



Teaching *Umwelt*
Across Instructional
Levels:

**A Curriculum Module
for AP[®] German
Language and Culture**

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Curriculum Module

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Table of Contents

Editor's Introduction	4
Mary Ashcraft	
<i>Umwelt</i> Across the Curriculum	5
Brigitte Roszbacher	
Materials and Strategies for Teaching <i>Umwelt</i> Across Instructional Levels	18
Marita Cleaver	
About the Contributors	52

Introduction

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The documents in this module will serve as an invaluable aid for German teachers who wish to supplement the materials in traditional textbooks or want to develop their own content-based instructional units. Brigitte Rossbacher provides the theoretical base for choosing topics and activities that are rooted in the goals of the National Standards, and presents concrete examples of sources and desirable outcomes. The step-by-step approach she outlines presents the procedure for structuring a unit around content and supporting that content with the necessary language tools. Marita Cleaver's lessons are specific examples of how we can deal with the topic of *Umwelt* in every level we teach. Her activities offer models of planning and assessing meaningful interactions as students report on and react to information in a variety of modes. Her scenarios have students engaged in doing something with their knowledge of the *Umwelt* in German. Marita's lessons can be supplemented with listening and reading texts from children's websites such as <http://tivi.zdf.de/fernsehen/logo/start/index.html> or Deutsche Welle's <http://www.dw-world.de/> (see Appendix A), and the Rubistar site (<http://rubistar.4teachers.org/index.php>) can make individualizing assessments an easy task.

Whether we want to supplement a chapter in our German textbook, celebrate Earth Day or raise awareness of how a different culture deals with this international problem, *Umwelt* is definitely a topic that lends itself to recycling. We might even have students start their own *Umwelt* Portfolio in German I and add to it over the years as they progress toward a more sophisticated level in both their language skills and in their understanding of this complex global issue.

Umwelt Across the Curriculum

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Introduction

Umwelt is frequently taught in German classes at the high school and college level, as beginning- and intermediate-level German language textbooks invariably address some aspect of the environment. Typical topics include the following:

- weather
- recycling, including, perhaps, recycling laws, packaging laws, *der grüne Punkt*, *Einweg-* vs. *Mehrwegflaschen* and *Dosenpfand*
- means of transportation and their environmental impact
- shopping (e.g., *Einkaufstaschen* and charges for plastic bags in supermarkets)
- energy use (e.g., carbon dioxide emissions, the greenhouse effect, wind energy)
- jobs in the environmental sector

More advanced texts often recycle and expand on these topics. For example, *Anders gedacht*, a popular intermediate- to advanced-level college textbook, includes a chapter on “Die Grünen und ihre Politik.” Beyond a focus on the Green political party and some of its more prominent figures, the chapter addresses such topics as environmental consciousness, environmentally friendly automobiles and renewable energy.

The prominence of *Umwelt* in German curricula reflects the significant role that environmental consciousness plays in German identity. A survey conducted in 2006 by the University of Marburg showed the environment to be the second largest concern for Germans, with unemployment—which has risen sharply since the fall of the Wall—ranked as the top concern (<http://www.wilabonn.de/0704-UWS-Umweltbewusstsein.pdf>). The environment is also an issue of serious concern and interest in the United States. Engaging in cultural comparisons between the United States and Germany and/or the other German-speaking countries, students can gain a greater understanding of global and local issues. A unit on *Umwelt* can promote learning about geographic and demographic factors that affect environmental policies; laws and state-sponsored programs related to the environment; and the roles of their own culture, region, school, family and individual actions in shaping the status and future of the planet.

Teaching Culture and the National Standards

There seems, then, to be professional consensus that *Umwelt* deserves a prominent place in German language curricula. Moreover, technology (in particular the Internet) has made it much easier for teachers and students to access authentic materials. Yet the integration of culture in general still presents a challenge for many language teachers. In *Teaching Language in Context*, Alice Omaggio Hadley outlines three prevalent reasons for this (346–347):

- a. Curricula can be overcrowded and teachers don't feel they have the time early on, often saving the teaching of culture until after the foundation of grammar and vocabulary has been laid (i.e., for a “later” that might never arrive).
- b. Teachers fear that their own cultural knowledge might be lacking.
- c. Teachers might avoid teaching culture because it encompasses student values, attitudes and beliefs, putting teachers in what might be perceived as a vulnerable position.

Yet most teachers also know that what students will remember most from their language courses is not dative case adjective endings but rather something about culture. It is therefore important to include meaningful cultural content from the very beginning of language instruction and to strive to make culture the context through which grammar and vocabulary are learned. Instructors who fear that they might not know enough can inform themselves about German issues easily on the World Wide Web, an excellent information source for teachers and students alike. Regarding student attitudes, teachers must recognize that the learning of culture, in particular attitudes toward cultural difference, should be viewed as a process. We have to confront students with difference in order to help them move from initial attitudes (“Why don't they just do it like we do? How stupid!”) toward an understanding of the target culture's practices, products and perspectives from within its own cultural system (see also Lange, 70–77).

The National Standards project, *Standards for Foreign Language Learning in the 21st Century* (1999), stresses the interrelationship between culture and language. As an attempt to reflect a professional consensus about what we think students *should* know and be able to do (rather than to reflect what they *actually* know or what language teachers *actually* do in the classroom), the standards encourage teachers to make the teaching of culture a priority. Looking at the topic of *Umwelt* from the perspective of the five goals of Communication, Cultures, Connections, Comparisons and Communities can help us to formulate content objectives.

1. **Communication:** This goal underscores the importance of communicative competence while encouraging teachers to consider the role of context and content in the communicative language classroom. Through its focus on the three communicative modes — interpretative, interpersonal, and

- presentational — it asks teachers to consider interpretation of written and spoken language; interpersonal exchanges and the exchange of information and opinions; and the presentation of information, concepts and ideas in speech and in writing. For a thematic unit on *Umwelt*, students can read a variety of German-language texts available online, ranging from questionnaires that calculate one’s ecological footprint and highlight environmentally sustainable and unsustainable behaviors, to Article 20a of the German Basic Law that elevates the protection of nature and animals to the state’s responsibility. Interpersonal exchanges can include comparing the results of the above-mentioned questionnaire with others, interviewing students about their own behaviors and actions in respect to the environment, stating opinions or discussing everyday environmental issues with a German e-mail pen pal.
2. **Cultures:** *Umwelt* is an excellent topic through which students can understand the relationship between the practices, perspectives and products (the “3 Ps”) of German-speaking countries. If we take the topic of recycling, for example, students can work to understand the cultural practice of recycling (what is recycled, where and how) to gain an understanding of how recycling is viewed (why recycle?); and to examine concrete products related to recycling such as *der grüne Punkt*, *Einkaufstaschen*, *Einweg-* and *Mehrwegflaschen*, *Altpapier*, the meaning of the various colored recycling bins and the purpose for the *gelbe Sack*. Another possible topic is the marketing of small cars in Germany (for example, see <http://www.spiegel.de/auto/aktuell/0,1518,537010,00.html>), which can be contrasted with the parallel situation in the United States and spark discussion of myriad issues about population density, gas prices, commuting by car and the viability of alternative means of transportation.
 3. **Connections:** This goal emphasizes connections between disciplines and the recognition of culturally distinct viewpoints. *Umwelt* is often taught in the general education curriculum in both Germany and the United States. Students should be encouraged to draw on their knowledge from other disciplines such as math, science, geography and social studies. There is often even an environmental science course offered in the high school curriculum. Teachers can guide students by providing the necessary vocabulary, structures and tasks. Even at the beginning level, students can learn how to convert temperatures from Celsius to Fahrenheit (and vice versa) in order to learn about the weather and climate change. Concepts from science can be introduced in German to help explain global warming, the greenhouse effect and the depletion of the ozone layer. Since factors such as geographic location, neighboring countries and population density impact environmental issues, geography plays a significant role in our understanding of *Umwelt*. Many schools celebrate Earth Day or have an environment club, and students could draw on knowledge gained from cultural comparisons to create posters or a performance staging these differences.

