

Titel: Ein Wort im Deutschen

Thema: Familie und Gesellschaft

Objectives:

The purpose of this unit is to focus on the impact and influences that words and language have upon people. This unit is intended for intermediate to pre-advanced learners of German who are enrolled in a third- or fourth year course on the high school level. This unit is intended to help prepare students to successfully undertake the Advanced Placement Exam in German Language and Culture, or to prepare for a college placement test in the future. The unit will help students practice their communication skills through interpersonal speaking with their classmates,

Resources:

Books and Reading Material:

Kaleidoskop, 6th edition (Kapitel 2, Kommunikation)
Peter Bichsel: Ein Tisch ist ein Tisch
Duden, Deutsches Universal Wörterbuch
Langenscheidts College German Dictionary

Video, Audio and Audio-Visual Materials

Wise Guys, Besserwisser
Wir sind Helden, Nur ein Wort
Poster, Keine Angst in Schönberg
Friedrich Küppersbusch, Radio Eins

Other materials:

Teacher-created materials
Current event readings from the Internet
Süddeutsche Zeitung: www.sueddeutsche.de
Berliner Zeitung: www.bz.de
Spiegel: www.spiegel.de
Leo Online Dictionary: www.leo.de

Essential Questions:

1. What do words in English and German mean and how do they affect us as human beings?
2. What are meanings of words in German?
3. What are the effects when the meanings of words are changed?
4. How can you communicate in the German language how a certain German word has meaning to you?

Student Outcomes:

1. Students will be able to articulate in German their likes about certain words in German.
2. Students will demonstrate comprehension of an authentic text by reading Peter Bichsel's *Ein Tisch ist ein Tisch*.
3. Students will demonstrate how to use relative clauses in German in both written and spoken form.
4. Students will demonstrate new understanding of German words introduced on a poster written by German children from the ages of 8 to 14.
5. Students will demonstrate new mastery of their German by creating a video with *Windows MovieMaker* that shows their understanding of a German word they chose to write about.

Sample Activities for the Unit:

1. Finding a partner, ask him/her what his favorite word is. Have the partner describe in German the specific reasons why he likes this word.
2. Working in a group of three, determine what your favorite words in German are. Answer why you like the words, and briefly summarize the origins of the words using your dictionaries.
3. Listen to the Wise Guys song *Besserwisser*. Work with partners on this activity. Listen to the words of the song and determine meanings of selected phrases. Pay close attention why Dän Dickopf chose to use certain words in the song that characterizes a person as a "know it all."
4. Listen to the song "*Nur ein Wort*" sung by the group Wir sind Helden. After gaining a basic understanding of the song, create another verse to the song with partners, and using cards with German words on them.

***Ein Tisch ist ein Tisch* exercise**

1. Using various signs with German words on them, place the signs on the correct objects in the classroom. After you have placed the words correctly, place the signs on objects that are obviously not correct.
2. Read the story: "*Ein Tisch ist ein Tisch*." Demonstrate understanding of the story by answering some comprehension questions about the text and speaking interpersonally with your partner.
3. Invent your own new word. What would it stand for? How would it make sense to people?

Grammar Component

We will learn how to use relative clauses in this unit. We will practice using relative clauses with exercises from our *Kaleidoskop* textbook, and also using the *Handbuch der deutschen Grammatik*.

Windows MovieMaker project (Summative Assessment)

This project focuses primarily on presentational speaking as well as presentational writing.

1. Look at the poster I have brought into class titled "Keine Angst in Schöneberg." Choose one of the words on that poster that you will use for your video project.
2. In putting together the project:
 - a. Writing – Write a first draft and a final draft of the words that you wish to communicate in your project. After you produce your first draft, give me to me and I will return it to you with comprehensive feedback.
 - b. Speaking – Your written text will be spoken by you, recorded onto an audio track using the programs *Audacity* or *GarageBand*. You may do a first reading of the narrative, get feedback from me to identify areas of improvement,
 - c. Technology component – Use *Windows MovieMaker* as a medium to bring your written narrative, spoken dialogue, and creative skills together. With the program, you will combine the audio and visual images you create or download from the Internet to illustrate your narrative in a convincing, visual way.

Note: You will need to integrate relative clauses into your narrative.

A more detailed set of guidelines will be passed out to you so that you have deadlines and also understand the rubric that will be used to evaluate your performance.

AP Exam practice:

We will spend our time learning how to master the presentational speaking and interpersonal speaking components of the AP Exam. We will take practice exams during this unit to help us better understand how to succeed on the exam on speaking. Speaking samples will be collected and evaluated using the AP rubric.