

## II.C.7.8

### Landeskunde – Divisions and Groupings in Society

## Multicultural UK: From discrimination to community feeling – Aktuelle Aspekte in Texten und Videos erfassen (S II)

Manuela Olde Daalhuis, Düsseldorf



Multikulturelles Leben ist Teil der britischen Identität. Mit Sachtexten, Gedichten und Kurzvideos vertiefen die Lernenden ihr landeskundliches Wissen zu Tradition und Wandel im Vereinigten Königreich, um aktuelle Entwicklungen besser zu verstehen: eine Gesellschaft, deren *Windrush*-Generation politisch diskriminiert wurde, Harry und Meghan, die für Wandel stehen, und Stimmen einzelner Bürger, die sich für Gemeinsamkeit einsetzen. – Durch die Einbindung digitaler *LearningApps* besonders gut für den Distanzunterricht geeignet!

#### KOMPETENZPROFIL



<b>Klassenstufe:</b>	11/12 (G8), 12/13 (G 9)
<b>Dauer:</b>	12 Unterrichtsstunden (+ 3 Stunden LEK)
<b>Kompetenzen:</b>	1. Lesekompetenz: Sachtexte verstehen und Textdeutungen entwickeln; 2. Hör-Seh-Kompetenz: Kurzvideos zentrale Informationen entnehmen; 3. Verfügbarkeit sprachlicher Mittel: sich mithilfe des thematischen Wortschatzes über kulturelle Identitäten und Diskriminierung austauschen; 4. Medienkompetenz: digitale Übungen durchführen
<b>Thematische Bereiche:</b>	Das Vereinigte Königreich im 21. Jahrhundert – Selbstverständnis zwischen Tradition und Wandel
<b>Material:</b>	Texte, Bilder, Videos, digitale Übungen



## Auf einen Blick

**Vorbemerkung:** Für folgende Materialien liegen alternative digitale Übungen als *LearningApps* vor, für deren Durchführung digitale Endgeräte benötigt werden: M 1 (1., 8.), M 2, M 5 (1., 2.), M 6 (1.a). Ein Zugang zu diesen digitalen Aufgaben für die Schüler steht in ZM 1 zur Verfügung.

### 1./2. Stunde

**Thema:** Identity, culture and multicultural societies

**M 1** **Identity and culture** / Wortschatzübung zu zentralen Begriffen von Identität, Sprechen über die eigene Identität, den Einfluss von Kultur(en), das Selbstbild einer Nation und Hörsehverstehen eines Videoclips zum Leben im multikulturellen Großbritannien

**M 2** **Immigration to Britain: A journey into the past** / Ermitteln des Vorwissens mit einem Multiple-Choice-Quiz

**Homework:** Do a multiple choice quiz about the history of immigration to Britain (M 2).

**Benötigt:** ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip  
☐ gegebenenfalls ausgeschnittene Karten (M 1, Aufgabe 1)

### 3./4. Stunde

**Thema:** Individual immigrant stories and history

**M 2** **Immigration to Britain: A journey into the past** / Aktivierung des Vorwissens mit einem Multiple-Choice-Quiz (Sicherung)

**M 3** **Their stories are part of Britain's history** / Hörsehverstehen zu zwei Videoclips

**M 4** **The Windrush generation** / Lesen eines informativen Sachtextes, Reduktion auf Stichwörter, Hörsehverstehen eines Videos über den *Windrush*-Skandal

**Homework:** Find out more information: Watch a BBC documentary and research facts online.

**Benötigt:** ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

### 5./6. Stunde

**Thema:** The Windrush scandal

**M 5** **Compensating the Windrush scandal** / Lesen eines Zeitungsartikels und geschlossene Textverständnisaufgaben

**M 6** **Analysing the newspaper article "‘I feel targeted’: Windrush victim decries compensation delays as racism”** / Textanalyse mit geschlossenen und halboffenen Aufgaben und Verfassen eines Kommentars

**M 9** **How to talk about identity and diversity** / Wortschatzsammlung zu Identität, Diversität, Migration und Diskriminierung

