

I.B.43

Communicative skills – Speaking

Oral exam: Todd Strasser's *The Good War* – Den Roman erarbeiten und zur Durchführung einer mündlichen Prüfung nutzen (Klassen 9/10)

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E-Gaming stellt für viele Kinder und Jugendliche eine große Faszination dar. Dennoch birgt der gegenwärtige Trend auch einige Gefahren. In seinem Roman „*The Good War*“ thematisiert Bestsellerautor Todd Strasser (alias Morton Rhue) die Gefahren eines E-Games und dessen Einfluss auf Beziehungen, Freundschaften und Charaktere einer amerikanischen *Middle School*. Der Roman fungiert in dieser Reihe als Vorbereitung und Durchführung einer mündlichen Kommunikationsprüfung am Ende der Sekundarstufe I.

KOMPETENZPROFIL



Klassenstufe:	9/10
Dauer:	9 Unterrichtsstunden (à 45 Minuten) inkl. mündliche Prüfung
Kompetenzen:	1. Sprechkompetenz: monologisches und dialogisches Sprechen, mündlich diskutieren und austauschen; auf eine mündliche Prüfung vorbereiten; 2. Lesekompetenz: den Inhalt des Romans erschließen; 3. Medienkompetenz: Problemlösen und Handeln – Werkzeuge bedarfsgerecht einsetzen; zum Lernen nutzen
Thematische Bereiche:	<i>media, gaming, dangers of (social) media and online gaming</i>
Zusätzlich benötigt:	Roman: <i>Strasser, Todd: The Good War. Delacorte Press 2021.</i>

Auf einen Blick

Begleitend

Thema: *The Good War* – Reading log and (oral) reading assignments

M 1 ***The Good War* – Using a (digital) reading log** / ein (*digital*) *reading log* als *while-reading*-Aufgabe während der gesamten Unterrichtsreihe erstellen (EA)



Hausaufgabe: Während des Lesens des Buchs ein (digitales) Lesetagebuch erstellen

Benötigt:

- Roman „*The Good War*“ (komplett)
- Digitale Endgeräte zur Erstellung des Lesetagebuchs
- ZM 1: Leitfragen zur Erstellung des *reading log* und zur Vorbereitung auf die mündliche Prüfung



1./2. Stunde

Thema: Discussing the dangers of online gaming on teenagers

M 2 **Teenagers and online gaming – Adventure or addiction?** / Hintergrundinformationen zum Online-Gaming und dessen Abhängigkeitspotenzial erarbeiten (EA); weitere Informationen recherchieren (EA, PA/GA); Gefahren der Abhängigkeit einschätzen lernen (EA, PA); persönliche Bezüge herstellen und diskutieren (PA, PL)

Hausaufgabe: Lesen des ersten Teils des Romans: Seiten 3–40; Bearbeiten der begleitenden Leseverstehensaufgaben 1 und 2 (ZM 1); Führen des *reading log* (M 1)

Benötigt:

- Roman „*The Good War*“

3. Stunde

Thema: Introducing the novel and its characters

M 3 ***The Good War* – Getting to know the novel** / Leseverstehen des Romanbeginns sichern und erste Informationen zu den Hauptcharakteren erarbeiten (EA); mündlich Informationen aus dem Roman und weiterführende Fragestellungen diskutieren (EA/PA/GA, PL)



Hausaufgabe: Lesen des zweiten Teils des Romans: Seiten 43–79; Bearbeiten der begleitenden Leseverstehensaufgaben 3 und 4 (ZM 1); Führen des *reading log* (M 1)

Benötigt:

- Roman „*The Good War*“ (Seiten 3–40)
- ggf. digitale Endgeräte für die Bearbeitung in *LearningApps*

4. Stunde



Thema: Getting to know the background of the eGame *"The Good War"*

M 4 ***The Good War – Fiction and reality*** / den zweiten Teil des Romans erarbeiten (EA); historische Hintergründe und aktuelle Bezüge zum eGame des Romans erarbeiten und diskutieren (PA)

Benötigt: Roman „*The Good War*“ (Seiten 43–79)

5. Stunde



Thema: Focus on characters

M 5 ***The Good War – Characters and their relationships*** / Charakterinformationen vertiefen und Beziehungskonstellationen analysieren und visualisieren (PA, PL)

Hausaufgabe: Lesen des dritten Teils des Romans: Seiten 80–135; Bearbeiten der begleitenden Leseverstehensaufgaben 5 und 6 (ZM 1); Führen des *reading log* (M 1)

Benötigt: Roman „*The Good War*“ (Seiten 3–79)
 ggf. digitales Endgerät zur Konzeption des Soziogramms
 ggf. ZM 3 als Differenzierung für leistungsschwächere Lernende



6. Stunde



Thema: Comparison of the two groups: Axis vs Allies

M 6 ***Allies vs Axis – Development of the two groups*** / Informationen zur Entwicklung der Spielergruppen des Romans analysieren (EA), eine Diskussion zum Thema führen (GA)

