

I.C.1.34

Lektüren, Lieder, Sachtexte – Novels and Stories

Jewell Parker Rhodes' *Ghost Boys* – Sich anhand des Bestsellers mit den Themen „Rassismus“ und „Polizeigewalt“ in den USA auseinandersetzen (Klassen 8–10)

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Jewell Parker Rhodes' „*Ghost Boys*“ ist ein New York Times Bestseller mit ernsten und aktuellen Themen: Rassismus, Polizeibrutalität und Diskriminierung in den USA. Der Roman fällt in die Kategorie „*middle grade novel*“ und kann daher in der Sekundarstufe I als Ganzschrift im Englischunterricht gelesen werden. Lesende folgen den 12- bis 14-jährigen Jugendlichen durch ihre Erfahrungen mit Diskriminierung in den USA des 21. Jahrhunderts und durch ihre schockierenden Entdeckungen der rassistischen Geschichte der USA. Wenn auch die Thematik ernst ist und die Vergangenheit der USA ungeschönt behandelt wird, so bleibt die Botschaft des Buches am Ende positiv: „[M]ake [this] world better!“ – Es geht um die Bewusstmachung der Verantwortlichkeit jedes einzelnen und um den Mut, die Welt aktiv umzugestalten.

KOMPETENZPROFIL

Klassenstufe:	8–10
Dauer:	15 Unterrichtsstunden + LEK
Kompetenzen:	1. Leseverstehen: Texten durch extensives und selektives Lesen Informationen entnehmen; 2. Textrezeption: ausgewählte Aspekte analysieren; 3. Textproduktion: mündliche und schriftliche Texte erstellen

Thematische Bereiche: *Society and history of the United States, racism, discrimination*
Roman „*Ghost Boys*“ von Jewell Parker Rhodes



netzwerk
lernen

zur Vollversion

Auf einen Blick

Hausaufgabe jeder *section* ist es, die entsprechend nächste *section* zu lesen und den dazugehörigen *reading guide* zu vervollständigen. Um welche Seiten im Roman es sich dabei jeweils handelt, ist in **M 1** beschrieben.

Section 1

Thema:	Introduction to <i>Ghost Boys</i> : First encounter
M 1	Sections, guiding questions and tasks – Structure your reading / die Lesestruktur erfassen (EA, PL)
M 2	Jerome's thoughts – What is going on in his head? / einen Kommentar bzgl. der Zeitungsmeldung zu Jeromes Tod verfassen (EA, PA)
M 3	Reading guide – Capture essential content and new words / wesentliche Inhalte des Textes verstehen und gliedern (EA, PL)

Section 2

Thema:	An insight into Jerome's family life
M 4	The "three good things"-routine – Jerome's answer / eine Familienroutine analysieren und aus Jeromes Sicht eine ehrliche Antwort auf die Frage der Großmutter verfassen (EA, PL)

Section 3

Thema:	What does "being stuck" mean for Emmett Till and Tamir Rice?
M 5	Tamir Rice and Emmett Till – 5-minute research / eine Kurzrecherche zu den im Text erwähnten Personen anstellen (PA)

Section 4

Thema:	Explaining bullying
M 6	Bullying: A "silent epidemic" in the USA – What can you do about it? / in Partnerarbeit anhand von Sachtexten Hintergrundwissen zum Thema „bullying“ erarbeiten und eine Broschüre zum Kampf gegen „bullying“ gestalten (EA, PA, GA)
Benötigt:	<input type="checkbox"/> digitale Endgeräte und Internetzugang

M 5

Tamir Rice and Emmett Till – 5-minute research template



Conduct brief research on the personalities mentioned in this section.

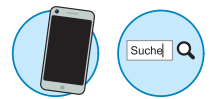
5-minute research project	
<ul style="list-style-type: none"> – Spend 5–10 minutes to research your topic. – Find basic information about your topic: who or what is it? What are the “need-to-knows”? – Note down 3–5 bullet points and be prepared to explain them. – Add an image that visualises your findings. – How does your topic connect to <i>Ghost Boys</i>? Explain. – Remember to list your sources. 	
Topic:	Your image:
Need-to-knows:	
Connection to <i>Ghost Boys</i> :	
Sources:	

Tasks

1. Work with a partner. Decide who wants to research which topic.
2. Do the 5-minute research project with your topic. Use the table above.
3. Meet and inform each other about your topic and your findings.
4. Analyse together: why are both Tamir Rice and Emmett Till mentioned in this section? What is their function?

