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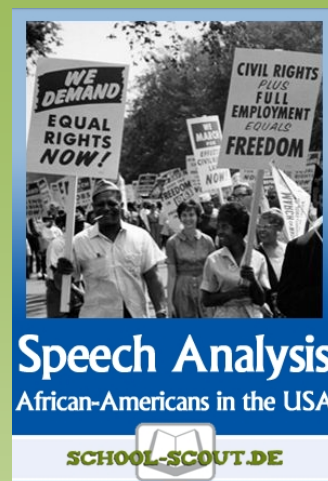
Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Speech Analysis - Reden zum Thema "African-Americans in the USA" analysieren

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Titel:	Speech Analysis – Reden zum Thema „African-Americans in the USA“ analysieren
Reihe:	Redeanalyse im Englischunterricht
Bestellnummer:	63674
Kurzvorstellung:	<p>Zentraler Gegenstandsbereich in der Oberstufe im Fach Englisch.</p> <p>Diese kompetenzorientierten Arbeitsblätter bieten Methoden zur Redeanalyse und liefern verschiedene Reden zum Thema "African-Americans in the USA" samt Aufgaben und Musterlösungen. Welche Aspekte beinhalten politische Reden und welche Intention verfolgt der Redner? Schon in der Muttersprache fällt vielen SchülerInnen die Analyse von Reden schwer. Diese Unterrichtshilfe führt sie systematisch an die Analyse englischsprachiger Reden heran.</p> <p>Neben einer methodisch-didaktischen Einführung, in der insbesondere die Kompetenzen in Vordergrund stehen, bietet das Material einen Verlaufsplan, einführungende Arbeitsblätter und schematische Hilfsmittel für die Analyse politischer Reden. Diese werden exemplarisch auf 7 unterschiedliche Reden angewandt, die sich thematisch von Lincoln bis Obama erstrecken.</p> <p>Alle Texte sind auf Englisch.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Methodisch-didaktisches Vorwort• Verlaufsplan• Material für Schüler• Redeanalysen mit Musterlösungen• Practical Part: Giving a speech

Methodisch-didaktisches Vorwort

Die Analyse von politischen Reden ist ein elementarer Bestandteil im Fach Englisch in der Oberstufe. Besonders im Rahmen des Themas „Blacks in the USA“ bieten politische Reden einen besonderen Einblick in die Entwicklung der Rolle von Afroamerikanern. Darüber hinaus bieten Reden viele Möglichkeiten im analytisch-methodischen Bereich zur Analyse rethorischer Mittel sowie zur Förderung der schriftlichen Kompetenz und interkulturellen Kompetenz. Ziel ist es demzufolge, dass Schülerinnen und Schüler Texte selbstständig, zielbezogen sowie in ihren historischen und sozialen Dimensionen verstehen, deuten sowie ihre eigene Meinung begründen.

FOLGENDE KOMPETENZEN SOLLEN DEMZUFOLGE IM EINZELNEN GEFÖRDERT WERDEN

Leseverstehen: Die SuS...

- entnehmen den Texten Hauptaussagen und Einzelinformationen
- verknüpfen textinterne Informationen und Vorwissen miteinander
- erschließen implizite Informationen sowie Meinungen und Einstellungen

Textkompetenz: Die SuS...

- verstehen Texte unter Beachtung wesentlicher Aspekte ihres spezifischen kommunikativen und kulturellen Kontextes (Verfasser, Sprecher, Adressat, Ort, Zeit, Anlass)
- deuten Texte in Bezug auf Aussageabsicht, Darstellungsform und Wirkung unter Berücksichtigung wesentlicher Textsortenmerkmale sowie auffällige Wechselbeziehungen zwischen Inhalt und strukturellen und sprachlichen Mitteln
- entwickeln unter Verwendung von Belegen Textdeutungen und beziehen Stellung unter Bezugnahme ihrer Welt- und soziokulturellem Orientierungswissen

Schreiben: Die SuS...

