

# Donald Trump – The “unpresidential” President?

by Waltraud Feger



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Das „Phänomen Donald Trump“ ist seit seiner Wahl zum U.S.-Präsidenten im Jahr 2016 nicht mehr aus den Medien wegzudenken. Gleichzeitig ist er eine der umstrittensten Persönlichkeiten der heutigen Zeit. In dieser Unterrichtseinheit lernen Ihre Schülerinnen und Schüler einige politische Handlungen sowie Merkmale des Verhaltens und des Charakters von Donald Trump mithilfe verschiedenster medialer Zugänge und Themenbereiche genauer kennen und analysieren seine sprachlichen Besonderheiten und seine Aussagen. Dabei erarbeiten sie sich abiturrelevante Kenntnisse, die zum Abschluss der Einheit mithilfe von Klausurvorschlägen überprüft werden können.

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## Competences and skills:

In this unit, students get to know and analyse the language, characteristics and political attitudes of Donald Trump regarding different topics, among others “immigration” and “climate change”. By working with various texts, articles, videos and cartoons, students enhance their reading comprehension, listening and viewing comprehension as well as their analysis and interpretative skills. Furthermore, the topics are suited for practising comment writing and creative writing, along with discussion competences and methods like role play and hot seat. Moreover, students develop their mediation competences. The unit ends with two exam proposals in which the students can apply their skills.

Topic and source of the video		
Sections	Content of the sections	Comments / Implications
Opinion of Danish government (Prime Minister and MP's)		
Opinion of Donald Trump		
The Greenlanders' opinion		
Facts about Greenland		
Possible consequences of the deal		

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### Further activities



5. In the past vice president Rockefeller and President Truman have also considered buying Greenland. Write a letter to the editor about the *Guardian* article or the *Guardian News* in which you discuss why Trump's statements have often been depicted as controversial in comparison to the other officials.

A	You are the <b>chairperson</b> , who has to remain impartial at all times.	Be prepared for the arguments of the panel members by informing yourself about the different roles. Be ready to give an introduction and a final statement to the discussion, in which you conclude the given arguments. Take notes.
B	You are a <b>representative of FAIRus.org</b> (Federation for American Reform) and support the new regulation of detaining illegal migrants' children for more than 20 days.	FAIR is a non-profit organization, leading the fight against illegal immigration and securing the U.S. borders. You run campaigns to influence U.S. immigration policies. Since you call it a hate group with close ties to white supremacist groups.
C	You are a <b>member of the Republican Party</b> and support all the president's policies.	You support Trump's anti-immigration policy and slogan: "Send them home". You are in favour of the wall because you think that this will lead to making America great again".
D	You are a <b>representative of LIRS</b> , a religious group (Lutheran Immigration and Refugee Service) that is strongly against detention centres and the separation of parents and children.	LIRS has helped more than half a million people rebuild their lives in the USA. For you detention centres and family separation is inhuman. You complain about overcrowded centres and the poor living conditions causing traumas in children and adults.
E	You are a <b>favor of a small town</b> and you are in favour of the immigrants. As a democrat, you do not agree with Trump's opinion and attitude.	Your grandparents came to the USA as immigrants. You want to give back and quote the poem by Emma Lazarus which is written inside the Statue of Liberty ("Give me your [...] huddled masses yearning to breathe free"). That is why you offer your help by taking in 40 families with their children.

## Topic 4: Trump – the environmentalist?

### M7 Global warming is a hoax

*How dangerous is Trump's attitude towards climate change for America and the world?*



1. Get together in groups of four. Each student chooses two of the materials below.



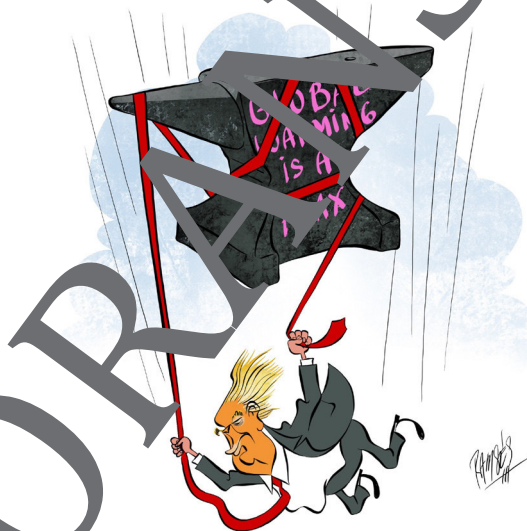
2. For yourself: With your chosen material, analyse how dangerous Trump's attitude towards climate change is for America and the world.



