

**Studienseminar für Lehrämter an
Schulen Hamm**

Seminar für das Lehramt an Gymnasien und
Gesamtschulen

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Name: Birgit Langenscheid

Nummer und Status des Besuches: 1. UB oder 1. Unterrichtsversuch

Schule: Freiherr-vom-Stein-Gymnasium Hamm

Fach: Englisch

Klasse/Kurs: Eph, 12

Datum: 18.07.2011

Uhrzeit: 8.45

Raum: 304 oder 403

**Paper Planes –
Threat to or Enrichment of Society?**



CD-Cover: M.I.A.: Paper Planes

Schulleiter: Herr Kasselmann

Hauptseminarleiterin: Frau Egyptien

Fachseminarleiterin Geschichte: Frau Karl

Ausbildungskordinatorin: Frau Kuhlmann

Ausbildungslehrerin: Frau Gottschalk

1 Unterrichtlicher Zusammenhang

1.1 Thema der Reihe

Das Thema der Reihe: „Fitting in? - Young Migrants in American Popular Culture“ ist angelehnt an das Thema des hausinternen Curriculums für die 11.2: „Growing Up“.

1.2 Einbettung der Stunde in den unterrichtlichen Zusammenhang

Stunde	Thema / Inhalt
1 09.06.	American Born Chinese: Pre-reading activities: S(s) guess the content of the graphic novel “American Born Chinese”; S(s) analyse scenes from the novel; S(s) identify racial prejudices against protagonist Jin Wang.
2 & 3 16.06.	Graphic novel analysis I: word window analysis: S(s) acquire basic vocabulary for analysing graphic novels; S(s) learn to analyse balloons; S(s) make themselves familiar with possible strategies for analysing graphic novels. S(s) pick up the difference between retelling and text potential as part of the word window analysis; while-reading activity: S(s) reconstruct the retell-storyline and the text potential of the first chapter on Jin Wang.
4 20.06.	Graphic novel analysis II: word window analysis: Revision of last lesson; clarification of the term “text potential” with reference to Roland Barthes’ differentiation of readerly and writerly texts; word window analysis of the second chapter on Jin Wang.
5 & 6 30.06	Fitting in?: while-reading activities: S(s) guess the feelings of main character Jin Wang creating an expectation tree; S(s) make assumptions on how the story might proceed; S(s) go on reading in form of extensive reading.
7 & 8 07.07	Graphic novel analysis III: the literary eye: S(s) get introduced to the literary eye reading strategy; 1 st terms and definitions of elements of story are introduced; 2 nd S(s) make themselves familiar with the literary eye; 3 rd S(s) choose one of the three parts of “American born Chinese”; according to their choice S(s) come together in groups, read their chapters and create a literary eye transparency.
9 & 10 14.07.	1 st lesson: Graphic novel analysis IV: the literary eye: S(s) present their reading eyes to each other and discuss the connections and interrelations between the three parts of the novel with regard to the overall topic: “Fitting in? – Young Migrants in American Popular Culture”. 2 nd lesson: Song analysis: M.I.A.’s “Paper Planes”: S(s) make themselves familiar with the term “Post-9/11 Anxiety”; pre-listening & viewing activity: S(s) guess the contents of the song & video “paper planes” by M.I.A.; S(s) listen to the song “paper planes” by M.I.A.
11 18.07.	Unterrichtsbesuch: Paper Planes – Threat to or Enrichment of American Society?

2 Intentionaler Zusammenhang

2.1 Schwerpunktziel der Stunde

Die Schülerinnen und Schüler vertiefen ihr Wissen über die Probleme von jungen Migranten in Amerika, indem sie dem Songtext „Paper Planes“ der Sängerin M.I.A. Vorurteile über Zuwanderer entnehmen und mit der Lebenswirklichkeit kultureller Minoritäten vergleichen - und die zunehmende Ausländerfeindlichkeit als eine Folge des 11. Septembers bewerten. (Interkulturelle Kompetenz)

2.2 Teilziele / Kompetenzen

Die Schülerinnen und Schüler ...

