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Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

*Jason Reynolds / Brendan Kiely: All American Boys -
Arbeitsblätter zur Erschließung der Abiturlektüre*

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Titel:	Jason Reynolds / Brendan Kiely: All American Boys
Reihe:	Erschließung einer Abiturlektüre
Bestellnummer:	72078
Kurzvorstellung:	<p>Aufgaben zur kapitelweisen Erschließung der Lektüre und zu kapitelübergreifenden Themen.</p> <p>Sie SchülerInnen erarbeiten schrittweise den Roman und erstellen ein Portfolio. Dieses Portfolio kann individuell und in Teamarbeit erstellt werden und als Grundlage für die Diskussion in der Klasse dienen.</p> <p>Je nach Kenntnisstand der Lernenden kann das Material von Klasse 8 bis Klasse 11 eingesetzt werden.</p> <p>Seiten- und Zeilenangaben zitierter Textstellen beziehen sich auf folgende Ausgabe: Jason Reynolds / Brendan Kiely: All American Boys, Atheneum paperback edition August 2017, Published by Simon and Schuster New York in 2015, ISBN 978-1-4814-6334-8.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Tasks for each chapter• A Choice of creative tasks• Motifs• Vocabulary list with slang words• Assessment

FIND A SUITABLE HEADING FOR RASHAD AND QUINN'S PART IN EACH CHAPTER

Chapter	Pages
Chapter 1 Friday	3-40
Rashad	3-23
Quinn	24-40
Chapter 2 Saturday	41-82
Rashad	41-60
Quinn	61-82
Chapter 3 Sunday	83-120
Rashad	83-101
Quinn	102-120
Chapter 4 Monday	121-162
Quinn	121-140
Rashad	141-162
Chapter 5 Tuesday	163-203
Quinn	163-185
Rashad	186-203
Chapter 6 Wednesday	204-246
Quinn	204-225
Rashad	226-246
Chapter 7 Thursday	247-282
Quinn	247-267
Rashad	268-282
Chapter 8 Friday	283-308
Quinn	283-296
Rashad	297-308
Quinn and Rashad	309-310

FRIDAY – RASHAD AND QUINN'S BACKGROUND

The story is told from the alternating perspectives of the “black boy” Rashad and the “white boy” Quinn, both students at Springfield Central High School in a fictional town in the US. Read pages 5-40 and collect information about their background.

<i>Rashad</i>	<i>Quinn</i>
Family:	Family:
Interests:	Interests:
Clothes:	Clothes:
Duties:	Duties:
Activities at school and grades:	Activities at school and grades:
Friends and their interests:	Friends and their interests:
Character as presented in the exposition:	Character as presented in the exposition:

FRIDAY - LANGUAGE

Find out the meaning of some youth slang words Rashad uses.

At the beginning of the story, Rashad labels his school as _____ (lousy).

He creates a funny name for Wednesday: _____ (bad temper day).

Worst about ROTC is the uniform and the drill _____ (nonsense).

Rashad’s dad flings his arms all over the place _____ (in a defiant way).

English has tattoos and wears _____ (ripped clothes).

1. Rashad would like to do this in the evening.
2. To speak in a loud voice (Rashad’s dad)
3. Another word for perfect.
4. Another word for chance.
5. Rashad thinks that he is not **sporty**.
6. English has ... eyes.
7. Rashad’s friends are in the ... team.
8. An old ragged car.
9. The guy behind the counter at Jerry’s is ...
10. Scared Straight is a ...
11. The chips are in the ... of the store.
12. Chips with only salt are ...
13. Rashad opens his duffel bag because he needs his ...
14. When Rashad moves the cop tells him not to ...
15. The cop ... at his shirt and pants.

1														
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	11													
	12													
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							14							
15														

Solution: _____
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Explain and interpret the repetition of ‘left’ at the beginning of the story.

Explain and interpret the repetition of All-American in Quinn’s statement on p.27.

SUNDAY – RASHAD AND QUINN

What stylistic devices does the author use to depict Rashad’s state of mind at the beginning of the chapter (p. 85 line 6 – p. 86 line 9)?

Describe Rashad’s reaction to the appearance of the pastor.

How does Rashad feel about the fact that his story is on TV?

Explain why Quinn and Paul are eying each other during the barbecue and why they are getting more and more uncomfortable. Give reasons and examples from chapters 1-3.

Rashad

Past

Basketball

Present

‘No big deal’, ‘no biggie’, that’s what the boys in the novel say about what has happened to Rashad. Think of your own experiences and a situation in which people shrug off although it stirs the minds.

