

II.B.2.24

Literatur – Novels

Station Eleven – Destruktion und Sinnstiftung in einem dystopischen Roman (S II)

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Photo: CBR, found at <https://www.cbr.com/bestselling-novels-station-eleven-optional-by-lincoln-lawyer-producer/>

Der Roman „*Station Eleven*“ entwirft das Szenario einer Pandemie, die 99.9% der Weltbevölkerung vernichtet. Die Protagonistin Kirsten Raymond schließt sich in dieser neuen gefährlichen Welt einer wandernden Theatergruppe an, die den Hinterbliebenen durch ihre Inszenierungen (von Shakespeares Theaterstücken) Hoffnung stiftet. Die Schülerinnen und Schüler setzen sich textanalytisch sowie produktionsorientiert mit diesem *National Book Award Finalist* und seinen Themen wie „dystopia“ und „societies“ auseinander.

KOMPETENZPROFIL

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

Dauer: 3 Unterrichtsstunden

Kompetenzen: 1. Leseverstehen: Lektüre einer Ganzschrift, wesentliche Teile verstehen und gezielt Informationen entnehmen; 2. Analyse: die Darstellung eines dystopischen Szenarios sowie daraus entstehende Verhaltensweisen und Gesellschaften untersuchen und kritisch reflektieren

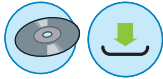
Thematische Bereiche: Roman, dystopia, visions of the future, forms of society

Material: Texte, Bilder, Arbeitsblätter, Tafelbilder, Lernerfolgskontrolle

Auf einen Blick

1. Stunde

- Thema:** An introduction to the core topic of the novel: the collapse of the world
- M 1** **Two covers and a video clip** / Vergleich zweier Titelbilder als thematische Einführung; Videoclip als Trailer zum Roman
- ZM 1** **Covid-19 – a pandemic changes our lives** / Impulse zum Erfahrungsaustausch
- Homework:** Read part I.
- Benötigt:** Internetzugang/YouTube und Abspielgerät/Beamer für den Videoclip-Tracker



2./3. Stunde

- Thema:** The epidemic and its impact
- M 2** **The beginnings of the pandemic** / Erstellen eines *Timeline* zum Verlauf der Pandemie; Untersuchen der Reaktion einer zentralen Figur auf diese Entwicklung
- M 3** **The divide between a before and after** / Erstellen eines *topic web*; kreativer bzw. erörternder Schreibauftrag
- Homework:** Read part II.
- Benötigt:** OH-Projektor und Folien bzw. Beamer/Whiteboard

4./5. Stunde

- Thema:** The pandemic and its impact
- M 4** **Creating a poster for Travelling Symphony** / Erstellen eines Posters, um Publikum bzw. neue Mitglieder zu werben
- Homework:** Read part III.
- Benötigt:** DIN-A3- bzw. DIN-A2-Papier
 Haft-Klebepunkte / Büroklammern zur Bewertung

6./7. Stunde

- Thema:** Relationships and character constellation
- M 5** **Info-sheet: Narrator and point of view** / Handout zur Erzähltechnik
- M 6** **Relationships – A disastrous dinner party** / Erstellen eines Standbilds zur Abbildung des Beziehungsgeflechts zwischen Arthur, Miranda, Elizabeth und Clark; Erfassen der Erzählperspektive
- M 7, ZM 2** **Connections** / Erstellen einer Figurenkonstellation zur Abbildung der Beziehungen zentraler Figuren sowie der Zeitebenen (Lösungsvorschlag: s. auch **ZM 2**)
- Homework:** Nach M 5: Read part IV. / Nach M 6: Read part V.
- Benötigt:** DIN-A3-Papier und farbige Stifte oder Folien und farbige Folienstifte



