

LITERATUR, DIE ANKOMMT

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Clothes Make the Man

Sample materials

Teacher's Handbook

Trial edition · EN_V1_1

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Pages: 16, 17, 20

These excerpts show the October 2026 edition. Original pages are unchanged. Access to the complete teaching package is arranged individually with Edwin Zschaler.

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5 · K01: A public picture takes shape

90 minutes · LZ01, LZ04, LZ07 · After Reading Section 1

Passages: RS 1, lines 1–26 (p. 4), RS 1, lines 38–64 (pp. 5–6), RS 1, lines 101–156 (pp. 7–9), RS 1, lines 170–187 (pp. 9–10) and RS 1, lines 188–213 (pp. 10–11).

Literary focus

The hosts interpret signs through an expectation of rank. Wenzel's reserve, his search for an exit and even opposite responses to food can be absorbed into the same picture. Readers know circumstances that the hosts do not. Their better information should support careful judgement, not instant certainty about every motive.

Wenzel is initially overwhelmed and materially dependent. His cloak is both an asset in others' eyes and an obstacle to seeking ordinary help. His later small choices matter, but should not be projected backwards as a completed plan from the outset.

Prepare the board

Use three columns: **Observation / Character's interpretation / What readers know**. Keep these distinctions visible through all three tasks. When students disagree, ask which column contains the disagreement before deciding whether it is factual or interpretative.

A first judgement should remain provisional. The question at its end prepares subsequent reading; it is not a confession that the first answer must be wrong.

Expected learning evidence

Students can show that the same prior expectation absorbs different signs, explain a narrator's phrase through its local context, and judge Wenzel's part so far with at least two passages and an open question.

K01 · Lesson route and core tasks

0-10: clarify the situation; **10-30:** paired A1; **30-40:** compare the columns; **40-45:** write one shared finding. **45-60:** A2; **60-78:** individual A3; **78-87:** compare two reasoned judgements; **87-90:** exit sentence.

KML-K01-A1 · Examine four assumptions

Create three columns: Observation; Character's interpretation; What readers know. Examine four cases: arrival (RS 1, lines 38-64 (pp. 5-6)), searching for the exit (RS 1, lines 101-122 (pp. 7-8)), eating the fish (RS 1, lines 132-145 (pp. 8-9)), and the pie (RS 1, lines 170-187 (pp. 9-10)). For each case, make a short entry in every column and give the reference. Then explain: what stays the same in the Goldachers' interpretation, although Wenzel behaves differently?

KML-K01-A2 · Language guides our view

Explain "a martyr to his cloak" in RS 1, lines 20-26 (p. 4). What does Wenzel suffer, and what part does his cloak play? Write three or four sentences. Then compare his small action in RS 1, lines 115-117 (p. 8) with the grand phrase "the downward path of evil" in RS 1, lines 115-117 (p. 8). In two sentences, describe the possible effect of this mismatch.

KML-K01-A3 · Record a first judgement

Assess Wenzel's part in the misunderstanding up to the end of Reading Section 1. Write 80-110 words. Distinguish his initial intention, other people's actions and his own behaviour. Use at least two passages. End with a question you want to examine as you read on. Use the heading "My provisional judgement". Keep this as P01. Keep A3 as the first version of portfolio P01. A partner may ask about a reference but should not compose the judgement. The later version will return to it after the whole novella.

K01 · Consolidation and support

Secure the finding

Signs are interpreted through expectations; contradictory actions can confirm the same picture. Readers know more than the hosts. Wenzel's initial need and his own small contributions must both remain visible.

For support, begin with verbs: **looks / believes / wishes / does / knows**. Ask who belongs with each verb. Clarify "self-conscious" or "distinguished" through the scene, without turning the vocabulary explanation into a verdict on the character.

Optional extension · 10 minutes

How does the coachman learn Wenzel's name? Read RS 1, lines 205–213 (p. 11) and distinguish what is certain from what remains open. The narrator establishes the real name Wenzel Strapinski but offers coincidence or a travel book possibly left in the carriage as alternatives. The text does not establish that the coachman actually read the book. Neither possibility proves the claimed rank.

Exit and next step

In three sentences: name one sign; explain a character's inference; state what readers know differently. If these categories remain mixed, return to the fish passage in a shared example.

If time is tight, pairs can write two A1 cases and explain the other two orally. Preserve A2 and the individual provisional judgement; omit the extension first.

Assign Sections 2–3. Ask students to notice chances for Wenzel to leave or correct the situation, without prescribing whether any particular chance is easy. Keep P01's first version visible for later comparison.