

**Delirium** – Kompetenzorientierte Erarbeitung des dystopischen Romans von Lauren Oliver (S II)

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II/B2



Grenzen überwinden und frei sein wie ein Vogel – ein Traum der Protagonisten im Roman „Delirium“

In der Welt der 17-jährigen Lena gilt Liebe als eine bedrohliche Krankheit, die durch einen für alle 18-Jährigen verpflichtenden operativen Eingriff unmöglich gemacht wird.

Wie entwickelt sich eine Protagonistin, die angepasst leben will, aber „falsch“ denkt, träumt und fühlt? Und was passiert, wenn sie auf Dissidenten trifft, mit Liebe infiziert wird und sich in Gefahr begibt?

Der spannende dystopische Roman bietet viele Möglichkeiten der Identifikation für Jugendliche beider Geschlechter.

**Klassenstufe:** 11/12 (G8), 12/13 (G9)

**Dauer:** ca. 14 bis 16 Unterrichtsstunden

**Bereich:** Young Adult Literature, Visions of the Future, Exploring Alternative Worlds, Utopia-Dystopia, Growing up

**Kompetenzen:** 1. Lesekompetenz: Erschließen und Deuten von längeren literarischen Texten, 2. Kommunikative Kompetenz: Darstellen themenbezogener Sachverhalte in arbeitsteilig gelesenen Textstellen, Diskussion, 3. Sprachkompetenz: Induktive Erweiterung der Verfügbarkeit sprachlicher Mittel im Bereich Wortschatz, Grammatik und Orthografie, 4. Methodische Kompetenzen: Interaktion, Textproduktion (schriftlich und mündlich), Vorbereitung auf eine mündliche Kommunikationsprüfung

**Materialübersicht****1. Stunde: Can love be a disease?**

M 1 (Ab)

Love – a disease?

M 2 (Ha)

Exploring chapters 1–3 and the world field “disease”

**2./3. Stunde: Getting to know the *Delirium* cosmos**

M 3 (Ab)

The *Delirium* cosmos

M 4 (Ab)

The Procedure

M 5 (Ha)

Exploring chapter 4

**4. Stunde: Lena’s evaluation brings back memories of her mother**

M 6 (Fv)

Queueing up for the evaluation

M 7 (Ha)

Exploring chapters 5–7

**5. Stunde: Lena and Hana**

M 8 (Ab)

Lena and Alex: a freeze frame

M 9 (Ab)

Lena and her best friend

M 10 (Ab)

Two girls on track

M 11 (Ha)

Facing the forbidden (chapters 5 and 8)

**6. Stunde: Facing the forbidden**

M 12 (Tb)

Lena and Hana in view of the forbidden

M 13 (Ha)

Falling in love with an Invalid (chapters 9, 10 and 14)

**7./8. Stunde: Learning to embrace an Invalid**

M 14 (Fv)

Falling in love with an Invalid

M 15 (Ha)

Exploring chapter 20

**9. Stunde: Creation of suspense in *Delirium***

M 16 (Ab)

“The question mark is shaped like a hook”

M 17 (Ha)

Prepare for an oral exam

**10. Stunde: The fence vs. Brian Scharff: Oral mock exam**

M 18 (Ha)

Follow Lena on her trip to hell and back (chapters 21 and 22)

**11. Stunde: Trying to trace Lena’s mother****12. Stunde: A world turned upside down**

M 19 (Ab)

Silent discussion

M 20 (Im)

Lena’s and Hana’s ways split

M 21 (Ha)

Showdown!

**13. Stunde: Listening to the author**

M 22 (Ab)

Lauren Oliver and Veronica Roth in interview

**14. Stunde: An ending with loose threads**

M 22 (Im)

Loose ends

**M 1 Love – a disease?**

*Does love make people sick or crazy?*



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**Tasks**

1. Study the following lines from pop songs and discuss the aspects and effects of love they depict.

Note the metaphors and similes that are used and what they stand for.

2. Read the following passages of *Delirium*:

Page 2, l. 25 up to page 3, l. 12; page 147 up to page 148, l. 3

Can the symptoms the novel points out be associated with the experiences described in the songs' texts?

Unbreak my heart  
Say you'll love me again  
Undo this hurt you caused  
When you walked out the door  
And walked outta my life  
Uncry these tears  
I cried so many nights  
Unbreak my heart  
My heart  
**Toni Braxton: "Un-Break My Heart"**

I can't fight this feeling any longer  
And yet I'm still afraid to let it flow  
What started out as friendship has grown stronger  
I only wish I had the strength to let it show  
I tell myself that I can't hold out forever  
I say there is no reason for my fear  
'Coz I feel so secure when we're together  
You give my life direction, you make everything so clear  
And ever as I wonder, I'm keeping you in sight  
You're a candle in the window on a cold dark winter's night  
And I'm getting closer than I ever thought I might  
**REC Speedwagon: "Can't fight this feeling"**

I can't live with you  
But I can't live without you  
I can't let you stay  
Ooh but I can't live if you go away  
**Queen: "Can't Live With You"**

