

Unterrichtseinheit: Freedom fighters

Stufe: Sekundarschule I Klasse 9

Zeit: Wochenhausaufgaben für Fernunterricht/Homeschooling

Ziele: Lernende sollen

- für ihre eigene Freiheit sensibilisiert werden.
- Informationen über die Entstehung des Sklavenhandels durch Sir John Hawkins sich erarbeiten
- über die Motivation von Sklavenhändler und deren Weltsicht nachdenken.
- das Leben und die Motivation von William Wilberforce für die Abschaffung des Sklavenhandels in England kennenlernen
- über Werte nachdenken, für die es sich lohnt, sich selbst einzusetzen.
- Faktoren kennenlernen, die Freiheitskämpfern halfen, in ihrem langen Kampf für die Veränderung der Gesellschaft durchzuhalten.
- interessante Dinge über eine bedeutende Persönlichkeit im Internet recherchieren.
- eine kurze Biographie über einen Freiheitskämpfer schreiben.
- Ergebnisse zu Fragen präsentieren und einen Talk über einen Freiheitskämpfer halten.

Material: M1 - M3 (mit Lösungen)

Überblick: Bei diesem Unterrichtsentwurf geht es um Menschenrechte und vor allem auf dem Recht der persönlichen Freiheit. Es wird betrachtet, wie und warum der Sklavenhandel im 16. Jahrhundert eingeführt wurde und wie Wilberforce, als überzeugter Christ und Parlamentarier, Zeit seines Lebens gegen den Sklavenhandel gekämpft hat. Es werden kurze Biographien über andere Freiheitskämpfer vorbereitet und als Mini-Talks gehalten.

Unterricht – 1. Stunde – 90 min

Warm Up - Voice-Mail

Single work: Lernende gehen durch die Liste (**M1**) und markieren die Freiheiten, die für sie persönlich äußerst wichtig sind. Dann schreiben sie auf, warum diese so wichtig für sie sind.

*Go through the list (**M1**) and mark those freedoms which are most important to you. Then tell why they are so important to you as a voice message to a class mate.*

Readings skills

Lernende lesen im Internet einen Text über die Entstehung des Sklavenhandels, der durch Sir John Hawkins eingeführt wurde. Sie füllen die Lücken auf **M2** aus.

Leistungstärkere Lernende beantworten die Frage 3 nach der Motivation der Sklavenhändler.

*Read the text on the website <http://www.famous-explorers.com/famous-english-explorers/sir-john-hawkins/> (**M2**) about how the slave trade in Britain was introduced by Sir John Hawkins. Look up unknown words with <https://www.oxfordlearnersdictionaries.com/definition/english>. Fill in the information needed in the grid.*

*Stronger learners should answer question 3 about the world view motivating the slave traders on **M2**.*

Reviewing

Single work: Lernende überprüfen ihre gefundenen Informationen mit den **Lösungen von M2** oder senden sie via E-Mail an die Lehrperson.

Check your information with the M2 solutions or send your findings via email to your teacher.

Discussion game via Video Konferenz

Teile die Klasse in zwei Gruppen:

Eine Gruppe sind die "Abolitionists", die die Sklaverei stoppen möchten. Die anderen sind die Gegner "Anti-Abolitionists".

Ziel: Die Gruppe, die die meisten Gründe für bzw. gegen den Sklavenhandel auflisten konnte, hat gewonnen.

Spielzeit: 10 min

Alle schreiben in den Chat so viele Gründe für die eine oder andere Position, wie ihnen einfallen.

Provide as many reasons as possible why the slave trade should be abolished or kept and write them into the class chat.

Watching & Listening skills

Über einen kurzen Video Clip werden die Lernenden über das Leben von William Wilberforce informiert: <https://www.youtube.com/watch?v=eLU182rj0pA> about W. Wilberforce & the End of African Slavery (3:30 min).

Die Lernenden sollen nach dem ersten Schauen eine Überschrift für den Clip finden und ihn benennen. Danach sollen sie den Video Clip nochmals anschauen und die Lücken im Arbeitsblatt **M3** finden.

Learn about a man at the high time of slavery and watch the video

<https://www.youtube.com/watch?v=eLU182rj0pA> about W. Wilberforce & the End of African Slavery by Christian History Made Easy (3:30 mins).

