

Englisch

betrifft uns

Democracy in Action –

Current Political Issues in the USA

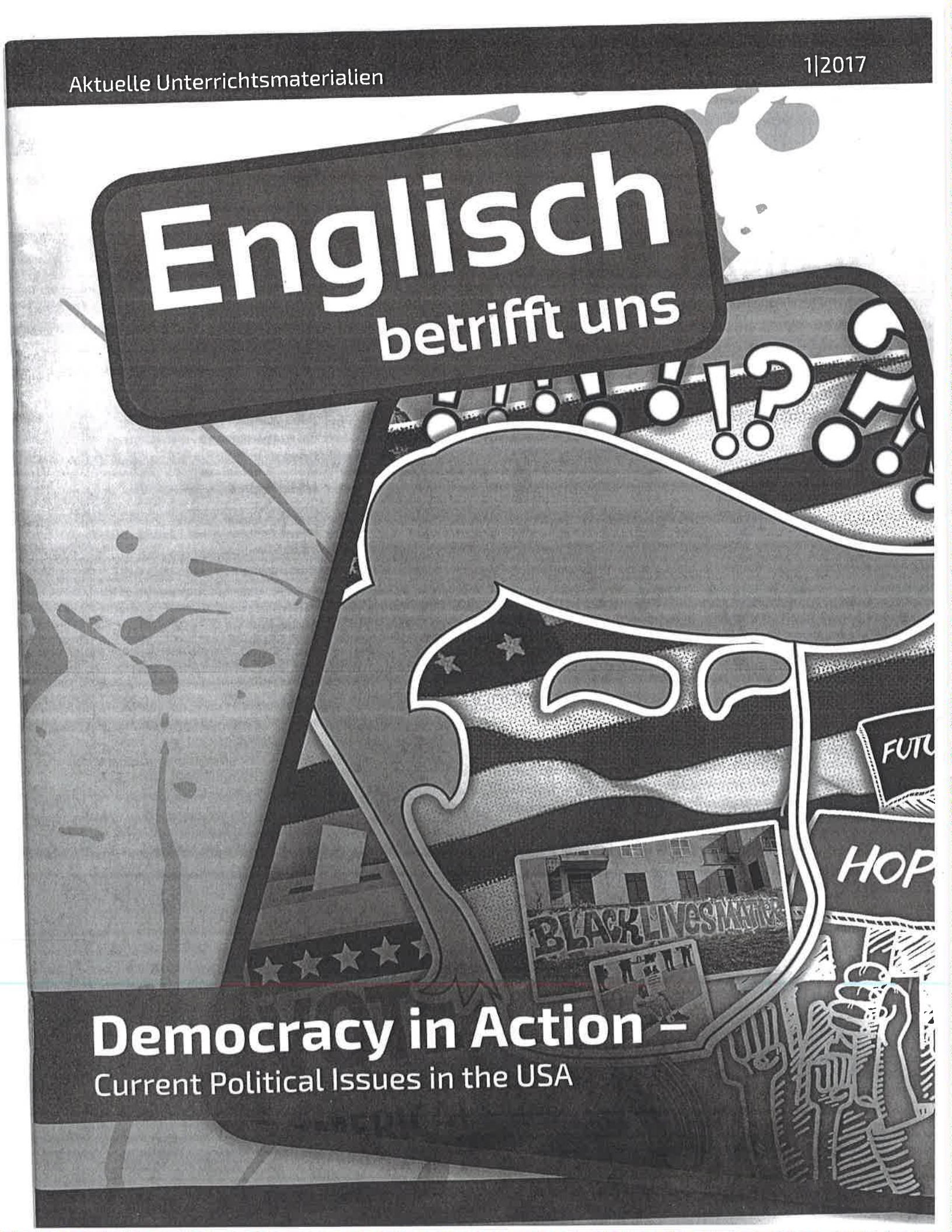


TABLE OF CONTENTS

Democracy in Action – Current Political Issues in the USA

EBU-SPECIAL 1

Elisabeth Gentner
US Politics and Policing
(Sekundarstufe II)

