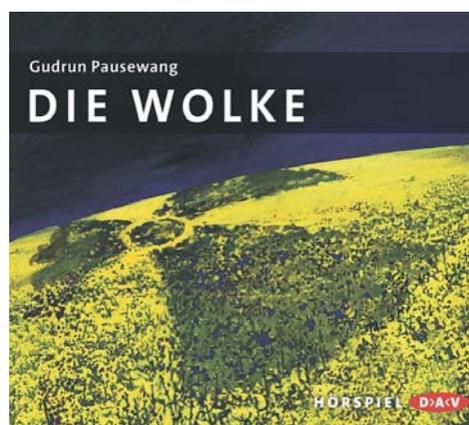
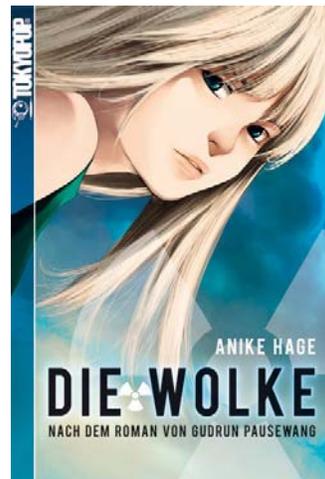


## Instructional Materials for *Die Wolke*

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# Die Wolke

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**Topic:** Anatomy of a (technological) crisis and its aftermath

**Overarching Themes:** global issues and technology  
energy sources  
crisis management

**Enduring Understandings: *Students will understand that***

- issues of technology are complicated and culturally determined.
- modern local crises are actually global.

**and students will be able to**

- interact with authentic texts (young adult novel, manga version of novel, audio book version of novel, simplified version of the novel for early learners of German).
- scan authentic texts for global understanding and search for specific information.
- compare and contrast energy use and priorities in the US and in the target culture.
- handle themselves in emergency situations in German.

**Summary of Unit:** In a month of instruction students will read and discuss at least one version (novel, film, Hörspiel) of *Die Wolke* by Gudrun Pausewang. As a part of this discussion students will consider issues relating not only to the specific crisis described in the book but also to crises in general, natural or manmade. Furthermore, students will consider the significance of technology both as a possible cause of a crisis as well as an aid in resolving a crisis.

**Essential Questions:** How do you react in a crisis? How do people and society approach planning for crises? What role does technology play both in the creation of crises and in the possible solutions thereto?

**Targeted Proficiency Level:** Depending on the version the instructor chooses, the level can vary from Intermediate Low to Advanced Low.

<p><b>Knowledge and Skills</b></p> <p>Students will know...</p> <p>Students will be able to...</p>	<p>Students will be able to argue the advantages/disadvantages of technology – e.g. energy sources, devices, means of transportation, etc.</p> <p>Students will know basic emergency protocols.</p> <p>Students will be able to use basic vocabulary for expressing needs in basic emergency situations.</p>
<p><b>Performance Task (Summative Assessment)</b></p> <p>Interpersonal Communication</p> <p>Interpretive Communication</p> <p>Presentational Communication</p>	<p>Students will work in pairs to construct a wind turbine with self-designed components (Appendix A). The teacher will observe the communication between partners as they make their decisions about the proper design of the designs. (interpersonal)</p> <p>After completing the measurement of the efficiency of their wind turbines, partners will then prepare</p> <p style="padding-left: 40px;">Presentations to address the local utility commission of the advantages of wind energy over other sources of electric energy (coal, oil, gas, nuclear power). (presentational)</p> <p style="padding-left: 40px;">A letter to the editor of the local paper concerning the possible advantages and disadvantages of wind energy (or other new/newly developing energy sources). (presentational)</p>
<p><b>How Standards are addressed</b></p> <p>Culture</p> <p>Connections</p> <p>Comparisons</p> <p>Communities</p>	<p>Culture: The novel emulates German culture since <i>Die Wolke</i> is required reading (<i>Pflichtlektüre</i>) in German high schools.</p> <p>Comparisons: The novel lends itself for comparisons in energy use and priorities between the US and the target cultures.</p> <p>Comparisons: The text presumes a discussion and comparison of environmental attitudes between the US and the target cultures.</p> <p>Connections: Students will connect life-altering situations more familiar to them with the crisis and its aftermath in the text.</p> <p>Communities: Students will analyze emergency protocols in their own family or residence hall. Since integration and segregation also become themes in the book, students will consider where the divisions are in their communities (e.g. socio-economic divisions).</p>