An additional aspect of the Connections goal is the acquisition of new information and perspectives. A sample progress indicator of this goal (Standard 3.2) for students in grade 12 is: “Students use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience, and compare these to information obtained on the same topics written in English” (*Standards*, 56). As discussed later in the “Defining the Topic” section, several excellent German *Umwelt* websites, such as <http://www.bmu-kids.de/>, are geared toward youth. These can be compared with environmental sites targeting a youth readership in the United States.

4. **Comparisons:** This goal focuses on understanding the nature of linguistic and cultural comparisons of the target language and culture with one’s own language and culture. The topic of *Umwelt* can stimulate discussion of similarities and differences on both the national level of policies and the individual level of attitudes and behaviors. While some comparative statements might seem anecdotal, the perception that the average German cares more about the environment can be substantiated by facts. For example, regarding the level of CO₂ emissions, a *Globus* graphic shows that the per person CO₂ emissions for the United States in 2007 were 5,769 million tons or 19.1 million tons per person, whereas the CO₂ emissions for Germany were 798 million tons or 9.7 tons per person (<http://www.agenda21-treffpunkt.de/archiv/09/daten/g3123.htm>). The topic of recycling draws attention to various cultural differences, including the federal mandate to recycle, packaging laws (*Verpackungsgesetz*); the attempt to avoid aluminum cans as in actions for a “*dosenfreie Schule*” or even a “*dosenfreie Stadt*”; a general trend toward *Abfallvermeidung*; the degree of *Mülltrennung*; *Mehrweg-* and *Einwegflaschen*; and the *Pfandsystem*. Students could also be made aware of significant regional differences in the United States. In addition to differences in bottle laws and curbside recycling, teachers can call attention to recent legislation in California that requires stores with retail outlets greater than 10,000 square feet to provide in-store recycling bins to collect used plastic bags, or the ban in 2007 by the mayor of San Francisco on the use of any city funds to buy single serving plastic water bottles.
5. **Communities:** The fifth goal emphasizes applied learning and personal enrichment through use of the target language beyond the school setting; it also emphasizes the goal of lifelong language learning. Students can present their knowledge of *Umwelt* through creative projects such as posters, storyboarding or performance at school or community celebrations of Earth Day. Since the topic of *Umwelt* frequently involves discussion of everyday habits (consumption, recycling, water use) it serves as a significant source for personal enrichment and reflection beyond the German language classroom. By familiarizing students with available Web resources and encouraging them to explore *Umwelt* and other cultural topics online, teachers foster learning outside the place and time of the German class.

Planning a Culture Unit on *Umwelt*

The previous discussion has shown how reflection on the goals of the National Standards within the context of a unit on *Umwelt* can bring to light myriad ways of approaching this topic. This next section focuses on planning culture units on *Umwelt* across the German curriculum. As students advance in their acquisition of German, and in particular at the AP level, syllabi are often organized around larger topical units. Here the instructor faces the challenge of creating units that incorporate various perspectives on a given topic while integrating practice of several language skills (reading, writing, listening and speaking) and perhaps also introducing or reviewing grammatical concepts. How does one go about planning a topic-driven lesson or unit on *Umwelt*?

Instructors planning theme-based teaching units must consider numerous issues. The most important question to ask oneself is: What do I want my students to know about the topic? This question forces us to center our lessons on relevant and meaningful content. (For an excellent resource on content-based instruction, see <http://www.carla.umn.edu/cobaltt/modules/>.) At the beginning levels of language instruction, which tend to focus on topics related to the self and everyday life, textbooks often have a clear grammatical syllabus. Rather than view the topic primarily as a means to contextualize grammar or vocabulary, then, it should be viewed as an end in itself. The focus on content objectives and meaningful interactions heightens student engagement and shifts the grammatical focus of the course to how forms express meaning. The following guidelines present a way to conceptualize a theme-based unit:

1. Define the topic: What do you want students to know?
2. Decide on your information sources: How will students receive information — facts and opinions — about the topic?
3. Define the task: What do you want students to do with the information they receive?
4. Consider the “tools” students will need in order to complete the task: What do students need to know in order to be able to do what you want them to do?
5. Create appropriate assessments: How will students’ knowledge be tested? How will you know when they have completed the task?

While presented here as a linear progression, the various aspects of creating a theme-based unit cannot be so neatly separated. Following a backward design model, for example, assessment should be closely tied to the definition of the task. The information sources will also help to determine the task and influence the question of what we want our students to know and be able to do. Let us now look at these steps in greater detail.

1. Define the Topic

Umwelt goes far beyond weather and recycling, two aspects frequently considered in the German language classroom. For example, the website for the *BUND für Umwelt und Naturschutz Deutschland* (<http://www.BUND.net>), one of the largest environmental associations in Germany, includes information on the following environmental topics: *Artenschutz, Atomkraft, Chemie, Gentechnik, Grünes Band, Internationaler Umweltschutz, Klima & Energie, Landwirtschaft, Nachhaltigkeit, Naturschutz, Umweltschutz-Normung, Verkehr, Wasser*. Such a list illuminates various aspects of the topic, many of which are of course inextricably linked. For example, the topic of sustainability (*Nachhaltigkeit*) cannot be addressed without showing the interrelationship of other topics listed, such as environmental protection and energy.

While these categories can help us to think of possible broad units, a lesson goal must be defined more narrowly in terms of specific subgoals, just as a longer unit will consist of various lessons with sublessons. Goals should state in precise terms what students should know and be able to do at the end of each lesson or sublesson. The website for the *Bundesministerium für Umwelt, Naturschutz und Reaktorsicherheit* (<http://www.bmu.de/>) is organized around topics and subtopics. For example, the section “*Klima und Energie*” includes links to information on *Klimaschutz, Emissionshandel, Energieeffizient, and erneubare Energien*. “*Natur und Arten*” includes informational links to the subtopics of the *UN-Konferenz 2008, Naturschutz/Biologische Vielfalt, Artenschutz, Bio- und Gentechnik, Tourismus/Sport*. From such an inventory, instructors at the beginning level can consider how smaller units could be woven and connected; instructors at higher levels can see how one topic can be approached from numerous interrelated perspectives. Instructors can also gain ideas about how topics can be connected, revisited and expanded upon as students move up in the curriculum. For instance, in the first year students can focus on the topic of weather through such tasks as reading a weather map, converting temperatures and discussing regional differences in climate. In the following years this knowledge can be expanded to include topics such as climate protection, global warming, the role of the EU in regulating emissions, programs to promote energy efficiency on global and local levels, and the importance of renewable energy resources such as wind and biogenic fuels.

The Web portal of the *BUND* noted above is an excellent resource for teachers not only to get ideas about potential topics but also to receive information on current problems, policies and programs. A particularly rich resource is the section of the Web portal targeting children (<http://www.bmu-kids.de/>). This site’s *Wissen* section encompasses many of the topics and subtopics noted above, yet takes children’s everyday lives as its starting point. The five general topics deal with the following:

- the home (“*In den eigenen vier Wänden*”)
- everyday means of transportation (“*Unterwegs im Alltag*”)

- travel, wilderness and outdoor recreation (“*Aus dem Alltag entschwinden*”)
- food (“*Was auf dem Teller liegt*”)
- paper use, clothing and cell phones (“*Was man im Alltag braucht*”)

The general topics are divided into three to six subtopics, each introduced with short informational texts geared toward young people’s everyday lives. For example, the section “*Was man im Alltag braucht*” that deals with paper begins: “*Papier begegnet uns fast überall. Morgens in der Schule in Form von Büchern, Heften und Fotokopien und mehrmals täglich auf dem Klo. Am Kiosk gibt es Dutzende von Zeitungen und Zeitschriften ... Was von alledem notwendig oder zumindest nützlich, was zu aufwändig oder völlig überflüssig ist, werden Jugendliche und Lehrer, Verleger, Verliebte, Werbeagenturen und Besitzer von Drogeriemärkten vermutlich unterschiedlich sehen.*” The tone is colloquial, with the reader addressed in the “*du*”-form. Moreover, possible skeptical responses are predicted and anticipated with humor. For example, in the section on “*Papier*” that discusses, among other things, how increased computer use has actually increased paper use, caption boxes feature reactions to the more didactic content: “*Wir sind ja das Volk der Dichter und Denker. Diese ganzen Reime kann ja schließlich kein Mensch im Kopf behalten.*” or “*Okay, mein Beitrag zum Umweltschutz: Ich verzichte ab sofort auf mein Zeugnis und auf Dankesbriefe an meine Verwandten für Geburtstagsgeschenke.*” Rather than trivialize the topic, humor acknowledges possible attitudes in a playful manner. Students can be asked to formulate responses to such assertions, and also to situate their own views and actions vis-à-vis the quotes and the informational texts.

