

## Thema 4: BILDUNG

In this unit, you will focus on the role that the process of becoming *gebildet* (= educated, cultured, worldly) plays in one's coming of age during the turn of the century around 1900, typically referred to as the "fin-de-siecle" or *Die Jahrhundertwende*. This *Bildungsprozess* has a particularly long tradition in German-speaking cultures and, as a result, has played a central role in the maturation process in German-speaking societies, functioning as a cultural paradigm that has supported yet also hindered one's coming of age.

### Communicative Goals:

- Narrating events about one's school experiences;
- Comparing and contrasting school experiences;
- Describing both enlightening and oppressive moments in school;
- Explaining the consequences of particular school experiences;
- Explaining the role of schooling on one's coming of age.

**Cultural Knowledge:** You will examine how *Bildung* is portrayed in one distinct historical context, the fin-de-siecle in the German-speaking world, a period that is marked by tension between conservative forces eager to maintain the status quo and progressive forces keen on exploring new societal and cultural. The causes and consequences of these tensions will be examined to understand better the cultural significance of this time period.

**Genres:** Consistent with the overall focus in 2<sup>nd</sup> year German on telling stories, the predominant genre in this unit is the *historical account* in which a narrator presents events in chronological order and attempts to provide reasons for particular outcomes.

**Structures:** The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Subjunctive

In addition, students will be introduced to indirect discourse/Subjunctive I

**Approaches:** This unit continues the focus established last semester on examining different factors that affect one's coming of age. The primary means for accessing the topic of *Bildung* in this unit is through narrative texts that tell stories about different school experiences. Semantic fields will be developed that feature vocabulary necessary for talking about one's *Bildung*. Understanding the specifics of the historical context explored combined with relating that context to your own will be important. Success at discussing your schooling will result from explicit and conscientious engagement with the targeted language features. Now in your 4<sup>th</sup> semester of German you should be looking to expand your ability to construct descriptive, narrative, and causal discourse in class and on take-home assignments.

**Assessment:** Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

## Thema 5: KRIEG

In this unit, you will focus on the role that war plays in one's coming of age. Although war is most likely not something that you have experienced personally, it has had a significant impact on the German-speaking world of the 20<sup>th</sup> and 21<sup>st</sup> centuries and merits investigation into how it affects one's coming of age.

### Communicative Goals:

- Recreating a chronology of past events;
- Narrating events about one's past;
- Comparing and contrasting war experiences;
- Describing the destructive impact of war;
- Explaining the consequences of particular war experiences;
- Explaining the role of war on one's coming of age.

Cultural Knowledge: You will examine events and personal experiences during and after the Second World War in Germany and Austria. Specifically, you will read an autobiography by a Jewish woman who experienced the National Socialist annexation of Austria and then survived internment in a concentration camp; a film about a young boys defending their hometown at the end of the war; and a short story about a man who lost all his family members and possessions in the war except for a kitchen clock. The consequences of these experiences will be examined to understand better the cultural significance of the time period.

Genres: Consistent with the overall focus in 2<sup>nd</sup> year German on telling stories, the predominant genre in this unit is the *historical account* in which a narrator presents events in chronological order and attempts to provide reasons for particular outcomes.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Subjunctive I

Approaches: This unit continues the focus on examining different factors that affect one's coming of age. The primary means for accessing the topic of war in this unit is through narrative texts that tell stories about different war experiences. Semantic fields will be developed that feature vocabulary necessary for talking about war. Understanding the specifics of the featured historical context combined with relating the contexts to your own will be important. Success at discussing war will result from explicit and conscientious engagement with the targeted language features. As you did in the previous unit, you should be looking to expand your ability to construct descriptive, narrative, and causal discourse in class and on take-home assignments.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; talk show

## Thema 6: LIEBE

In this last unit of Level 2, you will focus on the role that love plays in one's coming of age in post-war German-speaking societies. Although love would seem to be a positive antidote to the previous unit on war, it too can elicit negative and debilitating emotions. Regardless of the experience with love, it often serves as an important aspect of the maturation process and therefore bears examination into its effect on one's coming of age.

### Communicative Goals:

- Recreating a chronology of past events;
- Narrating events about one's past;
- Comparing and contrasting experiences with love;
- Describing the positive and negative effects of love;
- Explaining the consequences of particular experiences with love;
- Explaining the role of love on one's coming of age.

Cultural Knowledge: You will examine how love is portrayed in one distinct historical context: post-war Germany. As a time period that saw Germany looking to move forward and rebuild, the atrocities of National Socialism were never that far below the surface, not to mention the division between East and West Germany, thus creating a range of obstacles and struggles for both fledgling republics. While it was a challenging time period for the two Germanys, people still fell in and out of love, and the portrayals of their experiences provide a compelling window into this era, particularly against the backdrop of 28 years of the Berlin Wall and a divided country.

Genres: Consistent with the overall focus in 2<sup>nd</sup> year German on telling stories, all three texts in this unit have a narrative orientation yet each time in a different genre: a ballad, film, short story.

Structures: The following grammatical structures will be reviewed in this unit:

- Simple past tense
- Subordinating conjunctions
- Subjunctive I
- Temporal phrases
- Relative pronouns

Approaches: This unit concludes the focus on examining different factors that affect one's coming of age. The primary means for accessing the topic of love in this unit is through narrative texts that tell stories about different love experiences. Semantic fields will be developed that feature vocabulary necessary for talking about love. Success at discussing love will result from explicit and conscientious engagement with the targeted language features. As you did in the previous units, you should be looking to expand your ability to construct descriptive, narrative, and causal discourse in class and on take-home assignments. This unit also serves as a bridge to Level 3 when the topic of love will be explored in more detail.

Assessment: Involvement in class discussions; performance during partner and group work; daily homework assignments; writing assignment; final exam