9./10. Stunde**Thema:** Survival Strategies (Part 2): Isolation and Solitude**M 8** **The end of the world as they knew it** / Textnahe Untersuchung von Wahrnehmung und Verhalten der Figur Jeevan nach Ausbruch der Pandemie**Homework:** Finish reading the novel.**Benötigt:** Internetzugang/YouTube bzw. CD-Player/CD zum Abspielen des REM-Song**11./12. Stunde****Thema:** Listening: Emily St. John Mandel on her novel and the idea of a pandemic**M 9** **Listening: An interview with the author Emily St. John Mandel** / Pre-, while- und post-listening-Aufgaben zum Interview mit der Autorin**Homework:** Finish reading the novel (fortgeführt).**Benötigt:** Internetzugang/YouTube und Abspielgerät für das Interview**13./14. Stunde****Thema:** Mediation: Pandemien – Die vergessene Gefahr**M 10** **Mediation: The risks of a pandemic** / Üben der Kernkompetenz Sprachmittlung**M 11** **Mediation: Feedback sheet** / Ergebnishogen zur Partnerkontrolle**Homework:** Finish reading the novel (fortgeführt)**15.–17. Stunde****Thema:** Survival Strategies (Part 3): New societies**M 12** **Reading quiz on parts V–IX** / Hausaufgabenkontrolle des Langzeit-Leseauftrags**M 13** **Emerging societies in the new world** / Kontrastieren zweier Gemeinschaften**M 14** **The Museum of Civilization** / Handlungsorientierter Auftrag zum Nachstellen eines Museums mit mitgebrachten „Artefakten“ unserer Welt**Homework:** Nach M 12. mitbringen eines Gegenstandes für das *Museum of Civilization***Benötigt:** mitgebrachte Gegenstände der Schüler (M 14, Task 1)**18. Stunde****Thema:** Features of dystopian fiction and their realisation in *Station Eleven***M 15** **Station Eleven – a dystopia?** / Herausarbeiten dystopischer Romanmerkmale**LEK****Thema:** The survival of humanity – in the novel *Station Eleven* and in our society today

M 1



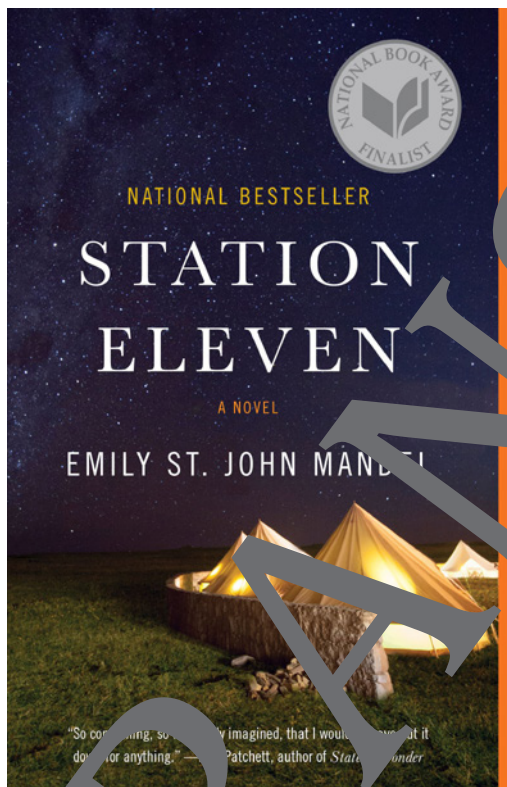
Two covers and a video clip

The cover of a novel can tell you a lot about its content and help you to get into the novel.

