

Titel: Patriot

Tema: Racisme, Patriotism, Growing up
Fag: Engelsk
Målgruppe: 8. – 10. klasse

Data om læremidlet:

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Hannah er en pige på elleve år, der bor i en landlig engelsk by, hvor racespændinger ulmer under overfladen. Hendes liv ændres for evigt, da hun møder en dreng fra en mystisk og forbudt verden.

Faglig relevans/kompetenceområder

Denne kortfilm handler om "dem og os". Fokus er på samfund og kultur, herunder kulturmøder. Begreber som patriotisme, racisme og stereotyper er oplagte at arbejde med, herunder engelske symboler som flag og nationalsange.

Der lægges i vejledningen desuden op til samtale, og hvis eleverne skal arbejde med skriftlige kompetencer, kan de skrive nye afsnit og slutninger.

Ideer til undervisningen

Før I går i gang kan det være en god ide at tale om titlen, og hvad det betyder at være patriot, så eleverne er klædt på til det som de ser.

Before watching

What is a patriot?

<https://www.dictionary.com/browse/patriot>

- a person who loves, supports, and defends his or her country and its interests with devotion.
- a person who regards himself or herself as a defender, especially of individual rights, against presumed interference by the federal government.

Do you know of any patriots?

Is it good to be a patriot? Why/why not? Or does it depend on the level of patriotism that you feel?

Could you think of any symbols that might be important for a patriot? (flag, songs, colours)

While watching

Du kan enten vise filmen i sin helhed først for derefter at tage spørgsmålene samlet, eller du kan stoppe filmen første gang den ses for at udnytte, at eleverne ikke ved, hvad der kommer til at ske, og hvor de kan få mulighed for at gætte.

Forslag til steder at stoppe kan ses nedenunder.

Gættene kan tages mundtligt, men eleverne kan også skrive svarerne ned, som der efterfølgende samles op på.

1:31

Have you heard this song before? Did you understand some of it?

Unofficial national anthem - Jerusalem - <https://www.youtube.com/watch?v=MKRHWT6xdEU> with lyrics
(se mere om Jerusalem ved After watching)

2:42

What do you think is going on here? What is the dad planning?

(se mere om flaget ved After watching)

What flag is hanging everywhere? Why?

Do you know what it is called?

3:58

Where are we and what do you think, Hannah is going to do?

5:30

What do you think is going to happen?

8:41

What do think is going to happen and why?

10:55

What do you think is going to happen?

11:20

What do you think is going through her head?

What do you think that she is going to do?

After watching

Speaking

Questions

How would you describe Hannah?

Do you like her? Why/why not?

How would you describe the boy?

What happens between the boy and Hannah? Do they, at any point, like each other? Could they ever become friends?

Does Hannah seem happy to you? Why could that be? When do you see it?

How would you describe Hannah's father and brother?

9:25 "I will tell dad about your boyfriend", why is that a problem?

10:02 Why is the boy running back to the caravans? Why is she running after him?

12:27 "You have really let me down today. Big time", says the dad. What does he mean?

Could it have another meaning to Hannah?

Why do you think that they sing the same song "Jerusalem" again at the end?

What do you think Hannah is thinking at the end? Does she think about the boy?

In what ways do you experience racism in the film?

Did you notice the poster that Hannah carried to the van at the end of the film? What do they symbolize?

How do children become racists?

Are you automatically a racist when you are a patriot?

If you had to make the film a little longer, how would it then end?

Do you think that the police will come after her?

Do you think that the boy died?

Vocabulary

Her er nogle relevante ord, som eleverne kan øve sig i at bruge i arbejdet med filmen.

Tolerance, patriotism, nationalism, prejudice, stereotypes, gypsy, racism

The Flag

Bliv klogere på Englands flag

<https://www.twinkl.dk/teaching-wiki/flag-of-england>

National Anthem

Vi hører Jerusalem i begyndelsen og i slutningen af filmen, og den er med til at skabe stemningen. Det kan være interessant at dykke ned i hymnen, men den er svær sprogligt.

Nedenunder findes et link til hymnen med tekst, så eleverne kan følge. Efterfølgende kan man tale om, hvad de forstår, og hvorfor den er så populær. Man kan også spørge om "Der er et yndigt land" vil give mening for folk, som ikke kommer fra Danmark.

Jerusalem blev skrevet af William Blake i 1804. Hubert Parry skrev musikken i 1916
“as an anthem '**to brace the spirit of the nation**' in the depths of the First World War”.

Hvad betyder hymnen?

“What did Blake mean by 'Jerusalem'? Blake uses his poem's title 'Jerusalem' as **a symbol of rejuvenation, greenery, and heaven**. He compares England before the Industrial Revolution to biblical Jerusalem, a metaphor for heaven”.

Jerusalem betyder rigtig meget for den britiske befolkning, og mange ønsker at den bliver den officielle nationalsang i stedet for “God Save the Queen”.

I 2010 brugte man for første gang hymnen, som den officielle “anthem” ved Commonwealth Games.

Questions

What is the national anthem in Britain? What is it in Denmark?

When do you use it?

In England they use Jerusalem as an unofficial anthem. Do we have one? When is this used?

Listen to Jerusalem

<https://www.youtube.com/watch?v=MKRHWT6xdEU> with lyrics

Writing

Find a point in the film and change the next scene. What will happen instead? E.g., when the brother comes in his car, or when the boy comes out of the caravan at the end? And how will the story then end?