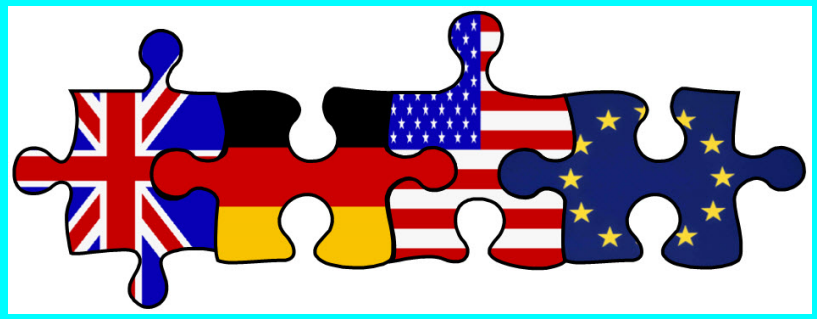


Bilingualer Geschichtsunterricht

GESCHWISTER SCHOLL SCHULE
Bensheim

Bilingualer Geschichtsunterricht Klasse 9 (2. Hbj.)

1. Warum bilingualer Geschichtsunterricht?
2. Bilingualer Geschichtsunterricht

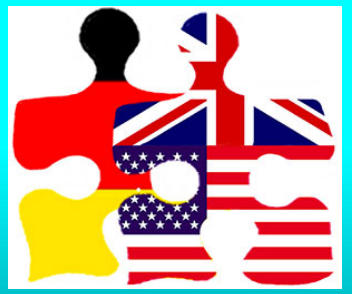
2.1. Ziele des bilingualen Unterrichts (BU)

2.2. Besonderheiten des BU

2.3. Curriculum/ Themen

2.4. Beispiele aus dem Unterricht

1. Warum bilingualer Geschichtsunterricht?



- Wilhelm von Humboldt:

  „Die **Sprache** ist der **Schlüssel zur Welt**."

1. Warum bilingualer Geschichtsunterricht?

- **Förderung der Sprachpraxis:**
  - Überwindung von Sprechhemmungen
  - souveräne Kommunikation in der Zweitsprache

→ Stärkung des Selbstvertrauens

→ Stärkung der kommunikativen Kompetenz

1. Warum bilingualer Geschichtsunterricht?

- **Interkulturelle Kompetenz:**
  - Sensibilisierung für andere Kulturen & Länder

  ⇒ Förderung von Toleranz

1. Warum bilingualer Geschichtsunterricht?

- **Kognitive Kompetenzen:**
  - Bildung von Verknüpfungen & Netzwerken
  - BU ist fachübergreifend und fächerverbindend

➡ Stärkung der Konzentrationsfähigkeit

2.1. Ziele des bilingualen Geschichtsunterrichts

- **Ziel 1:** hohe Sprachkompetenz in der Zielsprache

- Förderung der mündlichen Sprachkompetenz
- fließender Übergang zwischen D. & E.

  natürlicher Gebrauch der Fremdsprache
- Erweiterung des Wortschatzes

2.1. Ziele des bilingualen Geschichtsunterrichts

- Ziel 2: Entwicklung einer interkulturellen Kompetenz

- BU arbeitet kulturvergleichend
- Einsatz von authentischen Materialien: ⇨ zeigen kulturspezifische Perspektiven und Traditionen

2.1. Ziele des bilingualen Geschichtsunterrichts

- Ziel 3: hohe Fachkompetenz

- spezifische Denk- und Arbeitsweisen des Sachfaches Geschichte bleiben beibehalten
- trotz möglichst einsprachigen Unterricht sollen die SchülerInnen die Fachbegriffe in Ziel- und Muttersprache beherrschen

2.2. Besonderheiten des bilingualen Geschichtsunterrichts

- Fremdsprache = Arbeitssprache:
  - Sprachrichtigkeit --> untergeordnete Funktion

- Stoffreduktion:
  (Länge und Schwierigkeitsgrad)
  - kleinschrittiger Unterricht
  - Sekundärtexte stehen im Vordergrund
  - sprachliche Vorentlastungen z.B. durch Annotationen