Hausaufgabe: Lesen des vierten Teils des Romans: Seiten 136–176; Bearbeiten der begleitenden Leseverstehensaufgaben 7–9 (ZM 1); Führen des *reading log* (M 1)

Benötigt: Roman „*The Good War*“ (Seiten 80–135)

7. Stunde



Thema: The dangers of online predators

M 7 ***The dangers of online "friendships" – Crosby and 88Rising*** / das Textverstehen sichern (EA), das Verhalten von Crosby diskutieren (GA); Gefahren von anonymen Internetfreunden erarbeiten/Prävention von Gefahren diskutieren (PA)

Benötigt: Roman „*The Good War*“ (Seiten 80–176)
 ggf. digitale Endgeräte für die Bearbeitung in *LearningApps*

8./9. Stunde**Thema:** Preparing for the oral exam**M 8** *The Good War – Getting ready for your oral exam* / Hintergründe zum Ablauf der mündlichen Prüfung vertiefen, *oral exam* vorbereiten (PL) und durchführen**Hausaufgabe:** Vorbereitung auf die mündliche Prüfung

- Benötigt:**
- Roman „*The Good War*“
 - reading log* und Leseaufträge (M 1 und ZM 1)
 - Fragen für Lehrkräfte für die Durchführung der Prüfung in den Hinweisen zu M 10
 - Bewertungsbogen für mündliche Prüfungen des jeweiligen Bundeslandes

Zusatzmaterial im Online-Archiv bzw. in der zip-Datei

ZM1_readingassignments	den Leseprozess in bestimmte Seitenabschnitte mit Fragen zur Prüfungsvorbereitung für die mündliche Prüfung einteilen
ZM2_ToddStrasser	Hintergrundinformationen zum Autor des Romans erfahren; Diskussion über den schulischen Verwendungszweck führen
ZM3_Easy_M5	Einfache Version von M 5 für leistungsschwächere Lernende

Minimalplan

Der Roman kann auch ohne Bezug zur mündlichen Prüfung behandelt werden. Dadurch ergeben sich drei thematisch-inhaltliche Schwerpunkte, aus denen Sie bei Zeitknappheit wählen können:

Focus on novel and characters	M 1, ZM 1, M 3, M 4, M 5, M 6, M 7
Focus on online gaming and prevention	M 2, M 7
Focus on oral exams in general	M 8

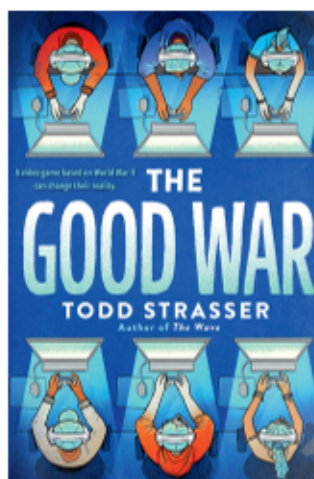
Erklärung zu den Symbolen

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.				
	leichtes Niveau		mittleres Niveau		schwieriges Niveau
	Wichtig		Hinweis/Tipp		Zusatzaufgabe

The Good War – Getting to know the novel

M 3

The Good War (2021) is a novel by the famous author Todd Strasser (alias Morton Rhue) focusing on the eGame "The Good War" at an American Middle School.



© Cover: Delacorte Press/Penguin Random House



Tasks

1. The title of the novel is *The Good War*. What do you associate with the title and the book cover?

Step 1: Understanding the novel

2. Read through *Part 1* of the novel (pp. 3–40) and highlight all the information on the eGame "The Good War" (TGW) as well as the major characters Zach, Crosby and Caleb. Use different colours for this.
3. Comprehension: Bring the events of the first part into the correct order. Write the number in the first column.

	Emma becomes captain
	new eSports club announcement
	Crosby and 88Rising
	Harry the Hoopster
	Caleb's family
	Zach and Caleb's TGW plan
	Ironville Middle School gets new computers
	Ms B. is informed about cheating
	Zach's notebook

You can do this task as a *LearningApp* as well: <https://learningapps.org/watch?v=pqkx5cok23>

4. Focus on characters: Find the correct pairs to match characters and their descriptions.

Zach Cook	Principal of Ironville Middle School
Crosby Fugard	good boy, organised gaming computers, helicopter parents
Gavin Morgenstern	friend of Crosby, bully
Ms B.	shy boy with hoody, often bullied by others, Goofy Foot
Mrs Summers	member of bully group, hates Emma
88Rising	strange online character, "friend" of Crosby
Emma Lopez	shy girl, captain of the Allies' group
Mackenzie	bully, Axis group, friend of Gavin
Harry the Hoopster	former basketball player who appears in school assembly
Caleb Arnett	teacher, head of eGaming club

You can do this task as a *LearningApp* as well: <https://learningapps.org/watch?v=pnimfxsx223>



The Good War – Fiction and reality

M 4

The fictional eGame "*The Good War*" is based on the two major groups of World War II. In addition to the fictional storyline of Todd Strasser's novel there are real board game and video game adaptations of the war between Axis and Allies.



