Eingehen auf die faction Abnegation,)

Differenzierungsauftrag (Puffer)

Have you already finished?

Then collect information on the faction Abnegation.

DIVERGENT

The cover



The adventure begins...

Who? _____ When? _____

Where? _____ What? _____

The main character

what she looks like...

her thoughts and feelings...

What are we interested in? Our key questions:

A large, hand-drawn style thought bubble with a scalloped border. Inside the bubble are three horizontal lines for writing. Three small circles lead from the bottom left of the bubble towards the main shape.

Divergent

a girl sitting on a hill, by herself
dark atmosphere, birds of prey
flying, a storm coming up,
skyscrapers/a city in the back



a world that's falling apart
a divided society
a love story, a main character
who leaves her family

The adventure begins...

Who? Beatrice and her mother When? The day of the **aptitude test**, a very important day

Where? in her family's house What? The sixteen-year-olds have to decide which **faction** they choose

The main character

what she looks like...

has a narrow face, wide round eyes,
a long thin nose, blonde hair,
still looks like a little girl

her thoughts and feelings...

feels insecure/ not sure about her future, is
nervous even if she doesn't admit it,
feels guilty, she likes her family a lot,
thinks she is the opposite of her mother

What are we interested in? Our key questions:

- Why do the factions exist?
- What will happen to the main character/Beatrice?
- What do the other factions do?
- What happens during the aptitude test?
- ...

CHAPTER ONE

THERE IS ONE mirror in my house. It is behind a sliding panel in the hallway upstairs. Our faction allows me to stand in front of it on the second day of every third month, the day my mother cuts my hair.

I sit on the stool and my mother stands behind me with the scissors, trimming. The strands fall on the floor in a dull, blond ring.

When she finishes, she pulls my hair away from my face and twists it into a knot. I note how calm she looks and how focused she is. She is well-practiced in the art of losing herself. I can't say the same of myself.

I sneak a look at my reflection when she isn't paying attention—not for the sake of vanity, but out of curiosity. A lot can happen to a person's appearance in three months.

In my reflection, I see a narrow face, wide, round eyes, and a long, thin nose—I still look like a little girl, though sometime in the last few months I turned sixteen. The other factions celebrate birthdays, but we don't. It would be self-indulgent.

"There," she says when she pins the knot in place. Her eyes catch mine in the mirror. It is too late to look away, but instead of scolding me, she smiles at our reflection. I frown a little. Why doesn't she reprimand me for staring at myself?

"So today is the day," she says.

"Yes," I reply.

"Are you nervous?"

I stare into my own eyes for a moment. Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them.

"No," I say. "The tests don't have to change our choices."

"Right." She smiles. "Let's go eat breakfast."

"Thank you. For cutting my hair."

She kisses my cheek and slides the panel over the mirror. I think my mother could be beautiful, in a different world. Her body is thin beneath the gray robe. She has high cheekbones and long eyelashes, and when she lets her hair down at night, it hangs in waves over her shoulders. But she

must hide that beauty in Abnegation.

We walk together to the kitchen. On these mornings when my brother makes breakfast, and my father's hand skims my hair as he reads the newspaper, and my mother hums as she clears the table—it is on these mornings that I feel guiltiest for wanting to leave them.

+++

The bus stinks of exhaust. Every time it hits a patch of uneven pavement, it jostles me from side to side, even though I'm gripping the seat to keep myself still.

My older brother, Caleb, stands in the aisle, holding a railing above his head to keep himself steady. We don't look alike. He has my father's dark hair and hooked nose and my mother's green eyes and dimpled cheeks. When he was younger, that collection of features looked strange, but now it suits him. If he wasn't Abnegation, I'm sure the girls at school would stare at him.

He also inherited my mother's talent for selflessness. He gave his seat to a surly Candor man on the bus without a second thought.

The Candor man wears a black suit with a white tie—Candor standard uniform. Their faction values honesty and sees the truth as black and white, so that is what they wear.

The gaps between the buildings narrow and the roads

vocabulary

(to) lose yourself – He lost himself in playing videogames.

vanity – if you are too proud and egoistic vs. **curiosity** – if you really want to know about sth. you are curious → curiosity

self-indulgent: allowing yourself to do things that you like very much.

scold/reprimand: to speak angrily with a child, because he/she has done something wrong

reading task: **phase 1**

Read the text again, first silently:

→ while reading find out more about the main characters' **looks** and her **thoughts and feelings**

→ Then **complete the grid on the worksheet together with your partner!**



Partner activity

My Menu

Young adult fiction in the EFL Classroom

Appetizer

The cover

- Delete the title from the cover and have your students come up with a title
- Compare covers from various editions
- Ask your students to come up with a storyline based on the cover

Titles of the chapters

- Copy the titles of the chapters and ask students to come up with a storyline
- Give each student the title of a chapter and ask them to put the chapters in the correct sequence

Keywords from chapter 1

- Give students up to ten keywords from chapter 1 and let them speculate on the storyline and characters they will meet.