- ... verstehen audiovisuelle Medien,
 - indem sie dem Video bildliche Informationen über die Lebenswirklichkeit von Migranten und ihrer Symbolisierung als „Paper Planes“ entnehmen (Sehverstehen)
 - indem sie dem Songtext und den akustischen Signalen im Video Informationen über Vorurteile gegenüber kulturellen Minoritäten entnehmen. (Lese- und Hörverstehen)
- ... erweitern ihre *Media Literacy*, indem sie die im Text und Ton ausgedrückten Vorurteile mit der im Bild dargestellten Lebenswirklichkeit von Migranten in Beziehung setzen und kritisch reflektieren. (Methodenkompetenz)
- ... erweitern ihre Verfügbarkeit sprachlicher Mittel, indem sie durch Lesen authentischer Texte der amerikanischen Hip-Hop-Kultur (Song- und Hypertexte) ihren Wortschatz mit Begriffen und Redewendungen aus der Umgangs- und Jugendsprache erweitern. (Sprachliche Kompetenz)

4 Geplanter Unterrichtsverlauf

Hausaufgabe

Read the above lyrics „Paper Planes“ by M.I.A. Underline and check unknown words. You may find some helpful vocabulary in the above box.

Unterrichtsschritte	Operationen / Sachaspekt	AF / M	Didaktisch-methodische Begründung
Aufbau der Lernsituation durch - Impuls 1 - Impuls 2 - Leitfrage	Begrüßung Kurs & Gäste L legt Folie mit Anschlag auf das World Trade Center und dem Begriff „Post-9/11 Anxiety“ auf Falls Impuls erfolglos: <ul style="list-style-type: none"> • What does “Post-9/11 Anxiety” mean? Stiller Impuls: Riesen-Papierflugzeug an der Tafel; Bilder aus dem Video „Paper Plane“ von M.I.A. sind darum herum gruppiert Falls Impuls erfolglos: <ul style="list-style-type: none"> • In which respects do immigrants contribute to American Society? Ggf. legt L Ergebnisfolie der letzten Stunde auf den Projektor: Zuwanderer werden sowohl als Gefahr als auch als Bereicherung der amerikanischen Gesellschaft betrachtet	UG; Folie: Anschlag auf WTC & „Post-9/11 Anxiety“ UG; Papierflugzeug, Bilder aus dem Video „Paper Planes“ Folien mit Hypothesen über den Songinhalt aus der letzten Stunde UG; Tafel	Motivation, Anknüpfung an vorangegangene Stunde Motivation, Anknüpfung an vorangegangene Stunde Problem-Orientierung
Reflexion - Planungsphase	L Frage: How can we deal with the song in order to answer the guiding question? • SuS stellen Hypothesen auf und / oder machen Vorschläge zur Vorgehensweise > Videoanalyse	UG	Wissenschaftspropäd. Arbeiten, Schärfung der Leitfrage

	L erläutert den weiteren Verlauf der Stunde > Videoanalyse, kooperative Textarbeit, Plakaterstellung & -präsentation		
Erarbeitung durch - Videoanalyse - Plakaterstellung	L nimmt Gruppeneinteilung durch Austeilung von farbigem Arbeitsmaterial vor; L erläutert die Arbeitsaufträge SuS analysieren das Video entsprechend ihrer Gruppenarbeitsaufträge L verteilt Plakate, Papier & Stifte Die SuS lesen ihr Arbeitsmaterial und ihre Arbeitsaufträge, diskutieren ihre Arbeitsergebnisse aus der Videoanalyse und führen sie durch Plakaterstellung zusammen; Gruppe 2 & 3 arbeiten zusammen.	Worksheets „Paper Planes – Threat to or Enrichment of American Society?“ EA EA/GA; Plakate, Papier, Stifte	Sozialformwechsel, selbständige Videoanalyse Sozialformwechsel, Präsentationstechnik
Sicherung und Austausch der Arbeitsergebnisse durch - Schülerpräsentation - Beobachtung	L erläutert weiteres Procedere: Schülerpräsentation & Beobachtungsbögen (Inhalt) SuS präsentieren ihre Plakate Die SuS der anderen Gruppen notieren die Arbeitsergebnisse der anderen Gruppen in einem Beobachtungsbogen.	LV UG Plakate & Tesa Krepp EA Beobachtungsbögen	Sicherung, Präsentationstechnik Sicherung, Sozialformwechsel
Rückbezug zur Leitfrage - Plenumsdiskussion	L erteilt Arbeitsauftrag: Plenumsdiskussion - What do you think: Are immigrants a threat to or an enrichment of American Society? SuS diskutieren die Leitfrage	LV UG	Anknüpfung an Hausaufgabe / vorangegangene Stunden Sachurteil
Hausaufgabe und Abschied	L erläutert Hausaufgabe & verabschiedet Kurs & Gäste	LV	

