

8 Anhang

A1 Materialien zum Offenen Lernen

THE WORD “BLACK” (partly taken from *Make Your Way 6*, p.71)

EXERCISE #1: Write a caption for the cartoon.

EXERCISE #2: Listen to the talk given by a professor of linguistics. Listen for the words in the grid, and write down what they mean, based on what the professor says.

blackmail	
black magic	
black sheep	
black economy	
black spot	
Black Mass	
blacklisted	
blackleg	
in the black book	

EXERCISE #3: The word “black” often appears in English, and is usually used to show that something is bad (i.e. “black magic” is another word for dangerous or deadly magic, like voodoo). Many black people feel it might help other people to see them more fairly if they could stop the use of the word “black” to mean something bad.

A black British poet, called Benjamin Zephaniah, wrote this poem where he “politically corrects” the English language from the black point of view. It’s called “White Comedy”.

First: Listen to the poem, and fill in the word blanks.

Second: Now, read through the poem, and choose three “white” phrases, that made you think or feel something. Explain what.

Third: Now, rewrite the poem, replacing the word “white” with “black”, and the word “black” with “white”. Does this change how you feel when you read it? How?

White Comedy

by Benjamin Zephaniah

I was whitetailed by a white _____,
With white _____ and white lies.
Branded a white sheep, I slaved as a whitesmith
Near a white spot, where I _____ white water fever.
Whitelisted as a whiteleg,
I was in the white book as a master of the white arts.
It was like _____.
People called me white Jack,
Others called me white wog.
So I joined a _____,
Trained as a white god,
_____ the white economy.

I was caught and beaten by the white shirts
And condemned to a white mass.
Don't worry – I'll be writing to the _____.

BLACK AND WHITE (2 or 3)

Imagine you had a black boyfriend/girlfriend. How would your family react? What would your friends/classmates say? What difficulties could you possibly face in your everyday life? Discuss these questions with a partner and act out the dialogue to your teacher(s)!

A STORY (1)

Read the story *The Child* by Julius Lester (homework!) and write 2 inner monologues:

- 1) Imagine you are Karen standing in the subway car, observing the old man, the white girl and the group of white boys, thinking about your future and your mum. Write down what is going on inside you!
- 2) Imagine yourself to be there, in the story! You observe the girl, the old man, the whole scene. Describe your thoughts and feelings!

AGAINST RACISM (2-4)

Together with you partner(s) develop a meaningful and creative commercial or advertisement against racism and act it out/present it to the class. Everybody has to speak!

PICTURES (2)

On this page, you see two pictures of women. In pairs, describe the women to each other, as though your partner must draw them. While one person describes, their partner should make a list of the characteristics the person has described. Then switch places and exchange roles. Once you have finished, discuss what the first things you described about each woman were. What did you notice differently about each woman? Did you use the words "black" or "white"? Why do you think that was? Turn in your lists, and a brief summary of what you discussed.



POLITICS OF RACISM (1)

Look closely at the Swiss political ad below.

First: Describe what is going on in the ad.

Second: Explain what tensions this may reflect, and what the images in the ad may symbolise or mean.

Third: Connect this ad to recent happenings in Austria and other parts of the world. How could this relate to things outside of Switzerland? Write a minimum of 250 words!

