

Instructional Materials for *Level 4 – Die Stadt der Kinder*

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Level 4 — Die Stadt der Kinder, von Andreas Schlüter

Topic: Generational conflict; friendship and loyalty; group dynamics; the role of technology

Overarching Theme: Generational conflicts; gender differences & conflicts; coming of age; the relationship between freedom and responsibility; rules and order in a society—individual freedoms vs. the public good; virtual reality vs reality

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

Generational conflicts exist throughout many cultures, as well as between different age groups.

Rules exist for the benefit of a society.

Societies make decisions based on their beliefs of what is good for the individual vs what is good for the group.

Essential Questions:

What is the relationship between parents and children in various cultures?

How and why do societies organize themselves?

What makes an effective leader?

What makes working in a group effective?

What are effective strategies for working with a group?

Why should or would a society put the needs of the masses over the needs of the individuals?

Targeted Proficiency Level: Ideal for Intermediate High, or Advanced Low

<p>Knowledge and Skills</p> <p>Students will know...</p> <p>Students will be able to...</p>	<ul style="list-style-type: none">● Students will interact with authentic texts.● Students will learn about dynamics between friends.● Students will be able to discuss various generational conflicts that exist between parents and children and between pre-teen age students and younger children.● Identify problem solving skills and strategies.● Identify characteristics of an effective leader.
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<p>Performance Task (Summative Assessment)</p> <p>Interpersonal Communication</p> <p>Interpretive Communication</p> <p>Presentational Communication</p>	<ul style="list-style-type: none"> ● Students will think about a potential problem/challenge which could arise from parents disappearing & come up with a creative solution; then present problem and solution to class. ● Journal entry from the perspective of different characters in the story. ● Film a news broadcast “after the crisis”; interviewing the children about their experiences and how they survived.
<p>How Standards are addressed</p> <p>Culture</p> <p>Connections</p> <p>Comparisons</p> <p>Communities</p>	<p>Culture: Students interact with a culturally rich authentic text. The topics addressed include the differences between child-rearing in Germany and the US, independence and responsibility.</p> <p>Connections: Students will connect this literary work to their own lives, in regards to uses and abuses of technology, and generational conflicts.</p> <p>Comparisons: Students will compare the ideas of child-rearing, and linguistic features between their native language and the target language.</p> <p>Communities: Students will research ways to preserve water and other environmental conservation issues relevant to their communities, after discussing similar issues in the text</p>
<p>What needs to be taught to assure student success on the performance task</p> <p>Language functions</p> <p>Structures</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> ● Students need to learn the many synonyms for words which mean “to say”. ● Students need to learn the various feelings and emotions vocabulary. ● Students need to review simple past (Das Präteritum), especially strong verbs. ● Students must also know the past perfect tense. ● Present participle; example: schlafen → schlafend- ● Separable prefix verbs ● Jugendsprache/ Teen-language ● Idiomatic expressions

<p>Formative Assessments and Learning Activities</p> <p>Interpersonal Communication</p> <p>Interpretive Communication</p> <p>Presentational Communication</p>	<p>Interpersonal Communication: Using the target language, students will work with their partners to create Kahoot (or other available internet applications) reviews for character descriptions and vocabulary activities.</p> <p>Interpersonal/Presentational: Using the target language, students will debate who the best leader is, Kolja or Ben. Students will work in pairs and take turns debating in the target language why they believe their character has the traits of an effective leader.</p> <p>Interpretive Communication: Students will read chapters in an authentic literary work. Some chapters may be read in a whole class setting, some chapters will be read individually. Students will be writing summaries of their individual chapters, and the instructor will review to check for understanding. Classmates will also read summaries to ensure comprehension of the entire book.</p> <p>Presentational Communication: Written Presentational Journal entry from the perspective of different characters in the story. Students write summaries of the chapters they have read and distribute to the class. Students reflect on the question: “With which character do you most identify in the story and why?” Students write approximately a page in the target language and the teacher reads and provides feedback.</p> <p>Spoken Presentational Students will orally present their chapter using their choice of presentational mode—either through a role-play, PowerPoint presentation, dialogues, comics, Prezi, etc.)</p>
<p>Resources</p>	<p>Level 4 — Die Stadt der Kinder, Andreas Schlüter</p> <p>Some ideas were inspired by:</p> <p>http://bildungsserver.berlin-brandenburg.de/leseszenarium.html</p> <p>www.kahoot.it</p> <p>www.quizlet.com</p> <p>https://www.classtools.net/FB/home-page to create an artificial Facebook page</p> <p>Twitter, Instagram</p>

Lesson Plan

Title: *Level 4—Die Stadt der Kinder*, by Andreas Schlüter

Standards Targeted: Interpersonal Communication; Interpretive Communication; Presentational Communication

Language Functions/Objectives: Students will be able to narrate events in the past; be able to express a wide variety of emotions

Assessments: Debate, journal writing, presentation of chapter summaries

Vocabulary and Functional Chunks: Words to describe the past, e.g. verbs in the simple past, esp. strong verbs; words to express emotions; *Jugendsprache* (teen-language)

Materials: The novel, access to the internet (to find resources or to do research), and access to various computer applications.