SuS: Schülerinnen und Schüler L: Lehrerin K: Klasse EA: Einzelarbeit UG: Unterrichtsgespräch
PA: Partnerarbeit GA: Gruppenarbeit LV: Lehrervortrag

Hausaufgabe

Create a paper plane. Write on it whether you want M.I.A. to become American citizen or not. Give reasons. Think of a place where you want to let fly your paper plane. But before doing so bring your paper plane to class next lesson.

5. Geplantes Tafelbild

	<p>Paper Planes: Threat to or Enrichment of American Society?</p> <table border="1"><tr><td>Plakat 1</td><td>Plakat 2</td><td>Plakat 3</td></tr></table>	Plakat 1	Plakat 2	Plakat 3	
Plakat 1	Plakat 2	Plakat 3			

6 Literatur

Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen (Hrsg.): Richtlinien und Lehrpläne für die Sekundarstufe II – Gymnasium/Gesamtschule in Nordrhein-Westfalen. Englisch. Frechen 1999.

Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen (Hrsg.): Sekundarstufe I. Gymnasium. Englisch. Kernlehrplan. Frechen 2007.

7 Materialien

7.1 Impulse / Folien



Post-9/11 Anxiety

Viewing tasks

Group 1: Focus on paper planes: in which context do paper planes appear in the video? Link the paper planes to the images! Pay special attention to the beginning and the end of the video! Take notes!

Group 2: Pay attention to Mia's actions: what does she do? Take notes!

Group 3: Pay attention to locations: which places can you see in the video? Take notes!

Group 4: Put your focus on sounds: which sounds (apart from music and voice) can you detect in the video? To which images are these noises connected? Take notes!

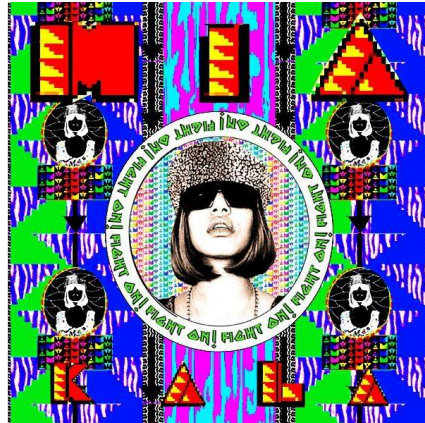
7. 2 Worksheets: Paper Planes: Threat to or Enrichment of American Society?

7. 2. 1. Worksheet Group 1

Englisch Einführungsphase (Frau Gottschalk)

18.07.2011

Worksheet: Paper Planes – Threat to or Enrichment of American Society? (Group 1)



Albumcover M.I.A.: Kala (2007)

1. Viewing Task (Video)

Focus on paper planes! In which context do paper planes appear in the video? Link the paper planes to the images! Pay special attention to the beginning and the end of the video! Take notes!

2. Tasks Group Work

At first each student should deal with one task only! Then exchange information with your group members and create a poster.

2. 1. What is the meaning of “paper plane”?

