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

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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)
a) **Read** the task **carefully**. b) **Underline** all the **words** (especially verbs) that tell you **what you have to do**. 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!).	**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) → There are five things you have to do in task 1: a) **think of** what you know about the Civil Rights Movement b) **point out** what King dreams of (your knowledge about the Civil Rights Movement can help you) c) **find out** what the two students dream of d) **outline** differences between King's dreams and the American students' dreams e) write at least **100 words**
STEP 2: PREPARING THE TEXT PRODUCTION	**Example „I have a dream" (task 1)**
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! b) **take notes** (summarize the key words from the text with the help of your background knowledge) c) **structure** your **notes** (which ideas belong together; which information do you want to write first, second, … last → order of ideas);	**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 **Martin Luther King, „I have a dream" (extract)** […] 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." 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. 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. 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. I have a dream today! […]

Key words that describe King's dreams (structured):	**Meaning of King's dreams explained in own words:**
1. nation, live out its creed: all men equal	1. equal right for all people as stated in *Decl.of Independ.*
2. former slaves/slave owners, together, brotherhood	2. former slaves/slave owners should live like brothers
3. injustice, oppression, transformed into, freedom, justice	3. justice and freedom instead of injustice and oppression
4. children judged by character not by color of their skin	4. no racial discrimination

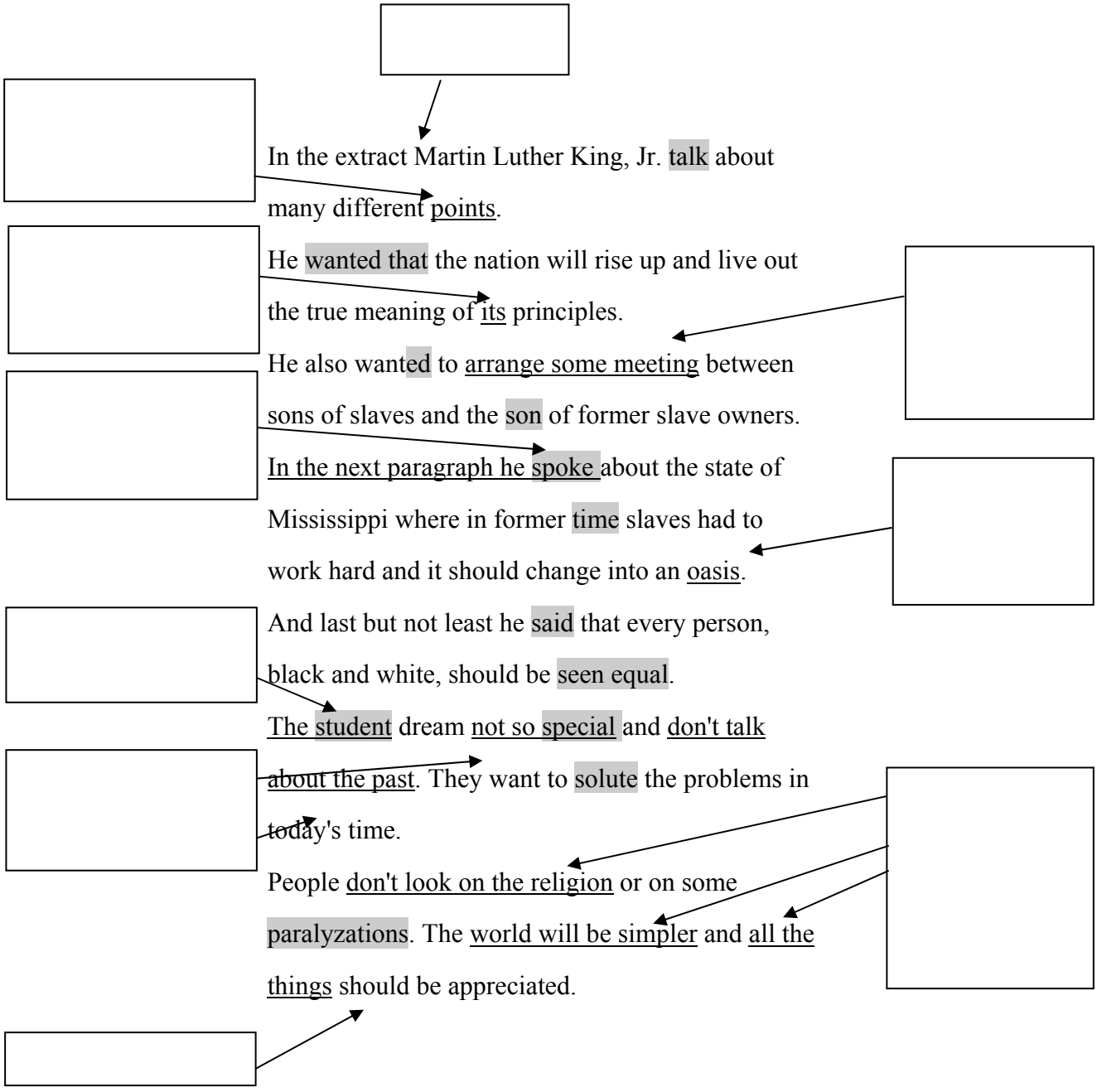
Do the same with the students' text: underline the key words, take notes and structure them!

STEP 3: WRITING THE TEXT		Example „I have a dream" (task 1)
Use your structured notes and write the text **in your own words**. Before you start writing remember that you must: • 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).		**MODEL TEXT (First part of task 1):** 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. 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. 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.

2. Training Camp II: Handling the task – Working with learner texts – awareness activities and writing practice

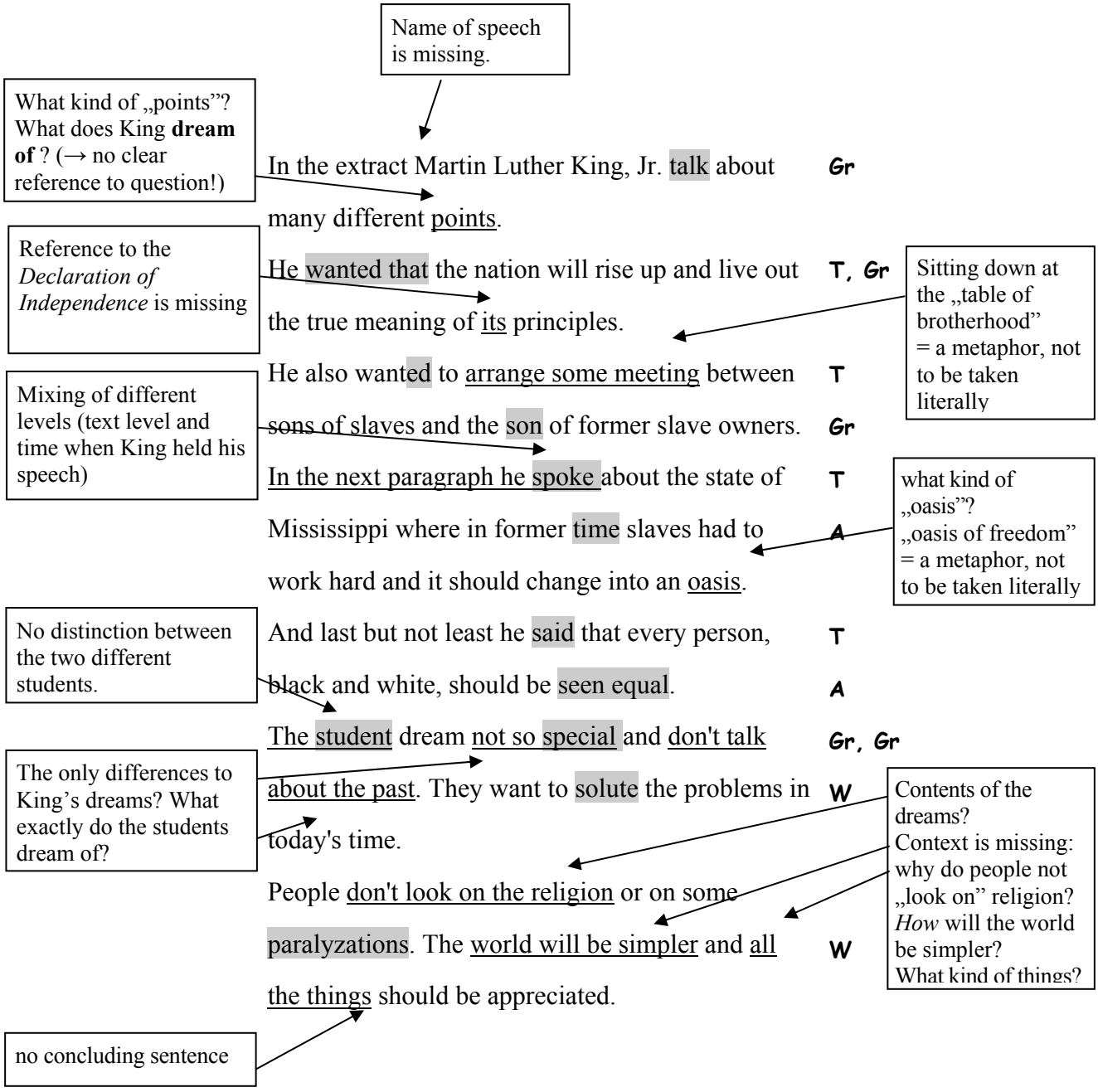
TASK 1 (Point out King's dreams and outline how students' dreams differ):

a) Have a look at a text another pupils has written. The *language* mistakes have already been highlighted (grey background colour). Find out what kind of mistakes the pupils has made and write the abbreviation next the text (Gr, T, W, R, A).
b) There are also weaknesses in the *mode of presentation* (as far as structure and contents is concerned). The underlined words (+ the boxes with the arrows) indicate where these weaknesses are. Read the THREE STEPS how to cope with a task again. Then fill in the empty boxes and try to explain what the weaknesses of this text are:



General comment on the overall structure:

Solution (task 1):



General comment on the overall structure:
There are too many paragraphs. Therefore one cannot find any clear sense units. The pupil has hardly used any connectors or other expression which could help to follow his thoughts.

TASK 2a: Match the rhetorical devices with the correct definition/example!

Definitions:	**Examples:**
a) an intentional use of exaggerations	„I have told you a billion times to clean this room."
b) the use of a mild or less negative word or expression to express something that is unpleasant or embarrassing	The use of „pass away" instead of „to die".
c) a repetition of patterns of sound and rhythm and of words or phrases	„I like to dance, John likes to sing; and Mary likes to act."
d) expresses a similarity between two objects, people or ideas by making a clearly stated comparison between them through the words „like" or „as".	„The moon hung like a bulb in the sky."
e) an authentic word or phrase taken from a book, play, speech, etc.	„The truth shall make you free." (The Bible, 1 John 3:18)
f) compares one thing or action with another, but without using „like" or „as"; the comparison is achieved through a figurative use of words	„Students are sailors on a journey."
g) placing together of two opposite ideas, words or phrases	„To err is human, to forgive, divine."
h) gives an animal or a thing human characteristics	„This coffee is strong enough to get up and walk."
i) a list of three or more people, objects or ideas in order	„I love her eyes, her hair, her nose, her cheeks, her lips."
j) intentional repetition of the same or similar idea or language	„Without a dream, without faith, without hope, there is nothing."

