

Liebe Lehrerinnen und Lehrer,

Martin Luther King, Malcolm X, Medgar Evers und Rosa Parks waren die führenden Köpfe des *Civil Rights Movement* in den 1960er Jahren. Die Bewegung entstand aber schon früher und lebt bis heute z. B. in *Black Lives Matter* fort. In diesem **Themenheft** wird das Thema kompakt in fünf Texten vorgestellt und erarbeitet. Sachtexte, Videos und Archivmaterial sind die Medien, mit denen Lernende an diesen wichtigen Inhalt herangeführt werden. Übungseinheiten inkl. Lösungen festigen das Verständnis und bereiten u. a. auf den Mittleren Schulabschluss (MSA) im Fach Englisch vor. Anhand von Text 3 wird die Fertigkeit Hören trainiert. Die Audiodatei (mp3 File) finden Sie als Download auf unserer Homepage unter: www.sprachzeitungen.de/audio-african-americans-crm

Ebenso bieten wir Ihnen auch interaktive Übungen an:
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Viel Erfolg und einen interessanten sowie abwechslungsreichen Unterricht wünscht

Ihre Englisch-Redaktion

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Chiwetel Ejiofor, the actor playing Solomon Northrup in *12 Years a Slave*, and the poster for the film.
| PHOTO: Getty Images

12 Years a Slave

A look at the Oscar-winning movie and the story behind it.

BY REBECCA KAPLAN

1 THE MOVIE *12 Years a Slave* was the one to watch at the Academy Awards ceremony this year. Nominated for nine Oscars, it won for best picture, best supporting actress, and best writing. Through the success of the film, the story is well-known today. But it is also a tale that gripped America once before – over 150 years ago.

2 The film is based on the memoir of Solomon Northrup, a free Black man who was kidnapped and sold into slavery in the American South in 1841. He spent over a decade working on plantations in Louisiana before a white man helped him to contact family and friends, who were able to free him.

3 Remember that it was a very different world back then. There were no phones or e-mail, and Blacks were seen as property in the South. They had no money, and the colour of their skin made it almost impossible to run away without being found. Without anyone to help him get paper and pen and mail a letter, Northrup was trapped.

4 After finally being freed, Solomon Northrup returned to his family in New York. He wrote a book about his experience, which is the basis of the movie. Although he sued his

kidnappers and the men who sold him into slavery, he did not win the cases.

5 Besides being a fascinating story, *12 Years a Slave* also offers excellent acting. Lupita Nyong'o, a Kenyan actress, won an award for her performance as Patsey, a slave whose master's obsession with her makes her a target of abuse from his wife. Michael Fassbender is terrifying as a tyrannical slave owner, and Brad Pitt is heart-melting as the kind abolitionist who saves Northrup.

6 The University of Reading Professor Emily West, whose work focuses on slavery in the US, wrote for the BBC that she has “never seen a film represent slavery so accurately”. Many scenes are hard to watch: a mother is separated from her children, sold to different slave owners; women are raped; slaves are whipped.

7 One of the most moving scenes in the film is when Northrup, having almost been hanged by white men, is left dangling from a rope, his feet barely touching the ground. We watch him quietly and desperately straining to plant his feet in the mud for almost two minutes that seem much longer, while around him the everyday life of the plantation goes on.

0-1 to be the movie to watch der Film sein, den man sich merken sollte — ceremony ('serəməni) Feier; h.: Verleihung — supporting actress Nebendarstellerin — tale Geschichte — to grip s.o. jdn. fesseln

2 to be based on beruhen auf; als Vorlage haben; basis ('beɪsɪs) Grundlage — memoir ('memwə:) — Solomon Northrup ('sɒləmən; 'nɔ:θrəp) — slavery ('sleɪvəri) Sklaverei — to spend (time) verbringen — decade ('dekeɪd) Jahrzehnt — plantation (plɑ: n'teɪʃən) Plantage

3-4 property Besitz; Eigentum — to be trapped (wie in einer Falle) gefangen sein —

experience (ɪks'piəriəns) Erfahrung — to sue s.o. (su:) jdn. verklagen — case Fall; Prozess