2.2. Besonderheiten des bilingualen Geschichtsunterrichts

- Handlungs-, Produkt- und Schülerorientierung:
  - Kooperative Lernformen → Partner- und Gruppenarbeiten
  - Kreatives Arbeiten → Eigenständigkeit des Schülers
  - Schüleraktivierung → permanente Sprech- und Schreibanlässe

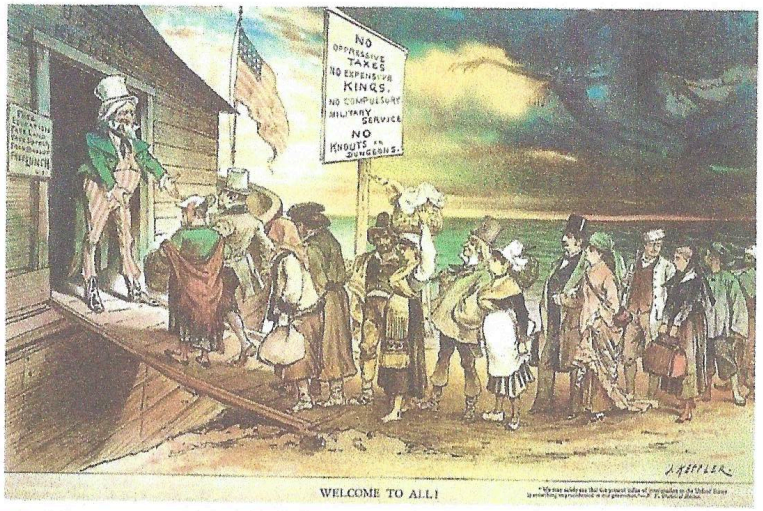
2.2. Besonderheiten des bilingualen Geschichtsunterrichts

- 3 Unterrichtsstunden pro Woche
- Zusammensetzung der Note:
  - 1/3 Lernkontrolle
  - 2/3 Mitarbeit im Unterricht (Sprache = dienende Funktion; inhaltliche Qualität!)
- Lernkontrolle:
  - Rechtschreibung und Grammatik werden korrigiert, aber nicht bewertet
  - „Denglisch“ möglich

2.3. Curriculum/Themen des BU

- Amerikanische Revolution (Bili);
- Französische Revolution (Bili);
- Deutsche Revolution;
- Industrialisierung und soziale Frage (Bili);
- Leben im Deutschen Kaiserreich;
- Das Zeitalter des Imperialismus (Bili);

2.4. Unterrichtsbeispiele: The American Revolution



„Wellcome to all", Lithografie von John Keppler, 1880

Source: Geschichte und Geschehen. Geschichte der USA Themenheft. Klett. S. 6.

America – from Colony to Imperial Power
I. Immigration to America
America – A Paradise for Immigrants?

Words to describe cartoons & pictures

1. Context

The cartoon's title is…
The cartoon was published in… by…
The caption is ironic/ humorous because…

2. Description & Techniques

The cartoon shows…
On the cartoon there is …/ there are …
In the background/ foreground
On the right/ left
In the middle/ centre there is/ are…
In the top right-hand corner…
In the bottom left-hand corner…
The size is exaggerated to suggest/ to show that…

left corner	top	right corner
left	middle	right
left corner	bottom	right corner

3. Target and message

In my opinion…/ To my mind…
The cartoonist wants to show/ criticizes/ makes fun of/ tries to convince people that…
I think the message of the cartoon is…

4. Useful words

ark	= Arche
refuge	= Zufluchtsort
compulsory	= verpflichtend
knout	= Peitsche
dungeon	= Kerker, Verlies
education	= Bildung
ballot	= Abstimmung
to persuade	= überzeugen, überreden

2.4. Unterrichts-beispiel:

The American Revolution

Phrases: Working with a partner

Remember your social aim for this lesson: ▶ BE POLITE

→ ***Getting started***
- What do you think? / Have you got any ideas?
- I think we should… / Why don't we…?
- Ok. That sounds good. / We could also…
- I have got an idea. Perhaps …

→ ***Listening to your partner***
- I'm sorry. Could you speak more slowly, please?
- Sorry, what was … again?
- Sorry, could you say that word again?
- Excuse me, I didn't hear what you just said.
- Really? Is that right?

