

COURSE: German Culture	Grade(s) 9-12
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UNIT: What is Culture?/Introduction to Cultural Studies
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NATIONAL STANDARDS: 2.1, 2.2, 3.1, 3.2, 4.2, 5.2
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<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will define and give examples of the concept of culture. 2. Students will explain and give examples of how culture shapes the way we see ourselves and others. 3. Students will comprehend and explain why people see the world differently and behave in different ways. 4. Students will be able to understand why misunderstandings occur between people of different cultures. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to define culture. 2. Students will recognize that some differences among people stem from culture and that some stem from personal traits and preferences. 3. Students will identify features that all cultures have in common. 4. Students will understand that culture includes visible and invisible features. 5. Students will gain skills in observing and describing behaviors. 6. Students will develop an understanding of how our cultural values influence the way we view other groups. 7. Students will be able to explain why understanding their own culture can help them better understand another culture.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Features of Culture 2. Everyone has a Culture – Everyone is Different 3. Iceberg activity 4. Americans 5. Understanding Cultural Viewpoints 6. Brief Encounter activity <p>RESOURCES: Peace Corps Coverdale Worldwide Schools website, specifically "Teaching about Cultures": http://www.peacecorps.gov/www/educators/enrichment/culturematters/culture.html</p> <p>Worksheets and Lessons from this website, including but not limited to:</p> <ol style="list-style-type: none"> 1. Culture Matters <ol style="list-style-type: none"> a. Chapter 1 (Understanding Culture) b. Iceberg Concept 2. Building Bridges <ol style="list-style-type: none"> a. Features of Culture b. Defining Culture c. Culture is Like an Iceberg d. Brief Encounters 3. Looking at Ourselves and Others <ol style="list-style-type: none"> a. Features of Culture b. Everyone has a Culture – Everyone is Different 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Classroom discussion 2. Group work and short presentations 3. Classroom participation in Brief Encounter Activity 4. Reflective essay dealing with the definition of culture and its features <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Create Iceberg poster. 2. Create poster about your own culture. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Further research in detail specific to key areas that interest student. 2. In depth research about your own culture and/or a culture of your choice (non-German).

COURSE: German Culture	Grade(s) 9-12
UNIT: Contemporary German Life	
NATIONAL STANDARDS: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	
<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will gain an overview of the geography and culture of German-speaking countries. 2. Students will gain an overview of famous sites in Germany (Brandenburger Tor, Schloss Neuschwanstein, Kreidefelsen von Rügen). 3. Students will gain an overview of German customs, traditions and holidays. 4. Students will gain an overview of major aspects of German culture (soccer, automobile industry, environmental awareness, traditional foods and beverages). 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to find German-speaking countries on a map, locate major cities and state the names of bordering countries. 2. Students will be able to describe customs and the celebration of major German holidays. 3. Students will be able to describe major aspects of German culture (soccer, automobile industry, environmental awareness, traditional foods and beverages). 4. Students will be able to identify and describe in ~3 sentences famous German sites. 5. Students will select and prepare a recipe for a famous German dish. 6. Students will participate in cultural traditions for holidays (making decorations, learning dances, etc.).
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Map activities 2. Read "In Germany" packet (selected chapters) and complete activities. 3. View and answer questions pertaining to the "Romantic Germany" video. 4. Cultural videos and art projects on German holiday traditions. 5. Cultural videos and readings on soccer, automobile industry, traditional foods and beverages. 6. Cooking project on traditional foods. 7. Class discussions. <p>RESOURCES: <i>Cultural Videos on You Tube, Teacher Tube In Germany</i> <i>Rudy Maxa – Europe to the Max Video</i> <i>Rick Steves – Austria and the Alps Video</i> <i>Rick Steves – Germany and Scandinavia Video</i> <i>Visions of Germany. Bavaria and Along the Rhine Video</i> <i>Romantic Germany Video</i> Deutsche Welle "Those Germans" video series with Gabriela Gleinig on soccer, cars, the environment: http://www.dw.de/gabriela-gleinig/a-16388648 Tamara Steinberger – <i>Fröhliche Weihnachten! A Collection of German Christmas Activities</i></p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Identification of key concepts studied in the unit. 2. Presentation/Written/Oral/Visual of key concepts in this unit and/or further concepts. 3. Compare/contrast concepts learned, and further compare/contrast concepts learned with personal experience and culture. 4. Cooking project – traditional recipe 5. Holiday project – making decorations 6. Classroom discussion <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Create PowerPoint showing information learned in this unit. 2. Create advertisement for a famous German product that illustrates concepts learned. 3. Create holiday decorations for holiday of choice. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Further research in detail specific to key areas that interest student. 2. Create advertisement for a famous German product that illustrates concepts learned. 3. Create holiday decorations for holiday of choice.

