

Lesson Plan: Weltende

Learning objectives:

- To learn some facts about Europe before the First World War and the Expressionist movement
- To learn how to use the present tense in German
- To understand the mood/atmosphere of Europe before the First World War and its manifestation in Expressionism
- To learn some ways to use words, images and literary techniques to express different feelings and ideas

Slide number	Activity	Timings
2-5	Pre-reading: Pupils watch a clip without sound and answer some factual questions (2-3) and imagine what mood/atmosphere is conveyed (they don't need to watch all of it), choosing from multiple choice possibilities 4-5). Run through vocabulary first where necessary e.g. Angst. You might also refer to the picture on slide 1. Answers on slides 3 and 5.	6 mins
6	Building on previous slides, pupils imagine feelings/words of the characters in the clip (in pairs or as whole class). The purpose is to set the scene for learning about key themes of Expressionism, the concerns of the artists, and of the poem.	4 mins
7-8	Background about the poet and Expressionism. Read aloud while pupils follow bullet points about context and background (either on screen or on sheets) for gist. Explain key points as necessary e.g. Weltende written just before World War 1, key themes of Expressionism, emphasizing the mood of foreboding/uncertainty/chaos at the time.	5 mins
9	Provide pupils with core vocab to enable them to access the poem	3 mins
10-12	Pupils listen to poem read aloud on Youtube and complete gap fill activity on text, with answers on slide 12.	8 mins
13	Thinking about translations. Pupils read two translations and decide which they think best captures the original sense of chaos and foreboding. They can try to say this in German if possible, using the prompt sentence given. No real right or wrong answers.	8 mins
14	Learners think about emotions generated by each line of the poem. More than one answer is possible. Can be done individually, in pairs or as whole class	8 mins
15-18	Focus on grammar – present tense, and how it functions differently in German and English. Read through/explain to pupils, before they find examples in the text. Please use your judgment as to how much to cover (NB prepares pupils for homework).	10 mins
19-22	Focus on literary technique – focus on rhyme. Read through/explain to learners the rhyme pattern, and ask them to think about what effect this might have (the change of the rhyme pattern increases the sense of speed and chaos as the poem comes to an end). Answer on slide 22.	6 mins
23-24	If time: Focus on personification/objectification. Explain the meaning of these to pupils before they look for examples in the text themselves. Point out/ elicit from pupils that these techniques also contribute to a sense of chaos - i.e. objects become human, humans are objectified in the 'Weltende' that the poet presents.	6 mins
25	Plenary: Class discussion about style and how they found the poem	5 mins
26-27	Homework - Option 1: Write a factual description of what is happening in a picture, reusing present tense. Option 2: Write a 'happy ending' film script, using the writing framework provided.	3 mins