**Homework:** Do M 6, task 3: writing a comment

**7./8. Stunde**

**Thema:** Harry, Meghan, the Commonwealth and its legacy

**M 7** **Supporting the Commonwealth** / Lesen eines Zeitungstextes über Harrys und Meghans Appell, sich mit der kolonialen Vergangenheit auseinanderzusetzen, Textverständnis, Analyse und weiterführende Internetrecherche (Aufgaben 1–4)

**Homework:** (optional:) Finish writing the analysis.

**9./10. Stunde**

**Thema:** Peer-to-peer-feedback and reading a poem on the Windrush generation

**M 7** **Supporting the Commonwealth** / Beschreiben zweier Statistiken (Aufgabe 5)

**M 8** **Giving feedback to a summary or an analysis** / Unterstützen der Mitschüler bei einer Zusammenfassung oder Analyse eines Sachtextes durch *peer feedback*

**M 9** **How to talk about identity and diversity** / Wortschatzsammlung zu Identität, Diversität, Migration und Diskriminierung

**M 10** **Words on Windrush: Back-Home** / Lesen und Vortragen eines Gedichts, Hörsehverstehen eines Videoclips, Verfassen eines eigenen Gedichts oder Videos, weiterführende Internetrecherche

**Homework:** Creative challenge: Do you have the courage to express your feelings and thoughts about the topic that touches you most strongly in a free verse poem? (M 10, Aufgabe 6); advanced research: Watch some videos at home. Tell your classmates what poem you like.

**Benötigt:** ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

**11./12. Stunde**

**Thema:** Listening to voices on inequality, mixed identities, and communities

**M 11** **Words on Windrush: Inequality** / Lesen und Analysieren eines Gedichts

**M 12** **Between discrimination and community feeling** / Hörsehverstehen von Videoclips zur Methode des *stop-and-search* der britischen Polizei, zu gemischten Identitäten und zum Nachbarschaftsprojekt „*Community Food Garden*“

**Benötigt:** ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

**13.–15. Stunde**

**Thema:** Fighting over statues and the British approach in dealing with the British Empire

**LEK** **Time to face the past** / Zusammenfassung und Analyse eines Zeitungsartikels und Schreiben einer kommentierenden E-Mail

**Minimalplan**

Die 11./12. Stunde kann bei Zeitmangel entfallen, ebenso die Behandlung des Gedichts von M 10.



## M 2



<https://learningapps.org/watch?v=pcx952kv320>



## Immigration to Britain: A journey into the past

Check what you already know about the history of immigration to Britain with a quiz.

### Task

Tick (✓) the right box to finish each sentence correctly.

- After the Second World War, Britain welcomed people from abroad mainly ...
  - ☐ to help them escape poverty.
  - ☐ because they had a labour shortage and needed workers to rebuild their country.
  - ☐ to spread the English language and support international peacekeeping.
- Especially people from the Commonwealth of Nations immigrated to Britain with the British Nationality Act of 1948 ...
  - ☐ because they loved the King who was the Head of Commonwealth.
  - ☐ because they wanted to settle in Britain once the colonies had become independent.
  - ☐ because they shared English as a common language and had experience with the British administration.
- In 1962, the Commonwealth Immigration Act made it more difficult to immigrate to Britain ...
  - ☐ as one needed a job before arriving or skills that were in demand.
  - ☐ as there was more competition by immigrants from the USA.
  - ☐ as one needed to have at least the sum of £ 500,000 to get permission to settle, or relatives who confirmed they would take them up and pay for them.
- To fight discrimination, the Race Relations Acts (in 1965, 1968, 1976 and 2000) ...
  - ☐ ensured that discrimination because of differences in race, skin colour or ethnic origin was forbidden.
  - ☐ stated that people could only marry someone of their own race.
  - ☐ established a set range of multicultural projects and festivals to further contact and exchange between Britons and immigrants.
- If you want to become British, you need to pass a British citizenship test to prove ...
  - ☐ that you know enough English to get by even in Scotland, Wales or Northern Ireland.
  - ☐ that you know everything about English laws and a citizen's duties.
  - ☐ that you understand essentials about British culture and traditions.
- Before Brexit became official in January 2020, ...
  - ☐ the opponents of Brexit were satisfied that the free movement within the European Union would be given up.
  - ☐ many Britons voting for Brexit felt the need to control the immigration system more sharply than before to decrease immigration.
  - ☐ Britons left the country because they feared xenophobic tendencies in the British society.