Warm-up: Have students write a short paragraph about an event in their childhood when they wished their parents weren't around—targeting the simple past. Then discuss as a class.

Setting the Stage / The STEM Connection!: Ask students what they think technology is. What role does it play in their lives? Ask students questions about whether or not they play computer games, which ones, do they like them, why or why not.

Input/Introduction of new language: Teacher will hand small groups of students a list of verbs; each group will receive different verbs. Each group will look up their list of verbs and be prepared to act them out in front of the class. Students in the class will then receive the list of the other group's verbs and attempt to identify them. Teacher will provide guidance and correction as needed.

Guided participation/practice: Students will practice the needed vocabulary via Quizlet.

<https://quizlet.com/87078305/stadt-der-kinder-wasser-flash-cards>

Input/Introduction of new language: Teacher will introduce the “*Teen-Sprache* / Teen-language” with standard German explanations. Students will match the definition with the original German “teen” version. Students will then determine whether the various idiomatic expressions are positive, negative or neutral.

Guided participation/practice: *Bildergeschichte*

Input/Introduction of new language

Guided participation/practice: *Abecedarium*

Input/Introduction of new language: Teacher will provide images of various emotions and actions, along with a list of their matching German vocabulary. Students will match the images with the vocabulary. Teacher will provide feedback.

Guided participation/practice: Students will practice the vocabulary for emotions and actions via quizlet.
<https://quizlet.com/87078305/stadt-der-kinder-wasser-flash-cards>

Extension activities

- Students can create „Fakebook” —artificial Facebook pages—for characters of their choice.
- Students can use Instagram to take pictures as if they were the character of their choice.
- Students can create a Twitter account for a character of their choice and “Tweet” in the target language as if they were that character in the middle of the story.

Reflection on the lesson/unit _____

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

Linguistic ✓	Logical/Mathematical ✓	Bodily/Kinesthetic ✓	Spatial
Musical	Intrapersonal ✓	Interpersonal ✓	Naturalist

Level 4 — Die Stadt der Kinder

Inhalt

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Zu Hause: Ben+Mutter (Generationskonflikt)
Schule: Ben+Frank - Tausch Spiel gg Trikot |
| II | 17 | Das Spiel beginnt
Zu Hause: Spiel scheint nicht zu funktionieren, Jennier+Miriam kommen(Comp.spiele) |
| III | 22 | Eine schreckliche Entdeckung
M+J gehen weg, keine Eltern, keine Autos (Analogie zu Spiel) |
| IV | 31 | Was jetzt?
J's Wohnung: 4 Freunde
Stadt: keine Erw., keine Autos
naechster Morgen: Schule, Panik, Pluenderungen, Thomas |
| V | 42 | Chaos bricht aus
Pluenderungen, Frank/Kolja, M's Bruder, J+M zu Krippe, B+F Lebensm.suchen |
| VI | 50 | Noch mehr boese Überraschungen
Kiga leer, Stadt absuchen, Lebensm.lager suchen |
| VII | 59 | Die Versammlung*
Schule (Fuehrungsverhalten)
Max, Kathrin-Pferde, Rettungswagen |
| VIII | 72 | Feuer!
Kneipe brennt, zusammengeschlagen, Raketen aus Drogerie, Feuer loeschen |
| IX | 92 | Erst mal entspannen
Hallenbad, neue Sachen
Schule: Nudeln kochen |
| X | 107 | Wasser!*
Fruehstueck, Futter f.Tiger, Funkgeraete, S.117 Wasser weg, Aufteilung in Gruppen m. versch.Aufgaben |

- | | | |
|-------|-----|---|
| XI | 126 | Schon wieder Kolja
Schule: F Bericht ueber Wasserwerk
Erkenntnis: Kinder<14 (Analogie zu Spiel)
Plan: Sigg |
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Kinder benachrichtigen (Lautsprecher, Krankenwagen)
Wasserwerk, Flucht, M+J Wasserwerk |
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Miriam gefangen, Sigg weg |
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Glasvitrine, Falltuer |
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Vitrine, Kolja kommt und verschwindet |
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ZOO: Tiger Wasser, Futterlager |
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Schule: B Schluessel, Arbeitszimmer Buergermeister, 3.Ebene |
| XVIII | 226 | Die Entscheidung
Buero Buergermeister, Parkhausplaene, wie Erwachsene denken
4.Ebene |
| XIX | 246 | Ende gut, gar nichts gut
Erwachsenenwelt oder nicht? Alles wie frueher?
Umprogrammieren |

Abecedarium

Die Kinder müssen sich jetzt selbst versorgen! Was brauchen sie alles?

