

## II.C.7.4

### Landeskunde – Divisions and Groupings in Society

# The African American experience in film – Hintergrundinformationen erarbeiten und für eine Filmpräsentation nutzen (ab Klasse 10)

Atilla Aktaş



Let's put a film into a box! Die vorliegende Unterrichtseinheit motiviert Ihre Schülerinnen und Schüler, einen Film zum Thema „The African American experience“ zu analysieren und anschließend ihren Mitschülerinnen und Mitschülern vorzustellen. Ihre Präsentation erweitern sie durch ein kreatives Produkt: eine Box, die die wichtigsten Inhalte des Films darstellt. In der Vorbereitung der Präsentation erwerben Ihre Lernenden im Unterricht die erforderliche Sachkompetenz zu Aspekten der afroamerikanischen Geschichte, die ihnen anschließend auch als Grundlage für das kreative Endprodukt dient.

#### KOMPETENZPROFIL



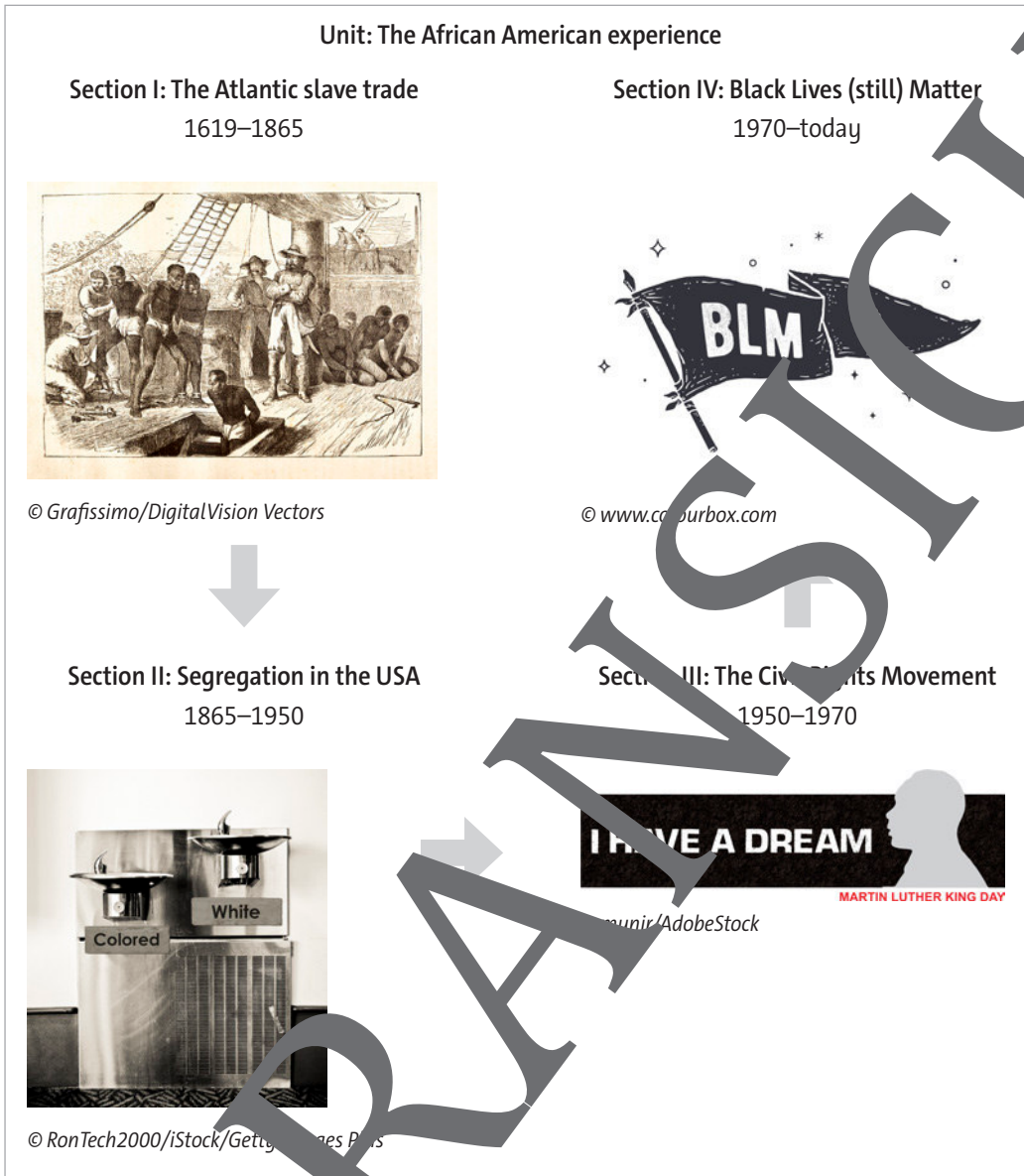
<b>Klassensstufe:</b>	Klasse 10
<b>Dauer:</b>	ca. 11–20 Unterrichtsstunden
<b>Kompetenzen:</b>	1. Hör-Seh-Verstehen: Videoclips, Trailer, Filmszenen und Filme verstehen; 2. Sprechen: zusammenfassen und präsentieren; 3. Sachkompetenz: Aspekte der afroamerikanischen Geschichte identifizieren
<b>Thematische Bereiche:</b>	10. Klasse: kulturelle Vielfalt, Stereotype, Mobbing; Abiturthemen: <i>Overcoming prejudice in society, ethnic and cultural diversity; The African American experience; Racism; Nations between tradition and change – Focus on the USA</i>
<b>Medien:</b>	LearningApps, Quiz als Kahoot!, Vokabellisten

