

innovativ
unterrichten

**MEHR
ERFAHREN**

inkl. Spiel und
reading chart

ALDOUS HUXLEY **Brave New World**

Eine Unterrichtseinheit für die Oberstufe

mit **CD-ROM**

STARK

Aldous Huxley, *Brave New World*

eine Unterrichtseinheit für die Oberstufe (Niveau B2/C1)
von Dr. Christoph M. Peters

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Liebe Lehrerinnen, liebe Lehrer,

was passiert, wenn Forschung in den Naturwissenschaften ohne jede Rücksicht auf ethische Fragestellungen vorangetrieben wird? Wie sieht ein Staat aus, in dem Diktatoren Gentechnik für ihre Zwecke instrumentalisieren und Menschen nach ihren Vorstellungen „produzieren“? – Es ist eine Welt, in der Kinder nicht mehr geboren werden und Menschen nicht mehr in Familien zusammenleben. Nach den Vorgaben des Staates wird genau die Anzahl und Art von Menschen hergestellt, die seiner Ansicht nach benötigt wird. Konditionierung und Hypnopädie sorgen zudem dafür, dass sich alle so verhalten, wie es ihrer vorgegebenen Rolle entspricht. Es gibt weder freie Meinungsäußerung noch das Recht auf Selbstbestimmung, ja noch nicht einmal das Recht, alleine oder unglücklich zu sein. Ohne das Bedürfnis, diese Situation zu verändern, gibt es keine Hoffnung auf einen Wandel zum Positiven. Diese Schreckensvision hatte Aldous Huxley schon im Jahr 1932, als er *Brave New World* veröffentlichte. Doch auch heute kann der zugleich abschreckende und faszinierende Roman noch viele Leser in seinen Bann ziehen.

Die vorliegende Unterrichtseinheit nutzt die vielschichtigen thematischen Bezüge des Romans für **vielfältige Sprech- und Schreibanlässe**. Neben einer **fundierten Textanalyse** wird besonderer Wert auf die kreative Umsetzung der gewonnenen Erkenntnisse gelegt. Dies geschieht u. a. in Form von **Rollenspielen** und **Simulationen**. Der Bezug zur **Sekundärliteratur** und zu den **Charakteristika dystopischer Literatur** rundet die Einheit ab. Unterstützt werden die Schüler bei der Erschließung des Romans durch **digitales Zusatzmaterial** auf der beiliegenden CD-ROM:

- **dynamische Grafiken** zur Figurenkonstellation und ein **Spiel** zu den Charakteren zur Veranschaulichung des komplexen Beziehungsgeflechts
- ein **Lesetagebuch** (*reading chart*), um den Schülern den schnellen Überblick über die Kapitel zu erleichtern
- alle **Kopiervorlagen in PDF- und Word-Versionen** zur individuellen Anpassung

Ich wünsche Ihnen und Ihren Schülern spannende Englischstunden mit *Brave New World*.



Dr. Christoph M. Peters

KV 2.1 “Community, Identity, Stability” – The Motto of the Brave New World

- 1 Think about the motto of the Brave New World, “Community, Identity, Stability”, and explain the spontaneous associations you can make with it.



- 2 We will now look at the state’s motto more closely. For this task, you need to form groups. Each group will focus on one aspect of the motto (i. e. community, identity or stability).
 - a In your group, consider the meaning of this word in the context of both the novel and the society you live in. You may use your reading charts for this task as well. Even if you do not agree on every single aspect with every member of your group, you should write down all your findings in the grid below. Be prepared to present your results to the class.

	Meaning in <i>Brave New World</i>	Meaning in today’s society
Community		
Identity		
Stability		



- b Listen to the presentations from the other groups and take notes of their results in the grid.
- 3 Now look at the results of the group work again. Explain the similarities and differences you can spot concerning the meaning of “Community, Identity, Stability”, both in the society of the Brave New World and in our society today.

KV 6.3 Simulating a TV Show: “History – Blessing or Bunk?”**Before the beginning of the TV show**

- 1 We will now use our results to prepare and present a TV show on the topic “History – Blessing or Bunk?” Take one card each to define your position on the matter.

**“History is bunk!”**

You agree wholeheartedly with this statement. During the TV show, you should make clear – either as a participant in the discussion or as a member of the audience – why you think history is a dangerous waste of time. As this is a very controversial topic, feel free to display emotions.

**“We cannot responsibly shape our present, let alone prepare our future, without taking history and its lessons into account.”**

This is one of your basic convictions. In the TV show, you should make clear – either as a participant in the discussion or as a member of the audience – why you think ignoring history is a serious mistake. As this is a very controversial topic, feel free to display emotions.

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“History – blessing or bunk?”

During your TV show, you will have two participants supporting the idea that history is a blessing and two defending the concept that it is bunk. Make sure that their respective positions and the underlying arguments are made clear. The audience is allowed to ask questions or to utter provocative statements. As this is a very controversial topic, feel free to display emotions.



- 2 You will now get some time to prepare.
 - The host has to think of suitable questions for the talk show guests.
 - The supporters need to read the text “Significance of History” again for additional arguments.
 - The critics should read the text “History is Bunk” to find arguments to support their position.



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