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Hildegard von Bingen: German High School Teaching Unit

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Hildegard von Bingen: German High School Teaching Unit

Abstract
This honors thesis is a four week German-language teaching unit based on learning about the medieval mystic and scholar Hildegard von Bingen. The unit was created in order to: 1) teach language-learning in an interesting and student-directed way, 2) encourage critical thinking in a foreign language context, 3) demonstrate a valid connection between language and culture and, finally, 4) to show women's contributions as useful to society. The format for this unit is based on the model created by educational professional Dr. Madeline Hunter at the University of California at Berkley. After completing this unit a successful student should: 1) be more confident in their research and problem-solving skills, 2) be more likely to think critically in new situations, 3) understand that culture and language are deeply connected and, lastly, 4) appreciate how women contribute to our society. In the following introduction I will demonstrate how these skills are valued by other educators.

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HILDEGARD VON BINGEN:
GERMAN HIGH SCHOOL TEACHING UNIT

By

Gretchen Toth-Fejel

A Senior Thesis Submitted to the

Eastern Michigan University

Honors Program

in Partial Fulfillment of the Requirements for Graduation

with Honors in German Language and Literature,

Foreign Language and Bilingual Studies

Approved at Ypsilanti, Michigan, on this date__________________

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Abstract:

This honors thesis is a four week German-language teaching unit based on learning about the medieval mystic and scholar Hildegard von Bingen. The unit was created in order to: 1) teach language-learning in an interesting and student-directed way, 2) encourage critical thinking in a foreign language context, 3) demonstrate a valid connection between language and culture and, finally, 4) to show women’s contributions as useful to society. The format for this unit is based on the model created by educational professional Dr. Madeline Hunter at the University of California at Berkley. After completing this unit a successful student should: 1) be more confident in their research and problem-solving skills, 2) be more likely to think critically in new situations, 3) understand that culture and language are deeply connected and, lastly, 4) appreciate how women contribute to our society. In the following introduction I will demonstrate how these skills are valued by other educators.
Introduction:

Not many people these days have ever heard of Hildegard von Bingen. This is not surprising. Namely, because she lived during the Middle Ages and because she was a woman. Medieval history is often dismissed as irrelevant, likewise women’s history. Both, however, are important. Medieval thought has given rise to modern thought. So, too, have women made vital contributions to our modern world. To ignore either is to ignore a huge portion of human history. How a woman of such intelligence as Hildegard could be overlooked is strange but also telling. Hildegard von Bingen should be studied, in part, because of her anonymity.

Born into a noble family in 1098 Hildegard was sent to live in a convent at a very early age. She lived there her entire life, eventually becoming head abbess (Schipperges). She was extremely fond of music and composed numerous pieces which are still unique in their composition and tonality (Witts 479). She wrote a mystical theatrical piece that was set to music. Hildegard, living in the fertile Rheinland area, had a great appreciation and understanding of botany. In her time people flocked to her convent in order to be healed. Whether by spiritual intervention or with the use of scientific know-how, one thing is certain: she became a trusted source for medical advice (Hildegard von Bingen in portrait, 2003). Her books on the topic have even become popular in alternative medicine circles today. Her interest in health may have stemmed from her own health problems. She suffered her whole life from what may have been severe migraines and attributed her frequent illnesses to spiritual causes. During her sicknesses she sometimes even saw visions (Adelgundis). Around the age of forty she began to write about her visions and made illustrations of what she had seen. It was at this time in her life that she started to
gain confidence, exert influence and come into conflict with Church authorities. She would become increasingly stubborn throughout her lifetime in following the supernatural voices that prompted her. Over her lifetime she insisted on moving her followers to a different location, maintained that her visions were from God, and, in a move that would parallel one of Martin Luther’s convictions centuries later (Luther 2003), chose to bury someone in the church graveyard against the wishes of her superiors. The deceased in question was a wounded crusader who had come to her convent in search of medical care. The soldier apparently was atheist but, according to Hildegard, had converted on his deathbed. She and her sisters buried him and, after coming under fire for their actions, refused to admit the exact location of his body. For this the convent came under the Interdict and was, among other things, prohibited from singing. Hildegard was troubled by the conflict between her conscience and the church officials and died in 1179, soon after the Interdict was lifted (Hildegard von Bingen in portrait, 2003). This is all to say that she was a very extraordinary woman for her time. Besides being gifted in a number of fields she attained a degree of influence that, at the time, was usually reserved for men.

Students stand to gain a lot from studying Hildegard’s life. Since she was such a dynamic personality there are many different approaches to her life that can be taken. Today some regard her as a saint. Others praise her musical genius. Still others put great value on her writings of botany. One could argue that she advanced feminist ideals. Others, certainly her contemporaries, have claimed that her visions were not genuine (Hildegard von Bingen in portrait, 2003). One could propose that her widespread influence was due to her privileged status as a noblewoman. Very different personages
can emerge from the historical record depending upon which facts are emphasized. Because she is not well-known today, most students will have little or no pre-conceived idea of who she was. This makes studying her doubly advantageous because the very method of studying history can be examined in a more objective light. On the one hand students will learn about a woman unjustly forgotten by history. On the other hand students will learn about the subjective nature of retelling history and the manner in which each era or group of people newly interprets historical occurrences. My teaching methods for the unit emphasize individual research and learning and, in a small way, encourage the independence of Hildegardian thought.

