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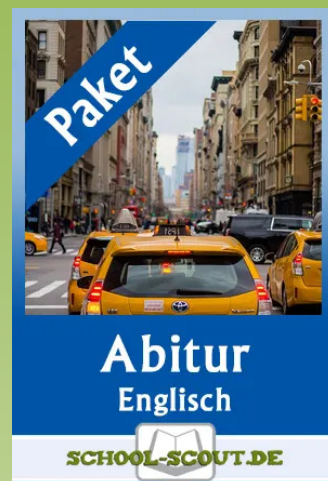
Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Abitur Englisch NRW 2024

Das komplette Material finden Sie hier:

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Titel:	Tradition and Change in Britain's Politics and Society – Monarchy, Modern Democracy, Multicultural Society
Reihe:	Stationenlernen Landeskunde Englisch
Bestellnummer:	69423
Kurzvorstellung:	<p>Dieses Stationenlernen bietet Schülerinnen und Schülern einen Gesamtüberblick über das Abiturthema „Tradition and Change in Politics and Society – Monarchy, Modern Democracy, Multicultural Society“.</p> <p>Das Stationenlernen eignet sich hervorragend zum Einsatz im Unterricht, im eigenverantwortlichen Arbeiten, oder auch zur Klausurvorbereitung.</p>
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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 „Traditions and Change in Politics and Society“ 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 Wahlstationen 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/Abitur

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Unterrichtsgespräch
- **Erarbeitungsphase:** 10 Stationen zum Thema „Tradition and Change in Politics and Society“
- **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,

Schreiben

Die Schülerinnen und Schüler können zusammenhängende Texte zu vertrauten Themen intentions- und adressatengerecht verfassen. Sie können:

- unter Beachtung wesentlicher Textsortenmerkmale verschiedene Formen des kreativen Schreibens realisieren,
- wesentliche Informationen und zentrale Argumente aus verschiedenen Quellen in die eigene Texterstellung einbeziehen sowie Standpunkte begründen und gegeneinander abwägen.

Verfügen über sprachliche Mittel

Die Schülerinnen und Schüler können ein grundlegendes Spektrum sprachlicher Mittel weitgehend funktional einsetzen, um Kommunikationssituationen zu bewältigen. Sie können:

- einen grundlegenden allgemeinen und in Bezug auf das soziokulturelle Orientierungswissen erweiterten thematischen Wortschatz sowie einen grundlegenden Funktions- und Interpretationswortschatz funktional nutzen und die englische Sprache in der Auseinandersetzung mit vertrauten Sachverhalten als Arbeitssprache verwenden.

Interkulturelle kommunikative Kompetenz

Die Schülerinnen und Schüler können in interkulturellen Kommunikationssituationen sowohl in direkten persönlichen Begegnungen als auch im Umgang mit englischsprachigen Texten und Medien handeln. Sie können:

- ihr grundlegendes soziokulturelles Orientierungswissen im Allgemeinen selbstständig festigen und erweitern, indem sie Wissensbestände vernetzen und sich neues Wissen aneignen,
- ihr grundlegendes soziokulturelles Orientierungswissen hinterfragen und dabei die jeweilige kulturelle Perspektive berücksichtigen.

Interkulturelle Einstellungen und Bewusstheit

Sie können

- sich kultureller Vielfalt und der damit verbundenen Chancen und Herausforderungen bewusst werden und neuen Erfahrungen mit fremder Kultur grundsätzlich offen und lernbereit begegnen,
- sich fremdkultureller Werte, Normen und Verhaltensweisen, die von den eigenen Vorstellungen abweichen, bewusst werden und Toleranz zeigen,
- sich ihrer eigenen kulturgeprägten Wahrnehmungen und Einstellungen bewusst werden und sie auch aus Gender-Perspektive in Frage stellen.

Interkulturelles Verstehen und Handeln

Sie können

- in der Auseinandersetzung mit den politisch, sozial und kulturell geprägten Lebensumständen von Menschen der anglophonen Bezugskulturen kulturspezifische Wertvorstellungen, Einstellungen und Lebensstile verstehen und mit eigenen Vorstellungen vergleichen,
- sich aktiv in Denk- und Verhaltensweisen von Menschen anderer Kulturen hineinversetzen (Perspektivwechsel) und aus der spezifischen Differenzerfahrung Verständnis sowie ggf. kritische Distanz bzw. Empathie für den anderen entwickeln

ALLGEMEINE DIFFERENZIERUNGSMÖGLICHKEITEN

Einzelne Stationen können als Wahl- und als Pflichtstationen gekennzeichnet werden, sodass langsame SuS die Pflichtstationen bearbeiten können und schnellere SuS zudem die Wahlstationen bearbeiten können.

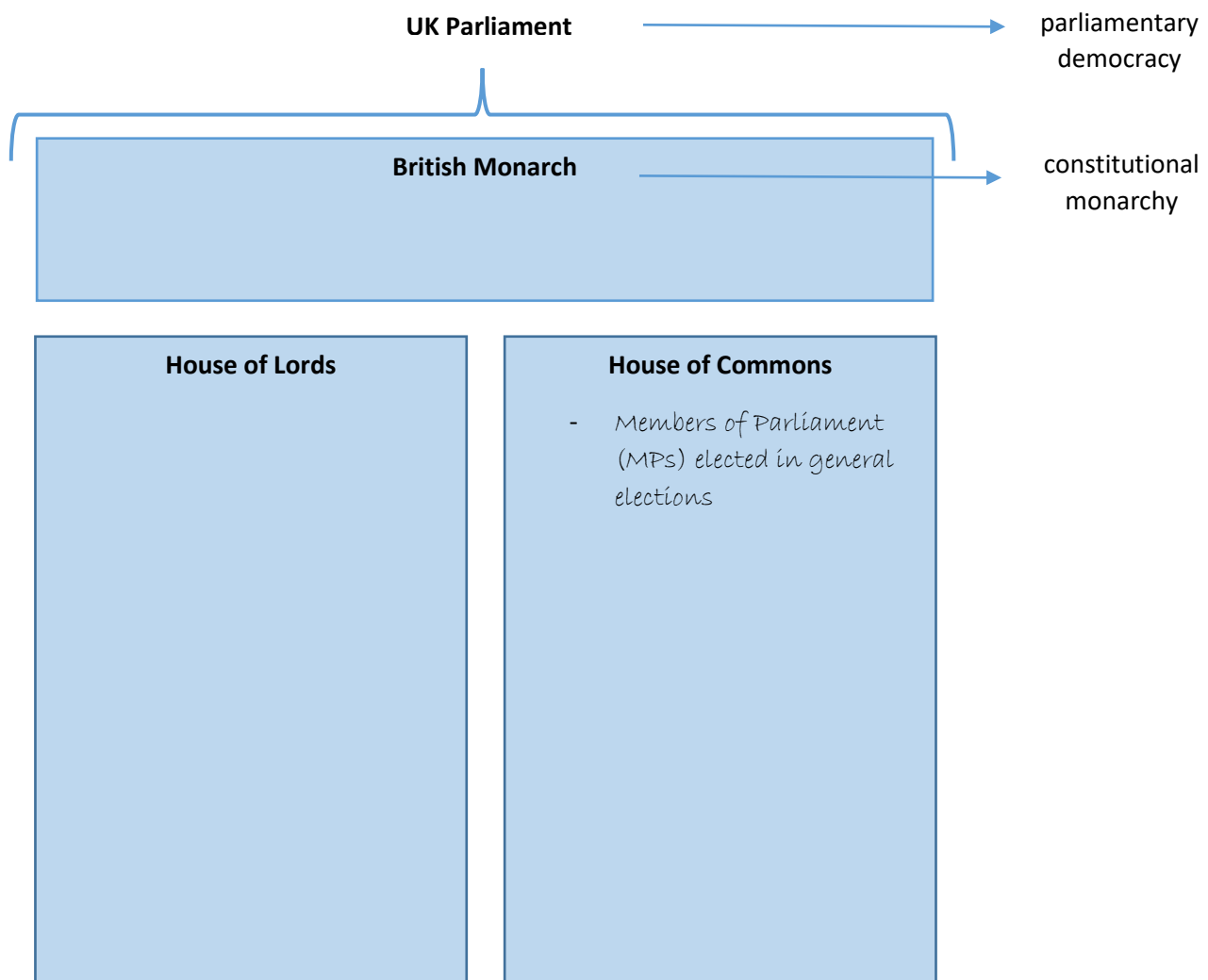
EINSTIEG INS THEMA

Auch wenn die Stationen so konzipiert sind, dass zu ihrer Bearbeitung nur wenig nötig ist, wäre es sinnvoll, wenn die wichtigsten historischen Fakten und Entwicklungen bereits mit den SuS besprochen worden sind. Ansonsten sollten diese kurz angeschnitten werden – im Zweifel auch in Form einer vorher ausgeteilten Liste. Danach kann man recht unvermittelt einsteigen oder aber ein Brainstorming zu Fragen machen. (Was fällt euch zum Thema ein?)

Station 5: Modern Monarchy and Democracy in Britain

1. How can Britain be a monarchy and a democracy? Fill in the following characteristics into the correct boxes in the diagram below. This website might help you: <https://www.bbc.co.uk/education/guides/zwvqtfr/revision/2>

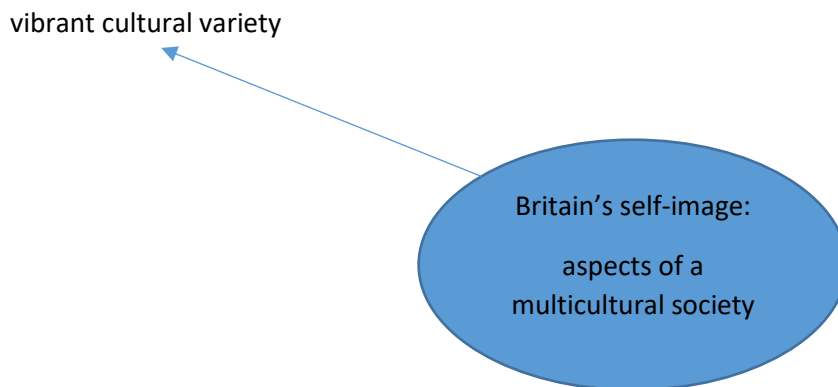
- | | |
|---|---|
| <ul style="list-style-type: none"> - symbolic function - approve laws - check proposed laws - suggest amendments - make laws - debate proposals | <ul style="list-style-type: none"> - head of state, but bound by the constitution - Members of Parliament (MPs) elected in general elections - Peers appointed by the Queen, or attained by inheritance, or through position in Church of England - Title attained by inheritance |
|---|---|



Station 8: Aspects of a Multicultural Society

Britain has a multicultural society shaped by Britain's ties to other Commonwealth Nations and immigration into Britain. Learn more about how this multicultural society has shaped Britain's self-image by doing the following tasks.

1. Watch the following film, which is part of the 'Word on the Street' series made by the British Council: <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/multicultural-britain>
2. Which aspects of the multicultural society described in the video might influence Britain's self-image? Collect your ideas in a mind map.



3. In the video, the interviewer mentions the different challenges immigrants from different generations have to face. What challenges might first, second, and third generation immigrants face? Fill in your ideas into the chart.