Task 1

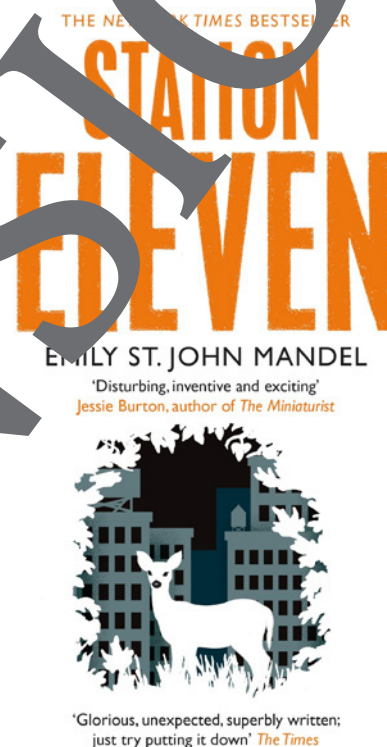
- With a partner, describe the cover assigned to you.
- Note down what it suggests about the content of the novel.
- Find a new partner from the other group. Present your findings to your new partner. Then talk to him/her and note down his/her ideas on the other cover (or vice versa).
- Compare the two covers. Which cover do you find more interesting? Give reasons.

Cover 1:



Cover 1: © Pan Macmillan, found at: www.panmacmillan.com.au/9781447268970/; Cover 2: Thorndike Press, found at: <https://gettyimages.com/book/station-eleven/>

Cover 2:



Station Eleven: Watch the short video clip (<https://www.youtube.com/watch?v=osXRdUeXCHE>; search words: "Station Eleven by Emily St. John Mandel") and answer the following questions.

- "As flies to wanton boys, are we to the gods; they kill us for their sport." Explain this quotation from Shakespeare's play King Lear in your own words.
- Describe the images you see. What do they suggest about the old and the new world?
- What would you miss most if the world as we know it collapsed?



The end of the world as they knew it

M 8

In Part V, Jeevan first locks himself in his brother’s apartment before he finally ventures into the post-apocalyptic world.

Task 1

Listen to the song *It’s the end of the world as we know it* by REM, the song that Jeevan repeatedly sings in chapter 30. Describe the atmosphere conveyed by the song.



Task 2

Split your class in two groups.



Group A: Examine how Jeevan perceives the changed world during his time in isolation. Re-read pp. 176–179 and work on the tasks below.

Group B: Examine how Jeevan perceives the changed world when he finally leaves the apartment. Re-read p. 190, l. 6–p. 194 and work on the tasks below.



- Think:** Examine the world’s changes and Jeevan’s reaction. Highlight important passages in your text.
- Pair:** Work with your partner who has read the same text. Note down significant quotations and keywords on your task in the table below.



The world’s changes	Jeevan’s reaction (behaviour, thoughts, feelings)

- Share:** Present your findings to a partner from the other group. Then listen to his/her results and take notes. Compare and contrast Jeevan’s reaction while he is still in the apartment with his behaviour outside.



M 9

Listening: An interview with Emily St. John Mandel

Today we are going to watch and listen to an interview with *Station Eleven* author Emily St. John Mandel conducted by Steve Paikin on tvo.



Task 1: Pre-Listening

Imagine you had the chance to interview Emily St. John Mandel. Write down two or three questions that interest you. Collect them in class.



Task 2: Listening for gist

Watch the interview (<https://www.youtube.com/watch?v=TlxWgtvVHA>; search words: "Emily St. John Mandel: Station Eleven") for the first time and listen carefully to get the gist. What is the interviewer interested in? Choose the correct answers.



The interviewer asks Emily St. John Mandel about:

1. Her private life
2. Her interest in the post-apocalyptic world
3. Her reasons for choosing the flu to end the world
4. Her favourite character
5. Her attitude towards tabloids
6. Her attitude towards Hollywood



Task 3: Listening for detail

Watch the interview again and pay attention to details. Complete the sentences below. Afterwards, compare your results with your partner.

1. Emily St. John Mandel likes crime fiction but ...
 2. The author wants to write about the absence of the modern world in order to ...
 3. Emily St. John Mandel chose the flu as the reason for a collapse of the world because ...
 4. The author chose Toronto as a setting because ...
 5. The Star 78 quotation "because survival is insufficient" becomes a thesis statement of the novel because ...
 6. By writing about the absence of computers and the internet, Emily St. John Mandel wanted to ...
 7. The job that tabloid newspapers survive in the novel (featuring stories about Arthur Leander) is meant to ...
- Emily St. John Mandel gives three reasons why post-apocalyptic novels are so interesting, name them:



Task 4

Go back at your own questions from task 1. Have they been answered in the interview?

