



Lesson Plan

CTAE Module: Introduction to Business & Technology
Language: German

Lesson # 1 of Week # 2

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: What will students know and be able to do at the end of this lesson?

At the end of this lesson, the student will be able to say “I can . . .”

- ask and answer questions about German companies

What vocabulary do students need to learn for this lesson?

These are the vocabulary topics. Please see word banks and vocabulary resources which accompany the lessons for specific words.

- Names of German states (review)
- Geographical terms (review)

*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

- Formal address



Stage 2: *What will be the evidence that students attained the lesson's learning targets?*

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

- Students will be able to label a map of Germany with the names of federal states and major cities.
- Students will ask and answer questions about German companies.
- Students will be able to describe a German company and locate it within the country.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p>Bell-Ringer: German Map Activity The teacher distributes the activity sheet to students grouped in pairs. Students work with their partner to fill in missing information from the map about Germany’s geography. Teacher projects a completed version of the map for students to use to check their work and/or fill in any additional information (teachers will need to create this for their class use).</p>	5 minutes	German Map Activity Sheets
<p>Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	1 minute	
<p>Activity 1: Eine Messe Mingle The teacher should explain the objective and procedure for the <i>Messe Mingle</i>. The teacher should also do a quick review with students regarding the functional language needed during the mingle (see the mingle procedure page). After the mingle, students share new information with the teacher during whole-class feedback.</p>	25 minutes	<p><i>Eine Messe</i> Procedure and Vertreter Cards</p> <p><i>Eine Messe</i> Student Activity Sheet</p>



Activity	How many minutes?	Resources
<p>Activity 2: Industrielandkarte</p> <p>Using their maps from the bell-ringer and their technology or an atlas/book resource map, students should plot the locations of the companies from the <i>Messe</i>.</p> <p> Students can use their cell phones to access maps of Germany.</p> <p>After students have plotted the companies, they should work in pairs to discuss the significance of the locations of industries in Germany (West and South). The teacher should write discussion questions on the board to help guide students' conversations.</p> <ul style="list-style-type: none"> • <i>(Where are most industries located?)</i> Wo sind die meisten Industrien in Deutschland? <ul style="list-style-type: none"> ○ Im Westen, im Süden • <i>(Why do you think it's like this? What role does Germany's history play in the situation?)</i> Warum glaubst du, dass es so ist? Welche geschichtlichen Gründe könnte es geben? <ul style="list-style-type: none"> ○ Ostdeutschland war sozialistisch und hatte weniger große Industrien von 1949 bis 1989. Westdeutschland wurde von den USA unterstützt (Marshall) and hatte eine bessere Wirtschaft. • <i>(What does that mean for Germany today?)</i> Was bedeutet das für Deutschland heute? <ul style="list-style-type: none"> ○ Die Bundesländer im Westen und Süden sind reicher und haben mehr Leute. <p>After holding a pair discussion, students should share their ideas with the teacher. The teacher should provide any clarification needed to solidify student understanding.</p>	<p>10 minutes</p>	<p>Map of Germany (from Bell-Ringer)</p> <p><i>Eine Messe</i> Student Activity Sheet (from Mingle)</p>



Activity	How many minutes?	Resources
<p>Ticket-Out-the-Door: Company Profile</p> <p>Students should write a paragraph about a German company for which they would like to work. The paragraph should include the name of the company, the products or services offered, the location of the company including a geographical description of the location (in the north, near a particular city, etc.), and a rationale for why the student would or would not like to work for the company. To help students with the task, the teacher could provide her own example on the board.</p> <p>Students should be prepared to turn in their paragraphs prior to leaving class. The teacher should review students' writing after school and provide feedback to students the next day.</p>	10 minutes	
<p>Lesson Wrap-Up:</p> <p>The teacher brings student attention back to the lesson's "can do" statements and asks students to evaluate the degree to which they have achieved them. The teacher may even have students turn to a partner and prove their new-found abilities. This wrap up ensures that students realize, through their own reflection, that they are able to do new things as a result of this lesson.</p>	1 minute	