1 st generation immigrants	2 nd generation immigrants	3 rd generation immigrants




Titel:	Voices from the African continent: Postcolonialism in Nigeria
Reihe:	Arbeitsblätter der Reihe „Englisch aktuell“
Bestellnummer:	73727
Kurzvorstellung:	<p>Diese fertig ausgearbeiteten Arbeitsblätter zum Postkolonialismus und zur englischen Landeskunde setzen sich am Beispiel von Nigeria mit dem Verlauf und den Auswirkungen des Kolonialismus in afrikanischen Ländern auseinander.</p> <p>Die Schüler können den Inhalt selbständig erarbeiten und das individuelle Lerntempo jeweils anpassen. Dies gewährleistet die Binnendifferenzierung ohne gesonderte Aufgabenstellung.</p> <p>Diese Arbeitsblätter sind Teil des Stationenlernens „Postcolonialism: From Suppression to Respect – The Heritage of Britain’s Colonial Past“:/material/59908</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Defining (Post)Colonialism• Modern life in Nigeria – Social and cultural realities• Life in Nigeria from past to present – Political and historical change• Solutions

The texts below present different concepts of postcolonialism and general historical mechanisms.

- a) Write a short definition of postcolonialism for each of the texts below.
- b) Create your own definition with the help of these three perspectives as a basis. Your definition should be useful for your studies, i.e. comprehensible, easy to remember and deal with this difficult topic in a concise way.
- c) After you have written down your definition, give it to someone else working on this task to comment on the usefulness of your definition and vice versa. (PA/GA)

TEXT 1

TEXT 2 

TEXT 3

NEW DEFINITION
POSTCOLONIALISM

COMMENT BY:

1 “So, what is postcolonialism? The concept is notoriously difficult to define. To begin with, "post-colonial" is used as a temporal marker referring to the period after official decolonization. Although much of what has come to be qualified as post-colonial does indeed belong to this period, Postcolonialism has very little to do with period marking. Indeed, some of its most prominent theorists belong to the colonial era. It is no wonder then that in literary studies, Postcolonialism has come to mean what used to be identified as Third World literature. Here the term is used to describe the conditions of migrant groups within First World states and serves to emphasize "oppositional reading practices, exposing the power relations constructing meaning in a given text." Over time, postcolonialism has moved beyond the confines of both history (as a temporal marker) and literature (as a substitute for Third World literature) to become a "general" theory about what Ania Loomba et al. call "the shifting and often interrelated forms of dominance and resistance; about the constitution of the colonial archive; about the interdependent play of race and class; about the significance of gender and sexuality; about the complex forms in which subjectivities are experienced and collectivities mobilized; about representation itself; and about the ethnographic translation of cultures."

2 Since its beginnings with Socrates, philosophy has typically involved the project of questioning the accepted state of knowledge. Later, Locke, Hume, and especially Kant developed a distinctively modern idea of philosophy as the critique of knowledge. Kant's great epistemological innovation was to maintain that the same critique that revealed the limits of our knowing powers could also reveal necessary conditions for their exercise. What might have seemed just contingent features of human cognition (for example, the spatial and temporal character of its objects) turn out to be necessary truths. Foucault, however, suggests the need to invert this Kantian move. Rather than asking what, in the apparently contingent, is actually necessary, he suggests asking what, in the apparently necessary, might be contingent. The focus of his questioning is the modern human sciences (biological, psychological, social). These purport to offer universal scientific truths about human nature that are, in fact, often mere expressions of ethical and political commitments of a particular society. Foucault's "critical philosophy" undermines such claims by exhibiting how they are just the outcome of contingent historical forces and are not scientifically grounded truths.

3 **Post-colonialism** is "a cultural, intellectual, political, and literary movement of the twentieth and twenty-first centuries characterized by the representation and analysis of the historical experiences and subjectivities of the victims, individuals and nations, of colonial power. Post-colonialism is marked by its resistance to colonialism and by the attempt to understand the historical and other conditions of its emergence as well as its lasting consequences."

Sources:

Text 1: Elsayed Abdullah Muhammad Ahmed (2010): "East Meets West: Gender and Cultural Difference in the Work of Ahdaf Soueif, Farhana Sheikh and Monica Ali". URL: <https://orca.cf.ac.uk/54113/1/U514065.pdf>

Text 2: Gary Gutting and Johanna Oksala (2018): "Michel Foucault". In: Stanford Encyclopedia of Philosophy. URL: <http://plato.stanford.edu/entries/foucault/>

Text 3: Fidel Fajardo-Acosta (2006): "Postcolonialism". In: World Literature Website – Glossary. URL: <http://fajardo-acosta.com/worldlit/glossary.htm>

NATION AND IDENTITY IN NIGERIA: “HALF OF A YELLOW SUN”

During the 1960s, Civil War broke out in Nigeria. The novel “Half of a Yellow Sun” (2006) by Nigerian author Chimamanda Ngozi Adichie deals with the turmoil that ensues due to the outbreak of war.

In 2014, Adichie’s novel was made into a film with the same title. The film centers on the Civil War in Nigeria which was the result of the attempt in the region of Biafra to secede from Nigeria and establish the Republic of Biafra. The flag of the Republic of Biafra is shown below (Source: Creative Commons).

3. Write down your guesses: What themes might be the central issues of the film?



4. Watch the trailer for the film “Half of a Yellow Sun” (e.g. on YouTube²). Were your guesses about the central themes of the film correct? Mark incorrect guesses with an ✘ and correct guesses with a ✓. Fill in the correct guesses into the chart below.

5. Watch the trailer again. What scenes/images give you information about the central themes of the film? Take notes in the chart below.

central themes of film	scenes/images/dialogue/text from trailer

²E.g. “Half of a Yellow Sun Official Theatrical Trailer (2014) - Thandie Newton Movie HD” on Channel *Movieclips Trailers*. URL: <https://www.youtube.com/watch?v=bq9j11QnEXU>



Titel:	Stationenlernen Postcolonialism (SEK II)
Reihe:	From Suppression to Respect – The Heritage of Britain’s Colonial Past
Bestellnummer:	59908
Kurzvorstellung:	<p>Diese fertig ausgearbeitete Stationsarbeit für die Sekundarstufe II ermöglicht ihren Schüler/innen einen umfassenden Zugang zu den Konzepten Kolonialismus und Postkolonialismus, den historischen Hintergründen sowie postkolonialistischer Literatur und Literaturtheorie. Post-Kolonialismus und der verantwortungsvolle Umgang mit dem kolonialistischen Erbe sind gerade in Zeiten der Globalisierung präsen- te Themen und spielen daher im Abitur Englisch eine wichtige Rolle.</p> <p>Indien und der Commonwealth of Nations werden als Beispiele für den modernen Umgang mit dem Thema vorgestellt und bearbeitet. Abwechslungsreiche Aufgaben geben Ihren Schülerinnen und Schülern die Möglichkeit, sich im eigenen Lerntempo über lerntypendifferenzierte Aufgabenstellungen die Einzelthemen zu erarbeiten und im Rahmen von offenen und kreativen Aufgabenstellungen ihr Verständnis anzuwenden.</p>
Inhaltsübersicht:	<ul style="list-style-type: none"> • Didaktisch-methodische Hinweise zum Einsatz dieses Materials und über die Aufgabenstruktur des task-based language learning • Einführender Informationszettel für die Lernenden • Stationspass • 10 Stationen rund um das Thema Postkolonialismus aus ethischer, historischer, politischer, literaturwissenschaftlicher und kultureller Sicht • Binnendifferenzierte Aufgaben für verschiedene Lerntypen, Interessen und Leistungsstufen • Abschlusstest mit Lösung • Ausführliche Lösungsvorschläge und weiterführende Links

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Planen Sie für die Stationsarbeit etwa genügend Zeit ein, sodass auch SuS mit einem geringeren Arbeitstempo jede Station durchlaufen können. Nehmen Sie hierbei die Beobachterrolle ein und stehen Sie bei Nachfragen helfend zur Verfügung. Kontrollieren Sie stichprobenartig die Arbeiten der Lernenden an den einzelnen Stationen und geben Sie ggf. diskret Hinweise. SuS, die besonders lange arbeiten, sollten Sie intensiver helfen. Nehmen Sie ihnen dabei aber nicht alles ab, sodass sie auch das Gefühl einer selbständig geschaffenen Arbeit haben. Alle Materialien sind selbstverständlich auch als einzelne Arbeitsblätter im Unterricht anwendbar; sie als Stationenlernen einzusetzen, ist nicht zwingend erforderlich.

ÜBERBLICK: EINSATZMÖGLICHKEITEN UND KOMPETENZEN

Klassenstufe: Sekundarstufe II Grundkurs und Leistungskurs

Fach: Englisch

Aufbau der Unterrichtseinheit

- **Einstiegsphase:** Einführendes Gespräch und Stationen 1 und 2
- **Erarbeitungsphase:** 5 Stationen (Stationen 3-7)
- **Abschlussphase:** Lösungsbogen, Reflexionsphase, Übungsklausur (Station 8)

Dauer der Unterrichtseinheit: 5-8 Stunden

Kompetenzen:

- Die SuS lernen wesentliche Aspekte und Begriffe von Kolonialismus, Post-Kolonialismus und post-kolonialistischer Kritik kennen.
- Die SuS setzen sich mit dem historischen Erbe der ehemaligen Kolonisten und Kolonien am Beispiel von Großbritannien und Indien auseinander.
- Die SuS befassen sich mit der Rolle von post-kolonialistischem Bewusstsein und post-kolonialistischer Kritik im Alltag.
- Die SuS verknüpfen die erlernten Fakten miteinander und stellen so kausale Zusammenhänge her.
- Die SuS bewerten verschiedene Aspekte von Kolonialismus und Post-Kolonialismus und werden für ethische, ökonomische, politische und kulturelle Werte sensibilisiert.

ALLGEMEINE DIFFERENZIERUNGSMÖGLICHKEITEN

Einzelne Stationen können als Wahl- und als Pflichtstationen gekennzeichnet werden, so dass langsame SuS die Pflichtstationen bearbeiten können und schnellere SuS zudem die Wahlstationen bearbeiten können. Zu jeder Station werden verschiedene Bearbeitungsansätze angeboten. Auch hier können interessierten und schnell arbeitenden SuS zusätzliche Aufgaben angeboten werden.



Station 3: The Prominent Reminder – Post-Colonialism in Everyday Life

1. Where do you see post-colonial issues, on-going debates, conflicts and developments in daily life? Choose one of the topics below (or suggest another topic) and prepare a presentation using an appropriate medium. The presentations should be left on table 4 for other interested students or it should be presented at the end of the postcolonialism project.

Migration & politics

Australian Sorry Day

History is told by the winners?!

Cultural appropriation

Ku Klux Klan

Poster

Song

Essay

Discussion

Comic

Article

Review

Flyer

Protest Campaign

2. In which ways did the imperial enterprise not only evolve around occupying and ruling a country, but was also about “colonizing the mind”? What effect could that have on people of colonized countries even today? Discuss the question in a placemat (four students)! (GA)



Placemat-method

A placemat is, in language courses, a sheet of paper divided into four sections with a joint section in the middle used for a shared opinion/ joint statement. Each of the four students writes down his/her opinion in one of the four sections concerning the discussion question and when all students have finished their statement they mutually turn the paper to read and comment on the opinions of the others one at a time. When everyone has read all four statements, agree on a statement which everyone supports. You may need to compromise.



