

## Lesson Plan: Seiltanz

### Learning objectives:

To learn how to talk about cultural difference/cultural identity in their own and others' lives.

To understand that different languages and cultures may vary in how they express certain concepts.

To understand the use of some stylistic devices found in the poem.

To learn some facts about migration in Germany.

To learn that literal translations are not always possible with idiomatic expressions.

To learn how to use some important connectives/conjunctions in German.

Slide	Activity	Timings
1-3	Pupils briefly view a Youtube video showing a person on a tightrope (skip the ad first and just show section of woman on tightrope). Students must choose the verb to describe what they are doing ( in German she is "dancing" on a tight rope). Introduction to the word and title of poem "Seiltanz".	2 mins
4-5	Students identify the concepts symbolised by the act of tightrope walking from a scaffolded menu. They can also think of their own alternative concept.	3 mins
6-7	Give learners background information about poet, Adel Karasholi – read out/clarify key points (migration from Syria to Germany, and what this may mean for his sense of identity). Answers to questions on slide 7.	5 mins
8	Presentation of key vocabulary to enable learners to access the poem	3 mins
9	Learners briefly predict the themes of the poem from scaffolded list – either quickly in pairs or as whole class. No right or wrong answers.	2 mins
10-11	First listening. Pupils listen to the teacher reading the poem out loud and complete gap fill activity. Answers on slide 11.	5 mins
12-14	Active translation activity to aid understanding of the language/text. Pupils order the translation of four segments of the poem. Answer on slide 14.	7 mins
15-16	Pupils are introduced to the idea that expressions often cannot be translated literally. They are asked to complete a Google translate activity to demonstrate that a literal translation of an expression is often inaccurate. If students do not have access to their own devices, this search could be done by the teacher to demonstrate the search results to the class. If time, you might want to suggest they type in the following: Schwein haben; ich verstehe nur Bahnhof (or any other idioms you know).	5-10 mins
17	Pupils decide which picture best conveys the metaphor of the author's 'balancing act' – no right or wrong answer. Either in pairs or whole class, orally	5 mins
18	Pupils must group ideas into two categories in accordance with the theme of dual cultural identity (origin/adopted country). An example is given to help.	5 mins
19	Discuss meaning of the poem. What themes are associated with migration? try to elicit from students what the poem means. They can choose which of the nouns/phrases they feel best sums up what migration brings.	5 mins
20-23	Focus on conjunctions/connectives in the poem, firstly finding examples in the poem (answer on slide 20). Then, presentation of the conjunctions "und" "weder ... noch" "denn" "also". Please use your judgement as to how much of this you go through with learners, as some may find it difficult. Go through the effect on word order (slide 21). Pupils link up sentences (slide 22), answers on slide 23.	10-15 mins
24	Pupils are introduced to the idea that expressions are often composed of different concepts in English and German. They are asked to break down the expression into component parts to think about the images it evokes, by briefly drawing it.	3 mins
25-26	Pupils are asked to guess the meaning of some German compound nouns by thinking about the imagery of the two concepts combined. Answers on slide 20. Try to introduce briefly (if necessary in English) that how we express things says something about how we see the world.	6 mins
27-28	"Wer ist Abdulla". Encourage students to use their imagination as to who Abdulla is and warn them that there is no given answer in the text! Slide 29	3 mins

	gives a short presentation of the stylistic device of the inner voice, how it is meant to convey the author's thoughts and how they are questioning themselves, and allusion to other literary works. (Optional)	
29	Pupils are asked to speak about their personal cultural identity using scaffolded phrases on slide 29. Pair work or small groups.	5 mins
30	Explain homework. Pupils find 3 metaphors in German which differ from the English when literally translated. They are invited to illustrate these to show their understanding/perspective on the images/concepts conveyed.	3 mins