LITERATURE 9

Annette C. Boehm
“Hands Up – Don’t Shoot!”
Understanding #BlackLivesMatter
(Sekundarstufe II)

LOOK AT THE PRESS 19

Peter Dines
American Gun Culture
Some interviews from *The Guardian*
(Sekundarstufe II)

MEDIA 25

Dieter Düwel, Jennifer von der Grün
“Make America Great Again!” – Donald Trump’s Body Language and Rhetoric
(Sekundarstufe II)

A WRITTEN EXAM 30

Dieter Düwel, Jennifer von der Grün
“The Observer view on Donald Trump’s malign influence on the world”
Ein Klausurvorschlag
(Sekundarstufe II)

EBU EXTRA CD-ROM

Franz Brückner, Sieglinde Spath
Who Deserves Admiration?
Contrasting different perspectives on refugees
(Sekundarstufe II)

ANALYZING A VIDEO CLIP CD-ROM

Uwe Klemm
Analyzing a Video Clip
Two Election Victories
A look at the election victories in 2008 and 2016
(Sekundarstufe I, II)

Hinweis zur Verwendung von Webseiten:

Die in diesem Heft angegebenen Internetadressen haben wir geprüft
(Redaktionsschluss 12.01.2016).

Dennoch sind wir nicht verantwortlich für die Inhalte der Internetseiten. Für die Richtigkeit der Inhalte können wir keine Verantwortung übernehmen. Wir bitten daher um Überprüfung der entsprechenden Internetseiten vor Einsatz im Unterricht.

Impressum

Herausgeber:
Dieter-Hermann Düwel,
Jennifer von der Grün
Erscheinungsweise:
sechs Ausgaben pro Jahr
Abonnement pro Jahr:
99,60 € *unverb. Preisempf.*
inkl. MwSt. zzgl. 4,50 € *Versandpauschale (innerhalb Deutschlands)*
Anzeigen:
Petra Wahlen
T 0241-93888-117
Druck:

image DRUCK-
MEDIEN



Diese Broschüre wurde auf
FSC®-zertifiziertem Material gedruckt

ClimatePartner®
klimaneutral

Druck | ID: 53279-1501-1001

Illustrationen:

© ideen archiv, **Bergmoser + Höller Verlag AG**, Aachen (soweit nicht anders angegeben)

Titelbild:

Britta Wagner, Essen

Rechtshinweis:

Wir haben uns intensiv bemüht, die Nachdruckrechte bei allen Rechteinhabern einzuholen. Sollten sich dennoch Ansprüche ergeben, die wir nicht berücksichtigt haben, sind wir für Hinweise dankbar. Wir werden diese prüfen und berechnete Ansprüche abgeltet.

Verlag:

Bergmoser + Höller Verlag AG
Karl-Friedrich-Straße 76
52072 Aachen
DEUTSCHLAND
T 0241-93888-123
F 0241-93888-188
E kontakt@buhv.de
www.buhv.de

Mit Vide
Audioda

Deutsch
betreff

ISSN 0716-9477

512016

E. T. A. H.

Der gold

Die Erfolgs
lehrer un
schnell un
heiten zu k
Themen b
Begleit-CD
→ Jahrgan
→ zwei far
→ Material

Themen
(Änderungen v

→ Friedric
→ Herman
→ Differer
Einführ
→ Materia
→ R. Herfu
→ Ich-Finc

B
V

Annette C. Boehm

“Hands Up – Don’t Shoot!”

Understanding #BlackLivesMatter

(Sekundarstufe II)

Objectives

- to introduce students to the issues behind the Black Lives Matter movement
- to expose students to contemporary African American poetry and develop their ability to read and understand literary texts
- to give students an opportunity to practice researching and evaluating information online

The Topic

Social media users began using the hashtag #BlackLivesMatter in 2013 in response to the violent deaths of African Americans, often at the hands of police, with few or no legal consequences for those who killed them.

