Class Material:
Zadie Smith, "North-West London Blues", in: *Feel Free*. New York, USA: Penguin Random House, 2018. pp.3-13.

Pre-Reading:
Do further research, if necessary, in order to define
- neo-liberalism
- gentrification

Introduction to Lesson:
Visit the following places virtually:
- remnants of Willesden Library and the Willesden Green Library Center: https://t1p.de/jjsr
- walk down Brondesbury Park
- Kilburn High Road, https://t1p.de/0q8m

1. Describe the area around the remnants of Willesden Library and the Willesden Green Library Center.
   (This tool might help you: https://describingwords.io/ to find adjectives)

Tasks
2. a. Explain
- Zadie Smith's definition of "cultural vandalism"
- Zadie Smith's views on functions of libraries

2. b. Analyze how Zadie Smith depicts the beauty of urban spaces, focus on the area around the remnants Willesden Green Library Center and the 'French Market'.

2. c. Compare and contrast her depiction of Willesden and yours.

3. a. Discuss: Gentrification is "cultural vandalism".

3. b. Comment on: "[…] Willesden bookshop […] It is run by Helen. Helen is an essential local person. I would characterize her essentialness in the following way: 'Giving the people what they didn't know they wanted.' Important category. Different from the concept popularized by Mr. Murdoch: 'Giving the people what they want.'" (pp.5f.)

3. c. Comment on: "I thought a library was one of few sites where the urge to conserve and the desire to improve - twin poles of our political mind - were easily and naturally united." (p.10)

3. d. Position yourself in the classroom, according to: "very important", "important", "indifferent", "not important".
   Evaluate: Libraries are _____ to me.
   Justify the reasons for your decision, especially to those who have come to different conclusions.

Class Material:
Zadie Smith, "Fences: A Brexit Diary", in: *Feel Free*. New York, USA: Penguin Random House, 2018. pp.20-34.

Pre-Reading:
1. a. <u>Name</u> synonyms for to "fence in".
1. b. <u>Define</u>
- solipsism
- multiculturalism

2. <u>Explain</u> who
- Boris Johnson
- David Cameron
- Michael Gove
- Nigel Farage
- Jeremy Hunt
- Jeremy Corbyn
- Rupert Murdoch
- Liam Fox are.

Introduction to lesson:
<u>Name</u> reasons why people might fence in their property.

Tasks:
1. a. <u>Outline</u> reasons Smith mentions why people voted for the Leave campaign (cf. p.24, pp. 30f.).

1. b. <u>Outline</u> aspects of multicultural and cross-class aspects in London, as depicted by Smith (cf. p.27).

1. c. <u>Describe</u> the white working class, as depicted by Smith (cf. pp.28f.)

2. <u>Explain</u> the following quote from the essay: "One useful consequence of Brexit is to finally and openly reveal a deep fracture in British society that has been thirty years in the making.
- The gap between north and south,
- between the social classes,
- between Londoners and everyone else,
- between rich Londoners and poor Londoners,
- between white and brown and black
- are real and need to be confronted by all of us, not only those who voted Leave." (p.27)

3. a. <u>Discuss</u>: Referendum - pure democracy or a misleading reduction?
   cf. "A referendum magnifies the worst aspects of an already imperfect system - democracy - channelling a dazzlingly wide variety of issues through a very narrow gate. It has the appearance of intensification - Ultimate democracy! Thumbs up or thumbs down! - but in practice delivers a dangerously misleading reduction." (p.24)

3. b. <u>Comment on</u>: "In Britain, Nigels come and go, but Ruperts are there for ever. My life and the lives of my fellow Britons are at all times at least partially governed by a permanent, unelected billionaire class, who own the newspapers and much of the TV, and through which absurd figure like Farage are easily puffed up, thus swinging elections and shaping policy." (p.33)

Extra_Focus: post-Brexit racism

Pre-Reading
Describe the statistic of the rise of race-related hate crime in England and Wales: BBC. Brexit 'major influence' in racism and hate crime rise. 2019, https://t1p.de/g2oj.

Introduction to lesson:
Watch: BBC Stories. The truth about hate crime and Brexit. 2017: https://t1p.de/6nca.

Have you ever been a victim of race-related hate crime?

Tasks:
1. a. Outline the experiences of racism Smith mentions (cf. pp.33f.).

2. Examine ways to respond to racist bullying in school "Challenging Racism in Schools", https://t1p.de/arbx (p.16) and https://t1p.de/txk3, in order to

3. create a guide against racist bullying for your classroom.

    (Vocabulary: p. 21)

Further information:

contents	title	website
Anti-Racism Curriculum	The Guardian. Hundreds of schools in England sign up for anti-racist curriculum. 2021.	https://www.theguardian.com/education/2021/mar/26/schools-england-anti-racist-curriculum
	Thinking Black	https://www.thinkingblack.co.uk/
	Our Migration Story	https://www.ourmigrationstory.org.uk/
	respectme.org.uk	https://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf
Black History Month	The Guardian. Black History Month.	https://www.theguardian.com/uk/blackhistorymonth?INTCMP=SRCH
teaching resources ($)	show racism the red card	https://www.theredcard.org/resources-and-activities
(US-American) Lesson Plans: Teaching vs. racsism	NYT. First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations. 2019.	https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html
	Teaching about race and prejudice: key issues	https://www.cumbria.gov.uk/elibrary/Content/Internet/537/6381/6387/40828163710.pdf