Unit 1: Migration – Where I come from and where I go

(Sek 1: Jahrgangsstufe 7/8, 3./4. Lernjahr, A2/A2+)

Allgemeine Erziehungsziele:
Friedenserziehung und kulturelle Praxis;
Menschenwürde und Gleichheitsgrundsatz;
Perspektivenwechsel;
Medien kritisch analysieren;
Standpunkte verstehen und vertreten

Ziele fremdsprachlicher Bildung:
Lesekompetenz schulen;
Informationen über Sachverhalte verarbeiten;
landeskundliche und interkulturelle Kenntnisse;
Arbeiten mit Texten und Landkarten;
Interessen verstehen und zuordnen;
Standpunkte abwägen und beurteilen

Inhalte und Themen:
Belonging;
A welcome culture;
Children on escape;
Migration in history and time lines;
German immigration to the USA;
The promise of liberty and freedom;
European perspectives;
The boat is full – or is it?

Fertigkeiten, Fähigkeiten, Anbahnung von Kompetenzen:
GeR (Auszüge):
A2: Kann Sätze und häufig gebrauchte Ausdrücke verstehen, die mit Bereichen von ganz unmittelbarer Bedeutung zusammenhängen; kann sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen einfachen und direkten Austausch von Informationen über vertraute und geläufige Dinge geht; kann mit einfachen Mitteln die eigene Herkunft und Ausbildung, die direkte Umgebung und Dinge im Zusammenhang mit unmittelbaren Bedürfnissen beschreiben (Europarat 2001: 35).
A2+: Kann aus einfacheren schriftlichen Materialien wie Briefen, Broschüren oder Zeitungsartikeln, in denen Ereignisse beschrieben werden, spezifische Informationen herausfinden (ebd.: 76); kann relevante Informationen austauschen (ebd.: 82); kann im Rahmen seiner/ihrer Erfahrungen und begrenzten Kompetenz aus einem kurzen Text Schlüsselwörter, Wendungen und kurze Sätze heraussuchen und wiedergeben (98); kann elementare Sprachfunktionen ausführen und auf sie reagieren, z.B. auf einfache Art Informationen austauschen, Bitten vorbringen, Meinungen und Einstellungen ausdrücken (ebd.: 122).

Sachfach-Curriculum Po/Wi
Konflikt und Konsens in der sozialen Gruppe und Menschenwürde: Umgang mit Minderheiten, Fremdenfeindlichkeit und Umgang mit Randgruppen, Subkulturen; Fremde bei uns, wir als Fremde, Fremdenfeindlichkeit, Menschenwürde, Gleichheitsgrundsatz, Schutz vor staatlicher Willkür

Sprachfokus:
thematisch orientierte Redemittel und Strukturen;
summarising and analysing texts;
CLIL discourse and word fields;
reading and listening comprehension;

mediation;
interpretation and individual research;
negotiation of meaning and perspectives

Lehr- und Lernstrategien:
comparisons and presentations; plenary discussions; crib sheets; word search; think-pair-share*; double circle*; bar graph; guided and independent content-based research; letter to the editor*

Evaluation:
formatives Feedback (im Rahmen der Lernaktivitäten mit *comparisons, negotiations, explanations of activities and procedures, peer scaffolding; plenary discussions, findings of research)*; summatives Feedback: Ergebnisse von Präsentationen und Gruppenarbeit; *draft-system* (Leserbriefe)

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Unterrichtsstunde 4
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Worksheet 6: The promise of liberty and freedom

Unterrichtsstunde 7
Worksheet 7: European perspectives

Unterrichtsstunde 8
Worksheet 8: The boat is full – or is it?

Worksheets 1 bis 8: Anregungen zum Vorgehen

Mithilfe eines Fragebogens erörtern die Schüler Einzelheiten über die Herkunft ihrer Familie und gleichen die Ergebnisse im Plenum ab, die auch in einer Grafik (*bar graph*) zusammengestellt werden können. In der anschließenden Diskussion werden Aspekte erörtert, die die Zugehörigkeit zu einer bestimmten ethnischen Gruppe bestimmen und die Position von Minderheiten in einer Gesellschaft beschreiben. Mit einem Lückentext werden allgemeine Informationen zum Thema Migration und Minderheiten präsentiert, das Leseverständnis überprüft und Ursachen in einem *crib sheet* festgehalten. Einige Schriftzeichen aus den Sprachen von Asylbewerbern werden als Willkommensgruß wiedergegeben, um die Bedeutung des Spracherwerbs zu demonstrieren. Aufnahmebereitschaft und Ablehnung in der Flüchtlingsdebatte werden kontrastiert und die Collage einer Schulklasse zum gleichen Thema wird ausgewertet.
Die Herkunftsländer asylsuchender Kinder und ihre traumatischen Erlebnisse während der Flucht – am Beispiel einer Erzählung des schwedischen Schriftstellers Mankell – werden genauer untersucht, wobei im Mittelpunkt das Verstehen und die weitere Bearbeitung eines Video Clip Ausschnitts steht. Die Beschäftigung mit der Geschichte der Migration eröffnet ein tieferes Verständnis historischer Abläufe und relativiert die Wahrnehmung einer „Flüchtlingskrise" in den Zielländern. In drei Schritten wird die deutsche Einwanderung in die USA während des 19. Jahrhunderts beleuchtet, um die Gründe für Migration genauer zu fassen, Bedingungen