Drawing on individual topics and subtopics from the *bmu-kids* website, teachers could formulate topic goals such as: Students will be able to understand how everyday products such as paper, clothing and cell phones affect the environment. More precisely, students will be able to describe the problem, give examples and discuss possible solutions. They will also reflect on how they do (or don’t) contribute to the problem and consider what they could do better in this regard in their everyday lives.

“*Der kluge Einkaufswagen*”, a teaching unit created by the Swiss Bundesamt für Umwelt BAFU for Swiss students in grades four to seven, takes everyday consumer culture as its starting point (<http://www.bafu.admin.ch/lehrmittel-konsum/>). This teaching unit uses concrete examples and images to convey information and offer many creative ideas and materials that can be used for teachers planning a unit on *Umwelt* in the U.S. German language classroom. Unlike the *bmu-kids* site, which contains texts and images that can form the basis of a unit created by the teacher, “*Der kluge Einkaufswagen*” is already a didactic unit replete with a detailed teacher’s guide and worksheets. Depending on the level of the German course, these materials can be used directly or modified. Ideas include:

- discussion of environmentally conscious consumption
- following an ordinary grocery product from its origin to the shopping cart

- a shopping quiz focusing students' attention on which products are best for the environment
- shopping tips
- examples and information about recycling and packaging
- questions relating to consumer needs and desires, and how desires are produced
- clarification of terms such as “*ökologischer Fußabdruck*” and “*fairer Handel*”

By comparing products and actions of everyday life, students come to see how consumer behavior — indeed their own behavior in the realm of family and school — impacts the planet.

Another example of a broad topic is the concept of the ecological footprint. Teachers could define their topic and assessments around a survey, geared toward youth, that poses questions related to *Wohnen* (housing), *Ernährung* (food), *Verkehr* (transportation), *Konsumergüter* (consumer goods). (See <http://www.latschlatsch.de/downloads/Printversion.pdf> or http://www.wwf.ch/de/tun/tipps_fur_den_alltag/footprint_wwf_schweiz/). Beyond posing questions that offer insight into sustainability, the site offers information about the concept of the ecological footprint and methods of calculation. The survey calculates the ecological footprint, compares it to that of the average German and then offers specific tips for reducing one's footprint. Treating the survey as the basis of a unit on *Umwelt*, the teacher can prepare students through prereading activities that activate background knowledge, introduce the concept, and prepare vocabulary and other cultural information that students will encounter, such as thinking of living quarters in terms of square meters and distance in terms of kilometers. After taking the survey, students could compare their ecological footprint with those of other students in the class and/or the class as a whole. They could assess the viability of the tips offered; these might range from using energy-saving lightbulbs to reducing the amount of clothing bought. Ultimately, the information learned could be used as a basis for an essay writing assignment, a poster or a class project.

2. Decide on the Information Source

Authentic materials such as those found on German language websites illuminate how the target culture chooses to represent itself, helping students to understanding foreign concepts, attitudes and beliefs. As already noted, for the topic of *Umwelt* the Web provides an excellent source of up-to-date cultural information for both teachers and students. Students can be asked to visit selected websites and engage in specific tasks; or teachers can bring relevant parts of Web pages into the class by projecting a website, copying relevant parts of Web pages onto handouts, or displaying them via an overhead or document projector. If we take the basic example of weather, the instructor can print out the current weather report for the town in which the school is located as well as for a German city. A site such as wetter.rtl.de maps the world's weather and offers detailed

reports for major cities and also many smaller cities in the United States. Such a use of the Web can quickly enhance cultural “authenticity.” When working with the Internet, the key is to locate reliable sites with little advertising; sites geared toward youth are particularly useful. Beyond texts, many sites also contain visuals, graphs, audio and video that can be used as information sources. Additional sources include other print media (books, magazines and newspapers), films, music, textbooks, the teacher, students and other individuals such as exchange students, German e-mail partners or other individuals from the school or community.

Some theorists have highlighted the advantage of focusing on the target culture’s representation of U.S. culture before moving to the target culture’s self-representation. Moving from the “known” to the “unknown” has a distinct linguistic advantage, and much can be learned by highlighting self and other perceptions as well as cultural similarities and differences. In *Context and Culture in Language Teaching*, Claire Kramsch highlights the complex interplay of cultural reality and the cultural imagination, of self and other perceptions. She argues that “myths” about the other culture “cannot be discarded, for they affect the way learners of a foreign language see others in the mirror of themselves, despite evidence to the contrary from ‘objectively’ transmitted facts” (207).

For example, students can read a piece in English on recycling in Germany (<http://www.howtogermany.com/pages/recycling.html>), podcasts in German on how Americans might perceive Germans’ near obsession with recycling (<http://feeds.schlafllosinmuenchen.com/slowsim.xml>, Slow German #12: Recycling), and subjective views of environmentalism in Germany and the United States by Germans who have lived here (<http://math-www.uni-paderborn.de/~axel/us-d.html#environ>). Presenting students with such diverse opinions helps them better understand the cultural products, practices and perspectives within their broader cultural frameworks, and also acquaints them with individual differences (i.e., the voices of an individual German of a specific age, educational background and life experience in relation to general statements about Germany and Germans).

For longer units, teachers should attempt to choose a variety of information sources in order to offer students a range of perspectives, genres and practice in various skills. Texts can include such diverse genres as information texts (see, for example, the Goethe-Institut: <http://www.goethe.de/Ins/eg/prj/jgd/the/umw/deindex.htm>) advertisements, current news, blogs, and charts and graphs (e.g., <http://www.agenda21-treffpunkt.de/daten/globus/>). Students can also listen to podcasts or view video clips; many short clips, from YouTube to advertisements and *ZDF.umwelt*, can be found online.

3. Define the Task

In designing a teaching unit, teachers should consider the skills orientation (reading, listening, writing, speaking and their integration); the use of communicative modes (interpretative, interpersonal, presentational), interaction formats (work in pairs, groups or with the entire class), and concrete tasks. According to Nunan, a task can be viewed

as “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (10). As general examples of tasks, Nunan includes listening to a weather report and deciding what to wear, responding to an invitation, agreeing with a partner on recommendations given by an advice columnist, or completing the partner’s family tree. Tasks require students to negotiate, to share opinions, survey, interview, discuss, summarize, choose, decide, agree, rank and interpret information. They can have a real-world or pedagogical focus and can include a spectrum of skill-getting and skill-using exercises, as well as a variety of controlled practice and more creative activities. What is most important is the overarching focus on meaning from the beginning of the task sequence.

One advantage of the Internet is that students can access different information that can then be used as the basis for information exchange with other students, allowing teachers to exploit the interactivity of the Web for classroom interaction. For example, students using the *bmu-kids* website could be directed to go to specific areas of the site and inform themselves about one of the topics there, filling in part of the table below. Alternatively, they could receive a printout of different topics. In class, they could then complete the chart by exchanging information with their classmates. Once the chart is completed, the teacher can review the information and students can compare their opinions. Ultimately, students should then do something concrete with this information. For example, they could create a class profile, rank their opinions, or devise a specific plan for modifying individual behaviors.

