

Effi Briest

Content Area: **World Language**
Course(s): **German IV Honors**
Time Period: **1st Marking Period**
Length: **12 Weeks**
Status: **Published**

Unit Overview

Students will be reading a story about German society at the turn of the 20C. The story is about womens roles in society through the eyes of Effi Briest a progressive young woman who pushes the envelope. Since the story is in north Germany, colonization and its impact on trade and Germany are addressed. The role of honor in 1900 Germany is at a forefront through family, faithfulness, and humanity. Education of women vs men is a critical element within the text. Exotic animals and peoples as the view

Transfer

By the end of each section of Effi Briest students will be able to:

1. Listen to, read,write and speak about the story at a memorized or synthesized level
2. describe people, cultures and norms of society in Germany during the turn of the 20C
3. describe how honor played a role in German society during the turn of the 20C
4. how did the aristocratic German society view peoples from the colonies?
5. Compare German culture and societal norms from the turn of the 20C
6. be able to compare or contrast how society has changed

MEANING:

Understandings

Students will understand:

1. how society and roles were more stagnant during 1900 German society.
2. why the author chose to write a story about German society through the eyes of a young progressive woman who chose to push the boundaries.
3. more about the nuances of the German language

Essential Questions

1. In what ways does Effie Briest reflect on society at the turn of the century in Germany?
2. In what ways can reading a story help my understanding of vocabulary and add to my knowledge of the language?
3. How can working in collaborative groups to read and understand a story help me to synthesize my previous knowledge of topics with the newly learned material from a world language?
4. Do you think that reading stories in your language arts classes hones your skills in English?
5. In what ways can this transfer to the World Language class?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. how to express themselves in multiple tense forms using different grammar and sequencing concepts
2. about German society's inner workings and the roles of people at the turn of the 20C
3. how to compare a fictional text to historical facts

Students will be skilled at...

Students will be skilled at:

1. how to express themselves in multiple tense forms using different grammar and sequencing concepts
2. about German society's inner workings and the roles of people at the turn of the 20C
3. how to compare a fictional text to historical facts

Academic Vocabulary

Chapters 1 & 2 will add as we work through the chapters during the year.

1. Heiraten
2. Verlobungl. adel
3. Grundsätzem. baron
4. Landratn. leutnant
5. Reitero. ehre
6. Glücklichp. dinge
7. Scherzq. plötzlich
8. Matroser. brennt
9. Rechnungs. Träume
10. Launet. Gutbesitzer
11. Liebeu. pastor
- 12.

Schlimm- bad
ehrgeizig-ambitious
vergnügen-
satisfaction
langweile-boring
Passiert- to happen
Flitterwochen-

honeymoon
Entzückend-
delightful
Blumen- flowers
Geräusche- noise
Saal- large room
usually for dancing
Zylinder- top hat
nervös-nervous

Learning Goal

Students will utilize and interpret the text in collaborative groups to recognize vocabulary, work on pronunciation, understand the content through comprehension questions and be introduced to grammar concepts.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.C.4	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
WL.7.1.IL.B.C.1	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
WL.7.1.IL.B.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IL.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.L.1.a.3	Express an opinion and preference.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP11

Use technology to enhance productivity.

Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary
 2. List an order of the plot development
 3. identify characters
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Target 2 - Level 2 Comprehension

SWBAT:

1. identify where characters come from
 2. diagram and show understanding of relationships to and between characters
 3. Explain differences or similarities between characters
 4. understand culturally significant nuances different from their own
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Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast concepts of the chinese culture as viewed through the eyes of the Germans from the turn of the 20C lens
2. Compare and contrast the roles of women in Germany then and now
3. Categorize the characteristics of men and women in the society

Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Research how Chinese culture was viewed and how the Chinese began to integrate into German society
 2. Research how animals from the colonies were viewed and presented
 3. How duels and honor were an intricate part of society still in the turn of the 20C
 4. Research how women's roles and the increase of divorce were viewed in Germany during this time
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Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

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

Differentiation / Enrichment

DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students will supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Effi Briest- reader
2. teacher created worksheets
3. viewing the 6th episode of Charite
4. Leveled vocabulary and grammar from web resources
7. DW- online news