

Charlotte Simmons

Aufgabenentwicklung: Martina Adler und Ellen Butzko

Fachdidaktische Begleitung: Prof. Dr. Hélène Martinez, Prof. Dr. Franz-Joseph Meißner, Prof. Dr. Helmut Johannes Vollmer, Prof. Dr. Henning Rossa, Maike Wäckerle

Kompetenz(en)/ relevante Standards	
Sprachbewusstheit	<p>Grundlegendes Niveau Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> ▪ grundlegende Ausprägungen des fremdsprachigen Systems an Beispielen erkennen und benennen [...] und Ausdrucksvarianten einschätzen (Teilaufgaben 1-2) ▪ regionale, soziale und kulturell geprägte Varietäten des Sprachgebrauchs erkennen (Teilaufgaben 1-2) ▪ über Sprache gesteuerte Beeinflussungsstrategien erkennen, beschreiben und bewerten (Teilaufgaben 3-4) <p>Erhöhtes Niveau Die Schülerinnen und Schüler können darüber hinaus</p> <ul style="list-style-type: none"> ▪ Varietäten des Sprachgebrauchs sprachvergleichend einordnen (Teilaufgaben 3-4)
GeR-Niveau	B2
Rahmenthema	The Human Experience
Textvorlagen/ Material	Romanauszug aus <i>I am Charlotte Simmons</i> (420 Wörter) Der Auszug beleuchtet den Abschied eines jungen Mädchens vom Elternhaus und seinen Eintritt in ein College.
Bearbeitungszeit	zwei Unterrichtsstunden
Hilfsmittel	einsprachiges und zweisprachiges Wörterbuch
Quellenangaben	Wolfe, Tom (2005): <i>I am Charlotte Simmons</i> . London: Vintage. S. 77-78.
Lernvoraus- setzungen	keine spezifischen Lernvoraussetzungen nötig

Hinweise zur Durchführung

Die Aufgabe kann isoliert zur Entwicklung der Sprachbewusstheit oder auch im Rahmen einer umfangreicheren Unterrichtseinheit zum Thema „College - A New Stage of Life“ eingesetzt werden. Der ausgewählte Auszug bewegt sich inhaltlich nah am Erfahrungsbereich der Schülerinnen und Schüler, sie können sich sicherlich leicht in die für sie neue Rolle (Studierende) hineinversetzen. Der Text enthält Passagen dialektal gefärbter direkter Rede und dient aufgrund dieses Potenzials der Entwicklung der Sprachbewusstheit der Schülerinnen und Schüler. Um den Romanausschnitt zu verstehen und zu analysieren, ist es nicht nötig, den gesamten Roman zu behandeln. In Teilaufgabe 1 sollen die Schülerinnen und Schüler den Auszug mit Blick auf grammatische, sprechsprachliche und lexikalische Phänomene untersuchen. In Teilaufgabe 2 folgt dann in Einzel- und Partnerarbeit die standardsprachliche Überarbeitung einer Passage mit stark dialektal gefärbten Äußerungen. In Teilaufgabe 3 sollen die Schülerinnen und Schüler die inhaltlichen Wirkungen der stilistischen Umsetzungen im Original und in ihrer eigenen Überarbeitung vergleichen. In Teilaufgabe 4 folgt schließlich eine Analyse der Frage, wie die Verwendung eines von der Standardsprache abweichenden Dialekts zur Charakterisierung der Figuren beiträgt. Es ist auch denkbar, die Aufgabe im Rahmen einer kompetenzorientierten Unterrichtseinheit zur Sprachbewusstheit einzusetzen, im Rahmen der Unterrichtseinheit können dann weitere Aspekte der Standards zu diesem Kompetenzbereich behandelt werden.

Part 1

Read the text and analyze what kind of language is used. Find instances of:

- grammar that differs from standard English
- pronunciation that differs from standard English
- words and expressions that differ from standard English

Text:

Charlotte Simmons, a freshman from Sparta, North Carolina has come to Dupont University on a scholarship. She has just arrived for her first term at university and is saying good-bye to her parents who brought her to Dupont.

..., Charlotte stood in the parking lot of the Little Yard next to the pickup truck as Momma and Daddy said their good-byes.

Momma was smiling and saying, “Now, you remember what I said, honey, don’t you forgit to write. Everbuddy’s gonna want to know ‘bout—”

- 5 Without a word Charlotte threw her arms around Momma and nestled her head next to Momma’s, and her tears began rolling down Momma’s cheek.

Momma said, “There, there, there, my good, good girl.” Charlotte clung to Momma for dear life.

- 10 Momma said, “Don’t you worry, little darling, I’ll be thinking of you every minute of the day. I’m real proud of you, and you’re gonna do real well here. But you know what I’m the proudest of? I’m the proudest of who you are, no matter whirr you’re at. I ‘spec’ there’s ways Dupont iddn’ gon’ be good enough for you.”