<p><b>What needs to be taught to assure student success on the performance task</b></p> <p>Language functions</p> <p>Structures</p> <p>Vocabulary</p>	<p>Subjunctive: In doing a formal presentation, that register of language will be important.</p> <p>Technical vocabulary: see Appendix B</p> <p>Persuasive phrases for presentation: “Unsere Ergebnisse zeigen,” “unserer Meinung nach”, “... könnte eine gute Alternative sein, weil ...”</p>
<p><b>Formative Assessments and Learning Activities</b></p> <p>Interpersonal Communication</p> <p>Interpretive Communication</p> <p>Presentational Communication</p>	<ol style="list-style-type: none"> <li>1. Students share entries that summarize each chapter in their reading journals. These entries include 4-5 vocabulary items plus 1-2 questions on content or thematic material. (interpersonal/interpretive)</li> <li>2. Students write brief summaries of specific chapters and distribute those summaries to their peers. (presentational)</li> <li>3. Students present their summaries of specific chapters orally. (presentational)</li> <li>4. Students work in pairs to put together an abecedarian book. Then the pairs compare their choices for each letter of the alphabet and create a final illustrated ABC-book.</li> </ol>

## Resources

There are differentiated texts to allow students at various levels:

Gudrun Pausewang, *Die Wolke*. ISBN 978-3-473-58014-9

Anike Hage/Gudrun Pausewang, *Die Wolke* (Mangaversion). ISBN 978-3-84200-049-0

Gudrun Pausewang, *Die Wolke Hörspiel* (CD). ISBN 978-3-8631-130-9

Gudrun Pausewang, *Die Wolke Hörbuch Fan made* (YouTube)  
<https://www.youtube.com/watch?v=AjbP2jsDYhI>

Gudrun Pausewang, *Die Wolke: Lektüre Deutsch als Fremdsprache für das 3. und 4. Lernjahr*. ISBN 978-3126747164

Gregor Schnitzler (director), *Die Wolke* (film DVD), 2006.

Tilman Spreckelsen, "Das Angstmacherbuch unserer Schulzeit," *Frankfurter Allgemeine*, 15. März 2011,  
<http://www.faz.net/aktuell/feuilleton/themen/die-wolke-wird-wahr-das-angstmacherbuch-unserer-schulzeit-1608053.html>

"Solange ich lebe, werde ich warnen," *Spiegel*, 17. März 2011,  
<http://www.spiegel.de/kultur/gesellschaft/die-wolke-autorin-pausewang-solange-ich-lebe-werde-ich-warnen-a-751287.html>

Brigitta Reddig-Korn, *Materialien zur Unterrichtspraxis – Gudrun Pausewang: Die Wolke*. ISBN 978-347981281

Die Maus Spezial – Atomkraft Neu 2011 Ganzer Film  
<http://www.veoh.com/watch/v931102279TexAS72>

Natalie Eppelsheimer, "Atomkraft? Nein danke! – Zur Behandlung des deutschen Anti-Atomkraft-Diskurses und zur Förderung der Bildkompetenz im U.S.-amerikanischen DaF-Unterricht mit Anike Hages Germanga *Die Wolke* (2010)" in *German as a Foreign Language*, Issue 1/2013, p. 1-31. <http://www.gfl-journal.de/1-2013/eppelsheimer.pdf>

# Lesson Plan

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**Title:** Die Wolke – Kapitel Eins

**Language Functions/Objectives:** giving and mapping directions, talking about emergencies, school vocabulary, family vocabulary, first engagement with the text

**Assessments:** journal entries, *Nacherzählungen*, completing Map

**Vocabulary and Functional Chunks:** thematic diagrams, provided glossary of essential vocabulary, prepositions and directions review, command forms

## Materials

- a copy of the text for all students, either original, simplified, or Manga
- a blank map for students to map movements
- computers with access to Google Maps
- copies of tables to complete
- Post-Its for text marking

**Warm-up** Students complete the following table in the target language. This pre-reading activity allows students to consider available technologies.