Titel:

Stationenlernen Englisch Abitur

**The interest of young audiences in Shakespeare –
Shakespeare and the Elizabethan World**

Bestellnummer:

58666

Kurzvorstellung:

Wie kann man junge Erwachsene auch heute noch für Shakespeare begeistern? Dieses komplett englischsprachige Stationenlernen ist unterrichtsfertig aufgearbeitet und betrachtet das Thema Shakespeare und die Elisabethanische Welt näher. Das Unterrichtsmaterial bietet Ihren Schüler/innen ideale Vorbereitung auf das Abiturthema „The Interest of Young Audiences in Shakespeare“.

Diese Unterrichtseinheit soll die SchülerInnen mit dem Elisabethanischen Zeitalter, Shakespeares Leben und seinen Werken vertraut machen. Zudem beleuchtet sie die Rolle des Theaters während Shakespeares Leben. Das Unterrichtsmaterial ist dadurch ideal für eine Einführung in das Thema „Shakespeare“.

Inhaltsübersicht:

- Station 1: Warm-up: Getting to know Shakespeare!
- Station 2: Shakespeare and the Elizabethan World era
- Station 3: Why is Shakespeare still so popular?
- Station 4: Romeo & Juliet
- Station 5: Learning by doing – Romeo & Juliet
- Station 6: Merchant of Venice
- Station 7: Learning by doing – Merchant of Venice
- Station 8: Of Love, Admiration and Disgust
- Station 9: Let's quiz!
- Station 10: Shakespeare today
- Lösungsvorschläge
- Abschlusstest inkl. Lösungen

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Stationspass: Shakespeare and the Elizabethan World

Name: _____

Station	Priority	Name of Station	Finished	Corrected	Questions
1	compulsory	Warm-up: Getting to know Shakespeare!			
2	compulsory	Shakespeare and the Elizabethan World era			
3	compulsory	Why is Shakespeare still so popular?			
4	compulsory	The aspect of love in Romeo and Juliet			
5	optional	Learning by doing: Romeo and Juliet			
6	compulsory	The Merchant of Venice			
7	optional	Learning by doing: The Merchant of Venice			
8	compulsory	Of love, admiration and disgust: Shakespeare's Sonnets			
9	compulsory	Let's quiz!			
10	compulsory	Round- up: Shakespeare today			

This learning cycle is made up of eight compulsory stations. Every lesson you will receive new input on the topic "Shakespeare and the Elizabethan World". There are two optional stations of which at least **one** has to be worked on.

When finishing a station compare your results to the solutions. Afterwards, tick the station in the guidance grid above.

If there arise questions while correcting, note them down on your answer sheet.

File this sheet and further material of this learning cycle in your folder!

Station 3: Why is Shakespeare still so popular?

Excerpt from A Midsummer Night's Dream - Act III, ii, 261-299

Lysander: [to Hermia] Hang off, thou cat, thou burr! vile thing, let loose,

Or I will shake thee from me like a serpent.

Hermia: Why are you grown so rude? what change is this, Sweet love, -

Lysander: Thy love! out, tawny Tartar, out!

Out, loathed medicine! hated potion, hence!

Hermia: Do you not jest?

Helena: Yes, sooth; and so do you.

Lysander: Demetrius, I will keep my word with thee.

Demetrius: I would I had your bond, for I perceive

A weak bond holds you: I'll not trust your word.

Lysander: What! should I hurt her, strike her, kill her dead?

Although I hate her, I'll not harm her so.

Hermia: What! can you do me greater harm than hate?

Hate me! wherefore? O me! what news, my love?

Am not I Hermia? Are not you Lysander?

I am as fair now as I was erewhile.

Since night you lov'd me; yet, since night you left me:

Why, then you left me, - O, the gods forbid! -

In earnest, shall I say?

Lysander: Aye, by my life;

And never did desire to see thee more.

Therefore be out of hope, of question, of doubt;

Be certain, nothing truer: 'tis no jest,

That I do hate thee and love Helena.

Hermia: O me! you juggler! you canker-blossom!
You thief of love! what! Have you come by night
And stol'n my love's heart from him?

Helena: Fine, i'faith!
Have you no modesty, no maiden shame,
No touch of bashfulness? What! will you tear
Impatient answers from my gentle tongue?
Fie, fie! you counterfeit, you puppet you!

Hermia: Puppet! why, so: aye, that way goes the game.
Now I perceive that she hath made compare
Between our statures: she hath urg'd her height;
And with her personage, her tall personage,
Her height, forsooth, she hath prevail'd with him.
And are you grown so high in his esteem,
Because I am so dwarfish and so low?
How low am I, thou painted maypole? Speak;
How low am I? I am not yet so low
But that my nails can reach unto thine eyes.

Choose **ONE** of the following exercises!

3. Look at Hermia's reactions in ll. 3-20 and try to put them into everyday English. Note down the emotions that each of these reactions display.
4. Act out one part of the scene. In groups of four, choose either ll. As the text has no stage directions you need to add instructions for the actor's speech, expressions and movements. Then practice speaking the lines before you act out the scene in front of the class.

Station 7: Learning by Doing: The Merchant of Venice

In order to gain a deeper understanding of Shakespeare's masterpiece "The Merchant of Venice" this part of the learning cycle focuses on the *performance* of the scene of Portia and Bassanio (excerpt 3, engagement) you have worked on before.

READING AND STRESSING

1. Form groups of three. Assign the roles of Portia and Bassanio and one producer to each member. Try and *read* the scene of the two (the producer corrects and supervises) out loud. What is difficult? Which words were hard to pronounce?

Use a coloured crayon and mark the passages/words that were difficult. Read the scene again.

Afterwards, switch roles so each of you have hold a role once at least once. Now that you have *read* the scene out loud, try and *emphasize* passages/words that seem important to you.

PERFORMING

2. Now that you know how to read and emphasize the dialogue of the engagement scene, think of possible performances. How could you present the engagement scene without any props? Be creative!

PRESENTING

3. Today, people would probably agree on the fact that Portia and Bassanio's language is quite out fashioned. Choose either.

Portia's speech

or

Bassanio's speech

and rewrite their utterances.

Use:

Everyday vernacular language

or

"Hip Hop" language (still, try and avoid too harsh curses)

Practice *reading*, *emphasizing* and *performing* the scene again in the language style you've chosen and get prepared to act the scene out in front of your class at the end of the learning cycle.



Titel:	Globalisation – global challenges: Unterrichtsplanung für Grundkurs und Leistungskurs
Reihe:	Reihenplanung konkret Englisch
Bestellnummer:	60396
Kurzvorstellung:	<p>Auswirkungen der Globalisierung sind sowohl auf wirtschaftlicher, gesellschaftlicher als auch auf ökologischer Ebene erkennbar. Diese komplette Unterrichtsplanung für das Englisch-Abitur enthält Module, die diese Auswirkungen thematisch aufgreifen. Als Einleitung dient das Modul "Introduction" und "Definition". Die weiteren Module können entsprechend individuell eingesetzt werden.</p> <p>Einzelne Module enthalten des Weiteren unterschiedliche Materialien für Grund- und Leistungskurs. Darüber hinaus beinhaltet diese Lerneinheit ein abschließendes Modul in Form von Projektarbeiten. Im Hinblick auf die mündliche Prüfung als Ersatz für eine schriftliche Klausur werden Materialien für eine mündliche Prüfung bereitgestellt.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Lehrplanbezug• Ziele der Unterrichtsreihe und Methodisch-didaktische Hinweise• Tabellarische Darstellung der Reihenplanung mit expliziter Kompetenzorientierung• Detaillierte Verlaufspläne und Materialien der einzelnen Stunden mit Lösungsblättern• Aufgabenbeispiele für ein mündliches Prüfungsformat

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Unterrichtsreihe Globalisation

LEHRPLANBEZUG:

1. Inhalte:

- Auseinandersetzung mit Auswirkung von globalen Prozessen auf verschiedene Bereiche der Gesellschaft
- Kritische Reflektion des eigenen Handelns im Hinblick auf internationale globale Prozesse und deren Auswirkungen

2. Methoden:

- Kooperative Lernarrangements: Think-Pair-Share, Gruppen Puzzle
- Texterschließungsmethoden: Questioning the text
- Diskussionsformen: TV-Show, Debatte/Diskussion

3. Kompetenzen:

<p>Sprache</p> <ul style="list-style-type: none"> • Selbstständiges Erschließen von Aussagen aus den Textzusammenhängen und individuellem Vorwissen • Gezieltes Aufnehmen von Informationen nach unterschiedlichen Verarbeitungsinteressen; Aufbau von repräsentativem Fachvokabular • Erweiterung von Strategien zur Bereitstellung, Ordnen und Gewichtung der ermittelten Inhalte 	<p>Umgang mit Texten und Medien</p> <ul style="list-style-type: none"> • erweitern entsprechende Lesestrategien (skimming, scanning etc.) • erweitern ihre Kenntnisse, Fähigkeiten und Fertigkeiten sowie Methodenkompetenz, um die ästhetische Dimension von Sachtexten zu untersuchen und zu beurteilen/bewerten
<p>Methoden und Formen des selbstständigen Arbeitens</p> <ul style="list-style-type: none"> • Evaluation der eigenen und fremden Ergebnisse • In Zusammenarbeit mit anderen soziale Lernkompetenz gewinnen • Üben die Dokumentation von Ergebnissen, z.B. Arbeitsergebnisse selbstständig sichern, protokollieren, Sicherung der eigenen und fremden Ergebnisse 	<p>Interkulturelles Lernen</p> <ul style="list-style-type: none"> • Entwicklung von Empathievermögen, indem sich die Schülerinnen und Schüler mit kulturspezifischen Differenzen auseinandersetzen und diese durch Perspektivwechsel mit ihrer eigenen Lebenswelt vergleichen

ZIELE DER UNTERRICHTSREIHE

Die Unterrichtsreihe hat das Ziel, dass die SuS sich mit Globalisierungsprozessen auseinandersetzen und dabei einzelne Aspekte individuell und in ihrem Zusammenhang erarbeiten, diese beurteilen und unter Bezugnahme ihrer eigenen Lebenswelt kritisch reflektieren.

METHODISCH-DIDAKTISCHE HINWEISE

Bezüglich der zu bearbeitenden Texte liegt der Schwerpunkt auf die Erschließung von Sachtexten. Hierbei werden verschiedene Methoden der Texterschließung vermittelt, z.B. die gezielte Entnahme von Informationen oder das Zusammenfassen der Kernaussagen.

Die Erschließungsstrategien sind dabei eingebettet in kooperative Lernarrangements, so dass der methodische Schwerpunkt auf der Partner- und Gruppenarbeit liegt. Somit lernen SuS mit anderen gemeinsam Texte zu bearbeiten, sich diese gegenseitig vorzustellen, anschließend kritisch zu reflektieren und zu diskutieren.