In what way does this unit belong in a foreign language classroom? One might suggest that this unit fits better within a Humanities or Western Civilization curriculum. While this could be argued the logic of this claim fails to take several important points into account. In the foreign language classroom students have the singular opportunity to view history through the lens of a different culture, even through the lens of a different language. The fascinating linguistic theories that relate thought structure to language and vice versa should cement the proposal that students must make use of this rare opportunity (Lado 580-585). As students learn and research in German they will be exposed to ideas that are embedded in the language itself. It is crucial as it is for them to be exposed to language within the corresponding cultural context. I will discuss the importance of this connection later on in my *Language in Connection with Culture* section. But it is just as necessary for students’ overall education to see history as a fluctuating interpretation of past events that is constantly reinterpreted throughout the ages and by different people groups.
Why the emphasis on teaching women’s history in a foreign language classroom? Again, there are those who would limit this subject matter to a history course or even to just a women’s studies course. However, if educators are serious about presenting women’s history at all then the instruction cannot be limited to a single course or single subject. Attention to women’s contributions and histories must pervade all levels and all disciplines before it can be seen as fully accepted and not as abnormal (Orenstein 265).

And, finally, to address those who view medieval history as superfluous and unfitting to a modern language curriculum. It would be a great mistake if one were to teach only the medieval history of a country and ignore the current cultural norms. However, teaching about the far-removed past is not only appropriate but necessary. Medieval history plays a very key role in understanding modern German culture. For example, the German Romantic authors and composers, notably Wagner, had an enormous interest in the age of knights and chivalry. They reinterpreted medieval German legends through art to serve their own purposes, which were, among other things, German Nationalism. Using the idea of a romanticized German past and riding on the waves of nationalistic feeling Adolf Hitler once again used a certain interpretation of the past to advance his own views (Jacobs 81-83). One could start with Hitler and limit oneself to teaching about World War II. And no one would claim that Adolf Hitler is unimportant to understanding current German culture. But by starting further back in medieval times and by studying historical figures such as Hildegard, students can begin to understand not only isolated dates and key players but a broader range of causes and effects. It is these larger goals, along with learning the language itself, that are the goals of this teaching unit.
Real life situations and Critical Thinking

What techniques could be used to encourage a kind of Hildegardian independent thinking? A good place to start is to give students real-world assignments. According to Lars G. Leader and James A. Middleton in their article *From Ability to Action: Designing Instruction for Critical Thinking Dispositions* there are five main factors which encourage critical thinking: “direct experience, sensory experience, emotional reactions, freely chosen behavior and attitude rehearsal (Leader & Middleton 415).” The researchers make use of each factor by creating an “ill-structured problem (Leader & Middleton 413).” Instead of asking the students to complete a typical fill-in-the-blank or multiple choice questionnaire, an ill-structured problem is open-ended. The students are given a real-life problem and they must think critically to problem-solve. This allows for the students to “directly experience occasions for critical thinking, engage a number of senses in the richness of real-world problems or situations, freely chose a path to a solution and engage in a series of activities that provide repeated opportunities to rehearse critical thinking dispositions (Leader & Middleton 415).”

This teaching unit is designed to maximize critical thinking. The best example of this is the culminating project. The students will do research, write about what they found, revise their writing and, finally, present the information to their peers. None of these tasks are simple. Each requires use of the target language and higher level thinking to complete. There is also no single path to the final product. This allows for creativity and also mirrors future career tasks of researching, writing and presenting information. The multi-step process also demands that the students repeatedly think at a higher level, thus practicing this disposition.
Language in Connection with Culture

Every target language is integrally connected to the target culture from which it comes. Culture, along with communication, connections, comparisons, and communities, is one of the “Five Cs” is one of the national standards for foreign language teaching and is emphasized by the American Council on the Teaching of Foreign Languages (http://www.actfl.org). Some scholars feel that teaching culture alongside of teaching language, while important, is often overlooked. Paloma Castro and Lies Sercu in their article Objectives of Foreign Language Teaching and Culture Teaching Time found that across the globe many teachers of foreign language wish to incorporate more “culture teaching” into their classroom but are unable to do so (Castro & Sercu 31). They cite many factors including curriculum restrictions, unhelpful textbooks and (perceived) disinterest on the part of the students. Instead, the main focus was on teaching the rules of the language itself. Castro and Sercu, however, support the teaching of culture (defined as both everyday living and high art) as a means of achieving intercultural skills. They write:

It is likely that teachers who perceive the objectives also in terms of teaching intercultural competence will devote more time to culture teaching than teachers who perceive the objectives in terms of the acquisition of communicative competence only. Teachers who say they integrated language and culture teaching for 100% of teaching time may come closer to the ideal of FL&IC teacher than teachers who show no awareness of the relationship between language and culture or of the need to teach language and culture in an integrated way (Sercu 20).

Intercultural skills are highly valued by many educators and the foreign language classroom is the ideal setting in which to teach them. Marilyn Fleet, in her essay, The
Role of Culture in Second or Foreign Language Teaching: Moving Beyond the Classroom Experience, indicates that teaching about the target culture may increase sensitivity to other cultures. She offers various strategies to teachers which include having the students research the target culture and using the Internet to “bring current and authentic cultural elements from around the world and into the hands of students (Fleet 14).” Both strategies are part of my own cumulative project in this unit. Fleet points out that “enrollment in a L2 [Second Language] or FL [Foreign Language] class does not automatically guarantee that students will come to appreciate or be tolerant of the target culture (Fleet 11).” But, she claims, if students are educated about the culture surrounding the language they are learning, they will be much more likely to appreciate it and relinquish stereotypical attitudes (Ibid).

