

2022

Abitur

Original-Prüfungsaufgaben
mit Lösungen

**MEHR
ERFAHREN**

Schleswig-Holstein

Englisch

- + Themenkorridore 2019-2021
- + Basiswissen und Übungsaufgaben
- + Lernvideos zur Textaufgabe

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Aufgabe 3:	Thema: <i>Science & Technology</i> , Textsorte: literarisch Text: Ken Follett, <i>Whiteout</i> Aufgaben: <i>reading comprehension (I), text analysis (II), editorial (III)</i>	2018-16
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Abitur 2019

Mediation:	Was essen wir morgen?	2019-1
Aufgabe 1:	Thema: <i>African Americans</i> , Textsorte: literarisch Text: John Henrik Clarke, "The Boy Who Painted Christ Black" Aufgaben: <i>reading comprehension (I), text analysis (II), short story ending (III)</i>	2019-4
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Aufgabe 3:	Thema: <i>Science & Technology</i> , Textsorte: literarisch Text: Ruth L. Ozeki, <i>All Over Creation</i> Aufgaben: <i>reading comprehension (I), text analysis (II), statement at press conference (III)</i>	2019-17
Aufgabe 4:	Thema: <i>Science & Technology</i> , Textsorte: Sachtext Text: Remarks by the President at the White House Science Fair Aufgaben: <i>reading comprehension (I), text analysis (II), article (III)</i>	2019-23

Abitur 2020

Mediation:	Ich glaube nicht, dass es eine vollständigere Sammlung gibt	2020-1
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Abitur 2021 www.stark-verlag.de/mystark

Sobald die Original-Prüfungsaufgaben 2021 zur Veröffentlichung freigegeben sind, können Sie sie als PDF auf der Plattform MyStark herunterladen (Zugangscode vgl. Farbseiten vorne im Buch).

Jeweils zu Beginn des neuen Schuljahres erscheinen die neuen Ausgaben der Abitur-Prüfungsaufgaben mit Lösungen.

Sollten nach Erscheinen dieses Bandes noch wichtige Änderungen im Zentralabitur 2022 vom Bildungsministerium Schleswig-Holstein bekannt gegeben werden, finden Sie aktuelle Informationen dazu ebenfalls auf der Plattform MyStark.

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Abiturähnliche Übungsaufgaben und Lösungen der Abitur-Prüfungsaufgaben: Birte Bökel, Henning Christiansen; Mediation (2018): Robert Klimmt

Vorwort

Liebe Schülerinnen, liebe Schüler,

bald werden Sie Ihre zentrale Abiturprüfung im Fach Englisch ablegen. Wir begleiten Sie auf Ihrem Weg zu einem guten Abschluss und helfen Ihnen, sich mit den Anforderungen des zentralen Abiturs in Schleswig-Holstein vertraut zu machen.

Dieser Band bietet Ihnen verschiedene Möglichkeiten, sich gezielt auf die Abiturprüfung im Fach Englisch vorzubereiten:

- Die **Hinweise und Tipps zum Zentralabitur** lenken den Blick auf die Hauptschwierigkeiten der Abiturprüfung und helfen Ihnen, Inhalt und Form der Klausuren besser zu verstehen.
- Das **Basiswissen zu den Themenkorridoren** bündelt die wichtigsten Informationen zu den Themen „African Americans: Free at Last? Equal at Last?“ und „Science (Fiction) & Technology: Blessing or Curse?“. Zu den Pflichtlektüren finden Sie die wichtigsten Informationen im Kapitel „**Kurzinterpretationen**“.
- Mithilfe der **abiturähnlichen Übungsaufgaben** können Sie sich intensiv auf die Bearbeitung von Aufgabenstellungen zu den **aktuellen Themenkorridoren** vorbereiten. Die Übungsaufgaben 1 bis 4 enthalten neben der **Textaufgabe** jeweils eine **Sprachmittlungsaufgabe**. Die darauf folgenden beiden Übungsaufgaben sollen Ihnen Anregungen für die Vorbereitung auf die **Sprechprüfung** bieten.
- Anschließend können Sie mit den **Original-Prüfungsaufgaben 2018 bis 2021** eine realistische Prüfungssituation simulieren. Zu allen Aufgaben gibt es ausführliche **Musterlösungen und Bearbeitungshinweise**. Sie können also Ihre eigenen Ergebnisse mit den im Buch abgedruckten bzw. online veröffentlichten (Jahrgang 2021) Lösungen vergleichen bzw. sich anhand der Bearbeitungshinweise Schritt für Schritt einer Lösung der Aufgaben nähern. Bedenken Sie, dass die Schwerpunktsetzung insbesondere in den freieren Aufgabenteilen je nach Ihrer unterrichtlichen Vorbereitung unterschiedlich ausfallen kann. Außerdem handelt es sich bei den Musterlösungen um Texte, die bewusst möglichst viele denkbare Aspekte abdecken und von *native speakers* Korrektur gelesen wurden. Sie sollen also eine Optimallösung darstellen und kein Bild davon vermitteln, was in einer Prüfungssituation zwingend erwartet wird.

