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Listening

Goal

The students should have an opportunity to sensually experience and appreciate the beauty of their native language. This listening experience should sensitize them to the sound, rhythm and the melody and the aesthetics of creatively designed language. Poems serve well as a basis for this listening experience, such as those that can be found on the internet platform www.lyrikline.org (see below).

5th – 9th grade

30–45 minutes



Materials:
Access to internet and a printer,
if possible.



Procedure:

- Variants with access to the internet platform www.lyrikline.org:
The teacher introduces the internet page. Students then form teams of two. They are to find on this platform a poem of their liking in their native language. They then have to present the poem to the class and should respond to the following questions:
 - How can you tell that this is a poem?
 - What is the main theme of the poem?
 - Which words or sentences sound particularly beautiful?
 - What is the prevailing mood in this poem?
 - Which colors or what kind of music are appropriate for this poem?
 - To whom might the poem appeal particularly?
- If the HLT has no access to computers, this research can be assigned as a homework task. The recording of the poem should be brought to class as an audio file (i.e. on a handheld device).
- Instead of using www.lyrikonline.org or in addition to that resource, listening can also be trained with other texts and readers: children's lyrics, short stories, jokes, etc., read by the teacher, by parents, or students (after intensive preparation) and recorded in order to assemble a collection of audio files (see also instructional suggestions 10, Reading aloud and recording for others).

Remarks:

- Concerning the lyric platform www.lyrikline.org: this website is a true treasure trove! It has poems in more than 60 languages, read aloud by the authors themselves and supplemented with biographical information about them. Frequently, there is also a translation into German or the other languages which the website can accommodate. About operating the website: select first the language for navigating the site, then enter the name of the desired language of the poems into the field "search term".

Variants:

There are many possible expansion possibilities, i.e.:

- The texts (frequently with translation) can also be printed out and copied, which also allows for language comparisons and language observations.
- The students practice reading their favorite poem and recite it themselves to the class.
- The students also listen to poems in other languages, decide on a particularly beautiful listening experience and/or make comparisons with their own language (sound, speech rhythm, melody, tempo, etc.).

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Characters in a book

Goal

In the course of reading the text, the students create a portrait of the protagonist or another important figure, and make a deeper analysis of that which this character experiences. This deeper understanding and identification is crucial for the students' comprehension of the plot and the relationships between the characters.

5th–9th grade

Approx. 90 minutes



Materials:

History, story, or an entire book (also a picture book), paper, coloring pencils.

Procedure:

- During or after reading a story or a book (also a story book or picture book), the students create a portrait or a profile of the protagonist or several important figures. This can be accomplished as an individual assignment or with a partner. Prior to the assignment, some of the salient points for such a portrait or profile are discussed; e.g.
 - Where does the person live?
 - What does the person look like?
 - What can this person do particularly well, and what not?
 - What worries this person?
 - What do you know about this person's family?
 - Which other figures are important for this person?
 - Would you like to be friends with this person, and if yes, why? If no, why not?