Learning about Hildegard via the Internet will also expose students to many aspects of modern German life. Like Americans, some Germans have an interest in alternative medicine and continue to buy Hildegard’s books on medicinal herbs just as their ancestors came to her for health advice over 800 years ago. (She even decorates the logo of a German alternative health company!) Furthermore, Hildegard’s unique musical style is enjoying a new vogue on both sides of the Atlantic and is being performed like never before (Witts 479 & 480). These are just a few examples of things that students may learn. The more students learn about her the more impossible it will be for them to believe the stereotypes of Germans as cold-blooded Nazis or happy Bavarians.

“Inclusive Curriculum”

As a language teacher one not only has the opportunity to introduce students to a new and different culture, one also has the duty to correct misconceptions. In particular
the failure to represent the history of certain people, such as women or minority groups, is a mistake. It becomes easy, even unconsciously, to place higher value on the history of the majority. By focusing the entire unit on one woman of achievement the students are taught to view all of women’s accomplishments as significant.

In her article *Social Class and School Knowledge* author Jean Anyon investigates the differences between teaching methodologies as they relate to differences in social classes. One difference she cites is that, while the accomplishments of powerful (i.e. higher class) people were taught in the history textbooks, the actions of working-class people were rarely mentioned. While middle- and upper-class students learned about the history of their own class, “[t]here is little information on the working class in either book [chosen by two different working-class schools]…Neither text attempts to identify interests workers have in common, nor discusses the situations of economic and social conflict in which workers exist (Anyon 9).” She implies that by failing to teach the history of the working-class the teachers were actually helping perpetuate the cycle of social inequalities. This closely relates to the teaching of women’s history. Women cannot know their commonalities as a group or be recognized for their achievements if their history is ignored.

There are teachers who have already put these principles of gender fairness in teaching into practice. Judy Logan, a middle-school teacher who is described in journalist Peggy Orenstein’s book *Schoolgirls*, has made it her goal to give women’s history as much consideration as men’s history. Her students make quilt patches about women they admire. They perform as famous African American men and women from history. They learn, not only about the achievements of notable women, but also about
the daily life and struggles of ordinary women. In short, women are given the same consideration as men. Logan also believes teaching an “inclusive curriculum…turns the conventional student-teacher relationship on its head (Orenstein 259).” She explains that “[s]tudents may become the ‘experts,’ producing their own curriculum (Ibid).” For this teacher and another colleague, Peggy McIntosh, with whom she has worked closely, the transition to an improved curriculum involves a “collective search for meaning (Ibid).” Both women believe gender equal teaching goes hand-in-hand with fairness between teacher and student. The teacher is no longer the sole authority of knowledge on the subject. The students themselves must discover new ideas for themselves and the teacher acts a guide in this process.

Just as Logan found these two teaching philosophies intertwined, I have found that gender equality and a reinterpretation of teacher-student relations are hard to separate. Therefore I have used both concepts in the creation of this unit. Echoing the ideas of Ms. Logan and Ms. McIntosh my students will also become experts during this unit on Hildegard. They will explore content and present ideas based on their own research. They will understand Hildegard’s place in history and also her connection to other historical events. For example, the students will compare Hildegard’s ideas and actions to the 16th century religious reformer Martin Luther. To quote McIntosh, “If you start your Civil War class with Diary of a Slave Girl you’ll get to Abraham Lincoln, but if you start with Lincoln, you’ll never get to Slave Girl (Orenstein 265).” The same might be said for Hildegard and Martin Luther.

Foreign Language teaching has the potential to become so much more than a place where new languages are learned. It is possible for students to become critical
thinkers in every subject area, to become tolerant of different cultures, to become experts in doing research and to recognize the importance of each person regardless of sex, ethnicity or social status. These goals must be present in every classroom before any changes will be seen in the school system and, by extension, the greater society.
Unit Plan Explanation:

As mentioned earlier this unit is based on the format suggested by education specialist Dr. Madeline Hunter. The basis of the unit is the generalizations and goals. Each generalization is aimed at teaching a broad and basic tenant such as, “The students will gain confidence in using German to research, present, write and discuss” or “The students will learn about women’s contributions to culture and why they are important.” The educator creates lessons, derived from the generalizations, which will specifically address each desired objective and appropriate means of assessments to see whether the objectives were in fact met. The Unit Overview describes my overall conception of the unit, its general purpose and target audience. The Rationale is my defense of the concepts taught. The Classroom Composition/Portrait describes the type of students at whom the lessons are aimed. The Content Analysis is an organizational technique for planning exactly what information will be taught. It also helps the teacher isolate questions that might be asked or concepts that might prove to be confusing. The Unit Goals, Essential Questions and Objectives section is essentially a refinement of the Content Analysis. Each objective becomes the guide post for writing every lesson. The Pre-Assessment is a mini lesson that attempts to discover both how much the students already know on the subject and their attitudes toward it.

