

Could be turned into project 2,
or shrunk into P1

Needs outline of the
actual learning activities

Could be generalized to just about
any place named for somewhere
else in the world (Moscow, Idaho,
Athens, GA)

OTMod-1

17.IV.08

FL408

Herr Prof. Dr. Fischer

Project #1: "Small Idea"

The mayor of Ulm, Germany is coming to visit New Ulm, Minnesota and will be stopping by the local community college, where the 2nd year (GER201, perhaps) would like to present the visiting dignitary with a portrait of New Ulm, which he could take back and show his/her fellow townspeople their name's sake in the new world.

It has been previously determined that the prettiest photos and paintings of New Ulm have been taken on a late Spring afternoon, w/ the photographer/artist being about ½ Km. away, standing atop a hill Southwest of the town. Whilst many students of Frau X's 201 class have seen these postcards, they have never been to this vantage point itself- and nor will they for this exercise. The students, in groups of 2-3/3-4 depending on class size, will attempt to render in painting this vista of New Ulm w/o looking at a picture of it.

For the student groups to successfully render their home town in painting, regardless whether their artistic talent is that of a toddler or Rembrandt, will require knowledge of proportion, direction and distance that can only be obtained from a written hand out.

They will receive a written description in the target language w/ simple sentences or sentence fragments and would require on the students' part deduction and discussion in the target language w/ in the painting groups. The instructions to -hopefully- get the students to start thinking and speaking w/ one another might look like this:

Ex: "Town Hall is the largest building in New Ulm. It is two times as big as the Fire Station. One City Block is the size of the Fire Station. Fred's Produce Market is one

Challenging
for 20X,
but possible
with good
support
materials

third the size of Town Hall. Fred's Produce Market is two City Blocks North of Becky's Sewing Store."

This would also require, through inter-student discourse, use of direction and how to determine it. The students know they are depicting the town from a Southwest vantage point and that building "A" is "X"-amount of distance north from monument "B", so the students should be able to deduce which direction is north.

The aim is -of course- to have the students vocally using the target language w/o knowing it, but is also to have them engage in discussion, rational discourse and compromise w/o realizing it either. This is part of the reasoning behind having students produce the paintings in groups and not individually. Whilst only one individual needs to hold the brush, it would require all to agree and discuss on how to produce it; which colours to use, how to determine proportion, etc. This, more or less, "encourages" (forces) the learners to engage in discussion and compromise in the target language.

Probably needs re design to a lower level

A following exercise might have the entire class engage in a discussion of which group's painting should be the only one to be presented to the mayor of Ulm, Germany, with the instructor acting merely as a "moderator" and allowing the students to engage in the support of arguments and discussion in the target language, w/o fear or anxiety of making grammatical mistakes. That is to say, have them do something with the language and use it.

Interesting idea - what structures (grammatical) will they need?

And for the 30X people:
Create the comparison to the cityscape +
landscape of Ulm itself.