## Gehen oder fliehen?

Was macht man in einem Notfall?	
mit Handy	ohne Handy
Was muss man mitnehmen?	Was kann man vergessen?

**Setting the Stage 1:** Students write a diary entry describing a day of their life which changed everything for them. Explain what happened, why, and any panic experienced. These life-changing days could also be positive changes. Did technology play a role in causing or solving the life-changing event? Write independently and share aloud with a partner.

**Setting the State 2:** Students will complete a pre-reading comparison through a double bubble map. One half of the class will describe technology on one white board, and the other half defines a crisis on a separate white board.

At the end, the class will discuss the connections between the two concepts. How are they similar and different, and what interactions do we know of between these concepts? The students will generate 4-5 sentences that connect, compare the two concepts.

**Input/Introduction of new language:** Review prepositions and their cases: accusative, dative, and 2-way. The teacher can show students specific examples out of the novel and discuss the case-determined articles.

**Guided participation/practice:** Students write a detailed description of how they get home from school in complete sentences using prepositions with the correct cases and articles.  
*Not-Situationen/Szenen spielen* – See Appendix C. Encourage comparisons to regional disasters in your area.

**Input/Introduction of new language:** Students read the first chapter of the novel while listening to the audiobook which is on YouTube. With the supplied vocabulary list to the side, students circle the key vocabulary on the text when the terms are encountered.

**Guided participation/practice:** After reading the first chapter and marking the vocabulary, students sort the vocabulary terms into three categories in groups of 2 or 3 students: *Atomenergie*, *Flucht*, *Familie*. (Words for the family category will be supplied by students themselves. They are not listed for this proficiency list.)

**Input/Introduction of new language:** The instructor will demonstrate how to write a well-written *Nacherzählung* and will include key vocabulary words in the model. The teacher will use the topic of family for the model.

**Guided participation/practice:** Students will write their own *Nacherzählung* that is 3-5 sentences long, choosing from the other two groups (*Atomenergie / Flucht*). When the written products are completed, students compare their work with others.

**Input/Introduction of new language:** Divide chapters among students (jigsaw). Students read their chapters of the novel, with the audio book if desired, and mark key vocabulary throughout. Unknown vocabulary should be marked and analyzed in context to determine meaning without a dictionary if possible. After completing their portions, students summarize the most important content of their sections. The class can arrange their work in a timeline and present to the rest of the group. The summaries may take the form of comics, tableaux, storyboards, Padlets or paragraphs plus vocab lists.

**Input/Introduction of new language:** Reteach necessary vocabulary for directions and navigation.

**Guided participation/practice:** Pretend that Janna-Berta's family is looking for her, and the students must give a detailed description of her movements so she can be found. Students map out Janna-Berta's

movements on a handout with a blank map of Germany. Students will begin at the school when the first announcement was made and scan the first chapters in pairs again to track her movements. Students will also use Google Maps to measure the distances. Students will write out her movements in the target language using prepositions and navigation vocabulary correctly.

**Enabling activities:** Students sit back to back and pretend they are having a telephone conversation. One student is an observer who knows where Janna-Berta is, and the other is the concerned family member, Tante Helga in Hamburg (or Almut). Students can either brainstorm questions in advance, be given a list from their teacher, or spontaneously have this conversation in the target language depending on proficiency level. The teacher can stress the dramatic nature of this conversation that should be reflected in vocabulary and tone of the students in the role-play.

Alternative 1 – Students read the Manga version to scan the text for possible structures for this role-play before beginning the assignment.

Alternative 2 – Students create a computer-generated storyboard using the structures of this conversation instead of or in addition to the oral version. This could be a homework assignment after the in-class activity, for example.

Alternative 3 – See Appendix C again.

**Application:** Students continue to develop the map of Janna-Berta’s movement throughout reading the rest of the novel. All distances should be listed both in miles and kilometers.

**Extension activities:** Students complete independent research on Chernobyl and fact-check the information given by the author. Students should evaluate the validity of their sources and analyze how the author used the facts of the real disaster in the novel.

**Reflection on the lesson/unit:** Students write a journal entry connecting Janna-Berta’s experience to their own life. Have you ever fled? How far? (Use Google Maps if desired to measure the distances!) Describe your movements. Compare and contrast your emotions to Janna-Berta’s in this sections of the text to how you remember feeling.