→ ***Agreeing/ Disagreeing with your partner***
- I agree. / I think you are right. / I think so, too.
- I know what you mean. Yes, I know.
- Exactly. / I think you are right when you say that…
- Good suggestion. / … is a brilliant idea.
- Yes, but… / I don't agree because… / I don't think so.
- The problem is… / That isn't a good idea, because…
- I don't think we should… / I don't believe that…

→ ***Discussing ideas***
- What do you think of…?
- I think we should…
- In my opinion…

2.4. Unterrichtsbeispiele: The American Revolution

America – from Colony to Imperial Power
I. Immigration to America

America – A Paradise for Immigrants?

	Why did the settlers immigrate to North America?	Annotations	
1	In the second half of the 16th century more and more European adventurers landed on the coast of North America. In 1584 the first English settlement was founded and named Virginia.		
5	As a result of the political and *economic* turbulence which shook Europe in the course of the Thirty Years War and of the Civil War in England, more and more people left their mother countries hoping for a better life with a good job and personal fulfillment. Many	***economic:***	relating to trade, industry and the development of wealth
10	people had lost their land because it had been destroyed by official *troops*. Consequently, they were poor and *unemployed*.	***troops:***	soldiers
		unemployed:	people who do not have a job
	Others had been *forced* to join the army and wanted to get away. A large number of those who left Europe	***to force sb.:***	to make somebody do sth. against their own will
15	belonged to a religious minority and had been *persecuted* in their country. America offered safety, freedom of opinion and religious tolerance.	***to persecute:***	to treat someone in a bad way
	But there were also shipowners who saw their chance of becoming rich by *persuading* people to go to	***to persuade:***	to make sb. believe sth.
20	America. They used all sorts of tricks and promises to get passengers. Some emigrants went because they hoped to find gold and liked the spirit of an adventure. *Pamphlets* described America as a paradise.	***pamphlets:***	small book with a paper cover

Source: Exploring History for Bilingual Classes, Braunschweig 2007, p. 24.

HOMEWORK:

1. Read the text.
2. Make a list of the reasons why people immigrated to America (+ add the lines).

America – from Colony to Imperial Power
I. Immigration to America

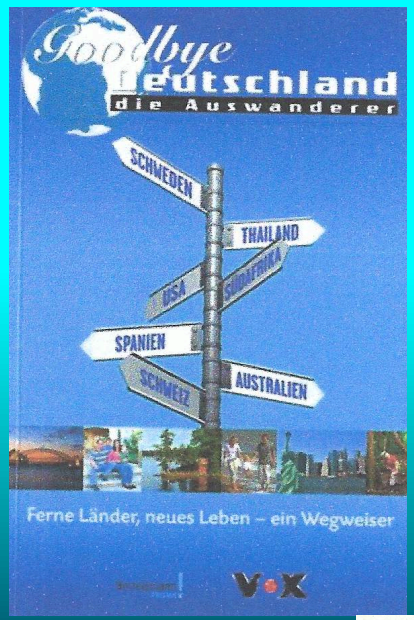
America – A Paradise for Immigrants?

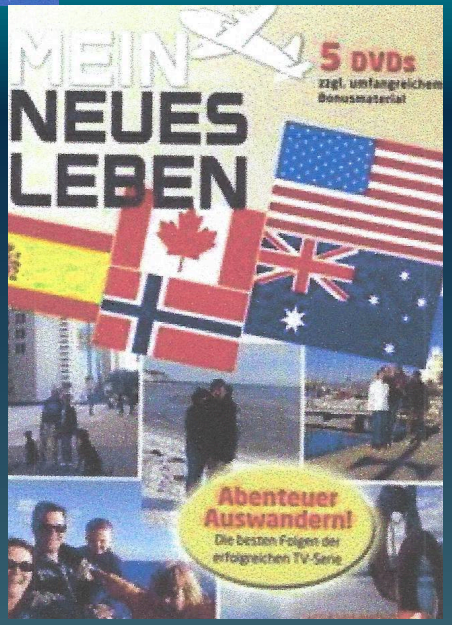
IMMIGRATION	WHO IMMIGRATED?
Immigration is the act of coming to a foreign country to live.	Europeans: the Germans, the English etc. Asians (Africans)