Problem	Beispiele	Vorgeschlagene Lösungen	Meine Meinung/ Mein Verhalten	Was ich tun könnte
Papier (Bäume)				
Kleidung				
Handys				

The example above demonstrates what are termed “information exchange tasks,” pair or group activities in which participants have access to different information. In order to complete the task, the relevant information must first be exchanged. Since they require interaction and encourage the negotiation of meaning, such tasks are hypothesized to promote acquisition. Lee and VanPatten argue that “gaps ... create the absolute need to communicate as well as the need to cooperate” (65). Yet Lee and VanPatten stress that information exchange tasks should not culminate in the exchange of information; students should actually do something with the information they receive. The instructor, then, plays a crucial role in setting isolated activities into a communicative framework. This reflects the emphasis of the Standards on what students know and can do.

4. Consider the “Tools”

Cultural units demand the same careful planning as other aspects of the curriculum, and teachers must consider the cultural and other background knowledge students bring to the task, as well as the grammatical structures and vocabulary necessary for comprehension and production. If we take the topic of recycling, for example, a unit subgoal could be to have students explain which products they do, don't and could recycle. If students are to create a poster comparing recycling in Germany and the United States, teachers could begin with an association exercise such as a concept web, a mindmapping or a graphic organizer in which they collect students' associations with the term *Recyclen*. Possible categories might be the who, what, where, when and whys of recycling.

Before proceeding with a task, the teacher should expand on and then practice the vocabulary in some way. As with the teaching of grammar and vocabulary, an input-based approach also works well in the teaching of culture. The teacher could place the words from the association exercise into a narrative context, perhaps with a story about him or herself or about a “typical” German. During this input phase, the teacher should stop every so often to ask comprehension questions about the narrative she or he has created (e.g., if the teacher had discussed which products she recycles at school, she could ask: “*Recycle ich hier Papier? Wie mache ich das an der Schule?*”). Students at all levels of language learning are well served by models, and the next phase of the activity could involve students marking off from a list the items they currently recycle and how often they do this. The list could contain vocabulary presented in categories and subcategories and, ideally, images for reinforcement (e.g., *Dosen: Cola-Dosen, Suppendosen*, etc.; *Papier: Zeitungen, Schreibpapier*, etc.). After checking off the list, students would then compare their results with their partners', noting their partners' responses and then assessing the degree to which the partners' habits reflect those of a person who is environmentally friendly (i.e., they “do something” with the information they receive). Once the results are brought back to the class as a whole, students could justify their assessments of their partners, and the class could create a class profile of the students' recycling habits. This in turn could serve as a basis for a discussion about why certain products aren't recycled, what could make recycling easier and how the results compare with German recycling habits.

In the course of this sub-unit, teachers could integrate a presentation or a review of passive voice (e.g., *Zeitungen werden recycelt. Batterien sollen recycelt werden.*) or modal verbs (*Man kann Dosen recyceln.*). In summary, the tools students need to complete the cultural task depend on the information source and the definition of the task. The topic should be stated specifically and broken down into subtopics to keep culture and language in focus. As students progress through the curriculum, teachers should attempt to draw on previously learned information, to review that information, and to build on what has been learned in terms of culture, grammar and vocabulary.

5) Create Appropriate Assessments

As stated previously, in planning a content-based unit, assessment should be considered in concert with the other steps such as topic and task definition. In teaching culture (as in testing it), teachers can draw on traditional formats to test cultural knowledge, from assessing factual information through short answer, matching or fill in the blank questions to formal and informal compositions. Cultural content can also serve as the basis for reading and listening tasks, and cultural vocabulary can be tested in a manner similar to other vocabulary. In addition, alternative assessment strategies should be considered. For example, if we return to the information exchange task based on the *bmu-kids* website, teachers could assign a grade not only for task completion but for individual phases of the task, such as interpretation of the target language website, the exchange of information and/or the creation of a plan for modifying behavior. Since learning culture is a process, other formative assessments, such as portfolios that collect students' work related to *Umwelt*, should be included. As is common for the assessment of writing or speaking, rubrics can be developed to assess portfolios and other individual or group work such as journals, posters, demonstrations and performances (see also Lange, 91–101).

Conclusion

As students progress in the learning of culture from isolated facts to consideration of diverse practices, products and perspectives, teaching tasks and assessments should reflect this progress. In terms of Bloom's taxonomy, students thus move from knowledge (primarily facts) through stages of comprehension (interpreting), application (applying information), analysis, synthesis (combining ideas to create a new whole and predicting future applications) and evaluation (developing opinions, judgments and decisions). For example, students could work toward a response to the question:

Using what you now know about German recycling laws, behaviors and attitudes, how would you explain your own recycling habits and those of your peers to a German exchange student? In your response, address the student directly and make sure to emphasize what you know about recycling in Germany.

Such a question takes into account not only factual knowledge but also culturally embedded perspectives, practices and products. The truism is that we should test what we teach, and if cultural material is taught and tested in the same scope as other course material, students will be more apt to take the content — and in the area of *Umwelt*, ultimately the importance of sustainability — more seriously.

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Materials and Strategies for Teaching *Umwelt* Across Instructional Levels

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The following materials are designed to help teachers implement the topic *Umwelt* beyond the resources presented in standard textbooks and at each level of German instruction. The sample lesson plans and activities will deepen the cultural understanding of *Umwelt* and its various implications. The activities and assessments address the integrated use of skills in tasks utilizing the interpretive, interpersonal and presentational modes.

These lessons will illustrate how to introduce students to the topic of the environment with a beginning level activity, then progressively guide them as they develop the ability to function at a more advanced level in both language and content. My own students were familiar with the subject matter from the textbooks *Komm mit!* and *Kaleidoskop*, but the materials can be used with any textbook, as well as in connection with Internet resources (Appendix A). In this respect they stand as individual suggestions, which can be used by all German teachers regardless of the textbook series they are using at the time.

Level 1: Das Wetter

As a prerequisite, students must know and recall previously learned weather vocabulary. Carol Haring's *Wetterprojekt* (<http://www.subpacs.com/lessons.html>) will give additional ideas and help on how to score this project.

Level 2: Das Wetter und du! and Lebenswerte Umwelt — Stadt oder Land?

Students should have discussed the German recycling system and know the difference between the Fahrenheit and Celsius temperature scales. They need a more advanced pool of vocabulary in reference to weather and the environment, and they must be able to compare and contrast life in the city and in the country.

Level 3: Umwelt und Umweltverschmutzung

Using the advanced knowledge about the topic that they attained in previous lessons, students will be asked to find information and create their own products based on independent research.

Level 4: Umwelt und Arbeitsplätze

Using texts like *Der Bergarbeiter* by Heinrich Böll (*Kaleidoskop*, 235) or even controversial articles from newspapers or the Internet, students will be asked to examine the points of view that develop when different factions of society are fighting to implement their interests. Based on *Umwelt und Arbeitsplätze*, students will be asked to put the different aspects of the controversy together, understand their relationship to one another and make a judgment about their value in reference to *Umweltschutz*.

Level I

Das Wetter

Der Wetterbericht

Gib einen Wetterbericht!

Du musst dir einen Partner aussuchen und das Wetter für die nächsten drei Tage voraussagen.

Prozedur:

1. Suche dir einen Partner aus.
2. Suche eine Stadt in einem deutschsprachigen Land aus.
3. Berichte über das Wetter in dieser Stadt in den nächsten 3 Tagen.

Materialien:

Plakatpapier und Buntstifte aus der Klasse

Die Wetterkarten müssen sauber und ordentlich sein! Sie müssen Wettersymbole und Temperaturen haben. Sie sollen **keine** Vokabeln haben. Sie sollen auch die HIMMELSRICHTUNGEN haben.

Präsentation:

Diese Präsentation findet mündlich in der Klasse statt!