**Which of Gardner’s *Multiple Intelligences* have been incorporated in activities in this lesson?**

Linguistic: Analysis of Language Functions	Logical/Mathematical: Map Navigation, Conversion of Distances	Bodily/Kinesthetic	Spatial: Map Navigation
Musical	Intrapersonal: Journal Entries, Reflections	Interpersonal: Sharing, Pair Work, Dialogue on the phone	Naturalist

Date:

Main Topic: **Wind and Wind Energy**

Unit Topic: **Turbines**

Lesson Topic: **Building the Turbine Base**

<b>Target Vocabulary:</b> PVC pipe – das PVC-Rohr elbow coupler – der 90 Grad Winkelbogen T-coupler – das T-Stück motor – der Motor duct tape – das Panzerband wire – der Draht cable – das Kabel to thread through – einfädeln loose – locker to insert – hineinstecken wrap around – herumwickeln	<b>Materials:</b> 5 90 degree elbow couplers 3 T-couplers 1 30cm PVC pipe (pre drilled – see notes) 4 9cm PVC pipes 2 20cm PVC pipes 2 8cm PVC pipes motor with wire attached duct tape cm rulers for each student Worksheet 1
<b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language	
<b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics	
<b>Notes:</b> <ul style="list-style-type: none"><li>• YouTube video illustrates plan: <a href="https://www.youtube.com/watch?v=YY1oCNhD8_0">https://www.youtube.com/watch?v=YY1oCNhD8_0</a></li><li>• Pre-drill hole in base pole for each group</li><li>• Solder electrical wires to motor ahead of time</li><li>• Make all measurements in cm</li><li>• Video “Selbstgemachte Turbine” will be made by Rollins College students and will be on YouTube in the target language using same materials and procedures as in the YouTube listed above. Link to follow.</li><li>• Students work in groups of 2</li><li>• Rollins College students volunteering in class during project</li></ul>	
<b>FAMILIARIZATION (teacher questions in English for ease of administrative approval)</b> <ul style="list-style-type: none"><li>- List PVC components on board</li><li>- Teacher introduces PVC parts using cm ruler to measure each piece in front of class. Have students show the same measurement on their rulers as teacher measures (students don't have the PVC parts just yet). Make sure to “think out loud” as introducing pieces. Example: “OK, I am using my ruler to measure this piece....it is 8 cm long. I'll now put his piece down and get the next piece....the long PVC pipe. I'll measure it with my ruler.... It is 30 cm long.” Students measure along with teacher as pieces are introduced.</li><li>- Pass out PVC materials to each group. Students sort into like pieces</li><li>- Check for comprehension: “Everyone hold up the 30cm PVC pipe.” Students use rulers if necessary to check that they have the correct length. (Most will be new to measuring in cm and not have a feel for the lengths yet). Do this “holding up of parts” for each type of PVC part.</li></ul>	
<b>ASSEMBLY (teacher questions in English for ease of administrative approval)</b> <ul style="list-style-type: none"><li>- Teacher models assembly at front of classroom, step by step. Students follow, step by step. Once a step is completed, have students hold up their products for the benefit of those who may need the visual aide. Work one step at a time, talking as you work: “Stick the T-coupler into the 9cm PVC pipe” (wait for students to do so and check results that they hold up). Provide assistance where necessary. Do the same for all steps until the base has been built.</li></ul>	

- At end of assembly, ask basic comprehension questions such as “Is the 20cm PVC pipe attached to the 90 degree elbow coupler or the T-coupler?” “Are the 20 and 8 cm PVC pipes connected by a T-Coupler?”, etc.
- Pass out pre soldered wire and motor apparatus. Talk students through the threading of the wire through the longest PVC pipe as students do the same.
- Ask comprehension questions such as “Is the motor at the top of the PVC pipe or the bottom?” “Is the motor large or small?”
- Have students insert the motor into the top of the elbow coupler. Make the observation that it is loose (locker). “Do we need to make the motor bigger or smaller?” (bigger) “How?”
- Pass out duct tape.
- Instruct students to get out scissors and tell them the dimensions of the duct tape they need to cut out. The dimensions of the tape will be dependent upon the size of the motor it will be wrapped around. Give appropriate dimensions. Students use cm ruler to cut tape.
- Students then wrap tape around the motor to make it fit more snugly into the elbow coupler. Students then insert motor.