When interviewed M.I.A. said the song was partly inspired by her long wait for a US visa application[1], sometimes fancifully[2] called a "paper plane".

(http://en.wikipedia.org/wiki/Paper_Planes)

“[...] A visa grants you access to a country and presumably[3] we would be flying to this country so it is like a piece of paper that lets you go somewhere else. A paper plane. [...]”

(<http://uk.answers.yahoo.com/question/index?qid=20090204085129AAwDeIE>)

2. 2. What are prejudices against immigrants?

“I fly like paper, get high like planes

If you catch me at the border I got visas in my name

If you come around here, I make 'em all day

I get one down[4] in a second if you wait”

(http://www.songtextmania.com/paper_planes_songtext_mia.html)

2. 3. Why do Americans consider (paper) planes to be dangerous?



“I was having this stupid visa problem and I didn’t know what it was, aside from them thinking that I might to fly a plane into the Trade Center[5] — which is the only reason that they would put me through this. [...]”

(<http://www.thefader.com/2007/08/07/video-interview-mia-jimmy/>)

2. 4. Are paper planes dangerous?

- Carry out a test!
- Link your results to the video: on which occasions do paper planes appear in the video?
Can paper planes do harm to the places shown in the video?

2. 5. Create and present a poster with your results!

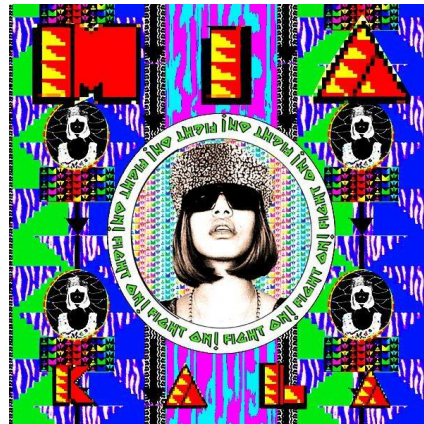
Vocabulary 1. visa application = Beantragung eines (Einreise-) Visums, hier: Genehmigung eines Visums; 2. fancifully = phantasievoll; 3. presumably = vermutlich, hier: angenommen, dass ... ; 4. to get s.th. down = etw. herstellen, machen; 5. Trade Center = World Trade Center (New York); 6. to put s.b. through s.th. = jemanden etwas zumuten [ugs.].

7. 2. 2. Worksheet Group 2

Englisch Einführungsphase (Frau Gottschalk)

18.07.2011

Worksheet: Paper Planes – Threat to or Enrichment of American Society? (Group 2)



Albumcover M.I.A.: Kala (2007)

1. Viewing Task (Video)

Pay attention to Mia's actions: what does she do? Take notes!

2. Tasks Group Work

At first each student should deal with one task only! Then exchange information with your group members and create a poster.

2. 1. What are prejudices against immigrants?

"Pirate skulls[1] and bones
Sticks and stones and weed[2] and bombs
Running when we hit 'em
Lethal[3] poison through their system"

"No one on the corner has swag[4] like us
Hit me on my burner prepaid wireless[5]
We pack and deliver like UPS[6] trucks
A radio in hell[7] just pumping that gas[8]"
(http://www.songtextemania.com/paper_planes_songtext_mia.html)

"People don't really feel like immigrants or refugees[9] contribute to culture in any way. That they're just leeches[10] that suck[11] from whatever."
(<http://www.thefader.com/2007/08/07/video-interview-mia-jimmy/>)

2. 2. What does real life of immigrants in the US look like? (Consider the results of your viewing task)

- What do immigrants do all day?
- Where do immigrants live and work?
- What does M.I.A. do?

“It’s about people driving cabs[12] all day and living in a s—ty apartment and appearing really threatening[13] to society. But not being so. Because, by the time you’ve finished working a 20-hour shift[14], you’re so tired you [just] want to get home to the family. I don’t think immigrants are that threatening to society at all. They’re just happy they’ve survived some war somewhere.” (<http://popwatch.ew.com/2008/08/26/mia-interview/>)

2. 3. Are immigrants a threat to or an enrichment of American society?