- beziehen sachgerecht Informationen und Argumente aus verschiedenen Quellen in die eigene Texterstellung wobei sie Standpunkte begründen und belegen, widerlegen und gegeneinander abwägen
- gestalten ihre Texte unter Einsatz eines angemessenen Stils und Registers

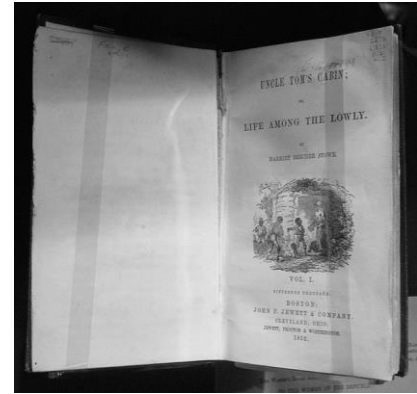
Verfügbarkeit sprachlicher Mittel: Die SuS...

- nutzen funktional einen allgemeinen und thematischen Wortschatz sowie einen breiten Interpretationswortschatz

Verlaufsplan

Block	Thema	Kompetenz	Material
1	<u>African-American History – background-information</u> Erarbeitung eines Überblicks der Geschichte der Afroamerikaner durch gezielte Informationsentnahme	Lesen/Sehen/Hören	Arbeitsblatt
2	<u>Political speeches – analysis</u> Erarbeitung der Wirkung und Bedeutung von Politischen Reden (arbeitsteilige Erarbeitung „Hören/ Sehen) Erarbeitung der Elemente einer politischen Rede – Struktur und rhetorische Mittel	Sehen/ Sprechen	Ausschnitt YoutubeVideo/ Arbeitsblatt
3	<u>Abraham Lincoln, “Gettysburg Address“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
4	<u>Mary Church Terrell, “What it means to be colored“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
5	<u>Malcom X, “The Black Revolution“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
6	<u>John F. Kennedy, “Inaugural Address“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
7	<u>Martin Luther King, “I have a dream“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
8	<u>Jesse Jackson, “Bound by a Common Thread“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
9	<u>Barack Obama, “Yes, we can“</u>	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/EWH
10	<u>Writing (and giving) a speech: Has the American Dream come true for African Americans?</u>	Schreiben/Sprechen	

- 1852** Harriet Beecher Stowe's novel, *Uncle Tom's Cabin* is published. It becomes one of the most influential works to stir anti-slavery sentiments.
- 1857** The Dred Scott case holds that Congress does not have the right to ban slavery in states and, furthermore, that slaves are not citizens.
- 1859** John Brown and 21 followers capture the federal arsenal at Harpers Ferry, Va. (now W. Va.), in an attempt to launch a slave revolt.



Uncle Toms Cabin
(commons.wikimedia.org)



John Brown
(commons.wikimedia.org)

- 1861** The Confederacy is founded when the deep South secedes, and the Civil War begins.
- 1863** President Lincoln issues the Emancipation Proclamation, declaring "that all persons held as slaves" within the Confederate states "are, and henceforward shall be free."
- 1865** Congress establishes the Freedmen's Bureau to protect the rights of newly emancipated blacks (March).
- The Civil War ends (April 9).
- Lincoln is assassinated (April 14).
- The Ku Klux Klan is formed in Tennessee by ex-Confederates (May).

Slavery in the United States is effectively ended when 250,000 slaves in Texas finally receive the news that the Civil War had ended two months earlier (June 19).

Thirteenth Amendment to the Constitution is ratified, prohibiting slavery (Dec. 6).

- 1865-66** Black codes are passed by Southern states, drastically restricting the rights of newly freed slaves.
- 1868** Fourteenth Amendment to the Constitution is ratified, defining citizenship. Individuals born or naturalized in the United States are American citizens, including those born as slaves. This nullifies the Dred Scott Case (1857), which had ruled that blacks were not citizens.
- 1869** Fifteenth Amendment to the Constitution is ratified, giving blacks the right to vote.
- 1881** *Spelman College*, the first college for black women in the U.S., is founded by Sophia B. Packard and Harriet E. Giles
- 1896** *Plessy v. Ferguson*: This landmark Supreme Court decision holds that racial segregation is constitutional, paving the way for the repressive Jim Crow laws in the South.

