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Auszug aus:

Landeskunde USA - Stationenlernen im preisgünstigen Paket

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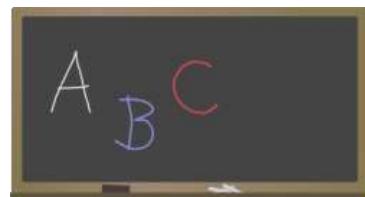
Titel:	Stationenlernen Gun Control Laws and Shootings in the USA
Reihe:	The Controversy of Gun Ownership in America
Bestellnummer:	71106
Kurzvorstellung:	<p>Massaker und Amokläufe bringen das Waffenproblem der Vereinigten Staaten regelmäßig in die mediale Diskussion. Doch auch jenseits dieser großen Katastrophen werden in den USA täglich mehr als 80 Menschen Opfer von Schusswaffen.</p> <p>Dieses komplett englischsprachige Stationenlernen zur Landeskunde der USA beschäftigt sich mit den Themen „Gun Control Laws“ und „Mass Shootings“. Es ist unterrichtsfertig aufgearbeitet und für den direkten und differenzierten Unterrichtseinsatz bestimmt.</p> <p>Dieses Stationenlernen gibt Ihren Schülerinnen und Schülern Hintergrundinformationen an die Hand, mit denen sie aktiv und kritisch mit den US-amerikanischen Waffengesetzen und ihren Auswirkungen auseinander setzen können.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Einführender Informationszettel für Schüler• Laufzettel und Stationspass• 7 Stationen zum Thema “Gun Control Laws and Shootings in the USA”• Ausführlicher Lösungsteil

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Didaktisch-methodische Hinweise zum Einsatz dieses Materials

Dieses Stationenlernen für die Sekundarstufe II ermöglicht eine konzentrierte und intensive Auseinandersetzung mit dem unterrichtsrelevanten Thema „Gun Control Laws and Shootings in the USA“ im Unterricht. Es geht dabei konform mit den Anforderungen der Lehrpläne. Stationsarbeit bildet eine sinnvolle Alternative zum herkömmlichen Frontalunterricht und gewährleistet überdies ein selbständiges Erarbeiten der Lehrinhalte durch die Schülerinnen und Schüler (SuS). Gerade leistungsschwächere Lernende haben damit die Möglichkeit, die Erarbeitung an ihr eigenes Lerntempo anzupassen.



Die Stationenarbeit setzt sich aus Pflichtstationen und Wahlstation zusammen. Die Pflichtstationen müssen von allen SuS erledigt werden und sollten notfalls als Hausaufgabe mitgegeben werden. Bei der Bearbeitung einzelner Stationen ist zu beachten, dass die erste Station grundlegende Fragen behandelt, während die weiteren Stationen tendenziell Einzelaspekte betrachten. Es empfiehlt sich daher, dass die SuS die erste Station gemeinsam im Klassenverband behandeln und dann selbstständig und in freier Wahl die weiteren Stationen bearbeiten.

EINSATZMÖGLICHKEITEN

Klassenstufe: Sekundarstufe II

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 7 Stationen zum Thema „Gun Control Laws and Shootings in the USA“
- **Abschlussphase:** Lösungsbogen, Reflexionsphase

Dauer der Unterrichtseinheit: 4 bis 8 Stunden

KOMPETENZEN

Leseverstehen

Die Schülerinnen und Schüler können umfangreichere authentische Texte unterschiedlicher Textsorten zu vertrauten Themen verstehen. Sie können:

- zum Aufbau eines Textverständnisses textinterne Informationen und textexternes (Vor-)Wissen verknüpfen,
- implizite Informationen, auch Einstellungen und Meinungen, erschließen

Station Pass: Gun Control Laws and Shootings in the USA

Name: _____

Station	Priority	Name of station	Finished	Any questions?
1	Mandatory	Gun Control Laws – Fact or Fiction		
2	Mandatory	Gun Ownership – Statistics and Figures		
3	Mandatory	Mass Shootings in The USA		
4	Mandatory	Gun Control Laws – A Controversial Topic		
5	Choice	The „Gun Show Loophole”		
6	Choice	Lobbyism – Influence of the NRA		
7	Choice	Gun Control and Partisanship		

Station 4: Gun Control Laws – A controversial Topic

1. Read the following opinions about gun control laws in the USA.

M1: The NRA – A strong lobby

The National Rifle Association (NRA) belongs to the oldest stakeholders of the USA. It was founded shortly after the American Civil War. At first it aimed to help the general population in handling and using arms in an appropriate and safe manner, preferably by practice. The reason for this procedure was the fact that a lot of American soldiers lost their lives during the Civil War due to a misuse of their weapons.

Later they focused on another goal: the so-called defense of the fundamental right to possess and bear arms without restrictions. The NRA sees itself as the representation of interests for owners of weapons. By all means, it fights against stricter gun laws.

Therefore, it does not only encourage its membership but also helps in legal disputes. The association is supported by several different parts of the population. Until 2003 the famous and

M3: Comments by Republican political activist Alan Keyes (Jan 15, 2013, loyaltoliberty.com)

"The Second Amendment's logic arises from the connection between the people's right to keep and bear arms and the security of their freedom. It aims to make sure that Americans do not easily forget a hard truth: Moves to secure a government monopoly on the legal possession and use of arms war against what is, in practice, the *sine qua non* of the people's right of self-government. Unlawful bills [...] that aim to disarm the people, on whatever pretexts, are the open declaration of this war against republican self-government. As such, they signify the onset of what will inevitably become a war against the property, persons and lives of the people."

M2: 2nd Amendment to the US Constitution (ratified 1791)

"A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed."