The case of Trayvon Martin drew a lot of attention and the fact that his killer George Zimmerman was acquitted, sparked protests around the country. This is sometimes cited as the beginning of the Black Lives Matter movement, though the movement did not come to national prominence until the following year, in the course of the street protests in Ferguson in response to the shooting of Michael Brown.

Black Lives Matter is a decentralized movement that is active across the United States. Other than the hashtag #BlackLivesMatter, the slogan “Hands up, Don’t Shoot!” (which originated with the case of Michael Brown) has been widely used in protests across the US.

The two poems suggested for this lesson illustrate different reactions to the system-inherent injustice experienced by African Americans, one more analyti-

ems were written fairly recently by African American poets.

If you want to expand or modify this lesson plan, more poems can be found online, for example in the Social Justice Poetry Database of *Split This Rock*, a network of poets writing for social change: <http://www.splitthisrock.org/poetry-database>

Suggested Treatment

Step 1

Introduction to #BlackLivesMatter

Introduce students to the topic by showing them the pictures on **W1**. **Photo 1** shows a protester in front of City Hall in Jackson, Mississippi, on July 15, 2013, shortly after Zimmerman’s acquittal.

Photo 2 was taken later in Hattiesburg, Mississippi (for suggested solutions see **S1**). For a colour version of the pictures see the accompanying CD-ROM.

Step 2

Researching the issue

Have students work in groups or alone to research the basic facts of cases that caused Black Lives Matter protests over the past years. They can record their findings on **W2** (for solutions see **S2**). Here is a list of names to assign to students or groups:

Trayvon Martin, Oscar Grant III, Jonathan Ferrell, Freddie Gray, Tamir Rice, Michael Brown, Eric Garner, Philando Castile, John Crawford III, Tyre King, Jason Harrison

(Since it is likely that new cases have occurred, you could have students add new cases they find.)

Have students share their findings and

Step 3

Poem 1: a sentence

Give students time to read the poem (**T1**), then let them answer some or all of the questions printed underneath. This can be handled as a discussion, written task, or group work (for suggested solutions, see **S3**).

About the poet: Kevin Simmonds is originally from New Orleans. He is an African American poet, filmmaker and musician. This poem is from his collection *Mad for Meat* (Salmon Poetry 2011).

Step 4

Poem 2: Skylight, Skylark: Marshall, N.C., July 15th, 2013

Give students time to read the poem on **T2** then let them answer some or all of the questions printed underneath. This can be handled as a discussion, written task, or group work (for suggested solutions see **S4**).

About the poet: L. Lamar Wilson is a gay African American poet and scholar. His first collection *Sacrilegion* (2013) won several awards. The present poem is from his co-authored book *Prime: Poetry and Conversation* (Sibling Rivalry Press 2014).

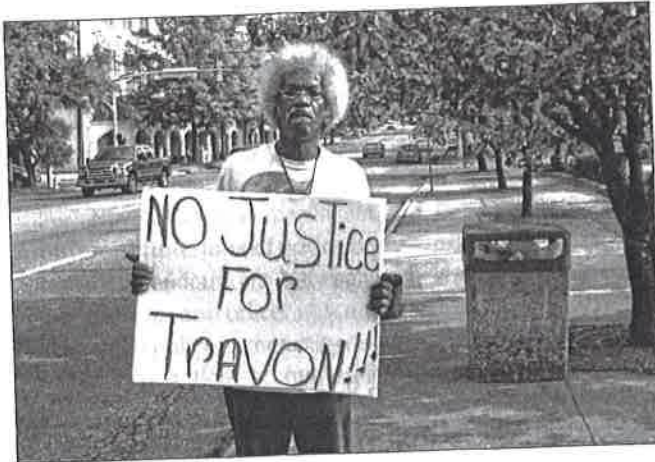
Step 5

Comparing the poems

Ask students to compare the two poems as well as their experience reading them. What differences and similarities do they notice? Students can write down their observations prior to a classroom or group discussion (for suggested solutions see **S5**).

