

<b>Reihe 17</b> S 1	<b>Verlauf</b>	<b>Material</b>	<b>LEK</b>	<b>Kontext</b>	<b>Mediothek</b>
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## T. C. Boyles „*The Tortilla Curtain*“ – Die Konflikte zwischen illegalen mexikanischen Einwanderern und Amerikanern nachvollziehen (S II)

Dr. Diana Tappen-Scheuermann, Oberursel

II/B2



Getty Images / National Geographic

Die mexikanisch-amerikanische Grenze haben Candido und América bereits illegal überquert. Welche Hindernisse werden sie noch überwinden müssen?

Der Anglo-Amerikaner Delaney hält sich für einen liberalen Humanisten. Nachdem er einen illegalen Einwanderer aufgenommen hat, wird sein Selbstbild jedoch genauso erschüttert wie der amerikanische Traum des Unfallopfers ...

In dieser Phase beschäftigen sich Ihre Schüler mit der Situation illegaler Einwanderer in den USA und dem *American Dream*. Dabei werden Themen wie „Racismus“ und „Vorurteile“ aufgegriffen. Neben analytisch-interpretatorischen Kompetenzen setzen sich Ihre Lerner auf kreative Weise in einem Rollenspiel mit dem Thema „*gated communities*“ auseinander und werden auf dem Hot Seat befragt. Einen aktuellen Bezug bietet der Fall Trayvon Martin, der 2012 vermutlich aufgrund seiner Hautfarbe in einer „*gated community*“ erschossen wurde.

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

**Dauer:** ca. 13 Unterrichtsstunden

**Bereich:** Literatur, Landeskunde USA, Themen: „*American Dream*“, „*Illegal immigration*“, „*Hispanics in the USA*“, „*Racism*“, „*Poverty*“

**Kompetenzen:**

1. Lesekompetenz: Lesen und Verstehen eines komplexen literarischen Texts;
2. Schreibkompetenz: Interpretieren eines literarischen Texts; 3. Kommunikative Kompetenz: klares und detailliertes Darstellen themenbezogener Sachverhalte

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## Materialübersicht

<b>1. Stunde:</b>		<b><i>The Tortilla Curtain</i> – getting into the text</b>
M 1	(Im)	Picture stimulus – the Iron Curtain and the Tortilla Curtain
M 2	(Ab)	What could <i>The Tortilla Curtain</i> be about? – Talking about the book
<b>2./3. Stunde:</b>		<b>The crash – two worlds clashing</b>
M 3	(Ab)	A crash – causes, effects and consequences
M 4	(Ab)	The crash – Delaney and Cándido's points of view
M 5	(Ab, Ha)	Delaney and Kyra – creating a character connection
<b>4. Stunde:</b>		<b>Meeting the Mossbachers – analysing Delaney and Kyra</b>
M 6	(Ab)	Delaney and Kyra – an interview on the hot seat
<b>5. Stunde:</b>		<b>Sense or sensibility? – Analysing Cándido and América</b>
M 7	(Ab)	Cándido and América – a well-functioning relationship?
M 8	(Ab)	Comprehension tasks on Part Two Chapter 1 to the end of Part Two
<b>6. Stunde:</b>		<b>The coyote – analysing a major theme of <i>The Tortilla Curtain</i></b>
M 9	(Im)	Picture stimulus – beware of the coyote
M 10	(Ab)	The coyote and the Mexican immigrant – what do they have in common?
M 11	(Tx, Ha)	<i>The Threat of Gated Communities</i> – reading an article
<b>7./8. Stunde:</b>		<b>On gated communities – a panel discussion</b>
M 12	(Ab)	A wall around the Arroyo Blanco Estates? – Role cards
	(Ab)	How to take part in a panel discussion
	(Ab)	Language support – discussion phrases
<b>9. Stunde:</b>		<b>The Book of Job – having a closer look at Cándido</b>
M 13	(Ab)	The Book of Job – comparing Job and Cándido
<b>10. Stunde:</b>		<b>Who is América? – A character analysis</b>
M 14	(Ab)	“I like to be in America!” – Having a closer look at América
	(Ab)	How to write a comment
<b>11. Stunde:</b>		<b>Imagery in Part Three of the novel – what does it stand for?</b>
M 15	(Ab)	Imagery in Part Three – interpreting symbols and metaphors
<b>12./13. Stunde:</b>		<b><i>The Tortilla Curtain</i> – a final evaluation</b>
M 16	(Tx)	Illegal immigration – what is its impact on the American economy?
M 17	(Ab)	Discussing questions the novel raises – answering T. C. Boyle
	(EK)	Cándido and América – their relationship and the American Dream



Zusatzmaterial finden Sie in der **Zip-Datei**.