**FOLLOW UP**

- Pass out Worksheet 1. Teacher writes directions, one at a time, onto the board.
- Directions:
  - o Sammele alle PVC-Teile.
  - o Baue den Fuß der Turbine zusammen.
  - o Fädele den Draht durch das Rohr ein.
  - o Stecke das Rohr in den Fuß hinein.
  - o Wickele das Panzerband um den Motor herum.
- Students copy the directions, one at a time, onto the blanks of the worksheet.
- Students cut out steps. Students mix their strips of paper as the teacher erases the board.
- Pass out construction paper and have students arrange steps in order, gluing each step to construction paper.

**FOLLOW UP:**

- Students watch Rollins College YouTube video “Selbstgemachte Turbine.” [Link to follow.](#)

**ADDITIONAL FOLLOW UP:**

- Worksheet 2: Students write a vocabulary word in the blank next to each picture from the word bank on the worksheet

**ADDITIONAL FOLLOW UP:**

- Partner work: Use the notes and worksheets to explain to your partner each step in the building process. Use simple terms and words you have learned.
- This could also be done in a written format as well.

## Worksheet 1

Schritt 1

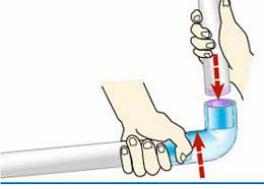
Schritt 2

Schritt 3

Schritt 4

Schritt 5

## Worksheet 2

1.	
2.	
3.	
4.	
5.	
6.	

### WORTSCHATZKISTE

d\_\_\_ Fuß

d\_\_\_ PVC-Rohr

d\_\_\_ 90 Grad  
Winkelbogen

d\_\_\_ T-Stück

d\_\_\_ Motor

d\_\_\_ Panzerband

d\_\_\_ Draht

d\_\_\_ Kabel

einfädeln

hineinstecken

herumwickeln

Date:

Main Topic: **Wind and Wind Energy**

Unit Topic: **Turbines**

Lesson Topic: **Preparing the Blades**

<p><b>Target Vocabulary:</b></p> <p>dowel rod – der Rundholzstab styrofoam – das Styropor packing tape - das Paketband turn/spin – sich drehen fastest – am schnellsten slowest – am langsamsten das Blatt – blade stiff – steif flexible – flexibel limp – schlapp long -- lang short – kurz bent – geknickt straight – gerade angular – eckig flat – flach wavy – wellig paper -- das Papier metal – das Metall plastic – der Kunststoff wood – das Holz round – rund to measure - messen</p>	<p><b>Materials:</b></p> <p>assembled foot of the turbine packing tape dowel rods (cut into various lengths in sets of 3) Styrofoam plates scissors Worksheet 2 (from previous lesson) “Blatt” Worksheet Sharpie marker testing Worksheet</p>
<p><b>Notes:</b></p> <ul style="list-style-type: none"><li>- Students work in same teams of 2 as in previous lesson</li></ul>	
<p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p>	
<p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p>	
<p><b>REVIEW</b></p> <ul style="list-style-type: none"><li>- Pass out worksheet 1 and have students tell the steps to building the foot of the turbine built in class yesterday. Teacher formulates these into “I” statements (Ich sammele alle PVC Teile, etc.) and students copy onto Worksheet 2.</li></ul>	
<p><b>FAMILIARIZATION</b></p> <ul style="list-style-type: none"><li>- Pass out “Blatt” Worksheet and introduce vocabulary using the pictures. Point out that “Blatt” can mean leaf, sheet of paper, blade of a turbine, etc. Use TPR to model vocabulary used to describe the blades and have students do the same. Open up with question “Which form is best for wind turbine blades?” and tell students that they will carry out a design experiment to find out.</li><li>- Groups make a choice of two designs they will test out. Each group writes 3 sentences to describe each of their planned blade sets. (Ex: The blades are long. They are straight. They are round at one end.)</li></ul>	