W1 Reacting to Injustice

Look at the pictures. Describe what you see. What do the two slogans mean? Have you seen or heard them before? Where and when?



Photos: © Annette C. Boehm

W2 Individual Cases

Research the case(s) you have been assigned and fill in the chart below. Focus on key information: Names, ages, dates, places, and other established facts you feel are important. Keep in mind that you may have to look at several sources to find this information, and that some (online or paper) sources may be out of date. When you have finished, share your findings and compare your case to the ones your classmates have researched.

<p>Who was the victim?</p>	
<p>What was the situation?</p>	
<p>What consequences were there?</p>	

t Vide
idioda

Deutsch
betreff

LC 12405
17/11/17 09:04:17

5/2016

E.T.A.H.
Der gold

e Erfolgs
hrer un
chnell un
eiten zu k
nemen b
egleit-CD
Jahrgang
zwei farb
Material

hemem
nderungen v
Friedric
Herman
Differen
Einführu
Material
R. Herfu
Ich-Find

Be
Ve
Ks

T1 "a sentence"

"a sentence" by Kevin Simmonds

needs

at least one subject
and one verb
(though sometimes the subject
is unnamed it's understood

nevertheless
objects must be named)

Johannes Mehserle shot Oscar Grant III.

subject: Johannes Mehserle
verb: shot
object: Oscar Grant III

a sentence becomes sophisticated
when it includes complexity and detail

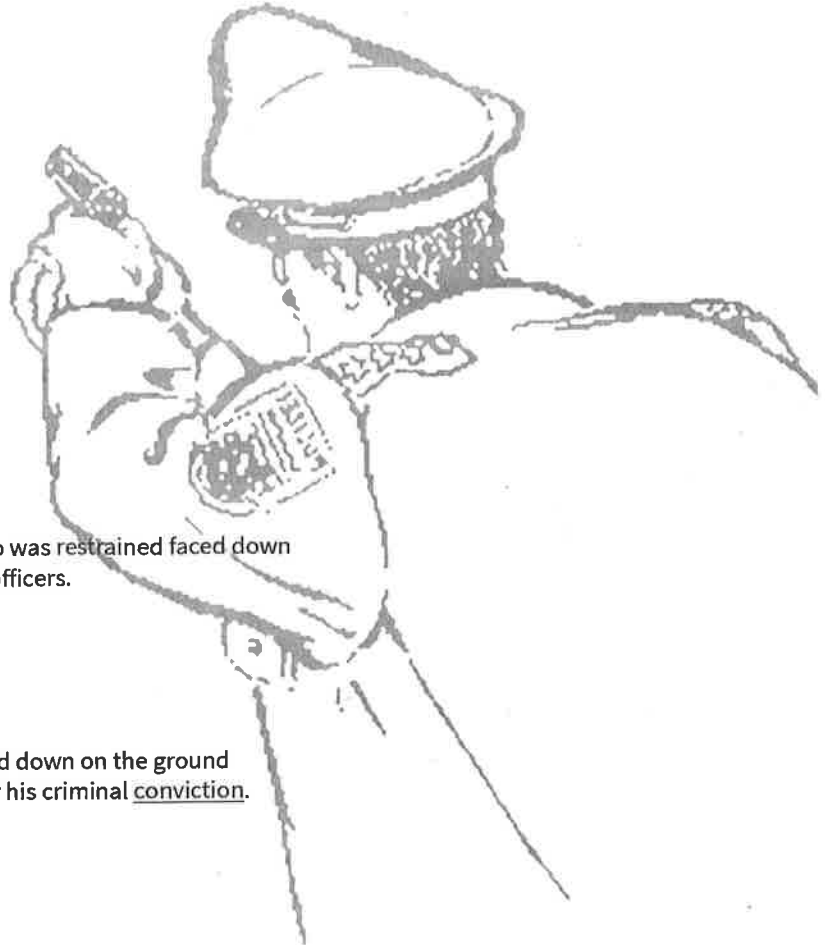
Johannes Mehserle shot Oscar Grant III who was restrained faced down
on the ground surrounded by three police officers.

subject: Johannes Mehserle
verb: shot
object: Oscar Grant III

A white police officer shot a black man faced down on the ground
and will spend less than two years in jail for his criminal conviction.

what is the object
of that sentence?

object? anyone?



