

## B.VII.39

### Advanced skills – Case studies

# Rassismusbedingte Einkommensungleichheiten thematisieren – Talking about the racial wealth gap in the USA

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Das Einkommen der Menschen in den USA unterscheidet sich je nach ethnischer Zugehörigkeit teils stark voneinander. Wie ist dies historisch begründet? Und was kann man gegen diese Ungerechtigkeit tun? In dieser Unterrichtseinheit begeben sich die Lernenden auf die Suche nach Gründen für die *racial wealth gap*, sammeln Daten und überlegen sich Lösungsmöglichkeiten. Dabei werden insbesondere die Sprach-, Schreib- und Lesekompetenz geschult.

#### KOMPETENZPROFIL

Niveau: B1; 1.–3. Lernjahr

Dauer: 4–8 Unterrichtsstunden

Kompetenzen: 1. Sprechen: In Rollenspielen kompetent interagieren; 2. Schreiben: Einen Kommentar verfassen; 3. Lesen: Einen Zeitungsartikel lesen und verstehen; 4. Hör-Seh-Verstehen: Einem Video Informationen entnehmen

Thematische Bereiche: *racism, racial wealth gap, racial income gap, gender pay gap, discrimination, USA*

## Auf einen Blick

### 1./2. Stunde

|           |                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|
| Thema:    | Talking about salary and household wealth                                                                                        |
| M 1       | <b>Talking about salaries – A mind map</b> / Einflussfaktoren auf die Höhe von Gehältern erarbeiten (EA, GA)                     |
| M 2       | <b>Racial and gender wealth inequality – Analyzing the facts</b> / Aus Grafiken Informationen entnehmen und analysieren (PA, GA) |
| Benötigt: | ggf. digitale Endgeräte und Internetzugang für die Arbeit mit Mindmeister                                                        |

### 3./4. Stunde

|           |                                                                                                        |
|-----------|--------------------------------------------------------------------------------------------------------|
| Thema:    | Collecting facts about and reasons for the racial wealth gap                                           |
| M 3       | <b>Racial wealth gap – Interpreting a cartoon</b> / Einen Cartoon beschreiben und analysieren (EA, PA) |
| M 4       | <b>Explained: Racial wealth gap – Understanding a video</b> / Einem Video Informationen entnehmen (EA) |
| Benötigt: | ggf. digitale Endgeräte und Internetzugang zum Abspielen des Videos                                    |

### 5./6. Stunde

|        |                                                                                                                              |
|--------|------------------------------------------------------------------------------------------------------------------------------|
| Thema: | Collecting facts about and reasons for the racial wealth gap                                                                 |
| M 5    | <b>Wealth gaps dividing white, Black and Hispanic families – A reading comprehension</b> / Das Leseverstehen trainieren (EA) |

### 7./8. Stunde

|     |                                                                                                                                          |
|-----|------------------------------------------------------------------------------------------------------------------------------------------|
|     | Discussing the racial wealth gap                                                                                                         |
| M 6 | <b>Discussing the racial wealth gap – A talk show</b> / In einer Diskussion gemäß einer Rolle eine Meinung ausdrücken und vertreten (GA) |
| M 7 | <b>Evaluating the performance – Giving feedback</b> / Einer Person Rückmeldung zur Mitwirkung in einer Talkshow geben (EA)               |
| M 8 | <b>Can the racial wealth gap be overcome? – Writing a comment</b> / Den eigenen Standpunkt schriftlich darlegen (EA)                     |
| M 9 | <b>Evaluating the comment – Giving feedback</b> / Mit einem Kriterienraster ein Schreibprodukt bewerten (EA)                             |

## Lernerfolgskontrolle

**LEK:** The racial wealth divide and Black homeownership – A mediation / Einen englischen Text auf Deutsch zusammenfassen

**Benötigt:** ggf. zweisprachige Wörterbücher

## Minimalplan

Sie haben nur zwei Doppelstunden zur Verfügung? So können Sie die wichtigsten Inhalte bearbeiten:

3./4. Stunde: Collecting facts about and reasons for the racial wealth gap

M 3 und M 4

5./6. Stunde: Reading about the reasons for the racial wealth gap

M 5

## Zusatzmaterialien zum Download

**ZM 1\_Vocabulary list** Vokabelsammlung zur Einheit



## Erklärung zu den Symbolen

|                      |                                                                                                                          |                        |
|----------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------|
|                      | Dieses Symbol markiert differenziertes Material. Wenn nicht anders angegeben, sind die Materialien auf mittlerem Niveau. |                        |
| <br>einfaches Niveau | <br>mittleres Niveau                                                                                                     | <br>schwieriges Niveau |

## Racial wealth gap – Interpreting a cartoon

M 3

### Tasks

1. Look at the cartoon. Describe what you see.
2. Interpret the message the cartoon wants to convey. Write it down. State whether you agree with it or not.



© Cartoonstock

### Vocabulary

**comb with fine/coarse teeth:** der Kamm mit feinen/groben Zähnen – **gap:** die Lücke – **suitcase:** der Koffer – **(to) be filled with sth.:** gefüllt sein mit etw. – **headscarf:** das Kopftuch – **ethnicity:** die Ethnie

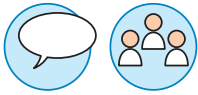
### Message of the cartoon:

#### Useful phrases:

The cartoon shows/depicts ...  
 In the foreground, ... / In the background/centre of the cartoon you can see ...  
 On the left side / On the right side there is/are ...  
 The ... look as if ...  
 The ... / men/women represent/symbolise ...  
 When you look at the cartoon, you can see ... / you cannot deny the fact that ...  
 The cartoonist wants to say/express the idea that ...  
 In my opinion, the cartoonist ...  
 I agree / do not agree with the message of the cartoon because ...



## M 6



## Discussing the racial wealth gap – A talk show

Time to see what individual people from different groups have to say.

### Tasks

1. Form groups of four students.
2. Prepare your role: Collect arguments that you can use in the talk show you will soon be part of. Use the knowledge you gained in the previous lessons.  
**TIP:** Also think about possible arguments from the other speakers and how to refute them.
3. Choose one student of your group who will act out the role in the talk show.
4. Perform the talk show.
5. As the audience, write down your observations in the feedback form.

#### You are a professor of economics at a university:

- You know all the reasons for the racial wealth gap.
- On the other hand, you think that in a place like the US everybody can make it if he/she works hard enough.
- You think that people often feel comfortable within the clichés that are established about the groups they belong to.

#### You are a civil rights activist:

- You think that now is the time to act. People of Colour have been discriminated long enough.
- You want to fight for your rights, you want to organise protests, riots if necessary.
- Also, you think that finally policy changes need to be made.

#### You are a Hispanic immigrant:

- You earn 75% of what your white coworkers make in a month. You don't understand why since you have the same qualifications, and you work just as hard.
- Your dream is to buy a house for your family, but you simply cannot afford it and that makes you very sad.
- You want your children to go to university, but you are afraid you might not be able to afford the fees.

#### You are a white person from the middle class:

- You work hard but you still cannot make ends meet – prices for food have become extremely expensive.
- You are tired of hearing that minorities need to be supported when you think that you need help and support, as well.
- On the other hand, you think that only performance and skills should define the salary.