Rhetorical devices:				
1. personification	**2. metaphor**	**3. antithesis**	**4. enumeration**	**5. hyperbole**
6. repetition	**7. parallelism**	**8. quotation**	**9. simile**	**10. euphemism**

Solution (task 2a):

1.	h,	3.	g,	5.	a,	7.	c,	9.	d,
2.	f,	4.	i,	6.	j,	8.	e,	10.	b

TASK 2b: Finding the rhetorical devices in the extract of King's speech

Out of the ten rhetorical devices you have matched with the correct definition, you can find five in the extract of King's speech. Underline them and write down their names next to the speech:

Martin Luther King, „I have a dream" (extract)

[…] 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."
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.
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.
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.
I have a dream today! […]

Write the rhetorical devices you have found in the table below and add the **effect** they might have on the audience. The following words and expressions can help you to describe their effect:

- to emphasize
- to evoke emotions
- to expand a point
- to evaluate
- to convince
- to illustrate
- to persuade
- to evoke emotions
- to underline
- to explain
- to address s.b.
- to make s.b. remember s.th.
- to become more forceful
- to arouse s.b.'s interest
- to make s.b. understand s.th.

	Rhetorical device	**Effect in King's speech**
1.		
2.		
3.		
4.		
5.		

Solution (task 2b): Rhetorical devices in the extract (highlighted)

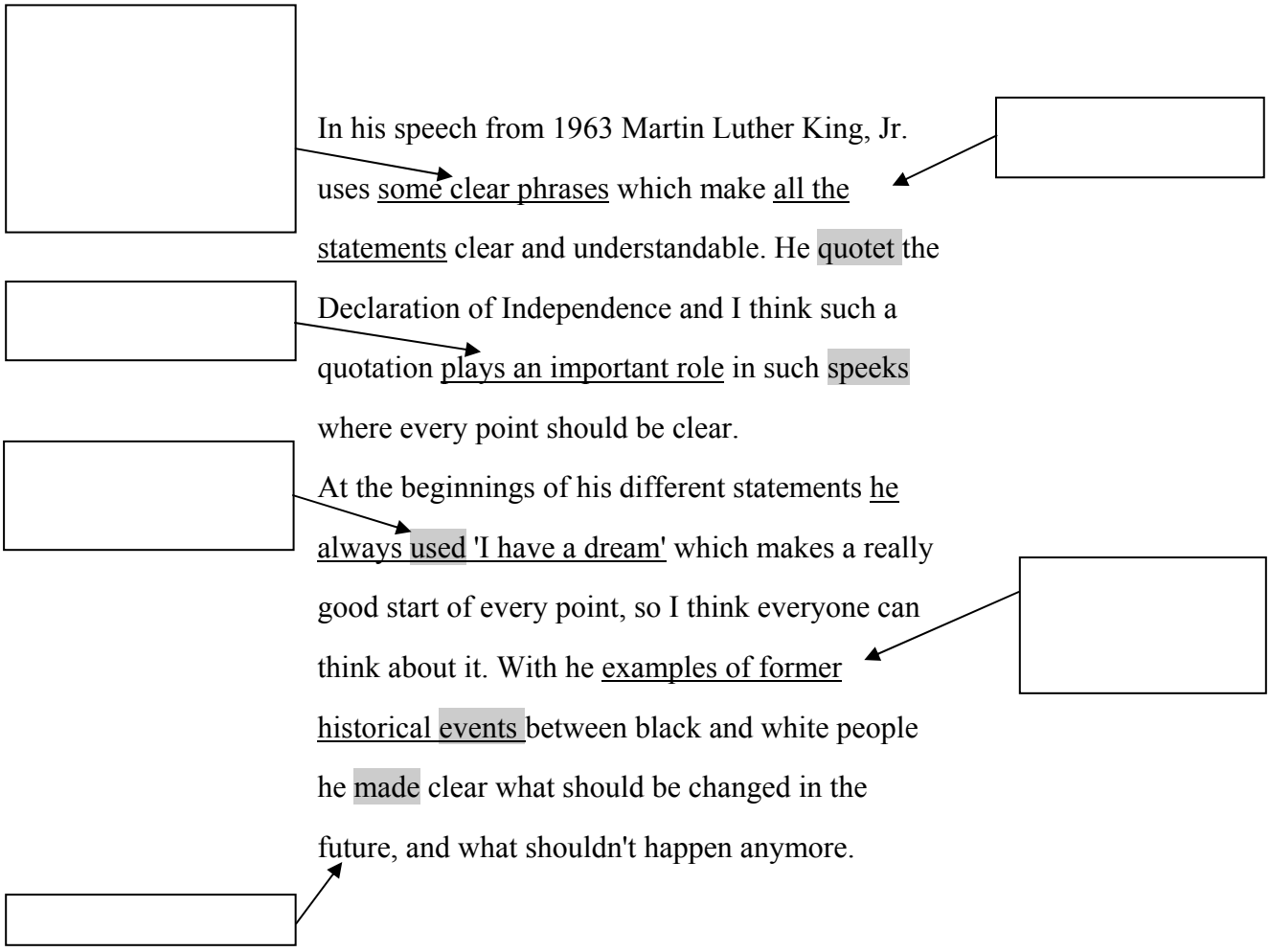
Martin Luther King, „I have a dream" (extract)

[…] 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."
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.
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.
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.
I have a dream today! […]

parallelism, repetition:	ll. 1, 5, 9, 14, 18
quotation:	ll. 3f.
metaphor:	l. 8, ll. 10f., ll. 12f.
antithesis:	ll. 10 – 13

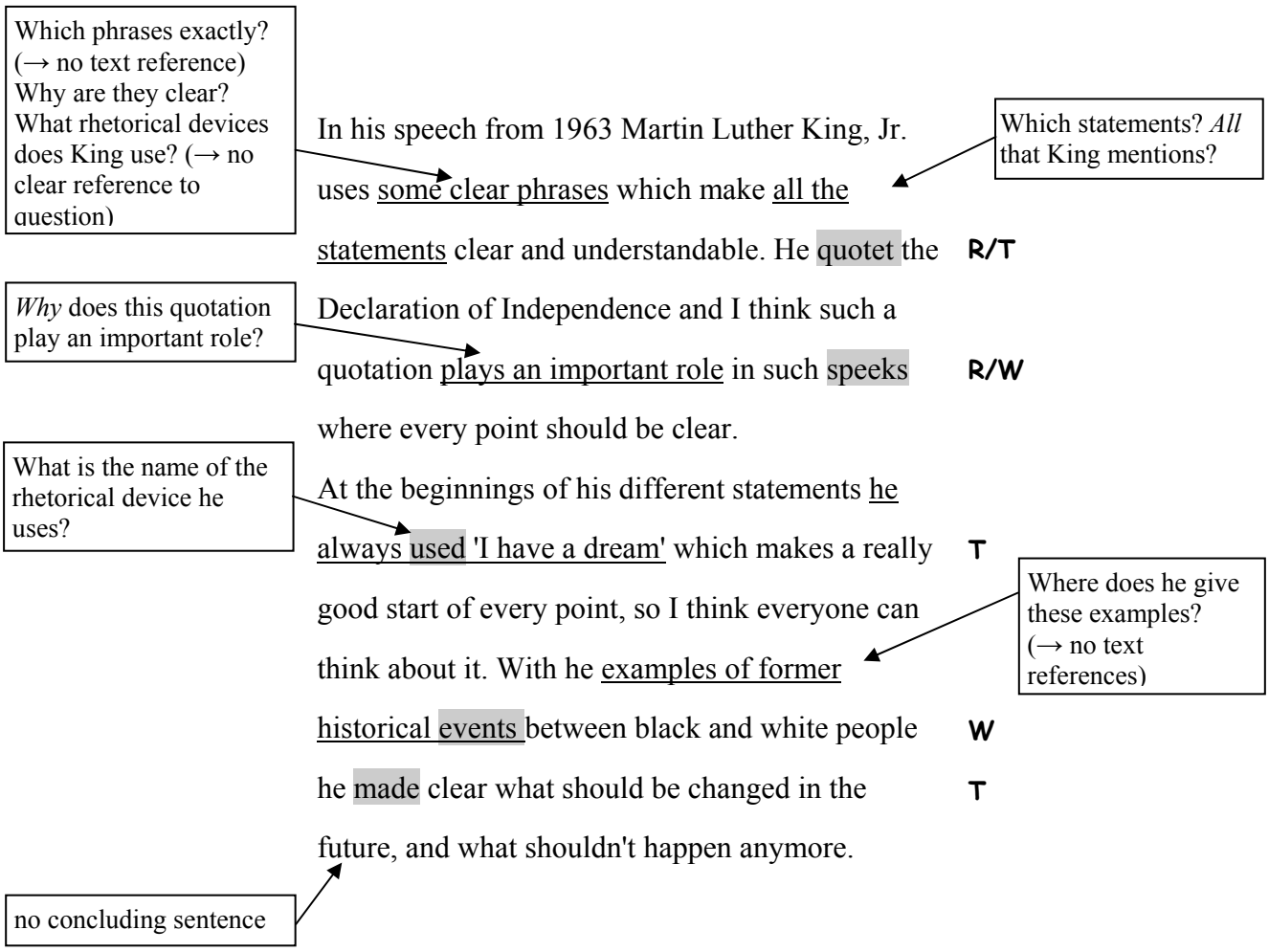
TASK 2c (Name the rhetorical devices King uses and explain the effect they might have):

a) Have a look at a text another pupils has written. The *language* mistakes have already been highlighted (grey background colour). Find out what kind of mistakes the pupils has made and write the abbreviation next the text (Gr, T, W, R, A).
b) There are also weaknesses in the *mode of presentation* (as far as structure and contents is concerned). The underlined words (+ the boxes with the arrows) indicate where these weaknesses are. Read the THREE STEPS how to cope with a task again. Then fill in the empty boxes and try to explain what the weaknesses of this text are:



What do you suggest how the text could be improved?

Solution (task 2c):