einer erfolgreichen Integration nachzuvollziehen, aber auch politische Auseinandersetzungen und die Abwehr sozialer Bewegungen (*German anarchists in Chicago*) in den Blick zu nehmen. Dabei wird auch die Substanz des amerikanischen Freiheitsversprechens problematisiert.
Aus der europäischen Geschichte können Schüler erfahren, dass die Dimensionen der Vertreibungen nach dem Zweiten Weltkrieg – geplant und gebilligt von den Alliierten (hier durch einen Redeauszug Churchills vor dem britischen Unterhaus belegt) – das Nachkriegsdeutschland vor weit umfangreichere Integrationsprobleme gestellt hat, als die nunmehr vor allem von Populisten instrumentalisierte Debatte um die deutsche Willkommenskultur, zu der als Reaktion auf einen kritischen Leserbrief die Schüler abschließend Stellung nehmen können. Die Option, dabei die Fremd- oder Muttersprache zu benutzen, liegt in der Natur des bilingualen Arbeitens – wie auch die an mehreren Stellen vorgeschlagene Mediation entsprechender Quellen. Alle *worksheets* sind so konzipiert, dass sie in rhythmisierten Stunden (90 Minuten-Einheiten) bearbeitet werden.

Worksheet compass

phase	**activities of** **teachers**	**students**	**scaffolding**
planning; backward design	issues/ problems to be solved	analysis, assessment, negotiation, critical thinking, anticipating and evaluating debates	worksheet compass
	guiding questions and outcomes	study objectives, peer-scaffolding, research	advance organizer*
complex task	guided research, evaluation of letters	peer scaffolding, double circle, working in groups, plenary and panel discussion, evaluation, letter to the editor	crib sheets*, useful phrases, discourse files
worksheet 1	Where I come from …	**task 1:** answer, report, create **task 2:** discuss **task 3:** read, sketch	questionnaire, double circle*, bar graph, rubric, gapped text
worksheet 2	A welcome culture	**task 4:** identify **task 5:** study **task 6:** discuss, evaluate	re-write, summary, mediation*, pro-/con-table
worksheet 3	Children on escape	**task 7:** read, sketch, research **task 8:** listen, describe, compare	research, group puzzle*, video clip running sheet
worksheet 4	Migration in history	**task 9:** read, create, outline **task 10:** discuss, mediate	timeline, interpretation, mediation*
worksheet 5	German immigration to the USA	**task 11:** read, differentiate **task 12:** outline, discuss **task 13:** summarise, discuss	push- and pull-factors, rubric, crib sheet*, points for discussion

worksheet 6	The promise of liberty and freedom	**task 14**: compare, discuss, juxtapose	think-pair-share*, rubric
worksheet 7	European perspectives	**task 15:** explain **task 16:** research, illustrate	explanation, individual research
worksheet 8	The boat is full – or is it?	**task 17:** compare, evaluate, comment **task 18:** read, point out, reply	think-pair-share*, letter to the editor (worked example)

Worksheet 1: Where I come from …

Task 1: Belonging

Questionnaire: Answer the questions in the box individually and then swap your results in a double circle*. **Report** in plenary and together **create** a bar graph showing numbers and countries of origin.

Q	A
Where does your family come from originally?	
Have they always lived in your home town?	
Where were your grandparents born?	
Did they ever move to another town or country?	
When … Why …	
Has anyone in your family ever emigrated?	
Where did they go?	
When and why …	

Task 2: Who is who in ethnic groups

Discuss which of the following aspects decide a person's ethnic group. Work in pairs and then share the results in plenary.

Voc.: ethnic: relating to a particular race, nation or tribe and their customs and traditions

Scaffolding

aspect	**important, not important because …**
religion	
sex	
language	
skin colour	
country of origin	
political opinions	
Describe your own ethnic group. Why do you belong to this group? Is your group a minority group in your own country?	

Task 3: Migration and minorities

Read the text and fill in the gaps. **Sketch** five reasons for migration on a crib sheet*.

Mobility and migration have become important features of ……. modern European societies. European societies today have to deal with the meeting of ……. world views, cultural traditions, languages, ……. beliefs as well as notions of human existence. Since the inception of European unification, Europeans have ……. become mobile. There are different reasons for this ……., among them employment, education, and partnership. In addition to European national and cultural ……., globalisation as well as the history of labour migration and colonialism brought about cultural ……. and conflicts that go beyond traditional European cultural parameters. Due to such changes, Europe has long been ……. of multicultural societies – although many societies only slowly become aware of this fact. Immigrants from within and outside the European Union have established themselves and have added new features and perspectives to ……. societies. Another dimension of ……. is the situation of (national) minorities, in particular in the post-communist European societies. Awareness of this dimension ……. only after 1989.

Adapted from: Bundeszentrale für politische Bildung: http://www.bpb.de/veranstaltungen/netzwerke/nece/128901/citizenship-education-within-the-context-of-migration-and-minorities (last accessed June 2018)

Voc.: inception: Gründung; heterogeneity: Vielfalt; encounters: Begegnungen; parameters: Einflussfaktoren; diversity: Vielfalt

Scaffolding

Word box: increased – diversity – European – composed – encounters – heterogeneity – mobility – increasingly – religious – different – describing

Crib sheet (5 reasons): …

Worksheet 2: A welcome culture

Task 4

Immigrants arriving in a foreign country need to learn a new language. Here are four ways of saying welcome in their own language; **identify** the language and try to re-write:

....

Task 5: Civic support and violent rejection

Study the main developments in the German debate about asylum seekers and tick the correct information, using the think-pair-share* format.