Identity bags

- Put objects that are important to the main characters into a bag. Let students first guess what the objects are, then let them develop a storyline

Main course and Dessert

Always read the first chapter together. As soon as students have got into the book, temptation to read on is great.

Self-monitoring checklist or Reading Log/Diary

- Hand out a checklist which students can use to keep track of their progress with the novel they are reading.

Read their minds

- Pick a conversation from the book and ask students to add the thoughts going on in the characters' head while they are talking.

Speech-bubble poster

- Ask students to collect good sayings/interesting sentences from the novel on a poster. Put the quotes into speech bubbles.

Act out a scene

- Ask students to act out scenes, encouraging them to use props.

Wanted

- Encourage students to make a 'wanted' poster for one of the characters.

Scenarios (film/audio play)

- Turn a scene from the book into a scene from a film/into an audio play.

Chapter 0

- Students have to write a prequel to Chapter 1.

A new ending

- Student have to write a different ending.

Filling in

- Students fill in open-endings, time lapses, conversations/letters that are only hinted at etc.), an alternative ending.

Freeze-frame

- Ask a student to present the relationship between the characters or a scene in a freeze frame. The others guess the scene and talk about the characters in the freeze frame (their thoughts and feelings).

One-minute-talk

- Ask a student to talk about the book or a chapter they have read for a minute without stopping ("Would you recommend this novel to a friend?", "Describe your favourite/your least favourite character).

Main characters

- Ask students to make posters describing individual characters or groups of characters. (Visualize!)

Press conference

- The main characters from the book give a press conference. Some students play the parts of the characters, others are the journalists.

Balloon debate

- Divide the class into groups of characters from the book. The characters are in a hot-air balloon that is losing height, and in order to save everyone, someone has to leave the balloon. Each character must argue why it is important that they stay in the balloon.

Character grids

- Write a list of twenty adjectives. Students match a character to each of the adjectives, explaining why.

School visit

- The main characters visit your school. Ask students to prepare the visit and have the characters answer questions on their lives.

The date

- Students go on a date the protagonist (or any other character from the story). They write down five tips for a successful date and five tips for a spoiled date with this character.

Signs of the zodiac

- Teach the signs of the zodiac. Then pick a page/chapter and ask students to write the horoscope for the day/the next day, etc.

Board game

- Ask students to devise a board game for the novel.

Framed reports

- Have students write about the novel from a police officer's/teachers/etc. point of view.

Film trailer

- Ask students to work in pairs and make a trailer for the book.

Next one

- Students create a campaign for the next book in a series.

New cover layout

- Students design a new cover layout.

Write to the author

- Students write feedback letters to the author. You can even post them.

Write a review

- Students write a review of the book (read the reviews on Amazon.com before or afterwards)

Write a newspaper article

- Students write a report about the events which have just happened in the book

Check web response

- Students check out the web for responses to the novel

Create posters on various topics or a promotional poster

- Students create posters for a promotion campaign for a novel

Casting

- Students get together in groups and discuss the film version of a novel. They can cast the characters (peers) and give reasons for their decisions.

Illustrator

- Students illustrate three key scenes from the book.

Songs

- Students choose a soundtrack for the novel ("If you were to turn this story into a movie, which five songs would you choose for its soundtrack?")

Lapbook

- Students create their own lapbook

Lektüre im Englischunterricht – Individualisierung und Differenzierung in heterogenen Lerngruppen (Frohberg)

Literaturverzeichnis

Ahern, Cecilia (2016): Flawed. London: Harper Collins Publ. UK

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Heinz, S., & Hesse, M. (2014). Literatur unterrichten. In C. Lütge (Ed.), Englisch Methodik. Handbuch für die Sekundarstufe I und II. Berlin: Cornelsen Scriptor, 84 -105.

Thaler, Engelbert (2008): Teaching English Literature. Paderborn:

Wilhelm, Jeffrey D. (2008): "You gotta BE the book". Teaching engaged and reflective reading with adolescents. New York/London: Teacher College Press.