Reihe 17	Verlauf	Material S 2	LEK	Kontext	Mediothek
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### M 1 Picture stimulus – the Iron Curtain and the Tortilla Curtain

© 1. Bild: www.Colourbox.com; 2. Bild: Getty Images / National Geographic

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II/B2

#### Tasks

1. Describe the pictures. 2. Compare the two borders. 3. Talk to your partner: What do you know about illegal Mexican immigrants in the USA?

### M 9 Picture stimulus – beware of the coyote!



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#### Tasks

1. Compare the depiction of the coyote on the warning sign with the one in *The Tortilla Curtain*.
2. Relate the sign to Delaney's column in „Pilgrim in Topanga Creek“.

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## M 11 *The Threat of Gated Communities* – reading an article

Trayvon Martin, a 17-year-old African American was shot and killed in 2012, in Florida, United States by George Zimmerman, the neighbourhood watch coordinator of a gated community. Martin was shot after an argument. Zimmerman was taken into custody but released again by the police, who said there was no evidence to refute<sup>1</sup> Zimmerman's claim of having acted in self-defense. On hearing the news thousands of people started protesting across the country. Zimmermann was later arrested and charged with murder.

**1 to refute:** to say or prove that a person, statement is wrong

### *The Threat of Gated Communities* by Sarah Goear

[...] The shooting death of Trayvon Martin has caused an epidemic of soul-searching in the United States. In the weeks since George Zimmerman pulled the trigger in that Florida gated community, it feels as though the entire nation has been busy trying to explain to ourselves what happened and why. [...]

The Retreat at Twin Lakes, where Martin died, is the kind of place where people choose to live when they want to be safe – from crime, from outsiders, from economic uncertainty. Of course, it doesn't always work that way. By fostering suspicion and societal



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divisions, the argument goes, gated communities ironically compromise safety rather than increasing it. And because they cut residents off from the larger community, writes Edward Blakely, author of *Fortress America*, they can “shrink the notion of civic engagement and allow residents to retreat from civic responsibility.” [...]

I called Richard Schneider, a professor of urban and regional planning at the University of Florida and a specialist in place-based crime prevention, to find out what he thought of the discussion surrounding Martin's death. The answer is, according to Schneider, that there are no easy answers. “It's hard to make a generalization,” he tells me, pointing out that there are many different types of gated communities catering to all parts of the economic and social spectrum. Some of them are walkable; some are not. Some are racially mixed (as is the Retreat at Twin Lakes), and some are not. Some are relatively affordable – you can find gated trailer parks – and some are filled with McMansions. Many of them are indistinguishable from any other suburban neighborhood. Did the built environment play a role in Martin's death? As yet to the best of our knowledge we can never really know for sure about this terrible case.

As for whether gated communities deliver on one of their main selling points – protection from crime – Schneider says that research to date has been inconclusive. “It's not a panacea,” he says about erecting gates. “You're just as likely to be burgled by your next-door neighbor, especially if there are teenagers.” Criminals from outside are also quick to figure out how to get in. “They learn the code from the pizza guy,” says Schneider. “The effects of gating decay over time.” [...]

If the case of Trayvon Martin has shown us anything, it's that a society's problems — inequity, racism, and fear among them — have no problem getting through the gates.

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**2 soul searching:** die Selbstanalyse – **3 to pull the trigger:** to fire a gun – **9 to foster sth.:** to encourage the development or growth of ideas – **12 civic:** bürgerlich – **20 McMansion:** (coll.) a large pretentious house – **24 inconclusive:** without a result – **24 panacea:** sth. that will solve all problems

**Tasks:** **1.** Read the article and summarise the arguments for and against gated communities. **2.** Choose one of the following tasks: **a)** Do some Internet research to find out more about the Trayvon Martin case. Be prepared to give a 5-minute presentation. **b)** Imagine your school has done an exchange with Dr. Michael M. Krop High School, the school Trayvon Martin went to. Write an announcement for your school's website, commemorating Trayvon's death.

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