## Advance organiser – A film project

Here you find an overview of the four sections of the unit *The African American experience* and the film box project related to it.

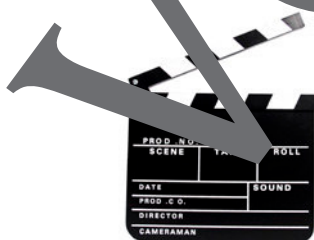


M1



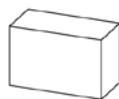
### Project: The film box

At the end of the unit, you will present the results of a film research on the African American experience. The presentation includes a box. You will paste meaningful images on the outside of the box and place objects in the box that you relate to the film. If you do not know which film to pick, ask your teacher for a list of films.



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© Atillâ Aktaş, example box 12  
*Years a Slave*

M 4



## The Atlantic slave trade – A video

The video *The Atlantic slave trade: What too few textbooks told you* – Anthony Hazard gives you an overview of the Atlantic slave trade: <https://raabe.click/The-Atlantic-slave-trade-A-video>

### Tasks

1. Before you watch the video, anticipate its content by following these steps:

- a) With a partner, choose five words from the vocabulary list.
- b) Together, talk about these words from the video. What will the video say about them? Formulate three to five statements.
- c) To get ready for your viewing, prepare a table with two columns. Write your statements in the left column.
- d) Now watch the video and note down in the right column what you actually see and hear.

2. First, read the statements. Then, complete the table while watching the video for the first time. Decide whether the statements are true or false. Correct the wrong statements. If necessary, watch the video once more.

Statements	true	false
a) More than eight million Africans were brought to America as slaves against their will.		
b) Slaves were needed to work the fields where cotton, tobacco and sugar cane were grown.		
c) Slavery was invented in North America.		
d) Before being shipped to America, slaves were shaved and branded like animals in slave forts.		
e) On the ship, the Africans were treated as cargo, not as humans.		
f) However, women and children were treated better than the men.		
g) On the Atlantic Ocean, 20 % of the slaves died from disease and mistreatment during the crossing to America.		
h) With the abolition of the slave trade in Europe and America, African kingdoms collapsed and were easily colonised.		
i) The justification for slavery was that Africans were seen as biologically superior to the white race.		
j) The effects of the Atlantic slave trade are still felt today.		

3. In groups of four, present and compare your expectations from task 1 b) with the actual content of the video. What did you guess correctly? What was new to you?

## Segregation in the USA – Vocabulary

M 5



The following terms will help you understand the information on the topic “segregation”.

### Tasks

1. Match the words with their correct definition.

1. segregation	a) (to) give so. a lower or less important position, rank etc. than before
2. derogatory	b) a synonym for “white person”
3. cemetery	c) showing a critical attitude and lack of respect for so.
4. (to) compensate	d) (to) decide, judge or order sth. officially
5. (to) relegate	e) a promise, a deal or a legal agreement, especially one to pay a regular amount of money to so.
6. bill	f) the act or policy of separating people from different groups, especially people of different ethnic backgrounds, religions or sexes and treating them in a different way
7. the Supreme Court	g) (to) provide sth. good to balance or reduce the bad effects of doing sth. else etc.
8. (to) decree	h) a written suggestion for a new law that is presented to a country’s parliament so that its members can discuss it
9. (to) invoke	i) an area of land used for burying dead people, especially one that is not next to a church
10. property value	j) the highest court in a country or state
11. covenant	k) (to) mention or use a law, rule etc. as a reason for doing sth.
12. Caucasian	l) how much sth. such as real estate (a house or apartment) is worth in money

1	3	4	5	6	7	8	9	10	11	12

Compare your results with a partner.