Reihen-und Sequenzplanung

Modul	G/LK	Kompetenzschwerpunkt	Textformen/Materialien	Seite
Globalisation introduction	GK/LK	Sprechen	Bildimpuls	6-9
	LK	Lesen	Web quest	10-12
Definition I	GK	Lesen	Sachtext	13-16 (19-21)
	LK	Lesen	Sachtext	17-18
Definition II	GK	Lesen, Sprechen	Persönliche Stellungnahmen	22-27
	LK	Lesen, Sprechen	Persönliche Stellungnahmen	28-33
Consumption /Brands	GK/LK	Hör-Sehverstehen	YouTube Video	35-37
	LK	Lesen	Artikel	38-40
Developing Countries	G/LK	Hör-Sehverstehen/ Sprechen	Dokumentation Diskussion	41-51
Economy/Fi-nance	GK	Hör-und Sehverstehen/ Sprechen	YouTube Video	51-54
	LK	Hör-und Sehverstehen Sprechen/Präsentation	YouTube Video	55
Ecology	GK/LK	Hör-und Sehverstehn Sprechen, Schreiben	Film "The Lorax"	56-58
Final projects	LK	Sprechen/Präsentation	Internetrecherche	59-60
	GK/LK	Schreiben	Eigene Fotos	61-63
mdl. Prüfungsformate	G/LK	Sprechen	Kurzzusammenfassungen	64-78

Developing Countries

Globalisation – consumerism

Übergeordnetes Ziel:

- Auseinandersetzung mit dem Thema „Sweatshops“
- Bewusstmachung der Auswirkungen von Konsumverhalten
- Förderung des Empathievermögens durch anschließende Diskussion in verschiedenen Rollen

	Grundkurs	Leistungskurs
Ziele	Erste kritische Auseinandersetzung mit den Auswirkungen des westlichen Konsumverhaltens anhand eines Kurzfilms mit anschließender Diskussion aus verschiedenen Perspektiven	Erste kritische Auseinandersetzung mit den Auswirkungen des westlichen Konsumverhaltens anhand eines Kurzfilms mit anschließender Diskussion aus verschiedenen Perspektiven
Kompetenzen	<ul style="list-style-type: none"> • Hör-und Sehverstehen • Gezielte Informationsentnahme • Sprechen • Meinungsäußerung 	<ul style="list-style-type: none"> • Hör-und Sehverstehen • Gezielte Informationsentnahme • Sprechen • Meinungsäußerung
Möglicher Ablaufplan	<p>1. Erarbeitung der verschiedenen Perspektiven anhand des Ausschnitts des Films „China Blue“.</p> <p>Austausch der Ergebnisse als Gallery Walk oder Gruppenpuzzle</p> <p>2. Diskussion</p> <p>Mögliche schriftliche Hausaufgabe:</p> <p>“Sweatshops are only a symptom of poverty, not a cause, and banning them closes off one route out of poverty”.</p> <p>Discuss the statement referring to the movie “China Blue” and the class discussion.</p>	<p>1. Erarbeitung der verschiedenen Perspektiven anhand des Ausschnitts des Films “China Blue”.</p> <p>Austausch der Ergebnisse als Gallery Walk, Gruppenpuzzle oder Kurzpräsentationen im Plenum</p> <p>2. Diskussion</p> <p>Mögliche schriftliche Hausaufgabe:</p> <p>“Sweatshops are only a symptom of poverty, not a cause, and banning them closes off one route out of poverty”.</p> <p>Discuss the statement referring to the movie “China Blue” and the class discussion.</p>

Link zum YouTube Video: <https://www.youtube.com/watch?v=nwMZ2b9hdTY>



Titel:	Stationenlernen Globalisation – Global Challenges
Reihe:	Economic, Ecological and Cultural Issues and Their Political Consequences
Bestellnummer:	61535
Kurzvorstellung:	<p>Dieses komplett englischsprachigen Stationenlernen <i>Globalisation</i> beschäftigt sich mit verschiedenen Aspekten globaler Prozesse. Es ist unterrichtsfertig aufgearbeitet und für den direkten und differenzierten Unterrichtseinsatz bestimmt.</p> <p>Die Schüler werden befähigt, globale Prozesse und deren Auswirkungen einzuordnen und diese kritisch zu beurteilen. Darüber hinaus dient dieses Stationenlernen ebenfalls zur Aneignung und Wiederholung des themenspezifischen Wortschatzes zur Thematik.</p> <p>Die Arbeitsblätter eignen sich hervorragend sowohl zum Einstieg in die Thematik „<i>Globalisation – Global Challenges</i>“ als auch zur Wiederholung und vertieften Auseinandersetzung mit einzelnen Aspekten gemäß den Abiturvorgaben für das Zentralabitur 2019/2020/2021 in NRW.</p>
Inhaltsübersicht:	<p>Didaktisch-methodische Hinweise zum Einsatz dieses Materials</p> <p>Einführender Informationszettel und Stationspass</p> <p>15 Teilstationen zum Thema „Globalisation – Global Challenges“</p> <p>2 Klausuren (GK/LK) inkl. Erwartungshorizont</p> <p>Abschlusstest inkl. Lösungen</p>

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Station Pass “Globalisation – Global Challenges”

Name: _____

Station	Priority	Name of station	Done	Any questions?
1	compulsory	Globalisation – A First Approach		
2	compulsory	Working on the language		
3	compulsory	Studying & Working in a Globalized World		
4	optional	The World is Connected		
5	optional	Economic Issues of Globalisation		
6	compulsory	Global Processes		
7	optional	Economy: A Nike Shoe		
8	optional	Labour rights		
9	compulsory	Labour rights in Germany		
10	compulsory	Globalization in Crisis?		
11	compulsory	A Country Divided? - Opinions on Brexit		
12	optional	Anti-Globalisation Movement: A Protest Song		
13	optional	Alternative Lifestyles “A Life Stripped Bare”		

Station 3: Studying and Working in a Globalized World

- Exchange programmes become more and more popular. However, the ways in which students can participate in exchange programmes differ greatly. Below you find two links that will introduce you to two different exchange systems. Visit both webpages and fill in the table below.

Projects abroad: <http://www.projects-abroad.org/how-it-works/volunteering-on-a-budget/>

ERASMUS: <http://esn.org/erasmus>

	Projects-abroad	ERASMUS
1. What does the organisation do?		
2. Where can participants go?		
3. How is the stay abroad financed?		
4. What do participants do abroad?		
5. What do applicants have to do in advance?		

- Examine both exchange programmes and explain in how far they represent learning in a globalized world.

3. Summarize the possible influences of a “Brexit” for the higher education sector.
4. Split up into groups of two. Prepare to give a short interview on the topic. One of you is the interviewer; the other once is the interviewee. The interviewer has to prepare questions, while the other person has to display the information. Record the interview with the recording function of your mobile.
5. Find another group and exchange audio files. Listen to the recording and discuss how the different teams performed. Prepare to give feedback on how accurately the interview questions have been answered.

Remember: when you give feedback, you criticize the argument, not the person. Also, when you say something negative, try to sandwich it in between two positive aspects.

The travel and transport sector is another part of Britain’s economy. Both British Airways and EasyJet have issued warnings over lower demand. EasyJet even indicated they were willing to consider to move their base outside of the UK. What British transport companies fear most is the loss of access to the European Common Aviation Area, which allows free travel throughout the whole of Europe.

This already hints at one other major problem that the United Kingdom faces: Changes in education. Currently, many students from European countries study in the United Kingdom, generating £3,7 billion for the home economy and generating more than 34,000 jobs in the local communities. If Britain left the EU, fees for those students would increase probably dramatically, making Britain a less attractive destination for those intending to study abroad. Even if numbers of EU students plummeted, the demand for higher education in the UK is so high, that British students could see advantages from a decreased number of exchange students. However, life for academics could become more difficult. While still in the EU, British students are free to participate in programs, such as ERASMUS, which funds student exchanges. If Britain hands in the leave note, British students would likely be excluded from these exchange schemes. Aside from insulating the British educative landscape, British students would be more restricted in their choices of study. Furthermore, many British research projects benefit from EU funding which would also not be available for British researchers once Britain was outside the Union.

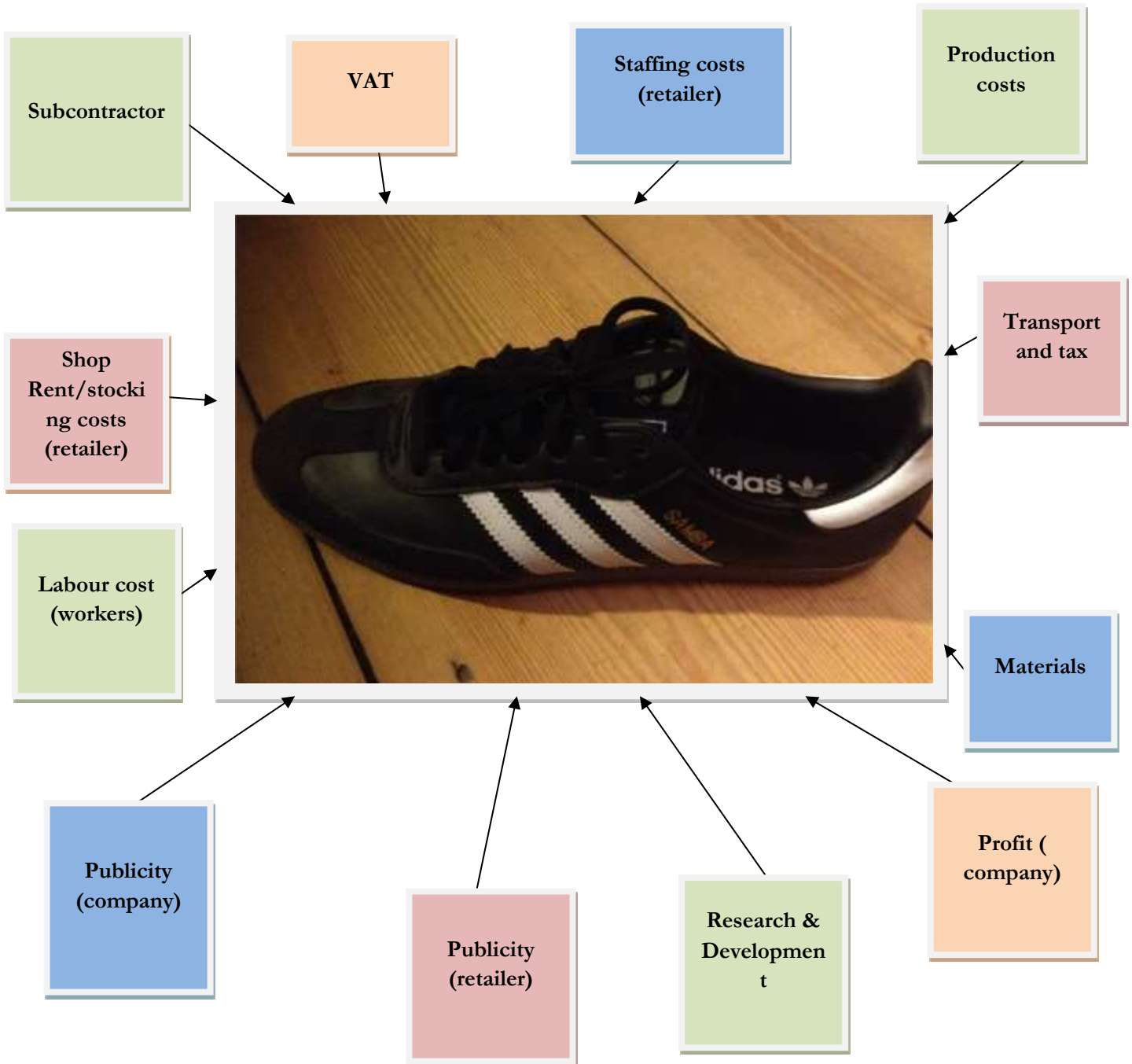
(Source: <http://www.telegraph.co.uk/education/2016/05/24/what-would-brexit-mean-for-universities-and-eu-students/>)