Schon jetzt wünschen wir Ihnen viel Erfolg bei Ihren Abiturprüfungen.

Birte Bökel, Henning Christiansen

Hinweise und Tipps zum Zentralabitur Englisch in Schleswig-Holstein

Die zentrale Abiturprüfung in Schleswig-Holstein

In Schleswig-Holstein findet die Abiturprüfung in den Kernfächern der Profiloberstufe in Form des Zentralabiturs statt. Das bedeutet, dass die Aufgaben einheitlich vom Bildungsministerium gestellt und jeweils am gleichen Tag und zur gleichen Zeit von allen Prüflingen bearbeitet werden. Dabei dürfen Sie als Prüfling zwischen zwei unterschiedlichen Aufgaben wählen, wobei ein literarischer und ein nicht literarischer Text zur Auswahl stehen, die sich je einem der beiden Themenkorridore (*African Americans* und *Science & Technology*) zuordnen lassen.

Neben der Textaufgabe müssen die Prüflinge eine Sprachmittlungsaufgabe (Mediation) bearbeiten. Hier haben Sie keine Auswahlmöglichkeit, es wird nur eine Sprachmittlungsaufgabe gestellt. Die **Sprechprüfung** bildet den dritten Teil Ihrer Prüfung. Die Abiturvorbereitung im Englischunterricht stützt sich auf den Lehrplan Englisch, der wesentliche Unterrichtsinhalte und -methoden festlegt. Für die sechs Halbjahre der Oberstufe sind folgende, in ihrer Reihenfolge schulintern festgelegte **Themen** vorgeschrieben:

- Spracherwerb
- *English in action* (z. B. Reisen, Arbeit, Lernen)
- Regionale Identitäten (z. B. Demokratie, Einwanderung)
- Individuum und Gesellschaft (z. B. Geschlechterrollen, Lebenswege)
- Globalisierung und globale Herausforderungen (z. B. Umweltthemen, Technik)
- Kunst und Literatur

Im Zentralabitur gibt es vom Bildungsministerium festgelegte **Themenkorridore**, die die Prüfungsthemen für Sie eingrenzen. Für das **Abitur 2022** gelten folgende Themenkorridore, die innerhalb der oben genannten Kursthemen bearbeitet werden müssen:

African Americans: Free at Last? Equal at Last? und *Science (Fiction) & Technology: Blessing or Curse?*

Thema I: *African Americans: Free at Last? Equal at Last?*

Die Geschichte sowie die aktuelle Situation der Afroamerikaner*innen bilden den Schwerpunkt dieses Themenkomplexes. Insbesondere amerikanische Ideale wie Einheit, Gleichheit und Brüderlichkeit werden vor dem Hintergrund der Frage behandelt, inwieweit diese im Sinne einer Gleichbehandlung verschiedener ethnischer Gruppen (noch) nicht erfüllt werden.

Hierzu gehören folgende Themenschwerpunkte:

- Historischer Überblick (u. a. Sklaverei, *Reconstruction Period*, Rassentrennung, *Civil Rights Movement*, *Black Power*)
- Aktuelle Situation der Afroamerikaner*innen

Als verbindliche Originallektüre wird Ernest J. Gaines' Roman *A Lesson Before Dying* (1993) gelesen sowie der Film *The Butler* (2013) behandelt.

Thema II: *Science (Fiction) & Technology: Blessing or Curse?*

Wissenschaftlicher Fortschritt und technologische Entwicklungen werden kritisch beleuchtet und vor allem der ethische Umgang mit den vorhandenen Möglichkeiten untersucht.