M4: Speech by President Obama on Common-Sense Gun Safety Reform (Jan 05, 2016, obamawhitehouse.archives.gov)

"[We have been working] to write a common-sense compromise bill that would have required virtually everyone who buys a gun to get a background check. That was it. Pretty common-sense stuff. Ninety percent of Americans supported that idea. Ninety percent of Democrats in the Senate voted for that idea. But it failed because 90 percent of Republicans in the Senate voted against that idea."

M5: Remarks by 6-year old Sandy Hook shooting victim's mother Francine Wheeler (April 13, 2013, obamawhitehouse.archives.gov)

"[...] In the four months since we lost our loved ones, thousands of other Americans have died at the end of a gun. Thousands of other families across the United States are also drowning in our grief. Please help us do something before our tragedy becomes your tragedy. [...] We have to convince the Senate to come together and pass commonsense gun responsibility reforms that will make our communities safer and prevent more tragedies like the one we never thought would happen to us."

M6: Bush-Kerry Presidential Debate (Oct 13, 2004, debates.org)

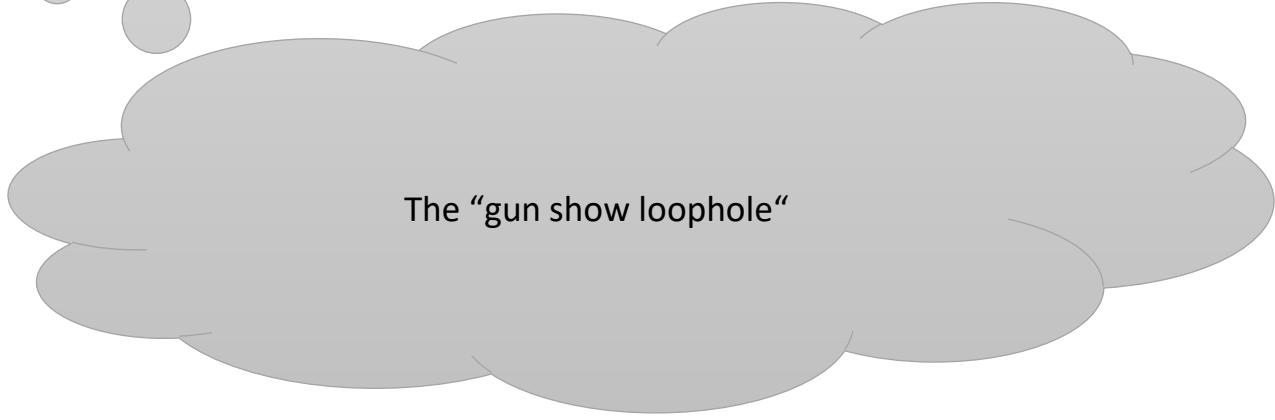
BUSH: "I did think we ought to extend the assault weapons ban [...]. I believe law-abiding citizens ought to be able to own a gun. I believe in background checks at gun shows or anywhere to make sure that guns don't get in the hands of people that shouldn't have them."

KERRY: "I believe it was a failure of presidential leadership not to reauthorize the assault weapons ban. [...] And most of the law enforcement agencies in America wanted that assault weapons ban. They don't want to go into a drug bust and be facing an AK-47. [...] Because of the president's decision today, law enforcement officers will walk into a place that will be more dangerous. Terrorists can now come into America and go to a gun show and, without even a background check, buy an assault weapon today."

Station 5: The “Gun Show Loophole”

Video: “What exactly is the gun show loophole?”
https://www.youtube.com/watch?v=_eN9hJLkbwE

1. Pre-viewing: What do you know about the “gun show loophole”? Write down any words, phrases or ideas that you associate with this topic into the words cloud below.



The “gun show loophole”

2. While-viewing: Mark whether these statements are true or false. Correct the false statements.

	true	false
1. A licensed dealer must ask for a background check when selling a gun.		
2. Felons, fugitives, minors, addicts, people who have been dishonorably discharged from the military or have been committed to a mental institution cannot buy guns from a licensed dealer.		
3. The phrase “gun show loophole” is not accurate.		
4. Private sales have the same federal requirements as licensed dealers.		
5. Private sales are sales between two buddies.		
6. People who are “in the business of selling guns” are required to have a license.		
7. In order to be a private seller you may not sell more than 100 guns per year.		
8. Private sellers only have to think that a buyer will pass a background check.		
9. Private sellers have to ask for ID.		
10. Private sellers are not liable if a buyer lies about his background.		

3. ★ Summarize in your own words: Why is the term “gun show loophole” inaccurate?



Titel:	The USA - A Country of Immigration
Reihe:	Stationenlernen Englisch Landeskunde USA
Bestellnummer:	71213
Kurzvorstellung:	<p>Dieses komplett englischsprachige Stationenlernen Landeskunde USA beschäftigt sich mit dem Thema „The USA – A Country of Immigration“. Es ist unterrichtsfertig aufgearbeitet und für den direkten und differenzierten Unterrichtseinsatz bestimmt.</p> <p>Die Schüler werden befähigt, den geschichtlichen Hintergrund der Einwanderung in die USA zu verstehen, sich mit legaler und illegaler Einwanderung auseinander zu setzen, die gesetzliche Lage von Einwanderung in die USA zu verstehen, sowie aktuelle Ereignisse zum Thema einzuordnen. Die Arbeitsblätter eignen sich hervorragend zur Verwendung im Themenfeld „The American Dream – Then and Now“.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Einführender Informationszettel für Schüler• Laufzettel und Stationspass• 11 Stationen zum Thema “The USA - A Country of Immigration”• Ausführlicher Lösungsteil

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Didaktisch-methodische Hinweise zum Einsatz dieses Materials

Dieses Stationenlernen für die Sekundarstufe II ermöglicht eine konzentrierte und intensive Auseinandersetzung mit dem unterrichtsrelevanten Thema „The USA - A Country of Immigration“ im Unterricht. Es geht dabei konform mit den Anforderungen der Lehrpläne. Stationsarbeit bildet eine sinnvolle Alternative zum herkömmlichen Frontalunterricht und gewährleistet überdies ein selbstständiges Erarbeiten der Lehrinhalte durch die Schülerinnen und Schüler (SuS). Gerade leistungsschwächere Lernende haben damit die Möglichkeit, die Erarbeitung an ihr eigenes Lerntempo anzupassen.