Beschreibe das Wetter in dieser Stadt in den nächsten drei Tagen.

Berichte über die Temperaturen (in Celsius und Fahrenheit) am Tag und in der Nacht.

Benutze mindestens drei Wettersymbole und erkläre ihre Bedeutung.

Gib mindestens einen Kommentar zu dem Wetter in den nächsten drei Tagen.

Alle Gruppenmitglieder müssen einen Tag beschreiben und kommentieren.

Extra Punkte: Gib (oder schreib) einen nationalen Wetterbericht für ein deutschsprachiges Land für das kommende Wochenende.

Für schriftliche Projekte: Der Text muss grammatikalisch richtig sein. Erkläre die Wettersymbole in einer Legende. Die Karten sollen enthalten sein. Zeichne und erkläre den Wetterkompass.

Extra Punkte: Beschreibe das Wetter in 3 verschiedenen Wetterzonen in der Welt.

Level I

Das Wetter

Wettervokabeln

Nomen

der Blitz
der Donner
der Frost
das Gewitter
das Grad Celcius
das Grad Fahrenheit
der Hagel
die Hitze
das Hoch
die Jahreszeit
die Kälte
das Klima
der Nebel
der Regen
der Schauer
der Sonnenschein
der Sturm
das Tief
der Tropfen
die Vorhersage
der Wetterbericht
die Wetterlage
die Wolke

Verben

blasen
regnen
scheinen
schneien
steigen
wehen

Adjektive

Es ist ...
bedeckt
feucht
glatt
heiß
heiter
kalt
klar
kühl
neblig
regnerisch
sonnig
stürmisch
trocken
wolkig

Phrasen

Es regnet.
Es schneit.
Es hagelt.
Wie ist das Wetter (heute/morgen)?

Wie wird das Wetter (heute/morgen)?

Was sagt der Wetterbericht?

Wieviel Grad haben wir heute?

Wie ist das Wetter ...

am Morgen, Abend, Nachmittag?

in der Nacht (auf Sonntag)?

tagsüber?

morgen Nachmittag?

im Januar, im Februar, ... ?

im Winter, im Sommer, im Herbst, im Frühling?

Level I

Das Wetter

Der Wetterbericht

Assessment

Name _____

The following rubric can be used to assess the students' presentations of the weather report project. It is based on the *2007 AP German Directed Response Articulated Scale* and the *ACTFL Integrated Performance Assessment Rubrics (2003)*.

	Good - 3	Adequate - 2	Weak - 1
Use of Language Meaningful use of language Ease of expression	Natural and meaningful	Some memorized language or considerable strain or stumbling	Memorized language only or significant strain or stumbling
Language Structures Basic sentences and some strings of sentences Accuracy in basic sentences	Simple sentences may well be correct	Some errors in basic structures	Minimal control of basic structures
Vocabulary Appropriate range	Very good range Vocabulary successfully conveys information	Limited range Vocabulary conveys only basic information	Scarcely any range of vocabulary Vocabulary is limited and/or repetitive
Presentation Comprehensibility Following instructions	Maintains attention of the audience Requirements of assignment were successfully completed	Audience understood basic information only Some requirements of the assignment were missing	Audience clearly did not understand Failure to fulfill requirements of the assignment

Level I

Das Wetter

Lesson Plan: *Das Wetter* (90 minutes)

Overall Goal: Produce learned words, phrases and sentences when speaking and writing.

I. Goals: What do you want the student to learn (long-term)?

- Presents information to listeners using familiar words, phrases and sentences
- Uses the language to obtain, reinforce or expand knowledge of other subject areas

II. Objectives: What will the student do (short-term)?

- Identifies and uses new weather vocabulary correctly in context
- Matches weather vocabulary with weather symbols
- Reproduces previously obtained weather related phrases correctly in context
- Labels a weather map correctly
- Applies correct temperature numbers (Celsius versus Fahrenheit)

III. Materials: What will the teacher/student need?

- project description
- butcher paper and/or construction paper
- crayons and scissors
- book as resource

IV. Instructional Strategies: How will you teach the information?

- a. **Opener** — Review: Go over weather map in German (*Komm mit! Level 1*, 202) or use authentic weather map from the Internet, *Frankfurter Allgemeine Zeitung* or similar publication.
- b. **Body** — **Der Wetterbericht**
 - 1) Present project to class.
 - 2) Answer any questions.
 - 3) Give time limit.
 - 4) Have students present the project.

c. Closer — Vote on the best project

- 1) Identify the project you liked best, and express why it is your favorite.
- 2) Assess students with the Wetterbericht rubric and provide students with feedback.

Modifications: Describe the weather in three different areas in the world orally or in writing or both.

Level II**Lebenswerte Umwelt****Das Wetter und du!****C. Sprechen**

Lies dir die folgenden Fragen durch. Du hast ____ Minuten Zeit dazu.

Suche dir dann einen Partner aus, dem du diese Fragen beantwortest. Dein Partner schreibt deine Antworten und Kommentare auf und kann auch klärende Fragen an dich richten. Dann wechselt ihr die Rollen, und dein Partner beantwortet diese Fragen für dich.

Mache dir Notizen über seine/ihre Antworten. Ihr habt ____ Minuten Zeit dazu.

Sei bereit, die Antworten deines Partners der Klasse vorzutragen!

Beantworte die folgenden Fragen:

Was für Wetter gefällt dir am besten? Warum?

Was für Wetter gefällt dir am wenigsten? Warum?

Wenn du die Wahl hättest, würdest du lieber an einem sehr heißen oder einem sehr kalten Ort wohnen? Warum?

Wie fühlst du dich an Regentagen? ... an sonnigen Tagen?
... wenn es Gewitter gibt? ... wenn es windig ist?

Was für Wetter ist deiner Persönlichkeit am ähnlichsten?
Regen/Niederschlag, Wind, Sonnenschein, Schnee,
Hagel, Donner, Blitz, ...? Warum?

D. Schreiben: Utopie?

Stell dir vor, Wissenschaftler haben einen riesigen, dichten Plastikdom entwickelt, in dem man wohnen kann. Das Wetter wird darin kontrolliert. Dort findet man verschiedene Lebensräume, so wie Wiesen, Wälder, Felder, Gärten und Spielplätze. Die Leute haben schon zwei Jahre darin gewohnt. Möchtest du lieber da wohnen, wo das Wetter kontrolliert wird, oder lieber da, wo das Wetter unsicher ist? Warum? Welche Vorteile und welche Nachteile bringt das Wohnen in diesem Plastikdom? Nenne mindestens zwei Vorteile und zwei Nachteile und begründe.

Level II

Lebenswerte Umwelt

Student Practice Sheet

Use the following information and questions to prepare for class.

Das Wetter und du!

Beantworte die folgenden Fragen:

Was für Wetter gefällt dir am besten? Warum?

Was für Wetter gefällt dir am wenigsten? Warum?

Wenn du die Wahl hättest, würdest du lieber an einem sehr heißen oder einem sehr kalten Ort wohnen? Warum?

Wie fühlst du dich an Regentagen? ... an sonnigen Tagen?
... wenn es Gewitter gibt? ... wenn es windig ist?

Was für Wetter ist deiner Persönlichkeit am ähnlichsten?
Regen/Niederschlag, Wind, Sonnenschein, Schnee, Hagel, Donner, Blitz, ... ? Warum?

Wissenschaftler haben einen riesigen, dichten Plastikdom entwickelt, in dem man wohnen kann. Das Wetter wird kontrolliert. Dort findet man verschiedene Lebensräume: Wiesen, Wälder, Felder, Gärten und Spielplätze. Die Leute haben schon zwei Jahre darin gewohnt. Möchtest du lieber da wohnen, wo das Wetter kontrolliert wird, oder lieber da, wo das Wetter unsicher ist?

Level II

Lebenswerte Umwelt

Lebenswerte Umwelt — Stadt und Land: Meine Traumwelt! Utopie?

Objective: Students will design, label and describe an ideal place to live in the future.