## M 6

## Analysing the newspaper article *'I feel targeted': Windrush victim decries compensation delays as racism*



Look closer at the text on the Windrush scandal compensation to practise your language and text analysis skills.



### Tasks

#### Analysis

1. Topic: Analyse how the journalist uses language and communicative strategies to report on the Windrush scandal's impact.

The exercises below lead you through the analysis.



- a) The following paragraph analyses whether the journalist Amelia Gentleman mainly wants to inform or influence the reader. Cross out the words in the boxes that are not appropriate.



[https://  
learningapps.org/  
watch?v=prsyjs4ej20](https://learningapps.org/watch?v=prsyjs4ej20)

In the present text, the journalist Gentleman wants to  inform /  to influence the reader about the Windrush scandal victims. The journalist concentrates on Williams's experience  to evoke emotions /  to illustrate the devastating effect of the scandal. First, the headline catches the reader's attention with the help of a  quotation /  a rhetorical question. Next, the subtitle sums up  the journalist's outrage /  the main point of the article.

As regards structure, the journalist presents a short biographical information on Williams  in standard English /  snappy, colloquial language. In the next five paragraphs, she informs the reader about what happened to Williams in the course of the Windrush scandal. Likewise, the journalist sums up facts, contrasting what was officially promised to what Williams really experienced (ll. 20–23: "As the government pays tribute to ... waiting for redress"). In the seventh paragraph, the journalist adds  some exaggerated comments /  background information on the way the victims of the scandal are compensated. The subsequent paragraphs  give voice to /  blame Williams who describes his experience. Moreover, the journalist includes many quotations from Williams who states feeling ashamed. This example of an individual's experience keeps the reader's interest. The journalist rounds off the article with her  personal opinion /  with a quotation from an expert who criticises the government.

## Supporting the Commonwealth

M 7

Find out how royal family members Harry and Meghan think about the Commonwealth.

### Tasks

#### Before reading

1. Look at the photo and brainstorm in class: What do you know about Harry and Meghan?
2. What's their relationship with the media? If you don't know yet, read the info box below.



© Londislaand/Wikimedia CC BY 3.0



### From Brexit to Megxit

The term "Megxit" blends the two words "Meghan" and "exit". Firstly, this portmanteau word was used by internet trolls who mistreated the Duchess of Sussex for her ethnicity and pregnancy. Some British tabloid media joined the hostile treatment of the couple; especially Meghan had to endure racism because of her African American family history. Next, when the couple announced their decision to step back from their roles as senior members of the royal family on Instagram, the British tabloid paper "The Sun" took up the pejorative term "Megxit" to refer to this announcement, insinuating that Meghan was responsible for the decision. After negotiations, the couple settled in North America, stopped being working members of the royal family and received no longer taxpayer funds. It has continued to patron their royal charities like the Queen's Commonwealth Trust (QCT).

Text: Manuela Olde Daalhuis

### Harry and Meghan say Commonwealth<sup>1</sup> 'must acknowledge the past'

#### Couple say process will be uncomfortable but 'needs to be done because everyone benefits'

The Duke and Duchess of Sussex have said the Commonwealth "must acknowledge the past" even if it is "uncomfortable", as the couple spoke of historical injustice, unconscious bias and racism in light of the Black Lives Matter movement<sup>2</sup>.

They said the Commonwealth, which grew out of the British empire and is headed by Prince Harry's grandmother the Queen, needed to follow the example of others, and they accepted it would not be easy.

10 Their comments came in a video-link discussion on justice and equal rights with young leaders from the Queen's Commonwealth Trust (QCT), of which Harry and Meghan are president and vice-president respectively.

The QCT has said it has started a conversation about how the Commonwealth's past – "of colonialism, of the subjugation<sup>3</sup> of peoples and the ongoing legacy<sup>4</sup> of such historic injustice –  
15 can and should shape the identity of the organisation, how it develops its offer and how it works in the future".