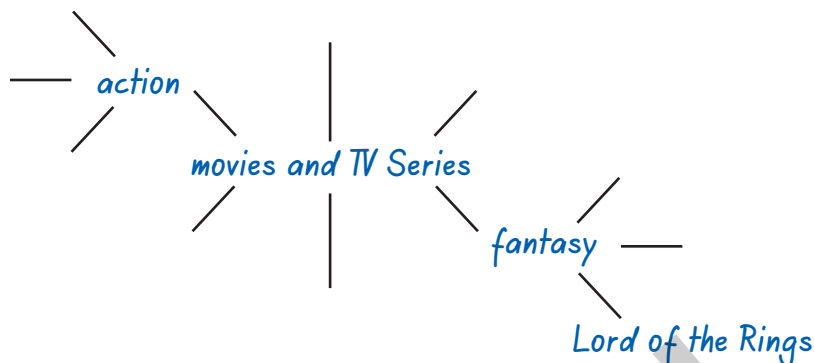
5 besides außer — to offer bieten — excellent ('eksələnt) — acting Schauspielerei; schauspielerische Leistung — Kenyan ('kenjən) — award Preis — performance Darbietung — obsession ('ɒb'seɪʃən) O., Besessenheit — target ('tɑ:ɡɪt) Zielscheibe — abuse ('əbju:s) Misshandlung — terrifying furchterregend — tyrannical ('tɪrənɪkl) tyrannisch — owner ('əʊnə) Besitzer(in), Halter(in) — heart-melting herzerweichend — abolitionist ('əbəlɪ'ʃənɪst) A.,

Anhänger(in) der Sklavenbefreiung — to save retten

6 Reading ('redɪŋ) — to focus on s. konzentrieren auf — to represent darstellen — accurately ('ækjərətli) genau; h.: realistisch — to separate from ('sepəreɪt) trennen von — to rape vergewaltigen — to whip (wɪp) auspeitschen

7 moving bewegend — to hang aufhängen — to dangle ('dæŋɡl) baumeln — rope Seil; Strick — barely ('beəli) kaum — desperately ('despəreɪtli) verzweifelt — to strain to do s. anstrengen zu tun — mud Schlamm

- 1 Complete the mind map below. First, find different film genres for level one, then write down the names of movies and TV series that belong to the genres you chose. Present your ideas and make a large mind map, e.g. on a flipchart or the blackboard.



- 2  Write down some facts about the last movie you watched (title, genre, plot, actors, etc.) and tell your partner about it.

- 3 What do you like and dislike about going to the cinema? Collect pros and cons, then discuss your ideas.

Pros 

Cons 



The American abolitionist Harriet Tubman (on the left, holding a bowl) with a group of slaves she helped escape.

| PHOTO: Getty Images

The Events Leading to the Civil War and the End of Slavery in the US

“Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Thirteenth Amendment to the United States Constitution

BY ROBERT KOCH

1 The Thirteenth Amendment ended slavery in 1865 and changed the lives of Blacks all over the US. Slavery had been part of the US since its beginning in 1776. In the more industrialized northern states, slavery wasn't very widespread and was abolished by 1804. Because slavery had ended in the North, slaves wanted to go there. Former slaves created the Underground Railroad to help slaves to escape from the South. The Underground Railroad wasn't a real railroad with trains and tracks. It was a network of people and safe houses providing a safe route. The many slaves who couldn't escape were still trapped south of the Mason-Dixon Line. They continued to be an important part of the labor-intensive agricultural economy there.

2 The difference between the economies of the industrial North and rural South led to tensions between the free

states and the slave states. The attitudes of Northerners and Southerners were also different. The North had many immigrants from Europe, mostly from countries where slavery had not existed or had been abolished. The South saw slavery and the ownership of Blacks as part of the natural order. As the US expanded its territory in the nineteenth century, the differences between North and South, urban and rural people, federal and state governments became more obvious.

3 At that time, the number of senators in the Senate was perfectly balanced between free states and slave states. This made the question of slavery in new territories in the West very difficult. A temporary solution was found and given in the Compromise of 1850. The compromise made California a free state and allowed the other territories to decide whether they wanted to allow slavery or not.