Internetquellen

<http://blog.helblingreaders.com/> (zuletzt aufgerufen am 12.11.2017)

- Helbling book clubs > Book club starter kit (reading timer, role cards, worksheets, book club, quiz)

<http://www.helblinglanguages.com/101yans>

- Hilft bei der Auswahl einer geeigneten Lektüre

The cover

1. Describe the cover. What can you see in the picture?
2. Which thoughts/pictures/words/topics/etc. come to your mind when you look at the cover?
3. Speculate: What do you think might happen?
What kind of story do you expect?
4. Discuss your ideas with your neighbour and collect keywords on a sheet of paper.
If you would like to check later as to whether your speculations were right, have a look keywords again.

Creating a word bank

A word bank with important expressions from the book helps you understand what you have read.

1. Put a sheet of paper in your folder and write “Word bank” as a headline.
2. Note down words and expressions that you would like to remember while reading the book.

The storyline

Chapter No./Headline: _____

Find **your own headline** for the chapter.

Characters – who are the characters in this chapter?

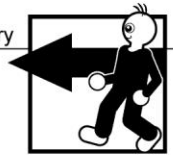
Setting – where and when does the action take place?

Plot – write in two to three sentences what the chapter is about.

Information – which new information do you consider most important?

Vocabulary – which new words would you like to remember? Note five words.

Question time – are there any questions left?



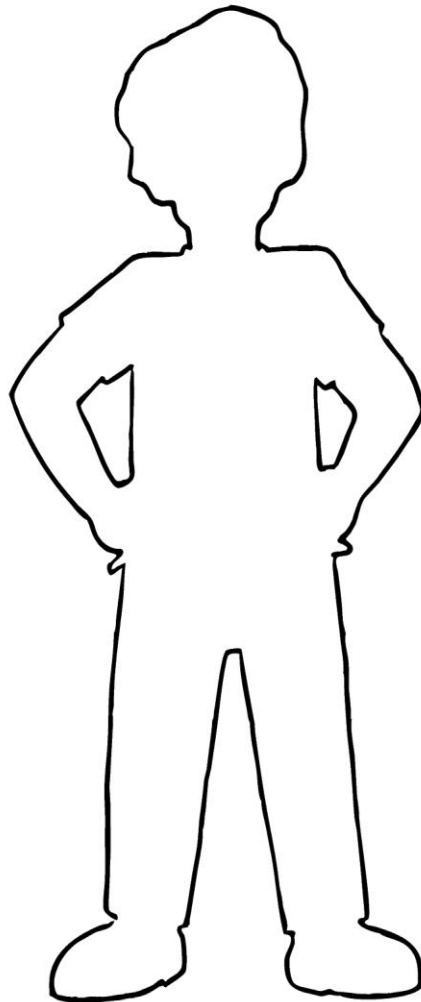
The protagonist (main character)

While reading you get to know the protagonist very well.

- What is your first impression of the protagonist? What else would you like to know about the protagonist? *Write down questions and find out if they are answered while reading on.*

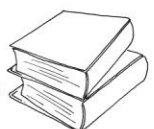
**The way the protagonist
sees himself/herself:**

**The way others see the
protagonist:**



Facts and character traits:

1. Note the name of the protagonist above the silhouette.
2. Take notes in the boxes around the figure. How does the protagonist see himself/herself and how do the others see the protagonist? Note facts and characteristics underneath the figure.
3. Add more information while reading and use different colours for any changes.



A character map

Who is who? In order to keep an overview of all the characters in the book, creating a character map is helpful.

1. Write the name of the protagonist in the centre.
2. Add any other important characters in other circles.
The closer the relationship between the characters, the closer you need to draw the circles.
3. Connect the characters with lines or arrows. Use the following symbols to describe their relationship. For example:

♥ = like/love each other

😊 = are friends

😬 = quarrel with each other

😡 = can't stand the other person

4. Add more characters to the character map while reading.
Draw lines or arrows and include symbols in different colours if the relationship between characters changes.

The topics of the book

In order to find out the topics the novel deals with, it is useful to create a mind-map.

- Write the title of the novel in the middle of a sheet of paper.
- Add branches and add the topics that you have found so far.
- Add further details to the mind map while reading on.
Don't forget to create subcategories!

Narrative perspectives

The author of the novel chooses a certain perspective from which he or she writes the story.

