

II.C.7.11

Landeskunde – Divisions and Groupings in Society

Being Black in the USA: Between cultural appropriation and police brutality – Abiturrelevante Aufgabenformate üben (S II)

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Elena Sunagatova/istock/Getty Images Plus

Was bedeutet es als *Person of Colour* in den USA zu leben? Das vorliegende Abiturtraining beleuchtet aktuelle Themen wie systemischen Rassismus, die Bedeutung von Juneteenth sowie *cultural appropriation* und deckt dabei alle relevanten Abituraufgabenformate der schriftlichen und mündlichen Abiturprüfungen in Englisch ab.

KOMPETENZ



Klassenstufe/Lernjahr: 11–12 (G8) bzw. 11–13 (G9); 7.–9. Lernjahr

Dauer: 12 Unterrichtsstunden (je nach Auswahl)

Kompetenz: 1. Leseverstehenskompetenz: Sachtexte und literarische Texte verstehen und deuten; 2. Hörverstehenskompetenz: komplexe Äußerungen in authentischen Hörbeispielen verstehen; 3. Schreibkompetenz: unter Beachtung der Textsortenmerkmale verschiedene Formen des Schreibens realisieren; 4. Sprachmittlungskompetenz: authentische Texte adressatengerecht und situationsangemessen wiedergeben

Thematische Bereiche: USA, multiculturalism, Black America, Black Lives Matter, cultural appropriation, (systemic) racism

Auf einen Blick

1. Stunde

Thema: Cartoon interpretation I

M 1 **Categorising others – An introduction** / die Begriffe *assumption*, *stereotypes*, *prejudices* und *discrimination* einführen (EA, PA, C) einen Cartoon analysieren und interpretieren (EA)

ZM 1 Method sheet: Think-Pair-Share

ZM 2 Method sheet: cartoon interpretation

Hausaufgabe: M 1, task 2

Benötigt:

- OH-Projektor bzw. Beamer/Whiteboard
- M 1 digital oder als Kopie

2. Stunde

Thema: Listening comprehension

M 2 **Racial bias training at Starbucks – Understanding an audio** / eine Audio-datei hören und Hörverstehen anhand von Hörverstehensaufgaben sichern (EA), in einer *post-listening activity* zum Hörtext Stellung nehmen (EA)

Benötigt:

- OH-Projektor bzw. Beamer/Whiteboard
- M 2 digital oder als Kopie
- Audio: <https://www.youtube.com/watch?v=...> (03:44 Min.)
- Internetzugang und digitales Endgerät zum Anhören der Audiodatei

3./4. Stunde

Thema: Analysing non-fictional texts

M 3 **Juneteenth as a federal holiday – Reading comprehension** / das Leseverstehen anhand von Aufgaben zum Textverständnis und zur Textanalyse sichern (EA)

ZM 3 Übersicht über die Operatoren

Benötigt:

- OH-Projektor bzw. Beamer/Whiteboard
- M 3 digital oder als Kopie
- Internetzugang und digitale Endgeräte zur Bearbeitung der *Learning-Apps*

M 2



Racial bias training at Starbucks – Understanding an audio

The audio https://raabe.click/racial_bias on how Starbucks tries to help counteract racial bias will be played twice. Listen carefully and complete the listening tasks.



Task 1: Multiple choice

Listen to the audio and tick the correct answer to each question. You can also complete the task online on *LearningApps*: <https://learningapps.org/watch?v=p0fb3ajbc24>.

1. **Why did Starbucks close its stores for a day?**
 - a) To celebrate its anniversary
 - b) To provide training on racial bias
 - c) To launch a new menu
 - d) To renovate the stores

2. **What incident prompted Starbucks to take action?**
 - a) A robbery at a Starbucks store
 - b) A viral video of two Black men being arrested
 - c) A health inspection violation
 - d) A customer complaining about poor service

3. **What did Starbucks do to address the incident?**
 - a) Fired the manager responsible
 - b) Created a short film about racial bias
 - c) Implemented four-hour training sessions for employees
 - d) All of the above

4. **What does the speaker mention about their hands when entering certain places?**
 - a) They keep their hands in their pockets.
 - b) They ensure their hands are visible to avoid being accused of stealing.
 - c) They wear gloves to protect their hands.
 - d) They gesture with their hands to appear friendly.

