

Worksheet 1: Asterix and the Picts (2 pages)

Task 1: Mediation* – Combine the two texts at hand and **summarise** them for an introduction to the Asterix comic in the English edition of your school magazine.

Text 1: The comic “Asterix and the Picts” by Goscinny and Uderzo (in the version of Jean-Yves Ferri), in a humorous way, opens various windows into aspects of Scottish history and culture and remains, in this new version, a mixture of classical education and current satire. This is the story line:

At the beginning, Asterix and Obelix rescue MacAroon, a mysterious Pict, frozen in a block of ice. They are given the task, after thawing him, to travel to Caledonia in order to return him to his beloved Camomilla, the adopted daughter of the old Pict king. The problem is that MacCabaesus, the insidious chieftain, wants to marry her and thus claim her father’s throne – supported by the Romans. The two Gauls have to go through caber tossing as well as malted water and they encounter a giant otter in the loch. Their goal is to reunite MacAroon and Camomilla, and they cannot be held back, not even by the Romans.

Text 2: Die Geschichte der Pikten lässt sich besonders gut an ihren einzigartigen Bildsteinen ablesen. Hunderte dieser mit mysteriösen Zeichen versehenen Steinstelen sind noch erhalten. Doch wozu sie ursprünglich geschaffen wurden, ist bis heute unklar. Die Asterix-Zeichner machen sich dieses Vermächtnis zunutze und platzieren die kunstvoll verarbeiteten Steine an verschiedenen Stellen ihrer Geschichte. Sie halten auch eine interessante Antwort auf die Frage nach der Bedeutung der Bildsteine parat: Die Pikten aus dem Comic nennen sie „Piktogramme“ und verwenden sie als Wegmarkierungen, um auf mögliche Gefahren hinzuweisen. Wer sie ignoriert, versinkt unter Umständen im Moor oder riskiert Verkehrsunfälle. (Vgl. dazu Die Spur der Bildsteine, F.A. S. vom 27. 10. 2013)

My introduction

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Task 2: For this task, you’ll need to get hold of a real copy of the comic story *Asterix and the Picts* (available in school library?) and skim through the comic first. In tandems, make notes on your overall impression and **compare** in plenary.

My first impression

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Characters

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Landscapes

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Drawings

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Task 3: Scanning the comic, find some Scottish icons and song titles in the comic story and explain their meanings. **Differentiate** between stereotypes and cultural symbols. As a starting point you can sort out this list accordingly:

Scaffolding:

Nessie – Bagpipes – Tattoos – Caber Tossing – “Oh. We’ll take the high road” (page 16: folk song) – “Picts Wha Hae” (page 30: folk song) – “Come fill up my cup, come fill up my can” (page 45: Jacobite song) – names starting with Mac – porridge and gravy – Lochs – New Caledonia – Highland cattle

Voc.: to differentiate: unterscheiden; tattoo (as in military tattoo): Militärkonzert mit Dudelsack-Musik (nicht zu verwechseln mit body tattoos)

Stereotypes

Porridge

Cultural Symbols

Tattoos

Worksheet 2: Working with the comic

Join up with a tandem partner and employ the inside-outside circle* to negotiate and note down your findings in the following **tasks 4–6**. Compare notes in plenary.

Task 4: Describe why Asterix and Obelix travel to Scotland and what their mission is in Caledonia. Unfortunately, some words were lost on their voyage. Select from this list:

treacherous – claim – adopted – loch – Caledonia – Roman-bashing – bagpipes – mysterious

Asterix and Obelix are on their way to a (1) Pict named MacAroon. For this they must journey to (2), now Scotland, to return him to his lady love, Camomilla, the (3) daughter of the old king. However, the (4) chieftain, MacCabaesus, plans to marry her and (5) the throne – with the help of the Romans. Finally, with a lot of caber-tossing, playing the (6), and surviving an enormous otter in the (7) the Gauls reunite MacAroon and Camomilla and enjoy some – (8) as is their habit.

Task 5: Select any of the various episodes in the comic story and decide on headings for them. **Outline** here:

Episode one – heading:

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.....

Episode two – heading:

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Task 6: Analyse how drawings and speech bubbles are combined and how they work together; **discuss** who this comic story was written for using think-pair-share*.

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Worksheet 3: Reviewing the comic (2 pages)

Your group (of four or five) is in charge of editing a section in the English version of your school magazine, dealing with the comic *Asterix and the Picts*.

Task 7: Familiarise yourselves with the following phrases/vocabulary useful for writing a review and continue the sentences in the scaffold. **Complete** below:

Scaffolding:

Language focus

The comic was published in

The authors are

The subject is

The action is set in

One of the most interesting topics of the comic is

There are a few messages presented, like

I can feel sympathy for because

The story line is

The comic is worth buying/not worth buying because

This is one of the best comics I have ever read because

I can support my points by mentioning

Task 8: Some guiding questions will help to structure your review. Select the ones that fit the Asterix story best and **create** a fact sheet in your group.

Scaffolding:

Understanding comics

Did you enjoy reading this comic? Why? – Why not?

What impressed you most about it?

The plot

The characters

The pictures and speech bubbles

The history

Did you try to find out more about the story? What?