

## Weiterentwicklung der Bildungsstandards in der Sekundarstufe I für die erste Fremdsprache

# Illustrierende Lernaufgabe für das Fach Englisch

## Kurzbeschreibung

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### Short Story

Diese Aufgabe wurde von Fachexpertinnen und Fachexperten der Länder, überwiegend Lehrkräften, entwickelt. Die Aufgabenentwicklungsgruppe wurde von Wissenschaftlerinnen und Wissenschaftlern der Fachdidaktik Englisch beraten. Das Institut zur Qualitätsentwicklung im Bildungswesen hat den Prozess koordiniert.

### Zusammenfassung:

Die Schülerinnen und Schüler setzen sich aktiv mit einer Short Story mittels des visualisierenden Lesens auseinander. Dabei verbinden sie die Erzählung mit ihren eigenen gedanklichen Bildern, antizipieren deren Ende und gestalten individuell ihr Textverständnis digital.

<b>Funktionale kommunikative Kompetenzbereiche</b>	Leseverstehen
<b>Transversale Kompetenzbereiche</b>	Text- und Medienkompetenz (einschließlich literarisch-ästhetischer Kompetenz)
<b>Lernergebnis / Produkt</b>	Textpassage digital visualisiert in einem <i>BookSnap</i>
<b>Kommunikative Aktivitäten</b>	Interaktion zur Visualisierungsstrategie, Produktion eigener Texte, Präsentation der gestalteten Produkte
<b>Abschluss</b>	Mittlerer Schulabschluss (MSA)
<b>Jahrgangsstufe</b>	10
<b>Bearbeitungszeit</b>	Gesamtbearbeitungszeit: 6 Unterrichtseinheiten Teilaufgabe 1: 5 Minuten Teilaufgabe 2: 12 Minuten Teilaufgabe 3: 20 Minuten Teilaufgabe 4: 20 Minuten Teilaufgabe 5: 20 Minuten Teilaufgabe 6: 5 Minuten Teilaufgabe 7: 30 Minuten Teilaufgabe 8: 30 Minuten
<b>Hilfsmittel</b>	mobiles Endgerät

# 1 Illustrierte Standards

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## **Rezeption: Leseverstehen**

*Die Schülerinnen und Schüler können*

- ◆ in strukturell unkomplizierten literarisch-ästhetischen Texten zentrale Themen, Ereignisse, Figuren sowie deren Verbindung zueinander erfassen.
- ◆ das eigene emotionale Erleben eines strukturell unkomplizierten literarisch-ästhetischen Texts sowie die Eigenschaften und Gefühle einer literarischen Figur erfassen.

## **Text- und Medienkompetenz (einschließlich literarisch-ästhetischer Kompetenz)**

*Die Schülerinnen und Schüler können*

- ◆ gängige (nicht-)sprachliche Gestaltungsmittel ihnen vertrauter, auch digitaler Kommunikations- und Interaktionsformen in eigenen Texten aufgabenbezogen bzw. zweckgerichtet in der Regel selbstständig nutzen.

## 2 Aufgabe

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### Teilaufgabe 1: The reliability of memories.

Take some time to think about these questions below and make notes. Afterwards find a partner and talk about your answers.

What are your first childhood memories?	
Can you always trust these memories or have you at times been unsure whether they are completely reliable?	
What might have influenced or even changed your memories over the course of time?	

### Teilaufgabe 2: Pre-reading.

#### a) Visualizing

- Close your eyes and listen to the first three paragraphs of the text.
- In your mind, imagine what the things you hear about might look like (objects, characters, place, atmosphere).
- Try to imagine the smells and sounds that are described in the text.

#### b) Sharing

- Talk to your partner about what pictures / impressions / emotions you imagined while listening.

#### c) Guessing

Take notes and once you are finished, compare them with your partner's ideas:

- How does the narrator describe himself? What can we find out about him?

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- In your opinion, what will happen next?

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#### .d) Reflecting

- Do you think visualizing helped you get a fuller understanding of the text?