M 11



Mediation – Feedback Sheet

Feedback for: _____

Language and Structure

	😊	Ok	☹️
The email has a proper beginning and ending, for example: <i>Dear ... / Hi ..., thank you for your email! I hope you are well. You asked me about...</i> <i>Hope to hear from you soon / Take care</i> <i>Yours, ...</i>			
You use the new vocabulary from the list.			
You structure your text according to the task – <i>Risks of a pandemic</i> – <i>Gates' role</i> – <i>Trump's role</i>			
You write in paragraphs.			
You use connectives and complex sentences.			

Content

You point out the risks of a pandemic: – <i>A pandemic caused by an infectious virus could kill 30 million people.</i> – <i>An outbreak of such a pandemic is relatively likely to happen within the next 10-15 years.</i> – <i>Our world is not well prepared for such a scenario.</i>			
You explain Bill Gates' role: – <i>Bill Gates supports the research on preventing epidemics with his foundation, spends millions of dollars on it.</i> – <i>According to Gates, there are three major threats to civilisation: nuclear war, climate change and epidemics, epidemics taken least seriously.</i> – <i>Gates tries to convince politicians of the seriousness.</i>			
You explain President Trump's role: – <i>Trump's politics are not supportive of research.</i> – <i>Trump has falsely claimed measles vaccination causes autism.</i> – <i>This ignorance will ultimately harm the USA since viruses do not care for borders.</i>			

Hinweise (M 15; 18. Stunde)

In der Abschlussstunde erarbeiten die Schüler **Merkmale dystopischer Literatur** und überprüfen, ob *Station Eleven* dem Genre entspricht.

Als **Einstieg** können die Schüler **Vorwissen** zu dem Begriff Dystopia äußern. Die Ideen können an der Tafel in Form eines Assoziogramms (*topic web*) festgehalten werden. Anschließend teilen die Schüler den **Informationstext** auf dem Arbeitsblatt **M 15** und erstellen eine Tabelle, in der sie zunächst in der linken Spalte typische Merkmale dystopischer Literatur notieren. Danach überprüfen die Schüler, inwiefern die Merkmale auf „*Station Eleven*“ zutreffen und geben Beispiele aus dem Roman. Ihre Ergebnisse notieren sie in der rechten Spalte. Dies kann in Einzel- oder Partnerarbeiten erfolgen. Die **Sicherung** erfolgt planar, entweder an der Tafel oder durch Schülerpräsentation (wobei im Fall sollten einige Schüler ihre Ergebnisse auf Folie schreiben).

Erwartungshorizont (M 15)

2.