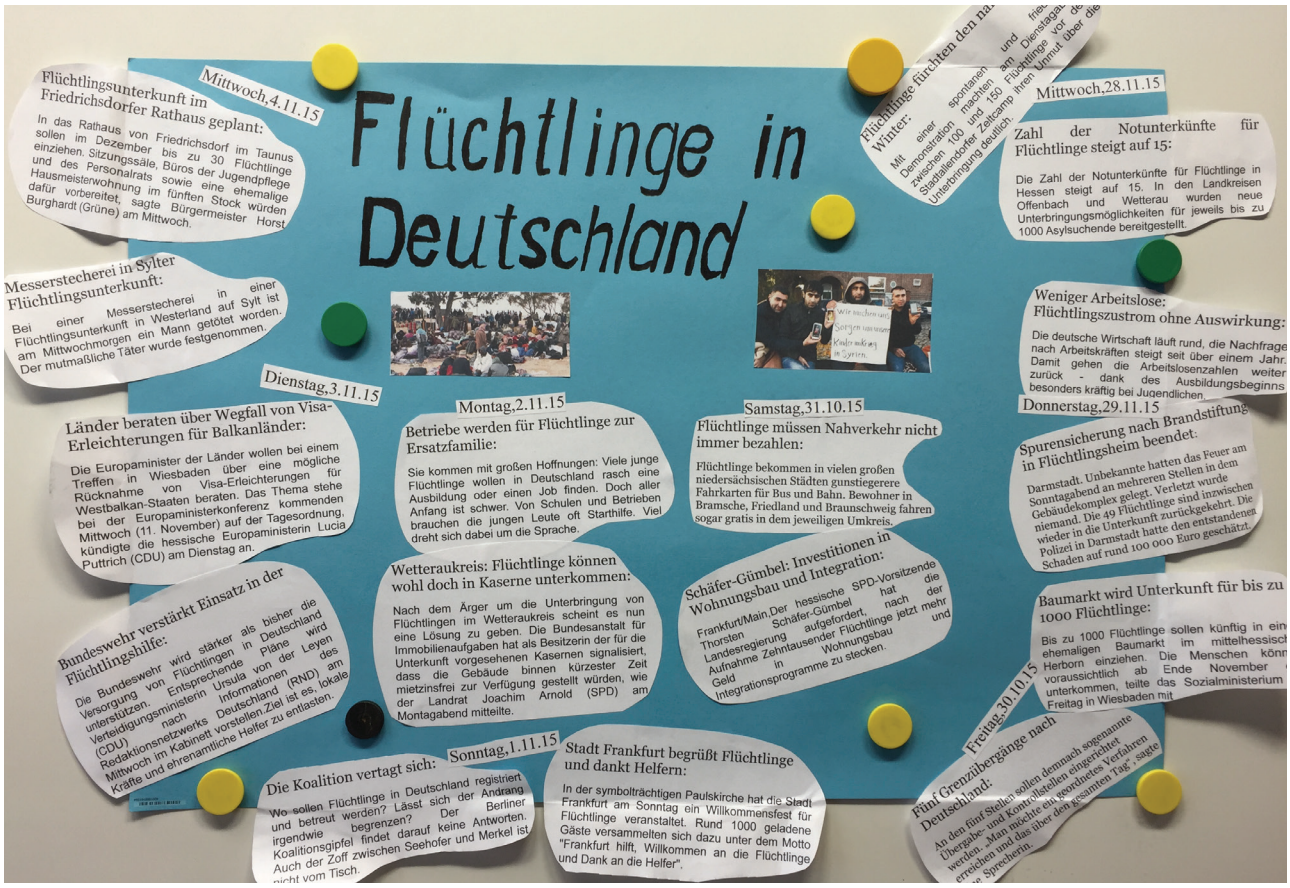
> The year 2015 entered the collective memory of Germany's population as the year of the "refugee crisis". Never before in the history of the Federal Republic of Germany were the numbers of incoming asylum seekers higher. The reactions among the population oscillated between euphoric readiness to take in refugees and violent rejection of those seeking protection, between a "welcome culture" and the demand for isolation, between cosmopolitanism and nationalism. There was unparalleled civic support for refugees which often enabled housing and supplies for the refugees since the public structures seemed to have been temporarily overstrained, considering the sheer number of asylum seekers. At the same time, violent acts against refugees and their accommodation facilities also increased significantly. … The images of Germans welcoming refugees at train stations with applause and signs stating "Refugees Welcome" went around the world. But the initial euphoria during the 'long summer of migration' subsequently cooled down considerably. Doubts began to arise as to whether Germany would actually be able to integrate so many people. Studies conducted by the Bertelsmann Foundation about the welcoming culture in Germany confirm this trend. … The study also shows that a society shaped by immigration is largely being viewed as normal by the younger generation.
>
> http://www.bpb.de/gesellschaft/migration/laenderprofile/262814/current-challenges-and-future-developments (last accessed June 2018)

Voc.: oscillate: schwanken; euphoric: überschwänglich; violent rejection: heftige Zurückweisung; cosmopolitanism: Weltläufigkeit; overstrained: überlastet; accommodation facilities: Unterkünfte; shaped by: geformt von

- ❑ Images of Germans who welcomed refugees at train stations went around the world.
- ❑ People supported refugees by offering supplies and housing without any problem.
- ❑ In 2015, the number of arriving asylum seekers was at its highest point ever.
- ❑ During the "long summer of migration", the initial euphoria went on.
- ❑ It was doubted whether so many people could be integrated into German society.
- ❑ There were more violent acts against refugees.
- ❑ Young people think that a society shaped by immigrants is quite normal.

Task 6: Refugees in Germany

Discuss the poster created by a German school class (seventh grade) and juxtapose the entries in a pro/con table (mediation* required). **Evaluate** your findings in plenary.