Narrative perspectives

- **omniscient narrator:** The narrator of the story knows everything about the plot and the characters – even their thoughts and feelings. The fact that he knows everything enables him to comment on the whole action and to foreshadow and give flashbacks.
- **third-person-narrator:** The narrator of the story speaks from one character's point of view, meaning that he can only talk about actions, thoughts and feelings of this person. It does not necessarily need to be the same narrator throughout the story. The perspective can change. Often it seems as if the narrator is in the "shoes" of that person and more involved in the action than the others.
- **first-person-narrator:** The narrator is a person from the story and tells the action from his/her point of view only. The reader gets familiar with the narrator and is more involved in the action. That is why an objective judgement of the action is not possible.

1. ***Have a look at the first chapters of the book. Which narrative perspective has the author chosen? Give three examples***
2. ***Pick one paragraph from the chapter and rewrite it from a different perspective.***

Foreshadowing

In the novel the narrator gives hints about future events. This foreshadowing is supposed to make the reader curious.

1. Search the chapter for hints and add them to the table.
2. Get together with a partner. Compare your results and add anything if necessary. Speculate what might happen next.

Hint	What the reader gets to know about the future

Getting involved

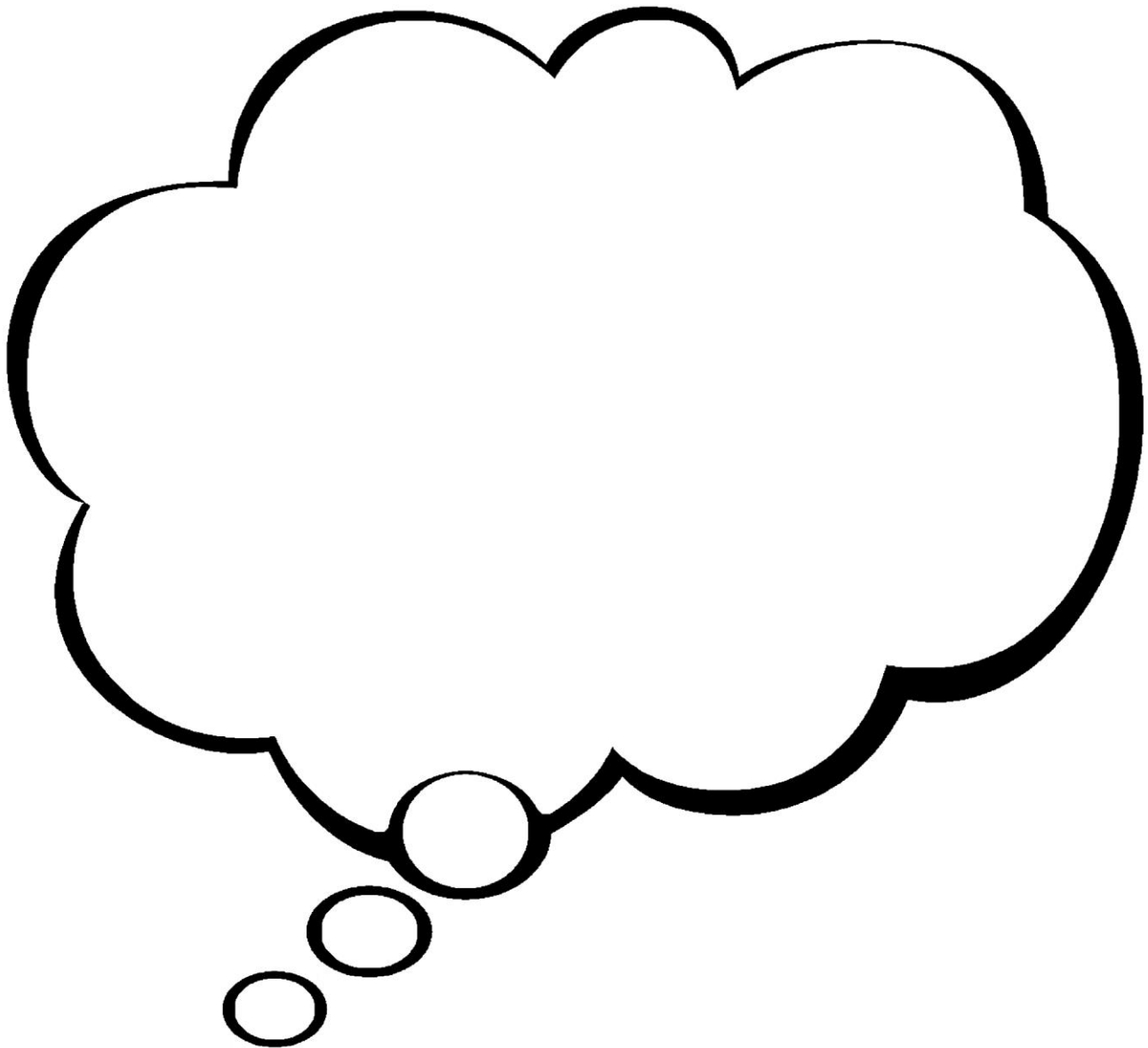
Have you ever been angry about a character and wanted to talk to her/him? Or have you ever wanted to give a character some advice? Imagine that was possible.