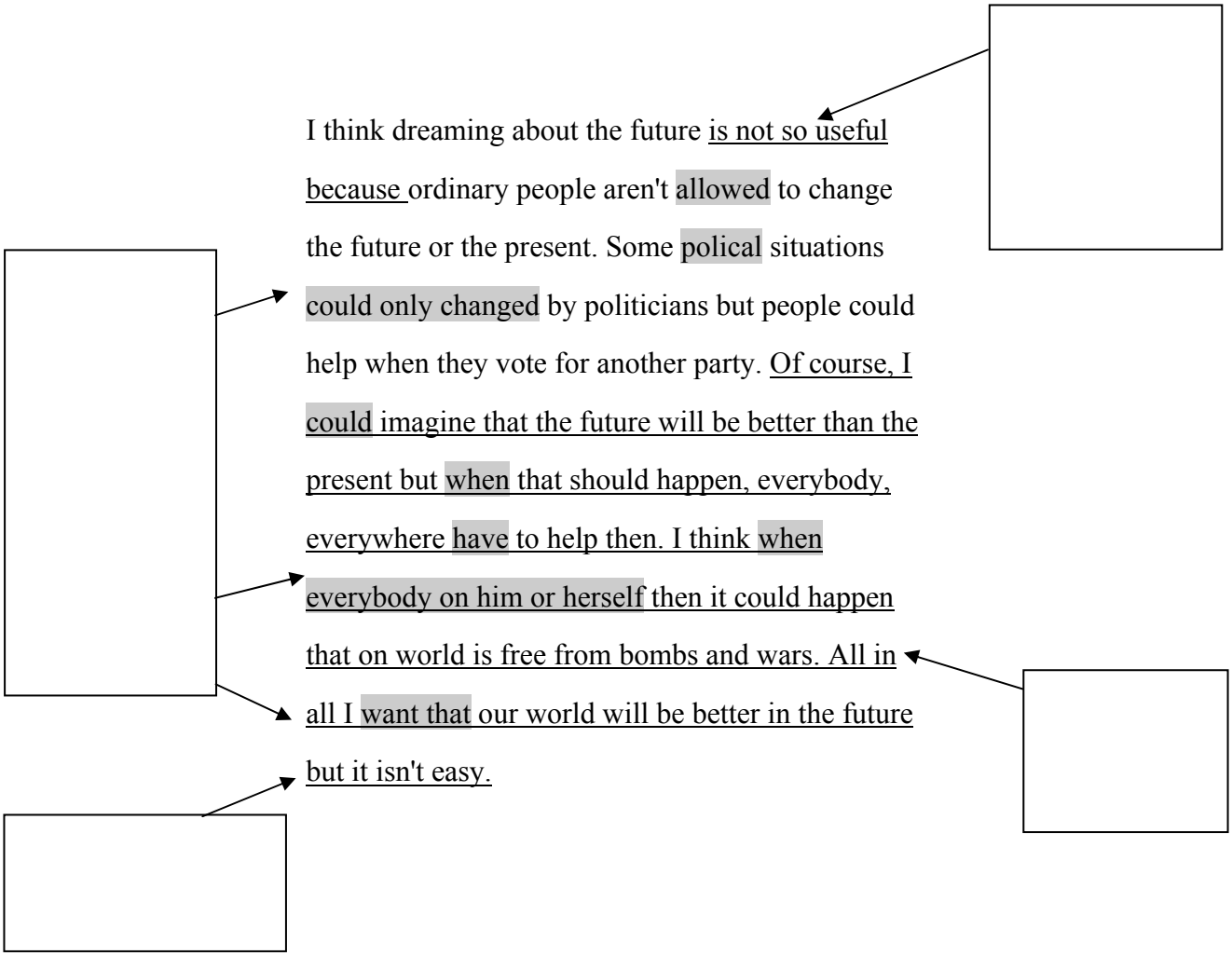


What do you suggest how the text could be improved?

- e.g. name and explain more rhetorical devices

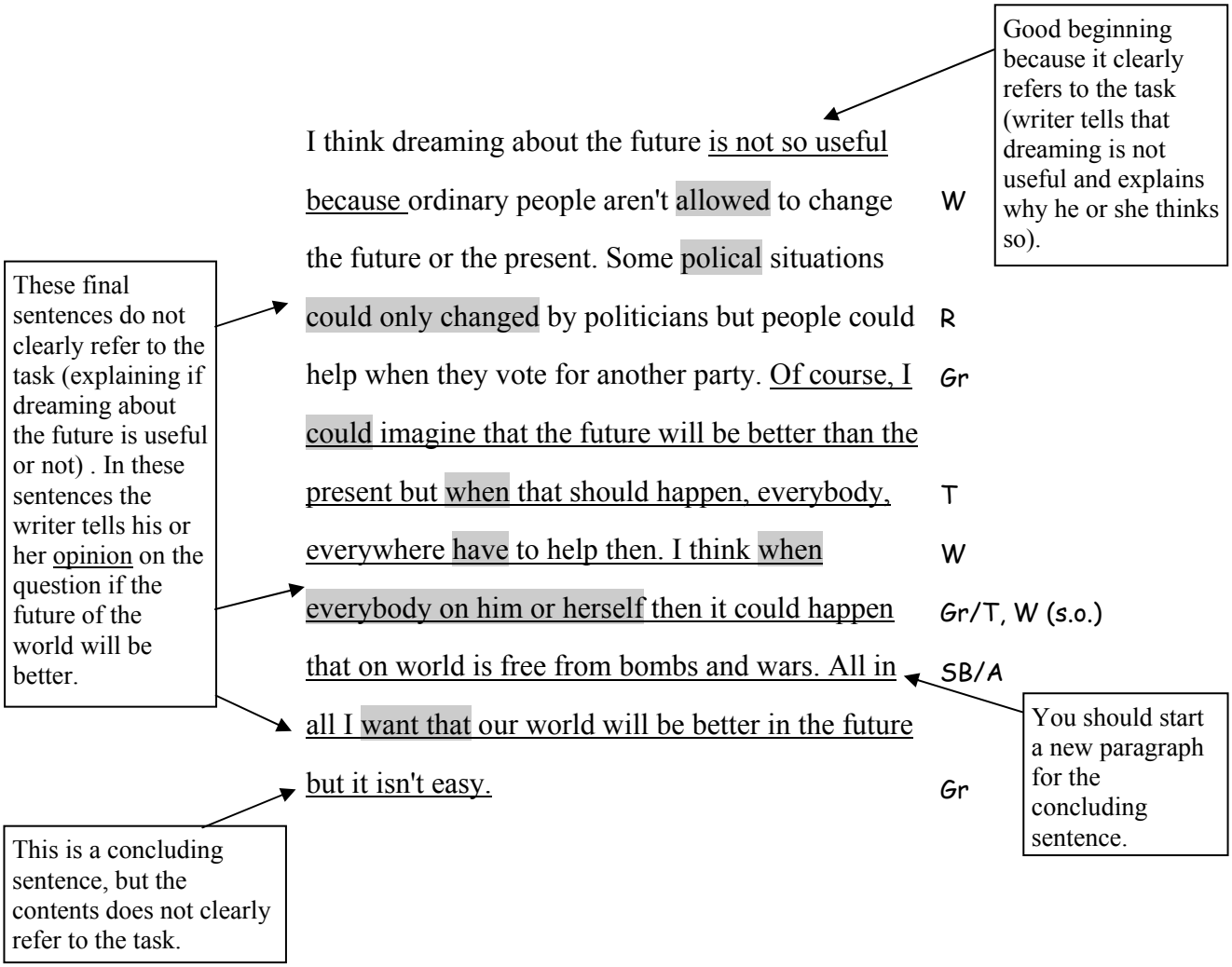
TASK 3a (opinion on dreaming about the future – explanation if useful or not):

Read the task carefully and have a look at the THREE STEPS how to cope with a task again. Then read another pupil's text. Find positive and negative aspects of his text. Refer to structure and content!



I think dreaming about the future is not so useful because ordinary people aren't allowed to change the future or the present. Some polical situations could only changed by politicians but people could help when they vote for another party. Of course, I could imagine that the future will be better than the present but when that should happen, everybody, everywhere have to help then. I think when everybody on him or herself then it could happen that on world is free from bombs and wars. All in all I want that our world will be better in the future but it isn't easy.

Solution (task 3a):



Task 3b: Do the following THREE STEPS in order to cope with the task:

1. Understanding the task: **What do you think of dreaming about the future? Is it useful or not? Explain. (100 + words)**
   a) **Read** the task **carefully**
   b) **Underline** all the **words** (especially verbs) that tell you **what you have to do**.
   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!).

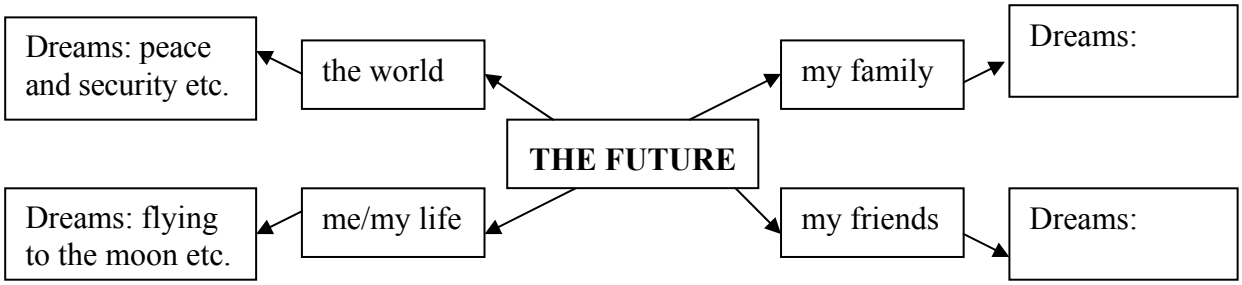
   Solution:

   What do you think of dreaming about the future? Is it useful or not? Explain. (100 + words)

- you have to state your own opinion on dreaming about the future
- you must explain (= presenting arguments and examples) why dreaming about the future is useful or not
- you must write at least 100 words

2. Preparing the text production

- create a **word-web** and brainstorm what dreaming about the future can be about:



- **collect arguments** why dreaming about the future can be useful or not and write them into the following table:

Dreaming about the future is useful because …	**Dreaming about the future is not useful because …**
• it makes you feel good and optimistic about the future • …	• you only escape into a dreamworld • …

- sum up your **notes** and **structure** them

3. Writing the text

- Use your structured notes and **write** the text in **your own words**.
- remember to structure your text into three parts: **introduction, main part, conclusion**
- write an introductory sentence and a concluding sentence
- divide your text into different **paragraphs** so that it is easier to follow your thought
- use **connectors** (e.g. first, furthermore, finally, so, etc.)
- only write information that is relevant to the task

TASK 4a: Fill in the following „I have a dream"-texts!

1. „I have a dream, too!"

I have a dream that one day this nation/school/world/etc. will _____

I have a dream that one day _____

I have a dream that one day _____

I have a dream that _____

I have a dream today! _____

2. I have a dream, too!

My dream is that our world _____

It doesn't matter if _____. On the inside, we are all _____. People may look different or act different, God made _____. If any person or thing is different, that doesn't mean that _____ , that just means that _____