5. **Why does the speaker watch their tone?**
 - a) To avoid appearing arrogant
 - b) To ensure clear communication
 - c) To express their emotions openly
 - d) To avoid being perceived as threatening

6. **What impact does the speaker suggest leaving the house can have on some days?**
 - a) It makes them feel safer and more confident.
 - b) It can be challenging to overcome feelings of insecurity.
 - c) It prevents them from engaging in social activities.
 - d) It encourages them to explore new places.

Task 2: True or false statements

Listen to the audio again and determine if the following statements are true or false. Correct the false ones. You can also complete the task via *LearningApps*:

<https://learningapps.org/watch?v=ppxouq4cn24>.



Statement	True	False
1. The short film commissioned by Starbucks features Stanley Nelson as the main character. Correction:		
2. The training sessions for Starbucks employees were mandatory. Correction:		
3. Training is expected to have a long-lasting effect on reducing bias. Correction:		
4. Starbucks plans to provide more employee training in the future. Correction:		

Task 3: Filling in the gaps

Listen to the audio and fill in the gaps with the missing words. You can also complete this task online via *LearningApps* <https://learningapps.org/watch?v=pqiq94jhj24>.

Carrie Teeter, a Starbucks _____ (1) in Manhattan, shared her reaction to the short film, saying, "First it made me sad, and then it made me realise, I'm not _____ (2) of that. And I don't realise what _____ (3) that has on you to constantly be feeling that way." Her colleague Les Fable, who is African American, however, says he had similar experiences of _____ (4) growing up in Brooklyn.



Task 4: Post-listening writing

Based on the audio, reflect on the effectiveness of training in combating racial bias. In your opinion, what other steps can Starbucks take to address this issue?

chips in his backpack or something, but I knew there wasn't. I knew this asshole was talking to ... at ... about ... me. It felt like some kind of bad prank⁴.

40 "In my bag? Man, ain't nobody stealing nothing," I explained, getting back to my feet. My hands were already up, a reflex from seeing a cop coming toward me. I glanced over at the lady, who was now slowly moving away, toward the cookies and snack cake aisle. "I was just trying to get my phone out my bag when she fell over me –" I tried to explain, but the policeman shut me down quick.

"Shut up," he barked, coming closer.

45 "Wait, wait, I –"

"I said shut up!" he roared, now rushing me, grabbing me by the arm. "Did you not hear me? You deaf or something?" He led me toward the door while talkie-talkie-ing that he needed backup. Backup? For what? For who?

50 "No, you don't understand," I pleaded⁵, unsure of what was happening. "I have money right here!" With my free hand, I reached into my pocket to grab the dollar I had designated⁶ to pay for those stupid cookies. But before I could even get my fingers on the money, the cop had me knotted up in a submission hold⁷, my arms twisted behind me, pain searing up to my shoulders. He shoved me through the door and slammed me to the ground. Face-first. Hurt so bad the pain was a color –

55 white, a crunching sound in my ears as bones in my nose cracked. After he slapped the cuffs⁸ on me, the metal cutting into my wrists, he yanked⁹ at my shirt and pants, searching me. I let out a wail¹⁰, a sound that came from somewhere deep inside. One I had never made before, coming from a feeling I had never felt before.

