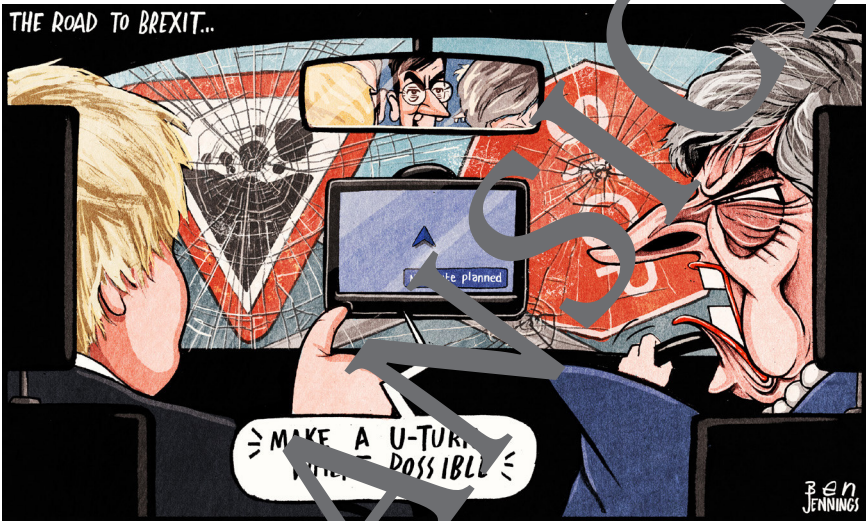


Brexit – causes, developments, consequences

by Liam Cleary



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Diese Unterrichtseinheit bietet Ihren Lernenden die Möglichkeit, sich mit einem hochaktuellen Thema auseinanderzusetzen. Mithilfe von Texten, Bildern und einem Cartoon eignen sich die Schülerinnen und Schüler Wissen über Entstehung und Konsequenzen der Brexit-Bewegung an. Hierbei trainieren sie auch ihre Lese-, Schreib- und Analysekompetenz, beziehen Stellung zum Thema und gewinnen ein Verständnis für die gegensätzliche Brexit-Positionen. In einer abschließenden *listening comprehension* wird außerdem das Hörverstehen der Klasse gefördert.

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Facts

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Competences and skills

In this unit, students gain insight into the causes, developments and consequences of Brexit while at the same time enhancing various **competences** such as **analysing, interpreting and writing**. Working with several **texts, photographs** and a **cartoon**, they develop an understanding of the Brexit process and improve their **reading, writing and analysis skills**. Working on **creative tasks, writing comments** and participating in **discussions** encourages students to adopt roles, understand the various views on Brexit and develop their **own opinions**. By listening to an interview and answering questions on its content, students develop their **listening skills**.

Brexit – causes, developments, consequences

Facts

The Brexit process has been ongoing since early 2016 when Prime Minister David Cameron announced the date of the referendum to be held on Britain's membership of the European Union. That referendum resulted in a 72 percent voter turnout and a 52 percent majority in favour of the UK leaving the EU. The roots of Brexit, however, lie much further back and one might begin work on Brexit by dealing with Churchill's struggle to overcome Germany during World War II. Historic events, like the Blitz and the Anglo-American alliance so crucial to the Allied victory over Hitler, helped cultivate a strong sense of independence among the British population. Natural physical boundaries between the islands of Britain and Ireland, on the one side, and continental Europe on the other, coupled with linguistic, religious and cultural differences also explain British wariness of continental relationships and why it has always been hugely important for many English people to rely on their resilience, independence and determination when dealing with any difficulties.

Nevertheless, these factors alone cannot explain Brexit nor why it has divided the UK so bitterly. A desire to return to the glory days of the Empire, something true Brexiters believe can only be achieved if the UK throws off the shackles of the EU, is frequently referred to when discussing Brexit. There may be a grain of truth in this but there are two far more recent causes of Brexit which stand out above all others. The first is the Maastricht Treaty of 1992 which mandated the idea of monetary union without ever putting EU institutions in place which would help share risks when countries got into financial difficulty in the way Greece did in 2008. The Greek crisis severely damaged the EU's reputation in Britain and many people in deprived areas of the UK came to believe that the EU was the main cause of their unemployment and social deprivation which they were experiencing locally. When populists such as UKIP's Nigel Farage began to reinforce this message on the airwaves and in Brussels voters in hard-hit northern regions of England such as Sunderland, Newcastle and Wakenhoe were more than ready to believe him.