**Tip:** Creating pictures or imagining sounds and smells in your mind is a good way of getting a deeper understanding of a literary text. The more you do it, the easier it becomes! *You can try this strategy with all types of literary texts: You may try to visualize the content while reading (more difficult) or pause after each paragraph and close your eyes in order to visualize what you have just read (easier).*

#### Material 1a: *Eleonora*

##### **Eleonora**

[1] I come from a family whose members are known for their imagination and wild passion. I have been called crazy more than once, but who knows what being crazy really means? Those who dream during the day are aware of many things – that escape those who dream only at night – they get an idea of eternity, of the great mystery.

[2] Let's say that I am more or less crazy. Or at least there are two different states of my mind: When I was young, my mind was clear. Later, it became more and more clouded by shadows and doubts. So you can fully believe what I tell you about the first period of my life, but you should be more skeptical when it comes to the second.

[3] The girl I loved in my youth, and to whom I am now writing these memories, was my aunt's only daughter. My cousin's name was Eleonora. We lived together under the tropical sun in the Valley of the Many-Colored Grass. No stranger had ever entered this valley, which was surrounded by huge hills. To reach our happy home, you had to make your way through a dense forest and across vast meadows with millions of flowers which smelled beautifully. We lived all alone and knew nothing of the world outside the valley – Eleonora, her mother and I.

[4] A narrow and deep river crossed our valley. We called it the "River of Silence" because no sound came from its bed. The entire valley, from the river to the mountains, were covered with a soft, green grass that smelled of vanilla. It was dotted all over with countless white, yellow and purple flowers. Its great beauty spoke to our hearts of the love and the glory of God. And here and there, as in a dream wilderness, grew fantastic trees whose tall trunks leaned gracefully towards the light that fell into the valley at midday. These silvery trunks were smoother than anything but Eleonora's cheeks.

[5] For many years I wandered hand in hand with Eleonora through this valley, before love entered our hearts. One evening, when she was fifteen and I was twenty, we sat down under a tree and looked into the water of the River of Silence, where we could see our reflections. For the rest of that beautiful day, we didn't speak a single word. For the very first time, we felt the strong and wild passion and the valley changed. Strange, bright, star-shaped flowers grew on the trees where no flowers had been seen before and the colors of the grass became more intense. Life sprang up all around us; a great flamingo, which we had not seen before, appeared in our valley, followed by brightly colored birds. Gold and silver fish showed up in the river. And the river itself began to make quiet noises that swelled into a wonderful melody, sweeter than anything but Eleonora's voice. And now, a huge cloud floated along in glorious purple and gold, and settled down over our valley. It sank lower and lower day by day and enclosed us in a magical prison.

[6] Eleonora was a girl of great inner and outer beauty. She was honest and trustful. When we walked together in the valley, she shared with me her deepest feelings. One day, in tears, she

spoke about death and from then on, she mentioned this sad topic again and again, introduced it into all our conversations.

[7] She somehow felt that her own death was close, that she had been made perfect in her beauty only to die at a young age. But the only reason why she feared death was the idea that, after her death, I would leave this happy place forever, and give my passionate love, which was now hers, to a girl of the outer and everyday world. At that moment, I hastily threw myself at Eleonora's feet and promised to her and to Heaven that I would never love another girl, that I would never be unfaithful to her dear memory and that I would never forget our devoted love. And I called on our almighty God to witness my promise. I declared that if I ever broke my vow, I should receive a punishment so horrible that I will not repeat it here. And at my words, Eleonora's eyes brightened and was no longer afraid of death.

[8] A few days later, as she lay quietly dying, she said to me that after her death, her soul would watch over me and that, if she could, she would return for me to see her during the night. But if this was not possible, she would at least give me frequent signs of her presence: She would sigh over me in the evening wind or fill the air around me with the sweet perfume of the angels. And when she had spoken these words, she died calmly and the first period of my life ended.

[9] So far, you can trust my words. But after Eleonora's death, a shadow settled over my brain and so I am not sure if, in that second period of my existence, everything happened exactly as I remember it. But let me continue. The following years passed slowly, and I stayed in the Valley of the Many-Colored Grass; but a second change had come over all things. The star-shaped flowers disappeared, the colors of the grass faded, and one by one all flowers withered. And the flamingo flew sadly out of the valley into the hills, followed by all the brightly colored birds. And the gold and silver fish swam down the river and never came back. The soft and sweet melody of the river died away until it was completely silent again. And then the great cloud rose and floated away, removing that magical golden glow from the Valley of the Many-Colored Grass.