The Lessons follow the Pre-Assessment and are broken into two sections. The planning sheet describes the objective with the corresponding Michigan Benchmark. (Each state offers specific standards that should be taught in the foreign language classroom. It is important that everything taught reflects these state-wide policies and
goals. For more information visit the Michigan Department of Education’s website and look under *World Languages: Standards and Benchmarks*. Besides practical things such as a list of the materials a purpose statement is also included. This purpose statement is a measurable goal that will later be assessed. The *Lessons* are further divided into different methods of instruction: Direct Instruction, Indirect Instruction and Cooperative Learning. This unit includes two lessons using direct Instruction and two using indirect instruction. I did not find the Cooperative Learning style appropriate for this particular unit but plan to utilize it in further teaching units. The Lessons begin with a Set that introduces the topic of instruction for the day. The purpose statement directs the students’ attention to the hurdle which they will be expected to jump, so to speak. The purpose statement should make the expectations for that lesson clear and understandable. It is here that direct and indirect instruction differs. Direct instruction continues with *Information and Modeling, Guided Practice, Closure, Formative Assessment and Independent Practice*. Simply put, the information is presented, the students practice using the information and the lesson comes to a close. Before the students leave the classroom the instructor gathers feedback about just how much the students have understood and then they are given a chance to work with the information on their own. In contrast, indirect instruction includes *Student Activities of Concept Formation, Concept Attainment* and *Inquiry* followed by *Meta-cognition about Thinking Strategies, Practice* and Formative Assessment. Instead of the teacher as the bringer of knowledge this method involves the students in problem-solving and processing the information themselves. This method ends in a similar way. In both cases I have noted possible courses of action depending on whether the students find the information particularly challenging or too easy.
Following the Lessons I have included a fictitious letter to the parents. This unit requires some degree of community involvement. I felt that providing my reasons for teaching about Hildegard would be beneficial for parents and students alike. The Works Cited page should also be self-explanatory and I have included resources that I used both for the preparation of this thesis and the content of the lessons. The Appendix includes the worksheets, PowerPoint presentations and assessments that correspond to the lessons.
Unit Overview:

This four-week unit is designed for third and fourth year students in high-school level German. It is centered on the life and times of Hildegard von Bingen. The purpose of studying her life is to increase the linguistic skills of the students through research, discussion, writing compositions and by giving an oral presentation in the target language. The unit will present women’s history as relevant and important to German culture. In studying her accomplishments the students will come to appreciate women’s unique contributions to society, learn about medieval German history, and relate it to modern German culture. Beyond this the students will learn how to peer-edit, speak in front of an audience, become experts in their own research, use technology, make reasonable guesses and see history through the lenses of different perspectives.
Rationale:

The key concepts taught will be:

1) How to increase skills and confidence in all aspects of language, specifically research, discussion, writing and presenting.

2) How women are significant contributors to every culture and specifically German culture.

3) How medieval history still has an impact on the way we live today.

4) How bias and perspective affect history and how history is learned and interpreted through these biases.

The first concept refers to the specific ways in which the students will practice using German, thinking about their use of it and helping one another to improve. The rationale for teaching the second concept is to create an ideal curriculum, which, in Peggy Orenstein’s words, is “both a mirror and a window” for the students. The curriculum should reflect the lives of the female students while providing male students a learning opportunity. Concerning the third concept, students will reflect on how previous events have shaped the world we live in today. And the last concept is aimed at encouraging the students to think critically. By analyzing the history of one woman’s life and the different ways that it might be perceived students learn to examine any information source more critically and understand the biases involved. This skill is interdisciplinary and important to citizenship in a democratic society.
Classroom Composition/Portrait:

This unit is designed to be interesting to various types of students and to reach them according to their unique learning needs. Hildegard’s interests were broad and varied in scope. This gives the subject matter wide-spread appeal. The project is based on self-paced research. Each learner can explore the information in his or her own way and at a comfortable pace. This method allows for the discussion of various perspectives and in doing so accurately reflects the students who may come from different cultural and faith backgrounds. In following this model no single perspective is seen as superior. An environment is created that is safe for critical thinking and analysis.

The final project allows for the students to choose their perspective for their research. Basing their research on their own interests increases motivation for the project. Also, it allows for the students to present their topic through whatever suitable method they desire, thereby encouraging the use of technology in the classroom and allowing for creativity in various forms. The unit culminates in a project rather than a test which may be beneficial for those who have test-taking anxiety. This unit will serve the needs of diverse students with a variety of learning experiences and preferences.
Content Analysis:

I. Generalization: The students will gain confidence in using German to research, present, write and discuss.

   Related Concepts: Synonyms

   Syntax

   Facts:

   • When researching in German it is important to not try to understand all of the words. Instead make intelligent guesses and try to understand the general gist of the article.

   • When writing or speaking in German it is helpful to:

     ➢ a) Form your thoughts first in German. Writing in English and then translating into German is not as effective.

     ➢ b) Simplify what you are trying to say.

     ➢ c) Think of different ways to say the same thing; use synonyms.

     ➢ d) If you do not know a word, look up the German word and then translate the German word back into English to see if it still makes sense.

     ➢ e) Practice German phrases which do not literally translate into English because of syntactical (word order) differences.

II. Generalization: The students will learn about women’s contributions to culture and why they are important.

   Related Concepts:

   Facts:
Learning history is an important part of learning about culture.

According to feminists, women’s perspective of history and contributions to it are frequently overlooked and ignored.

III. Generalization: The students will learn about various perspectives through which history is viewed and how those biases affect interpretations of history.

Related Concepts: Feminism

Marxism

Facts:

- Feminists tend to see history through the lens of gender inequality.
- Marxists tend to see history through the lens of class struggle.

IV. Generalization: The students will learn about how medieval German history is still relevant to modern German society.