**ASSEMBLY**

- Pass out dowel rods. Make sure the length of all three is the same.
- Students measure length of dowel rods and note in notebook.
- Students measure length of blades and note in notebook.
- Pass out three lengths of packing tape to each group. Students cut the packing tape strips to a uniform length of their choice and note length of tape in notebook
- Students cut out blades and affix to dowel rod with packing tape

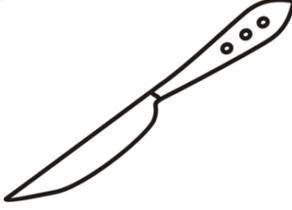
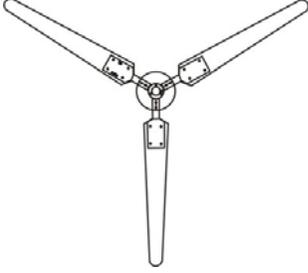
**FOLLOW UP**

- Write all vocabulary describing the blades onto the board and TPR once again with students.
- Students copy vocabulary into notebook
- Students make observations about another groups blades and write two sentences about those blades in notebook.

**ADDITIONAL FOLLOW UP**

- Testing Worksheet: Review testing Worksheet to be used in next lesson. Students describe the form of their two sets of blades on the sheet in the appropriate box.
- Explain to students that in the next lesson, they will be testing the blades on the turbine and measuring their speed. They will mark on the continuum their ideas concerning the speed of their blades once they see them in action, then they will use a meter to actually measure the speed.

## Blatt Worksheet

			
das _____ blatt	das _____ blatt	das _____ blatt	das _____ blatt

GEGENSÄTZE	
langsam	
	steif
gerade	
	rund
flach	
	kurz

## WORTZSCHATZKISTE

Baum-

Messer-

Papier-

Turbinen-

eckig

flach

flexibel

geknickt

gerade

lang

schnell

wellig

Testing Worksheet

FORM	GESCHWINDIGKEIT	MESSUNG
	 <p>A thick black line slopes downwards from left to right. Below the left end of the line is a small rectangular box containing the word "langsam". Below the right end of the line is a small rectangular box containing the word "schnell".</p>	
	 <p>A thick black horizontal line. Below the left end of the line is a small rectangular box containing the word "langsam". Below the right end of the line is a small rectangular box containing the word "schnell".</p>	

Date:

Main Topic: **Wind and Wind Energy**

Unit Topic: **Turbines**

Lesson Topic: **Testing the Blades**

<b>Target Vocabulary:</b>  hair dryer – der Fön power strip – die Mehrfachsteckdose meter – das Messgerät measure – messen (misst, maß, gemessen) measurement – die Messung	<b>Materials:</b>  Assembled foot of the turbine Assembled blades 1 power strip for every 2 to 3 groups of 2 students Hair dryers (brought from home) Rollins College YouTube video “Selbstgemachte Turbine” (link to follow) Sendung mit der Maus Video (ARD Mediathek): Windenergieanlage ( <a href="http://www.wdrmaus.de/filme/sachgeschichten/windenenergieanlage.php5">http://www.wdrmaus.de/filme/sachgeschichten/windenenergieanlage.php5</a> )
<b>Note</b> <ul style="list-style-type: none"><li>• Students work in same teams of 2 as in previous lesson</li><li>• One student from each group brings a hair dryer from home (cool setting if there is one!!) If not a cool setting, don't get it too close to the blades.</li></ul>	
<b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language	
<b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics	
<b>REVIEW</b> <ul style="list-style-type: none"><li>- Use TPR to model vocabulary used to describe the blades and have students do the same. If teacher is familiar with TPRS, craft a story with students using the vocabulary learned in previous lessons based on the students, the building process, and their blades. Ask comprehension questions as story is crafted. Write story on board. Students copy story. As students copy story, teacher writes written comprehension questions on board. These can be done in class or for homework.</li><li>- Watch ARD Mediathek “Sendung mit der Maus: Wind Energie Anlage”</li></ul>	
<b>FAMILIARIZATION</b> <ul style="list-style-type: none"><li>- Pass out Testing Worksheet and review the procedure for using it: First students will attach first set of blades to the motor. They will use the hairdryer to create wind and make an observation concerning the speed of the blades.</li><li>- If they feel they are “slow” they will mark the continuum under “Geschwindigkeit” on the “langsam” end. If they feel those blades are really fast, they will mark the “schnell” end of the continuum. This serves as a general observation. They will then remove the first set of blades and attach the second set and do the same for that set.</li></ul>	
<b>ACTIVITY</b> <ul style="list-style-type: none"><li>- Plug in power strips and arrange 2 -3 student groups around it with their turbines and hair dryers. Have students plug in hairdryers. Teacher, talk though all activity as you are doing it “I am now plugging in the power strips. This is a power strip. Once I have plugged in the power strip, please plug in the hair dryer for your team.”</li><li>- Students test both sets of blades, one after the other.</li></ul>	