4 Another part of the compromise was the Fugitive Slave

0 CIVIL WAR (sɪvəl 'wɔː) Amerikani-scher Bürgerkrieg — **slavery** (sleɪvəri) Sklaverei — **involuntary** (ɪn'vɒləntəri) unfreiwillig — **servitude** (sɜːvɪtjuːd) Knechtschaft — **punishment** ('pʌnɪʃmənt) Strafe — **whereof** für das — **party** Partei (betreffende Person) — **duly** rechtmäßig — **to convict** verurteilen — **to be subject to s.th.** etw. unterliegen — **jurisdiction** (dʒʊərɪs'dɪkʃən) Gerichtsbarkeit — **amendment** (ə'mendmənt) Zusatzartikel — **constitution** (kɒnstɪ'tjuːʃən) Verfassung

1 widespread ('waɪdspred) verbreitet — **to abolish** (ə'bɒlɪʃ) abschaffen — **railroad** Eisenbahnnetz — **tracks** Gleise — **to be trapped** gefangen sein — **labor-intensive** (leɪbə ɪn'tensɪv) arbeitsintensiv — **agricultural economy** (ægrɪ'kʌltʃərəl; ɪkɒnəmi) Agrarwirtschaft

2 rural ('rʊərəl) ländlich — **tensions** (tenʃən) Spannungen — **ownership** Besitz — **the natural order** die natürliche Ordnung der Dinge — **territory** ('terɪtəri) (Staats)Gebiet — **federal government** Bun-

desregierung — **state government** Regierung eines US-Bundesstaats

3-4 perfectly balanced ('bælənst) genau ausgeglichen — **Compromise of 1850** ('kɒmprəmaɪz) Kompromiss von 1850 — **fugitive** ('fjuːdʒətɪv) flüchtig — **act** Gesetz — **to require s.o. to do s.th.** jdn. dazu verpflichten, etw. zu tun — **master** Herr — **to be forced to do** gezwungen sein zu tun — **enforcement** (ɪn'fɔːsmənt) Durchsetzung — **to strengthen** (streŋθən) verstärken — **law** Gesetz — **proof** Beweis



THE MASON-DIXON LINE



| MAP: *Mason-Dixon Line Map*, United States Department of the Interior, National Atlas of the United States, Public Domain. June 3, 2007.

THE MASON-DIXON LINE is the border that separates West Virginia, Maryland, Pennsylvania, and Delaware. The longest part of the Mason-Dixon line runs west to east and was seen as the unofficial boundary between the North and the South. The true boundary between the Union and Confederacy, however, was the northern border of Virginia for two reasons. First, Maryland was a slaveholding state but stayed in the Union during the Civil War. Second, West Virginia broke off from Virginia, formed a state, and joined the Union. The Mason-Dixon line is now used figuratively to define the cultural boundary between the northern and southern states.

ABRAHAM LINCOLN ...

- was born on February 12, 1809, in Kentucky.
- moved to Indiana when he was eight years old and lost his mother when he was ten.
- had a backwoods upbringing but still had a love of learning.
- was a very tall man (193 cm).
- left home in 1830 when he decided to become a lawyer and politician.
- was living in Illinois when he ran for a seat in the legislature and won in 1834.
- officially became a lawyer in Illinois in 1836.
- married Mary Todd in 1842 and had four sons with her.
- became president in 1860.
- was a Republican but had many northern Democrats as supporters.
- issued the Emancipation Proclamation on January 1, 1863, which freed the slaves in the Confederacy.
- was re-elected in 1864.
- was assassinated by John Wilkes Booth on April 14, 1865.
- is best known for being the president who freed the slaves and led the Union during the Civil War.

By Carol Richards



S.O. HAS a backwoods upbringing jd. wächst in sehr einfachen Verhältnissen auf — **Illinois** (ɪlɪˈnɔɪ) — **to run for a seat** kandidieren — **legislature** (ˈledʒɪslətʃə) Parlament — **to issue** (ɪʃuː) erlassen — **Eman-**

ipation Proclamation (ɪˌmænsɪˈpeɪʃən ˌprɒkləˈmeɪʃən) Emanzipationsproklamation — **slave** Sklave(-in) — **Confederacy** (kənˈfɛdərəsi) die Konföderierten Staaten von Amerika — **to re-elect s.o.** (riːˈlekt)

jd. wiederwählen — **to assassinate s.o.** (əˈsæsɪneɪt) jd. ermorden — **Union** Nordstaaten — **Civil War** (sɪvəl ˈwɔː) Amerikanischer Bürgerkrieg

4 Read the text “The Events Leading to the Civil War and the End of Slavery in the US.”

Complete the sentences by matching the sentence halves together.