Kevin Simmonds, Mad for Meat, Salmon Poetry 2011

ANNOTATIONS

conviction — the state of being found guilty
to object — to disagree, oppose, disapprove
sentence — can also mean a judgement or punishment
sophisticated (*adj*) — complex, educated, not naïve

////// Assignments

1. What metaphor does the poet use to talk about the issue of violence against African Americans?
2. What strikes you in general about the language of this poem?
3. How does the repetition work in this poem?
4. What emotion(s) do you think the speaker of this poem experiences?
5. After reading the poem, what can you say about its speaker?

T2 "Skylight, Skylark: Marshall, N.C., July 15, 2013"

By L. Lamar Wilson

Let out the carpenter ant that cannot sleep,
That roves this sturdy glass, that oaken wall,
Licks the spots sugary hands & cloths have left

Let Venus alight smiles on the faces of
My brothers & sisters oceans away-
Their intemperate nights hewn

By Saturn, let him blaze his rod,
Polaris flit & flaunt her somnolent
Cry: This way, this way, this ...

Let blue royal & fuchsia kiss
Bloody pistil, its wingéd eyes
A wound wound about golden bulbs

Let this therianthropic soul be born
Again in you, skylight, let all mask
This comedy of errors we call America

For each cloud has become a lone
White hoodie, each a shroud
As the children wonder aloud:

Why won't God stop crying?

Mothers, struck dumb, comb their hair,
Cook grits, turn on the TV, let SpongeBob
Do his queer work with time.

Let us reach for the Obama poster
Above the sill, all glitter & golden,
How gay he looks, this new black vision

Of beauty, this man women & men of all hues
Ogled as they sloped into booths, their wombs
& manhoods aching for birthrights renewed.

& then, we saw a rainbow, I swear, but
By the time, we found our cameras, it was gone,
Lost in a game of Russian roulette. Now turn

On the news again, listen as another lawyer says,
He was nice to her, a surprise defense for any black boy
Walking home alone, of a too-black girl, smitten,

Her face round, eyes too full of joy, dumbfounding heads
Talking shit, trying to find pity where none resides, deciph
A language forgotten by even those as dark & diasporic as

Could you fight for him if he'd been like me, if rainbows
Were flags he dared to don as a shawl? Could you mourn
That part of him lost, too? Or been tacitly relieved

He didn't live to shame you? David Kato?
Marco McMillian? Dwayne Jones?
Mark Carson? Remember them, don't you?

Listen now as a cat mews & paws at the ant
Roving on this glass. Listen as this train squeals
To a halt, its ache a beacon of some undoing.

We cannot let them in this tale, for pity's sake, for
Behind the fog, over the horizon, this mountain, rainbow.
The drumline on those tracks - we are the drummers -

Who lies at the end of this tunnel vision? What
Peace can be distilled in all these rivers of blood?
No light there before us, only hissing & gnashing,

Another dead black boy's flesh, our daily bread.
Let us sit at the table of brother & sister hoods, you say,
Let us feast, no, beast it, beast, it, beast it, beast ...

Mark our words. Mine what we mind, for whatever we say
No words will bring them back, none absolve the guilt, al
This affluenza, this blood on your hands, Lady Lazarus.

& yet the lark never forgets her morning assignment, not
Before or since that august night, the first black first fami
Holding hands in a Chicago park. O bloody Chicago,

Another city fashioned by a black man's mined mind.
Don't you remember? We saw a new heaven
& a new Earth, I swear, & then it was gone.

Darrel Alejandro Holmes, Saeed Jones, Rickey Laurentis, Phillip B. Williams & L
Wilson: Prime: Poetry and Conversation (Sibling Rivalry Press 2014).