- Once students have tested both sets of blades informally as described, they will make a written observation in their notebooks (Ex: Die eckigen Blätter sind schnell. Die runden Blätter sind schneller.)
- Once all have made written observations, pass out meters and guide student through connecting meters to the wires coming from the foot of their wind turbine.
- Students once again use the hair dryers to create wind, and this time, note the measurement shown on the meter on their Testing Worksheets. Do this for each set of blades.
- Students then compare their informal assessments of “fast/slow” to the measurements from the meter. Were they correct in their assessment of which set of blades would be faster? Students write 2-3 sentence observations in their notebooks. (Answers may be very simple in nature! Do not expect perfect grammar or sentence structure. Look for fluency before correctness). Answers can be shared in class as a group.

**FOLLOW UP**

- Once again, watch the Rollins College-made Video “Selbstgemachte Turbine.” [Link to follow.](#)

Date: DAY OF FIELD TRIP

Main Topic: **Wind and Wind Energy**

Unit Topic: **Turbines**

Lesson Topic: **Field Trip to Siemens Wind Service Training Center**

<b>Target Vocabulary:</b>	<b>Materials:</b> Deutsche Welle Videos: Siemens to improve Wind Turbines: <a href="http://www.dw.com/en/siemens-to-improve-wind-turbines/av-17948002">http://www.dw.com/en/siemens-to-improve-wind-turbines/av-17948002</a> Wind Turbine Repair: <a href="http://www.dw.com/en/wind-turbine-repair/av-16930698">http://www.dw.com/en/wind-turbine-repair/av-16930698</a> Student cameras or cell phones
<b>Notes:</b> <ul style="list-style-type: none"><li>- Students work as individuals on the field trip</li></ul>	
<b>Standard 5.1:</b> Students use the language both within and beyond the school setting	
<b>PRE TRIP PREP</b> <ul style="list-style-type: none"><li>- Students watch Deutsche Welle Video. Teacher stops video and makes comparisons concerning the materials students used to make their turbines stressing the idea that the student turbines, while small, are very much like the actual turbines fabricated at Siemens. Stress the fact that the materials are different (Kunststoff vs. Metall), but the function is the same. Have students point out various parts as they appear in the video (Motor, Fuß, Blätter, etc.)</li></ul>	
<b>ASSESSMENT</b> <ul style="list-style-type: none"><li>- While on the trip, students will have to take pictures (with permission from Siemens guide) of items representing 5 vocabulary words learned in the unit. They will create power point presentations of their 5 pictures and present them in class the day after the field trip.</li></ul>	

## Wortschatz in den ersten Kapiteln – Die Wolke

verheimlichen	riskant
flüchten	verantwortlich
erschrecken	gefährlich
vermeiden	verseucht
abhauen	dringend
erfahren	ahnungslos
fliehen	gefährdet
bleiben	erstaunt
zögern	verzweifelt
reagieren	
absperren	
warnen	
der Stau	der ABC Alarm
die Katastrophe	die Not
der GAU / der Super GAU	die Konsequenz
der Unfall	die Sperrzone
die Krise	die Schuld
die Flucht	die Pflicht
das Kernkraftwerk / das Atomkraftwerk	die Lösung
die Kernenergie	die Wahrheit
die Atomkraft	der Stromausfall
die Panik	der Sonderzug
die Politik	der Flüchtling
die Strahlung	der Schutz
der Raps	

## **DU MUSST TUN, WAS DU TUN MUSST: SITUATIONSSZENEN**

*Rollenspiel zur Konfliktbewältigung, Entwicklung sozialer Kompetenzen (eine Unterrichtsstunde)*