Folgende Themen stehen im Zentrum:

- Der Mensch und das Streben nach Wissen (historischer Rahmen, kulturelle Dimensionen, religiöse Anschauungen)
- Das Individuum im Spannungsfeld zwischen Wissenschaft, Politik und Wirtschaft
- Biotechnologien in Medizin, Landwirtschaft etc.
- Ethische Aspekte und gesellschaftliche sowie individuelle Ängste und Hoffnungen
- Literarische Utopien, Dystopien, Science-Fiction

Sicherlich sehen Sie, dass diese Themen nicht einem Halbjahresthema allein zuzuordnen sind, sondern in unterschiedlichsten Aspekten immer wiederkehren. Abgesehen von Ernest J. Gaines' Roman *A Lesson Before Dying* und dem Film *The Butler*, die verpflichtend im Unterricht behandelt werden müssen und zu denen Sie die wichtigsten Informationen noch einmal im Kapitel „**Kurzinterpretationen zu den Pflichtlektüren**“ nachschlagen können, gibt es keine vorgegebene, einheitliche Literaturliste, die Sie auf das Abitur vorbereitet. Deshalb sollten Sie sich, falls Sie es im Unterricht nicht schon getan haben, die gegebenen Inhalte umso genauer erarbeiten. Bei der Vertiefung und Wiederholung hilft Ihnen das Kapitel „**Basiswissen zu den Themenkorridoren**“ in diesem Band, das **Hintergrundwissen zu den Themenkorridoren** in englischer Sprache zusammenfasst.

Basiswissen zu den Themenkorridoren

African Americans: Free at last? Equal at last?

In 2008, Barack Obama became the first Black¹ President of the USA. In his inaugural address, he recognised the symbolic significance of his election, which made a man take up the highest office in the country whose father might not even have been served in a restaurant, thereby alluding to the turbulent history of African Americans. Obama owed his victory to a great extent to the support from **African Americans**, who make up **one of the largest ethnic minorities** in the United States (more than 46 million or about 14 % of the US population). Most African Americans live in the South and in the largest cities, such as New York, Chicago, Detroit and Philadelphia. Obama's election seemed to mark the end of a history of oppression and inequality. However, true equality has not been reached yet and critical voices even speak of the gap between different ethnic groups widening.

Historical overview

Slavery

In the early 17th century, the transatlantic **slave trade** between Europe, Africa and what was then British colonial land in America began. The so-called slave triangle meant that European slave traders bought enslaved Africans in exchange for goods from Europe. The captured Africans were forcibly shipped across the Atlantic Ocean to the Caribbean and the southern states of America where they were sold in exchange for raw materials like sugar, cotton or tobacco. Because of the ap-



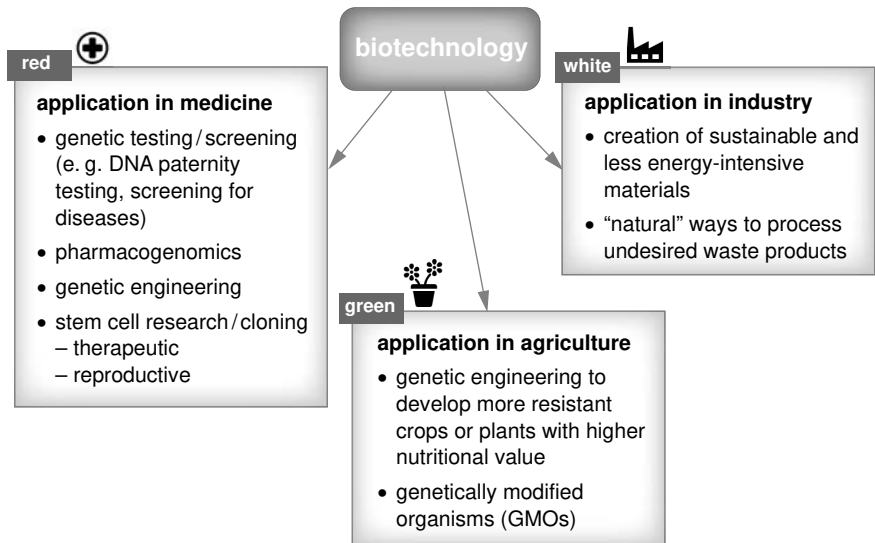
Chart of the Triangle Trade

¹ The words “Black” and “White” are written in capital letters to signal that they are not natural categories but social ones (for more background information on this topic see e.g. <https://www.theatlantic.com/ideas/archive/2020/06/time-to-capitalize-blackand-white/613159/>).