Stylistic devices

REPETITION AND VARIATION

stylistic device	definition	translation	example	effect
alliteration	recurrence of initial sound	Alliteration	“The fair breeze blew, the white foam flew.”	to convey auditory images
accumulation	series of expressions (adjectives, cliches, examples, images) that contribute increasingly to meaning	Anhäufung	“He came, saw, fought and won”	to make the language livelier
anaphora	repetition of first word(s) of line/clause	Anapher	In every town, in every house in every man, in every woman and in every child....	to stress the main point, often used in speeches

CONTRAST

stylistic device	definition	translation	example	effect
euphemism	figure of speech intended to hide the real nature of s.th. unpleasant or taboo by using a mild or indirect expression	Euphemismus (Beschönigung)	“He passed away” for “he died” “... the underprivileged” for “... the poor”	it may be necessary to spare a person’s feelings, but it often originates in prudery or a false sense of refinement
oxymoron	combination of two terms which are contradictory in meaning	Oxymoron (Scheinwiderspruch)	“eloquent silence”	to express complex things or to unite contrasting things
paradox	seemingly self-contradictory or absurd statement which in fact establishes a more complex level of meaning by way of association	Paradoxon	“I see it feelingly” “So fair and foul a day I have not seen” (Shakespeare, Macbeth)	it may be found to contain some truth on closer examination

CITATION IN ENGLISH

a) **direct quoting** —————> quote is used and integrated in the sentence

In his speech Beveridge underlines the superior role of America by describing them as 'master organizers' (l. 44) or 'guardians of its righteous peace' (l.56)

- indicate the quotation by inverted commas ; in case that the quotation does not fit into the sentence, you must change e.g. the pronoun or add a pronoun. Indicate this by rectangular brackets [...]
- in case that you only need half of the sentence, use the rectangular brackets to indicate this.

In his speech Beveridge legitimates America’s role as colonizers since 'he [God] has made [them] the master organizers of the world [...]'(ll.44-45)

b) **paraphrasing** —————> putting a passage from source material into your own words

Beveridge legitimates America’s role as a colonizer since they have been called upon by God. (cf. ll.44-45)

cf. = confer (compare)

IMPROVING YOUR WRITING: INTEGRATING REFERENCES IN YOUR TEXT

By using ... By means of ...	, which can be seen in l., , which is used in l.,	the speaker creates the effect that .../ of ...
The frequent usage of ...	as it occurs/appears in l.	creates/ evokes/produces/achieves the effect

Block 7: Martin Luther King, "I have a dream"

MARTIN LUTHER KING, "I HAVE A DREAM"

Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been scared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's Capitol to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check - a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is not time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of Democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is

SOLUTIONS

1. Describe the patches in Jackson’s American quilt and briefly state what kind of America Jackson dreams of.

- Jackson starts with his thesis that America does not consist of blanket only made of one thread, one colour and one type of material. He gives the reader an insight into autobiographical facts (“When I was a child...”) and tells about his grandmother’s poverty.
- Jackson calls out for creating such a quilt which consists of different patches and that are characteristic for different groups of the American society including their wishes and demands
- In the last part Jackson addresses the audience directly not to be desperate but instead creating such a quilt that stands for America’s unity (“a great quilt of unity and common ground”) that represents the demands of several minority groups.

2. Examine how Jackson uses language (imagery, word field etc.) to convince his audience of his vision of America.

- **metaphor** of American quilt consisting of different patches: represents the vision of an America consisting of different (minority) groups with individual characteristics that contribute to a united America
- **usage of pronouns**
 - l. 1 “I”: deployment of personal empathy by means of autobiographical facts
 - ll 8-19 “you”: creates the feeling of directly addressing several interest groups, minority groups and persons with a certain political opinion
 - l. 22 “we”, “our”: appeal to act as a union and to emphasize sense of identification within a united society
- **stylistic devices**
 - **alliteration**: l.3 (“pieces...patches”), l.5 (“sturdy... strong”), l.21 (“Pool the patches and the pieces”), l.23 (“health care and housing... hope”)
 - **contrast**: l. 2 (“could not afford a blanket; she didn’t complain and we did not freeze”), l. 18 (“Conservatives and progressives... right wing, left wing, hawk, dove”)
 - **enumeration**: l. 1 (“one thread, one color, one cloth”), l.4 (“patches, wool, silk, gabardine, crockersack”)
- **language**
 - short, simple sentences
 - easy to understand
 - emotional vocabulary

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