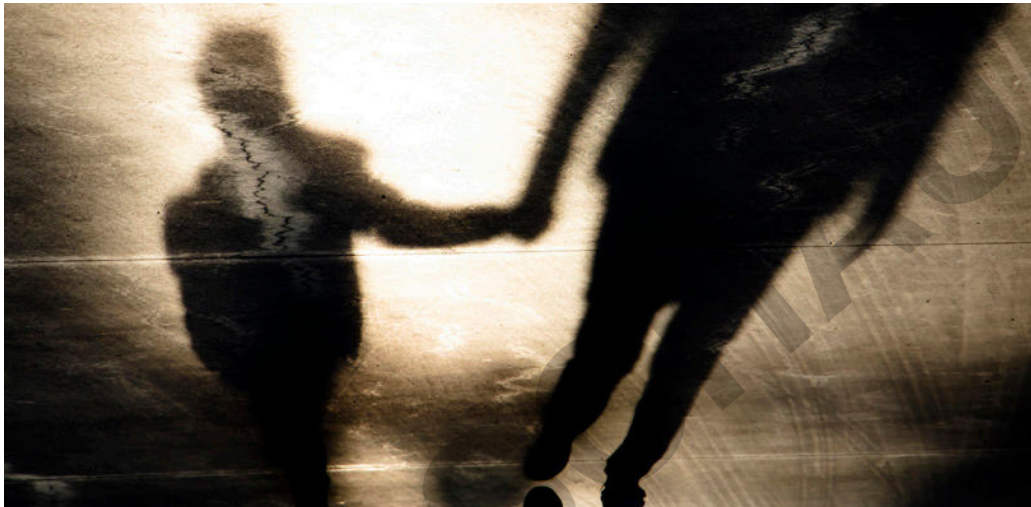


II.B.2.28

Literatur – Novels

Springsteen, my father and me: Sarfraz Manzoor's *Greetings from Bury Park* – Die Themen schülerorientiert erarbeiten (S II)

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Wie entwickelt sich ein junger Mensch im Spannungsfeld zwischen pakistanischer Tradition und westlicher Moderne? Der Frage geht Sarfraz Manzoor in seinen Memoiren „*Greetings from Bury Park*“ nach und findet dabei nicht immer eindeutige Antworten. In der Unterrichtseinheit betrachten Ihre Lernenden die Themen in Manzoor's Werk aus verschiedenen Perspektiven. Sie interpretieren den Vater-Sohn-Konflikt anhand eines Liedtextes, vertiefen ihr Wissen über Immigration und Identität anhand einer Dokumentation und fühlen sich durch kreative Schreibaufträge in die Figuren ein.

KOMPETENZPROFIL

Klassenstufe:	11/12 (G8), 12/13 (G9)
Dauer:	15–17 Unterrichtsstunden + LEK
Kompetenzen:	1. Leseverstehen: eine Ganzschrift lesen und verstehen; 2. Sprechen: mündlich argumentieren; 3. Schreiben: einen argumentativen Text verfassen, kreative Texte schreiben
Inhalt:	<i>Growing up, individual and society, (ethnic) identity, ethnic diversity, overcoming prejudices in society, Britishness and multicultural Britain</i>
Materialien:	Wortwolke, Vokabel- und Redemittellisten, Lesetagebuch, Video-link, Songtext, Tafelbild, Feedbackbogen
Zusätzlich benötigt:	Memoiren „ <i>Greetings from Bury Park</i> “ von Sarfraz Manzoor



netzwerk
lernen

zur Vollversion

Auf einen Blick

Vor der ersten Unterrichtsstunde liegt den Schülerinnen und Schüler die Lektüre „*Greetings from Bury Park*“ vor.