[10] But Eleonora's promises were not forgotten; now and then a beautiful smell filled the air in the valley; and sometimes, when I felt lonely, I heard soft sighs in the wind. And once, only once I was awakened from my sleep by the kiss of spiritual lips. But my heart still felt empty and I badly missed the love it had been filled with in happier times. Everything in the valley reminded me of Eleonora and so I finally left the quiet valley forever, for a louder world. I moved to a strange city where my memories faded. But despite the life in luxury and the beauty of women I kept the promise I had made to Eleonora. In the lonely hours of the night, I was still given signs of her presence.

[11] Suddenly, these signs stopped and the world around me darkened. Just at that time, from a distant and unknown land, a beautiful girl came to the court of the king, whom I served. My heart, which had been faithful to Eleonora for so long, could no longer resist the girl's beauty. I did not struggle against the passion that was more violent than anything I had felt so far. What was my love for the young girl of the valley compared to the ecstasy of passion I felt for Ermenegarde? When I was with her and looked in her eyes, I thought only of her, there was no room for another. When we got married, I did not fear the curse I had asked for....

*Text: IQB e.V. (2023). In Anlehnung an Poe, 1979, S. 99ff.*

### Teilaufgabe 3: Paired reading and thinking.

This strategy will help you to get a better understanding of the text:

- Work with a partner.
- Both students: Read the first paragraph silently, on your own. Try to visualize what you are reading, and clarify important phrases you have trouble understanding. You may use a dictionary where necessary, but only look up words that seem to be really important for your understanding of the paragraph.
- Student A: Read the first paragraph again, this time read it aloud to your partner.
- Student B: Listen to student A and summarize the paragraph in your own words.
- Student A: Ask questions about anything in student B's summary that is unclear to you and add points you consider to be important.
- When you have both understood the content of the paragraph, switch reading/listening roles and continue with the next paragraph.
- Continue switching roles after each paragraph, until you have read the whole text.
- Compare the story with the guesses you made in exercise 2c. Who of you was closest to how the story actually goes?

Did this type of reading strategy improve your understanding of the text? If you wish, you can evaluate this strategy using the following table:

	always	most of the time	rarely	never
Before looking up a word, I tried to guess its meaning (e.g. from the context, from other English words...)				
While reading, I managed to create pictures in my mind.				
I managed to make connections between the paragraphs.				
In my summaries I focused on the most important points.				
I listened carefully when my partner was reading a paragraph to me.				
I asked reasonable questions.				
This method has helped to better understand the story as a whole.				

### Teilaufgabe 4: Analyzing the short story.

As we have found out, the story describes different phases in the narrator's love life.

- Identify the different phases by looking for changes in the narrator's life, in his description of his surroundings and in his state of mind.
- In what way do nature and the narrator's surroundings in general mirror his mental and emotional state?
- What is the narrator's inner conflict in his later life?

Quote from the text to support your findings and fill out the table below:

Phases in the narrator's love life	Narrator's life and how it changes	How does he describe the world?	How does he feel?	paragraph from...to
1.	<i>He lives with his aunt and her daughter Eleonora in the Valley of the Many-Colored Grass which no stranger had ever entered.</i>			1-4
2.				
3.				
4.				

**Teilaufgabe 5: Writing an ending.**

In this task, imagine your own ending for the story and present it to the class. How might this story end? Write your own last paragraph in 3–8 sentences.

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- Then form groups of four students, read out your endings and decide which is most in tune with the overall message of the story.
- Present the chosen ending to the class.

**Teilaufgabe 6: Poe's ending of the short story *Eleonora*.**

In this task, you will read and discuss Edgar Allan Poe's original ending to the story *Eleonora*:

- Read Poe's ending:

**Material 1b: *Eleonora***

[12] I was not punished for breaking my promise. Once again – but only once in the stillness of the night – I heard the soft sighs that had left me, and a sweet and familiar voice said: "Sleep in peace! – for the spirit of love rules and reigns, and by taking Ermengarde into your passionate heart, you are released from your vow to Eleonora for reasons that you will understand in heaven."

