

Titel **Yellow Line**

Tema: Ungdoms- og kulturmøder, kærlighed, racisme, identitet, menneskerettigheder
Fag: Engelsk
Målgruppe: 7.-9. klasse

Data om læremidlet:

Forfatter: Sylvia Olsen
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80 sider
Hertil findes cd med bogen indlæst (70 min)

Denne pædagogiske vejledning indeholder ideer og konkrete materialer til at arbejde med bogen både før, under og efter læsning. Aktiviteterne er blot tænkt som forslag til undervisningen.

Aktiviteterne er af forskellige sværhedsgrad og kan blandt andet bruges til at arbejde med undervisningsdifferentiering. Aktiviteterne er ikke opstillet efter en bestemt progression.

Introduktion til læreren:

Bogen har en stærk historie med et meget eviggyldigt emne om den uvidenhed, der skaber frygt og fjender samt fordomme og stereotyper. I denne pædagogiske vejledning får eleverne rig mulighed for at perspektivere til eget liv og hverdag.

Nogle af aktiviteterne kan løses selvstændigt, men de fleste er oplagte at arbejde med i par eller i grupper og afslutte på klassen.

Kort beskrivelse af bogen

Da canadiske Vince's veninde Sherry bliver gode venner med Steve, en indiansk dreng, bliver Vince først chokeret, men da han selv bliver forelsket i Raedawn, en indiansk pige, bliver barrieren mellem de to grupper i skolen langsomt brudt ned.

Faglig relevans/kompetenceområder efter 9. klasses trin

De udvalgte kompetenceområder vil blive behandlet i de udvalgte aktiviteter. Ligeledes vil de forskellige videns- og færdighedsmål blive trænet i aktiviteterne både før, under og efter læsning.

Det vil være relevant at arbejde med andre mål afhængig af, hvilke fokus der arbejdes med i forhold til bogen.

Skriftlig kommunikation

Læsning

- Eleven kan forstå hovedindhold af enkle, argumenterende tekster
- Eleven kan forstå centrale synspunkter i autentiske tekster

Kultur og samfund

Interkulturel kontakt

- Eleven kan kommunikere om egne og andres kulturmøder
- Eleven har viden om potentielle konflikt punkter i kulturmøder

Ideer til undervisningen

Before reading

Activity – Preunderstanding

In pairs or group of 3-4:

a. Describe the picture on the front page

- What do you see?
- What colors are used?
- What is the atmosphere like?

b Talk about what the title 'Yellow line' is referring to

c. The color yellow can refer to danger. In what way do you see danger concerning this book?

d. What does the boys' different skin color tell us readers?

e. Which cultures do you think the boys are from?

f. Can the yellow line also be the solution? (a compromise /meet in the middle /gain the best from two cultures?)

While reading

Activity – the first pages

- a. On class: The teacher reads the first pages of the book loud: 'Before I start' (p.5-7).
- b. While listening each student writes keywords to these questions:
 - What is the story about and what will happen?
 - What impression do you get of the place and the people who live there?
 - How has the village changed over the last 10-20 years?

In pairs:

- c. Tell each other what you have written
- d. Talk about:
 - Where you live
 - Compare the place with the village in the story
 - Are you happy living where you live?
 - Describe your 'dream location' –where you would like to live? (Near the sea, in a big city...)

Activity – Reading in a group

In groups of 4:

- a. Student 1 reads a chapter loud and the other students listen and take notes suitable for their tasks (see. b.-d.)
- b. Student 2 gives a summary of the chapter to the group
- c. Student 3 asks five question about the chapter to student 4
- d Student 4 answers the five questions

e. Take turns

For instance:

- Student 2 - reads the next chapter loud
- Student 3 - gives a summery
- Student 4 - asks questions
- Student 1 - answers questions

Activity - Translation

On your own:

- a. Select a page or two
- b. Fill in your own challenging 5 to 10 words from that page as shown below
- c. Translate the words

In pairs:

- d. Talk about your translations

Example:

Translate page 34	Danish
1.explode	Eksplodere – gå i små stykker

2.basement	Kælder
3. wound up	Bekymret - følelsesmæssigt
10.breeze	En brise – let vind

Activity –Listen and read

For this activity you need the cd 'Yellow Line' (www.mitcfu.dk)

Stop the cd player after each chapter so the students have time to do their tasks.

- Listen to the cd and follow the text in the book
- After each chapter write five keywords about that chapter of the book
- Write the main character's names down as you hear them and write some of their characteristics.
- Write in keywords what the conflict of the story is about, and how it develops

After listening to some chapters or the whole book:

In groups of four:

- Share your keywords and answers in the group and discuss how you see the conflict.
- Depending on how far you are in the book: Each group presents one to three chapters on class by using their answers to the questions above (b - d).

After reading the book

Activity - Characters

On your own write keywords/answers to the following questions and share your answers with a classmate and end this activity by summing up on class.

Describe the characters of the book.

- What do they look like, say and do?
- What are their relations?
- How does their relationship develop through the book?

Vince

Steve

Sherry

Raedawn

Nick

Justin

Charlie

Vince's parents

Etc.

Activity – Love

In pairs:

- a. Have you ever been in love?
- b. If yes did it change your way of thinking and how you feel – more happy or sad?
- c. Have you had a boyfriend or a girlfriend?
- d. If yes were there any complications? Maybe your parents did not approve of it?
- e. How would you describe Vince and Raedawn's love? Strong, difficult –why?