Charlotte lifted her head and looked at Momma.

- 15 “There’s gon’ be folks here wanting you to do thangs you don’t hold with,” said Momma. “So you jes’ remember you come from mountain folks, on your daddy’s side and my side, the Simmonses and the Pettigrews, and mountain folks got their faults, but letting theirselves git pushed into doing thangs iddn’ one uv’m. We know how to be real stubborn. Can’t nobody make us do a thang once we git hard set against it. And if anybody don’t like that, you don’t have to explain a thang to’m. All you got to say is, ‘I’m Charlotte Simmons, and I don’t hold with thangs like ‘at.’ And they’ll respect you for that.” *They-at.* “I love you, little darling, and your daddy loves you, and no matter whirr
- 20 you’re at in the whole wide world, you’ll always be our good, good girl.”

Charlotte laid her head back on Momma’s shoulder and sobbed softly. She could see Daddy standing right there, and she took her tears to him and threw her arms around his neck, which clearly startled him. Daddy didn’t hold with public displays of affection. Between sobs she whispered into his ear, “I love you, Daddy. You don’t know how much I love you!”

- 25 “We love you, too,” said Daddy.

He also didn’t know how *much* it would have meant to her if he could have only brought himself to say *I*.

“Charlotte Simmons”

- 30 Charlotte kept waving, and Momma stuck her head out the window and looked back and kept waving, until the poor, sad, brave pickup truck with the fiberglass camper top disappeared beyond the shade trees. Finally Charlotte turned around and headed back toward the stone fortress alone.

(420 words)

Wolfe, Tom (2005): *I am Charlotte Simmons*. London: Vintage. S. 77-78.

Part 2

Rewrite the following passage into Standard American English. You may change the sentence structure if necessary. With a partner compare your text passages and discuss the differences between your versions.

“... I ’spec’ there’s ways Dupont iddn’ gon’ be good enough for *you*.” ... “There’s gon’ be folks here wanting you to do thangs you don’t hold with,” said Momma. “So you jes’ remember you come from mountain folks, on your daddy’s side and my side, the Simmonses and the Pettigrews, and mountain folks got their faults, but letting theirselves git pushed into doing thangs iddn’ one uv’m. We know how to be real stubborn. Can’t nobody make us do a thang once we git hard set against it. And if anybody don’t like that, you don’t have to explain a thang to’ m. All you got to say is, ‘I’m Charlotte Simmons, and I don’t hold with thangs like ‘at.’ And they’ll respect you for that.” *They at*.

Part 3

Compare the two passages (original text and your version) and explain in which way they differ in their effect on the reader.

Part 4

Analyze how Charlotte’s family is characterized by their use of substandard English.

Mögliche Schülerantworten zu part 1

- a) grammar:
 - ungrammatical: theirselves - themselves/double negation/
 - inversion: can't nobody - nobody can

- b) pronunciation:
 - shortened form: I'spec - I expect/'bout - about/gon' - going to/one uv'm - one of them/to'm - to them/like 'at - like that
 - raised vowels: whirr - where/forgit - forget/git - get
 - assimilation/elision: iddn - isn't/jes' - just
 - flat vowels: thangs - things

- c) words and expressions:
 - you don't hold with
 - we git hard set against it

Mögliche Schülerantwort zu part 2

“I expect some things at Dupont will not be good enough for you.” (...) “There will be people who want you to do something you disagree with,” mother said.
 “So do not forget that you are descended from mountain people on your father’s side and mine, from the Simmonses and the Pettigrews, and mountain people have their faults, but letting themselves get/be pushed into doing things is not one of them.
 We know how to be really stubborn. Nobody can make us do anything once we have made our minds up not to do it.
 And if there is somebody who does not like that, you do not have to explain yourself.
 All you have to say is, ‘I am Charlotte Simmons, and I do not agree with that.’
 And they will respect you for that.” That.

Mögliche Schülerantworten zu part 3

<p>Original</p> <ul style="list-style-type: none"> - sounds authentic, because it seems natural - helps to create a round character: origin of the family is in line with the mother’s language and the family’s car - helps the reader to understand the relationship between Charlotte and her mother 	<p>Standard American version</p> <ul style="list-style-type: none"> - in contrast to original it sounds inauthentic and artificial - is out of character - doesn’t represent the relationship between mother and daughter appropriately
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Mögliche Schülerantworten zu part 4

social status	- lower class (use of a sociolect)
social self-representation	mother: proud of family history (‘mountain folk’) and very aware of Charlotte’s social difference to her fellow-students -> emphasized/illustrated by substandard English
relationship between mother-daughter	- emphasizes close relationship between them - more emotional than standard English, and therefore more authentic in this rather intimate situation