Write the correct letters A–K on the lines provided behind the words listed under a)–j).

Be careful: There is one sentence ending that you do not need.

- | | |
|--|--|
| a) The Thirteenth Amendment to the US Constitution ... _____ | A ... European immigrants who rejected the idea of slavery. |
| b) The work of slaves was seen as necessary in the South because ... _____ | B ... but also the life of President Abraham Lincoln. |
| c) The northern states of the USA were shaped mostly by ... _____ | C ... went to court to try to be released from slavery. |
| d) The US Senate ... _____ | D ... because the South had very well-trained generals in their army. |
| e) Slave hunters often roamed the North ... _____ | E ... the economy there was mostly agricultural and labor-intensive. |
| f) When the Kansas Territory was officially opened for settlement, ... _____ | F ... as an independent nation that wanted to keep slavery legal. |
| g) Dred Scott was a slave who ... _____ | G ... a violent uprising of slaves against their masters in the South. |
| h) The Confederate States of America were formed ... _____ | H ... officially banned slavery in the entire USA in 1865. |
| i) The Civil war didn't end as quickly as you might imagine ... _____ | I ... a popular vote was held to decide if slavery would be legal there. |
| j) The year 1865 marks the end of not only the Civil War ... _____ | J ... had an equal number of representatives from the North and the South. |
| | K ... and captured free Blacks to sell as slaves in the South. |

5 What do you learn in the text about the following dates, persons, key words, and phrases? Take short notes while skimming through the text.

- a) The year 1804
-

- b) Underground Railroad
-



Frederick Douglass, an Exceptional American and his Extraordinary Life

BY CAROL RICHARDS

1 FREDERICK DOUGLASS is one of the most important Americans of the nineteenth century. He was an abolitionist, author, public speaker, and human rights activist. He was also a former slave who wrote 1,200 pages in his three autobiographies combined. His first autobiography is the *Narrative and Life of Frederick Douglass*. It was published in 1845 and is on the Library of Congress's list of "Books that Shaped America." If you want to know what slavery was like, read Douglass's *Narrative*.

2 Douglass had an extraordinary life. He was born into slavery in Maryland in 1818. His mother was Black. He never knew his birthday or his white father. In 1825, his mother died, and he was sent to live on a different plantation. When he was eight, he was sent to work for Hugh Auld to take care of Hugh's young son.

3 At the Aulds' home, Hugh's wife Sophia taught Douglass the alphabet until Hugh stopped her. According to Douglass, Hugh told his wife, "if you teach [him] how to read, there would be no keeping him. It would forever unfit him to be a slave." Douglass learned two things when his master said these words. The first was that reading was the "pathway from slavery to freedom." The second thing he learned was that words have power. The way Hugh tried to convince Sophia had also convinced Douglass that he needed to learn to read and write whatever the cost.

4 Douglass became friends with poor white children in the neighborhood. He gave them bread, and they taught him to read. It was around this time that Douglass was twelve years old and worried about being a slave for life. He also discovered a speech by Richard Brinsley Sheridan about Catholic emancipation. The speech made Douglass think about emancipation and slavery in general. Douglass didn't want to be a slave forever.

5 Douglass tried to improve the lives of other slaves and



PHOTO: Picture Alliance

taught many to read. Eventually, Douglass ended up in the home of Thomas Auld. Thomas was Hugh's brother. Thomas whipped Douglass many times. According to Thomas, Douglass was a bad slave and needed to be broken. Thomas then sent Douglass to live with the slave-breaker Edward Covey. Covey beat Douglass many times, but Douglass fought back one day. Douglass called this fight "the turning-point in my career as a slave" (Chapter 10). After Douglass beat up Covey, he felt a greater desire for freedom. Covey also never tried to whip Douglass again.