Schreibe hinter jeden Buchstaben eine wichtige Sache für die Kinder. Vergiss den Artikel nicht.

Beispiel:

E - das Essen

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Bildergeschichte—Anweisungen

Aufgabe:

Zeichne eine Bildergeschichte zum Text und beschrifte jedes Bild.

So gehst du vor:

1. Planung: Denke über deine Szene nach. Welche Personen spielen die Hauptrolle? Wer spielt nur eine Nebenrolle? Wer ist nicht wichtig? Was sagen und denken die Personen? Schreibe eine Liste.

Beispiel:

Person	wichtig/ unwichtig	sagt	denkt
Frank	wichtig	Leg sofort den Bogen hin!	
Kolja	wichtig		Der spinnt doch! Ich bin der Boss in der Stadt!
....			

2. Zeichnung: Wie viele Bilder brauchst du? Zeichne die wichtigen Personen in den Vordergrund. Beschrifte jedes Bild. Zeichne viele Details, damit der Leser die Handlung besser versteht. Benutze die Tabelle.

Beispiel: Für diese Szene brauchst du 4 Bilder:

Bild 1: Die Kinder werfen mit Lebensmitteln und zerstören Dinge im Kaufhaus.

Bild 2: Kolja hat einen Bogen und will schießen.

Bild 3: Frank hat einen Golfschläger und ruft Kolja zu, er soll aufhören.

Bild 4:...

3. Bildergeschichte Schreibe unter jedes Bild einen Satz, der das Bild besser erklärt.

Bildergeschichte

Level 4 — Die Stadt der Kinder Arbeitsblatt

1. Planung der Personen: Denke über deine Szene nach. Welche Personen spielen die Hauptrolle? Wer spielt nur eine Nebenrolle? Wer ist nicht wichtig? Was sagen und denken die Personen? Schreibe eine Liste.

Person	wichtig/ unwichtig	sagt	denkt

2. Planung der Bilder

Bild 1	Ort	Personen	Handlung

3. Planung der Bildunterschriften

Bild 1	
Bild 2	
Bild 3	
Bild 4	
Bild 5	
Bild 6	

Level 4 — Die Stadt der Kinder
Summative Assessment

Interpersonal/Presentational:

Using the target language, students will debate who the best leader is, Kolja or Ben. Students will work in pairs and take turns debating in the target language why they believe their character has the traits of an effective leader.

Rubric for Interpersonal Spoken Communication – skits and conversations

	Excellent	Proficient	Satisfactory	Emerging	N/A - Comments
Fluency	Maintains the exchange with appropriate response and elaboration	Maintains the exchange with appropriate response and some elaboration	Maintains the exchange with minimal response and no elaboration	Sometimes or often unsuccessful in maintaining the exchange	
Expressions and structures	Fully understandable, occasional errors in structures and tenses do not impede comprehensibility	Fully understandable, with some errors in structure and tenses; errors do not impede comprehensibility	Understandable, errors in structure and tenses; errors may impede comprehensibility	Barely understandable, errors in structures and tenses make the exchange mostly incomprehensible	
Vocabulary	Varied and appropriate vocabulary	Appropriate vocabulary	Limited vocabulary	Few vocabulary resources	
Pronunciation	Pronunciation, intonation and pacing make the response fully comprehensible, errors do not detract from the exchange	Pronunciation, intonation and pacing make the response mostly comprehensible, errors do not detract significantly from the exchange.	Pronunciation, intonation and pacing make the response hard to understand at times, errors detract from the exchange.	Pronunciation, intonation and pacing make the response incomprehensible, errors detract significantly from the exchange.	
Persuasiveness	Excellent and successfully supports views and opinions	Proficiently and successfully supports views and opinions	Satisfactorily supports views and opinions a little, but does not successfully persuade the listener	Very little evidence of support for views and opinions, and unsuccessful at persuading the listener	

Wichtige Vokabeln

Kapitel 2: Das Spiel beginnt

zittern
Aufregung
Scheibe
verschwinden
brüllen
Laden, Läden
Zauberer
Erwachsenen
Schlüssel
zögern
Schritte
begleiten
Haufen
wagen (verb)
sich aufregen, Aufregung
schimpfen