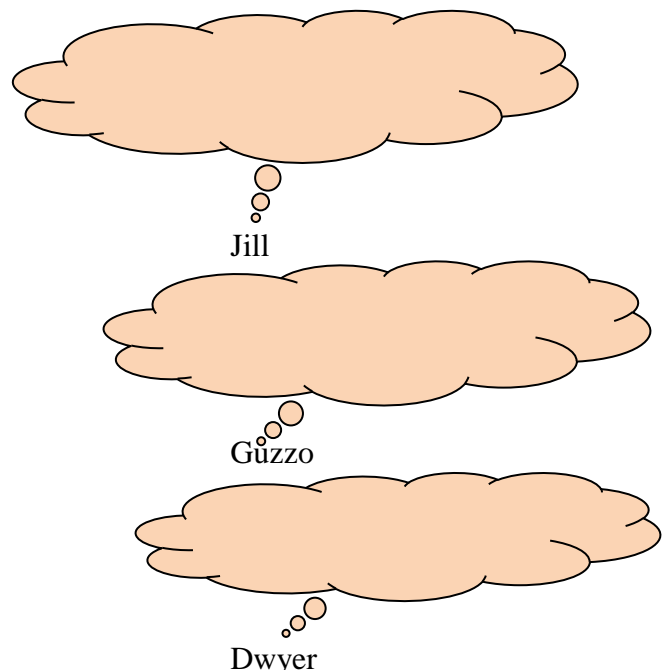
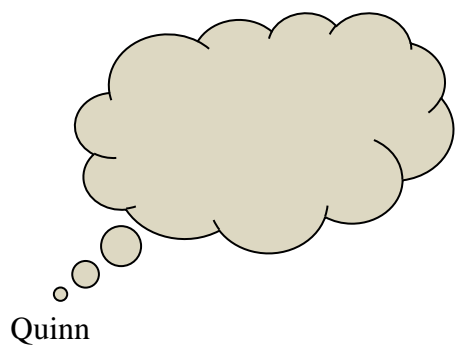


TUESDAY - QUINN

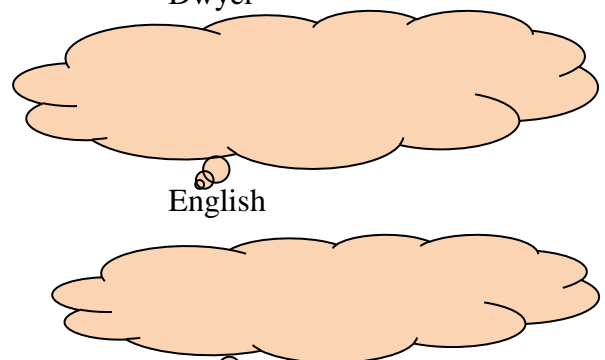
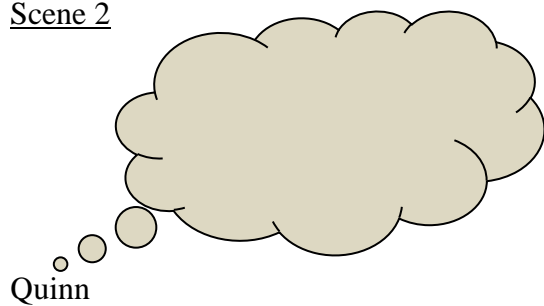
Explain how the graffiti tag '**Rashadisabsentagnintoday**' affects the students and the teachers on Tuesday morning and what becomes visible.

At the end of this section, Quinn says 'I didn't want to walk again'. Insert a suitable statement (either from the text or of your own) into the speech bubbles that led up to his decision.

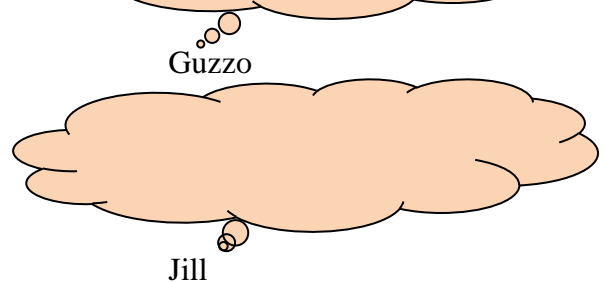
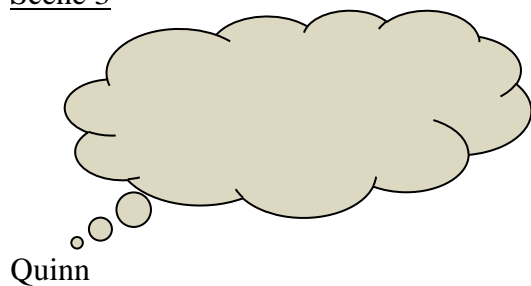
Scene 1



Scene 2



Scene 3



MONDAY – QUINN AND RASHAD

Compare Quinn and Rashad’s state of awareness at the beginning, in the middle and at the end of the chapter.

Setting: Springfield Central High School

Action:

Quinn:

Everybody is stirred about the video.

In class, some first protest is raised.

The coach demands to leave everything behind.

Setting: Rashad’s room at the hospital

Action:

Rashad:

Rashad starts a drawing.

His friends come to visit him.

Rashad tries hard to switch the TV off.

Analyze the stylistic devices used in the last passages of the chapter (p.161 Now ... 162 end).

Text passage	Stylistic device	Interpretation

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