

# Environmental Issues and Activism in Target Language Communities: A 4-lesson MovieTalk Unit for German 2 by Mirela Kimbrough

- This is a unit for a German II or German III class that will help students learn to participate effectively in MovieTalk discussions by answering HUNDREDS of questions in a class period. It will gradually move them into discussion environmental issues with the ultimate goal of seeing the ways that target language communities are taking empowered, culturally specific action (rather than being helpless victims) on the environmental problems they are facing.
- Time needed will range from 30 to 45 minutes for each of the 5 lessons depending on extension activities selected.

## Unit goals

- Communication
  - Each lesson focus on a short list of specific high-frequency, level-appropriate language structures to scaffold the discussion
  - Mini-explanations in English of issues of form (such as grammar or spelling patterns) will accompany the teacher's presentation of the list
- Cultures
  - **Products:** One video focuses on the importance of preserving the environment and Mother Earth; one video features the importance of not giving up in many aspects of life
  - **Practices:** One video features steps individuals have taken in Germany to save energy
  - **Perspectives:** One video is a Germany family's response to the

importance of being environmentally friendly, another features local perspectives on a climate change; one video features an important cultural perspective on the importance of using public transportation as opposed to cars

- Connections
  - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science
- Comparisons
  - Discussions and extension activities will ask students to compare the information in videos to their lived experience and prior knowledge

# Die Sonnenblume



## Today's learning goals:

- Blumen brauchen Wasser- flowers needs water
- will zum Wasser- wants to get to the ground with water
- verlässt ohne Wasser- leaves the ground with no water
- zu heiss um zu laufen- too hot to walk around
- die Blume stirbt aber der Samen lebt- the plant dies but the seeds live
- wegen globale Erwärmung- because of global warming
- die Sonnenblume- the sunflower
- das Wasser- the water/ die Trockenheit- the draught
- die Strasse- the street/ das Problem- problem
- leben - live/ sterben- die/ geht- goes/ laufen- to walk
- braucht- needs/ will- wants/ was- what
- warum- why/ wie- how/ wohin- where to
- mit- with/ ist es- is it/ das ist- that is
- oder- or/ passiert- happens
- ja- yes, nein- no

Time required: 30-45 minutes

Video: <https://www.youtube.com/watch?v=oXoDZwabiEI>

Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of preserving our environment
- (Helping students see the symbolism and being able to describe symbolism for future situations)

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

## Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment worth talking about could become a pause depending on available time)
  - 1:17 is a crucial moment to ask questions such as:
    1. Was brauchen Blumen?
    2. Wie verlässt die Blume?
    3. Was passiert mit den anderen Blumen?
    4. Wohin geht die Blume?
  - 1:37
    1. Wohin will die Blume?
    2. Was passiert hier?
    3. Wo läuft die Blume?
  - 2:07
    1. Lebt or stirbt die Blume hier?
    2. Was braucht die Blume?
    3. Warum hat die Blume dieses Problem?
  - At the end shift to English and invite students to explain why it is important to keep going and why water is so important for the survival of all living organisms. How does this video make them feel? What can they do to protect the environment? Invite them to make connections to their own lives on this point.

## Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students answer follow up questions pertaining to the video

## Die Erde



### Today's learning goals:

- Menschen kommen zur Erde = people come to earth
- gut für die Erde/nicht gut für die Erde= to the earth not good to the earth
- ist krank/wird krank = is/gets sick/ gesund-healthy
- hat eine Krankheit/hat keine Krankheit= does or doesn't have sickness
- wird (nicht) sterben = will (not) die
- jetzt= now/ passiert= happen/ rauchen- smoke
- gut=good/ hilft= helps/ hilft nicht= does not help

### Resources on the wall:

- eins, zwei, drei = 1, 2, 3
- yes or no question (ja, nein)
- wer – who/ was – what
- wo – where/ welche – which
- wann – when/ warum – why
- weil – because/ wie – how
- wie viele – how many

Time required: 30-45 minutes

Video: [https://www.youtube.com/watch?v=b6\\_G-PRIDwk](https://www.youtube.com/watch?v=b6_G-PRIDwk)

Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of preserving our environment and taking care of Mother Earth

### Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

### Steps

- Explain the overall goal of creating discussion of the main ideas and events in the

videos with the resources available

- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment worth talking about could become a pause depending on available time)
  - 1:22 is a crucial moment to ask questions such as:
    1. Was passiert mit der Erde?
    2. Ist die Erde krank oder gesund?
    3. Was macht das Baby?
    4. Ist rauchen gut oder schlecht für die Erde?
  - 2:03
    1. Was passiert mit der Erde hier?
    2. Was will die Erde? Was braucht die Erde?
    3. Sind Menschen gut oder nicht gut für die Erde?
  - 3:09
    1. Lebt or stirbt die Erde hier?
    2. Wer hilft der Erde?
    3. Sind Menschen gut oder nicht gut für die Erde?
  - At the end shift to English and invite students to explain why it is essential for all humans to work together in protecting Mother Earth. How does this video make them feel? What can they do to protect the environment? Why do they think a baby is in the video (age significance)? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different ways people can protect the environment (in the target language)

# Die Umwelt



[Story behind the making](#)

## •Today's learning goals:

- Menschen können Umwelt schützen = people can protect environment
- spart/spart nicht= saves/saves not
- schützt= protects/ schützt nicht= does not protect
- Stecker rausziehen= unplug/ Stecker reinziehen= plug in
- Fernseher an= TV on/ Fernseher aus= TV off
- Gerät an= device on/ Gerät aus= device off
- spart Energie= saves energie/ spart nicht Energie= does not save energie
- Flugzeug= airplane/ Bahn= train/ Auto= car/
- mehr= more/ weniger= less/ viel= a lot
- Fleisch= meat/ essen= to eat/ Deckel= top
- kochen mit= cook with/ kochen ohne= cook without
- Bäume pflanzen= plant trees/ Bäume nicht pflanzen= not plant trees
- Kohlendioxid= carbon dioxide/ gut= good/ schlecht= bad
- yes or no question (ja, nein)/ verursacht= to cause
- or- oder/ an- on/ aus- off

## Resources on the wall:

- wer – who/ was – what/ wo – where/ welche – which/ wann – when
- warum – why/ weil – because/ wie – how

Time required: 30-45 minutes

Video: <https://www.youtube.com/watch?v=61vpAfjsdGc&t=4s>

Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of preserving our environment and the different ways to save Energy

## Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students write all the different ways to save energy (as stated in the video)

## Steps

- Explain the overall goal of creating discussion of the main ideas and events in the

videos with the resources available

- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment worth talking about could become a pause depending on available time)

- 0:13 is a crucial moment to ask questions such as:

1. Was ist ein Fernseher?
2. Stecker rausziehen- spart oder spart nicht Energie?
3. Fernseher aus- spart oder spart nicht Energie?
4. Wer kann die Umwelt schützen?---Menschen

- 0:40

1. Was spart mehr Energie- Flugzeug oder Auto?
2. Was spart mehr Energie- Auto oder Zug?
3. Was spart mehr Energie- Zug oder Flugzeug?
4. Was ist besser für die Umwelt? Zug oder Auto? Warum?

0:54

1. Fleisch essen- gut oder schlecht für die Umwelt?
2. Kochen mit Deckel- gut oder schlecht für die Umwelt?
3. Bäume pflanzen- gut oder schlecht für die Umwelt? Warum?

- At the end shift to English and invite students to explain what we all could better to protect the environment. How does this video make them feel? What can they do to protect the environment? Do you or any of your family members do any of the mentioned tips from the video to protect the environment? What could you do differently? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different ways people can save energy (in the target language)---possibly have them research the benefit of solar energy



# Der Klimawandel



## Today's learning goals:

- \* Umwelt- environment/ Klimawandel- climate change
- \* Treibhausgase- greenhouse gases/ Katastrophe- catastrophe
- \* die Kamel walks/nicht- the camel walks/not
- \* Kohlendioxid- carbon dioxide
- \* passiert- does happen/ passiert nicht- does not happen
- \* das Auto verursacht/nicht- car causes/not
- \* die Kuh verursacht/nicht- cow causes/not
- \* Sonnenstrahlen passieren/nicht- sunbeams happen/not
- \* die Bäume verursachen/nicht-trees car cause/not
- \* der Traktor- tractor/ schneiden/nicht- cut/not
- \* das Eis schmelzt- the ice melts
- \* genug/nicht genug Trinkwasser- enough/not enough drinking water
- \* Überschwemmung gut/nicht gut- flood good/bad
- \* verursacht- causes/ zerstört- destroys
- \* Häuser- houses/ Ernte- harvest
- \* Energie sparen gut/schlecht- save energy good/bad
- \* Müll vermeiden gut/schlecht- decrease waste good/bad
- \* Mit Flugzeug verreisen- travel by plane
- \* yes or no question (ja, nein)/ verursacht- to cause
- \* or- oder/ an- on/ aus- off/ am schlimmsten- worst
- \* wer – who/ was – what/ wo – where/ welche – which/ wann – when
- \* warum – why/ weil – because/ wie – how