COURSE: German Culture	Grade(s) 9-12
UNIT: Literature	

NATIONAL STANDARDS: 1.2, 3.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
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<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to identify famous authors and several of their most famous works. 2. Students will be able to interpret symbolism in several famous works. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Identify several famous works of literature from German-speaking countries (Grimm fairy tales, German legends, The Adventures of Baron Münchhausen, The Adventures of Till Eulenspiegel, Parzival, Wilhelm Tell). b. Interpret several selected works of German literature. c. Interpret an English translation of a German novel (e.g. <i>Cornelia Funke – Inkheart</i> or <i>The Thief Lord</i> or <i>Ghost Knight</i>) d. Compare/contrast German novel with film adaptation.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Research-based activities 2. Interpreting texts in English 3. Comparing/contrasting novel with film adaptation <p>RESOURCES: Grimm fairy tales, German legends, The Adventures of Baron Münchhausen, The Adventures of Till Eulenspiegel, Parzival, Wilhelm Tell, Selected Novel by Cornelia Funke, Cornelia Funke film adaptation, Computer lab</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Identification of key concepts studied in the unit. 2. Presentation/Written/Oral/Visual of key concepts in this unit and/or further concepts. 3. Compare/contrast concepts learned, and further compare/contrast concepts learned with personal experience and culture. 4. Classroom discussion <p>REMEDICATION:</p> <ol style="list-style-type: none"> 1. Create PowerPoint showing information learned in this unit. 2. Create fairy tale that illustrates concepts learned. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Further research in detail specific to key areas that interest student. 2. Create fairy tale that illustrates concepts learned.

COURSE: German Culture	Grade(s) 9-12
UNIT: History and Politics	

NATIONAL STANDARDS: 2.1, 2.2, 3.1, 3.2, 4.2, 5.2
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<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will list and understand historical facts about modern Germany (1933-present). 2. Students will compare and contrast Germany's political system with that of the United States. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to understand German history from 1933-present, specifically: The eras of National Socialism, Two German States and Reunification. 2. Students will be able to compare Germany's political system with that of the United States, specifically: the Basic Law, Political Parties, Electoral System, Bundestag/Bundesrat, the Federal President and Federal Chancellor.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Create a timeline of modern German history 2. Key term identification games 3. Berlin Wall/Checkpoint Charlie Webquest 4. View film of choice (The Boy in the Striped Pajamas, Europa, Europa, Diary of Anne Frank, Life is Beautiful, The Promise, Marx and CocaCola) 5. Presentation about a famous German politician (Willy Brandt, Helmut Kohl, Angela Merkel, etc.) <p>RESOURCES:</p> <p>http://www.tatsachen-ueber-deutschland.de/en/history.html (Specifically 1933-present, including National Socialism, Two German States and Reunification)</p> <p>http://www.tatsachen-ueber-deutschland.de/en/political-system.html (Specifically Basic Law, Political Parties, Electoral System, Bundestag, Bundesrat, Federal President, Federal Chancellor)</p> <p>http://www.newseum.org/berlinwall/</p> <p>http://www.mauermuseum.de/images/flyer_mhacc_eng.pdf</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Group work 2. Compare/Contrast lists 3. Classroom discussion 4. Homework worksheets 5. Written quiz <p>REMEDATION:</p> <ol style="list-style-type: none"> 1. Extra help from teacher. 2. Reinforcement worksheets. 3. Additional Readings (simplified). 4. Create visual showing information learned in this unit. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Further research in detail specific to key areas that interest student.