During a debate on historical injustices such as the slave trade, Harry, speaking from the couple's Los Angeles home, said: "When you look across the Commonwealth, there is no way that we can move forward unless we acknowledge the past.

20 "So many people have done such an incredible job of acknowledging the past and trying to right those wrongs, but I think we all acknowledge there is so much more still to do. It's not going to



## M 8



## Giving feedback to a summary or an analysis

The following list helps you to give meaningful feedback to your peers.

### 1) I like the following in your text:

Take a yellow marker and highlight a passage of five to ten lines that you like best and which you think should be shared in class. Put a smiley in the margin. 😊

Say what you like **exactly** in this passage and why. **Give an example.** Even if you think this passage still holds some mistakes, concentrate on the positive aspects. Here are some expressions:

I like the word "... " – your quotation fits and you explain its function – I absolutely agree with your idea of "... " – this sentence sounds perfect because ... – I enjoy this passage because ... – my favourite expression here is ... – "... " is an excellent way to combine these two sentences

---



---



---

### 2) Not yet: let me help you improve this passage – here's how I would do it

Take a different colour and highlight a passage of up to ten lines. Write "not yet" next to it. What aspect should your peer improve? Tick the corresponding box or write a comment below. ☹️

#### Structure:

- ☐ The paragraph is too short: it should have a minimum of three sentences.
- ☐ Introduce the paragraph's main theme with a topic sentence.
- ☐ Connect the sentences with linking words (e.g. furthermore, likewise, as regards).

#### Language in general:

- ☐ Improve the spelling of the highlighted words.
- ☐ Use the present tense.
- ☐ Stay neutral: cross out comments like "I believe / think, to my mind".
- ☐ Replace the highlighted word with a synonym because you overused the word, examples:  
 "to say" → to announce, to declare, to point out, to stress, to admit  
 "to show" → to suggest, to demonstrate, to indicate, to prove  
 "to think" → to believe, to state, to be convinced, to insist, to worry

#### Analysis:

- ☐ Add a quotation to prove your point.
- ☐ Add line numbers to give evidence.
- ☐ When you mention a rhetorical device, explain its function or effect.

#### Other:

---



---



---



## Words on Windrush: Inequality

M 11

Poets were inspired to give voice to the emotions based on migration by people from the Caribbean living in the UK. Read the poem *Inequality* from the project *Words on Windrush*.

### Inequality

There is still inequality

- We may have moved past segregation  
 But stolen passports and illegal deportations  
 Just because you've been to Notting Hill Carnival  
 Or you like jerk chicken, rice and peas  
 5 Because you listen to Ska, Calypso and Bob Marley  
 Does not mean we have equality  
 We may have integration  
 And opportunities have improved since the 50's  
 But there is still inequality  
 10 It's just harder for you to see  
 You're far more likely to live in poverty  
 Be unemployed or earning less money  
 If you are not White British  
 There is still inequality  
 15 You're three times more likely to be killed  
 And half as likely to go to university  
 If you are Black British  
 There is still inequality  
 People love to shirk their social responsibility  
 20 They say 'We've come a long way'  
 But it's not far enough, we have a duty  
 Until there is equality  
 We need to combat the lowest level hostility  
 Promote social mobility  
 25 And bring about true culpability  
 Until we have equality



© lazyllama/AdobeStock



© luckyo/AdobeStock

Source: **Guy-Vogel, Lily:** *Inequality*. In: *Saath, Aik: Words on Windrush*. 2019, p. 42; found at: [https://empowordslough.org/wp-content/uploads/2019/08/Windrush-Book-PRINT\\_compressed.pdf](https://empowordslough.org/wp-content/uploads/2019/08/Windrush-Book-PRINT_compressed.pdf) [last access: 23/09/2020].

### Tasks

1. Identify what has already been achieved on the road to equality according to the speaker in the poem.
2. Name the problems the speaker mentions that still result in inequality.
3. Analyse how the poet Guy-Vogel employs style and rhetorical devices to point out that inequality remains an issue.