Assignment:

1. You and your partner will create a **collage** or a map of the “ideal” environment of the future using vocabulary from chapter 7.
 - Use **10** pictures.
 - **Label** all important parts of your map/collage in German.
 - **Give it a unique name.**

2. Upon completion, you will give an **oral presentation** to the class in German:
 - Describe your environment: location, the buildings, surroundings or the meaning of different aspects in your collage.
 - Use at least **five adjectives** in your presentation when you describe your creation.
 - **Every member** in your group will talk during the presentation. Each member will talk for at least one minute.
 - Express your preferences about this place, where you would like to live. Mention the **advantages** of this place and the **disadvantages** of other places where people live today. Find **justifications** for your preferences.

3. Each student turns in his or her script of the presentation.
 - Include your name, class and date.
 - The script must be typed and without spelling mistakes.
 - The script must have at least 100 words.

Materials:

Travel magazines	Old maps
Poster board	Butcher paper
Construction paper	Markers
Tour brochures	Real estate magazines

Deadline:

Level II

Lebenswerte Umwelt

Lebenswerte Umwelt! Utopie?

This list can be used in conjunction with the *Wettervokabelnliste* from Level I.

Nomen

das Feld, –er

das Land, –er

der Lebensraum, –e

die Leute

der Mensch, –en

die Mitmenschen

der Nachteil, –e

der Planet, –en

die Stadt, –e

die Umwelt

der Unterschied, –e

der Vorteil, –e

der Wald, –er

die Welt, –en

die Wiese, –n

die Wissenschaft, –en

der Wissenschaftler, –

Hausvokabeln — students brainstorm here

der Keller, –

usw.

Verben

aussehen

begründen

beschreiben
bevorzugen
kontrollieren
manipulieren
nachdenken über
passen
spekulieren
träumen
sich vorstellen
etwas vorziehen
wählen
wohnen
sich wünschen

Adjektive

dunkel
feindlich
friedlich
gemütlich/ungemütlich
geräumig
giftig/ungiftig
günstig
hell
laut
lebenswert
modern/unmodern
neugierig
ruhig
sauber

sicher/unsicher

teuer

umweltfreundlich

unterschiedlich

verschieden

Grammatik

Superlativ und Komparativ

gern/lieber/am liebsten

gut/besser/am besten

viel/mehr/am meisten

so + Adjektiv + wie

Komparativ + als

etwas lieber haben/tun

lieber mögen

Adjektiv Endungen

würde und Konjunktiv Formen (hätte und wäre)

Das mag ich!

gefallen

gern haben

gut (besser) finden

mögen

Vorteile und Nachteile diskutieren

Das ist billiger, besser, gesünder, sauberer, ...

Das ist zu klein, zu teuer, zu hässlich, zu heiß, zu kalt, ...

Einen Grund geben

Was findest du gut/schlecht in dieser Situation?

Was denkst du?

Was meinst du?

Wofür/Wogegen bist du?

Ich bin dafür/dagegen, denn ...

Etwas ist ... gesund

gut für die Umwelt

umweltfreundlich/umweltfeindlich

besser/schlechter als ...

so gut/schlecht/gesund/ungesund wie

Meiner Meinung nach ist es ...

Das ist nicht so schlimm, denn ...

Das ist besser, weil ...

Es ist prima, dass ...

Es ist toll, dass ...

Ich finde es schade, dass

Ich finde es besser, wenn ...

Ich finde es (nicht) gut, dass ...

Mir würde es besser gefallen, wenn ...

Man sollte am besten ...

Du musst unbedingt ...

Level II**Lebenswerte Umwelt****Making a Poster: Lebenswerte Umwelt — Stadt und Land**

Student Name: _____ Due Date: _____

CATEGORY	4	3	2	1
Required Elements (name, labels)	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	All but 2 of the required elements are included on the poster.	Several or most required elements are missing.
Sentences and Grammar (a) adjectives (b) preferences (c) advantages (d) justification	Sentences are written in German using the correct grammar and vocabulary with 100%–90% accuracy.	Sentences are written in German using the correct grammar and vocabulary with 89%–80% accuracy.	Sentences are written in German using the correct grammar and vocabulary with 79%–70% accuracy.	Sentences are written in German but grammar and vocabulary are weak, with 70% accuracy or below.
Pictures, Appearance and Creativity	The poster is very appealing in terms of design, layout and neatness. It includes at least 10 pictures and is very well organized.	The poster is appealing in terms of design, layout and neatness. It includes 10 pictures and is somewhat well organized.	The poster has a somewhat appealing design and layout. It includes 8 or 9 pictures and has acceptable organization.	The poster is not appealing and is poorly designed. It includes 7 or fewer pictures and lacks organization.
Vocabulary	There are no vocabulary mistakes on the poster, including Umlauts.	There are 1 to 2 vocabulary mistakes on the poster, including Umlauts.	There are 3 to 4 vocabulary mistakes on the poster, including Umlauts.	There are more than 5 vocabulary mistakes on the poster, including Umlauts.
Presentation: Pronunciation and Clarity	Speaks clearly and distinctly all (100%–95%) of the time, and mispronounces no words. Verbs are conjugated without any problems. The presentation is easy to understand and is not read off the poster.	Speaks clearly and distinctly most (95%–85%) of the time, but mispronounces one or two words. Verbs are conjugated with very few problems. The presentation is somewhat easy to understand and is not read off the poster.	Speaks clearly and distinctly some (85%–75%) of the time. Mispronounces some words. Verbs are conjugated with several problems. The presentation is sometimes difficult to understand. Very little is read off the poster.	Often mumbles, cannot be understood, or mispronounces many words. Verb conjugations are rarely correct. The presentation is hard to understand. Presentation is read off the poster.

Total ____ /20

Level II

Lebenswerte Umwelt

Lesson Plan: *Lebenswerte Umwelt — Stadt und Land* (90 minutes)

Overall Goal: Produce learned words, phrases and sentences when speaking and writing, and recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

I. Goals: What do you want the student to learn (long-term)?

- Understand short utterances when listening and respond orally with learned material
- Engage in oral and written exchanges of learned material to socialize and to provide and obtain information
- Produce learned words, phrases and sentences when speaking and writing
- Present information using familiar words, phrases and sentences to listeners and readers

II. Objectives: What will the student do (short-term)?

- Design, label and describe an ideal place to live in the future
- Use at least 5 adjectives with correct endings in context
- Give an oral presentation using correct grammar
- Express preferences, advantages and disadvantages
- Give justification and reason in context

III. Materials: What will the teacher/student need?

- Worksheet: *Lebenswerte Umwelt*
- Travel magazines, real estate magazines, old maps and/or tour brochures
- Poster board and/or construction paper, markers
- Partner
- Book as resource

IV. Instructional Strategies: How will you teach the information?

a. Opener — *Das Wetter und du*

Review: Go over expressing likes, dislikes, adjective endings, giving justification in German (*Komm mit! Level 2*, chapter 7).

b. Body — *Meine Traumwelt! Utopie?*

- 1) Present project instructions and rubric to class.
- 2) Answer any questions.
- 3) Give time limit and deadline in class.
- 4) Have students find their partners and start working on project.

a. Closer — Remind students to turn in the finished script next time.

Assign writing portion of “*Meine Traumwelt! Utopie?*”

Level III

Umwelt und Umweltverschmutzung

Rede im Deutschen Bundestag

Ihr seid die Vertreter einer Umweltschutzgruppe. Das Ziel der Gruppe ist es, die Verschmutzung der Umwelt zu verringern und die Natur zu schützen.

Schreibt eine überzeugende Rede die

1. die ernste Lage der Umwelt beschreibt und
2. Vorschläge macht, wie man die Umweltverschmutzung verringern kann, und die Umwelt gleichzeitig schützen kann.