ANNOTATIONS

to absolve — *here*: to forgive

affluenza — materialism, overconsumption, wastefulness

august — inspiring awe or admiration

beacon — a guiding or warning signal (usually a bright light/color, such as a light house)

blue royal — the dark blue royal is a species of blue butterfly found in India and Pakistan

booth — *here*: voting booths, small, box-like rooms or compartments used to give voters privacy

brother & sister hoods — wordplay with brotherhood (community of brothers/men), sisterhood (community of sisters/women), and 'hood' (slang for neighborhood). Also a reference to Martin Luther King's "I have a Dream" speech where he speaks of "the table of brotherhood."

carpenter ant — a type of ant that lives in wood (houses or trees), common in the United States

to decipher — to decode, to read and understand

to don — to put on (usually clothing)

to dumbfound — to astonish, to make speechless

diasporic — *here*: belonging to the African American diaspora (cultural community)

to fashion — to make/shape/create

to flaunt — to show boldly, to display or parade

fuchsia — a pink and purple flower, *here*: a type of moth

gay — homosexual, but *here*: cheerful, happy (original meaning of the word)

gnashing — grinding one's teeth

grits — a Native American food made from ground corn, very popular in the southern United States

to hew — to shape by cutting

hoodie — a (sweat)jacket with a hood to cover the head. Trayvon Martin wore a gray hoodie when he was shot.

hue — color/shade of a color

intemperate — excessive (when drinking alcohol)

Lady Lazarus — one of Sylvia Plath's "Holocaust poems" that describes oppression in Nazi Germany. After several failed suicide attempts, her speaker experiences a sort of rebirth, becoming a phoenix.

lark — a small/medium sized bird that sings in the air early in the morning

to mine — to dig for valuable resources like ore or coal, or: to place explosives

to mourn — to grieve (be sad about) the dead

to ogle — to stare, to look at someone in a flirty way

pistil — the seed-bearing part of a flower

queer — strange or unconventional, also: homosexual or out of the mainstream of the sexual or gender binary

rod — a stick

to rove — to wander (move) about randomly

shawl — a piece of wool or similar material, worn over the shoulders/head and shoulders for warmth

shroud — a cloth used to wrap a body for burial

sill — horizontal piece of wood or stone beneath a window or above a fireplace

to slope into — to move indirectly into

smitten — very much in love

somnolent — sleepy or drowsy

struck dumb — unable to speak because of shock or surprise

sturdy — strong, firm, robust

tacit — unspoken, implied

therianthropic — having both human and animal forms, able to change its shape

undoing — the destruction or reversal

womb — part of the female body where the fetus develops

a wound wound — wordplay with the past tense of the verb 'to wind' (to bend, turn, spiral around something) and the noun 'wound' (an injury). Likely a description of the appearance of a blossom

Assignments Poem 2

1. What allusions to the Trayvon Martin case can you find in the poem?
2. In your view, why does the speaker bring up Barack Obama's election?
3. Who are David Kato, Marco McMillian, Dwayne Jones and Mark Carson? Why does the speaker mention them in this context?
4. After reading the poem, what can you say about its speaker?
5. Look at the metaphors used in this poem. Which ones do you find most interesting, surprising, or effective?

Assignments: Comparing two poems

Compare the two poems you have read. How do they differ from each other? How are they similar? Write down their main characteristics. Aspects you could consider: language and word choice, use of metaphors, style, form, emotion, intent, use of specific information, etc.

S1 The Photos on W1

[cf. Step 1, page 9, W1, page 10]

The answers for this assignment will vary depending on your students, their age, background, and how much attention they have paid to the news.

Photo 1 shows a white-haired African-American man holding a sign that reads “No Justice for Travon”. He is standing by the side of a street. There is a tall building in the background. The man looks upset.

Photo 2 shows the wall of a building (maybe a factory) with the words “Black Lives Matter” sprayed across it.