Motives for leaving one's country

EXPECTATIONS ▶ pull factors	REASONS ▶ push factors
Economic: - good job (9) - wealth (22), - paradise (23)	**Economic:** - poverty (10) - unemployment (12)
Political: - safety (16) - freedom of opinion (17)	**Political:** - war (6) - compulsory military service (13)
Religious: - religious tolerance (17)	**Religious:** - religious persecution (16)
Personal: - hoping for a better life (8) - personal fulfillment (9) - love of adventure (22)	**Personal:** - persuasion (19) - false promises and lies (20)

2.4. Unterrichtsbeispiele: The American Revolution





America – from colony to imperial power
I. Immigration to America

America – a paradise for immigrants?

Dear Uncle

Two months ago we arrived in Massachusetts. I would like to describe you our new life here.

I have to tell you that...

I was very excited about the journey and the new land, before we leaved home and hoped for a better life. But now I know it was a mistake to go to America! We have to work hard to pay our journey. The american dream is only for rich person and not for us! It isn't better than at home, because we are unfree and unpaid. Don't do the same mistake!

I hope to hear from you.

With love,
yours truly

@ HOMEWORK:
Creative Writing: Imagine you are a settler who immigrated to North America in 1723. Write down what his or her expectations of a new life were and what life in the colonies was like.

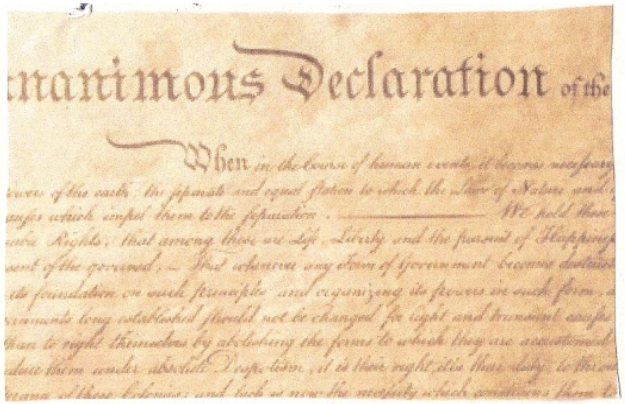
2.4. Unterrichtsbeispiele:
Ausschnitt einer Timeline als Abschluss der UE

Immigration to America:

Many people immigrates to America, because they want to get rich, become the American dream or because of personal fulfillment and their job. They wanted to have a better life. But America was only good for rich men, not for poor people.

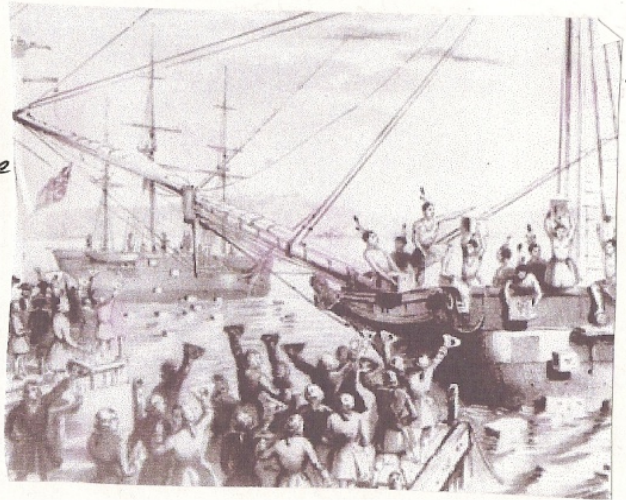
Declaration of Independence:

The Delaration of Independence says, that every human has the same rights, like freedom and the pursuit of happiness.



Important Events:

The British parlament made a lot of ~~taxes~~ sensless taxes on a lot of things, like tea, paper or glass. So the colonists revolt, because they wanted to decide on themselves for the taxes. They throw the tea into the harbor. The name of this Event is called the „Boston Tea Party"



Go West

„Go West" means the American progress, and the march of the white men to the west. But also the Indians get dispelled.

Auf Wiedersehen!

Bis bald im Bili-Unterricht ;-)