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EINSATZMÖGLICHKEITEN

Klassenstufe: Sekundarstufe II

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 11 Stationen zum Thema „The USA - A Country of Immigration“
- **Abschlussphase:** Lösungsbogen, Reflexionsphase

Dauer der Unterrichtseinheit: 4 bis 8 Stunden

KOMPETENZEN

Leseverstehen

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- implizite Informationen, auch Einstellungen und Meinungen, erschließen,

Stationspass: The USA – A Country of Immigration

Name: _____

Station	Priority	Name of station	Finished	Any questions?
1	Choice A	Waves of Immigration to the USA		
2	Choice A	History of Immigration Policies		
3	Mandatory	Statistics on Immigration in the USA		
4	Mandatory	Legal Immigration		
5	Mandatory	Illegal Immigration		
6	Mandatory	Attitudes towards National Identity		
7	Choice B	Policy Issues I - The Mexican Border Wall		
8	Choice B	Policy Issues II – The Ban on Immigration from Muslim Countries		
9	Choice B	Policy Issues III - Detention Centers		
10	Mandatory	The USA - No longer a country of immigrants?		
11	Mandatory	Test yourself! Keywords about Immigration		

Year	Size of Immigrant* Population	Percentage of Total Population
1970	9.6 million	4.7%
1980	14.1 million	6.2%
1990	19.8 million	7.9%
2000	31.1 million	11.1%
2010	40.0 million	12.9%
2016	43.7 million	13.5%

Source: 3. Migration Policy Institute (<https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>)

DESCRIBING CHARTS AND STATISTICS: USEFUL PHRASES

pie chart

In conclusion, it can be stated that...

table

As can be seen from the chart...

There is a sudden increase...

There is a huge/small difference in numbers/percentage between...

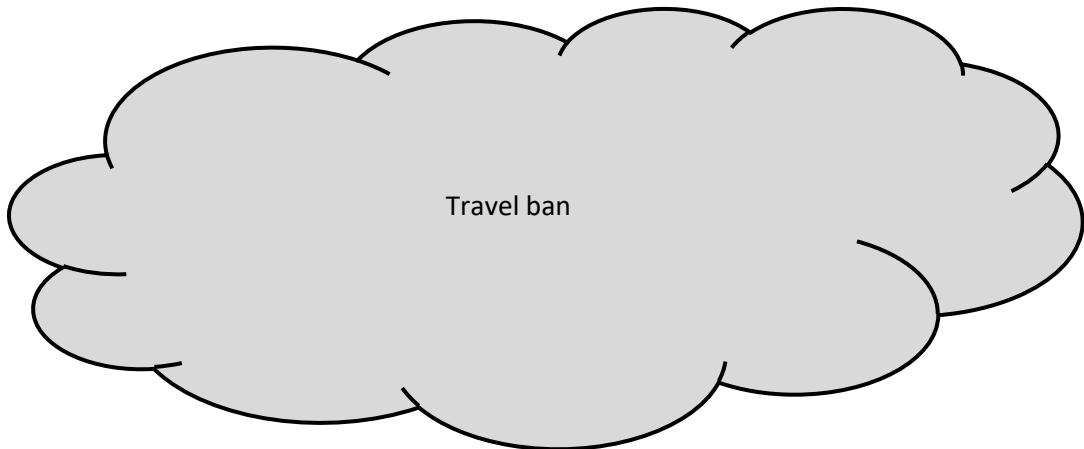
The percentage of ... remains steady...

The chart clearly shows that...

Station 8: Policy Issues II – The Ban on Immigration from Muslim Countries

1. In January 2017, President Trump issued an executive order which prevented people from 6 Muslim-majority countries from entering the United States.

What do you already know about this order? Write down a few notes into the word cloud.



2. Read the following excerpt from the executive order. Infer the meaning of the underlined words from the context. If you cannot infer the meaning, look up the definition in a dictionary. Fill in the definitions (either from your understanding or the dictionary) into the margin on the right.

"By the authority vested in me as President [...] and to protect the American people from terrorist attacks by foreign nationals admitted to the United States, it is hereby ordered as follows:

[...] The visa-issuance process plays a crucial role in detecting individuals with terrorist ties and stopping them from entering the United States. Perhaps in no instance was that more apparent than the terrorist attacks of September 11, 2001, when State Department policy prevented consular officers from properly scrutinizing the visa applications of several of the 19 foreign nationals who went on to murder nearly 3,000 Americans. And while the visa-issuance process was reviewed and amended after the September 11 attacks to better detect would-be terrorists from receiving visas, these measures did not stop attacks by foreign nationals who were admitted to the United States.

Numerous foreign-born individuals have been convicted or implicated in terrorism-related crimes since September 11, 2001, including foreign nationals who entered the United States after receiving visitor, student, or employment visas, or who entered through the United States refugee resettlement program. Deteriorating conditions in certain countries due to war, strife, disaster, and civil unrest increase the likelihood that terrorists will use any means possible to enter the United States. The United States must be vigilant during the visa-issuance process to ensure that those approved for admission do not intend to harm Americans and that they have no ties to terrorism.