“**No Justice for Travon**” (sic) refers to the acquittal of white, self-proclaimed neighborhood-watchdog George Zimmerman, who shot the African American teenager Trayvon Martin. The slogan “Justice for Trayvon” was also frequently seen on social media, on posters at protests, and on TV news in the United States.

“**Black Lives Matter**” is a slogan used to protest the killing of (frequently perfectly innocent) African Americans, often at the hands of law enforcement, with few or no legal consequences. While a few people have ‘amended’ the slogan to say ‘All Lives Matter,’ they have missed the point, which is that when a non-minority American is killed, there is more legal activity and the killer is more likely to suffer legal consequences. “Black Lives Matter” is meant to be read as shorthand for “Black lives matter as much as any other.”

S2 Individual Cases

[cf. Step 2, page 9, W2, page 10]

Trayvon Martin

- age 17
- in Sanford FL, Martin had gone to buy snacks. On his way home he noticed a white man watching him. This was self-proclaimed neighborhood watchman George Zimmerman. Zimmerman called the police and was told to wait and take no action. He continued to watch Martin and then attacked and shot the boy. (February 2012) Martin was talking to an African-American friend on his cell phone until just before his death, but her testimony was not taken seriously because she could not express herself eloquently.
- not guilty/no indictment

Oscar Grant III

- age 22, he worked as a butcher, he was a father
- shot at a train station in Hayward, CA, while handcuffed and (face down) on the ground (January 2009)
- One officer was convicted and spent 8 months in jail

Jonathan Ferrell

- age 24, former college football player
- In Charlotte, NC, Ferrell had crashed his car and was knocking/banging on a stranger's door to get help. The person in the house felt threatened and called the police, Ferrell was shot twelve times. (September 2013)

- no conviction due to mistrial/jury deadlock, but the officer resigned two years after the incident

Freddie Gray

- age 25
- died of fatal injuries to his spine while handcuffed in the back of a police van in Baltimore, MD. (April 2015)
- no conviction

Tamir Rice

- age 12
- Rice was on a playground in Cleveland, OH, holding an air soft (replica) gun. A neighbor called the police, but also said that the gun might not be real and that the person holding it was probably a child. Rice was shot seconds after the police arrived. (November 2014)
- no conviction for the officers involved, but the city of Cleveland paid the family USD 6 million after a wrongful death suit

Michael Brown

- age 18
- in Ferguson, MO, Michael Brown had stolen some boxes of cigarillos from a shop and was walking down the street with a friend. When police officer Darren Wilson (28) tried to stop them, they fled, then Brown stopped and walked toward the officer who fired twelve shots at him. (August 2014)
- After arguing self-defense, the officer was not charged with any crime. He resigned from his job. He has tried to find new employment with the police force.

Eric Garner

- age 43, retired horticulturist, serious health problems
- Garner was stopped by police in New York City who suspected him of selling cigarettes. Officer Daniel Pantaleo put Garner in a choke hold and pushed him to the ground. Garner said he couldn't breathe, but officers did not react until he lost consciousness. They did not perform cardiopulmonary resuscitation. (July 2014)
- No indictment for the officer. In an out-of-court settlement, the City of New York paid the family USD 5.9 million.

Philando Castile

- age 32, nutrition services supervisor at a school
- Driving with his girlfriend and their baby daughter in St. Anthony, MN, Castile was stopped by police officer Jeronimo Yanez because of a broken tail light and because he looked like a suspect in a recent robbery. When he was asked to show his license he explained that he also had a weapon in the car, and that he was licensed to carry it. The officer told him not to move. As Castile put his hands up, the officer shot him several times. His girlfriend recorded the scenes immediately after the shooting on video using her cell phone. (July 2016)
- (at time of printing, this case had not yet been settled)

John Crawford III

- age 22
- in a Walmart in Beavercreek, OH, Crawford picked up a BB

gun, a type of air gun, (which was being sold there) and continued to walk through the store, shopping. Another customer called the police. Crawford was shot while in the store talking on his phone. (August 2014)

- There were no legal consequences for any of the officers involved.