Still have your picture in a frame  
Hear your foot steps down the hall  
I swear I hear your voice, driving me insane  
How I wish that you would call  
To say / I miss you / miss you  
(No more) loneliness and heartache  
(No more) crying myself to sleep  
(Don't want no more) wondering about tomorrow  
Won't you come back to me  
**Brian McKnight: "Anytime"**

You were my strength when I was weak  
You were my voice when I couldn't speak  
You were my eyes when I couldn't see  
You saw the best there was in me  
Lifted me up when I couldn't reach  
You gave me faith 'cause you believed  
I'm everything I am  
Because you loved me  
You gave me wings and made me fly  
You touched my hand I could touch the sky  
I lost my faith, you gave it back to me  
You said no star was out of reach  
You stood by me and I stood tall  
I had your love I had it all  
**Celine Dion: "Because you loved me"**

Love hurts  
Love scars  
Love wounds and marks  
Any heart not tough or strong enough  
To take a lot of pain, take a lot of pain  
Love is like a cloud, it holds a lot of rain  
Love hurts,  
Ooo-oo love hurts  
**Nazareth: "Love Hurts"**

There's a hole in my soul  
That's been killing me forever  
It's a place where a garden never grows  
There's a hole in my soul  
Yeah, I should have known better  
'Cause your love's like a thorn without a rose  
Yeah, yeah  
I'm as dry as a seven year drought  
I got dust for tears  
Yeah I'm all tapped out  
Sometimes I feel broken and can't get fixed  
**Aerosmith: "Hole in my soul"**

I don't walk down through the village or other places  
That we used to go to all the time  
I'm trying to erase you from my memory  
Cause thinking of you jumbles up my mind.  
**Lobo: "Don't Expect Me To Be Your Friend"**

## M 2 Exploring chapters 1–3 and the world field “disease”

### Tasks

1. Read chapters 1–3 thoroughly. Mark passages that give information about the state Lena lives in and the procedure she is about to face.
2. Find the appropriate words from the word field “disease”.



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| Word bank (Two words will be left over)   |  |  |
|---|--|--|
| contract – fatal – illness – contagious – wipe out – cure – prevent – disorder – treat – be diagnosed with – outbreak – spread – incurable – hereditary – pass on – eradicate – suffer from – common – symptoms – chronic   |  |  |
| <p><b>Adjectives</b></p> <p>It is ..... because it will kill you.</p> <p>It is ..... because there is nothing that can be done for you once you have it.</p> <p>It is ..... because another person can pass it on to you.</p> <p>It is ..... because your parents passed it on to you.</p> <p>It is ..... because you have had it for a long time and cannot get rid of it.</p> | <p><b>Word field</b></p> <p><b>“DISEASE”</b></p> | <p><b>Verbs</b></p> <p>to get the disease: .....</p> <p>to make other people ill, too: .....</p> <p>to make sure you do not get it: .....</p> <p>to give you therapy to fight the disease: .....</p> <p>to make sure a disease disappears entirely in a country or society: .....</p> <p>having a doctor state you have the disease: .....</p> |
| <p><b>Nouns</b></p> <p>Synonyms of “disease”: .....</p> <p>The moment a disease manifests itself for the first time: .....</p> <p>Signs showing that someone has a disease: .....</p> <p>Medication or therapy that helps: .....</p>  |  |  |

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### Hinweise (M 1 und M 2; 1. Stunde)

In der Einzelstunde nähern sich die Schüler über Songtexte zum Thema Liebe der grundlegenden **Hypothese des Romans, dass Liebe krank macht**.

Die Schüler haben den Roman einmal quergelesen und sind mit der Tatsache vertraut, dass Liebe in Lenas Welt als Krankheit dramatisch bekämpft wird. Die erste Stunde nähert sich dem Thema über **Auszüge aus Pop-Songs**, in denen Menschen beschreiben, welche Gefühle und Verwirrungen Liebe in ihnen hervorruft.

**Auszüge aus** den im Roman **den Kapiteln vorangestellten Texten** werden vergleichend bearbeitet.

**M 6 Queueing up for the evaluation**

Have a look at the film picture and talk about Lena's great day.

**Tasks**

1. Describe the picture.
2. What is about to happen?
3. Explain the relevance of this day for the young people.
4. How might the young people in the two queues feel?

Evaluation Day

Illustration: Julia Lenzmann

This illustration refers to the pilot to a film version of *Delirium* which has never been produced.

**M 7 Exploring chapters 5-7**

A (▲▲) Read the following passages from chapter 2 and chapters 5 to 7:

page 10, l. 7 to page 21, l. 2 // page 45, l. 18 to page 51, l. 5 //  
page 53, l. 27 to page 56, l. 18 // page 92, l. 25 to page 95, l. 3.

Collect the information you get about Lena's and Hana's friendship.

B (▲▲) Read the following passages from chapter 2 and chapters 5 to 7:

page 10, l. 7 to page 21, l. 2 // page 45, l. 18 to page 51, l. 5 // page 53, l. 27 to page 56, l. 18 // page 92, l. 25 to page 95, l. 3.