COURSE: German Culture	Grade(s) 9-12
UNIT: Art and Music	

NATIONAL STANDARDS: 1.2, 1.3, 2.1, 2.2, 3.1, 4.2
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<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to identify famous artists and several of their most famous works. 2. Students will be able to interpret symbolism in a famous work selected by student. 3. Students will be able to identify famous classical and contemporary musicians of German-speaking countries, and several of their most famous works. 4. Students will be able to state what makes a piece of music classical, romantic or modern. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Identify famous artists of German speaking countries or artists working in German speaking countries (e.g. Albrecht Dürer, Til Riemenscheider, Caspar David Friedrich, Paul Klee, Gustav Klimt, Giovanni Battista Tiepolo) b. Identify several famous works of each artist c. Interpret symbolism in a selected famous work (e.g. Tiepolo's Ceiling Fresco of the Four Continents in Wurzburg, Medieval Tapestry "The mystic hunt of the unicorn") 2. Students will be able to: <ol style="list-style-type: none"> a. Identify modern German musicians who sing in English (Luca Hänni, Sophie Hunger, Lena Mayer-Landrut, Ivy Quainoo). b. Identify several famous works of each German musician (<i>Don't think about me, Satellite, Do you like what you see?</i>). c. Analyze song text and compare/contrast with music video. 3. Students will be able to: <ol style="list-style-type: none"> a. Identify classic musicians of German-speaking countries (Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Robert Schumann, Clara Schumann, Richard Wagner, etc.). b. Identify several famous works of each German musician (Brandenburg Concertos, <i>Eine kleine Nachtmusik</i>, Beethoven's 5th and 9th Symphonies). c. Analyze differences in music genres (classical, romantic, modern).
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Research-based activities 2. Visual or hands-on manipulation with art of German-speaking countries 3. Analysis of music, music videos and song texts 4. Music performance <p>RESOURCES:</p> <p>Computer lab. Overhead Projection. Art Posters. <i>Dover Coloring Book – Medieval Tapestries</i> <i>Gustav Klimt – 25 Masterpieces</i> <i>186 Color Paintings of Paul Klee – Surrealist Painter (Kindle Edition)</i> <i>118 Color Paintings of Caspar David Friedrich (Kindle Edition)</i> <i>Giovanni Battista Tiepolo – Frescos in the Imperial Hall of the Wurzburg Residenz Castle</i></p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Identification of key concepts studied in the unit. 2. Presentation/Written/Oral/Visual of key concepts in this unit and/or further concepts. 3. Compare/contrast concepts learned, and further compare/contrast concepts learned with personal experience and culture. 4. Classroom discussion <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Create visual showing information learned in this unit. 2. Create piece of artwork or song that illustrates information learned. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Further research in detail specific to key areas that interest student. 2. Perform selected music piece on instrument of choice. 3. Create artwork that illustrates information learned.

