

Lesson plan: Der Panther

Learning Objectives:

- To learn how to express feelings and ideas about animals in captivity
- To learn how to express emotion and musicality when reading aloud a German poem
- To understand how stylistic devices can be used to create musicality and imagery in German poetry
- To learn how to use separable verbs in German

slides	activity	Time (mins)
2-3	Pre-reading Pupils guess what sort of reading (offer choices where necessary ein Gedicht, eine Geschichte, einen Roman usw.) (Optional)	2
4	Pre-reading: Pupils choose words that they think best express what the images are depicting, to prepare them for the mood of the poem. Can be done as pairs, individually or whole class. No right or wrong answers, although (a) and (b) the most appropriate.	3
5	Read aloud while pupils follow bullet points about context and background (either on screen or on sheets) for gist.	3
6-7	Based on Slide 5 pupils decide which picture(s) might be the poet, using TL prompts to say why (Solution: Bild 1). Could be done as pairs first. Solution on slide 8.	3
9	Provide learners with core vocab to enable them to access the poem.	3
10-12	Pupils listen to the poem (and watch the Youtube clip) As they listen they complete gaps. Feedback as a class.	8
13-15	Guided, gap-fill translation to help learners understand the text fully.	8
16-17	In pairs: pupils answer questions and try to imagine what one might want to find out about the panther, using prompts given. Answers to Q1-3 on slide 17.	6
18	Pupils underline any difficult or unknown words. Class then reads text aloud – can they work out the meaning now of previously unknown words? (Optional)	8
19-21	Focus on pronunciation: model the pronunciation of vowels with umlauts. Then pupils identify the words with umlauts in the text. Check that they can pronounce them correctly.	6
22-25	Focus on grammar: separable verbs. Cover as much as you have time for/as appropriate to the class.	8
26	Pupils read text again and underline or write down words expressing emotions (individually or in pairs). They judge the tone of the text. Then they read aloud to try to convey emotion. You may want to re-read the poem to them to model this first.	8
27	Focus on literary technique: Can they identify the enjambement in the text? Then as a class read text aloud again, to hear the musical effect of the enjambement. You might want to read sections at a time to them to model the musicality, then have them try all together.	6
28-30	Focus on literary technique: Can they find the metaphors? Explain metaphor as you feel necessary.	4
31	Plenary- pupils give views on poem using prompts.	6
32-33	Explain homework. 1: Record an emotive reading of the poem. OR: 2: Creative writing: students to write a Facebook post from the point of view of the panther. This can be done in the form of a ‘daily routine’ activity too (using list of ‘useful separable verbs’). OR 3: pupils write sentences about panthers’ lives in captivity, using prompts. Some pupils may be able to use modals, others just present tense. This can be done in the form of a ‘daily routine’ activity too.	3