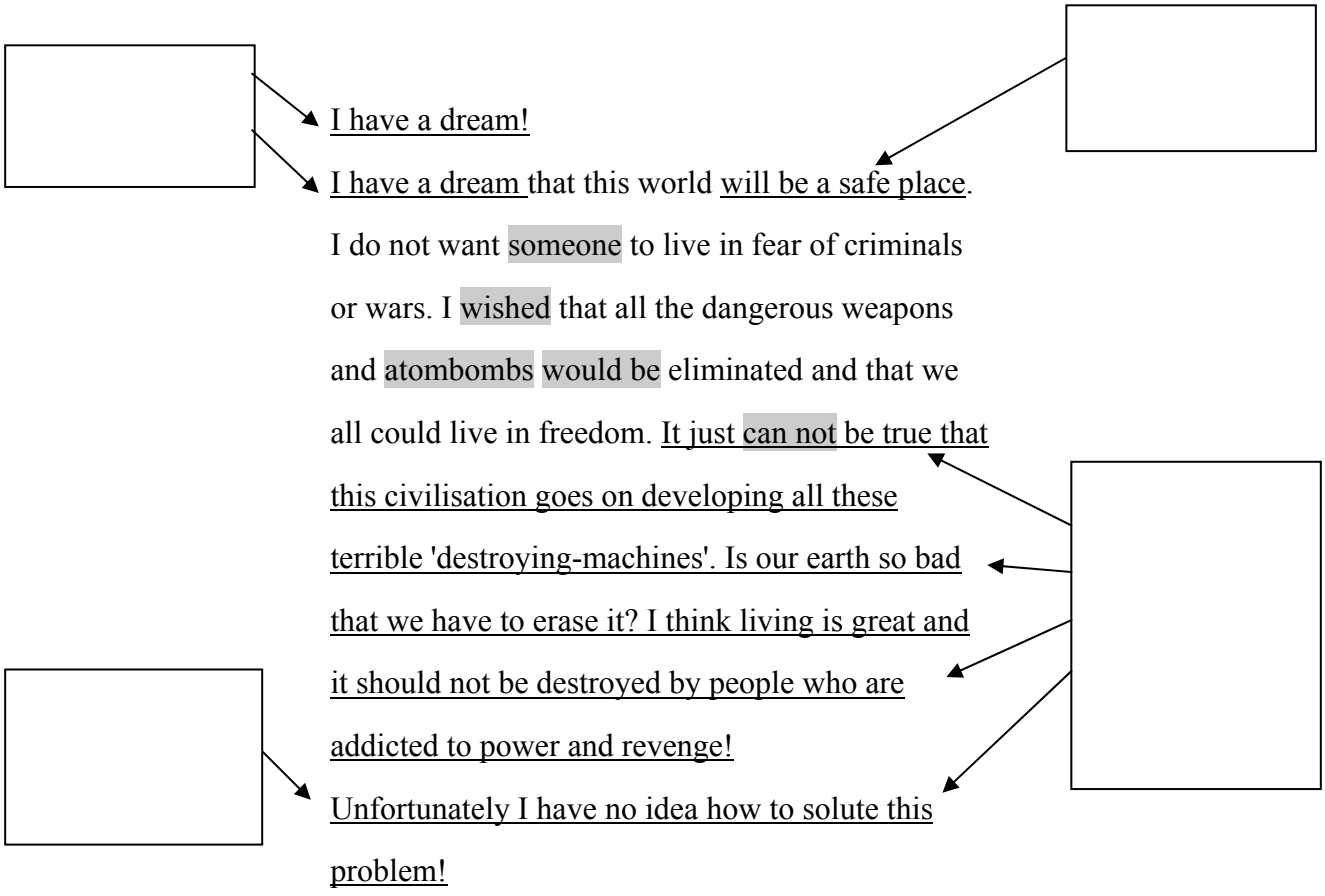
3. I have a dream

I have a dream that our world _____. I think that many people don't _____. I know that many times, I forget all of the nice things I have at home and I don't use them. I believe that if we eliminated the computers, fax machines, and TVs, _____

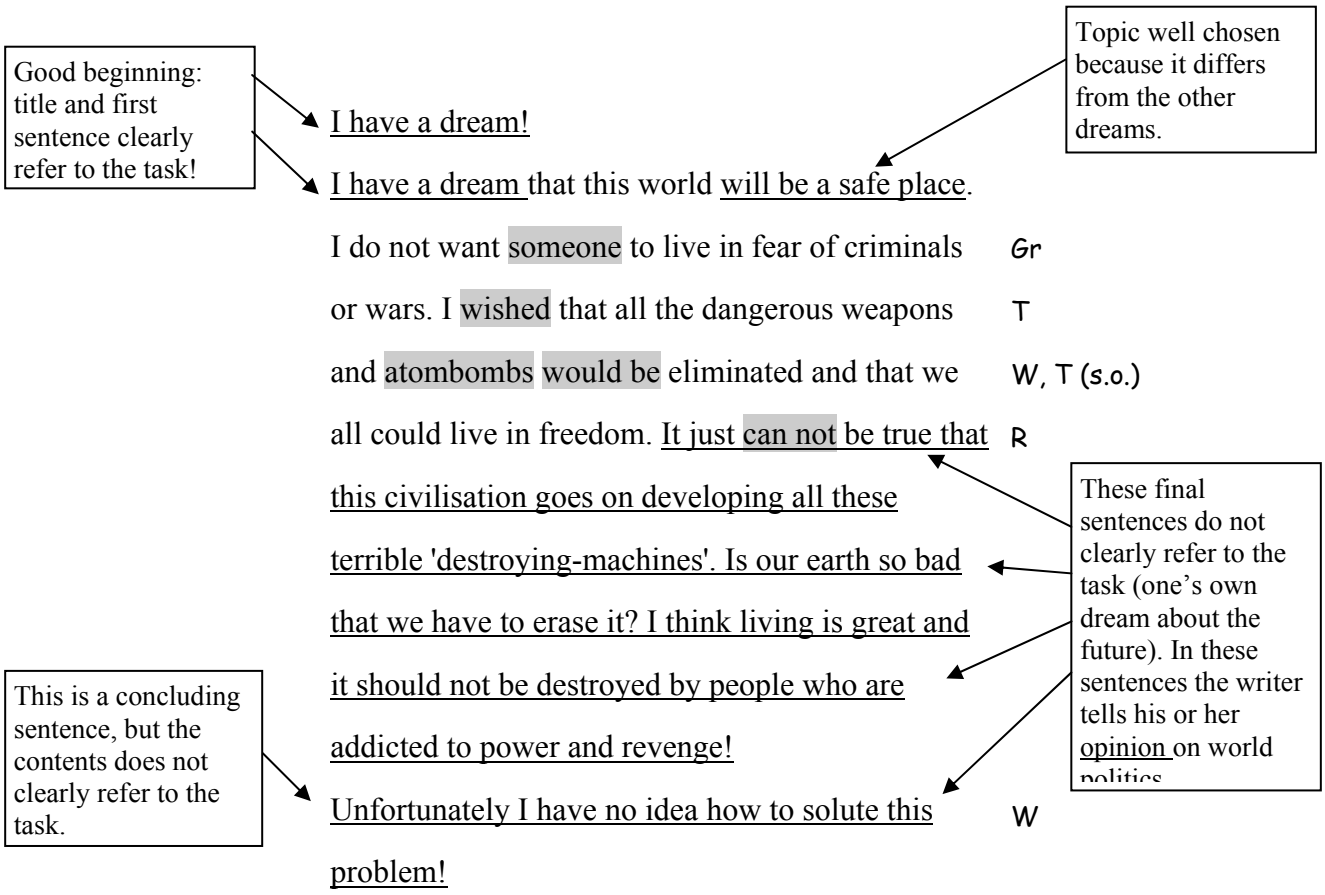
Back in the early 1900s, people _____. I know they did, because I read in books that many people _____ and they were happy that way.

TASK 4b (write your own „I have a dream, too" text and try to convince young readers):

Read the task carefully and have a look at the THREE STEPS how to cope with a task again. Then read another pupil's text. Find positive and negative aspects of his text. Refer to structure and content!



Solution (task 4b):



TASK 4c: How convincing is your partner's text?

Use the following grid in order to assess if your partner's text is convincing:

Peer-Evaluation:
Effective Persuasive Techniques

Grading Key			
4 – excellent	**3 – good**	**2 – average**	**1 – below average**

1. The topic is clearly stated. _____
2. The text is clearly structured. _____
3. The writer evokes emotion. _____
4. The writer feels strongly about the subject. _____
5. The writer uses metaphors. _____
6. The writer uses personal pronouns. _____
7. The writer uses repetition and parallelism which create rhythm and dramatic force. _____

(Max. 28 points!)

3. Training camp III: Working with model texts

3.1 Working with model texts – awareness & fluency activities: Aufgabe 1

Aufgabenstellung: „Against the background of the Civil Rights Movement point out what Martin Luther King, Jr. says he dreams of in the extract."

Reconstructions – jumbled sentences

Text 1:

a) He also dreams that places like Mississippi, where injustice and oppression rule, will become places of freedom and justice.
b) He describes a world where the colour of the skin doesn't affect the behaviour of people towards a person, as it still does in the USA in the 1960s.
c) He dreams of a world where „the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood".
d) He wishes that his children will live in a nation where they will be judged by their character only and not by the colour of their skin.
e) Martin Luther King Jr. gave his famous speech „I have a dream" at the end of a long demonstration in 1963.

Text 2:

a) For himself, King dreams of a state in which his children are able to live without prejudice against the colour of their skin, namely a state in which racism has no place.
b) For the state of Mississippi, he dreams of the ending of oppression and that the state becomes a place of freedom and justice.
c) Furthermore King speaks about the relationship between former slaves and slave owners in the state of Georgia.
d) He wants this relationship to be characterised by a feeling of brotherhood.
e) His audience was both black and white people.
f) Martin Luther King held his speech against the background of the Civil Rights Movement in 1963.
g) The main idea of his speech is equality of all people.
h) Therefore he cites the American Declaration of Independence in order to strengthen his argumentation.

Text 3:

a) Although the Declaration of Independence of the United States says that „all men are created equal" (l.4), black people are treated differently in states like Mississippi and Georgia.
a) As a leader of the Civil Rights Movement, King strongly accuses the current situation by presenting a possible future of equal human rights for blacks and whites.
b) In his dream, the United States are a nation of freedom and justice instead of aggressive injustice.
c) In his speech „I have a dream" Martin Luther King describes his vision of a nation without racism.
d) King dreams of a world in which slaves and slave-owners, i.e. whites and blacks, feel like brothers and talk to each other.

Tasks:

1. Reconstruct the texts. Use the grids below.
2. Pair work: Exchange and share your version with a partner. Read the texts to each other and fill in the grid.
3. Pair work: Compare your versions – look at similarities and differences.
4. Look at the original texts. Rank the texts on the scale below. Make a case for the best text: quality of the opening sentence, use of background knowledge, outline of main ideas, clarity/precision, quality of concluding sentence.

Text 1:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Text 2:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Text 3:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Ranking scale:

very convincing/excellent adequate
I----------I

Aufgabenstellung: „and outline to what extent the American students' dreams differ from King's dream.“

Text 1:

a) Alyssa from California still dreams of a world where all people are accepted the way they are.
b) Compared to Martin Luther King Jr. she no longer things of people behaving differently to other people because of their skin colour.
c) It seems that Melissa lives in an environment where either skin colours are not important because people are judged by their character as Martin Luther King Jr. dreamt or because there are no or very few people with differently coloured skins.
d) Many years later American students seem to have different dreams from that of Martin Luther King Jr.
e) Melissa from WI dreams of a simpler world where people respect everything they have and are not greedy for more.
f) She dreams of a world where people are not judged by their religion, their colour or their specialities (e.g. blindness …).
g) She still has the idea of differences being made for reasons of different colour, but for her it is only one idea equal to the others next to it (e.g. handicaps, religion).
h) She thinks about herself and her own negligence of the things she has.

Text 2:

a) Alyssa dreams of friendship between all people in the world not matter how different they are.
b) For her a way to achieve such a situation would mean to do without all the modern devices like computer, fax machines and TV.
c) In contrast to King, she focuses more on the people’s love and happiness.
d) In contrast to King, she not only speaks about racism but also about in-equality deriving from other reasons, i.e. colour of skin, religion, handicap etc.
e) Melissa dreams of a more simple and conscious life influenced by love and happi-ness.
f) She not only has a dream for the USA but for the whole world.

Text 3:

a) Alyssa dreams of equality, too.
b) Her dream has a clear religious background because she thinks that everybody is equal in the eyes of God.
c) Her dream is much more universal than the dream of King.
d) Her vision is not only about racism.
e) Melissa dreams of a world where love and friendship are more important than material things and technology.
f) She also accuses discrimination against handicapped people and other religious groups.
g) She is talking about human relationships in general and not about forms of discrimination.
h) She thinks that life would be simpler and better without modern communication technology.
i) She wants equal human rights for the world and not only for the United States.

Tasks:

1. Reconstruct the texts. Use the grids below.
2. Pair work: Exchange and share your version with a partner. Read the texts to each other and fill in the grid.
3. Pair work: Compare your versions – look at similarities and differences.
4. Look at the original texts. Rank the texts on the scale below. Make a case for the best text: clarity/ precision of the summary of the students' main ideas, quality of the comparison between King and students' dreams.