Kapitel 3: Eine schreckliche Entdeckung

stöhnen
abhauen
wütend
beleideigt
sich scheiden lassen
Geisterstadt
enttäuscht
reizen
Rätsel
Gänsehaut
heulen
schimpfen

Kapitel 4: Was jetzt?

schuld
fehlen
Mitleid
Rauch
Wasser aus dem Hahn
gemeinsam
sich streiten
Bescheid wissen
überlegen
Schulaula
schluchzen
Versammlung

Kapitel 5: Chaos bricht aus

Schlachtfeld
Gegner
Pfeil und Bogen
umbringen
Schlägerei
sich prügeln
ärgern
Schwierigkeiten
überleben
Vorräte
Lagerraum
Lebensmittel
Kinderkrippe
sich kümmern

S. 107

sich kuscheln: snuggle up
s Geschehnis, -se: occurrence
entgehen (+Dativ): get away from, elude
stattfinden: to occur, take place
trotzdem: nevertheless
r Bericht, -e: report
e Beschaffung, -en: obtaining, procurement

S. 108

genießen, genoß: enjoy
s Lager, -: storage
e Salzstange, -n: pretzel stick
fluestern: whisper

S. 109

aetzend: lousy
du haettest ...sehen sollen: you should have seen
sich um etwas kuemmern: take care of something
e Ebene, -n: level
auf sich gestellt sein: to be on your own, to fend for oneself
und wie: you bet
bedaechtig: deliberate, thoughtful

S. 110

in den Griff bekommen: to come to grips with
aus den Augenwinkeln ansehen: to look at out of the corner of one's eyes
verlegen: embarrassed

entgehen (+Dativ): to escape, elude
uns fehlen noch ein paar: wir brauchen noch ein paar

S. 111

Turteltaeubchen: lovey doves
lass bloss deine bloeden Sprueche: cut out your stupid remarks
Geht das schon lange mit euch beiden: have you guys been together long?
in etwas hingezogen werden: to be drawn into something
das Gesicht verziehen: grimace
begriffen: to grasp, comprehend

S. 112

sich geschlagen geben: to concede defeat
ermahnen: warn, caution

S. 113

darueber nachdenken: think something over
es kam ihr albern vor: it seemed childish to her
sie brauste auf: she flew off the handle, she blew up
beleidigt: insulted
ueber jemanden herfallen: to attack

S. 114

laessig: casual, careless
schlachten: to slaughter
r Gaul: nag (horse)
listig: sly

S. 115

hinueber zwinkern: to wink at
uebers Gesicht strahlen: to beam (with happiness or pride)
unterbrechen (unterbrach, unterbrochen): interrupt
sich melden: volunteer
das Funkgeraet: walkie-talkie

S. 116

verheerende Folgen: devastating consequences
hinzufuegen: to add
der Haufen: heap
verlockend: tempting, enticing
Einspruch erheben: to raise an objection

S. 117

Schuelerkantine: school cafeteria

zoegern: to hesitate

nach und nach: gradually

r Wasserhahn: water faucet

einzel: individual(ly)

losziehen: to take off, depart

gegebenenfalls: in the case of

es sich vorstellen: to imagine

klappen: to work (our)

zudrehen: turn off

aufdrehen: turn on

S. 118

die Haende in die Hueften stuetzen: put hands on hips

der Vorfall: incident

S. 120

jemandem das Recht einraeumen:

der Einsatz

loeschen: put out, extinguish

S. 122

nachbohren:

aufstoehnen:

jammern: to whine

die Frischwasserzufuhr:

S. 124

gefaehrdet: threatened

auskommen: to get by, manage

schildern: to portray, depict

Das kann ja heiter werden: that could get sticky

murmeln:

die Aula: auditorium

alles stehen und liegen lassen: let everything be

Level 4 — Die Stadt der Kinder
Formative Lernaktivität

Kapitel 4: Was jetzt?

1. Kapitel 4 mit verteilten Rollen (Jennifer, Ben) lesen bis: „Aber jetzt, als Ben sich vorstellte, dass seine Mutter weg sein könnte, dass überhaupt kein Erwachsener mehr in der Stadt war, kam er sich plötzlich gar nicht mehr erwachsen vor wie sonst.“

Was glaubst Du, wie fühlt man sich in einer solchen Situation? Kreuze an!

klein groß hilflos stark schwach froh traurig aufgeregt erleichtert verunsichert

2. Was würdest Du tun, wenn alle Erwachsenen verschwunden wären? Schreibe Deine Pläne und Wünsche in Stichworten auf und unterhaltet Euch dann in der Gruppe darüber.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

3. Die Freunde gucken in einigen Läden nach Erwachsenen. Was beobachten sie in

a) der Pizzeria?

Aus dem Backofen quillt schwarzer Rauch

b) dem Friseurladen