

Pennsylvania Governor's Institute for World Languages 2004

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July/August 2004

Title of Lesson: Reisen macht Spass!
General Topic: Vacations

This lesson was written specifically to accompany Unit 3 (Wo warst du in den Ferien?) of Komm Mit! Level II, Holt, Rinehart, & Winston, ©1995. It could be adapted to other levels or used as a springboard to activities in other languages. As written, completion of this entire unit of study can be accomplished in 12 days of 90-minute periods. The suggested activities should be intertwined among other supplemental materials that are teacher created and/or provided by the textbook publisher.

NUMBER OF PAGES: 19

OVERVIEW: After studying the content of the chapter in the Komm Mit! text, students will research websites related to individual cities/regions in Germany, Austria, or Switzerland and create a visual detailing what they did during a simulated two or three day visit there. They will include such information as a map identifying their self-selected location, travel arrangements (flights and train/bus/subway, etc. schedules), their overnight lodging, local eating establishments, and at least 4 activities they were involved in while staying there. Students will then present a 5-minute oral report on the places they visited. They will also read an authentic article from a recent issue of a German newspaper obtained from an online source and compare it with their personal or simulated vacation experiences.

MATERIALS NEEDED:

- a. Text: Komm Mit! Level II, ©1995, Holt, Rinehart & Winston
- b. Classroom journals and/or sufficient notebook space for vocabulary list(s) and writing assignments
- c. Internet access – via Computer lab, classroom, and/or at home
- d. Art supplies: scissors, construction paper, markers, glue, rulers, etc.
- e. Wiedermann, Volker. *Das Glück ist rosa!*. FAZ.net. 7.12.04.
www.faz.net/s/RubB4457BA9094E4B44BD26DF6DCF5A5F00/Doc~e703E541619...
- e. Photocopies of internet article (above), rubrics, instruction sheets, and lists of suitable websites
- f. Visual for prepared overhead exercise (from article above)

STANDARDS ADDRESSED:

- 1.1 - Interpersonal Communication
- 1.2 - Interpretive Communication

1.3 - Presentational Communication

2.1 - Practices of Culture

3.1 – Making Connections

4.1 - Language Comparisons

5.2 – Lifelong Learning

GOALS AND OBJECTIVES:

At the end of the unit, students will be able to speak, read, and write with confidence about a past vacation using appropriate vocabulary and past tense verb forms. They will be familiar with the steps required to take a trip to a German-speaking country as well as be able to interpret a train/bus/subway schedule as needed. They will also be capable of reading and comprehending a chosen authentic piece of literature from a current periodical. Organizational skills and various technological applications will be incorporated and improved as they are utilized within this lesson.

PRIOR KNOWLEDGE ACTIVATED:

- Use of the past tense to discuss activities relative to past vacations as well as the past tense of *Haben* and *Sein*.
- Review of vocabulary including time and dates, free time activities, and action verbs.
- Probable use of personal pronouns in various cases, definite and indefinite articles in various cases, prepositions in various cases, expressing likes and dislikes, etc.

EXTENSIONS/APPLICATIONS:

- Students could locate or draw a picture of the location of a past vacation and speak or write about it.
- Students could research the top 10 places German-speaking people go on vacation via online sources.
- Students could research the cultural similarities and differences of typical vacations of Americans and Germans.
- Students can locate and interpret train, bus, and/or subway schedules and find current prices in order to arrange a future simulated trip from one location (city) to another (i.e. rendezvous with a friend?).

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LESSON PLANS:

1. Travel Brochure and Oral Report

Instructional Strategies:

- A. Students will be given an opportunity to choose a city/region of a German-speaking country from a prepared list of approximately 30 choices (see attached list).
- B. Students will be given an instruction sheet with details of required information that will be needed to successfully complete both the brochure and the oral report (provided below).
- C. Students will be given a 90 minute period in the Computer Lab designated as research time in order to gather material.
- D. Class time will also be given to enable students to ask questions and check work, perform peer editing, practice orally, etc. This will also allow the teacher to check on individual progress and make suggestions or provide assistance.

***The majority of this work will be completed individually (preferably) or in carefully selected pairs. A rubric will be utilized as an assessment tool that awards points based on fulfillment of requirements stated in the handout. Students will have a copy of the rubrics (attached) before completing the assignment in order to determine the expectations of the teacher.

These rubrics can be adapted/reconfigured to suit the circumstances of the individual teacher.

See attached student handouts and rubrics related to this assignment.

2. Reading Activity - Das Glück ist rosa

This is a reading activity which uses a copy of an authentic article dated July 12, 2004 taken from the following website:

[Www.faz.net/s/RubB4457BA9094E4B44BD26DF6DCF5A5F00/Doc~E703E541619...](http://www.faz.net/s/RubB4457BA9094E4B44BD26DF6DCF5A5F00/Doc~E703E541619...)