Station 7b: Economy – A Nike Shoe

The Price Make-up of a 100 Euro Sport Shoe

1. Match the following numbers with each of the parts of the production costs.

3 €, 2.50€, 13€, 5€, 8€, 8.50€, 11€, 18€, 1.50€, 0.50€, 12€, 17€





Titel:

Stationenlernen Englisch Abitur

**Science and Ethics: Genetic Engineering –
Technological possibilities and ethical issues**

Bestellnummer:

59236

Kurzvorstellung:

- Dieses Stationenlernen zur Vorbereitung auf das Abitur befasst sich mit dem Thema „Science and Ethics“ am Beispiel der Gentechnik und ihrer Möglichkeiten. Die Schüler/innen erarbeiten das Thema selbstständig und können dabei auch eigene Interessenschwerpunkte erarbeiten.
- Die Arbeitsblätter bieten einen Einstieg in die Forschungs- und Anwendungsbereiche von Gentechnik und die dazugehörigen ethischen Fragestellungen: Darf man Genmais auf den Markt bringen, obwohl es der öffentlichen Meinung widerspricht? Kann Gentechnik zu Gunsten von Mensch, Tier und Umwelt eingesetzt werden? Und gelten für Literatur und Film die gleichen Maßstäbe?

Inhaltsübersicht:

- Didaktische Hinweise zum Einsatz dieses Materials
- Laufzettel zum Stationenlernen
- Überblick: Einsatzmöglichkeiten und Kompetenzen
- Einführender Informationszettel für die SuS
- Laufzettel
- 9 Stationen mit Arbeitsaufträgen und Materialien
- Lösungen und weiterführende Hinweise



Internet: <http://www.School-Scout.de>

E-Mail: info@School-Scout.de

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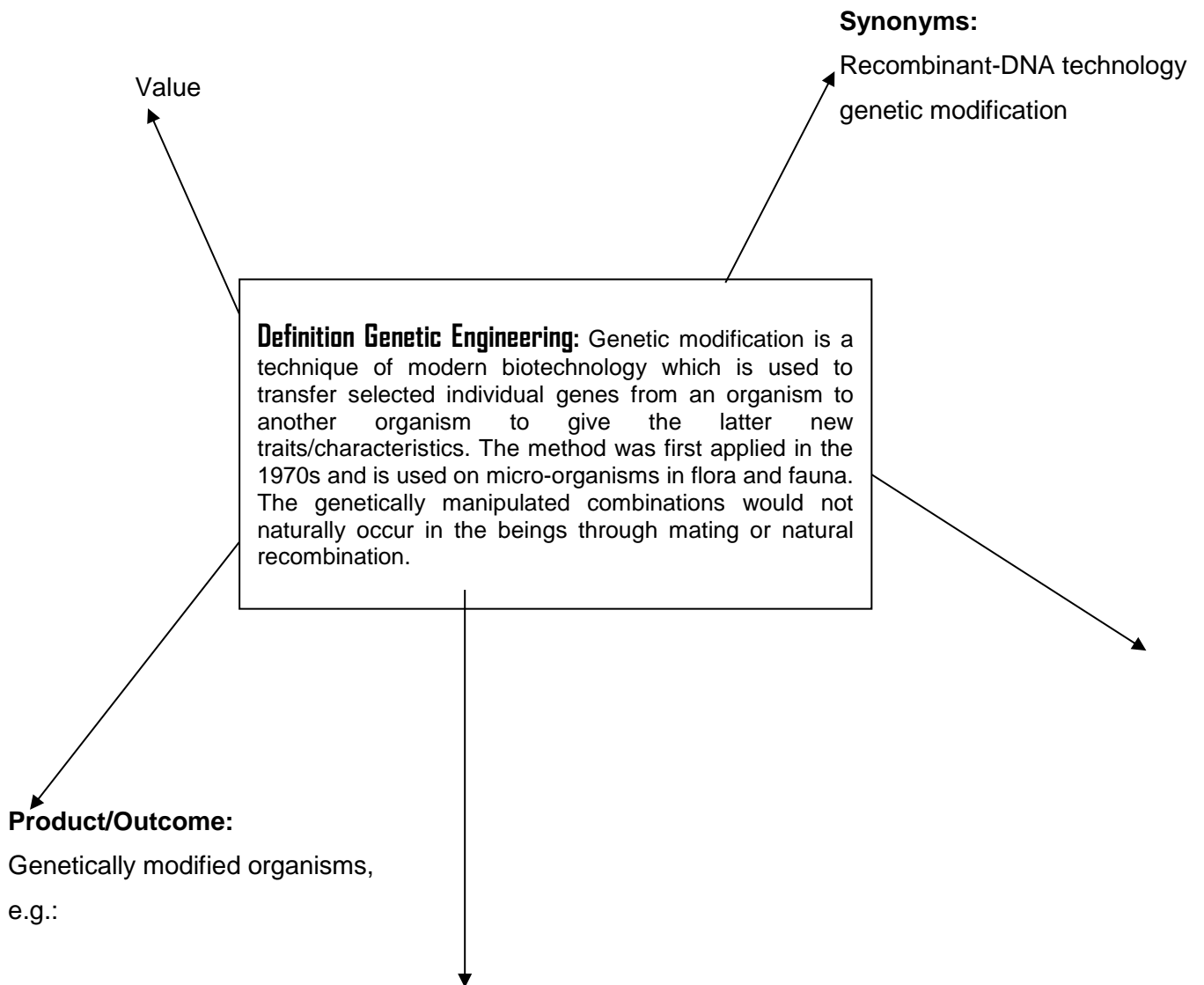
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Science and Ethics

Genetic Engineering

Station 1: Giant Apples – Genetic Engineering and Daily Life

What do you already know/think of genetic engineering? Read the definition below and add your thoughts to the mind map. (EA/PA)



Read about the main branches of genetic engineering and describe their value(s), potential risks and share any additional knowledge you have about the respective genetic science with a partner! (PA/GA)

The method of genetic modification is used to mass-produce vaccines, drugs which are injected into the human body for vaccination (inoculation of a person to make him/her immune against a specific disease). Genetically modified viruses are injected into the human body to encourage it to produce antibodies.

Values:

Potential risks:

Did you know?

Values:

Potential risks:

Did you know?

In vitro fertilization (IVF) is used to fertilize female ova (eggs) in petri dishes with a sperm if natural conception (in vivo) is not possible/very difficult. The fertilized egg is cultured in a petri dish for a few days and then transferred back to the woman's uterus to continue the pregnancy. IVF is often accompanied by stimulating either the woman's ovulatory process or the man's sperm production through genetic engineering.

Modified genes and other genetic material can be stored in bacteria at -80°C almost indefinitely. The bacteria do not only function as storage room, but are relatively cheap, easy to multiply and clonal. Thus, bacteria hosting modified genes can be used to analyse the functions of specific genes and their interaction with others.

Values:

Potential risks:

Did you know?

Values:

Potential risks:

Did you know?

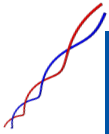
Genetically modified substances are developed to protect plants from cold, insects and also to make crops easier to harvest (shortening and strengthening of stems). Also cows and goats are genetically engineered to produce more protein in their milk to simplify cheese production. Genetically modified goats are used to grow drugs in their milk which are approved in the US since 2009. Fish are also genetically modified for aquaculture.

BioArt is a field of art which uses genetic modification to create aesthetic entertainment. For example, bacteria have been engineered to create black and white pictures, roses were genetically modified to produce blue petals and glowing fish were made.

Values:

Potential risks:

Did you know?



Station 7: Ethical Criticism in art, literature and film dealing with genetic engineering

What is ethical criticism and how to apply it to art, literature and film? Do we have the right to judge art at all, and don't we automatically do it every day? Read the following survey of ethical criticism and apply it to a chosen literary/filmic/artistic work concerned with genetic engineering in form of an essay. The application questions below will help you get started. (EA)

Ethical Criticism

Ethical criticism is a theory applied to art in general and narrative art in particular. The theory adds an ethical element to the interpretation and evaluation of literature. The two traditional positions of ethical criticism are radical moralism, i.e. aesthetic value = moral value, and radical autonomism/aestheticism, i.e. artistic value and moral value = both autonomous, i.e. ethical criticism is not legitimate. These two radical positions do also exist in a moderate form.

Radical moralism basically believes that the aesthetic value of a piece of art is only as high/good as its moral value. Even more extremely, some radical moralists reduce all art to its moral value. A literary representative of radical moralism was Leo Tolstoy (1828-1910), who thought the moral impact of literature most important as it might teach people. A representative of the branch of social reductionism was Pierre Bourdieu (1930-2002), who also belongs to the school of radical moralism. **Moderate moralism** is mostly applied to narrative art, because prose often deals explicitly with human affairs and morality.

Radical autonomism and aestheticism share the belief that the aesthetic value is the one and only value and totally independent from any other value. The aesthetic value of an art piece can be determined by its beauty and/or, more objectively, by its formal features (see formalism). Critics of autonomism/aestheticism argue that setting aesthetics as the highest value of art is ironically based on a moral judgement (comp. Richard Posner, "Against Ethical Criticism"). A literary representative of radical autonomism was Oscar Wilde, following the motto "art for art's sake". **Moderate autonomism** acknowledges the existence of moral values besides aesthetic values in an art work but still tries to keep them apart. Moderate autonomism would still value an aesthetically appealing work of art if it had moral defects.

Application Questions:

To what end do you want to apply ethical criticism (moralism/autonomism) to the respective literary work? (goal)

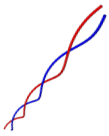
Can you circumvent or prevent ethical criticism at all?

Which elements of the narrative structure/literary devices/characters/plot are suitable for ethical criticism?

Can you describe the positive/negative moral effect the respective literary work has/can have on the reader?

Is the moral value of the respective piece of literature dominant, i.e. does it influence the aesthetic value?

Can you characterize the aesthetic value of the respective piece of literature? Consider formal features, content and effect on the reader!



**ETHICAL CRITICISM ON GMOS IN ART, LITERATURE AND FILM
– DILEMMA SCENARIOS –**

Read the dilemma scenarios and discuss how the scenario could be ethically evaluated (PA/GA). Then, create two dilemma scenarios about genetic engineering for ethical criticism on your own (EA) and present them to your group/partner.

You just read an article on genetically modified crops which are fed to all livestock in conventional factory farming and realize that you consume those animal products though scientists warn about the unknown risks of GMOs as a result of missing long-term studies. How do you react to your parents buying conventional steaks in the supermarket? Explain.

