

Baustein III: Trainingslager – vom Ausgangstext zum Zieltext – learner training im Umgang mit einer Beispielaufgabe ZP 10 „I have a dream” – Gesamtschule/Gymnasium

Inhalt

1. Training Camp I: Coping with the tasks – This is what you do	200
2. Training Camp II: Handling the task – Working with learner texts – awareness activities and writing practice	202
3. Training camp III: Working with model texts	216
3.1 Working with model texts – awareness & fluency activities: Aufgabe 1	216
3.2 Working with model texts – awareness & fluency activities: Aufgabe 2	220
3.3 Working with model texts – clozes: connectives	223
3.4 Working with model texts – using text skeletons	224
4. Self-assessment/peer-assessment – assessment of pupils’ texts	225
4.1 Zur Arbeit mit „Self-/peer-assessment checklist“	225
4.2 Assessment of pupil’s texts (self-assessment or peer-assessment)	226
5. Anhang	229
5.1 Schülertexte aus der Pilotierung	229
5.2 Modelltexte/Lehrerausbildung	234
5.3 Workshop: Diagnostizieren, Individualisieren und Fördern – „Vom Ausgangstext zum Zieltext“ – Gesamtschule/Gymnasium	243

1. Training Camp I: Coping with the tasks – This is what you do

STEP 1: UNDERSTANDING THE TASK	Example „I have a dream” (task 1)		
<p>a) Read the task carefully.</p> <p>b) Underline all the words (especially verbs) that tell you what you have to do.</p> <p>c) Write down in your own words what you have to do (= paraphrase). If there are several things you have to do make sure you write down one thing after the other (→ make a checklist!).</p>	<p>Task 1: Against the background of the Civil Rights Movement point out what Martin Luther King, Jr. says he dreams of in the extract, and outline to what extent the American students’ dreams differ from King’s dream. (100 + words)</p> <p>→ There are five things you have to do in task 1:</p> <p>a) think of what you know about the Civil Rights Movement</p> <p>b) point out what King dreams of (your knowledge about the Civil Rights Movement can help you)</p> <p>c) find out what the two students dream of</p> <p>d) outline differences between King’s dreams and the American students’ dreams</p> <p>e) write at least 100 words</p>		
STEP 2: PREPARING THE TEXT PRODUCTION	Example „I have a dream” (task 1)		
<p>a) underline all the key words in the text that contain the information you need to do the task. Use different colours for each task!</p> <p>b) take notes (summarize the key words from the text with the help of your background knowledge)</p> <p>c) structure your notes (which ideas belong together; which information do you want to write first, second, ... last → order of ideas);</p>	<p>Recollection of Civil Rights Movement: non-violent campaign, tried to end discrimination against blacks in the USA, wanted to change the laws so that everybody has the same rights, Martin Luther King was the leader of this movement</p> <p style="text-align: center;">Martin Luther King, „I have a dream” (extract)</p> <p>1 [...] I have a dream that one day this nation will rise up and live out the true meaning of its creed: „We hold these truths to be self-evident, that all men are created equal.”</p> <p>5 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.</p> <p> I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.</p> <p>10 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.</p> <p style="text-align: center;">I have a dream today! [...]</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;"> Key words that describe King’s dreams (structured): 1. nation, live out its creed: all men equal 2. former slaves/slave owners, together, brotherhood 3. injustice, oppression, transformed into, freedom, justice 4. children judged by character not by color of their skin </td> <td style="width: 50%; padding: 5px;"> Meaning of King’s dreams explained in own words: 1. equal right for all people as stated in <i>Decl. of Independ.</i> 2. former slaves/slave owners should live like brothers 3. justice and freedom instead of injustice and oppression 4. no racial discrimination </td> </tr> </table> <p style="margin-top: 10px;">Do the same with the students’ text: underline the key words, take notes and structure them!</p>	Key words that describe King’s dreams (structured): 1. nation, live out its creed: all men equal 2. former slaves/slave owners, together, brotherhood 3. injustice, oppression, transformed into, freedom, justice 4. children judged by character not by color of their skin	Meaning of King’s dreams explained in own words: 1. equal right for all people as stated in <i>Decl. of Independ.</i> 2. former slaves/slave owners should live like brothers 3. justice and freedom instead of injustice and oppression 4. no racial discrimination
Key words that describe King’s dreams (structured): 1. nation, live out its creed: all men equal 2. former slaves/slave owners, together, brotherhood 3. injustice, oppression, transformed into, freedom, justice 4. children judged by character not by color of their skin	Meaning of King’s dreams explained in own words: 1. equal right for all people as stated in <i>Decl. of Independ.</i> 2. former slaves/slave owners should live like brothers 3. justice and freedom instead of injustice and oppression 4. no racial discrimination		



STEP 3: WRITING THE TEXT	Example „I have a dream” (task 1)
<p>Use your structured notes and write the text in your own words. Before you start writing remember that you must:</p> <ul style="list-style-type: none">• write an introductory sentence (includes the title of the given text, the author’s name, some information about the background / and or the content of the text that is relevant to the task)• divide your text into different paragraphs (sense units) so that it is easier to follow your line of thought• use connectors (help to present and connect the different ideas in a logical way, e.g. first, furthermore, finally, so, etc.)• write a concluding sentence (sums up the main information/ideas that are relevant to the task).	<p>MODEL TEXT (First part of task 1):</p> <p>The given extract is taken from the speech „I have a dream” by Martin Luther King. King was the leader of the Civil Rights Movement which took place in the USA in the 1950s and 1960s. The supporters of this non-violent campaign tried to end the discrimination against the African Americans in the USA. In this extract of his speech King presents four dreams he wishes to come true in the future.</p> <p>First he says that he dreams of equal rights for all people as it is stated in the Declaration of Independence. His second dream refers to the state of Georgia. He dreams that one day the sons of former slaves and slave owners will be able to live together like brothers in this state. Furthermore, King dreams of freedom and justice in the state of Mississippi, which he describes to be full of injustice and oppression. Finally, King dreams of a nation without racism so that children are judged by their character and not by their skin colour.</p> <p>So Martin Luther King expresses his hopes that the USA will one day change into a nation in which all people have the same rights and can live together in freedom and harmony.</p>