2. 4. Create and present a poster with your results!

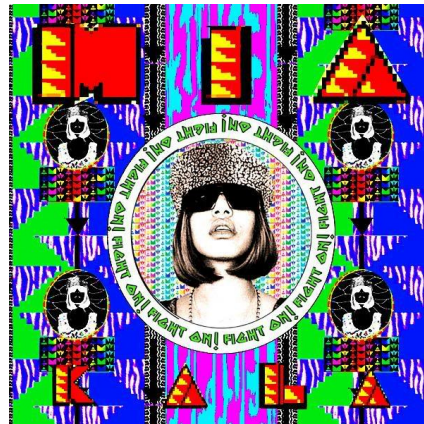
Vocabulary 1. skull = (Toten-) Schädel, 2. weed = das Gras [ugs. Für Marihuana]; 3. lethal = tödlich; 4. swag = die Beute, gestohlene Ware [ugs.]; 5. hit me on my burner prepaid wireless = ruf mich auf meinem nicht zurückverfolgbaren, im Voraus bezahlten (illegalen) Telefon an [ugs.]; 6. UPS = United Parcel Service (ein Paketlieferservice); 7. „radio in hell“ = Artikelbezeichnung für ein Radio der Firma “EDCO”; 8. to pump gas = to hurry up, to go faster [ugs.]; 9. refugee = Flüchtling; 10. leech = der Blutsauger; 11. to suck from whatever = irgendetwas absaugen (hier: irgendjemanden aussagen) [ugs.]; 12. cab = das Taxi; 13. threatening = gefährlich, furchteinflößend; 14. shift = die (Arbeits-) Schicht.

7. 2. 3. Worksheet Group 3

Englisch Einführungsphase (Frau Gottschalk)

18.07.2011

Worksheet: Paper Planes – Threat to or Enrichment of American Society? (Group 3)



Albumcover M.I.A.: Kala (2007)

1. Viewing Task (Video)

Pay attention to locations: which places can you see in the video? Take notes!

2. Tasks Group Work

At first each student should deal with one task only! Then exchange information with your group members and create a poster.

2. 1. What are prejudices against immigrants?

“Pirate skulls[1] and bones
Sticks and stones and weed[2] and bombs
Running when we hit ‘em
Lethal[3] poison through their system”

“No one on the corner has swag[4] like us
Hit me on my burner prepaid wireless[5]
We pack and deliver like UPS[6] trucks
A radio in hell[7] just pumping that gas[8]”
(http://www.songtextemania.com/paper_planes_songtext_mia.html)

“People don’t really feel like immigrants or refugees[9] contribute to culture in any way. That they’re just leeches[10] that suck[11] from whatever.”
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- What do immigrants do all day?
- Where do immigrants live and work?
- What does M.I.A. do?

“It’s about people driving cabs[12] all day and living in a s—ty apartment and appearing really threatening[13] to society. But not being so. Because, by the time you’ve finished working a 20-hour shift[14], you’re so tired you [just] want to get home to the family. I don’t think immigrants are that threatening to society at all. They’re just happy they’ve survived some war somewhere.” (<http://popwatch.ew.com/2008/08/26/mia-interview/>)

2. 3. Are immigrants a threat to or an enrichment of American society?

2. 4. Create and present a poster with your results!

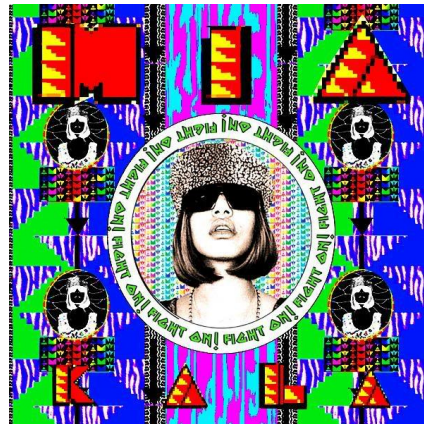
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7. 2. 4. Worksheet Group 4

Englisch Einführungsphase (Frau Gottschalk)

18.07.2011

Worksheet: Paper Planes – Threat to or Enrichment of American Society? (Group 4)



Albumcover M.I.A.: Kala (2007)

1. Viewing Task (Video)

Put your focus on sounds: which sounds (apart from music and voice) can you detect in the video? To which images are these noises connected? Take notes!