- Your neighbour plays the role of the character you want to talk to.



The dream

While reading you meet many interesting characters.



1. Choose a person you can best identify with. Put yourself into that character's shoes and imagine you were fast asleep and dreaming.
 2. Write down the dream of the character. Mind the following questions:
 - Is it a dream or a nightmare?
 - What is the character thinking?
 - What has the character experienced so far?
 - How does the character feel at the moment?
 - What is going to happen to the character in the future?
- **Tip:** Instead of writing down the dream, you can draw a picture of it in the thought bubble.



Character Analyzer Role Card

Levels 4-5

Book Title:

Student:

Date:

YOUR TASKS:

- Identify the characters and their relationships
- Analyze characters
- Prepare character profiles

1 Who are the main characters in the story?

2 How are they related to each other?

For example: *friends, mother-son, brother-sister, classmates*

3 Are there any enemies in the story? How are they related? Why are they enemies?

4 Which characters change (dynamic characters) and which characters do not change (static characters) during the story?

5 Choose your favourite character.

Complete this character profile card about him or her.

CHARACTER PROFILE	
Name	
Role	
Why is this character important?	
Appearance	
Personality	
Likes/Dislikes	
What motivates this character?	
Is he/she a dynamic or a static character?	

6 Find a hero and a villain in the story. Complete their profile cards.

HERO/HEROINE	VILLAIN/VILLAINESS
Name:	Name:
Job:	Job:
Appearance:	Appearance:
Personality:	Personality:
Good Deeds:	Bad Deeds:

ADVENTURE

What does adventure mean to you? What has been the biggest adventure of your life? Think about adventures for the new year and write them down in your calendar. (It will be fun to see how many of your predictions come true).

Think about the following questions.

- Can a journey be an adventure?
- Can exploring a city or meeting new people be an adventure?
- Can reading a book be an adventure?
- Can you plan every detail of an adventure?

1 Describe the plot of an adventure novel you have read.

Use the **Plot Expert Role Card** worksheet from our **Book Club Starter Kit** to summarize the plot. Find examples of plot elements which turn the story into an adventure.

[Plot Expert Role Card](#)
[Book Club Starter Kit](#)

2 Think about different kinds of adventures.

- a Look at the other titles under the keyword [ADVENTURE](#) on this website. Have you read any of them? What can you tell about the books from their titles and covers?
- b Read the blurbs then list the books which take us on adventures to imaginary places.
- c What do the characters in the novel you have read learn by the end of their adventure?
- d How can an adventure change us?

3 Use your imagination to plan an adventure. Discuss it with a partner.

- a Who would you take on an adventure?
- b Where would you like to go?
- c Who would you like to meet?
- d How would you travel?
- e If you went on an adventure, would you rather:
 - save animals,
 - explore the world with magical creatures,
 - save the world from evil creatures,
 - or solve crimes?

4 Describe the setting of the novel you have read.

Use the **Setting Expert Role Card** worksheet from our **Book Club Starter Kit** to describe the setting. Find examples of symbolic places.

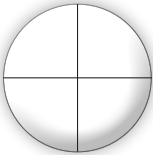
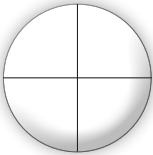
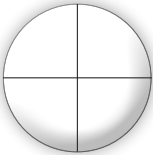
[Setting Expert Role Card](#)

Helbling Book Club – Reading Timer

Colour a quarter for every 15 minutes you have spent reading. Try to complete 3 clocks in a week.

Name

Date

			
Started			
Completed			

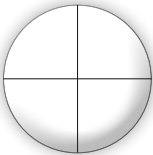
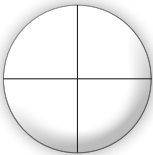
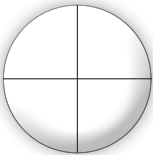
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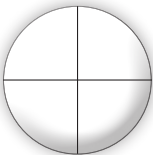
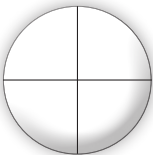
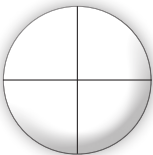
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