Source: Reynolds, Jason, and Kiely, Brenden. *All American Boys*. Scholastic & Faber, 2021: p. 13 f.; https://www.academia.edu/39325682/UPPER_SCHOOL_Occupational_Therapy_Counselors_vs_Jason_Reynolds. [last access: 15/112024]

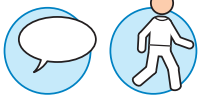
Vocabulary

1 **ROTC program**: Junior Reserve Officer Training Corps (JROTC) is a leadership and character development program that prepares high school students for responsible leadership roles while making them aware of the rights, responsibilities and privileges of an American citizen – 2 **sudsy**: schaumig – 3 **scowl**: a very annoyed (facial) expression – 4 **prank**: a practical joke – 5 **(to) plead**: to make an emotional appeal – 6 **(to) designate**: to officially give (so. or sth.) a particular role or purpose – 7 **submission hold**: a choke hold – 8 **cuffs**: short for handcuffs – 9 **(to) yank**: a sudden hard pull – 10 **wail**: a high-pitched cry of pain, grief or anger

Tasks

- Read the excerpt from the novel "All American Boys". In groups of three, retell the scene from either Joshad's or the police officer's perspective. What happened?
- Respond to the tasks a)–c) using your own words as far as is appropriate. Give evidence from the text and quote correctly.
 - Outline how the protagonist's inner conflict manifests throughout the excerpt.
 - Describe how the narrative perspective enhances the reader's understanding of the protagonist's experience.
 - Explain how the use of language contributes to the portrayal of tension and injustice in the excerpt.

M 9



Kolloquium: Die mündliche Abiturprüfung – Preparing for the oral exam

Warm-up

Touch-Turn-Talk

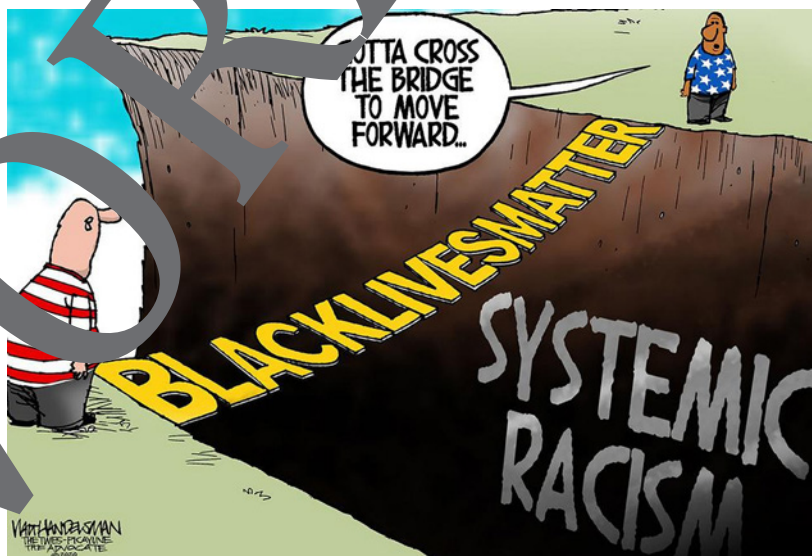
- Get together in small groups of three people.
- The cards are face down on the table.
- Take turns and ...
 - 👉 **Touch** a card.
 - 👉 **Turn** it around and look at the word or phrase. Take a moment to think about it.
 - 👉 **Talk** about your topic for about two minutes.

Black Lives Matter	racial bias	taking a knee
the end of slavery	police brutality	cultural appropriation

Task

Prepare a presentation of about 10 minutes based on the cartoon by Walt Handelsman and the article “Black Lives Matter: From Protests to Lasting Change”. Make sure to include the following aspects.

- Explain how companies have attempted to engage with social movements, particularly regarding the issue of racism, and what were the outcomes of their initiatives.
- Summarise the examples of corporate social movements beyond merely issuing statements or advertisements and describe how these examples illustrate the potential impact businesses can have on societal attitudes and norms.
- Outline in what way corporate leaders can effectively demonstrate support for movements like Black Lives Matter beyond surface-level actions, and what specific measures can they take within their organisations to address systemic issues such as hiring practices, promotion and supply chain management.
- Describe and use and interpret the cartoon.



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