Titel:	Stationenlernen American Dream (SEK II)
Reihe:	Freedom and justice – myths and realities
Bestellnummer:	60239
Kurzvorstellung:	<p>Dieses komplett englischsprachige Stationenlernen zur Landeskunde der USA beschäftigt sich mit der Geschichte des <i>American Dream</i>. Es ist unterrichtsfertig aufgearbeitet und für den direkten und differenzierten Unterrichtseinsatz bestimmt.</p> <p>Die Schüler werden befähigt, die amerikanische Gesellschaft und Lebensart genauer einzuordnen und beschäftigen sich aktiv mit der Entwicklung von Bürgerrechtsbewegung, Immigration und weiteren zentralen US-amerikanischen Gesellschaftsthemen.</p> <p>Die Arbeitsblätter eignen sich hervorragend zum Einstieg in die Thematik „The American Dream – Myths and Realities“.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Einführender Informationszettel für die Lernenden• Stationspass• 15 Stationen zum Thema “The American Dream”• Ausführlicher Lösungsteil• Abschlusstest inkl. Lösungen

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Didaktisch-methodische Hinweise zum Einsatz dieses Materials

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EINSATZMÖGLICHKEITEN

Klassenstufe: Sekundarstufe II

Fach: SoWi/Politik; Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 15 Stationen zum Thema „The American Dream“
- **Abschlussphase:** Lösungsbogen, Reflexionsphase

Dauer der Unterrichtseinheit: 6 bis 8 Stunden

KOMPETENZEN

Leseverstehen

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- implizite Informationen, auch Einstellungen und Meinungen, erschließen,

Station Pass “American Dream”

Name: _____

Station	Priority	Name of station	Done	Any questions?
1	obligatory	What is the American Dream?		
2	optional	The Puritans		
3	obligatory	The Declaration of Independence		
4	obligatory	Immigration		
5	optional	Pictures of the American Dream		
6	obligatory	The Statue of Liberty		
7	obligatory	American Patriotism		
8	optional	From Rags to Riches		
9	obligatory	Corporate Culture and Work Ethics		
10	obligatory	Civil Rights		
11	obligatory	African-Americans		
12	obligatory	Poverty		
13	optional	Consumerism		
14	obligatory	Societal Issues surfacing during 2016 Presidential Election		
15	obligatory	The American Dream – What do you Think?		

Station 1: What is the American Dream?

What is the American dream? The **American dream** is one big tent. One big tent. And on that big tent you have four basic promises: equal protection under the law, equal opportunity, equal access, and fair share.

Jesse Jackson/ *1941

American civil rights activist, Minister and politician

If proud Americans can be who they are and boldly stand at the altar with who they love then surely, surely we can give everyone in this country a fair chance at that great **American Dream**.

Michelle Obama/ *1964

First Lady of the United States (2009-2016)

There are those who will say that the liberation of humanity, the freedom of man and mind is nothing but a dream. They are right. It is the **American Dream**.

Archibald MacLeish/ *1892– †1982

American poet, writer and politician

Americans have so far put up with inequality because they felt they could change their status. They didn't mind others being rich, as long as they had a path to move up as well. The **American Dream** is all about social mobility in a sense - the idea that anyone can make it.

Fareed Zakaria/ *1964

Indian-born American journalist and author

The **American dream** is about freedom.

Nancy Pelosi / *1940

American politician

For me, the essence of the great **American Dream** is spiritual. I believe that our Constitution is inspired and that it is based on principles that are timeless and universal. This is the reason why 95% of all written constitutions throughout the world are modeled after our Constitution.

Stephen Covey/ *1932 – †2012

American educator and author

To me, the **American Dream** is being able to follow your own personal calling. To be able to do what you want to do is incredible freedom.

Maya Lin/ *1949

American designer and artist

I have spent my life judging the distance between American reality and the **American dream**.

Bruce Springsteen/ *1949

American musician

The road to success is not easy to navigate, but with hard work, drive and passion, it's possible to achieve the **American dream**.

Tommy Hilfiger/ *1951

American fashion designer

The **American Dream** is a phrase we'll have to wrestle with all of our lives. It means a lot of things to different people. I think we're redefining it now.

Rita Dove/ *1952

American poet and author

TASK

Read the different definitions of the **American Dream** and explain the differences and similarities you could find. Then, create your very own definition of the American Dream.

Station 11: African Americans

THE SITUATION OF AFRICAN-AMERICANS IN SCHOOLS

(ARTICLE OF “READ ON”)

Even to this many African Americans live in poor social conditions. Very often, their parents do not earn enough money to make a living often due to racism and/or lack of good education. Thus, they have to help out in the household or babysit younger siblings or even work. Thus, they often do not have the energy or the time to work hard at school. As a result, they do only half as well in exams as many white students from better social backgrounds. This is the main reason why remedial classes often consist of a majority of African-American pupils, while gifted classes are mostly attended by white students. Regarding statistics, African-Americans drop out of school more frequently than white students. The result is a lack of education which further prevents them from getting well-paid jobs themselves. You can look at it as being a vicious circle³: Poor education means low-paid jobs – which means that many African Americans have to live in subsidized housing or poor neighborhoods.

When these former drop-outs have children, these children also have to face the same difficulties as their parents: They grow up in a poor social situation, lose the motivation to be successful and so the vicious circle starts anew.

