"A Day In The Life"
NEH Bach Institute Lesson Plan
Julie Sours

Students: German IV students (seniors)
Class size: 10-16

Objectives:
Students will be able to tell about life in Germany during the Baroque period with a focus on Bach
Students will be able to compare life in Germany during the Baroque and in the present
Both of these objectives will be presented in the German language and concern the following aspects:

- clothing
- food
- leisure activities
- impact of religion on everyday life
- school
- technology
- etc.

Resources:
Introductory Powerpoint
Computer for research
Websites
> www.jsbach.org
> www.erasofelegance.com
> www.geschichtsforum.de
> www.bach.de

Books
> Wolff's The Learned Musician
> Boyd's Bach (for reference only)

Citizens of the various German cities, to be contacted via Skype or e-mail

State Standards:
WL.MH12.6.2 2007
Use digital media and culturally authentic resources to study target cultures.
WL.MH12.4.1 2007
Analyze and reflect on cultural practices of the target cultures.
WL.MH12.3.2 2007
Produce and present creative material on a variety of topics

Procedures:

1. I will present Introductory PowerPoint, preferably on the first day of school, and entirely in the target language (TL). This will (1) let the students know some of the cities I have visited in Germany and (2) increase enthusiasm about the cities and Bach, once they see the pictures and hear my enthusiasm. I will be using very simple to understand German, since it is the first day back, and this will increase the confidence level of the students as well.

2. I will group the students into partners. Each partnership will randomly choose a city (from the choices of Eisenach, Erfurt, Weimar, Leipzig, Dresden, and Potsdam). (Cities can be added or removed depending on the number of students in the class.) Students will also randomly choose a topic (such as clothing, food, leisure activities, etc. [see above]).

3. Each week a pair of students will present about the given city and topic. Students are to present according to the Presentation Guidelines. See attachment

4. Cities will be presented in the order according to Bach's timeline (i.e. Eisenach, Bach's birthplace, will be first). Presentations will begin 2 weeks after the announcement of the project, to give the first group ample time to prepare.

5. Teacher will have the responsibility of presenting about Bach, his life, and his music, in the context of the given city and topic. Students, not all being able to read music, will have the responsibility of presenting about the *people* of Bach's time, along with comparing the lifestyle of those people with the lifestyles of present-day Germans.

6. Students will collaborate, but one partner will ultimately be responsible for presenting about Bach's time, and the other partner will present about the present day, all within the scope of the chosen city and topic. (For example, one partner will present about the food in Eisenach in 1685. The other partner will present about food in Eisenach today.) Note: Food in 1685 was probably similar throughout Germany, regardless of which city is chosen. However, items like 'leisure activities' and 'school' will most certainly be different from city to city, and the comparisons of these items from past to present is sure to be very interesting.

"

A Day In The Life"
German 4 Assignment

1. Assignment: Describe a "Day in the Life" of a citizen of the chosen city, in the perspective of the chosen topic.
   a. For example, if you have chosen "food" and "Eisenach," describe what a citizen of Eisenach in 1685 would eat in a normal day, and compare this to a citizen of Eisenach today
2. Requirements, to be presented by each person in the partnership, one from the past, one from the present:
   a. Introduce Topic
   b. Present to the class the fruit of your research: what did you find and learn about the topic?
   c. Give a personal anecdote concerning topic (act as if you are a citizen from that city)
      i. How does given topic affect your life?
      ii. How does the given topic differ within your city between citizens?
      iii. If you are presenting about the past, how would Bach feel about this topic?
      iv. If you are presenting about the present, how does the foreign exchange student you interviewed feel?
   d. To sum up your presentation, have the class do an interactive activity pertaining to the topic, to be chosen and directed by you and your partner. Examples include but are not limited to:
      i. Debate about a controversial aspect of the topic
      ii. Pre-Quiz and or Post-Quiz
      iii. Discussion Questions made by you
      iv. Creation and Portrayal of different scenarios (past vs. present, male vs. female)

Please note:

1. Presentation must be at least 10 minutes long. You will be timed.
2. Presentation must be in German.
3. Have a format to the presentation. Tell us at the beginning what your topic is and what you will present and discuss with us.
4. You must have a handout for the class. Give me your handout ahead of time and I will make copies.
5. Write new vocabulary on the board so we know what you are saying.
6. You may ask the class questions to ensure their comprehension. You may give them a quiz or pre-quiz to check knowledge.
7. Have a visual to go along with your presentation. We will understand better if we see and hear (and smell and taste!).
8. Use authentic sources. Cite your sources. Wikipedia may not be your one and only source.
9. Have a hard-copy of the project, to be turned in to me after your presentation.
10. Refer to Project Rubric to inform yourself of how you will be assessed.

	Complete – 4	Generally complete - 3	Somewhat complete - 2	Incomplete - 1
Content	Speaker consistently uses the appropriate functions and vocabulary necessary to communicate. Presentation>10 min.	Speaker usually uses the appropriate functions and vocabulary necessary to communicate. Presentation 8-10 min.	Speaker sometimes uses the appropriate functions and vocabulary necessary to communicate. Presentation 5-8 min	Speaker uses few of the appropriate functions and vocabulary necessary to communicate. Presentation <5 min
Comprehension	Total comprehension - 4	General comprehension - 3	Moderate comprehension - 2	Little comprehension - 1
	Speaker understands all of what is said to him or her.	Speaker understands most of what is said to him or her.	Speaker understands some of what is said to him or her.	Speaker understands little of what is said to him or her.
Comprehensibility	Comprehensible - 4	Usually comprehensible - 3	Sometimes comprehensible - 2	Seldom comprehensible - 1
	Listener always understands what the speaker is trying to communicate.	Listener understands most of what the speaker is trying to communicate.	Listener understands less than half of what the speaker is trying to communicate.	Listener understands little of what the speaker is trying to communicate.
Accuracy	Accurate 4	Usually accurate 3	Sometimes accurate 2	Seldom accurate 1
	Speaker uses language correctly, including grammar, vocabulary, and word order.	Speaker usually uses language correctly, including grammar, vocabulary, and word order.	Speaker has some problems with language usage.	Speaker makes many errors in language usage.
Fluency	Fluent 4	Moderately fluent 3	Somewhat fluent 2	Not fluent 1
	Speaker speaks clearly without hesitation. Pronunciation and intonation sound natural.	Speaker has few problems with hesitation, pronunciation, and/or intonation.	Speaker has some problems with hesitation, pronunciation, and/or intonation.	Speaker hesitates frequently and struggles with pronunciation and intonation.
Presentation	Excellent presentation 4	Good presentation 3	Adequate presentation 2	Weak presentation 1
	Speaker always maintains poise; uses effective presentation techniques such as gesture, eye contact and voice; does not just read the report.	Speaker usually maintains poise; often uses effective presentation techniques such as gesture, eye contact and voice; seldom reads from the report.	Speaker sometimes maintains poise; sometimes uses effective presentation techniques such as gesture, eye contact and voice; reads from the report at least half of the time.	Speaker seldom maintains poise; rarely uses effective presentation techniques such as gesture, eye contact and voice; reads from the report almost all of the time.
Score Total:				