that exist today, including human beings. Christian fundamentalists campaigned heavily against this provocative concept, trying to uphold their **creationist belief** that God created the world and all forms of life over a period of seven days. In Tennessee, for example, there was even a law, the so-called Butler Act, forbidding the teaching of evolution in classrooms, which officially remained in effect until 1967. Even today, in our age of space travel, some religious groups reject or ignore the **Big Bang Theory**, the explanation of how the universe began, because it does not fit in with their belief. Such conflicts between empirical science and religion arise because people put more faith in **the literal truth of the Bible** than in scientific findings. There are other cases in which religious, but also other groups question or reject scientific research for ethical reasons, which is especially relevant in contexts like cloning or stem cell research.

Biotechnology: Scientific, political, economic and ethical aspects

One of the most advanced and promising fields of scientific research today is **biotechnology**, the branch of science that studies the use of living organisms (especially microorganisms) in medicine, agriculture and industry. It combines disciplines such as biology, especially genetics, molecular and micro-biology, engineering and computer science. To distinguish the different fields where the science of biotechnology is mainly used, a colour code system has been introduced: red (like blood) for the application of biotech in medicine, green (like plants) in agriculture and white in industry.



Wail Qasim, “Yes, Barack Obama Was the First Black President – But He Didn’t Improve the Lives of Black Americans”

With vigilantes and law enforcement killing black people across the United States, communities and campaigners on the ground stood up loudest. In support of that movement the president said little that would rock the boat and even less was done.

1 Eight years ago I was sat in a secondary school classroom the morning after the US presidential election. It was a GCSE English lesson and, in a moment of rare acknowledgement for the real world, we were given a warm-up activity to describe in one sentence what we thought about the election of America’s first black president. I wish I
5 still had the exercise book where my fifteen-year-old self expressed biting cynicism and pointed out that judgement should be reserved for what Obama would actually do. I wish I still had the evidence only because it would be useful to take in the irony that I am far less justified in the disappointment I feel now having pre-empted it in typical teenage style.

10 Today it already seems trite to point out where Obama offered so much hope and promise, yet failed to deliver so spectacularly. Before even being conscious that you’re about to make that suggestion, someone invariably reminds you that it’s all the fault of Republican efforts to block and impede him at every turn. It’s true. We need think no further than the many times Republicans held the federal government to ransom by
15 refusing to raise the debt ceiling if they weren’t bowed to.

But Obama didn’t run on the promise that it would be easy to change America. His was a campaign that emphasised how deeply rooted that nation’s problems are, accepted their difficulty and yet crucially broke the consensus that nothing could be done by saying “Yes We Can”. His 2008 run for the presidency suggested that by investing
20 hope in him, there was hope for America.

Three years before Obama’s election the disastrous impact of Hurricane Katrina had wrecked so many lives. The government’s response – betrayed by its own racial and class interests – was itself a catastrophe. This context of George Bush’s government having left black and other poor people so obviously helpless would see America
25 go on to elect its first black president. Undisputedly the promise of Obama was wrapped up in the significance of his racial background and the possibility of a US leader from one of the nation’s most hard done by communities.

For this reason race will be a measure by which we judge Obama’s time in office and on that basis opinions are likely to be mixed.

30 In some sense the president became just another black celebrity for white consumption. Either out and out racists demanded his birth certificate to question why he dared to speak in American public life at all and prove he was ineligible to be president or we heard endlessly about his charm, charisma and sense of cool. Obama’s blackness, whether hated or not, was in fashion.

35 What about his actual policies touching on race? The unemployment figure for Black Americans remains double that of their white counterparts at over 8 per cent, so

while unemployment dropped since the recession for all, nothing was done to close the gap between different racial groups. Somehow, despite its centrality to the financial collapse, Obama's administration had little in the way of housing policy. When the
40 foreclosure crisis¹ hit it was Black and Latin American communities who were hit hardest. Not only losing their homes, but the wealth tied up in them.

But perhaps most telling is that it was during the Obama-era that a nationwide movement of protest had to erupt in defence of Black lives. With vigilantes and law
45 enforcement killing black people across the United States, communities and campaigners on the ground stood up loudest. In support of that movement the president said little that would rock the boat and even less was done. Obama chose not to lead as a Black president except where he showed great confidence in admonishing his own community with calls to take self-responsibility.