1./2. Stunde

Thema:	Speculating about the novel – An introduction
M 1	Getting started – Reading the beginning and the end / arbeitsteilig einen Ausschnitt des Anfangs bzw. Endes der Lektüre lesen und verstehen (EA, PA); Fragen an den Text formulieren (PA, GA)
M 2	What is the chapter about? – Reading your first chapter / Aufgaben zum Textverständnis des ersten <i>oder</i> letzten Kapitels bearbeiten (EA)
Hausaufgabe:	M 2 (EA)
Benötigt:	<ul style="list-style-type: none"> • Lektüre „<i>Greetings from Bury Park</i>“ im Klassensatz • jeweils sechs leere DIN-A4-Blätter pro Gruppe (M 1)

3./4. Stunde

Thema:	Islamist extremism and the Pakistani community in Luton – The background of the memoir
M 3	Luton's Pakistani community and Islamist extremism – A word cloud / sich zu einem stummen Impuls spontan im Einstieg und zum Abschluss der Unterrichtsstunde äußern (PL)
M 4	Gaining background knowledge – A mediation / anhand der Methode Strukturlegetechnik einen Sachtext zu einem relevanten Thema der Lektüre erschließen und von Deutsch auf Englisch mitteln (EA, PA)
M 5	Mediation – Useful vocabulary / thematisches Vokabular und Redemittel für die Mediation (EA)
Hausaufgabe:	Die Vokabeln und Redemittel von M 5 lernen (optional)
Benötigt:	<ul style="list-style-type: none"> • M 3 als Folie über ein Active Board oder als Farbkopie über den Overheadprojektor • Karteikärtchen oder Zettel (ca. 15 Karten pro Person)

M 7



Luton, actually – Watching a documentary

Sarfraz Manzoor made a documentary about his hometown Luton and his family living there.

Tasks

1. Read chapter 2, *The Ties That Bind*, of *Greetings from Bury Park* from p. 85 (“In the autumn of 2004 ...”) until the end of the chapter. Describe the kind of conflicts that play a role in the extract.
2. You are going to watch a documentary by Sarfraz Manzoor called *Luton, actually*: https://raabe.click/Luton_actually. Before watching, read the questions. Then, answer the questions while watching the documentary.

A. How does the documentary start?

B. What is Sarfraz Manzoor's motivation for filming the documentary?

C. How does Manzoor describe his father's first years in Britain?

D. Right after Manzoor talks to three elderly Pakistani men, he shows demonstrations by the National Front and race riots in the 1970s. Why?