Related Concepts: Medieval culture

Facts:

- Hildegard von Bingen’s writings are still influencing alternative medicine practices in Germany and even the U.S.
- HVB is an inspiration to people of many faith backgrounds.
- Organizations in Germany exist today that focus on studying her life and writings.

V. Generalization: The students will learn how to construct their own knowledge based on research, intelligent guessing and peer guidance.

Related Concepts: Intelligent guessing
Peer editing

Constructive Feedback

Facts:

- All knowledge is constructed based on some kind of evidence. The evidence may or may not be convincing, though. This determines the validity and usefulness of the information.

- Peer editing involves switching papers with a partner and giving constructive feedback.

- Constructive Feedback is telling the person the strengths and weaknesses in his/her presentation or paper and suggesting improvements for the weak areas.

- Intelligent guessing is very important to studying a foreign language. It means making guesses based on what you do know instead of giving up when you do not know everything.
Unit Goals, Essential Questions & Objectives

**Goal 1:** The students will gain skills and confidence in using German to research, present, write and discuss.

**Essential Questions:**
- How do you research using German websites?
- How do you write an essay in German?
- How do you give a presentation in German?

**Objectives:**
- The students will research their topic using German websites.
- The students will discuss their research findings with their group members.
- The students will write an essay of their research in German.
- The students will each give a short presentation in German on their topic.

**Benchmark:**
- World Languages I HS 2, 4 & 6
- All students will identify and use a non-English language appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content.

**Goal 2:** The students will learn about women’s contributions to culture and why they are important to learn.

**Essential Questions:**
- Why do women get left out of most history books?
- What can we do to counteract this unfairness?
- Who are famous women who have contributed to German culture?

**Objectives:**
- The students will learn about Hildegard von Bingen and how she acted contrary to gender norms of her day.
- The students will either present on HVB from a feminist perspective or listen to their peers present on HVB from a feminist perspective.
- The students will have a short discussion comparing the ideologies of Hildegard von Bingen and Martin Luther.

**Benchmark:**
- World Languages VI HS 3 & 4
- All students will connect a non-English language and culture through texts, writing, discussion, and projects.

**Goal 3:** The students will learn about various perspectives through which history is viewed and how those biases affect interpretations of history.

**Essential Questions:**
- What would a Marxist find significant about Hildegard?
- What would a feminist find important about Hildegard’s life and culture?
- What would interest an artist who was studying Hildegard’s artistic accomplishments?
Objectives:
The students will research Hildegard’s life and focus on the facts most relevant to their chosen perspective or viewpoint.
The students will relate facts from Hildegard’s life to their own lives, what they learned in other classes or to their interests.

Benchmark:
World Languages VII HS 1, 2
All students will use a non-English language to acquire knowledge and connect to other disciplines.

Goal 4: The students will learn about how medieval German history is still relevant to modern German society.
Essential Questions:
Why is Hildegard still relevant today?
Why should we study medieval history?

Objectives:
Students will take notes on and memorize important facts about Hildegard’s life.
Students will connect Hildegard’s life and modern German culture in their final project.

Benchmark:
World Languages VIII HS 3
All students will define and characterize the global community.

Goal 5: The students will learn how to construct their own knowledge based on research, intelligent guessing and peer guidance.

Essential Questions:
What is ‘constructing knowledge’?
What is intelligent guessing?
What are good peer editing skills?

Objectives:
Students will construct their own understanding of Hildegard’s life based on their research.
Students will make intelligent guesses about words they do not understand.
Students will learn how to peer-edit and make constructive suggestions.

Benchmark:
World Languages II HS 3, 4 & 5
All students will use a variety of strategies to communicate in a non-English language.
Pre-assessment

1. The purpose of this pre-assessment is to see how many famous historical women they can identify. My purpose is start a dialogue about women in history, how they are often portrayed and how their perspectives are often ignored.

2. Materials:
   - Chalkboard
   - Paper and pencil/pen

3. Introduction:
   Hello class! Today we’re going to talk about famous women in history. I’d like you to make a list of all the famous women you can think of. When you are making your list, be sure to write down any men that you happen to think of at the bottom of the page. I will give you 5 minutes to do this.

4. Description of Activity:
   This activity will involve compiling a group list of all the famous historical women that they can think of. Then we will indicate all the German women. My guess is that we will think of a lot more men when trying to create this list and we will discuss why this may have happened.

This assessment will demonstrate:

1. How much the students know about women in history, especially German women.
2. Give an indication of how much the students have already considered women and their contributions to history.
3. Gauge their dispositions in learning about a female historical figure.
Lessons

Direct Lesson #1: Lesson Planning Sheet

Hildegard von Bingen: Wer war sie?

Benchmark:
World Languages VIII HS 3
All students will define and characterize the global community.

Purpose Statement:
The students will learn about how medieval German history is still relevant to modern German society.

Objectives/Outcomes:
Students will take notes on and memorize important facts of Hildegard’s life.
Students will connect Hildegard’s life and modern German culture in their final project.

Materials:
PowerPoint presentation
Note-taking aid
Direct Lesson #1: Lesson Plan
Hildegard von Bingen: Wer war sie?

I. Set

Hi class! How’s everybody doing today? I have a question for you. Do you know any woman who is amazing? She could be somebody famous or somebody you know personally. Maybe she’s a member of your family.

