

~t	Unterrichtsschritt	Formen	Medien	Kompetenz (Klasse 8)
45'	<p>preliminary working parties reporting on:</p> <ul style="list-style-type: none"> • <u>Canada – United States border</u> • <u>Glacier National Park</u> (Montana) • <u>Ted Turner, 'Ted's Montana Grill'</u> • <u>The Great Divide</u> (Montana Idaho) • <u>Yellowstone Park Timber Wolf</u> • <u>North Dakota, German immigrants</u> • <u>Mount Rushmore, South Dakota</u> • <u>Wounded Knee 1890, Pine Ridge Reservation / Russell Means /</u> • <u>White Cloud, Kansas</u> 	GA / gallery walk	posters	<p>das Internet als Informations- und Kommunikationsmedium nutzen</p> <p>Informationen systematisch sammeln, in Beziehung setzen und ordnen</p> <p>geografische, kulturelle oder historische Besonderheiten in Großbritannien und den USA [...] exemplarisch beschreiben</p> <p>Kurzpräsentationen gestalten, zum Beispiel landeskundliche Aspekte [...] vorstellen [...] nicht zu komplizierten Alltagstexten (Prospekten, Broschüren, Werbeanzeigen etc.) allgemeine oder auch spezielle Informationen entnehmen</p>
5'	<p>pre-listening/viewing: <i>"Looking at the US map, what would you expect these states to look like to tourists?"</i> (few cities, lots of space, hilly, mountainous, rural)</p>	UG	US map	<p>bildliche und graphische Darstellungen verstehen und versprachlichen</p>
35'	<p>while-listening/viewing: <i>"Fill in the questionnaire 'Viewing-Listening Comprehension (test)/ Stephen Fry in the Midwest'"</i>.</p>	EA		<p>authentischen Hör- und Hör-/ Sehtexten aufgabengemäß Informationen entnehmen</p> <p>sich Notizen machen während eines Vortrags oder bei Hörverstehensübungen</p>
5'	<p>post-listening/viewing1: (clearing up misunderstandings, answering remaining questions)</p>	UG		<p>sich einfacher Formen kreativen Schreibens bedienen</p> <p>formale Kriterien für Textproduktionen einhalten</p>
5'	<p>post-listening/viewing2: <u>Homework</u> as a follow-up activity: <i>"Stephen Fry interviews you, one of the young of White Cloud. Put yourself in a girl's or boy's shoes and answer the questions he might ask."</i></p>			
<p>N.B. Answering the questions need neither be 100% complete nor perfectly correct. The facts that they refer to are not all-important in themselves. They rather help to focus the students' attention on a few aspects that they can manage to grasp with relative ease and, thus, feel good about both the film and themselves.</p> <p>The main purpose of this exercise is to let students get an idea of</p> <ul style="list-style-type: none"> • the vastness of America's Midwest, so hard to imagine for Europeans, • the singular beauty of National Parks, • the difference individuals can make in that country, e.g. Ted Turner, • the sheer monstrosity of projects such as Mount Rushmore or the sculpture of Crazy Horse, • the way some Sioux try to preserve their culture, • the way (some curious aspects of) German tradition survive, • why long-distance transport, e.g. by train or truck, is essential, • Americans' tendency to abandon settlements and hit the road when somewhere else looks more promising. 				
~15'	<p>post-listening/viewing3: as an option in one of the following lessons and as an illustration of the way of life in remote rural places: Listen to 'Slow Days of Summer', a song by Garrison Keillor, and fill the gaps.</p>	EA	audio	<p>authentischen Hör- und Hör-/ Sehtexten aufgabengemäß Informationen entnehmen</p>