E. What are the differences between Bury Park and Marsh Farm?

F. What were Sarfraz Manzoor's parents constantly worried about?

G. How do the people Manzoor interviews feel about Luton?

H. Luton is seen as a hotbed of terrorism. How does Manzoor comment on that?

I. How does the documentary end?

3. Talk to your partner: In how far does identity play a role in the course of the documentary?



Mohammed and Sarfraz: Father and son – Writing a monologue

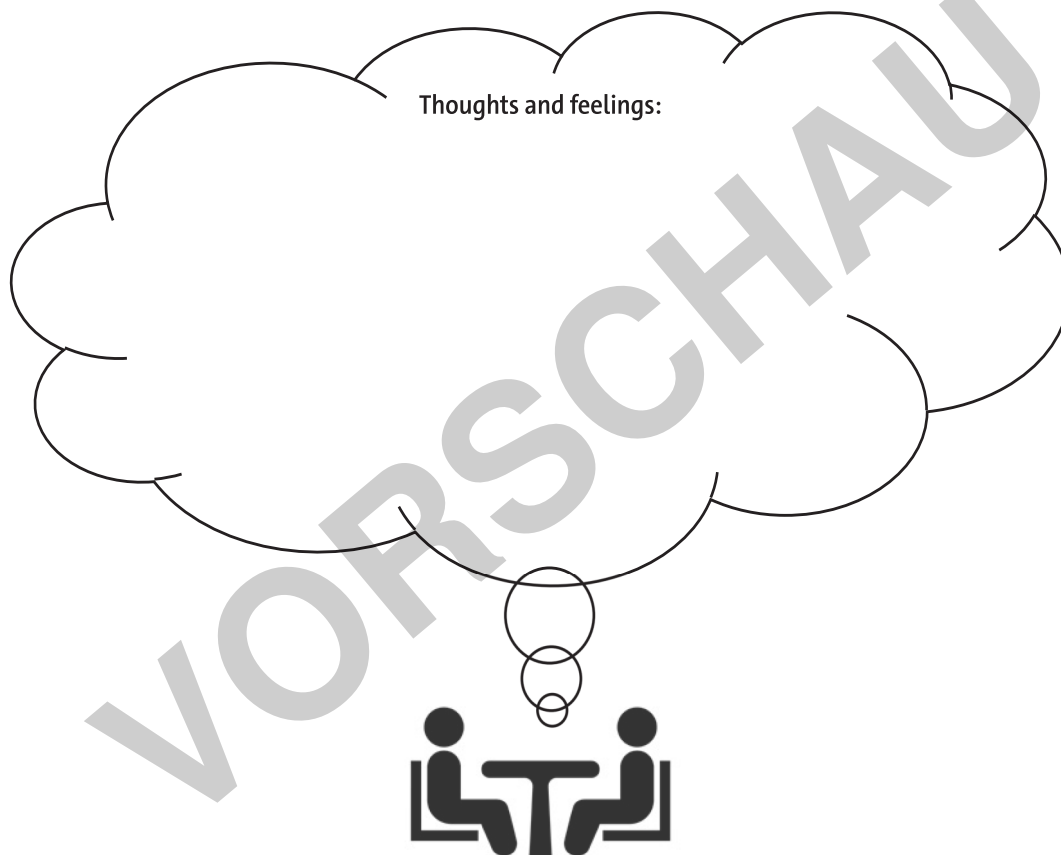
M 9



The relationship between Mohammed and Sarfraz is at the centre of Manzoor's memoir *Greetings from Bury Park*. Today you will dive deeper into their thoughts and feelings.

Tasks

1. Choose either Mohammed or Sarfraz.
2. Work with *Greetings from Bury Park*: skim the chapters you have already read and take notes about what your chosen character reveals about his feelings and thoughts about the other one.
3. Use your notes to prepare a monologue in which your character addresses the other one, talking about his thoughts, hopes, fears etc.
4. Be prepared to present your monologue in class.



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5. Discuss with a partner:
 - a) What are the main differences between Sarfraz and his father?
 - b) Why is it so difficult for each other to reach an understanding?
 - c) Do you think they love each other? Why (not)?
 - d) Are their problems typical problems between parents and children? Why (not)?
 - e) Do you know similar conflicts?
 - f) Do children have an obligation to please their parents and to follow their advice? Why (not)?
 - g) Why do many children rebel against their parents? Give reasons.



M 12



The soundtrack of your life – Discussing the role of music

Greetings from Bury Park is full of references to Bruce Springsteen and his music as the U.S.-American singer and songwriter allows Sarfraz Manzoor to identify with the message of his songs. What about you? Are there singers or songs which have had an impact on your life?

Tasks

1. Make a playlist of two to four songs which mean a lot to you and/or which have influenced you. Work with any app you normally use to listen to music to choose the songs for your playlist (*YouTube, Spotify, Deezer* etc.).
2. Prepare a short presentation of your playlist: top three, content of the songs, reasons you like them etc. You can also present a short “teaser” of your songs. Make notes in the box below.
3. Be prepared to present your playlist to a coursemate.

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- A. Compare the role Bruce Springsteen's music plays in Manzoor's life to the role your favourite music plays in yours. Where are similarities and differences? Make notes.

Role of music in Manzoor's life	Role of music in my life

- B. Discuss your results with a partner.
 C. Discuss with your partner: do people need idols to grow as a person or can people achieve personal growth by themselves?
 D. Discuss: which functions do idols have for their fans? Why do people need or want to be like their idols?