



Music module

“Bilingual classes”

3. “Freiheit - freedom”

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3)"Freiheit" - "Freedom"

1. "Freiheit" introduction through hearing

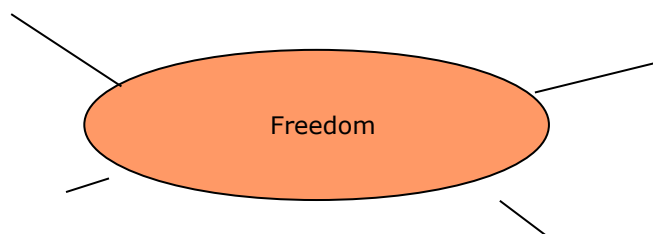
The word "Freiheit" occurs in all eight lines of the refrain, apart from the last line always as anaphora. As this title word also constitutes the theme of the song, students¹ should encounter the song for the first time in the form of understanding through hearing. The English word "freedom" also occurs in the lyrics to the song.

The video is not yet involved at this stage as there are too many other interpretations of freedom and we initially concern ourselves with the ideas of the students on this subject.

Possible teacher impulse: *"One word is sung over and over again in this song. Which word? The word is also sung or spoken in English a couple of times. Perhaps you can also hear the English word."*

2. Associogram/mind maps

Following this brief introduction (max. 4.50 min = duration of the song) the teacher draws up an associogram or a mind map on the subject of "freedom" in response to calls by the students in plenary or the students prepare these in group work. What is important above all is that they become aware of their own ideas of freedom; also desirable, however, is an exchange of opinions within the group/class as well as with the teacher.



3. Forms of freedom

To intensify the preparatory work on the subject of "freedom", the students can solve the following allocation task.

Instructions: *Please allocate the definitions to the various forms of freedom*

¹ This refers to both male and female students. The word teacher likewise refers to both male and female teachers.

1) Freedom of speech	a) All persons can leave their country and return to it.
2) Freedom of opinion	b) People can live in their country wherever they wish and go wherever they want to.
3) Freedom of the press	c) People can go/travel wherever they wish.
4) Religious freedom	d) People can say what they think.
5) Freedom of movement	e) Almost identical to freedom of opinion.
6) Freedom of travel	f) People can say, write or express in pictures whatever they like.

4. "Freiheit" in the video clip

The official music video to "Freiheit" shows pictures, associations on the subject of freedom in quick succession and without repetition, in a positive sense – moments of freedom are shown – but also in the sense of imprisonment and the struggle for freedom. To list some of the pictures. We see for example Tiananmen Square, birth, marriage, children, handicapped people on a mountain, child raising in Africa, USA, marathon, Africans, Indians have rights, demonstrators against police, military, Martin Luther King, Greece, revolution in Egypt etc. It is about freedom in the political sense but also in the personal sense.

Nevertheless, concerning oneself with all pictures shown is neither easy nor sensible. In an ideal situation, the students chose the pictures that appeal to them most, the teacher selects the corresponding activities and adapts them to the learning group. [This activity can be carried out in German or equally as well in English with the English teacher.](#)

a. What can you see? What does the video clip say about freedom?

We therefore suggest an **open activity** to start. We watch the video clip twice.

① The first time, the students have the opportunity of first of all taking in the clip. The corresponding work assignment is formulated very freely, e.g. *What can you see? What does the video clip say about freedom?*

② The second time, they should keep two or three moments of the clip in their mind and describe them based on what they have seen. They are given roughly 5 minutes in which to make notes, either in small groups or individually.

③ Finally, individual students should speak about an event for 5 minutes each in plenary or, if the students are accustomed to this, talk about one of the moments in newly formed small groups.

④ The students then classify the video extracts described by category.

- For a weaker learning group: positive, happy moments versus negative moments.
- For an average or strong learning group: by type of freedom.

b. Freedom movements in the video

At this point, various other activities can be carried out in German teaching, English teaching or even in history teaching, whose content concerns historical and/or current freedom movements, for example Martin Luther King, Indians in front of the White House, military and demonstrators in Greece. These themes can be dealt with parallel to one another (even jointly) or with a time delay in the respective subjects.

Various easier, informative texts can be used for German teaching and can be followed by exercises in understanding by reading.

Example: Martin Luther King

Here, we wish to provide an example on Martin Luther King: You will find a reading text (that can also be listened to) using the following link.

--> medienwerkstatt-online.de


The students can answer the following questions on the basis of this text and/or Internet research:

- What is the person's name?
- When was he born?
- Where?
- What did he fight against?
- What was the event that motivated him to become involved in this struggle?
- What happened on 1 December 1955?
- What were the consequences?
- What happened on 28 August 1963?
- What decision was taken in the USA following this?

c. Historic events in the video

The teacher can also prepare a worksheet on which the students date individual pictures from the video on historic or political events and allocate them to a country.

Example: *Classify the events described chronologically and associate a country with each event.*

Event	Year	Country
		USA
		China
		Tunisia
		Greece
		Egypt

5. "Freiheit": Reconstructing the refrain from a tag cloud

The refrain of the song provides one (or several) definitions of freedom and is thus at the focal point of work on the theme. Consequently, it is imperative for it to be developed completely. As with a large number of rock or pop songs, "Freedom" must not necessarily be developed as a whole if the language is still difficult for the students.

The song can be used and work carried out with the refrain only and the statement achieved nevertheless.

One of the numerous possibilities for teachers, students to develop a refrain in a playful manner is to create a tag cloud on the website <http://www.wordle.net/> and to integrate this into a worksheet.

Ours looks like this:



Order: Reconstruct the refrain!

The students hear the song. The refrain is automatically repeated frequently so that they can reconstruct it. When so doing, the word freedom must occur as frequently as it is sung.