Alfred-Wegener-Schule Kirchhain: Poster Year 7. Photo: Bernd Klewitz

Scaffolding

pro immigration	**contra immigration**
Flüchtlingsunterkunft im Friedrichsdorfer Rathaus geplant	Messerstecherei in Sylter Flüchtlingsunterkunft
E: …	E: …
Bundeswehr verstärkt Einsatz in der Flüchtlingshilfe	Länder beraten über Wegfall von Visa-Erleichterungen für Balkanländer
E: …	E: …

Betriebe werden für Flüchtlinge zur Ersatzfamilie	Die Koalition vertagt sich
E: …	E: ...
Wetteraukreis: Flüchtlinge können wohl doch in Kaserne unterkommen	Flüchtlinge müssen Nahverkehr nicht immer bezahlen
E: …	E: …
Stadt Frankfurt begrüßt Flüchtlinge und dankt Helfern	Schäfer-Gümpel: Investitionen in Wohnungsbau und Integration
E: …	E: …
Weniger Arbeitslose: Flüchtlingszustrom ohne Auswirkungen	Flüchtlinge fürchten den nahen Winter
E: …	E: …
Baumarkt wird Unterkunft für bis zu 1000 Flüchtlinge	Fünf Grenzübergänge nach Deutschland
E: …	E: …
Zahl der Notunterkünfte für Flüchtlinge steigt auf 15	Spurensicherung nach Brandstiftung in Flüchtlingsheim beendet
E: …	E: …

Worksheet 3: Children on escape

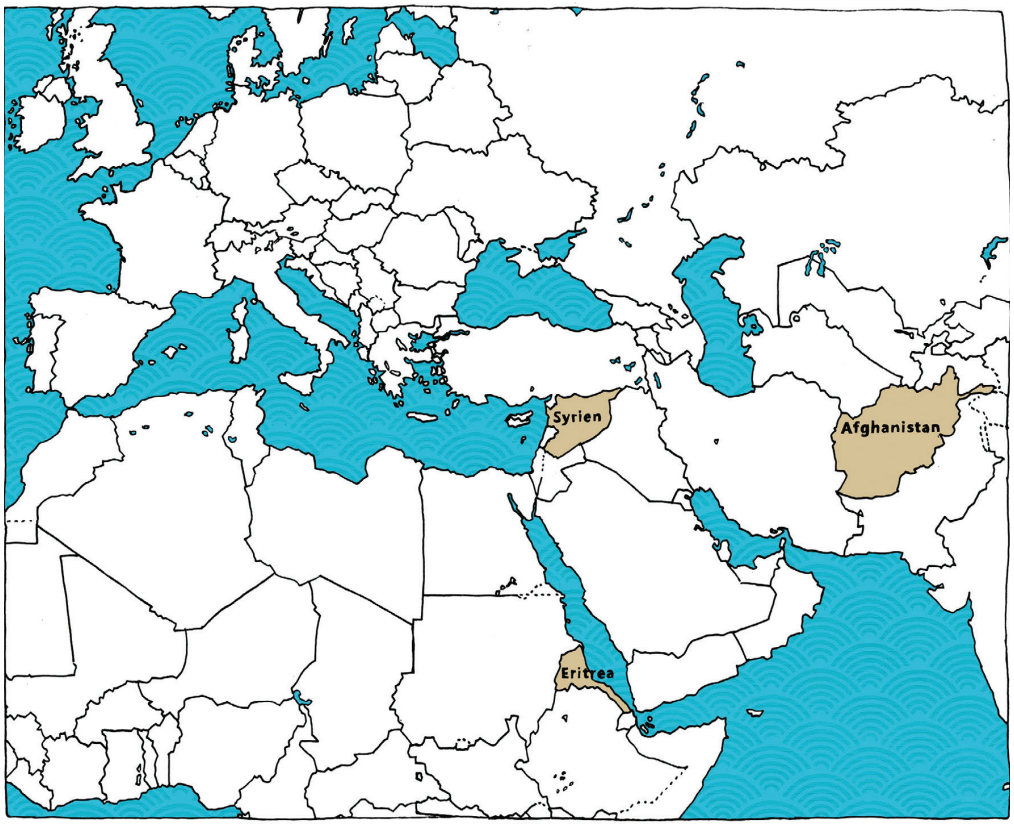
Task 7: Children looking for freedom

Read the text and, in groups, **sketch** the flight route from the three countries to Europe on the map. Using a group puzzle*, **research** the country profiles of Eritrea, Afghanistan and Syria and enter your findings in the scaffolded table.

(Link: http://www.bpb.de/shop/lernen/falter/254953/kinder-auf-der-flucht, pdf: "Kinder auf der Flucht", last accessed June 2018)

Text

Some children have to go a long way to find freedom in a safe country. They cannot stay at home because they are afraid to be killed in a war or abducted by terrorists. But they also fear what will happen to them on their way to Europe, travelling through deserts and making their way through the Mediterranean Sea on insecure boats. It is dangerous to stay and just as dangerous to go. And they do not know how they will survive in a foreign country. Stories of their flight are as different as their reasons for escape. Many children and teenagers come from Eritrea, Afghanistan or Syria. (translation by BK)



http://www.bpb.de/shop/lernen/falter/254953/kinder-auf-der-flucht (last accessed June 2018)

Scaffolding

	Eritrea	**Afghanistan**	**Syria**
location	Africa, …	Central Asia, …	Middle East, …
political situation	factual dictatorship, …	democracy on paper, …	dictatorship, …
population	5 million people, …	31 million people, …	22 million people, …

Task 8: The story of "Tea-Bag" (Henning Mankell)

Listen to the first 5 minutes from the story "Tea-Bag" and **describe** the protagonist's dangerous flight to Europe. In the "running sheet" below, you will find some useful information to employ in your **outline. Work in tandems and compare your results in plenary.**

Henning Mankell "The Shadow Girls" (2012)
On one of the last days of the 20th century, a young girl from Nigeria has escaped drowning in the Mediterranean Sea and finds herself interned in a Spanish camp. "The most important thing was not to rush up from her uncomfortable cot with the misguided notion that something momentous was about to occur. By now she knew that nothing ever happened to her." The girl calls herself "Tea-Bag" to hide her country of origin and get a better chance to be granted asylum in Europe. (BK)