Your cousin (twice your age) tells you in confidence that he accidentally spilled genetically modified crop seeds on the cornfield of a farmer growing organic corn when he had a bike accident at the rim of the cornfield. You know the farmer personally, as he is a close friend of your mother. Can you allow the farmer to stay ignorant of the problem? He is not allowed to sell GMOs as an organic farmer and would have to burn down all plants on the respective field to prevent a mixture of organic and GMO corn.



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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Station 2: The Puritans

TASKS

1. Read the text below carefully.

Puritanism: The Basis of the American Dream?¹

“[...] [The] Puritans were English Protestants who believed that the reforms of the Church of England did not go far enough. In their view, the liturgy was still too Catholic. Bishops lived like princes. Ecclesiastical courts were corrupt. Because the king of England was head of both church and state, the Puritans' opposition to religious authority meant they also defied the civil



Source: <http://www.pbs.org/godinamerica/people/puritans.html>

authority of the state. [Instead, they pursued a social system in which everyone was equal and not subject to an oppressive hierarchy.]

In 1630, the Puritans set sail for America. [...] Seeking comfort and reassurance in the Bible, they imagined themselves re-enacting the story of the Exodus. Like the ancient Israelites, they were liberated by God from oppression [...]; like the Israelites, they were chosen by God to fulfill a special role in human history: to establish a new, pure Christian commonwealth. [...] Arriving in New England, the Puritans established the Massachusetts Bay Colony in a town they named Boston. Life was hard, but in this stern and unforgiving place they were free to worship as they chose. The Bible was central to their worship. Their church services were simple. The organ and all musical instruments were forbidden. Puritans sang psalms a cappella.

The Puritans were strict Calvinists, or followers of the reformer John Calvin. Calvin taught that God was all-powerful and completely sovereign. Human beings were depraved sinners. God had chosen a few people, "the elect," for salvation. The rest of humanity was condemned to eternal damnation. But no one really knew if he or she was saved or damned; Puritans lived in a constant state of spiritual anxiety, searching for signs of God's favor or anger. [The Puritans thus believed in predestination: Whether they were saved or damned was already decided by God, and they could only try to interpret experiences in their life as signs from God. If good things happened to someone, this could be a sign that he/she was saved and vice versa. By working hard, each individual could strive to lead a good life, which could be interpreted as a sign of being saved].”

¹ Text adapted from: <http://www.pbs.org/godinamerica/people/puritans.html>

- 2. The Declaration begins with the words “The unanimous Declaration of the thirteen united States of America”. Explain in how far it was important that the declaration was “unanimous”, i.e. that all the states agreed that they wanted independence from Britain. Write a short explanation.



The original Declaration of Independence, which is displayed in the National Archives Museum in Washington D.C.

http://www.archives.gov/exhibits/charters/declaration_zoom_2.html

Station 4: Immigration

In no other country in the world does immigration play such a fundamental role in the self-conception of the state as in the United States of America. Since the 'discovery' of what is known today as America in 1492, the people of the United States have always viewed their immigrant background as one of their major strengths, since only very few people in the U.S. do not have an immigrant background. There are three main immigration waves that defined the history of the United States.



FIRST WAVE

The first big immigration wave took place between 1841 and 1890. During that time about 15 million immigrants were brought to the shores of the United States from different European countries. Amongst these were about four million German, three million Irish, three million British, and one million immigrants with a Scandinavian background.

SECOND WAVE

The second wave arrived in the United States of America between 1891 and 1920. The origin of the 18 million immigrants that came during that second wave differed a lot from that of the first wave. This time four million immigrants came from Italy, over three and a half million people from Austria-Hungary and three million from Russia, of which most immigrants were Jews and Slavs.

THIRD WAVE

The U.S. Government conducted a very restrictive policy in the years from 1920 to 1960, during which immigration into the United States was tightly controlled. The years from 1965 until today are considered as the third major wave of immigration. 16 million new arrivals came to the U.S. during that time. 24% of these were from Mexico, 24% from Central and South America and the Caribbean, and 35% were from Asia.

This means that almost 90% of the immigrants of the first two waves originally came from Europe, whereas only 12% of the third wave did. This shows a gradual and clear shift of the origins of the immigrants in the course of U.S. history.

TASKS

1. Name the pull factors that attracted immigrants to come to the United States.
2. Explain the role immigration plays in the self-conception of the USA.

Station 12: Poverty

According to the U.S. public census of 2012:

One out of seven people in the USA are living in poverty.

21.8% of children under the age of 18 are poor.

The highest poverty rate by race is found among Blacks (27.2%)

Blacks and Hispanics are more likely than whites to be poor.

Over 5 million more women than men were living below the poverty line.

Poverty affects individual access to quality education.

Over one-fourth of adults with a disability live in poverty

Whites have a poverty rate of 9.7%

Hispanics have the second highest poverty rate with 25.6%

In 2012 46.5 million people were living in poverty in the United States

Poverty is linked with rising levels of homelessness

Poverty is linked with food insecurity/ hunger

TASK:

1. Create a Mind Map with the given information.
2. Discuss in class in how far the American Dream can come true for poor Americans.

You may add additional information to the mind map, too, if you can think of any!



Titel:	Nigeria – Voices from the African continent: Stationenlernen
Reihe:	Stationenlernen Englisch
Bestellnummer:	73727
Kurzvorstellung:	<p>Nigeria ist derzeit in vielen Bundesländern ein zentrales Thema der Abiturvorbereitung. Dieses Stationenlernen versucht, den Schüler:innen Hintergründe zu Kultur, Sprache, Politik und Geschichte des Landes näherzubringen. Durch das Format des Stationenlernens können die Schüler:innen den Inhalt selbständig erarbeiten und das individuelle Lerntempo jeweils anpassen. Auch zusätzliche Hilfestellung wird regelmäßig ermöglicht. Jegliches Zusatzmaterial ist nicht nur mit einem Internetlink, sondern auch mit QR Codes versehen, sodass Medien im Unterricht zielgerichtet eingesetzt werden können.</p>
Inhaltsübersicht:	<ol style="list-style-type: none">1. Modern Life in Nigeria – Social and Cultural Realities2. Life in Nigeria from Past to Present – Political and Historical Change3. Defining (Post-)Colonialism4. Being Poor - Despite Being Rich5. Nigerian Pidgin (NP)6. Nation and Identity in Nigeria: “Half of a Yellow Sun”7. “The Danger of a Single Story” - TED Talk by Chimamanda Adichie

Nigeria – Voices from the African continent

This learning cycle is going to give you lots of insights into the history, the modern life, and culture(s) of Nigeria.

Where to start: First, work on station 1 together in groups. Then, you can choose the order in which you work on the different stations together with a partner. The column overview of the content gives you an idea of the topics of each station.

After completing a station: Compare your answers to the solutions. Note down open questions or remarks, add the date of completion and tick off the station in the done column.

	Name of the station	Questions / Remarks	Date	done ✓
1	Modern Life in Nigeria – Social and Cultural Realities			
2	Life in Nigeria from Past to Present – Political and Historical Change			
3	Defining (Post-)Colonialism			
4	Being Poor - Despite Being Rich			
5	Nigerian Pidgin (NP)			
6	Nation and Identity in Nigeria: “Half of a Yellow Sun”			
7	“The Danger of a Single Story” - TED Talk by Chimamanda Adichie			

Station 2: Life in Nigeria from Past to Present - Political and Historical Change

Tasks:

1. Nigeria’s history goes back for centuries. **Use** the BBC News website¹ or other sources on the Internet to **read** about the history of immigration to Britain.
2. **Use** the information you found out in task 1 to **assign** the events on the right to the correct time slot. **Fill in** the events into the blank spaces.

11 th century		
1472		
16 th – 18 th century		
1861		
1960		
1960s - 1970s		
1980s		
1998		
2009		
2017		

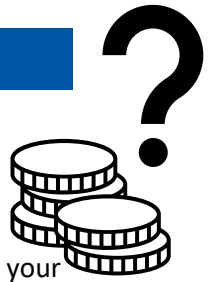
- Britain claims Nigeria as a colony
- city states, empires and kingdoms are formed in Nigeria
- first free democratic elections
- millions of Nigerians are forcibly sent to North and South America as slaves
- more than 80 schoolgirls kidnapped by Boko Haram in 2014 are freed, about 100 girls remain missing
- Nigeria is politically unstable; many opposing regimes fight for power; Civil War follows
- Nigeria is ruled by military dictatorships
- the radical militant group Boko Haram violently campaigns to impose Sharia law on Nigeria
- traders from Portugal arrive in Nigeria

¹ You can use the BBC’s “Nigeria profile – Timeline” (URL: <https://www.bbc.com/news/world-africa-13951696>) for example.

Station 4: Being Poor – Despite Being Rich

Tasks:

1. Use the important facts of the text to **create** a mind-map on Nigeria.
Help: You can use demographics, poverty, natural resources & energy as categories for your mind-map.
2. **Explain** the statement “Being poor – despite being rich”. Write down your answer in your exercise book.
3. The authors give you some ideas on how to reduce poverty. **Summarise** them and **add** your own ideas and write them on a poster in a group of four. You are going to present your ideas to the class later.



Help: The Sustainable Development Goals can give you an idea. Scan the QR-code with your tablet/phone to follow the link: <https://sdgsun.org/goals>



Being Poor – Despite Being Rich

Nigeria is a developing country with an insufficient supply of energy to meet the continuously growing demand. However, there are several biomass resources available within the country. [...] Biomass resources identified within Nigeria include forest residues, agricultural residues, human and animal wastes, aquatic biomass, and energy crops. [...] [D]espite the available potential and existing policies, not much has been done in the implementation of large-scale bioenergy within the country. [...]

The importance of energy in the development and growth of a nation cannot be overemphasized. Development growth and human prosperity are heavily dependent on adequate supply, security, and efficient use of energy [...]. [...] [E]nergy resources and consumption are intimately related to environmental quality and other vital resources, such as water and food. [...] Africa’s energy deserves a close look and development to synergistically advance the quality of life [...] and sell global-capacity energy to the rest of the world. [...]

[...] Demography of Nigeria

[...] Nigeria has an estimated population of about 200 million people with a land mass area of 920,000 km². It is considered to be the largest population in Africa and the seventh-largest population in the world. The population in Nigeria has been projected [...] to be 352.67 million by 2030, with a growth rate reaching up to 4%. [...]

Nigeria is rich in natural resources. However, the lack of access to electrical power has hindered the development of the country despite these resources. There is a strong correlation between socioeconomic development and the availability of electricity [...]. Rural community and stand-alone electrification can be achieved by including renewable energy into the national energy mix. This will reduce the internal consumption and conserve petroleum resources for continued export for foreign exchange earnings.

Station 6: Nation and Identity in Nigeria: “Half of a Yellow Sun”

During the 1960s, Civil War broke out in Nigeria. The novel “Half of a Yellow Sun” (2006) by Nigerian author Chimamanda Ngozi Adichie deals with the turmoil that follows because of the outbreak of war.

In 2014, Adichie’s novel was made into a film with the same title. The film centers on the Civil War in Nigeria which was the result of the attempt in the region of Biafra to secede from Nigeria and establish the Republic of Biafra. The flag of the Republic of Biafra is shown below (Source: Creative Commons).