Since the Sixties, schools in the USA are desegregated, which means that all races learn together. Before that, African-Americans were not allowed to visit the same schools as their fellow white pupils (segregated schools). Nowadays, many schools in the USA become segregated⁴ again because whites move out of the inner cities into expensive suburbs. Supporters of integration are against this segregation. Their main argument is that *“When they cannot learn together, they will not be able to live together.”*

TASKS

1. Analyse why many African Americans are trapped in a vicious circle.

³ Teufelskreis

⁴ Sozialwohnungen



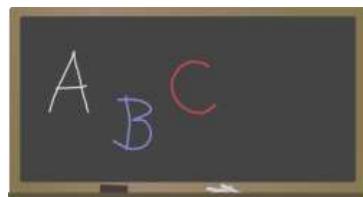
Titel:	Stationenlernen America first – Foreign and domestic policies under the Trump administration
Reihe:	Stationenlernen Landeskunde USA
Bestellnummer:	70992
Kurzvorstellung:	<p>Dieses komplett englischsprachige Stationenlernen zur amerikanischen Landeskunde beschäftigt sich mit der politischen Kultur in den USA während der Regierungszeit Donald Trumps. Es ist unterrichtsfertig aufgearbeitet und für den direkten und differenzierten Unterrichtseinsatz bestimmt. Die Schüler werden befähigt, die Rolle der USA in der Weltpolitik und ihre Interessen während der Regierung Donald Trumps genauer einzuordnen und zu beurteilen.</p> <p>Diese Unterrichtseinheit eignet sich hervorragend zur Vertiefung der Thematik „The role of the United States in international politics at the beginning of the 21st century“.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Einführender Informationszettel für Schüler• Stationspass• 8 Stationen• Ausführlicher Lösungsteil• Abschlusstest inkl. Lösungen

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Didaktische Hinweise zum Einsatz dieses Materials

Dieses Stationenlernen für die Sekundarstufe II ermöglicht eine konzentrierte und intensive Auseinandersetzung mit dem unterrichtsrelevanten Thema „America first – Foreign and domestic policies under the Trump administration“ im Unterricht. Es geht dabei konform mit den Anforderungen der Lehrpläne. Stationsarbeit bildet eine sinnvolle Alternative zum herkömmlichen Frontalunterricht und gewährleistet überdies ein selbständiges Erarbeiten der Lehrinhalte durch die Schülerinnen und Schüler (SuS). Gerade leistungsschwächere Lernende haben damit die Möglichkeit, die Erarbeitung an ihr eigenes Lerntempo anzupassen.



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EINSATZMÖGLICHKEITEN

Klassenstufe: Sekundarstufe II

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 8 Stationen zum Thema „America first – Foreign and domestic policies under the Trump administration“
- **Abschlussphase:** Lösungsbogen, Reflexionsphase
- **Dauer der Unterrichtseinheit:** 4 bis 8 Stunden

KOMPETENZEN

Leseverstehen

Die Schülerinnen und Schüler können umfangreichere authentische Texte unterschiedlicher Textsorten zu vertrauten Themen verstehen. Sie können:

- zum Aufbau eines Textverständnisses textinterne Informationen und textexternes (Vor-)Wissen verknüpfen,
- implizite Informationen, auch Einstellungen und Meinungen, erschließen.



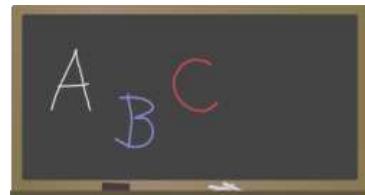
Titel:	Politics in the USA –Presidential elections, domestic affairs and foreign interests
Reihe:	Stationenlernen zur Landeskunde USA
Bestellnummer:	64820
Kurzvorstellung:	<p>Dieses komplett englischsprachige Stationenlernen zur amerikanischen Landeskunde beschäftigt sich der politischen Kultur in den USA. Es ist unterrichtsfertig aufgearbeitet und für den direkten und differenzierten Unterrichtseinsatz bestimmt. Die Schüler werden befähigt, die Rolle der USA in der Weltpolitik und ihre Interessen genauer einzuordnen und den Präsidentschaftswahlkampf besser nachzuvollziehen.</p> <p>Diese Unterrichtseinheit eignet sich hervorragend zum Einstieg in die Thematik „The role of the United States in international politics at the beginning of the 21st century“.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Einführender Informationszettel für Schüler• Stationspass• 10 Stationen zum politischen System der USA• Ausführlicher Lösungsteil• Abschlusstest inkl. Lösungen

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Didaktische Hinweise zum Einsatz dieses Materials

Dieses Stationenlernen für die Sekundarstufe II ermöglicht eine konzentrierte und intensive Auseinandersetzung mit dem unterrichtsrelevanten Thema „Politics in the USA“ im Unterricht. Es geht dabei konform mit den Anforderungen der Lehrpläne.



Stationsarbeit bildet eine sinnvolle Alternative zum herkömmlichen Frontalunterricht und gewährleistet überdies ein selbstständiges Erarbeiten der Lehrinhalte durch die Schülerinnen und Schüler (SuS). Gerade leistungsschwächere Lernende haben damit die Möglichkeit, die Erarbeitung an ihr eigenes Lerntempo anzupassen.

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EINSATZMÖGLICHKEITEN

Klassenstufe: Sekundarstufe II

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 11 Stationen zum Thema „Politics in the USA“
- **Abschlussphase:** Lösungsbogen, Reflexionsphase
- **Dauer der Unterrichtseinheit:** 4 bis 8 Stunden

KOMPETENZEN

Leseverstehen

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- zum Aufbau eines Textverständnisses textinterne Informationen und textexternes Vorwissen verknüpfen,
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Titel:	African Americans in the USA - A minority in the struggle between race and respect
Reihe:	Stationenlernen Englisch Abitur - Landeskunde USA
Bestellnummer:	60089
Kurzvorstellung:	<p>Dieses Stationenlernen Landeskunde Englisch behandelt die Themen African American History, Culture und Contemporary Issues in insgesamt 17 Stationen. Es bietet Su*S die Möglichkeit, sich kreativ mit dem Thema zu befassen und für ihre eigene Lebenswirklichkeit sensibilisiert zu werden.</p> <p>Warum stellt das Lernen an Stationen einen sinnvollen Unterrichtsverlauf dar? Die Schüler/innen können den Inhalt selbstständig erarbeiten und das individuelle Lerntempo jeweils anpassen. Dies gewährleistet die Binnendifferenzierung ohne gesonderte Aufgabenstellung.</p> <p>Die Schüler/innen erhalten zum Absolvieren der Stationen eine Checkliste, die ihnen durch gezieltes Abhaken der Aufgabenstellung einen Überblick über das Gelernte verschafft.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Einführender Informationszettel für die Su*S• Stationspass• 17 Stationen mit Informationsmaterialien und Aufgaben• Ausführliche Lösungsansätze