Video: https://www.youtube.com/watch?v=Ns9OZz4GBoo (last accessed June 2018)

Scaffolding (Film clip – running sheet)

episodes	the girl …
her hopes	… back in her village … beside the mountain disjointed images of her escape trying not to leave her dreams … the air of expectation aboard freedom has a scent a life where fear, hunger and hopelessness were not the only reality
her first lesson in the camp	… a morning ritual that helped her avoid being overcome with sudden panic … nothing ever happened here … the first lesson
aboard the smuggler's boat	… placed their lives into the hands of the ruthless human smugglers … ferried over to the waiting ship … forced them down into the cargo area … desperation or the fear that had driven them to break up from various hells on earth
shipwreck	… the ship hit a reef and the Greek sailors had left in life boats leaving the people in the cargo hold to save themselves Europe let us down before … how many people had drowned … cries for help still pulsated in her head … … praised her luck – she had survived, she had arrived
arrested at the Spanish beach	… greeted by guard dogs and Spanish border guards … harsh spot light had picked her out … dogs had run up to her … the soldiers surrounded her with their shiny weapons
the refugee camp	… lucky to be one of the few survivors from that mouldering ship from Africa … placed in a refugee camp with its barracks and tents, leaky showers and dirty toilets
dreams destroyed	a refugee meant … she didn't expect her loneliness to leave her soon … people in the refugee camp, so varied in their language, dress and terrible experiences … nothing to look forward to

Worksheet 4: Migration in history

Task 9: A barbarian invasion

Read the text and **create** a timeline of immigration **outlining** the most important events. Share your results in plenary.

Text

In the ancient history of migration flows, the first period is documented between the years 300 to 700 and commonly known as the time of "barbarian invasions" (German: "Völkerwanderung"). The term "barbarian" refers to very different peoples on the move in Europe during this time. Most of them left their homes to find better places to live by moving westward and settling down. This brought about far-reaching changes within the Roman Empire and marked the transition from Antiquity to the Middle Ages. In the first phase of the Migration Period (between 300 and 400), Germanic peoples took control of many areas of the Western Roman Empire. The second phase (400 to 700) was dominated by Slavic Tribes (collectively referred to as the "Huns") settling in Central and Eastern Europe. One of their leaders, Attila, died in 453 and the Hunnic Empire fell apart.

Cultural contacts during the Middle Ages (630-1450) brought about a great influence of the Orient, leaving many remains of Islamic architecture and science in Spain (Al-Andalus) and Sicily, where Arabic Muslims ruled for more than a century (630-750). Although the followers of Mohammed (570-632) spread their religious convictions uniting the Arabic tribes and sending out troops to the north, east and south around the Mediterranean region, at least in Southern Europe, Christians, Jews and Muslims lived peacefully together. It was a coexistence quite unique in history and only terminated when in the Battle of Tours (732) the Franks defeated the Muslims, turning back Islam from Europe.

During the Crusades (1100-1300), the Christian-Islamic relationships turned into fierce confrontations and bloody wars. Earlier, Charlemagne, King of the Franks was crowned Holy Roman Emperor (800). He united much of Western Europe and is considered the father of both the French and the German Monarchies. Conquests and ensuing migrant movements never really stopped during the following millennium. As from 835, Vikings from Denmark, Norway and Sweden began to invade northern Europe. They would continue until 1042, but from time to time were turned back. In 1066, William of Normandy, a French Duke, conquered England in the Battle of Hastings, becoming King of England and changing the British Isles permanently – even the English language with a strong French influence on words and customs.

The Mongol Empire was founded by Genghis Khan (1206). King John of England had to sign the Magna Carta (1215), a document binding the king to the law and giving common people some basic people's rights. The Hundred Years War between England and France for control of the French throne began in 1337, followed by the Black Death in Europe only 10 years later. Almost half of the people in Europe were killed by this disease. In 1453, the Ottoman Empire captured the city of Constantinople, marking the end of the Eastern Roman Empire, also known as Byzantium. (BK)

Voc.: Orient – Occident: Morgenland – Abendland; Antiquity: Altertum; Middle Ages: Mittelalter; terminated: beendet; conquests: Eroberungen; ensuing: folgend; impact: Einfluss; customs: Sitten und Gebräuche

Scaffolding

The timeline of European migrant movements

Date	Events
300-700	barbarian invasions
300-400	Germanic peoples …
400-700	Slavic Tribes (the "Huns") …
453	…
570	…

630-1450	Orient meets the Occident
630-750	…
732	…
800	…
835-1042	…
1066	…
1206	…
1215	…
1100-1300	Crusades: …
1337	…
1347	…
1453	…

Task 10:

Discuss the research finding „Langfristig profitieren die Einwanderungsländer von den Neuankömmlingen" (**mediation*** required).

Migrationsforscher haben festgestellt, dass Zielländer von den neuen Einwanderern profitieren können. Dies gelte vor allem langfristig, wenn dort eine gewisse Offenheit und ein Interesse daran besteht, Wissen und Fähigkeiten der Immigranten zu integrieren, ihre Sprachkenntnisse zu entwickeln und den Arbeitsmarkt zu öffnen. Damit können die Zuwanderer auf Augenhöhe leben und am gesellschaftlichen Leben teilnehmen. In der Geschichte der Migrationsbewegungen sind viele Neuerungen dadurch entstanden, dass ein Austausch von kulturellen und wissenschaftlichen Errungenschaften stattgefunden hat. (BK)

Voc.: Migrationsforscher: migration researcher; Zielländer: target countries (of immigration); Arbeitsmarkt: labour market; auf Augenhöhe: on equal footing; Migrationsbewegungen: migration flows; Neuerungen: innovations; Errungenschaften: achievements

Scaffolding

research finding	**interpretation**
in the long term: target countries profit from new arrivals	openness interest in skills and knowledge of immigrants live on equal footing participate innovations achievements exchange

Worksheet 5: German immigration to the USA

Task 11: Reasons for emigration

The push and pull factors are a standard means to investigate reasons for worldwide migration, issues referring to asylum seekers and economic refugees. **Read** the information and **differentiate** between push and pull factors to be sorted out in the grid.