Tasks:

1. **Write down** your guesses: What themes might be the central issues of the film?
2. **Watch** the trailer for the film “Half of a Yellow Sun” (click on the QR-code to follow the link). Were your guesses about the central themes of the film correct? **Mark incorrect guesses** with an ✖ and correct guesses with a ✓. **Fill in** the correct guesses into the chart below.



https://youtu.be/xZsj_t1Fe4

3. **Watch** the trailer again. Which scenes/images give you information about the central themes of the film? **Take notes** in the chart below.

central themes of film	scenes/images/dialogue/text from trailer



Titel:	Speech Analysis – Reden zum Thema „ Globalization“ analysieren
Reihe:	Redeanalyse im Englischunterricht
Bestellnummer:	70282
Kurzvorstellung:	<p>Diese kompetenzorientierten Arbeitsblätter bieten verschiedene aktuelle politische Reden zum Thema "Globalization" 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>Die Arbeitsblätter eignen sich hervorragend zum Einsatz im Themenbereich „Globalization and global challenges“.</p> <p>Alle Texte sind auf Englisch.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktisch-methodische Hinweise zum Einsatz dieses Materials• Didaktisch gekürzte Redentexte<ul style="list-style-type: none">- Donald Trump: Americas Economic Independence (28. June 2016)- Theresa May: A Global Britain (19. January 2017)- Barack Obama: Address by President Obama to the 71st Session of the United Nations General Assembly (20. September 2016)- Emmanuel Macron: A new global contract (29. January 2018)- Boris Johnson: Speech at the British Chamber of Commerce (28. February 2017)• Aufgaben zum Einsatz als Klausur in der Sekundarstufe II• Musterlösungen der Aufgaben• Erwartungshorizonte• Abschließendes Arbeitsblatt zum Vergleich der Reden

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Boris Johnson – Speech at the British Chamber of Commerce⁵

Boris Johnson, the Foreign Secretary of the UK, gave this speech at the British Chamber of Commerce Annual Conference on February 28th, 2017.

“Good afternoon everybody, it is absolutely fantastic to be here in front of an audience of people who are dynamic, energetic, can do, and actually get out there make and sell things. Because sometimes I get a bit impatient when I hear people droning and moaning about the state of the world, and I hear them warn that the sky is about to fall on our heads [...].

5 Every generation hears its prognostications of gloom, and yet look at us today. We are living longer than ever before. We are healthier than ever before. [...] Thanks to the miracles of commerce, the energies and enterprise of everybody in this room, we have access to technological comforts [...]. We have access to comforts that previous generations would have found absolutely mind boggling, and it is entirely thanks to free market capitalism that our food is better than ever before [...].

10 And I am sure you all ate fruit for breakfast. Can you cast your mind back to breakfast? You’re all so young [...] that you probably don’t remember the time that I do, when pineapples came only in a tin with a gloopy syrup. And pineapples were thought so generally exotic 100 years ago that architects would place them as finials on the top of the top of railings or pillars or other architectural features. [...] But today there is a force that brings the pineapple, the papaya, the guava and the melon to
 15 London every night on the 10.30 flight from Accra in Ghana. And actually I caught that flight myself in the last couple of weeks, I literally physically sat on top of 13 tonnes of chilled fruit, packed and ready to be distributed to the stalls of London [...].

And what is the benign force of the wind beneath the wings of that plane? What’s allowing that to happen? Globalisation. And today globalisation is a word that is acquiring negative overtones and it’s
 20 become a sort of taboo word in the political lexicon. And so this afternoon I want to reclaim globalisation. I want to show you all that this is a positive force and that a global Britain is a prosperous Britain. And the agenda of the Prime Minister Theresa May and the government is a cause that is more important than ever. Because trade for the first time in decades is declining as a proportion of the growth of global GDP. And for the first time we are seeing protectionist measures
 25 on the rise across the world. And as everybody knows and has been endlessly discussed, we are seeing a series of related but by no means identical political events, in which populations are said to be rebelling, against what had been seen as a settled consensus.

And people feel that they aren’t getting a fair suck of the sauce bottle, as they say in Australia, the wealth gap is growing. And so there’s been a temptation amongst some politicians to respond in
 30 what I think is the wrong way, by hauling up the drawbridge and to call time on globalisation. And I think that instinct is profoundly wrong and it makes no economic sense as I’m sure everybody in this room today understands.

⁵ <https://www.gov.uk/government/speeches/foreign-secretary-speech-at-the-british-chamber-of-commerce>

Those pineapples are good business for Africa, and indeed the British company that exports them to London is the single biggest private sector employer in Ghana. It's putting food on the tables of some of the poorest families in the continent of Africa. And those pineapples are good for this country too, good for the supermarkets that sell at whatever price they determine. Good for the hauliers that distribute them, the airlines that carry them that might not otherwise have much in their in their holds. Good indeed I might say for every parent who has been unable to persuade their kids to eat pizza unless it has been profaned with pineapple chunks as they now so often are.

History teaches us, and all the economic evidence shows, if we close our markets, if we put up barriers, then we raise the costs for those who can least afford it. We make our industries uncompetitive. We entrench complacency. We discourage investment in capital and technology. We stifle innovation. And of course we breed suspicion and mistrust between nations. And we should never forget the old truism that when goods and services no longer cross borders, then troops and tanks do so instead.

And by rebelling against globalisation we endanger a system that has been associated with 70 years of post-war peace and prosperity, and that has allowed billions to lift themselves out of penury by toil and enterprise. Back in 1990, 37% of humanity lived in absolute poverty. Today, thanks to globalisation, that figure is less than 10%, and that figure is all the more stunning when you remember that over the same period the world's population grew by 1.8 billion people. And it's no coincidence that this astonishing success of the global economy coincided with a period in history of unparalleled tearing down of trade barriers. [...] And under this government led by Theresa May, Britain is preparing once again to be the leading campaigner for that liberating and enriching force. [...] We can be that great free trading nation again. And we can be ever more internationalist, and indeed we can be ever more European.

But we can change our relationship with the EU from one of membership, to one of friendship and partnership. And to use that opportunity to create a regulatory environment that members of the British Chambers of Commerce have been crying out for, for decades, that precisely suits the needs of British business and commerce, of people in this room. And to be able, for the first time in 44 years, as I say, to fulfil the Prime Minister's vision, and be the world's leading campaigner for free trade. Because I don't want a rerun some of the old arguments. Let me remind you that for all of this period of 44 years of membership, we consecrated our trade policy entirely to the EU Commission. An excellent body of men and women. But it is a melancholy fact that today Britain represents 20% of EU GDP, 12% of the population and yet we have only 3% of the bureaucrats in Brussels. [...] And with all due respect, how can those [EU bureaucrats] expect to have the necessary understanding of the needs of UK business and commerce to do the deals that we need? So now we need to work with our friends and our partners to ensure that we have a strong EU and a strong UK, connected by a fantastic free trade deal, and one that is manifestly in the interests of both sides [...].

There's a massive net balance of trade in favour of our friends and partners on the other side of the channel. We are not only the biggest single consumers of German cars but also of course of French champagne. And as I never tire of telling you, Italian prosecco as well. We are pro-secco and by no



Titel:	Speech Analysis – David Cameron: “After Brexit” (June 23rd, 2016)
Reihe:	Ausgearbeitete Klausur zur Textanalyse mit Musterlösung und Erwartungshorizont/Korrekturformular
Bestellnummer:	66634
Kurzvorstellung:	<p>Diese komplett ausgearbeitete Redeanalyse befasst sich mit der Rede „After Brexit“ des britischen Premierministers David Cameron vom 23. Juni 2016. Bei der Analyse stehen vor allem die in aktuellen Lehrplänen geforderten Kompetenzen zur Redeanalyse im Vordergrund. Die Rede passt damit optimal in das Kernlehrplanthema „Das Vereinte Königreich im 21. Jahrhundert“.</p> <p>Text der Rede und Musterlösung sind komplett in Englisch.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Didaktische Hinweise zur Klausur• Transcript of David Cameron’s “After Brexit” (June 23rd, 2016)• Tasks• Solutions• Erwartungshorizont

David Cameron, “After Brexit”

British Prime Minister David Cameron delivered the following speech, in which he announced he is stepping down from his post, on the morning after Britain voted to leave the European Union in a referendum on June 23rd, 2016. The vote was very close with 52% voting Leave and 48% voting Remain.¹

The country has just taken part in a giant democratic exercise — perhaps the biggest in our history. Over 33 million people — from England, Scotland, Wales, Northern Ireland and Gibraltar — have all had their say. We should be proud of the fact that in these islands we trust the people with these big decisions. [...] [There] are times when it is right to ask the people themselves, and that is what we have done.

The British people have voted to leave the European Union, and their will must be respected. I want to thank everyone who took part in the campaign on my side of the argument; including all those who put aside party differences to speak in what they believed was the national interest. And let me congratulate all those who took part in the “Leave” campaign — for the spirited and passionate case that they made. The will of the British people is an instruction that must be delivered. [...]

Across the world people have been watching the choice that Britain has made. I would reassure those markets and investors that Britain’s economy is fundamentally strong. And I would also reassure Brits living in European countries, and European citizens living here, that there will be no immediate changes in your circumstances. There will be no initial change in the way our people can travel, in the way our goods can move or the way our services can be sold. We must now prepare for a negotiation with the European Union. This will need to involve the full engagement of the Scottish, Welsh and Northern Ireland governments to ensure that the interests of all parts of our United Kingdom are protected and advanced. But above all this will require strong, determined and committed leadership.

I am very proud and very honoured to have been prime minister of this country for six years. I believe we have made great steps, with more people in work than ever before in our history, with reforms to welfare and education, increasing people’s life chances, building a bigger and stronger society, keeping our promises to the poorest people in the world, and enabling those who love each other to get married whatever their sexuality. But above all restoring Britain’s economic strength and I am grateful to everyone who has helped to make that happen. [...] I have also always believed that we have to confront big decisions — not duck them. That’s why [...] I made the pledge to renegotiate Britain’s position in the European Union and hold a referendum on our membership, and have carried those things out. [...] I fought this campaign in the only way I know how — which is to say directly and passionately what I think and feel — head, heart and soul. I held nothing back. I was absolutely clear about my belief that Britain is stronger, safer and better off inside the European Union [...]. But the British people have made a very

¹ <http://www.nytimes.com/2016/06/25/world/europe/david-cameron-speech-transcript.html>



Titel:	Speech Analysis – Reden zum Thema „UK in the 21st century“ analysieren
Reihe:	Redeanalyse im Englischunterricht
Bestellnummer:	66623
Kurzvorstellung:	<p>Diese kompetenzorientierten Arbeitsblätter bieten Methoden zur Redeanalyse und liefern verschiedene Reden zum Thema "UK in the 21st century" 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, eine Einführungsübung, schematische Hilfsmittel für sechs ausgewählte Reden zur Analyse, eine Abschlussübung in der das erarbeitete Wissen gebündelt wird, sowie eine kreative Schreibaufgabe. Die Reden sind chronologisch sortiert, von einer Rede der Queen aus dem Jahr 1977 bis zu einer aktuellen Rede zum Thema Brexit aus dem Jahr 2016.</p> <p>Alle Texte sind auf Englisch.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Methodisch-didaktisches Vorwort• Verlaufsplan• Guidelines for Analysis• Einführungsübung• Redeanalysen mit Musterlösungen• Abschlussübung• Practical Part: Giving a speech