*Text: IQB e.V. (2023). In Anlehnung an Poe, 1979, S. 102*

- What do you think of it?

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- How does it differ from your own ending(s)?

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**Teilaufgabe 7: Creating a BookSnap.**

Choose one paragraph from the story and take a picture of the paragraph's text. Now you can edit the picture following these four steps:

1. Choose a heading for the paragraph and add it to your BookSnap.
2. What happens in the paragraph? Write 1–3 sentences and add them.
3. Add three adjectives that describe the atmosphere in this part of the story. Maybe your imagined smells and sounds from the first task might help you get some good ideas?
4. Add emojis, photos, stickers, pictures, speech bubbles etc. to illustrate the content of the paragraph.

**Teilaufgabe 8: Presenting the BookSnap.**

- Post your BookSnap on a digital pinboard.
- View the BookSnap gallery on the pinboard on your mobile device.
- Get together in groups of three students and, in your group, discuss which BookSnaps are closest to your own reading of the paragraph in question. Don't forget to give reasons for your choices.
- Explain in your group why you designed your own BookSnap the way you did.

## 3 Didaktischer Kommentar

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### Relevanz der Aufgabe

Mit allen Sinnen mittels Visualisierung in einen literarischen Text eintauchen: Diese Form der Textbegegnung bietet die vorliegende Aufgabe zum Leseverstehen. Die Schülerinnen und Schüler haben die Gelegenheit, sich aktiv mit einer Short Story auseinanderzusetzen, deren Ende zu antizipieren, die Erzählung mit ihren eigenen gedanklichen Bildern zu verbinden und digital individuell zu gestalten. Dabei geht es um für sie relevante Themen wie Liebe, Treue und Verlust.

### Ziel der Aufgabe

Die Schülerinnen und Schüler lernen die Methode des visualisierenden Lesens kennen, die ihnen helfen soll, literarische Texte in ihrer Vielschichtigkeit besser zu verstehen. Sie setzen sich auf kreative Weise mit einem Text / einer Textpassage auseinander und verarbeiten ihre inneren Bilder in einer mit digitalen Hilfsmitteln erzeugten Collage.

### Erforderliche Vorkenntnisse

Die Schülerinnen und Schüler haben Vorkenntnisse im Bereich „mündliche Sprachproduktion“. Sie verfügen über einen erweiterten Wortschatz und ein hinreichend breites Spektrum sprachlicher Mittel. Sie können digitale Werkzeuge selbstständig anwenden.

### Hinweise zur Durchführung und Differenzierungsmöglichkeiten

#### Teilaufgabe 1:

Ziel: Als Einstimmung auf die Kurzgeschichte Eleonora reflektieren die Schülerinnen und Schüler die Verlässlichkeit eigener Erinnerungen, die der Ich-Erzähler für sich infrage stellt.

#### Teilaufgabe 2:

Bevor die Schülerinnen und Schüler die Kurzgeschichte selbst lesen, liest die Lehrkraft die ersten drei Absätze der Geschichte vor, während die Schülerinnen und Schüler mit geschlossenen Augen zuhören. Die Schülerinnen und Schüler sollen während des Zuhörens die Geschichte sinnlich erleben und dabei innere Bilder entwickeln. Die Schülerinnen und Schüler evaluieren die zuvor angewandte Methode in Bezug auf die Frage, ob sie hilfreich für das eigene Textverständnis ist.

#### Teilaufgabe 3:

Die Schülerinnen und Schüler erarbeiten den weiteren Text (Material 1a) in Partnerarbeit mit der Methode „Wechselseitiges Lesen und Zusammenfassen“. Dabei wenden sie die zuvor kennengelernte Visualisierungsstrategie an. Fakultativ: Die Schülerinnen und Schüler reflektieren ihr Leseverhalten und die Methode des visualisierenden Lesens.

Durch die hier vorgestellte Strategie (lesen und visualisieren, zusammenfassen, in Partnerarbeit Verständnisschwierigkeiten klären) wird das strategisch gestützte Leseverstehen gefördert. Bei Bedarf kann der Grund für das Vorgehen mit den Schülerinnen und Schülern im Unterrichtsgespräch thematisiert werden.