II. Objectives and Purpose

Today, and for the next month, we’re going to learn about a really amazing woman. She lived in the Middle Ages in Germany. I’m going to tell you all about her with a PowerPoint presentation. Each slide will have a couple facts. Your job is to write down each fact, word-for-word. Each slide also has one or two questions. I will read the slide to you and then I want you to write it down. Each slide also has a question. You will then have a chance to discuss the question with your neighbor. Make sure you have your dictionary ready. Okay, let’s get started.

III. Information and Modeling

Give PowerPoint presentation.

Slide 1
Slide 2
Slide 3 Day 1
Slide 4
Slide 5

Slide 6
Slide 7
Slide 8 Day 2
Slide 9
Slide 10

IV. Guided Practice

Please find your notes. You should have 5 facts- 1 per slide. Now stand up and find someone to read to. Read one fact to that person. Listen to them read one fact. Correct each other’s pronunciation, if necessary. Go around to different people until you’ve read all 5 facts.

V. Closure
You guys have done a really amazing job today. Thank you for showing so much enthusiasm.

VI. Formative Assessment

As you leave please read me one of your sentences and do not forget your homework which is written on your note-taking aid.

VII. Independent practice

For homework the students will look up the words they do not know and compile a vocabulary list with definitions for themselves.

Reteaching: If comprehension overall is low, we will spend an additional day going over the PowerPoint information and how to interpret sentences.

Extension: If the students understand everything and seem bored, I will assign them to find out an additional fact about HVB’s life and write it out in German.
Direct Lesson #2: Lesson Planning Sheet

HVB: Verschiedene Perspektiven

Benchmark:
World Languages VII HS 1, 2
All students will use a non-English language to acquire knowledge and connect to other disciplines.

Purpose Statement:
The students will learn about various perspectives through which history is viewed and how those biases effect interpretations of history.

Objectives/Outcomes:
The students will research Hildegard’s life and focus on the facts most relevant to their chosen perspective or viewpoint.
The students will relate facts from Hildegard’s life to their own lives, what they learned in other classes or to their interests.

Materials:
Marxism interpretation book quote
PowerPoint presentation
Note-taking aid
Direct Lesson #2: Lesson Plan

HVB: Verschiedene Perspektiven

I. Set

Hi class! As you come in please read the hand-out on your desk. After reading it, think about how it might connect to this class.

II. Objectives and Purpose

For the last two days we’re been learning about HVB’s life. But the interesting part about learning history is thinking about the different ways people view past events. This particular author chooses to view the American Civil War through a Marxist perspective. We will learn about what Marxism is in just a moment. However, there are many other viewpoints. I’m going to present 6 varying perspectives. Please follow along on your note-taking aid and write down relevant information.

III. Information and Modeling

Slide 1
Slide 2  Day 1
Slide 3
Slide 4
<Check for understanding: Please turn to your partner and tell them about one of the perspectives that we learned about.>

Slide 5
Slide 6  Day 2
Slide 7
Slide 8

<Check for understanding: Please turn to your partner and tell them about one of the perspectives that we learned about.>

IV. Guided Practice

Now I’m going to give you 5 minutes to consider which perspective you’d like to select while you do more research about Hildegard’s life. It doesn’t have to match what you actually feel or believe. In fact, it might be more interesting to pick one that you disagree with. After you’ve decided please write a short paragraph in German which describes your perspective.

V. Closure
Ladies and Gentlemen, thank you for your hard work. Please finish your homework which is attached to your note-taking aid. On Friday we’re going to watch a movie and have a chance to relax a little.

VI. Formative Assessment

As you leave today please tell me your perspective and why you chose it.

VII. Independent practice

The homework consists of brainstorming about their perspective and what related things it connects to.

Reteaching: If certain students have a very difficult time grasping the concepts I will have the class divide into small groups so that they can discuss the concepts and practice vocabulary.

Extension: If the students are understanding everything then I will simply engage them more in dialog during the presentation.
Indirect Lesson #1: Lesson Planning Sheet

Conjunction Junction: What’s Your Function?

Benchmark:
World Languages I HS 2, 4 & 6
All students will identify and use a non-English language appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content.

Purpose Statement:
The students will gain skills and confidence in using German to research, present, write and discuss.

Objectives/Outcomes:
The students will write an essay of their research in German.

Materials:
Grammar Worksheet
Indirect Lesson #1: Lesson Plan

Conjunction Junction: What’s Your Function?

I. Set

Good morning students! Today I’m going to need some volunteers. Who would like to come up to the front of the room to help me today? (Choose one student for each speech particle: clause 1, clause 2, conjunction. Demonstrate how a conjunction connects two sentences.)

II. Objectives and Purpose

Thank you to our brave volunteers. Please give them a round of applause. Now today we’re going to learn about conjunctions. These small little words make a big difference when it comes to word order. Also, when you are able to use them correctly, you’ll start to be able to linking thoughts in a complex way. This will bump you up to the next level in your German language skills. Plus you’ll need this to be able to write your composition and to give your presentation, both of which you will be graded on.

III. Student Activities

a. Concept Formation

Please silently read the worksheet that I am handing out to you. You will have three minutes to do so. Now please find a partner. Go. When you have found each other please go over the terms and make sure that you both understand them. I will not be taking questions yet. Please depend on your partner to figure it out together. Now, who still has questions? Please raise your hands. Okay, now those of you who didn’t raise your hands, please go and help those who did.

b. Concept Attainment

Now I’m going to choose four people to explain these concepts to me.

c. Inquiry

Now I’m going to give you an additional grammar sheet. Please read it. Then, using it as a guide, please write two sentences. One should use a coordinating conjunction and one should use a subordinating conjunction. Notice how subordinating conjunctions change the word order a little bit. I will give you 5 minutes to write your sentences. If you need help, use your neighbor or the dictionary. Now I’d like three volunteers to read me their sentences.
IV. **Metacognition about Thinking Strategies**

Students, you did a wonderful job constructing those sentences. Does anyone have an example of how they figured something out? It could be getting help from a friend or looking something up in the dictionary? Who has an example?