2. Tasks Group Work

At first each student should deal with one task only! Then exchange information with your group members and create a poster.

2. 1. Which sounds (apart from music and voice) are played in the song?

2. 2. What are prejudices against immigrants?

“All I wanna do is (BANG BANG BANG BANG!)
And (KKKAAA CHING!)
And take your money”

“Some some some I some I murder
Some I some I let go
Some some some I some I murder
Some I some I let go”

http://www.songtextemania.com/paper_planes_songtext_mia.html

“You can [...] apply it [the sounds] on a street level and go, oh, you’re talking about somebody robbing you and saying I’m going to take your money.
<http://popwatch.ew.com/2008/08/26/mia-interview/>”

“[The sample of the gun reloading[1] and then the cash register[2] ringing] was a joke. [...] People don’t really feel like immigrants or refugees[3] contribute to culture in any way. That they’re just leeches[4] that suck from whatever[5]. So in the song I ‘say All I wanna do is [sound of gun shooting and reloading, cash register opening] and take your money’. I did it in sound effects. It’s up to you how you want to interpret. America is so obsessed with[6] money, I’m sure they’ll get it.”

(<http://www.thefader.com/2007/08/07/video-interview-mia-jimmy/>)

2. 3. Who really does murder?

“People could say, ‘Oh my God, this song is so violent,’ but at the same time, there was a war in Iraq. I felt like certain people made so much money from selling ammunition[7] and military weapons[8] and stuff, and killed a million people, and it wasn’t even an issue that was raised[9].’ [...]”

(http://www.lankanewspapers.com/news/2008/12/36178_space.html)

“It could be a much bigger idea: someone’s selling you guns and making money. Selling weapons and the companies that manufacture[10] guns — that’s probably the biggest money maker in the world.”

(<http://popwatch.ew.com/2008/08/26/mia-interview/>)

2. 4. Who is a real threat to American society?

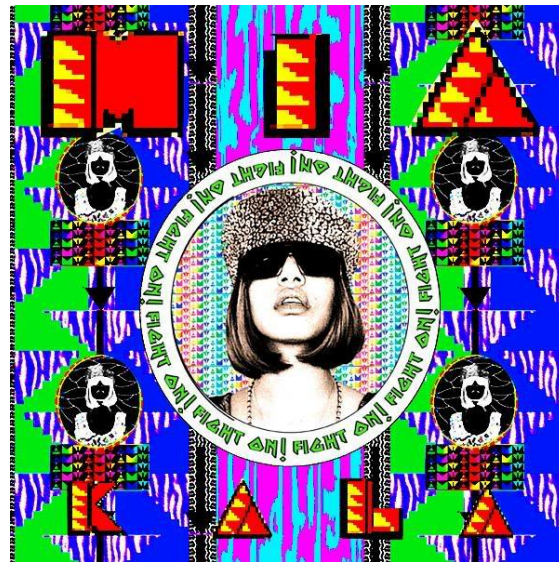
2. 5. Create and present a poster with your results!

Vocabulary 1. gun reloading = das Nachladen einer Pistole, hier: das wiederholte Schießen einer Pistole; 2. cash register = die Kasse; 3. refugee = der Flüchtling; 4. leech = der Blutsauger; 5. to suck from whatever = irgendetwas absaugen (hier: irgendjemanden aussagen) [ugs.]; 6. to be obsessed with = von etwas besessen sein; 7. ammunition = die Munition ; 8. weapon = die Waffe; 9. to raise an issue = ein Thema ansprechen; 10. to manufacture = herstellen.

