

Landeskunde Lesson Plan : *Freie und Hansestadt Hamburg*

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Level: IB Language B

Themes: Global Issues, Communication and Media

Aspect: Weltstadt Hamburg

Duration: 5 contact hours

- Objectives:**
- I can describe Hamburg and talk about places I would like to visit.
 - I can understand the main idea and a few supporting facts in an article describing Hamburg's role in the media industry.
 - I can compose a simple article about Hamburg for a publication.

Overview:

The overall goal of this short unit is to familiarize students with *Freie und Hansestadt* (Free and Hanseatic City) Hamburg, Germany's second largest city. Students will explore different aspects of life in Hamburg, with a focus on three questions:

- what makes Hamburg unique?
- what aspects of Hamburg are "typisch Deutsch"?
- what are the Hamburg's global connections?

Day 1:

Schritt 1:

Students list 3-5 things they associate with Hamburg, then transition to small groups to brainstorm and complete an Ideogram (*Wortigel*) that maps their existing knowledge about Hamburg. To spark ideas, a posted slide lists some content points from the lesson, such as:

Location	Size	Products/Industry
Landscape	History	The Arts
Daily life	Sports	Cityscape
Demographics/Diversity		Cuisine

Schritt 2:

Students go on a "Stadspaziergang" (city walk) through the classroom. They visit 3-4 stations based on personal interest. Each station has a visual or text with topical information, some have a short listening/visual component. Students record information and impressions on a graphic organizer or Google Form.

Geography/Location	Soccer
Fischmarkt	Facts and Figures
Dialect	Elbenphilharmonie

Reflection: Students pick one area and create 7-8 sentences documenting what they learned about Hamburg.

Day 2:

Schritt 1: Students exchange reflections with two or three members of their small group. Reading is for content and comment only.

Schritt 2: Students read the text, “Hamburg: Medien-Mekka” (*Denk mal* 2nd ed., page 103). They practice reading strategies with annotation (comments, questions, connections) in small groups, then complete the reading comprehension questions on page 102.

Schritt 3: Students discuss how to construct a newspaper about Hamburg (*Denk mal*, page 102, ex.3 “Eine Zeitschrift”). In teams of two, students will decide on topics for short articles (abt. 100 words with visual or graphic) about one of the aspects or stations from Day 1. For information on text type conventions and a checklist, see *Deutsch im Einsatz* (page 346).

Day 3:

Schritt 1: Complete sentence stems

- Wenn ich Hamburg besuche, möchte ich . . .
- In Hamburg muss man bestimmt . . .
- Wenn ich noch Zeit habe, (würde ich) . . .

Schritt 2: Work continues on team articles, which must be finished and copy ready for publication by Day 5.

Day 4:

Schritt 1: Students hypothesize what an *UNESCO Welterbestätte* might be. Visual support provided by pictures of international sites on different continents

Schritt 2: Students read the definition of an UNESCO World Heritage site and discuss:

- What are some of the UNESCO World Heritage Sites in the US and in your home country?
- Have you visited any of them?
- What do you think the purpose of the World Heritage Site designation is?

Schritt 3: Students watch the Deutsche Welle video: “Hamburgs Speicherstadt ist Weltkulturerbe” (<http://www.dw.com/de/hamburgs-speicherstadt-ist-weltkulturerbe/a-18570921>), then complete interactive activities for vocabulary and reading comprehension. Homework assigned as needed.

NOTE: This is the parallel activity to Dresden’s loss of their UNESCO World Heritage designation in 2009.

Day 5:

Schritt 1: Students complete sentence stems

- Hamburg ist einmalig, ...
- Hamburg ist typisch Deutsch, ...
- Hamburg ist eine Weltstadt, ...

Schritt 2 and Wrap Up: Students complete layout and final edit of “Hamburg” newspaper. Teams give two- to three- minute presentations about their articles and accompanying visual/graphic. The newspaper is posted digitally for all German students in Google Classroom.

Assessments:

Formative: Ideogram, Day 2 graphic organizer/Google Form, re-reading comprehension and discussion questions for article and video.

Summative: Presentational writing (newspaper article), presentational speaking (verbal overview of newspaper article with visual).