3. In your group: Present your results to the group. Discuss your answers and agree on four central statements regarding the consequences of Trump's attitude.



#### Material A: Cartoon



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#### Task:

Describe and analyse the cartoon. Think about the consequences for the United States of America and the world that are hinted at. You can, again, use the grid from M6.



## Material D: Tweets

### Tweet 1:

This very expensive GLOBAL WARMING bullshit has got to stop. Our planet is freezing, record low temps, and our GW scientists are stuck in ice

*Donald Trump on Twitter, 2 Jan. 2014*

### Tweet 2:

Brutal and Extended Cold Blast could shatter ALL RECORDS - Whatever happened to Global Warming?

*Donald Trump on Twitter, 22 Nov. 2018*

### Tweet 4:

Any and all weather events are used by the GLOBAL WARMING HOAXSTERS to justify higher taxes to save our planet! They don't believe in it \$\$\$\$!

*Donald Trump on Twitter, 26 Jan. 2014*

### Tweet 3:

Global warming is based on faulty science and manipulated data which is proven by the emails that were leaked

*Donald Trump on Twitter, 2 Nov. 2012*

### Task:

Read Donald Trump's tweets. Summarise his opinion towards climate change and science. Moreover, speculate about possible consequences and further political actions of the President.



### Topic A: The Greenland scandal

Hot seat with  
President Donald J. Trump  
 You can use the websites below:



[https://raabe.click/en\\_um\\_Greenland1](https://raabe.click/en_um_Greenland1) [https://raabe.click/en\\_um\\_Greenland1](https://raabe.click/en_um_Greenland1)



Topic B: The building of a wall  
 Hot seat with Nancy Pelosi, speaker  
 of the House of Representatives  
 You can use the websites below:



[https://raabe.click/en\\_um\\_wall](https://raabe.click/en_um_wall) [https://raabe.click/en\\_um\\_wall1](https://raabe.click/en_um_wall1)



Topic C: Family separation  
 Hot seat with Kevin McAleenan,  
 for contacting United States Secretary  
 of Homeland Security.  
 You can use the websites below:



[https://raabe.click/en\\_um\\_immigration](https://raabe.click/en_um_immigration) [https://raabe.click/en\\_um\\_immigration1](https://raabe.click/en_um_immigration1)

## Written exams

### Notes on the exams

The material presented here can be used as a final exam or as preparation for the same. It consists of two different written (mock) exams with different focuses and their keys. The two exams deal with Trump's immigration policy as well as the consequences of his behaviour and character for the image of the United States of America. The focus of the first exam is on mediation as well as a cartoon analysis and comment writing. The second exam focusses on reading comprehension and linguistic analysis as well as creative writing. The competences required in the exams have been practised in this unit.

**Exam I** contains a German newspaper article dealing with border protection at the U.S.-Mexican border and a matching cartoon. The **first assignment** requires students' mediation skills (*Anforderungsbereich I*). In the **second assignment**, students describe and analyse a cartoon with respect to the information from the article (*Anforderungsbereich I and II*). As a **third assignment**, students choose between two different comment tasks (*Anforderungsbereich III*). **Exam II** deals with a newspaper article about several gaffes of Trump showing a lack of geography basics and a tendency to ignore certain facts. The **first assignment** is a general reading comprehension task (*Anforderungsbereich I*). In the **second assignment**, students apply their knowledge about Trumps linguistic style by analysing his quotations and tweets from the text (*Anforderungsbereich II*). The **third assignment** asks students to choose between two different creative writing tasks. Teachers use these criteria for the assessment of the exam.

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