V. **Practice**

Now your homework assignment is to write 5 sentences in German. Please use two coordinating conjunctions and three subordinating conjunctions. If you need help you can stay after school with me today.

VI. **Formative Assessment**

As you leave the classroom today please tell me one coordinating conjunction and one subordinating conjunction and translate it into English. Have a good day!

**Reteaching:** If the students are very confused by the grammatical terms I may have to turn this lesson into more direct instruction than indirect. However, the ideal is that those students who do not immediately understand could get help from other students.

**Extension:** If the students are confident with this material I will assign them 10 sentences instead of 5.
Indirect Lesson #2: Lesson Planning Sheet

Goofus & Gallant: How NOT to make a Presentation

Benchmark:
World Languages I HS 2, 4 & 6
All students will identify and use a non-English language appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content.

Purpose Statement:
The students will gain skills and confidence in using German to research, present, write and discuss.

Objectives/Outcomes:
The students will each give a short presentation in German on their topic.

Materials:
Presentation Worksheet
Indirect Lesson #2: Lesson Plan  
Goofus & Gallant: How NOT to make a Presentation

I. Set

Good morning class! How many of you would be afraid to speak in front of a group of people? According to some sources Americans’ greatest fear is public speaking. And it’s easy to see why sometimes. No one likes feeling nervous. However, overcoming this fear is very important both for this class but also for future success.

II. Objectives and Purpose

If you’ll look at the top of your handout you’ll see a comic about two boys, Goofus and Gallant. Has anyone read them before? Goofus is always getting into trouble but Gallant always does what he’s supposed to do. Today we’re going to be a little bit like them. We’re going to practice giving bad presentations. Yes, bad presentations. But, do not worry; we will also practice giving good presentations. Why? Hopefully we can really learn and remember what makes a good presentation and have some fun in the process.

III. Student Activities

a. Concept Formation
   i. I’m going to give you each a number and then get into groups according your number. Once you are in your group please choose a director. The director will keep the group on task and will also give gentle feedback to the group about their performance. Then look over the ace traits. These are all the traits that make up a good performance. Each group should select a trait. Ok, you have 5 minutes to discuss what the trait is and start to show each other how you think the trait would look (or not look) when shown in a speech.

b. Concept Attainment
   i. Ok, now that you have some ideas flowing, please take a look at the Luther reading assignment. Choose a paragraph that you are going to present. Practice reading it aloud and make sure you can pronounce everything correctly. I will come around if you have pronunciation questions.

c. Inquiry
   i. Now get ready for the final performance. You are going to present your paragraph. First, read it while making some kind of mistake. Then the director should step in and make a gentle correction. Finish the reading using excellent presentation skills.
IV. **Metacognition about Thinking Strategies**

a. This is probably the most important part of the lesson. I’d like to hear about how you felt during this process and what you learned. Was there anything that you didn’t already know?

V. **Practice**

To practice this skill you have a little homework. Find a friend or somebody to listen to you read your paragraph. Use your best presentation skills. Ask them for some feedback about what you did well and what you could do better. This is good practice for your presentation at the end of the unit.

VI. **Formative Assessment**

a. This step will not be necessary because I will have been able to see each student read in the group. That will give me a chance to observe each student. Plus during the following discussion I will be able to judge the dispositions of many of the students regarding presentations.

**Reteaching:** If many of the students seem very nervous it may be necessary to spend some extra time talking about how to deal with stage fright. It will be especially important to create a non-judgmental environment.

**Extension:** If students seem super confident, I may suggest early on that the students take turns reading instead of reading as a group. This will give each one a chance to have a little individual practice.
Dear Parents and Guardians,

Thank you for your continued support of your child in studying German! This year we’ve been progressing in our language skills at a rapid pace. Here’s a quick update:

This next unit we will be studying is about the life of Hildegard von Bingen. She was a medieval German mystic from the 12th century who made significant contributions to German culture. Her accomplishments include: creating the first constructed language, composing a huge body of spiritual music, writing several books on theology, biology and medicine, writing a morality play set to music and making an impact of the politics of her day. My hope is that everyone will be able to find something interesting to study about her life!

Instead of giving a test, the students will be expected to write a composition in German and give a presentation about Hildegard’s life to their peers. Each child will choose a historical perspective: feminist, scientific, spiritual, Marxist, artistic or geographic. They will do research and focus on the facts of her life most relevant to that point of view. The idea is that the students will be able to practice using German in a meaningful way, study history that they find interesting and start to think about different viewpoints.

My goal with teaching this unit is to foster independent research skills, confidence in public speaking and encourage positive group work. My hope is that the students will also come to appreciate and value women’s important contributions to history while finding their own voice in the classroom.

It is also possible that we may have guest artist Norma Gentile come into our classroom to perform one or two of Hildegard’s pieces and to talk about why she finds Hildegard to be an inspiring composer.