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Didaktische Hinweise zum Einsatz dieses Materials

Dieses Stationenlernen für die Sekundarstufe II ermöglicht eine konzentrierte und intensive Auseinandersetzung mit dem unterrichtsrelevanten Thema „African Americans in the USA“ im Unterricht. Es geht dabei konform mit den Anforderungen der Lehrpläne. Stationsarbeit bildet eine sinnvolle Alternative zum herkömmlichen Frontalunterricht und gewährleistet überdies ein selbstständiges Erarbeiten der Lehrinhalte durch die Schüler*innen (Su*S). Gerade leistungsschwächere Lernende haben damit die Möglichkeit, die Erarbeitung an ihr eigenes Lerntempo anzupassen.



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EINSATZMÖGLICHKEITEN

Klassenstufe: Sekundarstufe II (Geschichte, Politik, Ethik)

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 17 Stationen zum Thema „African Americans in the USA“
- **Abschlussphase:** Lösungsbogen, Reflexionsphase
- **Leistungskontrolle:** Kreuzworträtsel

Dauer der Unterrichtseinheit: 4 bis 8 Stunden

KOMPETENZEN

Leseverstehen

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- zum Aufbau eines Textverständnisses textinterne Informationen und textexternes (Vor)Wissen verknüpfen,
- implizite Informationen, auch Einstellungen und Meinungen, erschließen.

Station 3: Segregation and oppression

After slavery had been abolished, African Americans in the United States were still not regarded as equal citizens. Do the following tasks to find out more about the era of segregation, oppression and Jim Crow laws in the United States.

1. Read the following text to find out more about the situation of African Americans in the early 20th century.

Oppression of African Americans in the First Half of the 20th Century

by David Kenneth, Source: <http://classroom.synonym.com/oppresion-african-americans-first-half-20th-century-12836.html>

"African Americans faced racial oppression from 1900 to 1950. The nation released the race from slavery in 1865 [...]. Nevertheless, until the gains of the 1950s and 1960s Civil Rights Movement, private citizens and state governments openly discriminated against African Americans with seeming impunity.

[...] At the turn of the 20th century, Southern state governments instituted racial segregation laws to separate whites and African Americans. In 1896, the Supreme Court found state segregation laws constitutional, despite the Fourteenth Amendment guarantee of equality for all citizens. States could require separation of the races as long as the services provided were similar. In reality, most African-American institutions and provisions were of an inferior quality. [...]

[...] In tandem with government-enforced segregation, some Southern whites maintained the status quo through violence. The most visible and extreme manifestation of this violence was lynching. African American males were the primary victims of these crimes. Lynching involved hanging and torturing a person for a supposed infraction of social rules. In many instances, newspapers would advertise upcoming hangings. Southern law enforcement rarely prosecuted these murders.

[...] Despite the Fifteenth Amendment guarantee that no state could deprive the right to vote because of color, few African Americans voted in the South. If unperturbed by the possibility of lynching, potential African American voters still had to surpass obstacles to register. Poll taxes required payments often accrued over decades. Poor African Americans usually could not afford the amount. Literacy tests, applied subjectively by the register of voters, forced some people to demonstrate sufficient comprehension of state and national laws. Lastly, political parties could refuse to admit African Americans as members, denying them the ability to vote in primaries. [...]

Station Pass “USA – Political System, Home Affairs, Foreign Policy”**Name:** _____

Station	Priority	Name of station	Finished	Any questions?
1	obligatory	Facts About The World Power USA		
2	obligatory	Vocabulary		
3	obligatory	Political System Today		
4	obligatory	Domestic Policy		
5	free-choice	Domestic Policy II – Health Care		
6	obligatory	Foreign Policy		
7	obligatory	Presidential Elections in the USA		
8	free-choice	Political Parties		
9	free-choice	Presidents of the USA		
10	obligatory	The Impact of U.S. Inner-Conflicts on Politics		

Station 4: Domestic policy

Traditionally, domestic policies in the USA vary depending on which party the government or the president belongs to. Important aspects of domestic policy include: taxes, public services, infrastructure, health care, social security, education, the economy, climate change, abortion, gun laws, domestic surveillance and many more.

1. Read the following text about domestic policies in the USA in the past years. Fill in the blanks with the words listed at the bottom of the page.
2. Add useful vocabulary from the text to your mind map.

The significantly indebted United States were deeply affected by the _____ in 2008. How close the U.S. were to a financial collapse within the first weeks of the crisis was revealed by the large business activity support program which Obama put together in order to rescue the market. Shortly after becoming U.S. President, Obama put \$789 billion on the market to alleviate effects of the _____, which led to an improvement in the economic climate. After the financial crisis, a financial reform was put into place which distinguishes between merchant banking and investment banking and obligates stock exchange speculators to stricter regulations.

President Trump in his pledge to the American voters in 2016 promised to "Make America great again", as his election slogan rang, vowing to protect American workers and strengthening the economy. He put up an economic plan designed to make the economy grow by 4%, creating millions of jobs through massive tax reduction and trade reform.

As with many other aspects of domestic policy, the Republican and the Democratic parties _____ this issue of financial reform. Republicans worried that too much regulation would be a hindrance to the market and would impair free economy, while Democrats were concerned about the effects an unregulated market could have, especially on poorer people. These _____ can also be seen in the debate about health care, in which Republicans traditionally oppose strict regulations and free access while Democrats view regulations and free access as important. In 2017 Trump signed an executive order known as Trumpcare, modifying how the Patient and Protection and Affordable Care Act of the Obama Administration, known as Obamacare, is to be implemented.