This reading selection will be divided into five sections to facilitate comprehension and aid in increasing reading skills. A worksheet utilizing the cloze procedure emphasizing pertinent vocabulary will be used to assess comprehension of vocabulary. Students will also be quizzed on the comprehension of the content of the reading selection upon completion of the activities.

Instructional Strategies:

A. Prereading:

-Students will view a copy of the picture that accompanies the article on the overhead and answer questions in the target language such as:

What objects do you see? What is the girl doing? Where is she? What colors do you see?

-Students will make a "WORD WALL" of known vocabulary/terms that could be used as a reference and/or means of review. These words/phrases will be entered into their journals/notebooks for future reference.

-Students will examine the title and attempt to determine its meaning and how it relates to the picture. What might the story be about?

***Students will examine the subtitles of each section of the reading on subsequent days in an attempt to predict what the individual sections might be about. KNOWN vocabulary as well as cognates for each section.

B. Skimming and Scanning:

-Students will be shown the first 3 paragraphs on the overhead and attempt to answer the following questions:

Who is the author? What is the date of the article? Can you determine the name and age of the main character?

-Students will make a list of KNOWN vocabulary and any cognates found in this passage and a conglomerate list will be added to the "WORD WALL". Students will list KNOWN vocabulary as well as cognates for each subsequent section.

***Skimming and scanning techniques will also be used with the remaining paragraphs.

C. Finding Specifics:

-Students will discover more specific information such as key words and ideas that encourage and promote encoding.

-Students will complete a teacher created worksheet (attached) for each individual section in order to locate important vocabulary, organize information, connect main ideas to supporting details, and react to the text.

D. Rereading for Comprehension:

Students will review and reconstruct the text, manipulate the language, and learn to use internalized vocabulary and constructions by means of a cloze exercise (attached). They will be required to answer comprehension questions about the content of the text as an assessment tool.

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Reisen macht Spass!

Below you will find a list of cities where German is spoken. Your mission is to ...

1. **RESEARCH a city/region of your choice** and provide the following information:
 - a. A small map of its location - What country is it in? What state of that country is it in? Is there any other important information about its location that we should know?
 - b. How will you arrive there? You'll need to arrange a flight from New York/Newark. Which flight will you take and how much will it cost? How will you get to the center of town from the airport? Perhaps you'll want to take a train, bus, subway, bike, etc. You'll need to check/obtain schedules for these as well. You are NOT old enough to drive in Europe, so a car rental is OUT! Perhaps you'd like to download and print one of these to demonstrate your ability to read and interpret the timetables.
 - c. You will want to find a comfortable place to stay overnight. Locate three hotels – one pricey, one moderate, and one cheap. Downloading a picture or two of ONE you would choose would be useful for #2 below.
 - d. You'll need to find nourishment, so list 3 places to eat – one pricey, one moderate, and one cheap. I would suggest that you find one that has an online menu for you to print out for use in #2 below.
 - e. You won't want to sit in your hotel room for the entire time, so locate at least 4 activities you might like to do in that local region/city that don't require extensive travel. This can be sporting activities, museums, historical attractions (like castles), etc. – whatever interests YOU. You might want to print out a picture or two to be used in #2 below.
2. **CREATE a brochure/poster/visual** depicting the information you located on a piece of construction or poster paper. Use the pictures you printed, some written descriptions, etc. as needed to portray your visit in detail. This will be graded and count as a TEST grade. Check the rubric to determine the score values of the requirements.
3. **PREPARE a 5-minute oral report IN GERMAN** telling where you went and what you did there. This should be prepared using the PAST TENSE to indicate what you DID on your vacation. Use the vocabulary and grammar you learned in the study of Unit 3 as much as possible. Try NOT to use lots of new vocabulary that fellow students will not understand unless you intend to clearly demonstrate the meanings. Practice ahead of time (with a partner?) and be sure you stay within the time limit allowed – 5 minutes. If necessary, there will be time for questions at the end of your presentation. You may use ONE 3 X 5 card and your brochure

to help you. See the oral presentation rubric to discover how you will be graded.
This will count as a QUIZ grade.

Cities in Germany, Austria, and Switzerland

The following cities can be accessed online using the name and adding “.de” to begin your search for information:

Dresden	Frankfurt am Main	
Muenchen	Berlin	
Hannover	Duesseldorf	
Kiel	Hamburg	
Bremen	Kassel	<i>Example: www.dresden.de</i>
Nuernberg	Rostock	
Luebeck	Muenster	
Saarbruecken	Regensburg	
Freiburg	Trier	

The following can be accessed by typing the name and adding “.at”:

Wien	
Graz	<i>Example: www.wien.at</i>
Bern	
Salzburg	

The following can be accessed by typing the name and adding “.ch”:

Bern	
Zermatt	<i>Example: www.bern.ch</i>
Lausanne	
Klagenfurt	

The following will have to be accessed by conducting a “search” of the name of the city on one of the search engines:

Bonn	Innsbruck	Lucern
Heidelberg	Zuerich	Eisenstadt
Stuttgart	Linz	

Section A: *12. Juli 2004*

1. Wo ist Mascha letztes Jahr gereist?
2. Wo sind die weiße Häuser?
3. Ohne wen war Mascha?
4. Warum sprechen die Spielkameraden nicht mit Mascha?
5. Was ist ein Spaßprogramm?
6. Wie findet Mascha diesen Urlaub?
7. Wird dieses Jahr anders?
8. Was denkst du davon? Wohin reist sie dieses Jahr?

