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Auszug aus:

Segregation, Education and Mass Incarceration

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Titel:	Segregation, Education and Mass Incarceration
Reihe:	Arbeitsblätter in Stationen-Form
Bestellnummer:	82868
Kurzvorstellung:	Diese aktuellen Arbeitsblätter aus dem Stationenlernen "African Americans in the USA" sind fertig ausgearbeitet für den Unterricht und sofort einsetzbar. Sie werfen Schlaglichter auf die Geschichte des Rassismus in den USA sowie seine aktuellen Ausprägungen in der amerikanischen Gesellschaft.
Inhaltsübersicht:	<ul style="list-style-type: none">• Arbeitsblätter<ul style="list-style-type: none">○ Slavery○ Segregation and oppression○ Education and poverty○ Mass incarceration <p>Lösungen</p>

Station 3: Education and Poverty

Even though segregation has legally been abolished, it is still a problem in American society. For example, African Americans have lower chances of attaining an advanced education and are more likely to live in poverty. Do the following tasks to find out more.

1. Read the article “U.S. Education: Still Separate and Unequal by Lindsay Cook on US News.

<http://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal>

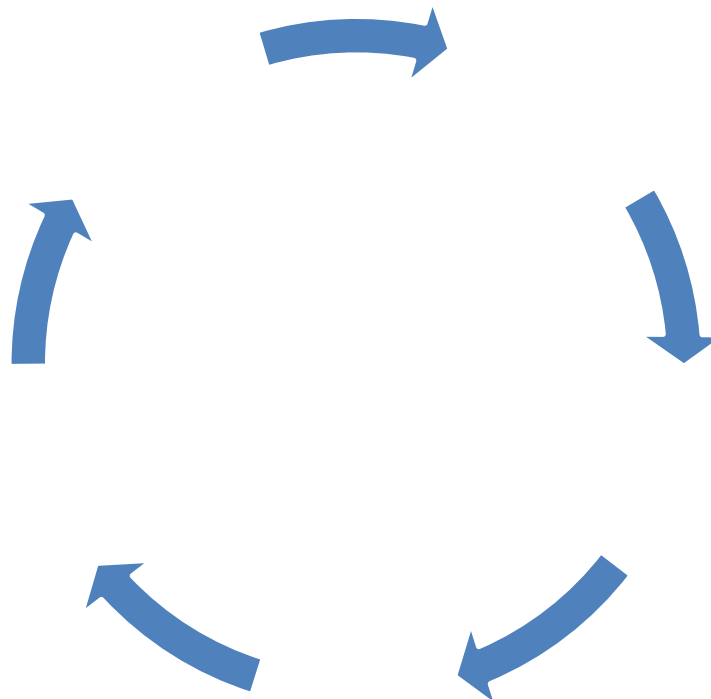
OR

Read the article “Students of Color Still Receiving Unequal Education” published by the Center for American Progress

<https://www.americanprogress.org/issues/education/news/2012/08/22/32862/student-s-of-color-still-receiving-unequal-education/>

2. How can unequal education lead to increased poverty? Create a visualization of the ‘vicious circle’ that many African American students are trapped in by filling in the phrases in the box into the circle below.

higher risk of poverty • lower education levels • lower paid jobs • lower school spending • unequal education



Solutions

STATION 1

1. Read the text below and answer the following question: Which rights did slaves have in America?

Slaves in America did not have any rights. They were unfree, they were not allowed to vote, and they were forced to work without payment – mostly on cotton or tobacco plantations. They were considered property, as were their children. Children were often sold to other slave owners to prevent any feeling of family, belonging, and comfort.

2. Fill in the gaps in the text below with the words from the box. (EA)

On January 1st, 1808, the **Congress** made an attempt to prevent the ongoing **import** of slaves by declaring it **illegal**. However, this was ignored by the supporters of slavery, and consequently, the question of slavery **divided** the country. The whole South approved of it; and one of the most important reasons for this approval was that the Southern **States** depended economically on slavery. The North, in contrast to the South, had a **critical** attitude towards slavery. In 1820, slavery was proclaimed to be illegal in all states north of the river **Missouri**.

Four million slaves lived in the United States of America in 1865. US President **Lincoln** proclaimed that no human being should be regarded as someone else's **property** and consequently wanted to abolish slavery. As a result, eleven "slave states" left the **union**. The question of slavery was also one of the main reasons for the **Civil War**. Once the North had defeated the South, slaves were freed throughout the nation. Three years later, in 1868, they officially became **American citizens**. However, they were still regarded as being **inferior** to white people by a part of the American population, and it was still impossible for the new citizens to **vote** in the South.

3. Discuss these quotes with a neighbor!³

Quote Frederick Douglass: Douglass basically says that people will always get the treatment they allow to be done to them – a slave who does not show his/her slave owner which behavior is tolerable is partly responsible for the maltreatment he/she gets (though resistance may cost his/her life, which Douglass was well aware of).

Quote Abraham Lincoln: Abraham Lincoln fought against slavery and tried to convince the southern states, which based nearly their entire economy on the slave work force, that slavery had to be abolished. The North and the South were deeply divided by the question that the States might become politically unstable, a terrifying thought, as the States had only become independent from Britain shortly before..

4. Read the excerpt from the autobiography of Olaudah Equiano.
5. Continue the story: Imagine what the narrator experiences after he has reached America.

Note: Even though this is a creative writing task, there are a couple of stylistic restrictions. Since the narrator uses the first person singular, the continuation of the story has to be written in the first person as well. Even though it can be generally expected from the students to focus on the hardships of a slave live, the text gives vague hints that allow for a happy ending. The text belongs to the genre of autobiography, so it is probable that the author was freed. Otherwise it would be highly unlikely that he could write, let alone write critically about his encounters.

³ <http://www.brainyquote.com/quotes/quotes/f/frederickd134373.html>;

<http://www.brainyquote.com/quotes/quotes/a/abrahamlin143183.html>



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