Voc.: push factors: reasons for people leaving their home country; pull factors: why people are attracted to certain countries

Immigration is a global phenomenon. Reasons for migration can be categorized into push and pull factors. Depending on which region or countries emigrants come from, one category will prevail. This also has a strong influence on the expectations of emigrants concerning their new country of residence and the reactions of the local population. (BK)

Push and pull factors of migration:
social security – poverty and starvation – no career chances – freedom – family connections – political suppression – education – good job opportunities – civil wars – economic benefits – religious persecution

push factors	**pull factors**
…	

Task 12: The German Forty-Eighters

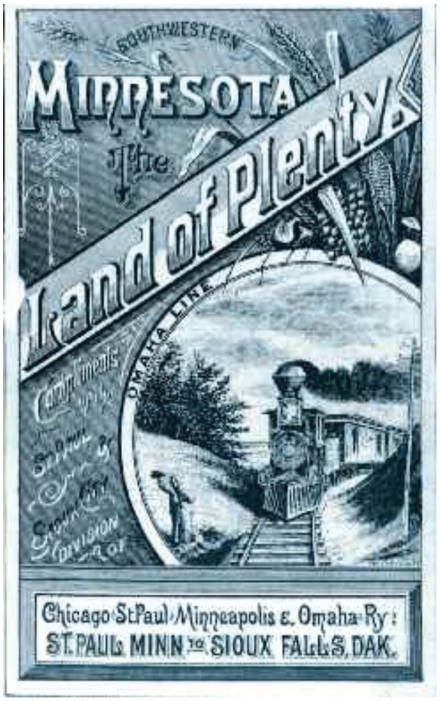
Outline the reasons why so many Germans immigrated to the US during the 19th century – including the Minnesota poster below – and **discuss** how Carl Schurz became an outstanding example of successful integration in his new home country.

The German Forty-Eighters and Carl Schurz

Millions of European immigrants reached the United States in the 19th century, among them five million Germans between 1815 and 1860 and another three million between 1845 and 1854. The first German migrants left their country for economic reasons, as farmland became scarce – a result of existing inheritance customs – and they were unable to survive or support their families. The second emigration wave was mainly due to political reasons. The collapse of the German revolution in 1848 forced activists to leave their country to escape aristocratic repressions and in some cases the death penalty. They became known as the Forty-Eighters referred to as radicals because of their democratic and liberal views. A case in point, and one of their most famous members, was Carl Schurz (1829-1906). Born near Cologne, he studied in Bonn and joined the German revolutionary movement of 1848. After his participation in rebellions, he had to flee Germany and arrived in New York in 1852. He settled as a farmer in Wisconsin, practised law later and played an active part as Union general (North) in the American Civil War (1861-1865) against the Confederacy (South) and the struggle for the emancipation of the slaves. In 1869, he was elected US senator for Missouri and later became secretary of the interior in the US government. On the opening of the Chicago World's Fair (1893) he made this statement: ***"I have always been in favor of a healthy Americanization, but that does not mean a complete disavowal of our German heritage. It means that our character should take on the best of that which is American, and combine it with the best of that which is German. By doing this, we can best serve the American people and their civilization."***

(quoted from: http://www.germanheritage.com/biographies/mtoz/schurz.html, last accessed June 2018)

Voc.: scarce: knapp; inheritance customs: regulation of farm ownership –only the oldest male heir was able to continue as a farmer, his siblings were forced to find other trades or emigrated; emigration wave: Auswanderungswelle; secretary of the interior: Innenminister



German emigrants	Carl Schurz
…	

https://screenshots.firefox.com/gqzcslmmNJiBAnli/collections.mnhs.org (last accessed June 2018)

Task 13: Social Movements and Chicago's Haymarket

On a crib sheet*, **summarise** the events leading to the execution of German activists after the Haymarket riots in Chicago and **discuss** why their memory is almost neglected in mainstream history.

Social movements and Labor Day (US)
Labor Day – celebrated almost worldwide – is the 1st of May. Why this is not the case in the US (first Monday of September every year) might be considered as a peculiar twist in history, but is in fact closely connected to a series of tragic events in Chicago, which took place more than a century ago, not far from the Loop in Haymarket. The only official landmark, dedicated in 1887, to commemorate the Haymarket Tragedy of May 4th, 1886, is almost hidden and embedded in the pavement, containing only the slightest hint at the legal scandal connected with it. It reads:
A decade of strife between labor and industry culminated here in a confrontation that resulted in the tragic death of both workers and policemen.
On May 4, 1886 spectators of a labor rally had gathered around the mouth of nearby Crane's Alley. A contingent of police approaching on Des Plaines Street were met by a bomb thrown from just south of the alley. The resultant trial of eight activists gained worldwide attention for the labor movement and initiated the tradition of "May Day" rallies in many cities.
What the plaque does not tell is the fact that most of these activists were anarchists of German extraction, who were tried, condemned to death, and some of them hanged for a crime that they had not committed. They had not even been near the place of action at the time in question. One of them, August Spies, uttered these words before he died: "The day will come when our silence will be more powerful than the voices you are throttling today". John Altgeld, Governor of Illinois, a native of Frankfurt, was able to convert at least some of the sentences and save innocent lives. (BK)