Time required: 30-45 minutes

Video: <https://www.youtube.com/watch?v=E1ZC0FT8z24>

Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of engaging in activities to reduce global warming in an effort to protect the environment

## Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students write all the different ways to save energy (as stated in the video)

## Steps

- Explain the overall goal of creating discussion of the main ideas and events in the

videos with the resources available

- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment worth talking about could become a pause depending on available time)

- 0:22 is a crucial moment to ask questions such as:

1. Verursachen Treibhausgase Kohlendioxid? Ja oder nein?
2. Sind Autos gut oder schlecht für die Umwelt? Warum?
3. Was macht eine Kuh? Warum ist das schlecht? Warum soll man weniger Fleisch essen?
4. Was sind Sonnenstrahlen?

- 0:59

1. Verursachen Bäume Klimawandel? Warum oder warum nicht?
2. Was passiert mit Eis? Warum?
3. Was verursacht Klimawandel?----Katastrophen nehmen zu
4. Ist Überschwemmung gut oder schlecht? Warum

1:31

1. Verursacht Klimawandel wenig Trinkwasser? Warum? Wo?
2. Was zerstört der Klimawandel? Warum ist das schlecht?
3. Für welche Länder ist Klimawandel am schlimmsten?

- At the end shift to English and invite students to explain what we all could do to help decrease climate change. How does this video make them feel? How does climate change or global warming affect the environment? What can they do to protect the environment in terms of climate change? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different things people can do to reduce climate change (in the target language)

# Gegen Klimawandel



## Today's learning goals:

- \* es gibt- there is/ Umweltschutz- environmental protection
- \* spart Energie/nicht- saves energy/not
- \* Mann- man/ Frau- woman/ Kind- child
- \* die Wohnung- apartment/ das Haus- house
- \* die Familie- family/ verursacht- causes
- \* die Familie fährt mit Auto- family rides by car
- \* die Familie fährt mit Fahrrad- family rides by bicycle
- \* Der Holzofen- oven (wood)/ Solaranlage- solar system
- \* Wäsche trocknen draussen- dry clothing outside
- \* Wäsche trocknen in Maschine- dry clothing in machine
- \* viel einkaufen- shop a lot/ wenig einkaufen- shop very little
- \* wenige Lebensmittel- fewer groceries
- \* Viele Lebensmittel- many groceries
- \* Bio- organic/ Fleisch- meat
- \* CO2 ist gut/schlecht- Carbon dioxide is good/bad
- \* Bilanz wichtig- balance important
- \* Bilanz unwichtig- balance not important
- \* Bilanz rettet Umwelt- balance saves world
- \* Bilanz schadet der Umwelt- balance does not save world

## Resources on wall:

- \* yes or no question (ja, nein)/ verursacht= to cause
- \* or- oder/ an- on/ aus- off
- \* wer – who/ was – what/ wo – where/ welche – which/ wann – when
- \* warum – why/ weil – because/ wie – how

Time required: 30-45 minutes

Video: <https://www.youtube.com/watch?v=eOnXVjWFIk4>

Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of renewable and solar energy in preserving the environment

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students write all the different ways to save energy (as stated in the video)

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the

videos with the resources available

- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment worth talking about could become a pause depending on available time)
  - 0:28 is a crucial moment to ask questions such as:
    1. Was macht die Familie?
    2. Fahrt die Familie mit Fahrrad oder mit dem Auto?
    3. Verursacht Verkehr viel oder wenig CO2?
    4. Spart Solarenergie viel oder wenig Energie?
    5. Verursacht ein Holzofen viel oder wenig CO2?
  
  - 2:00
    1. Ist viel einkaufen gut oder schlecht für die Umwelt?
    2. Kauft die Familie Bio? Ja oder nein? Warum?
    3. Viel Fleisch- spart oder spart nicht viel Energie?
    4. Ist CO2 gut oder schlecht? Warum?
  
  - 3:30
    1. Ist Bilanz wichtig oder unwichtig? Warum?
    2. Rettet Bilanz die Umwelt? Warum?
    3. Schadet Bilanz der Umwelt? Ja oder nein?
    4. Was ist Bilanz?
  
  - At the end shift to English and invite students to explain what we all could do to help decrease climate change. How does this video make them feel? How does climate change or global warming affect the environment? What can you and your family do at home to save energy? What do you do to save energy? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different avenues people could take to protect the environment (in the target language)