Section B: *Piratenschiff und rosa Schloß*

1. Wo ist sie gereist? Wie heisst der Club? Wo liegt Nabeul, Tunesien?
2. Was hat sie zuerst gesehen?
3. Wie heisst den Club für die kleinen Gäste des Hauses?
4. Zum Überlegen... Ihr dürft kein Wörterbuch benutzen... Was findet man vielleicht am Strand??

****Was meint:**

kalifornienartiger Pool

grünen Monstern

blaue Matratzen

hin und herplätschern

der Mast eines grossen Piratenschiffes

Buntball

Basteltisch

Sonnenschirme

Handabücke

Flipperclubmitgliedern

Witze reissen

Unsinn treiben

Section C: *“Was laßt Ihr heute wieder raus?” – “Die Sau!”*

1. Wo treffen sich alle jeden Morgen, jeden Abend?
2. Was war der Höhepunkt des Tages?
3. Was ist aus den Lautsprecher gerufen?
4. Schreibt drei Wörter die die Mitglieder beschreiben! Was meint: “Lass die Sau ‘raus!’?”
5. Was hört man für so eine “Flipper-Club-Alarm”?

Section D: *Schöner, großer Unsinn*

1. Schreib eine Liste von Sport und Essen die im Artikel stehen!
2. Wie viele Kinder spielen hier im Sommer? Im Juni?
3. Wie heisst der Flipper-Club Chef?
4. Das Wort steht oft im Artikle... Was meint *Betreuer*?

Section E: *Vulkanausbruch unter dunklen Wolken*

1. Wer ist Ralph?
2. Wie ist das Wetter?
3. Was ist am dritten Tag organisiert?
4. Sind die Kinder jetzt froh? Warum/Warum nicht?
5. Was haben die Kinder beim Regen gemacht?

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RUBRIC FOR TRAVEL VISUAL

NAME: _____

CITY: _____

REQUIRED INFORMATION:

- A. A map of Germany showing the location of your chosen city.....5 points _____
- B. Flight information (round trip) from New York to the nearest airport to your city 5 points _____
- C. Any train, bus, subway schedules necessary to get from the airport to the city center 5 points _____
- D. 3 (THREE) overnight lodging options, including prices 10 points _____
- E. 3 (THREE) eating establishment options, including prices 10 points _____
- F. No fewer than 4 (FOUR) entertainment/activity options with descriptions and prices 20 points _____
- G. Did you complete it on or before the date requested? 5 points _____

STRUCTURE AND FORMAT:

H. Organization: Is your visual neat, visually pleasing, colorful? _____

1 2 3 4 5
J. Graphics: Do your pictures represent you topic? Are they clear and of a size easily readable by the audience? _____

1 2 3 4 5

K. Mechanics: Are there misspellings, mistakes, glue globs, incorrect vocabulary? _____

1 2 3 4 5

L. Any “extra” pictures of locations (or perhaps a menu?) will award you at least 3 (THREE) points of extra credit. _____

TOTAL POSSIBLE POINTS... 75 POINTS

YOUR SCORE.... _____

YOUR GRADE _____

COMMENTS:

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RUBRIC FOR ORAL REPORT

NAME: _____

CITY: _____

A. Did your presentation last at least 5 minutes (but not more than 6)? Poss. 5 points

1 2 3 4 5

B. Was your presentation organized, logically sequenced, and interesting? Poss. 5 points

1 2 3 4 5

C. Subject Knowledge: Were you comfortable with the amount/type of Information you obtained? Could you adequately impart that knowledge? Poss. 5 points

1 2 3 4 5

D. Did you wisely use your permitted 3 X 5 card and visual? Did you READ everything from your card/visual??? :- (Poss. 5 points

1 2 3 4 5

E. Eye contact: Frequently, occasional, or never? Poss. 5 points

1 2 3 4 5

F. Elocution: Did you speak loudly and clearly? Did you speak too fast or too slowly? Did you hesitate too often? Fumble? poss. 5 points

1 2 3 4 5

G. LANGUAGE: Did you explain unknown terms clearly? Did you have MAJOR grammatical problems? How was your pronunciation? Poss 10 points

2 4 6 8 10

TOTAL POSSIBLE POINTS **40 POINTS**

YOUR SCORE _____