COURSE: German Culture	Grade(s) 9-12
UNIT: German Culture in the USA	
NATIONAL STANDARDS: 1.2, 1.3, 2.1, 2.2, 3.1, 4.2	
<p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to identify Amish and Pennsylvania Dutch cultural influences and traditions. 2. Students will describe and identify traditional Pennsylvania Dutch folk songs and recipes. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to: <ol style="list-style-type: none"> a. Identify Amish and Pennsylvania Dutch cultural influences. b. Identify Amish and Pennsylvania Dutch cultural and holiday traditions. c. Identify and interpret traditional folk songs. d. Identify and prepare one selected traditional recipe. e. Describe and create visual of Halloween Scherenschnitte.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Listen to/sing Pennsylvania Dutch folk songs 2. Halloween <i>Scherenschnitte</i> (cutting out elaborate Halloween scenes using Pennsylvania Dutch patterns) 3. Cook and bring in a Pennsylvania Dutch recipe to share with class. <p>RESOURCES: Computer Lab. Overhead projection. Mindy Starns Clark – <i>A Pocket Guide to Amish Life</i>. George Britten – <i>Pennsylvania Dutch Folksongs</i>. Peter Fritsch – <i>Pennsylvanian Dutch Halloween Scherenschnitte</i> Pennsylvanian Dutch recipes from Internet</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Identification of key concepts studied in the unit. 2. Presentation/Written/Oral/Visual of key concepts in this unit and/or further concepts. 3. Compare/contrast concepts learned, and further compare/contrast concepts learned with personal experience and culture. 4. Classroom discussion 5. Cooking project – traditional recipe <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Create visual showing of information learned in this unit. 2. Create artwork or song that illustrates information learned. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Further research in detail specific to key areas that interest student. 2. Perform selected folk song. 3. Create artwork that illustrates information learned.

German Culture Resources

The following is a list of textbooks and resources used to teach German Culture.

1. Borra, Adriana and Ruth Mader-Koltay. *German Through Film*. New Haven and London: Yale UP, 2007.
2. Britton, George. *Pennsylvania Dutch Folk Songs*. Folkways Records, 1955. Selections available on amazon cloud player.
3. *Deutsch Meisterschaft Game. German Cultural Trivia Board Game*. Teacher's Discovery.
4. Flippo, Hyde. *When in Germany, Do As The Germans Do. The Clued-In guide to German Life, Language, and Culture*. New York: McGraw Hill, 2002.
5. Fritsch, Peter. *Pennsylvania Dutch Halloween Scherenschnitte*. Pelican Publishing.
6. *Five-Minute German Cultural Trivia For Quick Culture Lessons*. Teacher's Discovery.
7. Glasgow, Mary. *Das Rad*. London: Scholastic, Inc., 2010-2013 (Teen Magazine).
8. Grimm, Jakob und Wilhelm. *Grimm's Fairy Tales*.
9. Hammond, Roy A. *Visions of Germany*. New York: Acorn Media, 2004-2005 (DVD).
10. Hoffmann, Heinrich. *Der Struwwelpeter*. Erlangen: Pestalozzi Verlag, 1999.
11. Maxa, Rudy. *Europe to the Max*. Chicago: Questar Inc., 2005 (DVD).
12. Nash, Todd. *In Germany*. St. Paul: EMC Publishing.
13. Nichols, Frank. *Romantic Germany*. Englewood: Traveloguer Collection, 1990 (Video).
14. Steinberger, Tamara. *Fröhliche Weihnachten! A Collection of German Christmas Activities*. Teacher's Discovery, Inc., 2006.
15. Steves, Rick. *Austria and the Alps*. Edmonds: Back Door Productions, 2000-2007 (DVD).
16. Steves, Rick. *Germany and Scandinavia*. Edmonds: Back Door Productions, 2000-2007 (DVD).

Websites

<http://www.tatsachen-ueber-deutschland.de/en/home1.html>

<http://www.peacecorps.gov/www/index.cfm>

<http://www.newseum.org/berlinwall/>

http://www.mauermuseum.de/images/flyer_mhacc_eng.pdf

Films

The Boy in the Striped Pajamas

Europa, Europa

Diary of Anne Frank

Life is Beautiful

The Promise

Marx and Coca Cola

Music

Various music CDs from the following groups: Luca Hänni, Sophie Hunger, Lena Mayer-Landrut, Ivy Quainoo, Falco, Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Robert Schumann, Clara Schumann, Richard Wagner, etc.