In der Rede müssen mindestens zwei der folgenden drei Themen behandelt werden:

- Die Reduzierung der Luftverschmutzung
- Die Verbesserung der Wasserqualität
- Der Schutz der Tiere

Aufbau und Organisation: 20 Punkte

Vokabeln: 20 Punkte

Inhalt: 20 Punkte

Grammatik: 20 Punkte

Präsentation: 20 Punkte

Level III

Umwelt und Umweltverschmutzung

Deutscharbeit

COMPOSITION

Write, in German, a well-organized and coherent composition of about 150 to 200 words on the topic below. You may want to take a few minutes to organize your thoughts before you begin to write your composition.

Your work will be evaluated for grammatical accuracy and spelling; for variety, range and appropriateness of vocabulary and idioms; and for organization. Be sure to address all of the topics.

NO extra credit will be given for exceeding the prescribed length. Credit will be deducted for compositions that are too short.

NO credit will be given for a composition that does not address the topic. Do not write using capital letters only, since it will affect your grade. Leave some time to PROOFREAD your work. WRITE LEGIBLY.

Die Umweltpolitik der Regierung und die Gesetze zum Schutz von Umwelt und Arbeit sind sehr wichtig. Die Menschen und die Geschäfte, bzw. die Firmen in Deutschland müssen diese Regeln befolgen.

- *Schreiben Sie einen Brief an den Bundeskanzler, in dem Sie Ihre Ängste über die Gefährdung der Umwelt im Zeitalter der Industrie zum Ausdruck bringen.*
- *Machen Sie Vorschläge in Ihrem Brief, wie man die Umwelt besser schützen kann, und regen Sie mögliche Gesetzesänderungen zum besseren Schutz der Umwelt an.*

Level III

Umwelt und Umweltverschmutzung

Lesson Plan: Umwelt und Umweltverschmutzung (90 minutes)

Overall Goal: Participate in simple face-to-face communication, create statements and questions to communicate independently when speaking and writing, understand simple statements and questions when listening and reading, meet limited practical and social writing needs.

I. Goals: What do you want the student to learn (long-term)?

- Engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs
- Produce learned words, phrases and sentences when speaking and writing
- Use knowledge of the components of language, including grammar, to increase accuracy of expression
- Use language at the intermediate proficiency level to obtain, reinforce or expand knowledge of other subject areas

II. Objectives: What will the student do (short-term)?

- Relate and apply cultural and factual knowledge about the environment and pollution in a speech
- Use correct grammar in context
- Examine and compile evidence in order to find and propose a compromise

III. Materials: What will the teacher/student need?

- project description
- pencil and paper
- partner
- book and formerly discussed articles as resources
- Internet as a resource

IV. Instructional Strategies: How will you teach the information?

- a. **Opener** — Review: Summarize in class previously learned vocabulary and information about the environment in Germany. Discuss German attitudes and practices in their relationship to the environment and compare

to American practices. (*Komm mit! Level 3*, chapter 9; and *Preparing for the AP German Language Exam: A Thematic Approach, Umwelt*)

b. **Body** — *Umwelt und Umweltverschmutzung*

- 1) Present speaking activity to class (Appendix B).
- 2) Answer any questions.
- 3) Give time limit and instructions on the use of notes.
- 4) Have students write, then present the activity.

a. **Closer** — *Brief an den Bundeskanzler/die Bundeskanzlerin*

- 1) Assign composition.

Modifications:

1. Do writing assignment in class in the form of an interview — modified direct-response activity.
2. Give writing assignment as assessment of learning in the next class period.

Structures:

Discuss appropriate forms of address for target audience.

Review use of modals and commands for persuasive speech.

Review writing formal letters.

Level IV

Umwelt und Arbeitsplatz

Rede: Im Deutschen Bundestag

Ihr seid die Vertreter einer Umweltschutzgruppe. Das Ziel der Gruppe ist es, alte Arbeitsplätze zu erhalten und neue Arbeitsplätze zu schaffen. Gleichzeitig sollen die Umwelt und die Natur geschützt werden.

Schreibt eine überzeugende **Rede**, die

1. die ernste Lage der Wirtschaft beschreibt, und
2. Vorschläge macht, wie man neue Arbeitsplätze trotz der neuen Regeln schaffen kann, und die Umwelt gleichzeitig schützen kann.

In der Rede müssen die folgenden drei Gebiete behandelt werden:

- Die Erhaltung der alten Arbeitsplätze und die Schaffung neuer Arbeitsplätze
- Der Schutz des Grundwassers oder der Luft
- Die Schaffung von neuer Lebensqualität

Aufbau und Organisation: 20 Punkte

Vokabeln: 20 Punkte

Inhalt: 20 Punkte

Grammatik: 20 Punkte

Präsentation: 20 Punkte

Für den Lehrer

Tafelbild

Umweltschutz bei Erhaltung der Arbeitsplätze

Thema:

- a. die Umweltverschmutzung
- b. die Erhaltung und Schaffung von Arbeitsplätzen

Problem:

- a. Wie kann man die Umweltverschmutzung verringern?
- b. Wie kann man alte Arbeitsplätze erhalten und neue Arbeitsplätze schaffen bei gleichzeitigem Schutz der Natur?

Rede: Die Verbesserung des Problems

Rede 1:

- a. die ernste Lage der Umwelt: Vorschläge und konkreter Plan

versus

Rede 2:

- b. die ernste Lage des Arbeitsmarktes: Vorschläge und konkreter Plan

Suche im Internet nach *Umwelt und Arbeit* oder *Umwelt und Wirtschaft*. Siehe auch Appendix A.

Levels III & IV

Nützliche Worte und Ausdrücke

Argumente

Meiner Meinung nach ...

Ich glaube/denke/finde/meine, dass ...

Ich finde es überhaupt/wirklich/(gar nicht) gut, dass ...

Ich bin überzeugt, dass ...

Ich bin dafür/dagegen, dass ... (Aber: Ich bin für/gegen Atomkraft.)

Ich schlage vor, dass ...

Ich behaupte, dass ...

Ich frage mich, ob ...

Das kommt nicht in Frage.

... ist wichtig, unwichtig, denn/weil ...

aus diesem Grund/deshalb/folglich ... (plus Verb-Subject)

im Allgemeinen ...

außerdem ...

Vergleiche

im Gegensatz zu ...

verglichen mit ...

zum Beispiel

einerseits ... (und) andererseits

besser/schlechter als

wenigstens

meistens

mindestens

hauptsächlich/Die Hauptsache ist, dass ...

Sequenz/ Zeit

anfangs/am Anfang/zuerst

zuletzt/am Ende/letztlich

schließlich

abschließend

erstens, zweitens, drittens, ...

immer, immer noch

nie

oft/häufig (Es kommt oft vor, dass ... Es passiert häufig, dass ...)

manchmal

sofort

normalerweise

schon

früher

im Jahre ... (Zahl)

im 19. Jahrhundert

vor hundert Jahren/vor zwanzig Jahren ...

seit hundert Jahren/seit zwanzig Jahren ...

Level IV

Umwelt und Arbeitsplätze

Lesson Plan: *Umwelt und Arbeitsplätze* (90 minutes)

Overall Goal: Participate in simple face-to-face communication, create statements and questions to communicate independently when speaking and writing, meet limited practical and social writing needs, understand main ideas and some details of material on familiar topics when listening and reading.