Tyre King (pronounced [ty-REE])

- age 13, 8th grade student
- Police in Columbus, OH, received a report of a robbery, where a group had stopped a man in the street, one of them holding a gun, and demanded money. USD 10 were stolen from the man. When officers arrived in the area they saw King and two of his friends, who fled. They pursued the boys. Officers claim King pulled what looked like a real gun, and officer Bryan Mason shot the boy. The gun turned out to be a BB gun that looks almost identical to a real firearm. (September 2014)
- (at time of printing, this case had not yet been settled).

Jason Harrison

- age 39, suffered from schizophrenia/mental health problems
- Harrison's mother called the Dallas, TX, police to help her control her mentally ill son/make him take his medication. When the police arrived, Harrison came to the door holding a screwdriver. The officers ordered him to drop the screwdriver. When he did not immediately comply, but instead moved toward the officers, Harrison was shot. The officers also carried a taser, which they did not use. (June 2014)
- no indictment

Comparing the cases: In many cases, the person who killed the victim faced no legal consequences. While some officers resigned from their jobs some time after the respective incident, nobody was fired, and only one officer served time in jail. All victims were African American males. While some might have appeared armed (with BB or Airsoft guns), most were not, and in each case excessive violence was used against them to resolve the situation.

S3 Poem 1: "a sentence"

[cf. Step 3 page 9, T1, page 11]

1. Simmonds uses a grammatical metaphor: the sentence, constructed of a subject, verb, and object. He also plays on several meanings of the words sentence, subject, and object. He conflates the grammatical concept of the sentence with the legal sentence given at the conclusion of a trial. Where the police officer stays a person/an active party when conflated with the grammatical subject, the victim becomes the grammatical object and becomes de-personified. The metaphor shows us the shot man as no longer a person. Many African Americans took part in protests at Black Lives Matter events because they felt they were being treated as if they were worth less than a

2. The language is very controlled, very technical, not emotional, not personal. The language is analytical.
3. The passages that are repeated without changes (subject: verb: object) give a sense of something that is learned by heart, something simple and self-evident. The repetition is a sound of sing-song or ritual in the poem. While technically saying the same thing several times, the sentences change their meaning through the slight variations in the repetition. Through the addition of more or different information to the sentence, for example that Mehserle is a police officer, or that he is white, or that Grant was on the ground, the emphasis of the sentence is changed. When the names are removed in the last variant, the persons involved become anonymous, faceless – and the sentence becomes generally applicable.
4. The poem is very controlled, there is no outburst of anger or grief, although the speaker feels what is happening is wrong. He wants us to object to what is happening, but also to see that it has become so normal we don't question or see it.
5. Not much – the poem is not very revealing about the speaker, though we can tell that he objects to what has happened.

S4 Poem 2: "Skylight, Skylark: Marshall, N.C., July 15, 2013"

[cf. Step 4, page 9, T2, page 12]

1.
 - The date in the title: on that day, widespread protests were held over the acquittal of Zimmerman
 - The white hoodie: Martin was wearing a hoodie when Zimmerman attacked him
 - The girl: Martin was on the phone to a girl while Zimmerman was following him, up until Zimmerman's attack. While she was a witness, her testimony was not taken seriously because of the way she spoke/because she could not express herself eloquently.
2. Possible answer: to show the contrast between the hope felt by African Americans (and other minority groups) at the election of the first African American president and the continuing injustice African Americans face daily.
3. **David Kato** was a Ugandan teacher and LGBT rights activist. He was murdered in 2011. **Marco McMillian**, 34 an openly gay African American, ran for mayor in Clarksdale, MS in 2013 and was murdered that same year. **Dwayne Jones** was a Jamaican teenager murdered for cross-dressing at a party in 2013. **Mark Carson**, 32, was an openly gay African American shot in Greenwich Village in 2013. His murder was ruled a hate crime. This list of cases suggests that not only African American men, but also other groups such as openly gay or queer people have a higher risk of being killed.