Voc.: considered: betrachtet; twist in history: Laune der Geschichte; the Loop: in downtown Chicago – the late 19th century cable car turnarounds and elevated railway encircling the area gave the Loop its name; embedded: eingelassen; labor rally: Arbeiterkundgebung; trial: Gerichtsverhandlung; commit a crime: ein Verbrechen begehen; throttle: erwürgen; convert a sentence: Urteil abwandeln, hier abmildern

Crib sheet: labour rally in Chicago …

Points for discussion: protest leaders were …

More information:

http://www.chicagohistoryresources.org/dramas/overview/over.htm (last accessed June 2018)

Worksheet 6: The promise of liberty and freedom

Task 14:

Compare the two images of the Statue of Liberty on Liberty Island (NYC) and **discuss** the issue of promising freedom and restricting immigration at the same time – use the think-pair-share* format. **Juxtapose** the terms "freedom" and "liberty" and their differing meanings.

Image 1: © Cornell University – PJ Mode Collection of Persuasive Cartography, https://digital.library.cornell.edu/catalog/ss:19343182 (last accessed August 2018)

Image 2: https://commons.wikimedia.org/wiki/File:Liberty-statue-from-front.jpg (last accessed June 2018)

The cartoon (in the satirical magazine "Judge" from 1890; image 1) attacks a government proposal to make immigration to the US more difficult and restrict it. The caption reads: „Mr. Windom," she says, ***„if you are going to make this island a garbage heap, I'm going back to France."*** The French sculptor Auguste Bartholdi (1834-1904) created the Statue of Liberty as a monument representing freedom and democracy for the United States. It was constructed in Paris and during its inauguration (1886) Bartholdi climbed it to release the tricolor French flag that veiled Liberty's face. (BK)

Comparison and discussion

promising freedom	restricting immigration
…	…

Scaffolding

The meanings of "liberty" and "freedom" might overlap, but the basic difference refers to state control (Latin: libertas = Roman goddess of liberty, associated with the granting of liberty to slaves) as opposed to personal independence (Old English: freedom = state of free will, ability to do as one wills). **Juxtapose** the following definitions along those lines in the rubric below:

- the state of being free to enjoy personal, social and political activities
- power or right of doing, thinking, speaking according to choice
- being free from control or other restrictions
- persons can act on their own free will and govern themselves, take responsibility for their actions
- the power to enjoy one's actions independently
- independence from state control, external or foreign rule, restrictions or other influences

Voc.: overlap: sich überschneiden; state control: staatliche Kontrolle; restriction: Einschränkung

Juxtaposing

freedom	**liberty**
…	…

Worksheet 7: European perspectives

Task 15: Forced migration after 1945

In your own words, **explain** Winston Churchill's point of view and the consequences it had for the German population in the Eastern territories.

Winston Churchill in the House of Commons on 15 December 1944:
The Poles are free, so far as Russia and Great Britain are concerned, to extend their territory, at the expense of Germany, to the West. I do not propose to go into exact details, but the extensions, which will be supported by Britain and Russia, bound together as they are by the 20 years' Alliance, are of high importance. Thus, they gain in the West and the North territories more important and more highly developed than they lose in the East. ... It would, of course, have to be accompanied by the disentanglement of populations in the East and in the North. The transference of several millions of people would have to be effected from the East to the West or North, as well as the expulsion of the Germans—because that is what is proposed: the total expulsion of the Germans—from the area to be acquired by Poland in the West and the North. For expulsion is the method which, so far as we have been able to see, will be the most satisfactory and lasting. There will be no mixture of populations to cause endless trouble, as has been the case in Alsace-Lorraine. A clean sweep will be made. I am not alarmed by the prospect of the disentanglement of populations, nor even by these large transferences, which are more possible in modern conditions than they ever were before. … Nor do I see why there should not be room in Germany for the German populations of East Prussia and of the other territories I have mentioned.

http://hansard.millbanksystems.com/commons/1944/dec/15/poland (last accessed June 2018)

Voc.: expense: Kosten; expulsion: Vertreibung; disentanglement of populations: 'Entflechtung' der Bevölkerung; transference: Umsiedlung; acquire: hinzugewinnen

Scaffolding

Churchill points out … – Polish people are free – gain territories – lost land in the East – of lesser importance German people – driven out – Germans – total expulsion – avoid a mixture of populations – clean sweep – not alarmed – no room for Germans in other Eastern territories

Task 16:

In an individual **research**, find out and **illustrate** (possibly in a conversation with your grandparents) how after 1945 German people expelled from Eastern Europe ("Heimatvertriebene") were integrated in post-war Germany and how the existing population coped with the influx of more than 12-16 million people.

Heimatvertriebene ("homeland expellees") are 12-16 million German citizens (regardless of ethnicity) and ethnic Germans (regardless of citizenship) who fled or were expelled after World War II from parts of Germany annexed by Poland and the Soviet Union and from other countries, who found refuge in both West and East Germany, and Austria.