Similarly, the topic of climate change is _____ between Republicans and Democrats. Energy, ecology and economy form a complex fabric full of challenges in the U.S. policy. During the Obama administration, the importance of stricter policies which combat climate change were underlined. With his climate policy, Obama planned to increase the efficiency of the American industry and adjust emission control. By this means, the Obama administration hoped to find _____ between economic growth and environmental protection. However, no noteworthy progress concerning climate policy could be observed. After the withdrawal of the USA from the Paris Climate Agreement under the Trump administration, it is unlikely that further _____ to reform climate policies will be made. Thus, the USA still produce about a fifth of the global CO₂-emissions although it only constitutes less than five per cent of the world's population. The USA still support coal mining, fracking, and nuclear energy.

financial crisis

economic downturn

clashed over

opposing sides

fiercely debated

reasonable compromises

attempts

STATION 6

Form a group with at least 4 other students and fill the mind map above.

<https://www.cfr.org/timeline/trumps-foreign-policy-moments>

Syria Under Obama forces from the United States, Bahrain, Jordan, Qatar, Saudi Arabia, and the United Arab Emirates launched airstrikes in Syria against the Islamic State of Iraq and the Levant and affiliates of al-Qaeda, beginning in September 2014, as part of a multinational campaign against Islamist extremist militant groups.

Trump has continued to fight ISIS and their network and in retaliation for the use of chemical weapons there have been several military strike against Syrian President Bashar al-Assad's military bases.

In 2019 Trump suddenly announced the withdrawal of all US troops from Northern Syria declaring ISIS as defeated. The leader of the self-proclaimed Islamic State, Abu Bakr al-Baghdadi was killed by US forces.

Afghanistan During his 2012 re-election campaign, Obama pledged to "end the war in Afghanistan in 2014". Nevertheless, about 10,800 American troops stay in Afghanistan in 2015 -- down from 38,000 at the start of 2014. Those remaining troops were left to continue missions focused on counter-terrorism and training. Under Trump's administration the Afghan strategy is also to withdraw further US troops. In 2020 a US-Taliban Agreement was signed to try to bring an end to terrorist action.

Iran The controversy over Iran's nuclear programs is still a major point of international discussions and arguments. Additionally, the U.S. accuses Iran of aiding rebels or even terrorists in the Middle East to destabilize the region and enlarge their own sphere of control. Under the Trump Administration the relations with Iran have decreased even further with the US withdrawing from the Joint Comprehensive Plan of Action (JCPOA) on Iran's nuclear program, much to the dismay of many European leaders.

North Korea After a war of words with North Korea's leader Kim Jong-un, Trump has made attempts to discuss the denuclearization of the country. So far, however, no agreement or concessions have been reached.

Pivot to Asia In 2010, the Obama administration initiated what it called a "pivot" to Asia, a shift in strategy aimed at bolstering the United States' defense ties with countries throughout the region and expanding the U.S. naval presence there. The announcement of the pivot to Asia has been greeted with ambivalence, and even alarm, in parts of Europe. U.S. officials have been at pains to emphasize that their renewed commitment to Asia does not come at the expense of Europe. The Trump Administration supports Obama's position here, even if for other reasons, but opposes the Trans-Pacific Partnership (TPP). There is a general policy of containment towards China with tariffs being imposed. The trade war between China and the US is still in full swing.

Transatlantic Trade and Investment Partnership (TTIP) The Transatlantic Trade and Investment Partnership (T-TIP), a proposed trade and investment agreement, was being negotiated between the United States and the European Union (EU). The T-TIP would increase access to European markets for Made-in-America goods and services and was controversially discussed, since it may undermine European standards concerning working rights, genetically engineered food, laws etc. Under Trump negotiations have been halted by the European Commission.

Cuba Restrictions on travel and trade with Cuba have been implemented by the Trump Administration

NAFTA In 2018 there has been a revision of the North American Free Trade Agreement with the US, Canada and Mexico agreeing on alterations to the trade deal in order to benefit US workers.

NATO Trump has called on NATO to contribute their fair share to the alliance and step up their financial contributions to at least 2% otherwise threatening. Here particularly Germany is being criticized for not paying enough.

UN A further withdrawal that has caused worries in foreign policy is the withdrawal from the UN Human Rights Council on the grounds that the council is chronically biased against Israel and human rights are abused by members such as China.

Station Pass “America First? – Foreign and Domestic Policies under the Trump Administration”

Name: _____

Station	Priority	Name of station	Finished	Any questions?
1	mandatory	History of “America First”		
2	mandatory	Trump’s Vision for the USA		
3	mandatory	Opposing Policies - The Presidential Candidates of 2016		
4	mandatory	Domestic Policy: Social Issues		
5	optional	Foreign Affairs and Global Stability		
6	mandatory	Foreign Policy: Immigration		
7	mandatory	A Presidency in Trouble: Ukraine and Impeachment		
8	optional	The Environment and the Trump Administration		

Station 2: America First! Trump's Vision for the USA

Donald Trump gave this address at his inauguration on January 20, 2017. In this speech, he outlines his vision for "America First".

1. Read the following speech. Highlight passages where Trump outlines his vision of "America First".

"We, the citizens of America, are now joined in a great national effort to rebuild our country and to restore its promise for all of our people. Together, we will determine the course of America and the world for years to come. We will face challenges. We will confront hardships. But we will get the job done.

Every four years, we gather on these steps to carry out the orderly and peaceful transfer of power, and we are grateful to President Obama and First Lady Michelle Obama for their gracious aid throughout this transition. They have been magnificent.

Today's ceremony, however, has very special meaning. Because today we are not merely transferring power from one Administration to another, or from one party to another – but we are transferring power from Washington, D.C. and giving it back to you, the American People.

