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North East School District

Come On ' a My House

Pennsylvania Governor's Institute
For World Languages
2005

Language and Language Level:

German - Level I

Block schedule - 88 minute classes-A/B day schedule

Materials needed :

8.5 x 11 blank paper

Poster board

Markers / colored pencils

Glue sticks

Calculators

Laptop Computers

Resources:

Textbook : Auf Deutsch
McDougal Little

Internet Resources:

House and apartment sources

www.exklusivhaus.at

www.immosystem.com

www.hausaustellung.at

www.merkur.immowelt.de

Furniture stores

www.ikea.de

www.shop.de

www.neckermann.de

www.quelle.de

www.shopagent.de/shopping

www.moebel.de

www.otto.de

General German sources

www.sps.k12.mo.us/khs/german

www.german.about.com

www.GermanLife.com

Conversion sites

www.metric-conversion.org

www.onada.com/convertor/classic

Standards:

Communication:

- 1.1 Students provide and exchange information and opinions
- 1.2 Students understand and interpret written and spoken language on a variety of topics
- 1.3 Students present information to an audience

Cultures:

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Connection:

- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available the foreign language and its cultures

Comparisons:

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Overview:

Housing is a basic need for survival. In Unit 3 : Wie geht es Papa of **Auf Deutsch** various rooms in the house , as well as some items of furniture

are studied. The pictures used to illustrate the vocabulary section, which are done in a cartoon style, display some things which would not be typical of American style furniture. In an effort to allow the students to have a more realistic idea of European styles in houses and furniture, in partners, they will investigate various shopping sites on the Internet and then produce an album showing a house which they have "purchased" and the furnishings for one room in the house. They will share their findings in groups of 4 , after which the groups will complete a chart listing what they believe to be similarities and differences which they found between American and German houses and furniture. Lastly they will write a letter to a "German" pen pal telling them about their house here in America.

Action Plan:

Upon completion of this activity students will be able to:

1. Identify various items of furniture and rooms in the house
2. Convert metric measurement to US measurement using a metric conversion web site
3. Convert Euros to dollars using a foreign currency web site
4. Produce an album showing a house in either Germany or Austria which they have "purchased" and one room of which they have "furnished"
5. Navigate various websites in Germany and Austria which will provide them with house and furnishing information
6. Read and discuss native speaker's information on where they live and in what sort of house
7. Utilize listening skills to discuss a video segment relating to the Koslowski's apartment
8. Complete a chart showing similarities and dissimilarities between German/Austrian and American homes and furnishings which they perceive from their research
9. Write a letter to a German pen pal about the house or apartment in which they live

Prior Knowledge:

1. Students have previously studied vocabulary dealing with rooms in the house and various items of furniture

2. The students have learned the song entitled **In Meinem Haus** from Music That Teaches German by Patti Lozana : Dolo Publications, Inc.
3. The students have worked with regular and some irregular verbs which would enable them to discuss material relating to homes and furnishings

Day I

1. Warm-up
 - A. The song **In Meinem Haus** will be used to help review rooms in the house and articles of furniture (approximately 5-8 minutes)
 - B. Once the song has been completed, then the class will move on to the information regarding the shopping project

2. Project information (approximately 35 minutes)
 - A. Students will randomly be put into pairs using playing cards cut into various shapes which must them be matched in order to find their partner.

 - B. Once the partners have been chosen, students will receive a copy of the house project. The teacher will go through the requirements for the project with the class and answer any questions which the students might have.

 - C. The students will also receive a copy of the grading rubric for the project so that they know exactly what will be required to complete their project in an exemplary manner.

 - D. The class will then proceed to the library to begin exploring the various web sites which were provided by the teacher in order to gain enough information to decide which house they would like to "buy" . (approximately 40 minutes)

 - E. Approximately 5 minutes before the end of the period, students will log off the Internet and be given a few moments to go over what they have completed during the period and see what must still be completed for the next class.

Day 2

1. Students will report directly to the library in preparation for their continued work on the house project
2. Warm-up

The teacher will spend some time talking to the students about their homes....how big they are, how many rooms, color of rooms, etc. (approximately 10 minutes)
3. Reading selection (approximately 30 minutes)
 - A. Students will turn to the Lies Mal- zum Thema section at the end of Chapter 3. They will be given approximately 4 minutes to look at the reading section and to jot down any cognate words they may find before reading takes place.
 - B. Once they have had time to look for cognates, the teacher will ask them to give a list of any words they found which would fall into that category and those words will be placed on the board.
 - C. Students will take turns reading aloud in German the Lies Mal-zum Thema section entitled "Wo wohne ich ". In this section native speakers briefly tell where they live and what sort of homes they have.
 - D. Once the oral presentation of the reading is complete, the class will discuss what the speakers had to say about their living quarters.
 - E. Following the discussion, students will then proceed to the computers to continue their work on the house project.

4. Project work (approximately 40minutes)

A. The students will be given an information sheet to help them organize the information which they must find in order to complete their house albums. (i.e. size of house, location, cost, etc.)