I remember news footage of Jesse Jackson crying when Barack Obama was elected
50 president. It looked as though the civil rights movement that he had fought in was coming to an end with that election victory. As Obama's successor is announced it looks as though his term confirmed the need for another movement to succeed Jackson's.
(689 words)

<http://www.independent.co.uk/voices/barack-obama-donald-trump-us-presidency-black-lives-matter-hurricane-katrina-a7413416.html>, 12 November 2016.

- 1 *foreclosure crisis*: (here) referring to events from 2010 to 2012 when a large number of homeowners in the US received foreclosure (= *Zwangsvollstreckung*) notices from their banks that had either been forged, were legally invalid, or had been issued without a proper background check

Cartoon



© Eldon Pletcher/cartoonstock.com

Assignments

1. Outline the author's assessment of Obama's presidency, as stated in the text.
(25 %)
 2. Analyse the cartoon and assess its suitability as an illustration to Wail Qasim's article.
(35 %)
 3. In a letter to the editor, comment on the author's claim in lines 51 to 53 that "As Obama's successor is announced it looks as though his term confirmed the need for another movement to succeed Jackson's." Include your background knowledge on historical and current events in the US.
(40 %)
-

Additionally, the author cites the ongoing discrimination against African and Hispanic Americans in the workplace and housing as examples for Obama's failure to ameliorate the situation for minorities. According to him, this disregard for the problems of the African American population became especially obvious in the apparent need for a protest movement against the violence Black Americans had to endure at the hand of police officers. Obama did not clearly support that protest movement, which is in Wail Qasim's opinion an indication of his indecisiveness as to racial matters.

In the end, Wail Qasim predicts that the fight of the Civil Rights Movement is far from over. This seems especially true in the light of the 2016 election campaign.

(271 words)

2. *This assignment is divided into three parts which should be dealt with separately. First, you should describe the cartoon concisely. Secondly, you should explain its message, linking it to the statements made in the text. As a conclusion, you should decide in how far the cartoon and the text go together. Support your findings by quoting from the text.*

The cartoon shows a dissatisfied Barack Obama standing on a scaffolding, a pot of paint beside him, writing graffiti on a wall decorated with a stylised stars and stripes motif. On the wall, there are three statements, "Yes, we can!", "I think we can!" and "I thought we could!". Obama seems to have crossed out the first two, leaving only the last one.

The first statement refers to Obama's election campaign slogan from 2008, promising optimism and hope for change. Wail Qasim addresses these promises in his article as well when he writes that "[Obama's] 2008 run for the presidency suggested that by investing hope in him, there was hope for America" (ll. 19/20). These hopes are also reflected in the reaction of Civil Rights Movement icon Jesse Jackson to Obama's election: The movement leader cried because he was confident that what the Civil Rights activists had been fighting for had finally been achieved (cf. ll. 49–51).


The second statement on the wall already qualifies Obama's optimism about his plans, possibly reflecting his problems with the Republicans' stonewalling his policies (cf. ll. 12–15). By means of this, the cartoonist shows how the reality of governing the country diverges from the hopes and promises before an election. Although Qasim concedes that Obama did not make empty promises and admitted already before his election that "it would [not] be easy to change America" (l. 16), even his confidence and belief are shown to have suffered in the light of political realities.

The third and final version is even more disillusioned and seems to express regret about Obama's two terms of office. In contrast to "I think we can!", "I thought we could!" is not only cautious and doubtful, but an outright admission that Obama's plans failed. According to Wail Qasim, this failure is what characterises Obama's presidency: He expresses this opinion in the antithetical sentence that "Obama offered

so much hope and promise, yet failed to deliver so spectacularly” (ll. 10/11). Since the success of his presidency will mainly be measured with regards to race relations (cf. l. 28), Qasim cites examples from this area where nothing has changed or things have even become worse for ethnic minorities, like in the housing or work sectors (cf. ll. 35–41). But most of all, he criticises Obama for not speaking out clearly against inequality and hate crimes (cf. ll. 42–48), thereby not becoming the saviour the minorities longed for.