Text 1:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Text 2:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Text 3:

Order	letter code/ my reconstruction	letter code/ my partner's reconstruction	comment/notes
1.			
2.			
3.			
4.			
5.			

Ranking scale:

very convincing/excellent adequate
I----------I

3.2 Working with model texts – awareness & fluency activities: Aufgabe 2

Aufgabenstellung: How does King make use of rhetorical devices in his speech in order to make his dream clear to his audience?

Reconstruction – clozes – analysis/rhetorical devices – form and function

Text 1:

In order to make his dream _____ to his audience, King uses _____. These help to _____ his dreams. He wants Mississippi, now a bad place, to _____ an „oasis of freedom and justice". In Georgia, he wants people to „sit down together at the table of brotherhood". He also _____ the well known _____ from the Declaration of Independence „We hold these truths ...". Finally, he _____ his dream of equality on the _____ of his children. He always begins a new _____ by _____ the _____ „I have a dream". These _____ make the text very _____.

Word pool:

aspect / become / clear / example / illustrate / metaphors / passage / personalizes / phrase / powerful / quotes / repeating / repetitions

Text 2:

Martin Luther King Jr. makes _____ of a _____ in each paragraph. The _____ (*I have a dream …*) _____ his _____. By _____ it that _____ and making use of the noun *dream* _____ it gets _____ that he wishes for a better future for everybody, also knowing that it is still hard to achieve. By using _____ _____ (*sweltering with the heat of injustice / table of brotherhood / oasis of freedom and justice*) he _____ the _____ aspect of his speech. The _____ of the constitution in the first paragraph _____ his own _____.

Word pool:

emotional / emphasizes / metaphors / obvious / often / paratactical sentence structure / point of view / position / quotation / anaphora / repeating / several / several times / strengthen / supports / use

Text 3:

In order to make his dream clear to his _____ King uses many rhetorical devices. He uses the _____ „I have a dream that one day" again and again to _____ his audience that his imaginations are still just a _____, but one that might _____ in the near future if people _____ for it.

King _____ the good beliefs and principles which are the _____ of American society, but _____ that the Americans should also live after their principles. To _____ his demand he uses a _____ from the Declaration of Independence. For an audience it is _____ to understand that if „all men are created equal" they should certainly be _____ equally, too.

In this short extract there are also some _____ of _____ sentence structures like the structure „will be" which is used _____ to _____ the idea of change within American society.

Furthermore King uses a lot of _____. _____ he shows that many of his dreams haven't yet become true but could become true in the future. _____ he wants „the sons of slaves" and „the sons of former slave owners" to become friends. This _____ that enemies would become friends, something quite impossible. By using the _____ „slaves" and „slave owners" he _____ the _____ of freedom and equality for black people. _____ King dreams that injustice and oppression _____ an „oasis of freedom". The _____ „oasis of freedom" _____ the audience of paradise. _____ he hopes that people will stop judging others by their outside appearance but look at their inside, e.g. their character or heart.

By using all these _____ and by _____ all the bad things into something good he tries to show his audience that _____ is possible and that it is about to happen. Martin Luther King is trying to _____ and _____ his audience by making clear that even changes that seem impossible can become true if people fight for them.

Word pool: word classes & functions – rearrange

Nouns / noun phrases: anaphora / audience / values / change / contrasts / contrasts / examples / metaphor / quotation / terms / idea /

Verbs: come true / demands / dream / emphasize / encourage / means / mentions / remind / reminds / strenghten / stresses / support / fight / treated / turn into / turning

Adjectives: basic / easy / parallel

Adverbials: firstly / last / repeatedly / secondly / thirdly

Text 4:

King _____ repeats the sentence „I have a dream“ to _____ that it is a non-existing dream future, a vision, he speaks about. The dream itself is a _____. He has not really dreamt, but his dream is a personal wish. Another _____ is „table of brotherhood“ at which the slaves and the slave-owners meet. _____, he _____ from the Declaration of Independence of the US, and says that the current situation in Mississippi Georgia is different from what the declaration says. _____, King uses _____, he _____ words like justice to its _____ like injustice and oppression. He wants to ____ the values of the Declaration of Independence to the racism in the South of the US.

Word pool: word classes

nouns: metaphor (2x) / antithesis / opposites

verbs: repeats / point out/ quotes / opposes / contrast

connectives: Furthermore / Moreover

Tasks:

1. Choose one of the texts and reconstruct it with the aid of the „word pool“. Use a dictionary to check up on any unkown words.
2. Pair work: Go through your text with a partner and share/compare your results. Decide on a common version.
3. Compare with the original version.
4. Go to „Aufgabe 2“ and write your own text – selecting ideas and phrases from the model text.

3.3 Working with model texts – clozes: connectives

Model text

Aufgabe 3.1

Martin Luther King Jr. dreams _____ one day the nation will live out the belief stated in the Declaration of Independence _____ all men are created equal. He _____ dreams _____ one day the descendants of former slaves and slave owners will live together peacefully and nonviolently, _____ in Georgia. King _____ dreams of freedom and justice in the state of Mississippi _____ was particulary affected by injustice and oppression. _____ he dreams _____ his children will one day be able to live in a nation without racism.

The American students _____ dream of peace and freedom, _____ they aim their dreams to the whole world. Alyssa, _____, extends her dream of equalness and peace to areas such as religion, colour of skin and physique. Melissa's dream differs from King's dream _____ she emphasises a life _____ is characterised by love and happiness. She dreams of a simplier and more conscious life. She thinks _____ people can lead a happier life _____ they return to past values without the mass media and modern means of communication.

Word pool:

additionally / also / although / and / and another thing / apart from / as well / because / besides / but / by the way / especially / except / for example / furthermore / however / if / in addition to / incidentally / just/ moreover / on top of / nevertheless / not to mention / once / regardless / so / that / too / unless / what's more / when / where / which / who

Tasks:

1. Study the connectives in the word pool and classify them in clusters according to their function. Useful categories could be „contrast", „addition", „exception", „reason", „condition", „time" etc.
2. Rewrite the above texts and experiment with different connective devices.
3. Pair work: Share your text with a partner. Go through the text sentence by sentence and compare the individual solutions.
4. Compare your version with the model text. Are you happy with your work?

3.4 Working with model texts – using text skeletons

Aufgabe 3.3: b) Skeleton based on model text

I have a dream

1. I have a dream that _____ will _____.
2. This would not make the world a better place, but it would be great.
3. _____
4. Therefore it would be _____ if _____, because then there would be _____.
5. Also, if _____, it is less likely that _____.
6. If _____, for example, _____ maybe _____will _____.
7. On top, maybe _____would _____, since _____.
8. That would be a great step towards _____.

Tasks:

1. Study the skeleton which uses a fairly simple rhetorical structure – opening, exploring the scenario with the aid of if-clauses and examples, conclusion.
2. Run a three minute brainstorming session with a partner to collect ideas for your dream. Before you start look at element (2) which shows the nature of this particular scenario.
3. Make up your mind about the dream you want to write about and collect personal ideas, words and phrases that you could use.
4. Write a first draft using elements from the skeleton. Elements (1), (2), (7) and (8) are obligatory.
5. Show your first draft to a partner and take his/her feedback.
6. Write your final version and compare it to the original by AB.

4. Self-assessment/peer-assessment – assessment of pupils' texts

4.1 Zur Arbeit mit „Self-/peer-assessment checklist"

Die hier vorgestellte Checkliste ist eng angelehnt an das kriteriale Auswertungsraster zur Beispielaufgabe „I have a dream". Im Sinne der Verständlichkeit für und Handhabbarkeit durch die Lernenden wurden einzelne Elemente weiter konkretisiert. Diese Checkliste wurde auf der Tagung zur Vorstellung der Ergebnisse der Arbeitsgruppe „Standardorientierte Unterrichtsentwicklung Englisch – Diagnostizieren, Individualisieren und Fördern" vom 01.06.06 in einer Simulation erprobt und evaluiert (vgl. Workshop Ge/Gy: „Working with self-/peer-assessment checklists") mit folgenden Ergebnissen und Hinweisen:

1) Die Simulation von „peer-assesssment", hier in der abgewandelten asymmetrischen Form „learner/teacher", ist ein geeignetes Format für eine Fortbildung in der Fachkonferenz. Sie sensibilisiert für den Umgang mit kriterialen Auswertungsrastern und für die Ansprüche an die Unterrichtsentwicklung in Sachen „self-/peer-assessment".
2) Wichtig für die Erkundung in der Simulation in der Fachkonferenz wie für die praktische Erprobung im Unterricht ist ein arbeitsteiliges bzw. schrittweises Arbeiten mit der Checkliste – in der Fachkonferenz Arbeitsteilung siehe „Pair work" (Workshop Ge/Gy, Anhang 5.3) – jeweils zwei Kolleginnen/Kollegen bearbeiten eine Komponente der Checkliste, im Klassenzimmer exemplarische Einführung eines Teilbereichs der Checkliste.
3) Die Teilnehmerinnen und Teilnehmer des Workshops wünschen sich für die Zukunft eine zweisprachige Version für die kriterialen Auswertungsraster – eine deutschsprachige Fassung für den professionellen Gebrauch zur Leistungsmessung und –beurteilung, eine englischsprachige Version für „language awareness / language learning awareness / learner training" im Klassenzimmer.
4) Die angenommene Anwendung der Checkliste im Klassenzimmer stellt hohe Anforderungen an die Unterrichtsentwicklung, trifft jedoch auf große Zustimmung im Kreis der Expertinnen und Experten. In der Vollform kann die praktische Anwendung im Sinne von Lernertraining nur gelingen, wenn der Unterricht in der Sekundarstufe von Anfang an kleine Formate des „self-/peer-assessment" einübt und routinisiert. Hierzu werden folgende Beispiele genannt:
   a) Im Sinne prozessorientierter Schreibschulung müssen die Lernenden gelegentlich in Klassenarbeiten explizite Planungselemente vorlegen: Stoffsammlungen, Gliederungen usf.
   b) Schrittweise werden die Lernenden an „self-assessment" herangeführt, indem sie z. B. in Klassenarbeiten in einer verbindlichen Zusatzaufgabe altersgemäß Angaben zur Text-/Aufgabenschwierigkeit (vgl. PowerPointPräsentation: „Text difficulty scale", „Fun factor check") machen.
   c) Die meta-kognitiven Kompetenzen (*language awareness / language learning awareness* – vgl. Methodenkompetenzen in den Kernlehrplänen), das eigene Lernen in der Fremdsprache zu reflektieren und zu optimieren, werden besonders gefördert, indem die Lernenden ermutigt werden, selbst Aufgaben zu entwickeln: z. B. in der Klassenarbeit als Zusatzaufgabe: „Do your own task", im laufenden Unterricht „Learners develop writing/reading/speaking/listening and viewing tasks and mini-tests".

Die in Training Camp II und III verwendeten „learner/model texts" sollten ergänzt werden durch schulinterne „Best practice Dossiers" für die Hand der Schülerinnen und Schüler, in denen besonders gelungene Klassenarbeiten zu einschlägigen Themen und in relevanten Zieltextformaten für eine Jahrgangsstufe gesammelt werden. „Good readers are good writers; good writers are good readers – comprehensible input for class tests."