I. **Goals:** What do you want the student to learn (long-term)?

- Engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs
- Produce learned words, phrases and sentences when speaking and writing
- Use knowledge of the components of language, including grammar, to increase accuracy of expression
- Use the language at the intermediate proficiency level to obtain, reinforce or expand knowledge of other subject areas
- Use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied

II. **Objectives:** What will the student do (short-term)?

- Relate and apply cultural and factual knowledge about the environment and the workforce in a speech
- Use correct grammar in context
- Examine and compile evidence in order to find and propose a compromise
- Critique the presented findings and solutions
- Design a new list of vocabulary that applies to environment and workforce

III. **Materials:** What will the teacher/student need?

- project description
- pencil and paper
- partner
- book and formerly discussed articles as resources

- Internet as a resource

IV. Instructional Strategies: How will you teach the information?

- Opener** — Review: Summarize in class the past contents and findings about the relationship of the environment and the workforce in Germany. Clarify important differences between the industries' points of view and the environmentalists' points of view in the areas of quality of life and well-being for society as a whole. (i.e., *Kaleidoskop*; *Thema 10: Das Kartoffellied*, 232; and *Der Bergarbeiter*, 235)
- Body** — *Umwelt und Arbeitsplätze*
 - 1) Present speech activity to class.
 - 2) Answer any questions.
 - 3) Give time limit.
 - 4) Have students present the activity.
- Closer** — Class Discussion
 - 1) Have students comment on the speeches and their proposed solutions.
 - 2) Have students make a value judgment based on the information in the speeches.

Modifications:

1. Partner activity: Have students write interview questions for the speech writers, and conduct interviews in class (modified direct-response activity).
2. Have students make a list of topic-related vocabulary and use as speaking activity (Appendix C).

Appendix A — Helpful Links for Umwelt

All Levels

Blinde Kuh

<http://www.blinde-kuh.de/>

Search for: *Umwelt*

Several updated articles about *Umwelt*, *Umweltschutz*, *Naturschutz*, etc.

Other samples would be: “*Warum ist der Himmel blau?*,”

“*Wie entsteht aus Wolken Regen?*” and more.

Medienwerkstatt: Wissenskarten

<http://www.medienwerkstatt-online.de/>

Search for: *Umwelt*

Literally hundreds of texts on all levels and all kinds of topics related to *Umwelt und Umweltschutz*.

Innerdeutsch — Deutsch 3

Wortrix zu dem Thema Natur:

<http://www.interdeutsch.de/studien/studien3.htm>

Interaktives Wortspiel mit Naturvokabeln:

<http://www.interdeutsch.de/Uebungen/Wortrix/wortrix.html>

Canoo.net

<http://www.canoo.net/>

Deutsches Wörterbuch mit Links zu Wörterbüchern und Bedeutungswörterbüchern (Oberbegriffe, Unterbegriffe und Synonyme)

Deutschlern.de

www.deutschlern.de

If you do not have a login, just scroll down the page to access login-free exercises.

Search for: *Umwelt*

German Resources on the Web

<http://delicious.com/GermanGROW/Umwelt>

Numerous resources for *Umwelt*

Holt, Rinehart and Winston: *Komm mit!* series

Look for the online activities that go with the *Umwelt* chapter in the *Komm mit!* series.

<http://go.hrw.com/gopages/wl-gr.html>

Carol Haring’s “Wetterprojekt”

<http://www.subpacs.com/lessons.html>

Quia. Im Winter — Interaktive Wortschatzübung

<http://www.quia.com/jw/144932.html>

Super German Websites

<http://www.uni.edu/becker/German2.html>

Click on: Maps and Geography

Goethe Institut

<http://www.goethe.de/Ins/eg/prj/jgd/the/umw/deindex.htm>

<http://www.goethe.de/z/jetzt/dejtexte.htm>

<http://www.goethe.de/deindex.htm>

Search for: *Umwelt*

Bundesministerium für Umwelt, Naturschutz und Reaktorsicherheit

<http://www.bmu.de/allgemein/aktuell/160.php>

Videos, Spiele und Lektüre zum Thema. Besonders empfehlenswert sind die Bildungsmaterialien für Grundschule und Sekundarstufe I/II

Wortschatz Übungen

<http://www.vokabel.com/german.html>

German Steps

Syllabus:

<http://www.bbc.co.uk/languages/german/lj/syllabus.shtml>

Discussing the weather:

<http://www.bbc.co.uk/languages/german/lj/weather/>

Upper Levels

Forum Wirtschaftsdeutsch (Levels 4 und 5):

<http://www.wirtschaftsdeutsch.de/lehmaterialien/index.php>

Deutscher Tourismusverband

Leitfaden: Natur, Erlebnis, Angebote

<http://www.deutschertourismusverband.de/>

Umweltbundesamt

<http://www.umweltbundesamt.de/>

Institut für angewandte Umweltforschung

<http://www.umweltlexikon-online.de/fp/archiv/RUBrechtmanagement/Umwelt.php>

Umweltmagazin

<http://www.technikwissen.de/umwelt/>

Bund Freunde der Erde

<http://www.bund.net/bundgegengift/>

Appendix B — Konversationsgruppe

This speaking activity is designed to have students come to class with questions in reference to a text they have read in preparation for a discussion group. The activity is suitable for use with any topic throughout all levels.

Stammtisch oder Kaffeeklatsch

- Topic this week: _____

Students will do the following:

- At home:
 - ✓ Read the assigned article.
 - ✓ Prepare five questions about the topic in German.
 - ✓ Express likes and dislikes about the topic while giving reasons (4 to 6 sentences).
 - ✓ Give an opinion about issues related to the topic (2 issues) and defend their points of view adequately.
- In school:
 - ✓ Present their points of view in German.
 - ✓ Answer classmates' questions about the assigned topic.

Students will receive a grade based on:

- a. Preparedness — complete and high-quality work done at home.
- b. Participation — frequency and quality of presentation to class, and questions and answers during class.
- c. Use of complex sentences and good range of vocabulary.

This will give you a grade of _____.

Spontaneous questions and a high degree of participation will help you to receive a grade higher than _____.

Appendix C — Circumlocution Activity

In this competitive classroom activity, which can be used in every level, students practice the all important skill of circumlocution as a review of thematic vocabulary.

Das A — Team

Liste A

1. Umweltverschmutzung
2. (Ohne) FCKW-Fluorchlorkohlenwasserstoff
3. Pumpspray
4. Biodiesel
5. Elektroauto
6. Solarenergie

Liste B

1. Luftverschmutzung
2. Recyclecontainer
3. Glasflasche
4. Altpapier
5. der Grüne Punkt
6. der Blaue Engel

Der Lehrer muss Karten mit den Wörtern auf den Listen herstellen und an die Gruppen zur gegebenen Zeit verteilen.

Zuerst beschreiben die Schüler der Gruppe A ihrer Gruppe die Wörter in Liste A.

Danach beschreiben Schüler der Gruppe B ihrer Gruppe die Wörter in Liste B.

Der Lehrer nimmt entweder die Zeit ab, die die Schüler brauchten, um alle Begriffe zu erraten, oder beendet die Aktivität nach einer vorher bekannt gegebenen Zeitspanne.

Die Gruppe, die am schnellsten war, bzw. die meisten Begriffe erraten konnte, hat gewonnen.

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About the Contributors

Mary Ashcraft taught high school German for over 25 years in the Cleveland area and most recently served as Foreign Language Department chair and AP German teacher at Shaker Heights High School. Her involvement with the AP Program includes 15 years as a classroom teacher and five years as a College Board consultant and AP Exam Reader. As an active member of the American Association of Teachers of German (AATG), she served on the Diversity Committee, was elected to the Executive Council in 2004 and was awarded the AATG/Goethe Institut Certificate of Merit in 2007. She is currently a part-time instructor of German at the University of Nevada, Las Vegas.

Brigitte Rossbacher is an associate professor of German at the University of Georgia, where she coordinates the German language program and supervises the department's teaching assistants. Her research focuses primarily on contemporary German literature, GDR studies and language pedagogy. She has published on representations of memory and history and narrative in postwar and postunification literature. In the area of language pedagogy, her research includes approaches to teaching about the GDR after unification and diverse aspects of teacher training. She has served for many years as a AP Reader and Table Leader for the AP German Exam.

Marita Cleaver relocated to Texas in 1994, after two years of teaching in Germany, and began a German teaching career that included assignments at three high schools. She is currently the coordinator for Advanced Academics and AVID district director for the McKinney Independent School District. She has served as a member of the Test Development Committee for the SAT II German Subject Exam and the AATG National Test Development Committee. She has been an AP German Exam Reader since 2002.