Considering all these connections, the given cartoon would be perfectly suitable as an illustration to Wail Qasim’s article because it reflects the author’s critical attitude towards Obama’s presidency. The only slight difference is that the cartoon depicts a gradual disillusionment whereas Qasim states that he already anticipated the disappointment beforehand and countered the overall initial enthusiasm with his “biting cynicism” (l. 5) and the opinion that “judgement should be reserved for what Obama would actually do” (l. 6).

(489 words)

- 
3. *The task requires you to write a letter to the editor in which you express your own opinion as to a claim the author makes. Therefore, you should first of all decide whether you agree or disagree with the statement that there is a need for a new Civil Rights Movement. To substantiate your answer, you should give evidence of current as well as historical events. However, try to stick to a 2016 perspective, as this is the year the article was published. Do not forget to structure your answer according to the conventions for a letter to the editor. That includes addressing the people you are writing to (if you do not know their names, just write “Sir or Madam”), mentioning which article you are referring to and giving your full name and the town/city where you live. Normally, a full address is not expected in a letter to the editor. However, to be on the safe side, you should ask your teacher whether he/she expects you to include one.*

Sir or Madam,

In the article “Yes, Barack Obama Was the First Black President – But He Didn’t Improve the Lives of Black Americans”, the author Wail Qasim states that after Obama’s and at the beginning of Trump’s presidency, there seems to be a need for a new Civil Rights Movement. While this assumption might seem surprising after the hopeful assertions that the election of a Black man to the highest office in the USA would mark an ending point in the Civil Rights activists’ struggles, I heartily agree with Mr Qasim.

Of course, one cannot really compare the situation nowadays to the one when Martin Luther King, Jesse Jackson and other important figures first started to fight for equal rights for African Americans. Some of the Civil Rights Movement’s primary aims, like desegregation or equal voting rights, have certainly been achieved and turned into law through the passing of the Civil Rights Act in 1964 or the Voting Rights Act in 1965. So, it can easily be understood that Obama’s nomination and election seemed like a dream come true after decades of disenfranchisement and

Abitur 2020 Schleswig-Holstein – Englisch (Kernfach)
Textaufgabe 1: African Americans: Free at Last? Equal at Last?

Langston Hughes, “One Friday Morning”

Introductory note: Supported by her art teacher, Miss Dietrich, African American high school student Nancy Lee Johnson has painted a picture showing an African American woman looking at the American flag.

1 [...] “Sit down, Nancy Lee Johnson,” said Miss O’Shay. “I have something to tell you.” Nancy Lee sat down. “But I must ask you to promise not to tell anyone yet.”
“I won’t, Miss O’Shay,” Nancy Lee said, wondering what on earth the [vice] principal had to say to her.

5 “You are about to graduate,” Miss O’Shay said. “And we shall miss you. You have been an excellent student, Nancy, and you will not be without honors on the senior list, as I am sure you know.”

At that point there was a light knock on the door. Miss O’Shay called out, “Come in,” and Miss Dietrich entered. “May I be part of this, too?” she asked, tall and smiling.

10 “Of course,” Miss O’Shay said. “I was just telling Nancy Lee what we thought of her. But I hadn’t gotten around to giving her the news. Perhaps, Miss Dietrich, you’d like to tell her yourself.”

Miss Dietrich was always direct. “Nancy Lee,” she said, “your picture has won the Artist Club scholarship.”

15 The slender brown girl’s eyes widened, her heart jumped, then her throat tightened again. She tried to smile, but instead tears came to her eyes. [...]

Nancy Lee was asked to think what she would say when the scholarship was conferred upon her a few days hence, both at the Friday morning high-school assembly hour, when the announcement would be made, and at the evening banquet of the Artist Club. Nancy Lee promised the vice principal to think calmly about what she would say.

Miss Dietrich had then asked for some facts about her parents, her background, and her life, since such material would probably be desired for the papers. Nancy Lee had told her how six years before, they had come up from the Deep South, her father having
25 been successful in achieving a transfer from one post office to another, a thing he had long sought in order to give Nancy Lee a chance to go to school in the North. Now they lived in a modest Negro neighborhood, went to see the best plays when they came to town, and had been saving to send Nancy Lee to art school, in case she were permitted to enter. But the scholarship would help a great deal, for they were not rich
30 people. [...]

Dreams began to dance through her head, plans and ambitions, beauties she would create for herself, her parents, and the Negro people – for Nancy Lee possessed a deep and reverent race pride. She could see the old woman in her picture (really her grandmother in the South) lifting her head to the bright stars on the flag in the distance. A

35 Negro in America! Often hurt, discriminated against, sometimes lynched – but always there were the stars on the blue body of the flag. [...]