*Find a heading for this video clip. Now watch the video again and fill in information gaps from the handout **M3**.*

Reviewing via Video-Konferenz

Die Lernenden lesen die Sätze laut vor und vergleichen mit der Lösung, die eingeblendet wird.

Poster

Lernende erstellen ein Plakat oder Poster, auf dem sie die Ergebnisse zu den folgenden Fragen präsentieren. Diese fotografieren sie und stellen sie in den Klassenchat.

Answer the following questions and make a poster with the ideas you have! Take a photo of your poster and post it in your class chatroom.

- What problems did Wilberforce face in his fight against slavery?
- What factors helped him to continue in the fight for freedom?
- Are there things that you believe are wrong in our society at the moment?
- Have you ever stood up for what you believed was right and suffered for it?

- Do you know anyone else who has? Collect the names.

Unterricht 2. Stunde – 90 min

Warm Up - Chat

Lernende nennen englische Wörter, die zum Themenbereich Freedom fighters - Slave trade gehören und andere Lernende bilden daraus englische Sätze im Klassenchat.

Find words which have to do with Freedom fighters or slave trade!

Make full sentences with the words you are given in the chat.

Presentation - Video Clip

Lernende bereiten die Präsentation ihrer Ergebnisse, die sie auf dem Plakat festgehalten haben als Video Clip vor. Diese Video Clips stellen sie in den Klassenchat.

Make a presentation of your poster and record it as a video clip and put it into the class chat.

Research

Single work: Wählt eine bekannte Persönlichkeit, die sich für die Menschenrechte eingesetzt hat und schreibt anhand von dem Arbeitsblatt von

<https://www.teacherspayteachers.com/Product/Biography-Graphic-Organizer-Elementary-634279> alle Einzelheiten auf, die für eine Biographie dieser Person wichtig ist. Recherchiert im Internet nach Informationen.

Choose one of the freedom fighters and research the internet for more information and put the information in well-organized form: <https://www.teacherspayteachers.com/Product/Biography-Graphic-Organizer-Elementary-634279>

Vorschläge: Nelson Mandela, Abraham Lincoln, Martin Luther King, Rosa Parks, Lord Shaftesbury, Moses, Jesus, Mohondas Gandhi, Mother Theresa etc.

Writing skills - Email

Die Lernenden schreiben anhand dieser gegliederten Vorlage eine kurze Biographie sowohl über die historischen Fakten als auch die Höhepunkte (high points) und die Herausforderungen (low points) der gewählten Person und wie sie diese überwunden haben (ca. 100 Wörter). Diese werden via E-Mail an die Lehrperson geschickt.

Write a biography about this freedom fighter. Include this person's successes as well the challenges he or she faced and how he or she overcame them (ca. 100 words). Send your biography via email to your teacher.

Gallery - Email

Jede Biographie verschickt die Lehrperson an zwei bis drei Lernenden. Diese sollen zwei bis drei verschiedene Biographien lesen und ein wertschätzendes Feedback schreiben (mehrere Vorlagen gibt es bei 4teachers) und an die Lehrperson zurückschicken, die diese den ursprünglichen Autoren zukommen lässt.

Read the biography and give a feedback in English.

Giving a talk - Video Clip

Single work: Lernende schreiben sich 10 Schlüsselwörter heraus und studieren anhand von diesen Stichpunkten eine Präsentation ein. Diese nehmen sie als Video Clip auf und senden sie der Lehrperson.

Write up to 10 key words from your biography and practise to give a talk about this person. Then record it as a video clip and send it to your teacher.

Material: Worksheets M1 to M3 see on next pages

M1 List of Freedoms

*Go through the list and mark those Freedoms which are most important to you!
Then turn to your partner and tell him/her why they are so important to you.*

- I am free from days without food. I have enough to eat so I have the energy to work and be active.
- I am free to read books/magazines/comics/articles on the web or watch clips on the web I want to.
- I am free to choose what I wear each day.
- I am free to speak what I think without the danger of being attacked or going to prison.
- I am free to move around the country without being stopped.
- I am free to choose my partner and my friends.
- I am free from the fear of dying.
- I am free to love and praise God, alone and with others.
- I m free to chat with my friends on the phone or mobile.
- I am free enough to meet new people without being scared.
- I am free to make mistakes without being depressed for days afterwards.
- I am free to meet my friends when I want to.