4.2 Assessment of pupil's texts (self-assessment or peer-assessment)

A) Check if you or your classmates have fully completed the given tasks:

1) TASK / Expected content of pupil's text	ACHIEVEMENT SCALE	COMMENT
1 a) Against the background of the Civil Rights Movement point out what Martin Luther King, Jr. says he dreams of in the extract.	**(max. 9 points)**	
• reference to Civil Rights Movement (King = leading figure in non-violent Civil Rights Movement which tried to end the discrimination against African Americans in the USA)	not at all partly fully 0----------0,5----------1	
• King dreams of equality as it is stated in the Declaration of Independence	not at all partly fully 0----------0,5----------1	
• King dreams that in Georgia the sons of former slaves and slave owner will be able to live together like brothers	not at all partly fully 0----------0,5----------1	
• King dreams of freedom and justice in the state of Mississippi, which, according to King, is full of injustice and oppression	not at all partly fully 0----------0,5----------1	
• King dreams of a nation without racism (children judged by their character not by the colour of their skin)	not at all partly fully 0----------0,5----------1	
1 b) Outline to what extent the American students' dreams differ from King's dream. (= presentation of central ideas of students' dreams and explanation how they differ from King's dreams)	**(max. 9 points)**	
• central ideas of Alyssa's dream: dreams of a world in which all people are friends and value the fact that God made all people different and therefore special (reasons for differences: religion, skin colour, disabled people)	not at all partly fully 0----------0,5----------1	
• differences to King's dream: Alyssa does not only focus on racial discrimination but on different kinds of discriminations and she does not only refer to the USA but to all people in the world	not at all partly fully 0----------0,5----------1	
• central ideas of Melissa's dreams: dreams of a simpler world in which people value the good things in life and are happy about them; she thinks that if there was no communication technology (computers, fax machines, TV), there would be more love in the world.	not at all partly fully 0----------0,5----------1	
• central differences to King's dreams: she dreams of general ideals like love and happiness and wants to turn back the time to make these ideals come true	not at all partly fully 0----------0,5----------1	

1)	ASK / Expected content of pupil's text	ACHIEVEMENT SCALE	COMMENT
2)	**How does King make use of rhetorical devices in his speech in order to make his dream clear to his audience?** **(= name the rhetorical devices that are used *and* <u>explain</u> the effect they have on the audience)**	**(max. 12 points)**	
	• the correct names of the rhetorical devices that King uses in this extract are given and a correct text reference is made: (**repetition/parallelism** (ll.1,5,9,14,18: „I have a dream"), **metaphors** (ll. 8, 10f., 12f.: „table of brotherhood", „a state sweltering with the heat of injustice" and „the heat of oppression", „an oasis of freedom"), **antithesis** (ll. 10 – 13: „injustice" and „oppression" versus „freedom" and „justice"); **quotation** from the Declaration of Independence, cf. ll. 3f.)	not at all partly fully 0----1---2---3----4---5----6	
	• the effects the rhetorical devices have are explained (**repetition/parallelism** → emphasizes his message so that people can understand it and will remember it; **metaphors, antithesis** → illustrate how bad the present situation is and how good it could be if King's dreams came true, evoke emotions; **quotation** → by referring to the Declaration of Independence, King's dreams and hopes become more forceful and important)	not at all partly fully 0----1---2---3----4---5----6	
3 a)	**What do you think of dreaming about the future? Is it useful or not? Explain.** **(= present your opinion and give arguments/explanations why dreaming about the future is useful or not)**	**(max. 12 points)**	
	• explanations/examples why dreaming about the future is useful are given (e.g. dreams can give you energy, commitment and motivation to improve things that are not good in your life/ in the world) or why it is not useful (e.g. you only escape into a dreamworld, you put effort into something that cannot be reached)	not at all partly fully 0----1---2---3----4---5----6	
	• one's own opinion on dreaming about the future is clearly pointed out	not at all partly fully 0----1---2---3----4---5----6	
3 b)	**Write your own „I have a dream, too" text for the internet Dream Archives. Make sure it differs from the other texts; try to convince young readers of your ideas.** **(= write your own text (for the internet, different from other texts) and try to convince young readers)**	**(max. 12 points)**	
	• one's own dreams which are different from the ones mentioned in the other texts (e.g. love, health, success, conservation of environment, end of terrorism) are presented	not at all partly fully 0----1---2---3----4---5----6	
	• the format, formulations and contents of the text are well chosen in order to address and convince young readers who read the text on the internet (e.g. illustration of ideas, evoking emotions, choice of words and topic)	not at all partly fully 0----1---2---3----4---5----6	
Assessment of content (tasks 1 – 3): max. 42 POINTS			

B) Check the mode of presentation and the language you or your classmates have used to complete the tasks:

2) TASK / Expected mode of presentation (= communicative competence)	ACHIEVEMENT SCALE	COMMENT
• a reader can read and understand the texts without any problems (= fluent presentation)	not at all partly fully 0----1---2---3----4---5----6	
• the writer expresses his or her ideas clearly and accurately while using his or her own words	not at all partly fully 0----1---2---3----4---5----6	
• there is a logical structure of ideas that refers to the given task (e.g. introductory sentence, final conclusion, different paragraphs, no unnecessary repetitions, etc.)	not at all partly fully 0----1---2---3----4---5----6	
• the writer pays attention to general characteristics his or her text should include (e.g. use of effective components of persuasive writing such as use of parallelism, metaphors, personal pronouns and expressions to address and convince the reader/audience)	not at all partly fully 0----1---2---3----4---5----6	
• the choice of words and expressions varies and is adequate for the text and the task (e.g. use of different connectives and expressions for presenting reasons, examples, opinions: because of this, this is why, therefore, in my view, etc.)	not at all partly fully 0----1---2---3----4---5----6	
• the writer uses complex and varying sentence structures (e.g. use of subordinate clauses such as conditional clauses, infinitive- or participle-constructions, gerunds, active and passive voice, etc.)	not at all partly fully 0----1---2---3----4---5----6	
TASK / Expected use of language (= linguistic competence and accuracy)	**ACHIEVEMENT SCALE**	**COMMENT**
• there are no spelling mistakes in the text (= the text can be read and understood without problems, there are no mistakes which show that the pupil does not know the rules of difficult spellings)	not at all partly fully 0----1---2---3----4---5----6	
• the grammar is used correctly (= the text can be read and understood without problems, the pupil observes the basic rules of grammar, *if* there are mistakes, they show that the pupil has deliberately taken the risk to make mistakes because he or she wanted to explain his or her ideas or arguments in greater detail.)	not at all partly fully 0----1---2---3----4---5----6	
• the vocabulary is used correctly (= the text can be read and understood without problems, the vocabulary is adequate and precise)	not at all partly fully 0---0,5--1--1,5--2---2,5---3	
Assessment of communicative and linguistic competence (tasks 1 – 3): max. 48 POINTS		

5. Anhang

5.1 Schülertexte aus der Pilotierung

Schülertexte – Pilotierung Nr. 5

Task 1: 134 w.

In the extract Martin Luther King, Jr. talk about many different points.
He wanted that the nation will rise up and live out the true meaning of its principles.
He also wanted to arrange some meeting between sons of slaves and the son of former slave owners.
In the next paragraph he spoke about the state of Mississippi where in former time slaves had to work hard and it should change into an oasis. And last but not least he said that every person, black and white, should be seen equal.
The student dream not so special and don't talk about the past. They want to solute the problems in today's time.
People don't look on the religion or on some paralyzations. The world will be simpler and all the things should be appreciated.

Task 2: 104 w.

In his speech from 1963 Martin Luther King, Jr. uses some clear phrases which make all the statements clear and understandable. He quotet the Declaration of Independence and I think such a quotation plays an importent role in such speeks where every point should be clear.
At the beginnings of his different statements he always used 'I have a dream' which makes a really good start of every point, so I think everyone can think about it. With the examples of former historical events between black and white people he made clear what should be changed in the future, and what shouldn't happen anymore.

Task 3a: 104 w.

I think dreaming about the future is not so useful because ordinary people aren't allowed to change the future or the present. Some polical situations could only changed by politicians but people could help when they vote for another party. Of course, I could imagine that the future will be better than the present but when that should happen, everybody, everywhere have to help then. I think when everybody on him or herself then it could happen that on world is free from bombs and wars. All in all I want that our world will be better in the future but it isn't easy.

Schülertexte – Pilotierung Nr. 10

Task 1: 159 w.

Martin Luther King Jr. said that every man is created equal and that everybody should live out the true meaning of the nation's creed. In addition to that he wanted to see that the slaves and the slave owners are friends.

Another point he argued with was that all the injustice and oppression will be transformed into freedom and justice. He dreamed of a world where his own kids can live without the judgement by the color of their skin, only by the content of their character.

The students are dreaming of the nearly same world like Martin Luther King, Jr. But the world they are dreaming of is a bit diffrent. For example, the students also think of people who are blind, deaf or even paralyzed. King hasn_t spoken about these people.

Some students want to have a world without computers, fax machines, and TVs, because they think that the people don't know what they are really have.

Task 2: 99 w.

I think the bigest and also the most important rhetorical device Martin Luther King Jr. used were these words: I have a dream. It made the people think of their lifes and what they are doing. The people could identifice themselves with these words, because everyone has a dream. He said it again and again, so the people must think about it. Another important thing was that he had spoken about his kids. The most people have children and all these people had to think about the future of their children. So they knew what they had to do.

Task 3a: 149 w.

I think that everyone should know for himself if dreaming about the future is useful or not. My own opinion is, that it is useful, because it is better to know what is soming. I know that nobody knows what will come in the future, but you can live much more realaxed when you have think about it. In addition to that I think it is interesting to know how other people think about the future. On the other hand you shouldn't think so much about it, because if you do you can get crazy. You never know what is coming. You don't know it it is good or bad. Some people think to much about it and get frightened. I think that isn't good for anyone. So all in all, it is useful to think about the future, but it is not if you trying it too hard.

Schülertexte – Pilotierung Nr. 25

Task 1: 117 w.

Martin Luther King dreamed of a world in which black and white people are equal and blacks aren't slaves any more. The black children should play with the white ones and the people should come clear that all people are created equal.
In Alyssa's text it is nearly the same, but she also includes the blind, deaf and paralyzed people. She says that all this people are human beings and all should be respected.
Melissa has already a reason in her text. She says when all people would give away all technical gadgets, the world would be nicer and with more love.
So all in all the three want a world with equality and pore politeness.

Task 2: 79 w.

He always say 'I have a dream!' in front of a new thought. He directly speaks about the bahaviour against black people in some states, for example Georgia and Mississippi where are lots of slaves. While he tak he give also examples about his family and his hope that his four children can play with white children one day. He also sometimes speaks to the listeners, like in line three. The last point is that King don't speak aggressive.

Task 3b: 101 w.

I have a dream, too!
My dream is that people stop cutting off the rain-forrest and destroy the coral reefs in the see. Gandhi said that you can see how covilisated a country is when you look at their behaviour towards animals. Our civilisation has a terrible bahavior. For example on Madagasca there is only 5 % of the rain-forrest standing. In my dream people will understand that animals are living beings that god made, too. We can not destroy there homes because then we are murderers of a race And took already place in the past. I have a dream that all living-beings on earth are respected.

Schülertexte – Pilotierung Nr. 2

Task 1: 103 w.

Martin Luther King Jr said in this extract that the nation should be one big nation, not so many little ones.
The people shouldn't make difference between arm and rich people, they must respect themselves like they are.
No one can judges about a person if he or she just know what he looks like.
The first student said in their text that everyone must believe that he or she is someone special.
All people are different, but special. The seconde student thought that there isn't enough love in the world.
The media gets all of our love and that is our problem.

Task 2: 84 w.

