



# SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

**Auszug aus:**

*Klausur mit Erwartungshorizont: Obama's speech in Berlin,  
delivered during his electoral campaign in 2008*

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**Klausur: Obama's speech in Berlin, delivered during his electoral campaign in 2008<sup>1</sup>  
(gekürzt)**

***"PEOPLE OF THE WORLD, LOOK AT BERLIN!"***

**Er redete in seiner Muttersprache, und das reichte völlig - Hunderttausende bejubelten die Rede Barack Obamas an der Berliner Siegessäule. Im Folgenden dokumentiert SPIEGEL ONLINE die Rede im englischen Original.**

Thank you to the citizens of Berlin and to the people of Germany. [...]

I come to Berlin as so many of my countrymen have come before. Tonight, I speak to you not as a candidate for President, but as a citizen - a proud citizen of the United States, and a fellow citizen of the world.

5 I know that I don't look like the Americans who've previously spoken in this great city. The journey that led me here is improbable. My mother was born in the heartland of America, but my father grew up herding goats in Kenya. His father - my grandfather - was a cook, a domestic servant to the British.

10 At the height of the Cold War, my father decided, like so many others in the forgotten corners of the world, that his yearning - his dream - required the freedom and opportunity promised by the West. And so he wrote letter after letter to universities all across America until somebody, somewhere answered his prayer for a better life.

That is why I'm here. And you are here because you too know that yearning. This city, of all cities, knows the dream of freedom. And you know that the only reason we stand here tonight is because men and women from both of our nations came together to work, and struggle, and sacrifice for that better life.

15 Ours is a partnership that truly began sixty years ago this summer, on the day when the first American plane touched down at Tempelhof.

On that day, much of this continent still lay in ruin. The rubble of this city had yet to be built into a wall. The Soviet shadow had swept across Eastern Europe, while in the West, America, Britain, and France took stock of their losses, and pondered how the world might be remade.

20 This is where the two sides met. And on the twenty-fourth of June, 1948, the Communists chose to blockade the western part of the city. They cut off food and supplies to more than two million Germans in an effort to extinguish the last flame of freedom in Berlin.[...]

25 But in the darkest hours, the people of Berlin kept the flame of hope burning. The people of Berlin refused to give up. And on one fall day, hundreds of thousands of Berliners came here, to the Tiergarten, and heard the city's mayor implore the world not to give up on freedom. "There is only one possibility," he said. "For us to stand together united until this battle is won... The people of Berlin have spoken. We have done our duty, and we will keep on doing our duty. People of the world: now do your duty... People of the world, look at Berlin!" People of the world - look at Berlin! Look at Berlin, where Germans and Americans learned to work together and trust each other less than three years after facing each other on the field of battle.

30 [...] Sixty years after the airlift, we are called upon again. History has led us to a new crossroad, with new promise and new peril. When you, the German people, tore down that wall - a wall that divided East and West; freedom and tyranny; fear and hope - walls came tumbling down around the world. From Kiev to Cape Town, prison camps were closed, and the doors of democracy were opened. Markets opened too, and the spread of information and technology reduced barriers to opportunity and prosperity. While the 20th century taught us that we share a common destiny, the 21st has revealed a world more intertwined than at

35 at any time in human history.  
40 The fall of the Berlin Wall brought new hope. But that very closeness has given rise to new dangers - dangers that cannot be contained within the borders of a country or by the distance of an ocean. [...] In this new world, such dangerous currents have swept along faster than our efforts to contain them. That is why we cannot afford to be divided. No one nation, no matter how large or powerful, can defeat such challenges alone. None of us can deny these threats, or escape responsibility in meeting them. Yet, in the absence of

<sup>1</sup> (<http://www.spiegel.de/politik/ausland/0,1518,567925,00.html> Zugriff am 25.07.08)

1. Outline Berlin's historical importance for several US-Presidents in the past!
2. Analyse Obama's speech.
3. The question whether or not Obama should have been allowed to deliver his speech in front of the Brandenburg Gate was a controversial topic back in 2008. Comment and state your own opinion on this subject matter.

Bewertungsschlüssel:

## Notenanteil

Inhaltlich	Aufgabe 1	20 %
	Aufgabe 2	30 %
	Aufgabe 3	20 %
Formal	Darstellungsleistung	30 %

**Viel Erfolg!**



## Erwartungshorizont: Obama's speech in Berlin

Name: \_\_\_\_\_

<b>Aufgabe 1:</b> Der Schüler / die Schülerin ...		Max. Punkte	Erreichte Punkte
1	nennt Beispiele von Präsidentenbesuchen in der geteilten Stadt und ihre berühmten Zitate.	4	
2	ordnet diese korrekt in den zeitgeschichtlichen Kontext und die Politik der jeweiligen Präsidenten, insbesondere in Bezug auf die Ost-West-Teilung und den Konflikt der Machtblöcke, ein.	12	
3	schildert die jeweilige Reaktion der Berliner Bevölkerung.	4	
<b>Summe inhaltliche Leistung Aufgabe 1:</b>		20	

<b>Aufgabe 2:</b> Der Schüler / die Schülerin ...		Max. Punkte	Erreichte Punkte
1	strukturiert seine Analyse (Einleitung, Hauptteil, Schluss).	2	
2	gibt den Inhalt der Rede kurz und prägnant, aber treffend wieder.	8	
3	weist auf stilistische Merkmale hin.	5	
4	verknüpft die gefundenen Auffälligkeiten mit einer inhaltlichen Deutung.	15	
<b>Summe inhaltliche Leistung Aufgabe 2:</b>		30	

<b>Aufgabe 3:</b> Der Schüler / die Schülerin ...		Max. Punkte	Erreichte Punkte
1	strukturiert seinen/ihren Text aufgabengerecht mit Einleitung, Hauptteil und Schluss.	3	
2	gibt drei oder mehr Argumente für die eingenommene Position an.	6	
3	entwickelt Argumente mit Erklärungen und Beispielen.	8	
4	bezieht sich auf innenpolitische wie außenpolitische Gegebenheiten.	3	
<b>Summe inhaltliche Leistung Aufgabe 3:</b>		20	

<b>Darstellungsleistung</b> Die Schülerin/der Schüler ...		Max. Punkte	Erreichte Punkte
strukturiert den Text kohärent, schlüssig, stringent und gedanklich klar.		2	
formuliert unter Beachtung der fachsprachlichen und fachmethodischen Anforderungen.		2	
belegt Aussagen durch angemessenes und korrektes Zitieren.		2	
drückt sich allgemeinsprachlich präzise, stilistisch sicher und begrifflich differenziert aus.		2	
formuliert lexikalisch und syntaktisch sicher, variabel und komplex.		2	
schreibt sprachlich richtig (Sprachrichtigkeit). Fehlerquotient =		20	
<b>Summe Darstellungsleistung</b>		30	

Gesamtleistung: \_\_\_\_\_ von 100 Punkten Note: \_\_\_\_\_



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