Information sheet: Timeline leading up to Brexit

1957: The Treaty of Rome establishes a Common Market consisting of Belgium, France, Germany, Italy, Luxembourg and the Netherlands.

1973: The UK, Ireland and Denmark join the EEC. This organisation grows to have 28 member states. Many states use the Euro as their currency but the UK uses sterling.

1992: The Maastricht Treaty officially turns the EEC into the EU.

1993: UKIP is founded. Its expressed goal is to convince the Conservative Party to take the UK out of the EU.

1998: In Bruges, Margaret Thatcher warns against the emergence of "a European super-state".

2004: 8 central and eastern European countries join the EU. This adds 100 million new citizens to the EU, all of whom are entitled to freedom of movement.

2014: UKIP reaches first place in the European elections with 27 percent of the vote. UKIP wins two seats and takes 12 percent of the vote in the general election the following year. In September, 55 percent of Scottish voters decide to remain in the UK. A major factor in the independence vote decision is the belief that Scotland will now be able to remain in the EU.

2016: In February, PM David Cameron decides to hold a referendum on EU membership in June. After brief talks with the EU, he receives an offer of special status for the UK. This status falls well short of what many Brexiteers want. On June 16, the bitter Brexit campaign comes to a bloody climax with the murder of pro-remain MP Jo Cox who is shot dead by a man shouting "Britain First". A week later, 51.9 percent of voters in the UK decide to leave the EU. Northern Ireland and Scotland vote to remain. The following day, June 24, David Cameron resigns as Prime Minister and is succeeded by Theresa May. Michel Barnier is appointed by the EU to negotiate a withdrawal agreement with the UK government. David Davis is chosen to supervise the exit on behalf of the British government. On December 7, Parliament votes to trigger Article 50 by the end of March 2017.

2017: In January, the UK Supreme Court rules in the Miller case that the government needs parliamentary approval to trigger Article 50. This is one of the first major clashes

Statement	True	False
1. UKIP's rise is a recent development.		
2. The 2008 recession helped UKIP.		
3. The working class in the UK is growing.		
4. Many UKIP voters feel forgotten.		
5. UKIP voters tend to be female and old.		
6. Farage created the radical right in the UK.		
7. Winning elections was more important for New Labour than talking to working-class voters.		

- Describe the changes the working-class has undergone over the past 50 years.
- Outline the main complaints by the working-class people.
- Describe the average UKIP voter in your own words.

Language

- Provide antonyms for the following words: mobusing, declining, effective
- Rewrite the following sentences by replacing the underlined words with synonyms. You may use a dictionary.
 - ... social and economic divisions in Britain that initially opened in the 1970s and have since widened further following the post-2008 great recession.
 - This disaffected is a product of party politics as well as social change.
- Analyse one important device used by the author to convince the reader of his argument.

Photograph analysis

- Both photographs were taken near Downing Street on Saturday, June 9, 2018. Choose one of the photographs and one of the following tasks:
 - Describe the photograph. Relate the photograph to the text by Goodwin.
 - Creative writing exercise: Imagine you are one of the people in the photograph. Write a diary entry about the day you experienced.

Photograph A



© Photo: Mauritius Images/Clear Pix/Alamy

Annotation: These slogans are on the posters: "Enemy of the State" "Expose M... boomers"

Photograph B



© Photo: Mauritius Images/Alamy

Annotation: DFLA: Democratic Football Lads Alliance

M6 Worksheet – *On loathing Rees-Mogg*

Pre-reading activity



1. Imagine you as a German are living in London. Name the consequences Brexit might have for you as an individual.

.....

Reading comprehension



Read the text.

2. Describe why the development of Brexit has had negative effects on the author's life. Use your own words as much as possible.
3. Explain what the author liked about travelling in Europe. Why do you think he goes into such detail?

.....

Working with the text

4. Find words in the text that match the following definitions:

a) to completely and suddenly break or burst something:

.....

b) to move slowly:

.....

c) to ease discomfort, to calm, to relieve pain:

.....

d) a statement that removes doubts or fears:

.....