Infobox I: Axis and Allies – Historical background

During World War II there were two major alliances fighting against each other. The **Axis alliance** consisted of the principal partners Germany, Italy and Japan who were led by the German dictator Adolf Hitler, the Italian Benito Mussolini (Rome-Berlin-Axis) and the Japanese Emperor Hirohito. Germany was mainly responsible for the Holocaust and the campaigns of territorial expansion. In contrast to the Axis, the **Allied Powers** were led by Winston Churchill (Great Britain), Franklin D. Roosevelt (USA) and Joseph Stalin (Soviet Union). These nations fought against the Axis and were able to stop them.

Infobox II: "*Call of Duty*" – One of the most successful first-person shooters

"*Call of Duty*" is one of the most successful online video games with a series of over 400 million copies sold (April 2021). The game is set in World War II and is designed as a first-person shooter in which various players can "play" against each other online.

Infobox III: "*Axis & Allies*" – Real game

"*Axis & Allies*" is a series of World War II strategy board games. The first version was initially published in 1981 and a second edition known colloquially as "*Axis & Allies: Classic*" was published in 1984. Played on a board depicting a spring 1942 political map of Earth divided by territories, players take the role of one or more of the five major belligerents of World War II: the Axis powers of Germany and Japan; and the Allied powers of the Soviet Union, the United Kingdom, and the United States. Turns rotate among these belligerents¹, who control armies of playing pieces with which they attempt to capture enemy territories, with results determined by dice rolls. More than ten spinoff games (computer and online games) have since been produced.



© Wizards of the Coast/Hasbro

Annotation: 1 **belligerent:** people/countries fighting in a war

Tasks

1. Read the second part of your novel (part 2; pp. 43–80).
2. Read through these passages of your novel in detail and make notes on the game "*The Good War*": pp. 21f. / pp. 43–45 / pp. 63–70
3. Work with a partner. Read the background information on various online games. Compare this information to "*The Good War*" focusing on similarities and differences.
4. Focus on speaking: Talk to a partner in class about your and his/her gaming habits or various other online activities.



TIP box: Focus on speaking – Questions to get into talking

- | | |
|---|--|
| – Do you like/have any experience with online gaming? | – How many hours do you spend online every day? To do what? |
| – Do you think eGaming or eSports are a waste of time? Why/Why not? | – Do you think online activities are dangerous/useful/waste of time? |

M 5

The Good War – Characters and their relationships

The librarian Stacy Nockowitz describes the characters of *The Good War* as typical American Middle School teenagers:

"The students in the club represent a wide mixture of middle school types: the goody-goody, the high achiever, the hulking athlete, the bully, the mean girls, and so on."

Stacy Nockowitz: "Review: *The Good War*". August 12, 2021, Found at <https://www.sydneytaylorshmooze.com/2021/08/review-good-war.html> [last access: 02/05/2023]

In addition to this *The Good War* is also basically the story of two groups of people 'playing/fighting' against each other. We have the Allies (consisting of: Emma, Zach, Caleb and Nathan) and the Axis (consisting of: Gavin, Crosby, Tyler and Mackenzie). Use this method to create a character sociogram representing characters and their relationships.

**Tasks**

1. Work with a partner. Copy the table into your folder and use the text references to make notes on the characters. You can also use a cooperative Google-Dokument and work on the table together with your classmates. You have to have read your novel until page 79.

Character	Text reference	Information on character (outward appearance, character traits, family & relationships, hobbies etc.)
Zach	pp. 7, 13, 20f., 46, 68ff.	
Emma	pp. 8f., 31, 33, 51f., 73,	
Caleb	pp. 10f., 20f., 24, 34ff., 68ff., 78f.	
Gavin	pp. 43f., 60f., 74ff.	
Crosby	pp. 3f., 38ff., 54f., 60, 74ff.,	

2. Use these instructions to create an analogue or digital sociogram of the major characters of the novel based on your table on the first eighty pages of your novel. Prepare a 5-minute oral presentation of your sociogram.

Method box: Focus on the method – making an analogue or digital sociogram

Sociograms are a good method to visualise the interactions and relationships of characters. They are flexible tools of representation and can be used in various ways. In addition, they require the same level of analysis students would use in a written essay.



- Write down '*The Good War* sociogram' as a heading.
- Use a symbol for the different (major and minor) characters in the novel and write down their names.
- The position of each character represents his/her importance in the novel.
- The distance between the characters' symbols reflects how close their relationships are.
- Use different colours to represent the group of the character (Allies vs. Axis).

Digital alternative: You can create your sociogram with the website *Flinga*: <https://flinga.fi/>
Scan the QR code or enter the code provided by your teacher.