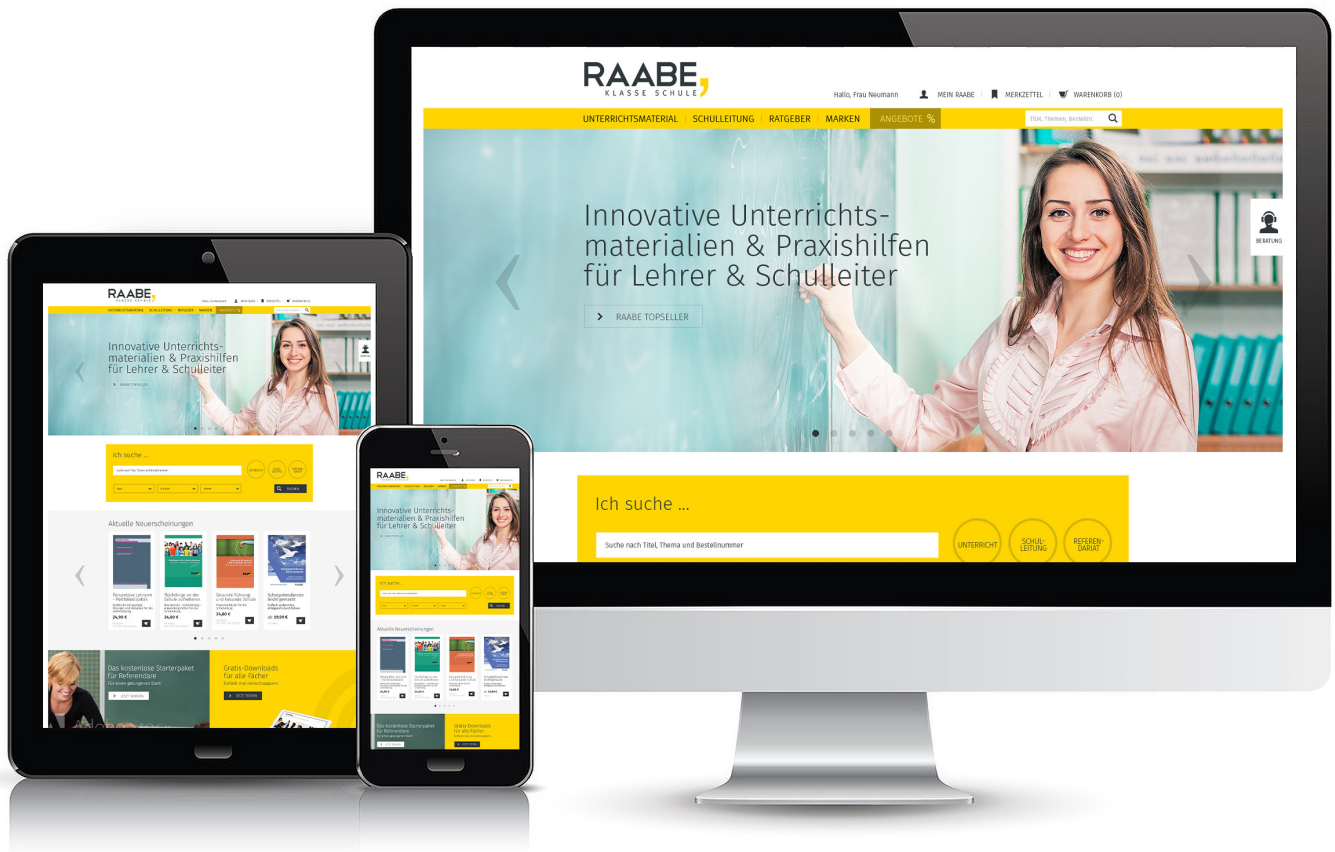
Typical features of dystopian fiction	<i>Station Eleven</i>
authoritarian government, oppression, control	The prophet seeks to oppress his followers, but other forms of community form positive counterexamples/antidotes, e.g. the community at the airport, characterised by mutual support
dramatic changes of society caused by war or natural disaster	Yes, changes caused by mutated virus
poor standard of living	Yes, standard of living is very basic since infrastructure has collapsed
a protagonist who questions the system	The characters try to find ways to survive; Kirsten fights the prophet and his form of oppression; the Travelling Symphony dares to bring art into the post-apocalyptic world
advanced technology, often used as means of oppression	No, the opposite is true: today's technology such as modern media, internet etc. does no longer exist, seems like a fairy tale
Current trends are projected into the future and cause the dystopia.	The virus is able to spread quickly due to globalisation.

3.

Can *Station Eleven* be classified as a dystopian novel?

On the one hand, the scenario is clearly dystopian: 99.9 % of the world's population die, infrastructure collapses, immediate consequences are violence and anarchy among the survivors. However, the novel also contains several elements of hope: peaceful communities emerge, that work together in order to ensure survival for its members (e.g. at Severn City Airport); the Travelling Symphony is a group of actors and musicians, who performs for the survivors and provides a sense of belonging for its members; a museum, a school, a newspaper emerge ...

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