For too long, a small group in our nation's Capital has reaped the rewards of government while the people have borne the cost. Washington flourished – but the people did not share in its wealth. Politicians prospered – but the jobs left, and the factories closed. The establishment protected itself, but not the citizens of our country.

Their victories have not been your victories; their triumphs have not been your triumphs; and while they celebrated in our nation's Capital, there was little to celebrate for struggling families all across our land. [...] This American carnage stops right here and stops right now.

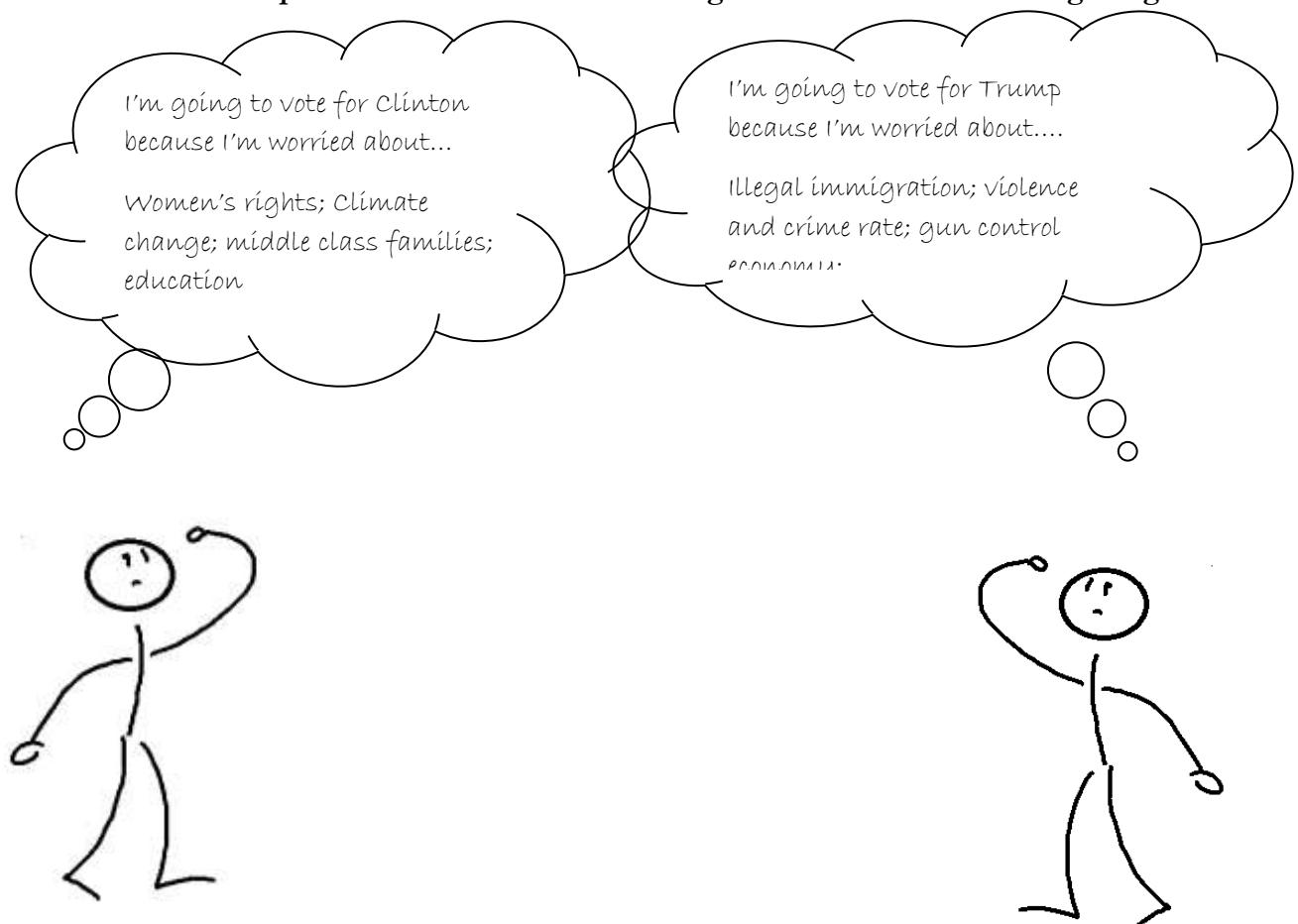
We are one nation – and their pain is our pain. Their dreams are our dreams; and their success will be our success. We share one heart, one home, and one glorious destiny. The oath of office I take today is an oath of allegiance to all Americans. For many decades, we've enriched foreign industry at the expense of American industry; subsidized the armies of other countries while allowing for the very sad depletion of our military; we've defended other nation's borders while refusing to defend our own; and spent trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay. We've made other countries rich while the wealth, strength, and confidence of our country has disappeared over the horizon.

One by one, the factories shuttered and left our shores, with not even a thought about the millions upon millions of American workers left behind. The wealth of our middle class has been ripped from their homes and then redistributed across the entire world.

But that is the past. And now we are looking only to the future. We assembled here today are issuing a new decree to be heard in every city, in every foreign capital, and in every hall of power. From this day forward, a new vision will govern our land. From this moment on, it's going to be America First.

	without government interference	believes abortion should be legal only in certain exception cases
Undocumented Immigrants	- Provide path to citizenship for undocumented immigrants	- Immigrants who have been arrested should be deported, no access to citizenship
Climate Change	- Climate change is man-made and needs to be fought	- Climate change is natural and not man-made
Same-Sex Marriage	- Marriage should be open to anyone, no matter what sexual orientation	- Would leave the decision to individual states, doesn't believe that Supreme Court should have ruled on Same-Sex Marriage

4. What possible concerns might people who voted for Hillary Clinton have had?
 What possible concerns might people who voted for Donald Trump have had?
 Write their potential concerns into the thought bubbles in the following image.



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