Activity – Hot Chair

In groups of 8 or on class:

Let two- three students each play one of the characters of the book by letting them sit in the 'Hot Chair' in front of their classmates.

- a. The other students prepare three questions for each character in the Hot Chair
- b. Let the students ask questions to the characters in the Hot Chair

Take turns:

- c. Let other students become two-three new characters
- d. Do the same procedure (a.-b.) as above.

Activity - Music

In groups of 3-4:

- a. Choose one of the songs below
- b. Find out what the theme/challenge or conflict is about
- c. Listen to the song more than once
- d. Find important words which highlights the theme, maybe a special place in the music
- e. What does this song's pointe has in common with the book 'Yellow Line'?
- f. Present it to the class

Songs to choose from:

Black or White by Michael Jackson
Ebony and Ivory by Paul McCartney
Drowning by Hootie and the Blowfish
Free Your Mind by En Vogue

Activity – Ignorance, prejudices and stereotypes

In groups of 2-4 discuss:

- a. What do the words ignorance, prejudices and stereotypes mean?
- b. Give examples to a situation when one can be ignorant or have prejudices
- c. Have you discovered that you have been ignorant in a situation?
- d. If yes, what was the situation about and what did you learn from it?
- e. Give examples to what stereotypes are? (For instance Danes are the happiest people in the world)
- f. Why do people need stereotypes? Does it make it easier to understand the world?
- g. Does it have anything to do with being afraid of what you do not understand or do not know of? Is there anything to be afraid of?
- e. What is good about stereotypes?

On class:

f. Sum up the questions and answers

Activity -Immigrants

In pairs discuss:

- a. Do you have a friend or a family member who comes from a different country?
- b. Describe what is different about them compared to you
- c. What do you think of people who immigrate to a whole new country?
- d. Describe a situation where you had to make a change (Maybe a new school/teacher/friend/ family member/sport activity etc.)
- e. What does change make you feel like? (Scared, happy etc.)
- f. What do you think of and what can you learn from people that are different from you?
- g. Are there any challenges between locals and immigrants near you?
- h. If yes, what do you think can be done to help the situation? If no, what has been done for the immigrants to integrate?

On class:

h. Sum up the questions and answers.

Activity – Perspective

In groups of 4:

a. Choose a country with a formerly similar conflict.

For instance:

- South Africa – Apartheid
- Northern Ireland/Ireland – Religion: Catholics/Protestants
- India – independence from the UK

b. Describe the conflict and the history to it.

How and why did it...:

- start?
- develop?
- change?
- end in conflict?
- Is there a solution – what is it like today?

c. Compare it to 'Yellow Line' – Similarities/differences in the conflict and how it was handled

d. Find pictures or a short video which shows aspects of the conflict

Two groups together at a time with different countries chosen:

- e. Group 1 presents their country and its formerly similar conflict to group 2
- f. Group 2 presents their country and its formerly similar conflict to group 1

Group 1 and 2 discuss as one big group:

- g. Do you see similar conflicts in your world today?
- In school?

- In your spare time – when you do sports or other activities?
- In your town?
- In your country?

Activity – Speaker's Corner

The teacher introduces what Speaker's Corner is in Hyde Park, London.

- a. Let each student prepare a speech for Speaker's Corner about 'Human Rights'.

For instance:

Racism
Equality
Justice
Child labor
Freedom

(Goggle 'Human Rights Declaration' for more inspiration)

- b. Make the class room into Speaker's corner. Place one third of the class around in class and let them say out their speech to the rest of the class. The rest of the class circulates around in the class room and listen to the speeches.
- c. Swop – so the second one third of the class say out their speech to the rest of the class
- d. Swop again –so the third one third of the class say out their speech to the rest of the class

On class:

- e. Nominate and vote for the best speech with the best arguments

Supplerende materialer

Følgende bøger, CD, DVD og TV-optagelser er forslag til supplerende materialer, som belyser samme emner. Materialerne kan både læses/høres/ses i klassesammenhænge og/eller som solo aktivitet. Disse kan alle lånes i CFU's samling.

- The Last of the Mohicans af J. F. Cooper (7. kl)
Emner: Indianere, kærlighed, racisme
- Sioux-indianerne i 100 år, TV-optagelse på engelsk, TV2 (7.-9.kl)
Emner: indianere, ritualer, traditioner
- Angela's ashes af Frank McCourt (7.-9. kl)
Emner: kulturmøder, kærlighed, immigration, Irland, USA
- High life, low life af Alan Battersby (8.-9. kl)
Emne: kulturmøde, kulturforskelle, USA
- Paranoid Park, DVD og CD, Alinea (7.-9. kl)
Emner: ungdomskultur, identitet, relationer
- Destination Canada af Conrad Kisch (7.-9. kl)

Emner: Canada, kultur, befolkning, traditioner

- Martin Luther King og Nelson Mandela, TV-optagelse, DR2

Emner: racisme, menneskerettigheder, Sydafrika, USA

- Nelson Mandela af Vicky Shipton (8.- 9.kl)

Emner: racisme, menneskerettigheder

- Bend it like Beckham af Narinder Dhami (7.-9. kl)

Emner: kulturmøder, traditioner, identitet, ungdom