Martin Luther King, Jr. took the sentence: 'I have a dream' every time before he talks about another point to show much better that he talks about his dream. If he wanted to tell the audience something about his opinion then he gives a lot of examples. King made clear what his opinion is and told the audience about the paragraph which was in the 'Declaration of Independence'. He diddn't took any specifc words so everyone had to understand what he wanted to say.

Task 3a: 114 w.

I think everyone dreams about his or her own future and just some of them think about the future of the all people or of the whole world.
And there are some things eversyone can decides of their own but there are things which come when they want. That's life!
If you thought about work as an teacher but there is not a free place at a school, so you must respect that and try once more. or think about the future and try to work as something else.
No one know what the future will be like so I mean that you must think about your future but must live with some problemes.

Schülertexte Pilotierung Nr. 29

Task 1: 145 w.

Martin Luther king, Jr. wants this nation to rise up and live out the true meaning of its creed. All men are created equal so he dreams that one day the sons of former slaves and the sons of former slave owners will be able to sit down together.
He wishes that the sweltering state Mississippi, sweltering with the heat of injustice and oppression will be transformed into an oasis of freedom and justice. And he wants his little children to live in a nation where they will be judged by their character, not their color.
The American students have similary dreams. They both want this world to be changed. Alyssa wishes that all people will be accepted the way they are and Melissa dreams that many people remember to appreciate what they have, so I don't think their dreams differ from King's dream.

Task 2: 90 w.

Martin Luther King, Jr. makes his dream clear to his audience by giving metaphors and detailed impressions of his wishes. He not only says that he wants this nation to live in peace, but he explains intensly what he deeply feels and dreams. he uses phrases like (l. 7 – 8) 'I will be able to sit down together at the table of brotherhood.' or (l. 12 – 13) '... will be transformed into an oasis of freedom and justice.'
he often uses these rhetorical devices, and I think that this is a good way to win someone's attention.

Task 3b: 106 w.

I have a dream!
I have a dream that this world will be a safe place. I do not want someone to live in fear of criminals or wars. I wished that all the dangerous weapons and atombombs would be eliminated and that we all could live in freedom. It just can not be true that this civilisation goes on delevoping all these terrible 'destroying-machines'. Is our earth so bad that we have to erase it? I think living is great and it should not be destroyed by people who are addicted to power and revenge!
Unfortunately I have no idea how to solute this problem!

5.2 Modelltexte/Lehrerausbildung

Die folgenden Texte wurden im Rahmen der Lehrerausbildung Englisch (Gymnasium/Gesamtschule) im Kontext der Ausbildung der Kompetenzen „Unterrichten/Aufgabenkonstruktion“, „Diagnostizieren/Schwierigkeitsanalyse“, „Leistungsmessung/Simulation erwarteter Lernerleistungen“ entwickelt. Es handelt sich um Lingua Franca Texte, die versuchen, die erwartete Schülerleistung idealtypisch zu modellieren; gleichzeitig weisen sie typische sprachliche Merkmale von *non native speaker* Texten auf (Niveau GeR: C1), die wir nicht bereinigt haben.

Tasks:

3.1 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)
3.2 How does King make use of rhetoric in his speech in order to make his dream clear to his audience? (75+ words)
3.3 You have a choice here. Choose one of the following taks:
a) What do you think of dreaming about the future? Is it useful or not? Explain. (100+ words)
OR:
b) Write your own „I have a dream, too“ text for the internet Dream Archives. Make sure it differs from the other texts; try to convince young readers of your ideas. (100+ words)

Modelltext

Aufgabe 3.1

Martin Luther King held his speech against the background of the Civil Rights Movement in 1963. His audience were both black and white people.
The main idea of his speech is equality of all people. Therefore he cites the American Declaration of Independence in order to strengthen his argumentation. Furthermore King speaks about the relationship between former slaves and slave owners in the state of Georgia. He wants this relationship to be characterised by a feeling of brotherhood.
For the state of Mississippi, he dreams of the ending of oppression and that the state becomes a place of freedom and justice. For himself, King dreams of a state in which his children are able to live without prejudice against the colour of their skin, namely a state in which racism has no place.
Alyssa dreams of friendship between all people in the world no matter how different they are. In contrast to King, she not only speaks about racism but also about in equality deriving from other reasons, i.e. colour of skin, religion, handicap etc. She not only has a dream for the USA but for the whole world.
Melissa dreams of a more simple and conscious life influenced by love and happiness. In contrast to King, she focuses more on the people’s love and happiness. For her a way to achieve such a situation would mean to do without all the modern devices like computer, fax machines and TV.

Aufgabe 3.2

Martin Luther King makes use of several rhetorical devices in his speech in order to make his dream clear to the audience.
One rhetorical device is the repetition of the phrase „I have a dream that". Nearly all sentences in his speech start with this expression. He also makes use of a citation from the American Declaration of Independence in order to strengthen his opinion.
Another rhetorical device is the metaphor. He wants that Mississippi which „swelters with the heat of oppression" transforms into an „oasis of freedom and justice".

Aufgabe 3.3 a)

In my opinion dreaming about the future can be very useful. If you have a dream you want to achieve in your life, it can be an orientation for your decisions and actions. With a dream for your future you even might be motivated when it comes to certain situations in your life. The dream of becoming a teacher for example can motivate you to get good grades and do well in your studies.
In general, dreaming about the future has to be realistic. It would be wrong, at least in my opinion, to stick to dreams which are very difficult or even impossible to achieve. One example might be peace for the world. It is impossible for one single person to achieve such an aim. You could at least try to make your own life as peaceful for yourself and your environment.

Modelltext

Aufgabe 3.1

In 1963, Martin Luther King held a speech about his dream. It was the time of the Civil Rights Movement when the African-Americans fought for equal rights. In his speech he says that he dreams that one day blacks and whites can eat at the same table and that his children will not be discriminated against because of their colour.
Alyssa, an American student, dreams that everybody will be friends with everybody, even with paralyzed people. She thinks we are all the same inside, because God has made us. Another student, Melissa, wants to live like they did in 1900, for instance without TV. Then everybody would be happy.

(108 words)

Aufgabe 3.2

In order to make his dream clear to his audience, King uses metaphors. These help to illustrate his dreams. He wants Mississippi, now a bad place, to become an „oasis of freedom and justice". In Georgia, he wants people to „sit down together at the table of brotherhood". He also quotes the well known passage from the Declaration of Independence „We hold these truths ...". Finally, he personalizes his dream of equality on the example of his children. He always begins a new aspect by repeating the phrase „I have a dream". These repetitions make the text very powerful.

Aufgabe 3.3 b)

I have a dream
I have a dream that Germany will become the next world champion in football! This would not make the world a better place, but it would be great. The atmosphere in the stadium is always best when the home team wins. Therefore it would be very good for the tournament if Germany won the world cup, because then there would be a great atmosphere right till the end. Also, if Germany won the world cup, it is less likely that German hooligans are going to harass our guests, the fans from all over the world. If Germany loses to, for example, an African team, maybe more black people will be beaten up. On top, maybe the Turkish population would start to identify with the German team, since their team did not make it to the world cup. That would be a great step towards integration.

Modelltext

Aufgabe 3.1 a)

Martin Luther King Jr. dreams that one day the nation will live out the belief stated in the Declaration of Independence that all men are created equal. He also dreams that one day the descendants of former slaves and slave owners will live together peacefully and nonviolently, especially in Georgia. King furthermore dreams of freedom and justice in the state of Mississippi which was particulary affcted by injustice and oppression. Besides he dreams that his children will one day be able to live in a nation without racism.

Aufgabe 3.1 b)

The American students also dream of peace and freedom, but they aim their dreams to the whole world. Alyssa, for example, extends her dream of equalness and peace to areas such as religion, colour of skin and physique. Melissa's dream differs from King's dream bcause she emphasises a life that is characterised by love and happiness. She dreams of a simplier and more conscious life. She thinks that people can lead a happier life if they return to past values without the mass media and modern means of communication.

Aufgabe 3.2

King uses in his speech rhetorical devices such as parallelism („I have a dream" lines 1, 5, 9, 14, 18), citation („We hold these truths […] lines 3 – 4) and metaphor („red hills of Georgia" lines 5 – 6). These rhetorical devices help King to make his dream clear to the audience.

Aufgabe 3.3 a)

On the one hand dreaming about the future can be useful because it enhances your motivation and you set yourself a target. On the other hand it can be dangerous because you might escape from reality.

Modelltext

Aufgabe 3.1

„I have a dream"
Martin Luther King Jr. dreams of a future world without any violence in which there is no difference between skin colors. That means nobody is judged by his or her skin color any longer but rather by the content of their character. He wants the United States to be a nation free from racism in which slaves and former slave owners live together in peace and brotherhood since all people are created equal according to the constitution.
Alyssa has a dream about the future world, too, but in parts it differs from King's dream. She does not write about racism in the world, but about unjust treatment of people around the whole world. Differences in appearance should not be judged, e.g. disabled people should be treated equally and religious beliefs should not lead to any discrimination.
Melissa's dream does not focus on justice but rather on the appreciation of love and happiness of all people. For her money is not everything. Instead of a materialistic world with computers and TVs she wants a simpler world.

Aufgabe 3.2

Martin Luther King Jr. makes use of a paratactical sentence structure in each stanza. The repeated anaphora (*I have a dream*…) strengthen his point of view. By repeating it that often and making use of the noun *dream* several times it gets obvious that he wishes for a better future for everybody, also knowing that it is still hard to achieve. By using several metaphors (*sweltering with the heat of injustice / table of brotherhood / oasis of freedom and justice*) he emphasizes the emotional aspect of his speech. The quotation of the constitution in the first stanza supports his own position.

Aufgabe 3.3 a)

I think it useful to think or dream about the future as long as it is in small doses. It is important for one's own development to have some thoughts about what may happen in the future or to make up some aims for the future. However, one should not be depressed if things turn out differently. Having individual goals can be a good motivation. Thinking about possibilities to achieve a better world are helpful to reflect one's own behaviour. However, all this should not end in the denial of the actual present situation and reality.

Modelltext

Aufgabe 3.1

In the extract Martin Luther King Jr. says he dreams that one day all men will be equal, that all men will sit down together at the table of brotherhood and that his four little children will live in freedom and justice.
The first American student dreams that it doesn't matter what religion or colour you are or that you are blind, deaf or paralyzed because everybody is special.She dreams that all people are friends.
The second American student dreams that our world will be simpler. She thinks that we forget all the nice things we have and that we don't respect them. She thinks that this world would be more full of love without fax machines, computers and TVs.

Aufgabe 3.2

Martin Luther King makes his dream clear to the audience because he repeats the expression 'I have a dream' four times, at the beginning of every new paragraph with a new idea. He also uses metaphors to express his dream, for example „table of brotherhood" (line 8) and wants to say that all people are brothers or „oasis of freedom and justice"(line 12, 13) and wants to say that he dreams that all people can live in freedom.

Aufgabe 3.3 a)

I think dreaming about the future is sometimes useful because when you do not dream that means that you have no plans for the future. I also think that you must dream about the future when you want to change something, for example the bad situation that we have here in Germany with jobs. But I can also understand the people who do not dream about the future because they do not find it useful. They have no hope and they think they cannot change anything. When there are no jobs you have no chance, you have no money and you feel like a loser.

Aufgabe 3.3 b)

I have a dream, too!
I have a dream that the situation in Germany will be better. I hope that there will be more jobs for all the people. I hope that there will be enough jobs for young people and that everybody will find a place where she or he can work. I have a dream that there won't be any young people who do not know what they can do after school and who lose their dreams, who feel bad and maybe become criminals.
I have a dream that all people will be happy, have enough money and feel good.