Bullying: A “silent epidemic” in the USA – What can you do about it?

M 6



Collect background knowledge on “bullying” and create a brochure to combat it.

Tasks

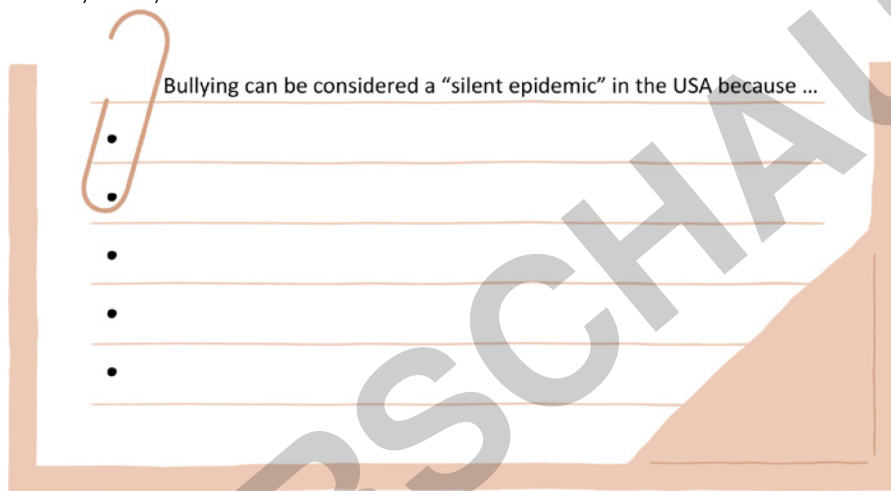
1. Bullying:

- Check a definition of bullying and explain the term in your own words.
- Read one of the following texts. Explain why bullying can be considered an epidemic in the USA. Take notes.

<https://raabe.click/BullyingEpidemic> [last access: 25/07/2023]

<https://raabe.click/BullyingFacts> [last access: 25/07/2023]

- Work with a partner. Share your results, and together, make a fact sheet. Use your results from a) and b). You can start like this:



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2. Strategies to combat bullying. Work in small groups.

- Which ways to combat bullying do you know / can you think of? Collect ideas.
- Read the following texts. Decide on 6 strategies that you consider effective in combating bullying.

https://raabe.click/CombatBullyingPrevention [last access: 25/07/2023]	
https://raabe.click/CombatBullyingTips [last access: 25/07/2023]	
https://raabe.click/CombatBullyingKids [last access: 25/07/2023]	

- Use your results to design a brochure for students promoting effective methods to combat bullying. Incorporate slogans and an eye-catching design to make your brochure stand out. You can use *Canva* (www.canva.com) to assist you in planning and finalising your brochure



M 11

Peter Pan* – Connection to *Ghost Boys

Analyse the role of the children's book *Peter Pan* with regard to a selected passage.

Tasks

1. Find out more about the children's novel *Peter Pan* by J. M. Barrie. Use the 5-minute research template.
2. Reread "One of Sarah's books has a flying boy on the cover" (p. 73, l. 16) to "The book hits the wall, drops to the floor" (p. 77, ll. 21 f.). Analyse the function of *Peter Pan* in this scene.
3. Which role does the army of ghost boys have? Explain.



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M 12

The "Code of Ethics" – Jerome's death

Compare the circumstances that led to Jerome's death with the "Code of Ethics" of the police.

**Tasks**

1. Work with a partner. Partner A: reread "Seconds [...] my spirit leaves" (p. 84, l. 6–p. 85, l. 5). Partner B: reread "Sarah's father [...] No aid" (p. 94, l. 4–p. 95, l. 19). What do Sarah and Jerome learn about Jerome's death? Outline and take notes. Then meet and share your results.
2. The largest international police association has adapted a "Code of Ethics" that each police officer should follow. Go to the link below and read the text. Explain: how is a police officer supposed to behave according to the "Code of Ethics"?
<https://raabe.click/CodeOfEthics> [last access: 25/07/2023]
3. Compare the details about Jerome's death to the "Code of Ethics" and assess Officer Moore's behaviour.
4. Sarah's parents do not want her to see the video. After she sees it, she is "forever changed" (p. 85, l. 10). What is going on in her mind? What is she thinking? How has watching the video changed her? Write a diary entry from her perspective that explains what the video does to her.