B. Students will be asked to take note of any similarities or dissimilarities that they might feel exist between *German/ Austrian housing and American housing* . This information will later be included in the chart which they will complete with their group of 4.

5. Closure activity (approximately 10 minutes)

Once the students have been instructed to log off the computers, the last activity of the period will be to discuss the concepts of Heim (the physical side of home) and Heimat (the psychological home) as seen by *Germans* and discuss the same two concepts as seen by *Americans*.

Day 3

1 Warm-up

1. Students will report directly to the library and not the classroom
2. Working with their project partner , the students will review vocabulary relating to household vocabulary
3. The students will have approximately 8-10 minutes to use flash cards which they produced when household vocabulary was first introduced to complete this review

2. Project work (approximately 40 minutes)

- A. After the review, students will log on to the Internet in order to complete the information they need for their house projects.
- B. Their Internet time will include the completion of the information sheet on the houses and furniture they have purchased.

3. Partner questions (approximately 35 minutes)

- A. Once the students have logged off the computers, the partners will work together to compile a list of 5 questions that they will use when they meet in the 4 person group.
- B. These questions will help them to practice sentence structure and prior household vocabulary and better understand the project of the other pair in the 4 person group.
- C. Projects will be due during the next class period

Day 4

1. Warm-up (approximately 10 minutes)

A. Students will again watch a short section of the chapter video which deals with the Koslowski's new apartment

B. Once the video section has been completed, then the class will briefly discuss what they saw in relation to rooms in the house

2. Project presentation (approximately 35 minutes)

A. Two sets of partners will randomly be put together by selection of a colored square of paper. One partner from each group will select a square of paper out of a can and match it with a like color selected by another pair. The result is the working group of 4.

B. The partners will use the questions which they wrote the class before to find out about the house and furniture of the other pair. When both pairs have completed their questions, then each pair will go through their project and describe what sort of house they purchased, how much it cost, etc. Since this is a first year class with limited target language experience, they will be instructed to use the target language as much as possible during the presentation , but it will not be expected to be completely in the target language.

C. Following the partner presentations, the projects will be collected by the teacher.

3. Comparison chart (approximately 20 minutes)

A. Once the projects have been collected, the students will be asked to get their comparison charts out

B. The teacher will draw a chart on the board and students will contribute things that they have found in their search that they consider to be either similar or dissimilar between German/Austrian homes and homes in the United States and their conclusions about housing in Europe..

4. Writing activity (approximately 25 minutes)

A. Once the house projects have been presented and collected, the students will then be asked to write a letter to a German "pen pal " telling them about their house either here in the United States or the house which they purchased.

B. Information in the letter should include how many rooms there are in the house, what those rooms are, what their own room looks like (color, big or small, furniture, etc.), etc.

C. Students will work on a rough draft of the letter in class where the teacher can provide help if they need it, but the final good copy will be due for the next class period.

Come On'A My House

I. Purpose

- To allow students to review vocabulary and structures relating to the house and furniture
- To provide an opportunity for students to research housing and furniture in Germany and Austria
- To provide an opportunity for students to make comparisons between housing and furniture in the German speaking countries and the United States

II. Procedure

1. Students will work with a partner to visit various websites in Germany and Austria in order to find examples of housing available there. Cost of said housing should be between 150 000 Euros and 350 000 Euros. Assume the cost of the house has already been taken care of and will not appear in the purchasing budget
2. The partners will select a house of choice and provide the following information:
 - a. Picture of house
 - b. Location of house
 - c. Size of house - Square meters , then convert to square feet
 - d. Number of rooms
 - e. Floor plan if available
3. Once the above information has been selected, the partners will then use information found in various websites to furnish one major room in the house (i.e. bedroom, living room, etc). Furnishings should include the following as appropriate:
 - f. Furniture appropriate for the room
 - g. Curtains
 - h. Decorations such as lamps, art for the wall, bed linens, etc.
 - i. Carpets

4. Each partner group will be given a budget of 6 000 Euros for the purchase of appropriate furnishings for the room
5. Students should print pictures of items purchased in order to include them in their final album
6. Once all items have been purchased, then costs should also be converted to US dollars. Partners are to keep a running account of their budget expenses and this is to be included in the album
7. Once the album has been completed, partner groups will meet in sets of two to share albums. Once this has been done, the group of 4 will complete a comparison sheet which covers differences and similarities which they believe exist between German/ Austrian housing and furniture and what is found in the United States. This comparison sheet will be used in a class discussion.
8. The final album will include the following items:
 - a. A cover page with visual (s)
 - b. A picture of the house chosen
 - c. A floor plan of the house if possible
 - d. Pictures of the items purchased for the major room chosen
 - e. An account of money spent for furnishing items
 - f. All money spent , including the cost of the house, converted to US dollars
 - g. Measurements converted to US system
 - h. Comparison sheet - US housing versus German/Austrian housing
9. Grading will be based on the attached rubric:

DUE DATE: _____

Come On' A My House					
Following directions	10	8	6	4	2
1. Album has a cover page with visual(s)					
2. Picture of house					
3. Pictures of furnishings					
4. Statistical info on house included					
5. Budget info included					
6. All prices converted from Euros to US dollars					
7. Measurements converted					
8. Comparison sheet completed and included					
Other items	5	4	3	2	1
1. Album in on time					
2. Album neatly done					
-----Total					

