

Lesson outline – Der Schmetterling

Learning objectives:

- To learn some facts about the Holocaust
- To learn how to use conjunctions
- To learn how to express empathy with those who experienced the Holocaust
- To learn some ways to use words, images and literary techniques to express different feelings and ideas
- To understand the use of associations and symbolic language to convey emotions
- To learn how to write a factual report

slides	activity	Time (mins)
2-4	Pre-reading task: watch clip of butterflies but without sound (or this one - https://www.youtube.com/watch?v=AqYNirmVMt0 (after short advert). Pupils offer vocab to say what a butterfly symbolises – answers on slide 4	4
5-7	Read aloud while pupils follow bullet points about context and background (either on screen or on sheets) for gist. Ask some comprehension questions to check understanding and then based on info, can they predict where poem is set and what the themes will be?	6
8	Provide learners with core vocab to enable them to access the poem	3
9-10	Read the poem to the learners. As they listen they complete gaps. Feedback as a class.	8
11-14	Begin by letting learners listen to an English version of the poem. Then guided translation to help learners understand the text fully – match English translation to German. Slide 14 has complete version of each	10
15	Pupils read text again and underline unknown words and positive and negative emotions, and compare with a partner.	10
16-18	Focus on grammar: explain weil and aber (can use different terminology if preferred). Learners find examples in poem. Then, on slide 18, learners make decisions about which conjunction to use	10
19-21	Focus on literary technique. Explain personification, pupils find examples (answers on slide 21)	10
22-23	Ask ‘Wie findest du das Gedicht?’ One student answers, comes to front and drags word to relevant section on IWB. Student who is at the IWB nominates someone else by asking ‘Wie findest du das Gedicht?’, next student drags their word to the right section, etc. If you have no IWB could be done with post-it notes, flashcards. OR – just use prompt words to ask learners their feelings about the poem, if short of time.	10
24-25	Explain homework: Option 1: Bericht. Write a report on what life might have been like in the ghetto, using language gained in previous activity to help them. Option 2: Write a poem about the return of a butterfly, with focus on symbolism of butterfly.	3