Unit: 2 Home Sweet Home der Haifisch Leitmotif

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit students will be accessing multi-media material, stories, videos, lyrics, music, instruments, text in an attempt to gain understanding of a reoccuring German theme. Students will be exposed to material from the 19thC to the 21C. Students will first understand the concept of a Leitmotif. Students will compare and contrast the concepts over time and individually within a stagnant timeframe. Students will look at a variety of authors, composers, artists and film-makers in an attempt to understand the Leitmotif. Students at the end will be able to synthesize the materials to create a media project combining ideas and concepts covered in the target language.

Transfer

By the end of this unit students will be able to independently use their learning to...

1. Listen to, read and speak about the leitmotif and the representative models used

2. Talk and write about inidividual characters

3. Describe what traits make up a good leader, a good community and community systems

4. describe various political ideologies of time periods and how they work

5. use multiple tenses, subjunctive, and konjuntive II

6. integrate the pieces and be able to give a response on similarities between the pieces

7. to recognize reoccuring themes in literature, art, etc outside of the Germanic community

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

community and society issues are not limited to just certain cultures

art is a reflection on community and society issues

Leitmotifs are a Germanic construct and that certain themes are common

learning to say in my opinion and using because is important to conversation

the political climate of Germany has always been portrayed in the various art forms in the culture

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

 What is a Leitmotif and how clearly is it depicted?

Why do artists choose to use the Leitmotif in their work?

Why is alienation effect and Epic Theatre important and where do we see it used today?

How do words and music interact and what impact does this have on the reader and/or the audience?

Why is the Haifisch a significant Leitmotif in art and literature?

How is society portrayed in the different works?

How can society be the important factor behind the backdrop of a storyline?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

1. How to identify a Leitmotif in a variety of modes

2. Why alienation effect and epic theatre are an important technique used in plays and film-making

3. How authors in the DDR used stories to disguise political thought

4. how to express in writing, and spoken form important elements from the samples studied integrated into a concise summary

5. how to comprehend more complex pieces in the target language

Students will be skilled at...

Students will be skilled at:

1. using active voice to describe in writing or spoken form their opinions and why

2. describing different elements of the samples and be able to compare and contrast

3. express what traits make up a good leader

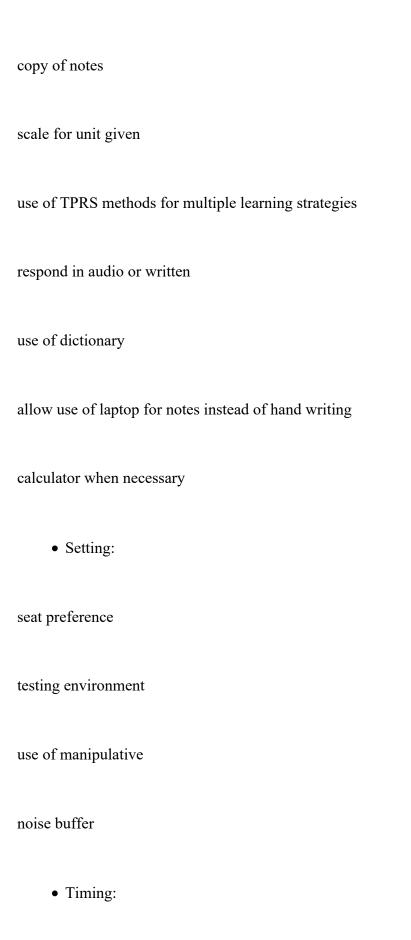4. compare different political theories and systems described in samples

5. creating a skit or role play identifying their opinions to one another as a group with discreet facts from the samples

Academic Vocabulary

Target 2
Comprehension

1. interpersonal vs personal communication between characters or to the reader

2. Explain differences or similarities between qualities we think everyone should possess

Target 4
Knowledge Utilization

1. be able to give a short response in personal opinion form about the theme, text, or characters.

2. be able to create a skit/dialogue between 2-3 people on the topic to give opinion or analysis.

Target 3
Analyze

1. compare and contrast characters and personality traits of the Haifisch

2. what qualities make up a Haifisch

3. Categorize how the responses toward outside elements are treated by characters

4. How society plays a role in creating environment

5. How authors embed deeper meaning into text

6. the use of metaphor

Target 1

Learning Goal 3

Target 1

Target 2

Target 3

Summative Assessment

1. Mid-unit quizzes vocabulary

2. created skit or dialogue

3. Mid or end of unit projects

4. Class presentations

5. Research report

6. three tier T chart

21st Century Life and Careers

CRP.K-12.CRP1.1

CRP.K-12.CRP6.1

CRP.K-12.CRP8.1

CRP.K-12.CRP10.1

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

1. "Do Now" activity

2. Exit slips

3. Review games

4. Surveys

5. Rough drafts

6. Think-pair-share activities

7. Peer-teaching and mentoring

8. Dictation exercises

9. Question and answer

10. Choral response

11. Teacher observation

12. Short activities produced by teacher and/or students

Accommodations/Modifications

- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes ir or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

Unit Resources

Interdisciplinary Connections

LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
6-8.MS-LS1-4.2.1	Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.
6-8.MS-LS1-4.LS1.B.2	Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.