**Stell dir vor, das KKW in Grafenrheinfeld meldet einen Störfall, du bist in der Schule. Was würdest du tun?**

**Was wären die Aufgaben:**

- der Schule
- der Eltern
- der Politik

**Hannah muss sich entscheiden: Keller oder weggehen?**

**Was würdest du tun?**

**Entwickle einen Plan!**

**Was brauchst du?**

**Was tust du nacheinander?**

**Wer macht was?**

**Was? Wohin? Wie lange?**

**Mit wem? Hoffnung? Lösung?**

**Nehmen wir an, du wärst kontaminiert.**

**Du bist alleine, was tust du?**

**Wie fühlst du dich?**

**Wohin gehst du?**

**Wie reagieren die Leute?**

**Überlege, wie sich deine Situation entwickeln würde. Was passiert am Ende?**

**Stell dir vor, du hättest als Einziger deiner Familie den SuperGAU überlebt.**

**Was tust du?**

**Wo gehst du hin?**

**Erzähle, wie ein Tag in deinem neuen Leben abläuft.**

*(neue Umgebung, Zuhause, Schule, neue Freunde, Zukunftswünsche)*

**Das Leben verläuft nach einem SuperGAU wieder relativ normal. Du möchtest, dass so etwas nie wieder passiert.**

**Was kannst du dafür tun?**

**An wen wendest du dich?**

**Entwickle ein Plakat oder einen Aufruf an die Bevölkerung!**

**Du wohnst in einem Gebiet, das nicht kontaminiert wurde. Viele Flüchtlinge kommen zu euch, unter anderem suchen sie Zuflucht in eurer Turnhalle.**

**Was kannst du tun?**

**Wie hilfst du ihnen?**

**Entwickle einen Zeitplan für einen Tag deiner Hilfe!**

## **Summative Assessment – Die Wolke Unit**

Write a letter to the editor of a local paper concerning the possible advantages and disadvantages of wind energy (or other new/newly developing energy sources). In your letter, include materials from class including: the novel, independent research, notes from class discussions, articles about safer forms of energy production, current news reports on energy-related crises, etc. See the attached rubric for further grading information.

The letter may not exceed 500 words to be considered a Leserbrief.

### **Alternative 1:**

Write an actual letter in English to the local newspaper in your area and summarize the letter in German in 200-300 words.

### **Alternative 2:**

Construct and test a model wind turbine according to the plans provided. See attached.

## Die Wolke Rubric Written Presentational

Name \_\_\_\_\_ Punkte: \_\_\_\_\_/25 Note: \_\_\_\_\_

	<b>Emerging</b> <b>0 1</b>	<b>Progressing</b> <b>2 3</b>	<b>Proficient</b> <b>4 5</b>	<b>Outstanding</b> <b>6</b>
<b>Comprehensibility</b>	Text barely comprehensible	Text mostly comprehensible, requiring interpretation on the part of the reader	Text comprehensible, requiring minimal interpretation on the part of the reader	Text readily comprehensible, requiring no interpretation on the part of the reader
<b>Structures</b>	Predominant use of fragments, no or almost no cohesive devices	Use of mostly complete sentences, some repetitive, few cohesive devices	Emerging variety of complete sentences, though not always successfully, some cohesive devices	Variety of complete sentences, and of cohesive devices
<b>Vocabulary</b>	Limited or inaccurate use of vocabulary,	Somewhat inadequate and/or inaccurate use of vocabulary, too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of new and familiar vocabulary
<b>Mechanics</b>	Makes excessive basic errors in subject verb agreement, tenses, spelling, punctuation and/or capitalization	Somewhat inaccurate use of verbs, tenses, spelling, punctuation and/or capitalization errors may impede comprehensibility	Mostly accurate use of verbs, tenses, spelling, punctuation and/or capitalization, errors do not impede comprehensibility	Few or no errors in verbs, tenses, spelling, punctuation and/or capitalization
<b>Content</b>	Inadequate treatment of the topic, includes no or little supporting details	Mostly competent treatment of the topic, includes few supporting details	Effective treatment of the topic, includes some supporting details	Thorough treatment of the topic, includes many supporting details

Created by Debbie Hennel, Edited by Angelika Becker, Rubrics by Greer Trapkus-Harris