#### Teilaufgabe 4:

Im Anschluss an die rein inhaltliche Erschließung des Textes geht es nun um die Deutung der Symbolik (z. B. durch Farben, Gerüche, Stimmungen). Die Schülerinnen und Schüler setzen sich mit dem Zusammenspiel der äußeren und inneren Welt des Ich-Erzählers bzw. der Ich-Erzählerin vor dem Hintergrund der Ereignisse in Einzelarbeit auseinander und belegen ihre Erkenntnisse mit Textstellen in der vorgegebenen Tabelle. Wie spiegeln die Gefühle die Wahrnehmung der Außenwelt wider? Oder anders gefragt: Welche Rückschlüsse können wir anhand der Naturbeschreibungen auf die Gefühle des Erzählers oder der Erzählerin schließen?

#### Teilaufgabe 5:

Die Schülerinnen und Schüler schreiben in Einzelarbeit ein mögliches Ende der Geschichte. Sie lesen ihr Ende in einer Vierergruppe vor. Jede Gruppe einigt sich auf die ihrer Meinung nach passendste Version und trägt diese in der Klasse vor.

#### Teilaufgabe 6:

Die Schülerinnen und Schüler lesen Poes Ende der Geschichte (Material 1b) und diskutieren die unverhoffte Wendung im anschließenden Unterrichtsgespräch. Eine mögliche Fragestellung: In your opinion, why is the narrator not punished for breaking his vow?

#### Teilaufgabe 7:

Die Schülerinnen und Schüler setzen sich kreativ mit dem Inhalt eines Textabschnitts auseinander, indem sie diesen in Form eines BookSnap illustrieren.

Zur Verdeutlichung der Aufgabenstellung kann das in den Lösungen angefügte Beispiel eines BookSnap gezeigt werden.

#### Teilaufgabe 8

Die Schülerinnen und Schüler präsentieren ihre BookSnaps. Die Mitschülerinnen und Mitschüler haben Gelegenheit Fragen zu stellen und geben Feedback.

Es bietet sich an, die Ergebnisse auszudrucken und im Klassenraum auszustellen.

## Lösungen

### Teilaufgabe 4

Phases in the narrator's love life	Narrator's life and what changes?	How does he describe the world?	How does he feel?	paragraph from...to
1.	<i>He lives with his aunt and his cousin Eleonora in the Valley of the Many-Colored Grass which no stranger had ever entered.</i>	<i>dense forest and across vast meadows with millions of flowers which smell beautifully</i>	<i>lives in this happy home and knows nothing of the world outside</i> <i>"Its great beauty spoke to our hearts of the love and the glory of God."</i>	1–4
2.	<i>"...when she was fifteen and I was twenty..." Eleonora and the narrator fall in love with each other.</i>	<i>"...the valley changed. Strange, bright, star-shaped flowers grew on the trees where no flowers had been seen before and the colors of the grass became more intense. Life sprang up all around us; ..."</i>	<i>"... felt the strong and wild passion..."</i>	5
3.	<i>Eleonora feels that her own death is close.</i> <i>The narrator vows faithfulness.</i> <i>Eleonora dies.</i>	<i>"The star-shaped flowers disappeared. The colors of the grass faded, and one by one all flowers withered..."</i> <i>"...the world around me darkened."</i>	<i>fears the loss</i> <i>mourns Eleonor</i>	6–10
4.	<i>He leaves the valley and moves to a strange city.</i> <i>He falls in love with Ermengarde.</i>	<i>a louder world with life in luxury</i>	<i>He does not struggle against the passion and does not fear the curse.</i>	10–11

## Teilaufgabe 7: Beispiel BookSnap



# A peaceful place

The narrator describes the valley as he remembers it from his early childhood.

A narrow and deep river crossed our valley. We called it the "River of Silence" because no sound came from its bed. The entire valley, from the river to the mountains, were covered with a soft, green grass that smelled of vanilla. It was dotted all over with countless flowers, like yellow buttercups, white daisies, purple violets and ruby asphodels. Its great beauty spoke to our hearts of the love and the glory of God.

- idyllic
- quiet
- remote

Abbildung 1: IQB e.V. (2023).

## Teilaufgaben 1–3, 5–8:

Die Schülerinnen und Schüler entwickeln individuelle Lösungen.

## 4 Quellenangaben

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