

Goethe! Genre Exercise

Introduction

This lesson plan coincides with a specific point in the UNC Elementary German curriculum focusing on construction of the German simple past. At this point, the students are being given more conversation-based exercises that allow them to be autonomous within the language. This includes interpretive debates regarding literature and film. Having worked through a simplified version of “Die Bremer Stadtmusikanten” by the Grimm brothers, for which they had to construct *Zusammenfassungen* and describe *die Moral*, the students have at this point already been exposed to speaking about a given text. The text for this lesson is the film *Goethe!* (2010), which the students have watched in German but with English subtitles prior to the class meeting.

Course-Level Objectives	Unit-Level Objectives	Lesson-Level Objectives
After German 101, students should have a basic grasp of listening, speaking, reading, and writing in German and possess a basic awareness of the culture being studied.	Students should be able to construct sentences in German using “war” and “hatte,” the conversational past, and coordinating conjunctions.	Students should be able to identify and understand irregular past-participle construction. Students should be able to use both “war” and “hatte” alongside past-participle constructions. Students should understand that Goethe’s legacy is culturally significant and be able to identify some themes of 18th century German art.

This lesson incorporates a teaching of genres into its instructional objectives by asking students to translate the primary text *Goethe!* into the different genres of outline, letter writing, and

dialogic conversation (Paesani et al. 65). The lesson plan emphasizes these transformative activities to assess student understanding of the text's details while giving them further practice with the grammatical forms required for the unit objectives. These activities are sequenced as follows. Pre-speaking and pre-reading activities first ask the students their general opinion of the film's ending and have them summarize the main events. This then leads into two transformational activities emphasizing presentational communication within which students can plan and practice the grammatical constructions required of the unit's objectives (108). The activities are assessed on their 1) understanding of the text's events, themes, and characters, 2) grammatical accuracy, and 3) appropriateness to the context of the given genre.

Deutsch 101
Goethe! Day 2
Lesson Plan Author: Tako
Date of Lesson: 07.11.2018

Tagesprogramm:

- Zusammenfassung: Goethe! bis zu Ende
- an Lotte schreiben
- Dia/epi-log

Goal of the hour:

To have students discuss the film, explore its themes through its characters, and transform aspects of it while using simple past throughout.

Materials

Completed handout from previous session
Wanderers Nachtlid II
Goethe! streaming on Kanopy
Plot clippings

Before Class

Hand out the lyrics (by unattributed on https://en.wikipedia.org/wiki/Wanderer%27s_Nightsong) and play the following song just before class when most of the students are present: Wanderers Nachtlid II von Schubert (<https://www.youtube.com/watch?v=SBTUcVxqEEA>)

Explain that it is a very famous poem by Goethe set to music. If they're not aware by this point, explain more about just how big a deal Goethe is in Germany.

I. Warm-up (5 min)

Play the film from **-7:42 to -5:50**. Ask students if they liked the ending. *Mögen Sie das Ende? Finden Sie das Ende fröhlich, traurig oder beide? Was haben Sie am besten gefunden?*

II. Zusammenfassung (5 min)

Divide students into three or four groups. Give each group a pile of clipped out sentences about the plot of the film. Have each group order these clippings in sequence. Ask one group to present what they have and make any corrections if necessary.

III. Postkarten (20 min)

Divide students into an equal number of groups. Probably four. Explain to them: *Sie sind alle Goethe. Sie haben Lotte seit langem nicht gesehen. Sie wollen eine Postkarte an sie schreiben! Beschreiben Sie, was hat Goethe in der Zwischenzeit gemacht? Stellen Sie fragen an Lotte. "Lotte, was machen Sie jetzt? Bist du froh?" usw. Das soll kreativ sein!* Ask them to include one past tense of "sein," one past tense of "haben," and at least one sentence using a past-participle.

When the students are done, have them each trade their postcard to another group. Give each group a new postcard and explain to them: *Jetzt sind Sie Lotte! Sie haben eine Postkarte von Goethe bekommen. Lesen Sie die Postkarte und schreiben Sie eine Antwort.*

Review the activity by having two groups each read the letter they received and the letter they are sending back.

V. Epilog (20 min)

Ask students what verbs come to mind when they think of the movie. Add some vocab useful for the next task: *lieben, verlieren, leiden, genießen, töten.*

Have students partner up. Write "Albert," "Goethe," and "Lotte" on the board. *War der Film zu kurz? Es braucht einen Epilog! Wählen Sie zwei Personen und schreiben Sie einen Dialog. Was kommt als nächstes? Was möchte Goethe noch an Lotte oder Albert sagen? Was ist die Antwort?*

Give the students at least 10 minutes to prepare their dialogue. In the remaining minutes of class, ask for volunteers to explain which two characters they have chosen and then have them perform their dialogue.

Materials for Handouts

Goethes Vater hat gesagt, sein Sohn soll nicht mehr schreiben.

Goethe und Jerusalem haben Lotte in der Kirche getroffen.

Albert hat Lotte um ihre Hand gebeten und Goethe hat nicht gewusst.

Jerusalem hat seine Freundin verloren und ist gestorben.

Goethe hat Albert geschlagen.

Albert und Goethe hatten ein Duell gemacht.

Die Polizei hat Goethe gefangen.

Goethe hat sein Buch *Die Leiden des jungen Werthers* geschrieben.

Lotte hat Goethe geholfen. Sie hat sein Buch dem Publikum gebracht.

<i>Über allen Gipfeln</i>	Above all summits
<i>Ist Ruh,</i>	it is calm.
<i>In allen Wipfeln</i>	In all the treetops
<i>Spürest du</i>	you feel
<i>Kaum einen Hauch;</i>	scarcely a breath;
<i>Die Vögelein schweigen im Walde.</i>	the birds in the forest are silent.
<i>Warte nur, balde</i>	Just wait, soon
<i>Ruhest du auch.</i>	you will rest as well.

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