Verlaufsplan

Block	Thema	Kompetenz	Material
1	Political speeches – analysis guidelines	Lesen/Sehen/Hören	Arbeitsblatt
2	Getting into the Topic	Sehen/ Sprechen	Arbeitsblatt, PC-Zugang o.Ä.
3	Queen Elizabeth II, “Silver Jubilee Address” (1977)	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/Musterlösung
4	Robin Cook, “Chicken Tikka Masala” (2001)	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/ Musterlösung
5	Graham Smith, “Why UK should abolish its 'failed' monarchy” (2012)	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/ Musterlösung
6	Shuja Shafi, “British Values” (2015)	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/ Musterlösung
7	Idris Elba, “Diversity in British Media” (2016)	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/ Musterlösung
8	David Cameron, “After Brexit” (2016)	Verfügbarkeit sprachlicher Mittel/Schreiben	Rede/ Musterlösung
9	The UK in the 21st century – organizing ideas	Verfügbarkeit sprachlicher Mittel/Schreiben	Arbeitsblatt
10	Writing (and giving) a speech: What makes Britain truly British?	Schreiben/Sprechen	Arbeitsblatt



Thema:

Infos und Materialien zur Filmanalyse:

Der Kaufmann von Venedig

TMD: 33248

Kurzvorstellung des Materials:

- Sie suchen Infos und Materialien zu Filmen, die Sie im Unterricht einsetzen wollen: Dann greifen Sie zur entsprechenden Reihe des School-Scout-Verlags: Sie finden dort Grundinformationen zum Film, eine Sequenzübersicht, die Ihnen das Auffinden einzelner „Filmstellen“ erleichtert, sowie Interpretationsansätze samt Arbeitsmaterialien für Ihre Schüler.
- Dieses Material befasst sich mit dem 2004 erschienenen Film „Der Kaufmann von Venedig“, der auf der um 1596 entstandenen Komödie Shakespeares basiert.

Übersicht über die Teile

- Allgemeines zum Film
 - Vorlage von William Shakespeare
 - Entstehungsgeschichte
 - Kritiken
 - Übersicht zur Handlung
- Überblick über die Sequenzen des Films (mit Minutenangabe)
- Arbeitsblatt zur Einführung in das gemeinsame „Sehen“ des Films
- Hinweise auf besonders interessante Passagen, die sich für eine genauere Analyse und Diskussion eignen

Information zum Dokument

- Ca. 17 Seiten, Größe ca. 183 Kbyte

Überblick über die Sequenzen des Films (mit Minutenangabe)

1. Sequenz [0-3]: Einführungssequenz: Alltägliches Leben im Venedig 1596

Die gesellschaftliche Situation und Stellung der Juden wird mittels Einblendung erläutert. Im Hintergrund werden Szenen gezeigt, die das damalige Leben darstellen. Bücher werden verbrannt. Juden werden mit den roten Kopfbedeckungen gezeigt. Christliche Mönche zitieren die Gesetze und ein Jude wird von einer aufgetragenen Menge wegen Gesetzesbruchs von einer Brücke geworfen. Antonio wird von einem Juden angesprochen und spuckt diesem ins Gesicht.

2. Sequenz [3-5:55]: Das Ghetto

Antonio besucht einen Gottesdienst. Auf der Straße bieten sich Prostituierte an. Antonio und Bassanio treffen kurz aufeinander. Zwei maskierte Männer fahren in der Dunkelheit mit einer Gondel in das jüdische Ghetto. Dort findet ebenfalls gerade ein Gottesdienst statt. Der von Antonio bespuckte Jude ist hier. Nach dem Gottesdienst, beim Verlassen der Synagoge hinterlässt die Jüdin Jessica einem von ihnen ihr Taschentuch.

3. Sequenz [5:55-8]: Antonios Haus

Antonio spricht zu Freunden über seine Schwermut und seine Geschäfte. Er sieht Bassanio und zwei weitere Freunde kommen. Es sind Graziano und Lorenzo. Sie philosophieren etwas und verabschieden sich dann.

4. Sequenz [8-11:30]: Bassanios Bitte

Bassanio spricht von seiner Verschwendungssucht und seinen Schulden, die er auch gegenüber Antonio hat. Antonio verspricht ihm finanzielle Unterstützung. Bassanio erzählt von seiner Liebe zu Portia. Antonio schildert seine Finanzen und dass sein Vermögen auf hoher See ist. Er schickt Bassanio los, auf seinen Namen einen Kredit in der Stadt aufzunehmen.


5. Sequenz [11:30-14]: Belmont- Portias Heim/ Die Lotterie

Portia unterhält sich mit ihrer Zofe Nerissa. Sie ist unglücklich über ihre Lage, in die sie ihr verstorbener Vater brachte mit der Idee durch eine Lotterie den geeigneten Ehemann für seine Tochter zu finden. Drei Truhen hat er anfertigen lassen. Jeweils aus Gold, Silber und aus Blei. Der rechte Mann muss sich für die rechte Truhe entscheiden. Niemand weiß allerdings, was sich in den Truhen befindet. Die Frauen unterhalten sich über die bisherigen Freier, die auf die Lotterie warten.

6. Sequenz [14-16:30]: Der jüdische Markt

Antonio gondelt durch Venedig. Ein Lamm wird auf einem Markt geschächtet. Bassanio verhandelt mit dem anfangs bespuckten Juden über einen Kredit von 3000 Dukaten für drei Monate und erzählt ihm, dass Antonio als Bürge eintritt. Der Jude wägt ab. Er weiß um finanzielle Lage Antonios. Der Jude kauft Fleisch auf dem Markt. Er will mit Antonio sprechen. Den Vorschlag eines gemeinsamen Essens lehnt er ab, mit Verweis auf die religiösen Unterschiede zwischen ihnen. Antonio trifft auf die beiden.



Titel:	<i>Leistungskursklausur mit Erwartungshorizont</i> Globalisation – global challenges (Leistungskurs)
Bestellnummer:	61537
Kurzvorstellung:	<ul style="list-style-type: none">• Das Thema „Globalisation“ ist zentraler Gegenstandsbereich des Abiturs im Fach Englisch in NRW.• Dieses Material bietet eine ausgefeilte Klausur, die sich mit dem Thema „Globalisation“. Hierbei stehen der Inhalt, die Form und das Formulieren einer eigenen Stellungnahme im Vordergrund.
Inhaltsübersicht:	<ul style="list-style-type: none">• Arbeitsblatt mit Aufgabenstellung• Erwartungshorizont mit Leistungsdifferenzierung
	Internet: http://www.School-Scout.de E-Mail: info@School-Scout.de

Text A

THE “SWEATSHOP” SCAM: SO-CALLED “SWEATSHOPS” ARE ECONOMIC OPPORTUNITIES FOR THE THIRD WORLD POOR – SO WHY ARE AMERICAN “PROGRESSIVES” OPPOSED TO THEM?

(by Robert Tracinski, Capitalism Magazine, 6 September, 2003)

Well-off American college students and \$25 per hour union workers have banded together in a growing movement for what they describe as a “progressive” cause and a battle against “exploitation.” Their goal: to take away economic opportunities from desperately poor people in the Third World.

- 5 This is the vicious contradiction behind the recent campaign against so-called “sweatshops”: The “progressives” scream loudly about “workers’ rights” — but their actual goal is to deprive¹ poor people in the Third World of their right to work.

The first mark of a dishonest campaign is a refusal to define its terms. Campus activists use the term “sweatshop” as a catchphrase to rouse the hearer’s emotions, but not to convey information. And to the
10 extent they do explain the term, notice that they package together real, concrete violations of individual rights — such as forced labor — with such minor charges as not providing enough bathrooms for workers.

This package deal is meant to smear² all Third World factories as slave camps in which workers are somehow coerced³ into unpaid labor. But documented cases of actual slave labor — most of them in China — are few. And forced labor is not, in fact, the real target of the “sweatshop” smear. If it were, these
15 activists would be directing their outrage, not at American companies, but at the Communist government of China.

In actual practice, the term “sweatshop” is used to attack factories in which workers voluntarily accept jobs with longer hours, more primitive conditions, and lower wages than we are used to in America. The
20 activists’ real complaint is that wages and working conditions in Third World factories do not match those in advanced industrial countries.

But why should we expect them to? The anti-“sweatshop” complaints ignore a crucial fact: the people who agree to work in these factories live in countries plagued by abject⁴ poverty. For them, 60 cents an hour or a 12-hour work day — terms that seem terrible to an educated American — actually represent a step forward. These factories are an important economic opportunity for the people who work in them.

¹ take away the right to

² to spatter one’s reputation

³ to force

⁴ severe



Titel:

Leistungskursklausur mit Erwartungshorizont

Globalisation – global challenges (Grundkurs)

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61536

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- Präsentiert werden die Aufgabenstellung sowie ein Erwartungshorizont, der die Anforderungen für gute und ausreichende Leistungen detailliert aufzeigt, was die Bewertung vereinfacht.

Inhaltsübersicht:

- Arbeitsblatt mit Aufgabenstellung
- Erwartungshorizont mit Leistungsdifferenzierung



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Text

IS THE USEFULNESS OF UNIONS IN THE PROTECTION OF WORKERS RIGHTS COMING TO AN END? THE ANSWER IS YES.

The truth of the matter is that unions were the best thing that ever happened to the labour movement throughout the world because workers needed protection from being mistreated by employers and they also needed better working conditions, shorter work days and higher wages and unions were successful in bringing these essential changes.

I've long supported unions however my opinion has changed over the past few years mainly because unions are no longer about the protections of workers' rights but about power and greed¹. Unions are no longer required to ensure that workers have good working conditions, good wages, and safe working environment because these factors are regulated by legislation and laws and our moral values.

Today unions are obstructing² companies' abilities to compete and prosper³. Unions are anti-competitiveness; they have become victims of their own success because of high wages and benefits. The products or services that union workers produce have become so expensive that they cannot compete against cheaper foreign competitors and non-union producers.

Under unions there is a lack of initiative and a noted drop in productivity from its members because there is no incentive⁴ to work at your top performance because your job is protected by your union and its contract with the employer.

However now in the twenty-first century the situation has changed, workers are not being exploited by employers, now employers are being exploited by employees. Unions have become more powerful than their employers and that is an unhealthy business environment.

The question is can non-union workers be employed by a company, work for a competitive wage and have benefits equal to or better than a union can offer? The answer is yes and without paying out high union dues.

It is time for governments to take a hard look at the issue of labour relations between employers and employees. They will discover that unions, in general, are one of the major contributors⁵ to the economic mess that the world is in today. It's time for companies to treat their non-union employees with respect, good working conditions, fair wages and benefits that will in turn keep the powerful and greedy unions outside looking in.

Brian Pollard

Article released in The Gulf News on 24 November, 2011 – Text (405 words) adapted version of original text:

<http://www.gulfnews.ca/Opinion/Letter-to-the-editor/2012-02-26/article-2906720/OPINION%3A-Unions-do-more-harm-than-good/1>

¹ Gier,

² to stop

³ to be successful

⁴ attraction, motivation

⁵ performer

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