Collect information on what running means for Lena alone and for the two friends



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**M 10 Two girls on track (Group B)**

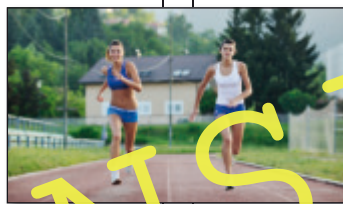
What does running mean for Lena?

**Tasks**

With a partner, go through the text passages you read at home. On the left, note what made Lena start running and what running means to her, on the right, note what running together means to Lena's and Hana's friendship. Prepare to inform the other groups about your results.

Why Lena runs

Running with Hana



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**M 11 Facing the forbidden (chapters 5 and 8)**

A (▲▲) Read from page 56, l. 22 to the end of page 68. This part of chapter 5 deals with Lena's and Hana's first meeting with Alex. Focus on what territory the girls enter, on how Lena and Alex react to each other, and on how their conversation develops. Prepare to inform the other half of the class and add interesting information to the "Delirium cosmos".

B (▲▲▲) Read all of chapter 8. Hana reveals a secret activity to Lena. Concentrate on how the two girls feel about it. How does Lena's view of Hana change? Note down the reasons why the girls decide to attend / not to attend the forbidden party. Prepare to inform the other half of the class and add interesting information to the "Delirium cosmos".



In the next lesson, you will be asked to present your results in a **double circle**. This is how a double circle works: Students who worked on task A stand in an outside circle, students who worked on B in an inside circle. They face each other. Students in the outside circle share their results with the classmate facing them in the inner circle.

When given a signal, the students from the inner circle share their results. When the teacher gives another signal, the outside circle moves one step to the left, whereas the inner circle does not change position. Again, students share their results with each other. This might be done a third time.

**M 16 “The question mark is shaped like a hook”**

What makes it so hard to put this book down?

**Creation of suspense in *Delirium***

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*“What will happen next?” – “Will she go through with it?” – “Will they be caught?” – “Will he make it in time?” – “WTF!?”*

Suspense is a **powerful literary tool** authors use to maintain the reader’s interest. The more suspense there is, the harder it is to put a book down.

Suspense is **the feeling of anxiety and anticipation** that an audience goes through while waiting for the outcome of certain events. It basically leaves the readers holding their breath and wanting more information.

**Vocabulary:** fast-moving – a real page-turner or a book – can’t put it down – catch the readers – to get addicted to the tale – to compel the reader – (not) to let someone off the hook

**Tasks**

1. “The question mark is shaped like a hook” – Explain the meaning of this sentence.
2. Find examples of how suspense is created throughout the novel and name the methods being used.

**WRITER’S TOOLBOX: SUSPENSE**

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FORESHADOWING    crossroads (will they or won’t they?)

time constraints (running against the clock)

dangers    **DOUBT**

*high stakes (devastating outcome if crisis is not overcome or problem not resolved)*

**pressure**    *Mystery is bait!*

**dilemmas**    *retarding elements*    **misdirection (tricking the reader)**

complications, setbacks and additional layers

unpredictability; twists of the plot (you never saw it coming)

**cliffhangers**    spoiler alerting

**M 22 Lauren Oliver and Veronica Roth in interview**

Lauren Oliver wrote the *Delirium* trilogy, Veronica Roth the *Divergent* trilogy. In two interviews, the authors talk about their trilogies, their protagonists and the popularity of dystopian fiction.

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**Interview 1: Lauren Oliver**

<https://www.youtube.com/watch?v=8c0u7GfzYVE&feature=youtu.be>

By Larry D. Moore, Wikimedia Commons,  
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Author Lauren Oliver at the 2016 Texas Book Fair

**Task:** While listening to the interview, take notes on how Oliver replies to the following questions.

1. What was important for Lauren Oliver when writing a trilogy?
2. How did she make sure the trilogy did not fall into three separate books?
3. What is her challenge as a writer?

**Interview 2: Lauren Oliver and Veronica Roth during a promotion trip to Canada**

<https://www.youtube.com/watch?v=5c4xWJnRkI>

**Task:** While listening to the interview, take notes on how Oliver and Roth reply to the following questions.

1. Why did you choose to write about teenage protagonists?
2. Do your characters reflect your own personality?
3. Why has dystopian fiction become so popular?



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Veronica Roth at the film premiere of *Divergent* in California on March 18, 2014

**Hinweise (M 22)**

Diese Stunde hat zwei **Videoaufnahmen mit Lauren Oliver** zum Inhalt, die über ihre Trilogie spricht. Auch äußert sich die Autorin der „*Divergent*“-Trilogie, **Veronica Roth**, zu ihrem dystopischen Jugendroman. Zur **Abrundung der Lektüre** und als **Hör(seh)verstehens-Übung** werden die beiden kurzen Interviews von Lauren Oliver und Veronica Roth angehört. Das erste Interview ist 2,5 Minuten lang, das zweite 6 Minuten, kann jedoch nach 5:50 abgebrochen werden. Beide bieten keine besonderen Schwierigkeiten. Diese Aufgabe kann auch als **Hausaufgabe** eingesetzt werden.