6 Douglass tried but failed to escape in 1836. He finally succeeded in 1838. He became active in the abolitionist movement and gave many speeches. In 1845, he published his *Narrative and Life of Frederick Douglass*. Publishing his narrative was dangerous because he could have been arrested for being an escaped slave. Shortly after *Narrative* was published, he went on a speaking tour in Great Britain and Ireland. The people he met abroad raised money so that he could buy his freedom. He used the money to pay Hugh Auld and became truly free.

7 Douglass spent the rest of his life fighting for abolition and women's rights. During the Civil War, he was a recruiter for the Massachusetts 45, the first African American regiment. He also had contact with a few US presidents. In 1864, he was personally asked by President Lincoln to help slaves to escape to the North in case the Union lost the Civil War. President Rutherford Hayes appointed Douglass as a US Marshal in 1877. This was the first time the US Senate confirmed the Presidential appointment of an African American. President Benjamin Harrison appointed him as the Consul General to Haiti in 1889.

8 Very few people have led such an amazingly full and fascinating life as Douglass has. His path from slave to freedman and his life as a famous statesman, orator, and author makes him without a doubt one of the most important Americans of all time.

0-1 EXCEPTIONAL (ɪk'sɛpʃənəl) bemerkenswert — extraordinary (ɪk'strɔ:dnəri) außergewöhnlich — abolitionist (əbəlɪʃənɪst) Anhänger(in) der Bewegung zur Abschaffung der Sklaverei — public speaker Redner(in) — human rights activist Menschenrechtsaktivist(in) — slave Sklave(-in) — narrative (nærətɪv) Geschichte — to shape prägen — slavery (sleɪvəri) Sklaverei

2-3 plantation (plæn'teɪʃən) Plantage — there would be no keeping him niemand könnte ihn mehr halten — to unfit s.o. jdn. untauglich machen — master Besitzer — path(way) (fɪg) Weg — freedom ('fri:dəm)

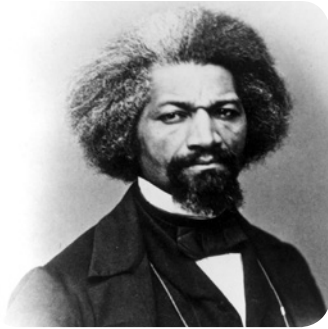
Freiheit — to convince s.o. (kən'vɪns) jdn. überzeugen — whatever the cost um jeden Preis

4-5 speech (spi:tʃ) Rede — Catholic emancipation (kæθəlɪk) Katholikenemanzipation (Bewegung im Vereinigten Königreich im 18. und 19. Jh., bei der Beschränkungen für Katholiken schrittweise aufgehoben wurden) — eventually (ɪvɛntʃuəli) schließlich — to end up landen — to whip auspeitschen — to break s.o. (fɪg) jdn. brechen — slave-breaker (hɪst) jd., der den Willen von Sklaven brechen sollte — to beat schlagen — to fight back s. wehren — turning-point Wendepunkt — desire (dɪ'zaɪə) Wunsch

6 to fail to do es nicht schaffen zu tun — to succeed (sək'sɪd) es schaffen — movement Bewegung — speaking tour Vortragsreise — to raise money Geld sammeln — truly wirklich

7-8 Union Nordstaaten — Civil War (sɪvəl 'wɔ:) Amerikanischer Bürgerkrieg — to appoint s.o. as ... jdn. zum ... ernennen — appointment Ernennung — amazingly erstaunlich — full erfüllt — freedman befreiter Sklave — orator (brətə) Redner(in) — without a doubt (daʊt) ohne jeden Zweifel





“

We must ... educate the hands and hearts
and heads of our children ...

FREDERICK DOUGLASS, THREE ADDRESSES ON
THE RELATIONS SUBSISTING BETWEEN THE WHITE AND
COLORED PEOPLE OF THE UNITED STATES, 1886.

A former slave himself, Frederick Douglass
(1818–1895) fought for abolition and human rights.
| PHOTO: Getty Images

- 1 Discuss the meaning of these words with a partner.
Talk about whether or not the quotation is still relevant today.
Take notes together. Finally, present your ideas to your classmates.

Meaning of these words

Relevance of these words today

- 2 What does it mean to “educate the hands and hearts and heads of children”?
Think of different examples, and write a short text (approximately 100 words).