M2 The Making of the Slave Trade

Read through the first three paragraphs of the following article:

<http://www.famous-explorers.com/famous-english-explorers/sir-john-hawkins/>

Look up unknown words with <https://www.oxfordlearnersdictionaries.com/definition/english>

1. Fill out this grid with the information given above!

Who?	Did what?	When?
		in 1555 on his first trip
		on his second trip
		in 1566
		on his third trip

2. What was the motivation of the slave traders?

3. How we see other people influences how we treat them. What opinion must the slave traders have had of African people to treat them like that?

M2 (Solution) The Making of the Slave Trade

Read through the first three paragraphs of the following article:

<http://www.famous-explorers.com/famous-english-explorers/sir-john-hawkins/>

Look up unknown words with <https://www.oxfordlearnersdictionaries.com/definition/english>

1. *Fill out this grid with the information given above!*

Who?	Did what?	When?
Sir John Hawkins	traveled with three ships to Africa and delivered 301 slaves to the Caribbean coast	in 1555 on his first trip
	captured 400 slaves and destroyed Portuguese and Spanish settlements	on his second trip
	gathered his profit and returned to England	in 1566
	lost some of his ships in the conflict between the Spanish government and the colonists	on his third trip

2. *What was the motivation of the slave traders?*

The slave traders wanted to make money as much as possible.

3. *How we see other people influences how we treat them. What opinion must the slave traders have had of African people to treat them like that?*

The slave traders believed that Africans (“negroes”) were not really human beings but more like wild animals and treated them like that. They put them tightly on the ships and had no problem with buying and selling them.

M3 W. Wilberforce & the End of African Slavery by Christian History Made Easy

Watch the film clip and fill in the gaps!

_____ Africans were taken to North and South America each year.

William Wilberforce grew up in a _____ family. He did do much but hanging out with his friends at College.

Wilberforce wanted to get a seat in Parliament and in 1780 when he was _____ he got it.

William went on a trip to _____ and realised his emptiness inside. He was depressed and became a believer in Jesus.

He wanted to give up his position in Parliament but the text writer of "Amazing Grace" John Newton, an ex-slave trader encouraged him to _____ his parliamentary position for the glory of God.

He and his friend worked to end British slave trafficking from 1789 until _____ but they were defeated every time because they had a lot of _____.

In 1807 Wilberforce and his friend finally were successful because the British heard about demonstrations on an island called _____

In July 1833 the slave trade was abolished in all _____ colonies. That was _____ days before Wilberforce died because of poor health.

Thirty years later the slave trade was abolished in America through _____

But slavery has not stopped in 21st century. At least 12 _____ people live in slavery and every year _____ men, women and children are transported across international borders.

M3 (solution)

W. Wilberforce & the End of African Slavery by Christian History Made Easy

Watch the film clip and fill in the gaps!

_____500,000_____ Africans were taken to North and South America each year.

William Wilberforce grew up in a _____rich/wealthy_____ family. He did do much but hanging out with his friends at College.

Wilberforce wanted to get a seat in Parliament and in 1780 when he was _____21_____ he got it.

William went on a trip to _____Europe_____ and realised his emptiness inside. He was depressed and became a believer in Jesus.

He wanted to give up his position in Parliament but the text writer of “Amazing Grace” John Newton, an ex-slave trader encouraged him to _____use_____ his paliametary position for the glory of God.

He and his friend worked to end British slave trafficking from 1789 until _____1807_____ but they were defeated every time because they had a lot of _____enemies/opposition_____.

In 1807 Wilberforce and his friend finally were successful because the British heard about demonstrations on an island called _____Haiti_____.

In July 1833 the slave trade was abolished in all _____British_____ colonies. That was _____three_____ days before Wilberforce died because of poor health.

Thirty years later the slave trade was abolished in America by _____Abraham Lincoln_____.

But slavery has not stopped in 21st century. At least 12 _____million_____ people live in slavery. Every year _____500,000_____ people, about 70 % women, are transported across international borders.