7. 3. Beobachtungsbogen Plakatpräsentation

Group / Poster	Group 1	Group 2 & 3	Group 4
Poster	<p>Title</p> <p>Definition</p> <p>Prejudices</p> <ul style="list-style-type: none"> • • • <p>Test</p>	<p>Title</p> <p>Prejudices</p> <ul style="list-style-type: none"> • • • <p>Immigrants' life</p> <ul style="list-style-type: none"> • • • • • 	<p>Title</p> <p>Sounds</p> <ul style="list-style-type: none"> • • <p>Prejudices</p> <ul style="list-style-type: none"> • • • <p>Real Threat</p> <ul style="list-style-type: none"> • •

Worksheet: Migrants in American Popular Culture –
M.I.A.'s Paper Planes



Albumcover: M.I.A.: Kala (2007)

1	Paper Planes
5	I fly like paper, get high like planes If you catch me at the border I got visas in my name If you come around here, I make 'em all day I get one down[1] in a second if you wait
	I fly like paper, get high like planes If you catch me at the border I got visas in my name If you come around here, I make 'em all day I get one down in a second if you wait
10	Sometimes I feel sitting on trains Every stop I get to I'm clocking that game Everyone's a winner now we're making that fame Bonafide[2] hustler making my name
15	Sometimes I feel sitting on trains Every stop I get to I'm clocking that game[3] Everyone's a winner now we're making that fame Bonafide hustler making my name
20	All I wanna do is (BANG BANG BANG BANG!) And (KKKAAAA CHING!) And take your money
	All I wanna do is (BANG BANG BANG BANG!) And (KKKAAAA CHING!)

25	<p style="text-align: center;">And take your money All I wanna do is (BANG BANG BANG BANG!) And (KKKAAAA CHING!) And take your money</p>
30	<p style="text-align: center;">Pirate skulls and bones Sticks and stones and weed and bombs Running when we hit 'em Lethal poison through their system</p>
35	<p style="text-align: center;">Pirate skulls and bones Sticks and stones and weed[4] and bombs Running when we hit 'em Lethal poison through their system</p>
40	<p style="text-align: center;">No one on the corner has swag[5] like us Hit me on my banner prepaid wireless We pack and deliver like UPS trucks A radio in hell just pumping that gas[6]</p>
45	<p style="text-align: center;">No one on the corner has swag like us Hit me on my banner[7] prepaid wireless We pack and deliver like UPS[8] trucks A radio in hell just pumping that gas</p>
50	<p style="text-align: center;">All I wanna do is (BANG BANG BANG BANG!) And (KKKAAAA CHING!) And take your money</p>
55	<p style="text-align: center;">All I wanna do is (BANG BANG BANG BANG!) And (KKKAAAA CHING!) And take your money</p> <p style="text-align: center;">All I wanna do is (BANG BANG BANG BANG!) And (KKKAAAA CHING!) And take your money</p>
	<p style="text-align: center;">M.I.A. Third world democracy Yeah, I got more records than the K.G.B. So, uh, no funny business</p>
	<p style="text-align: center;">Some some some I some I murder Some I some I let go Some some some I some I murder Some I some I let go</p>
	<p style="text-align: center;">(http://www.songtextmania.com/paper_planes_songtext_mia.html)</p>

1. to get s.th. down = etw. herstellen, machen; 2. bonafide = gutgläubig; hustler = der Gauner, Schwindler; 3. to clock a game = ein Spiel komplett und optimal durchspielen; 4. weed = das Gras [ugs. für Marihuana]; 5. swag = die Beute; 6. to pump gas = hurry up, go faster; 7. to hit on a banner = ein Banner (im Internet) anklicken; 8. UPS = United Parcel Service (ein Paketlieferservice).

Task

Read the above lyrics „Paper Planes“ by M.I.A. Underline and check unknown words. You may find some helpful vocabulary in the above box.