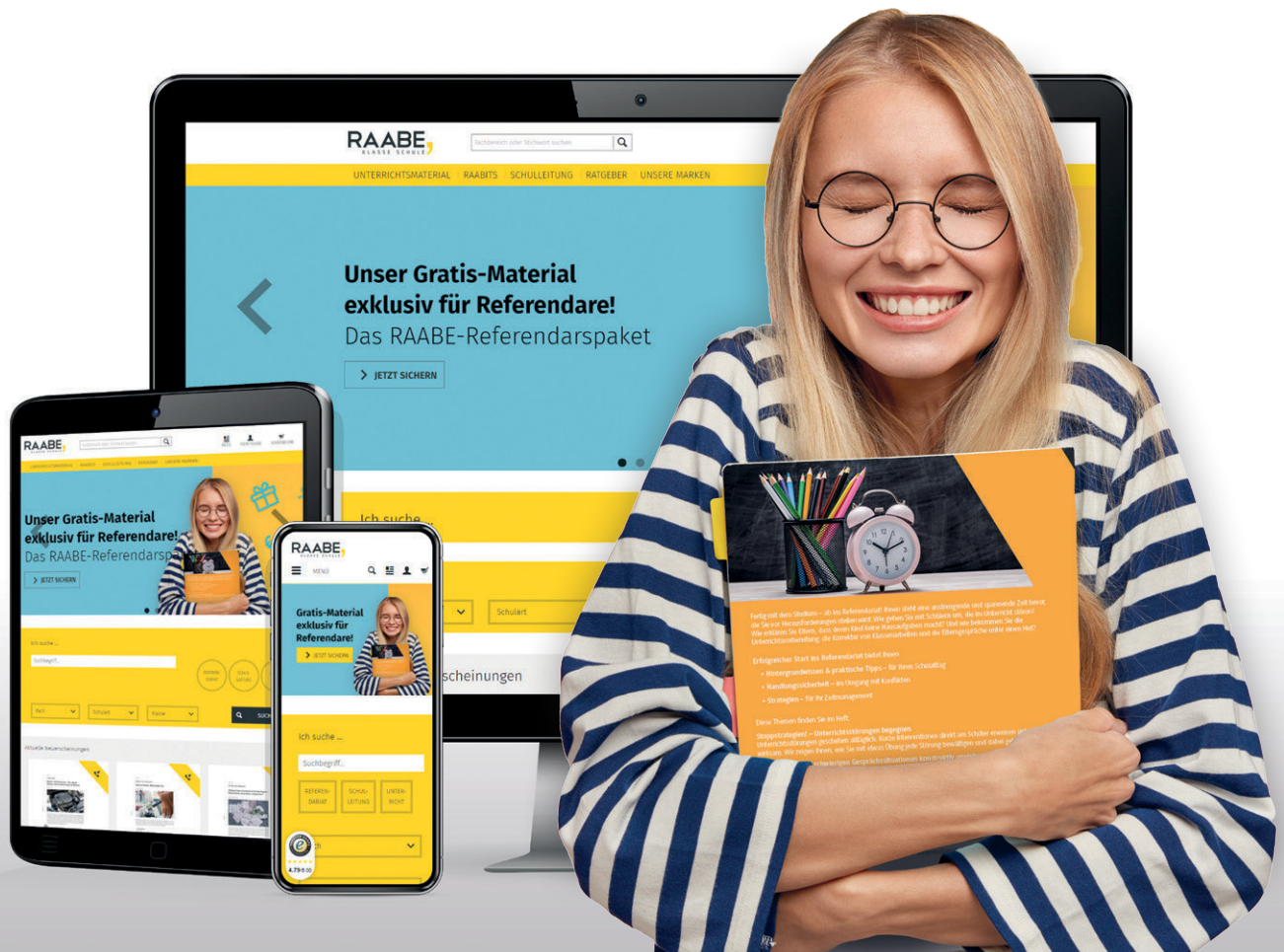
Digital Resource: Practise the vocabulary online:

<https://learningapps.org/watch?v=pqyzgqwj23>



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