Website Information

House and apartment sources

www.exklusivhaus.at
www.immosystem.com
www.hausausstellung.at
www.merkur.immowelt.de

Furniture stores

www.ikea.de
www.shop.de
www.neckermann.de
www.quelle.de
www.shopagent.de/shopping
www.moebel.de
www.otto.de

General sources

www.sps.k12.mo.us/khs/german
www.german.about.com
www.GermanLife.com

Conversion sites

www.metric-conversion.org
www.onada.com/convertor/classic

Comparison Sheet	
Similarities	Dissimilarities

Integration / Extensions

Integration:

1. It would be possible to integrate the house project with the Independent Living class in the Family and Consumer Sciences department when they do their project dealing with furnishing an apartment. The German students could contribute information which they had found about housing in Germany or Austria , as well as information on the cost of furniture based on their budget purchases. This would provide the Independent Living students with some insight to housing and all that it entails in a country outside of the United States.
2. It would be possible to give some information to an appropriate math class on metric versus American measurement.
3. It would be possible to discuss the Euro versus the dollar with the European history students when they discuss Europe or the European Union.

Extensions:

1. Students could generate a list of words pertaining to houses and furniture for the Independent Living classes so that they could see what the equivalent words were when they did their apartment furnishing project.

2. Students could create posters which would show Metric versus American system measurements for the appropriate math classes , as well as for their own classroom.

Appendix

Im Meinem Haus

(Song)

In meinem Haus ist ein Raum mit einem Spiegel an der Wand (3X)
Welches Zimmer meine ich ? Rate mal, und sag es mir !
Ist dort auch ein Kleiderschrank ? Nein, nein, nein
Gibt es eine Badewanne ? Ja, ja, ja
Ist's das badezimmer ? Ja, ja, ja
In meinem Haus ist ein Raum mit einem Spiegel an der Wand.

In meinem Haus ist ein Raum mit einem grossen runden Tisch (3 X)
Welches Zimmer meine ich ? Rate mal und sa es mir !
Gibt es dort auch einen Nachttisch ? Nein, nein, nein
Steht ein Schrank dort mit Geschirr ? Ja, ja, ja
Ist es das esszimmer ? Ja, ja, ja
In meinem Haus ist ein Raum mit einem grossen runden Tisch.

In meinem Haus ist ein Raum mit einem Sofa weich und weiss (3X)
Welches Zimmer meine ich ? Rate mal und sag es mir !
Gibt es dort viel Spielyeug ? Nein, nein, nein
Steht dort auch ein Sessel ? Ja, ja, ja
Ist es das Wohnzimmer ? Ja, ja, ja
In meinem Haus ist ein Raum mit einem Sofa weich und weiss.

In meinem Haus ist ein Raum mit einem Bücherregal (3X)
Welches Zimmer meine ich ? Rate mal und sag es mir !
Gibt es dort ein Sofa ? Nein, nein, nein
Steht ein Schreibtisch drinnen ? Ja, ja, ja,
Ist`s das Arbeitszimmer ? Ja, ja, ja
In meinem Haus ist ein Raum mit einem Bücherregal.

Music That Teaches German

By

Patti Lozano

Dolo Publications, Inc

(Teachers` Discovery)

Cherylne Dohmen

North East School District

Lies Mal
Zum Thema - So Wohne Ich

Mein Name ist Stefan Weigel. Ich komme aus Bern, und das liegt in der Schweiz. Mein Haus hat vier große Zimmer, drei Schlafzimmer und ein Wohnzimmer. Daneben gibt es eine Küche und ein Badezimmer.

Mein Name ist Anett Hofmann. Ich bin 17 Jahre alt und komme aus Wengelsdorf, das ist im Süden* von Sachsen-Anhalt. Mein Haus ist ziemlich groß. Es ist ein Einfamilienhaus. Wir haben ein großes Wohnzimmer, eine schöne Küche, ein Schlafzimmer für meine Eltern, einen Keller und zwei Kinderzimmer.

Mein Name ist Gürkan Öztas. Ich komme aus der Türkei und lebe in Berlin seit 1973. Ich wohne in Berlin-Kreuzberg und wohne seit 1978 in dieser Wohnung. Sie ist 90 Quadratmeter* groß. Sie hat zwei Zimmer, ein Bad mit WC, eine Küche.

Mein Name ist Iris. Ich bin geboren* in Weil am Rhein, das ist in Südbaden. Mein Elternhaus hat zwei Stockwerke. Im ersten Stock haben wir die Küche und das Wohnzimmer und das Esszimmer und ein kleines Gäste-WC. Und im zweiten Stock haben wir die Schlafzimmer: zwei Kinderschlafzimmer und ein Elternschlafzimmer und ein Bad. Und außerdem gibt es in diesem Haus einen Dachboden* und einen Keller.

1* south

2* square meters

3* born...was born

4* attic

Auf Deutsch
McDougall Littell
Chapter 3 : Wie Geht Es Papa ?

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