Friday morning came, the morning when the world would know – her high-school world, the newspaper world, her mother and dad. [...] The bright sunlight of an April morning woke her. There was breakfast with her parents – their half-amused and puzzled faces across the table, wondering what could be this secret that made her eyes so bright. The swift walk to school; the clock in the tower almost nine; hundreds of pupils streaming into the long, rambling old building that was the city's largest high school; the sudden quiet of the homeroom after the bell rang; then the teacher opening her record book to call the roll. But just before she began, she looked across the room until
45 her eyes located Nancy Lee.

"Nancy," she said, "Miss O'Shay would like to see you in her office, please." [...]

The vice principal stood at her desk. There was no one else in the room. It was very quiet.

"Sit down, Nancy Lee," she said. Miss O'Shay did not smile. There was a long
50 pause. The seconds went by slowly. "I do not know how to tell you what I have to say," the elderly woman began, her eyes on the papers on her desk. "I am indignant and ashamed for myself and for this city." Then she lifted her eyes and looked at Nancy Lee in the neat blue dress sitting there before her. "You are not to receive the scholarship this morning."

55 Outside in the hall the electric bells announcing the first period rang, loud and interminably long. Miss O'Shay remained silent. To the brown girl there in the chair, the room grew suddenly smaller, smaller, smaller, and there was no air. She could not speak.

Miss O'Shay said, "When the committee learned that you were colored, they
60 changed their plans." [...]

(765 words)

Langston Hughes, "One Friday Morning" (1941), in: Akiba Sullivan Harper (ed.), The Short Stories of Langston Hughes, Hill & Wang, New York 1997

Assignments

1. Describe Nancy Lee Johnson and outline the events on that Friday morning.
(20 %)
2. Examine the means and strategies the author uses to make the reader empathise with Nancy Lee.
(40 %)
3. Nancy Lee went on to become a celebrated painter. For the first day of "Black History Month 2020" at your high school, you as a student representative have been asked to deliver a motivational opening speech. You decide to use Nancy Lee's case as a starting point and to refer to past achievements and current challenges in the fight for equality in the US.

Write the script for the speech using your background knowledge. (40 %)

Lösungsvorschläge

1. As this task is twofold you should begin by scanning the text for information on Nancy Lee Johnson on the one hand and for descriptions of what happens on the Friday morning in question on the other. You can begin the task by writing a short **introduction** in which you mention the title and the author of the text and summarise its most important content. Make sure that you only use the facts that the text offers. Do not interpret them, use your own words and order the information you have found logically.

The following points should come up in your solution:

– **information on Nancy Lee Johnson:**

- African American high school student in her senior year (cf. introductory note, ll. 5/6)
- good student (cf. ll. 5/6)
- especially talented in arts (scholarship, plan to study arts after school) (cf. ll. 13/14, 28/29)
- family background: move from Deep South to the North, rather modest circumstances (cf. ll. 24–30)
- proud of her origins (cf. ll. 32/33)

– **events on Friday morning:**

- Nancy Lee supposed to receive scholarship in front of the school assembly (cf. ll. 17–19, 37/38)
- breakfast and way to school (cf. ll. 39–41)
- announcement in vice principal's office that scholarship has been withdrawn due to colour of Nancy Lee's skin (cf. ll. 46–60)

Langston Hughes's short story "One Friday Morning" from 1941 deals with an example of systematic discrimination against African American people in the United States of America at that time. The main character is Nancy Lee Johnson, an African American high school student, who is raised in modest circumstances. Her family moved from the South to the northern United States six years before the story takes place. Nancy Lee is a good, ambitious senior student who is proud of her origin. After school, she would like to study arts. Because of her talent, she is selected for the Art Club scholarship for a painting that she created of an elderly African American woman looking at an American flag.

The day she is about to be honoured for winning the scholarship, she has breakfast with her parents and goes to school afterwards. Even before the attendance check, however, she is called to vice principal O'Shay's office, who apologises to Nancy Lee and informs her that the Art Club scholarship has been withdrawn. The committee has decided to do so because of the colour of Nancy Lee's skin.

(185 words)

introduction

**information on
Nancy Lee
Johnson**

**events on Friday
morning**



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