Modelltext

Aufgabe 3.1

Martin Luther King Jr. gave his famous speech „I have a dream" at the end of a long demonstration in 1963. He describes a world where the colour of the skin doesn't affect the behaviour of people towards a person, as it still does in the USA in the 1960s. He dreams of a world where „the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood". He also dreams that places like Mississippi, where injustice and oppression rule, will become places of freedom and justice. He wishes that his children will live in a nation where they will be judged by their character only and not by the colour of their skin.
Many years later American students seem to have different dreams from that of Martin Luther King Jr. Alyssa from California still dreams of a world where all people are accepted the way they are. She dreams of a world where people are not judged by their religion, their colour or their specialities (e.g. blindness …). She still has the idea of differences being made for reasons of different colour, but for her it is only one idea equal to the others next to it (e.g. handicaps, religion). Melissa from WI dreams of a simpler world where people respect everything they have and are not greedy for more. She thinks about herself and her own negligence of the things she has. Compared to Martin Luther King Jr. she no longer thinks of people behaving differently to other people because of their skin colour. It seems that Melissa lives in an environment where either skin colours are not important because people are judged by their character as Martin Luther King Jr. dreamt or because there are no or very few people with differently coloured skins.

Aufgabe 3.2

Martin Luther King Jr. uses a very picturesque language in order to make his dream clear for his audience. His language is also rather simple, so that everybody from his audience can understand him. He uses ideas and pictures from the bible (e.g. table of brotherhood; a bad place being transformed into an oasis or a paradise), which are probably known by most. By this those in his audience who are less educated than others can understand his ideas just as well as those who are better educated.

Aufgabe 3.3

„I have a dream, too“
I dream about a world, where people respect each other and each other's ideas and opinions. I like to think that everybody will talk quietly and gently to one another. This does not mean that there won't be noise from people who are arguing or discussing or who are just excited. I simply mean that people do not use bad language when they talk to each other. It would be nice to live amongst people who have time to care for their neighbours. In my dream a neighbour is the real, actual neighbour, who lives next door on the one hand and the neighbour from a different country on the other hand. I believe that people stop arguing against people, who want to live here and welcome and respect them for themselves.

Modelltext

Aufgabe 3.1

In this essay firstly I am going to look back on a few important facts about the American Civil Rights Movement, secondly I am going to give a short summary of the extract from King’s speech and thirdly I am going to do a comparison of the two texts written by American students and King’s text.
During the early 1930’s black Americans, joined by many whites had begun a movement to extend civil rights for the black population. It is known as the American Civil Rights Movement. It became more and more important after World War II. In spite of America’s general prosperity poverty was then still wide-spread among the black population. Black Americans suffered from discrimination in jobs, housing, and education.
In spite of some gains of the Civil Rights Movement (e. g. segregation in public schools was declared illegal in 1954) many leaders became dissatisfied with the slow progress of their movement. In 1955, Martin Luther King, a Baptist minister, began organizing demonstrations protesting against discrimination. In the early 1960’s the Black Civil Rights Movement became the main domestic issue in America. Blacks, supported by whites organized huge demonstrations to show their demands for equality. One of the highlights was the march on Washington DC in August, 1963 where more than 200.000 people took part: President Kennedy submitted a broadened civil rights program to Congress. While Congress was debating the proposed civil rights bill, Martin Luther King lead a march on Washington DC where he held his famous „I have a dream” speech.
In the short extract from his speech Martin Luther King dreams of equality of black and white Americans as guaranteed in the Declaration of Independence. He hopes that in the near future Americans will live out their beliefs and principles. Basic values of the American society such as freedom, equality and the pursuit of happiness should be true for all members of American society.
He even dreams that the „sons of former slaves” and „slave owners” will become friends and that his children will one day be judged by their character rather than by the colour of their skin.
If one compares King’s dreams to the dreams o f two American students one gets the following results:

Alyssa's ideas are quite similar to what Martin Luther King dreams of. She hopes that one day all the people in the whole world will be friends despite their differences (e.g. colour of skin, religion, handicap). Alyssa says that God made everyone special and that inside humans are all the same no matter how different they look from the outside.
Martin Luther King's speech is much more political than Alyssa's text. He refers to the Declaration of Independence and to „former slaves and slave owners". Although the content of the two speeches is quite similar, King uses many rhetorical devices to convince his audience which the two American students do not.
Melissa's dreams differ strongly from King's and Alyssa's dreams. She wishes for a simpler world without computers, fax machines and TVs as she thinks that in such a world people would love each other more. Melissa regrets that nowadays many people do not appreciate what they have although they have a very nice and convenient life.

Aufgabe 3.2

In order to make his dream clear to his audience King uses many rhetorical devices. He uses the anaphora „I have a dream that one day" again and again to remind his audience that his imaginations are still just a dream, but one that might come true in the near future if people fight for it.
King mentions the good beliefs and principles which are the basic values of American society, but demands that the Americans should also live after their principles. To support his demand he uses a quotation from the Declarartion of Independence. For an audience it is easy to understand that if „all men are created equal" they should certainly be treated equally, too.
In this short extract there are also some examples of parallel sentence structures like the structure „will be" which is used repeatedly to emphasize the idea of change within American society.
Furthermore King uses a lot of contrasts. Firstly he shows that many of his dreams haven't yet become true but could become true in the future. Secondly he wants „the sons of slaves" and „the sons of former slave owners" to become friends. This means that enemies would become friends, something quite impossible. By using the terms „slaves" and „slave owners" he stresses the idea of freedom and equality for black people. Thirdly King dreams that injustice and oppression turn into an „oasis of freedom". The metaphor „oasis of freedom" reminds the audience of paradise. Last he hopes that people will stop judging others by their outside appearance but look at their inside, e.g. their character or heart.
By using all these contrasts and by turning all the bad things into something good he tries to show his audience that change is possible and that it is about to happen. Martin Luther King is trying to encourage and strengthen his audience by making clear that even changes that seem impossible can become true if people fight for them.

Aufgabe 3.3

In my opinion dreaming about the future is very useful. One reason is that you reflect upon the world as it is (e.g. upon the society you live in, wars, illnesses or poverty) and you think about how this world could be better. Maybe you then wonder what could be done to make things better. I believe that people only start doing something if they have plans, dreams or visions.
If you start thinking of illnesses like AIDS or cancer you might wonder how new methods of treatment or new medicine (or even a serum) could be developed. In the end the dream of inventing a new medical treatment might fascinate you so much that you study medicine and become a scientist who does research in the field of cancer treatment. Maybe you even come up with something completely new.

If you reflect upon and maybe critisize our society you might come up with an idea what a just society might look like and maybe you could invent ways to change things into this direction.
But certainly you should start with keeping yourself informed about what is going on in the world and with developing your own opinion about how things are and about how you would like them to change. Maybe you could then get active in a political organisation and try to realize some of your dreams and ideas.
In my opinion dreaming about a better future even if it might sometimes seem unrealistic is necessary and the first step towards actually changing things for the better. You need faith, dreams and visions to change things in our world. I am convinced that without dreams about a better future there would not be any improvements whitin human society.

Modelltext

Aufgabe 3.1

In his speech „I have a dream" Martin Luther King describes his vision of a nation without racism. Although the Declaration of Independence of the United States says that „all men are created equal" (l.4), black people are treated differently in states like Mississippi and Georgia. King dreams of a world in which slaves and slave-owners, i.e. whites and blacks, feel like brothers and talk to each other. In his dream, the United States are a nation of freedom and justice instead of aggressive injustice. As a leader of the Civil Rights Movement, King strongly accuses the current situation by presenting a possible future of equal human rights for blacks and whites.

Alyssa dreams of equality, too. Her vision is not only about racism. She also accuses discrimination against handicapped people and other religious groups. Her dream has a clear religious background because she thinks that everybody is equal in the eyes of God. Her dream is much more universal than the dream of King. She wants equal human rights for the world and not only for the United States.

Melissa dreams of a world where love and friendship are more important than material things and technology. She thinks that life would be simpler and better without modern communication technology. She is talking about human relationships in general and not about forms of discrimination.

(224 words)

Aufgabe 3.2

Kings repeats the sentence „I have a dream" to point out that it is a non-existing dream future, a vision, he speaks about. The dream itself is a metaphor. He has not really dreamt, but his dream is a personal wish. Another metaphor is „the table of brotherhood" at which the slaves and the slave-owners meet. Moreover, he quotes from the Declaration of Independence of the US and says that the current situation in Mississippi and Georgia is different from what the declaration says. Furthermore, King uses antithesis, he opposes words like justice to its opposites like injustice and oppression. He wants to contrast the values of the Declaration of Independence to the racism in the South of the US.

(120 words)

Aufgabe 3.3 a)

I think dreams are useful because you need dreams about the future to change something. Without dreams and visions everything would stay the same. There is always something that can be improved. But sometimes dreams are not realistic. Some people live in their dreams and do not change anything or they do not look at the world they living in. There are only dreams and there is no action. The best thing would be to talk to other people about your dreams and visions. Dreams about the future are useful if they are made true, at least parts of them. Without people who have dreams the world would be a cold and boring place.

(114 words)

Aufgabe 3.3 b)

I have a dream! I dream of a world without schools but with huge libraries and with public transport for free to go to any place in the world. In a world like this teenagers could make their own experiences. Their teacher would be life itself and not stupid adults who think they know better. Everybody has a different life and you learn for YOUR life. I would go to Australia to learn more about Aboriginal culture and then I would read about it in one of the gigantic libraries which are placed everywhere on earth. Let's spend the money which you spend for schools for my life-education project!

(109 words)

5.3 Workshop: Diagnostizieren, Individualisieren und Fördern – „Vom Ausgangstext zum Zieltext“ – Gesamtschule/Gymnasium

1. Erfahrungsaustausch zur Unterrichtsentwicklung: ZP 10 [30']

- Ergebnisse der zentralen Implementationsveranstaltung in Hilden (23.05.06)
- Entwicklungstendenzen – Aufgabenkonstruktion/Auswertungsraster, Pilotierung

2. Working with self-/peer-assessment checklists

- Study learner text (cf. Anhang 5.1) and checklist (cf. 4.) [20' – 30']
- Pair work/simulation [20'] – participants adopt roles of learner/teacher; learner takes feedback according to checklist, teacher gives feedback
  - Task 2
  - Task 3a
  - Task 3b
  - Communicative competence
  - Linguistic competence/correctness

- Plenum [60']
  - Auswertung der Simulation: Chancen und Grenzen des „self-/peer-assessment“ – Aufgaben für die Unterrichts- und Materialentwicklung?
  - Arbeiten mit Auswertungsrastern – holistischer und kriterialer Zugang / Intercoder Reliabilität – ein altes Problem?
  - Kompetenzorientierte Diagnose – Förderempfehlungen

3. Task awareness/Test wiseness [20' – 30']

- Evaluation „Training Camp I“
- Operatoren / sprachlich-kognitive Operationen – ZA 2007, Hessen, Standardorientierte UE Englisch

4. Working with learner texts/model texts [20' – 30']

- Evaluation „Training Camp II“
- Good writers are good readers / Good readers are good writers?

5. Evaluation [max. 30']

- Task difficulty Scale
- Fun Factor Check
- Emotional Barometer

Option: Diagnostic competence – African Folk Tale – giving feedback (vgl. Modul I)