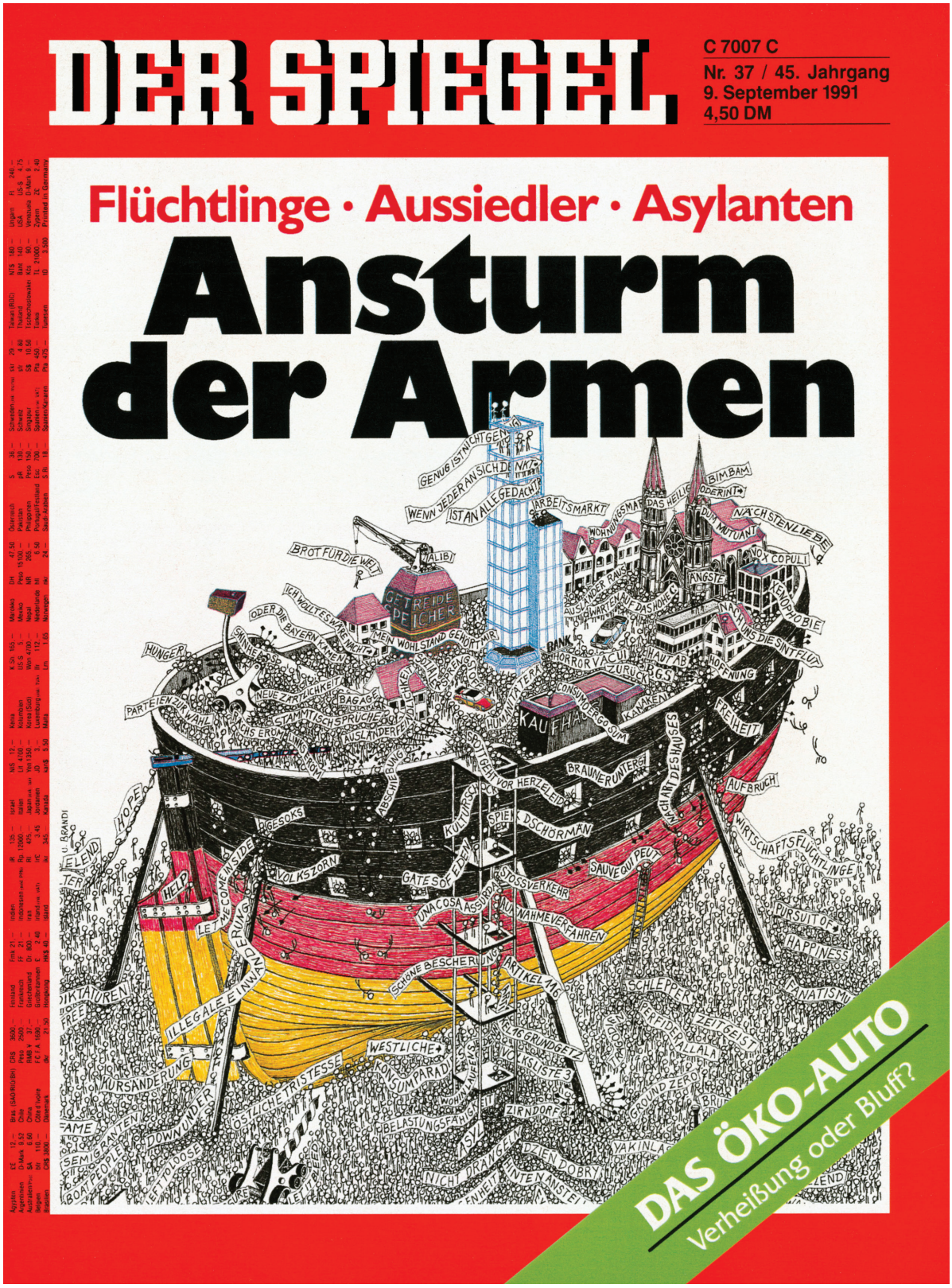
Voc.: expelled: ausgewiesen; annexed: einverleibt

Research results:

Worksheet 8: The boat is full – or is it?

Task 17:

Compare the 1991 cover page of the German magazine "Der Spiegel" with the current debate about the refugee issue in present-day Germany. Using the think-pair-share* format, **evaluate** your findings in plenary by **commenting** on the often-used phrase "Das Boot ist voll".



© DER SPIEGEL 37/1991, Online: http://www.spiegel.de/spiegel/ (last accessed February 2018)

Task 18: Willkommenskultur – revisited (target activity)

Read this letter to the editor and **point out** in your **reply** why giving in to right-wing propaganda will not help to resolve the refugee issue in Germany or Europe. Using German or English is your choice.

Leserbrief

Steilvorlage für das rechte Lager

Dass es der Bundeskanzlerin vor allem darum geht, sich durch ihre Position zum derzeitigen Migrationsstrom gegen "rechts" abzugrenzen ... liegt auf der Hand. Aber es häufen sich (endlich) auch kritische Stimmen aus den eigenen Reihen, wobei diese sich hauptsächlich auf die Anzahl der Migranten beschränken, der wir offensichtlich nicht mehr gewachsen sind.

Weitestgehend aber versäumen die etablierten Parteien, eine wesentliche Tatsache mit konkreten Konsequenzen für unsere Gesellschaft offen anzusprechen: dass der überwiegende Teil der Migranten junge, muslimische Männer sind, die, wie zunehmend erkannt, zunächst kaum in den Arbeitsmarkt integrierbar sein werden. Das bereitet Sorge. Kommen sie aus einem schwachen oder nicht funktionierenden Staat und wuchsen sie in einem religiösen Umfeld auf, das unsere humanistischen Werte nicht kennt und lebt, muss auch die Frage gestellt werden, wie sie sich in eine demokratische, freiheitlich denkende und auf Gleichberechtigung basierende Gesellschaft integrieren wollen und können.

Hierauf geben weder die Bundeskanzlerin noch andere etablierte Parteien Antworten – sie meiden schlicht die Frage und bleiben dabei brav politisch korrekt. Damit geben sie dem rechten Lager eine Steilvorlage und senden kein deutliches Signal an Migranten, was Integration in Deutschland bedeutet.

Wibke Schmidt, Bonn (printed in FAZ 2016)

My reply / meine Antwort:

Dear editor / Sehr geehrte Damen und Herren

Answering Ms. Schmidt's letter in your paper ... / Als Antwort auf den Leserbrief von Frau Schmidt in Ihrer Zeitung ...