Again, if you have any questions or concerns, please do not hesitate to contact me. You may reach me at home at (734) 555-8914 or email at gtothfej@dps.k12.as.us

Sincerely,

Ms. Gretchen Toth-Fejel
Works Cited


Fleet, Marilyn. “The Role of Culture in Second or Foreign Language Teaching: Moving Beyond the Classroom Experience.” Online submission


Additional Resources


Michigan Department of Education. World Languages: Standards and Benchmarks. [http://www.michigan.gov/mde](http://www.michigan.gov/mde)

Website for American Council on the Teaching of Foreign Languages (ACTFL) [http://www.actfl.org](http://www.actfl.org)
Appendix

Hildegard von Bingen Unit Calendar

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<tr>
<td>1</td>
<td>“Wer war sie?” Direct Lesson HM: Vocab List</td>
<td>2</td>
<td>“Wer war sie?” Direct Lesson HM: Study vocab</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>“Perspektiven” Direct Lesson HM: Study vocab</td>
<td>5</td>
<td>Turn in the vocab list for extra credit</td>
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<td>9</td>
<td>Turn in Sentences Writing of Composition (S.A.L.T.) HM: Work on Composition</td>
<td>10</td>
<td>Writing of Composition (S.A.L.T.) HM: Finish Composition</td>
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<td>11</td>
<td>Turn in 1st draft of Composition Peer-Editing HM: ML reading and questions</td>
<td>12</td>
<td>“Goofus &amp; Gallant: How NOT to make a Presentation” Indirect Lesson HM: ML reading &amp; Q’s</td>
<td>13</td>
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<td>14</td>
<td>Turn in ML Questions Martin Luther Video Comparison Discussion</td>
<td>15</td>
<td>Hand back corrections of Composition Rehearsal of Presentation (S.A.L.T.) HM: Practice Presentation</td>
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<td>16</td>
<td>Turn in final draft of Composition Rehearsal of Presentation (S.A.L.T.)</td>
<td>17</td>
<td>Presentations</td>
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<td>19</td>
<td>Presentations</td>
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Point Value of Assignments and Evaluations:

Vocabulary Quiz: /10 points
HVB Questions: /10 points
Sentences: /10 points
ML Questions: /10 points
S.A.L.T: /60 points
Composition: /50 points
Presentation: /50 points
Extra Credit Vocab List: +5 points

Total Points: /200 points
Hildegard von Bingen: “Wer war sie?” Note-taking Aid

Instructions: Copy down every sentence from the slide show.

Hint: Use neat handwriting. You’ll need to be able to read what you wrote later on in the class.

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5
**Hausaufgaben**: Read over your notes. Make a list of ANY words you do not know. Look up the words in a dictionary or use the Internet to find the meanings. Please use the following procedure for writing each word and its definition:

- Each noun is written with the article in front.
- Separate the German word from its English definition with a colon.
- Each noun is capitalized in German but not capitalized in English.
- Each verb must be in the infinitive form. (-en ending).
- Both verbs should be in present tense.
- The English translation should start with the preposition *to*.
The Civil War should be seen as America’s “bourgeois revolution.” So argues Dr. John Ashworth in this novel reinterpretation, from a Marxist perspective, of American political and economic development in the forty years before the Civil War. In this book, the first of a two-volume treatment of slavery, capitalism and politics, Ashworth focuses on the political struggles of the antebellum period and locates them within the class systems of the North and South.

In conjunction with its sequel, this volume will seek to demonstrate that the conflict largely resulted from differences between capitalist and slave modes of production. The sweeping changes in American society unleashed by the rapid development of capitalism in the nineteenth century led to war as the interests of the rapidly developing wage labor system in the North and the slave society of the South diverged. With a careful synthesis of existing scholarship on the economics of slavery, the origins of abolitionism, the proslavery argument and the second party system, Ashworth maintains that the origins of the American Civil War are best understood in terms derived from Marxism.

Hildegard von Bingen “Perspektive” Note-taking Guide

Schreiben Sie Notizen:

**Marxismus**

**Kunst**

**Geistlichkeit**

**Erdkunde (Geographie)**

**Wissenschaft**

**Feminismus**
Wählen Sie eine Perspektive:

Marxismus  Geistlichkeit
Feminismus  Wissenschaft  Kunst
Erdkunde

Meine Perspektive ist ________________________________.

Verwandte Begriffe:
Hildegard von Bingen Prüfung

Write S (stimmt) for the correct answer or F (falsch) for an incorrect answer.

________ Hildegard hatte Musik sehr gern und komponierte etwa einhundertfünfzig Werke.

________ HVB war das erste Kind in ihrer Familie.

Match the following words with the correct definitions (1/2 pt each):

1. die Wissenschaft  a. gift, ability
2. die Kunst  b. art
3. die Lyrik  c. poem
4. der Zehnte  d. history, story
5. das Kloster  e. tithe
6. die Gabe  f. convent, cloister
7. das Gedicht  g. science
8. die Geschichte  h. abbess
9. die Äbtissin  i. poetry
10. die Nonne  j. nun

Answer the following questions in complete sentences:
Wo warst du geboren (1 pt)?

Wie viele Kinder gibt es in deiner Familie (1 pt)?

Schreibst du Musik oder Gedichte gern (1 pt)?
Hildegard von Bingen Film Questions

1. Wo lebte Hildegard?

2. Mit wem lebte HVB?

3. Wie lebte HVB (arm, reich, etc…)?

4. Welche Tätigkeiten hatte sie gern?

5. Wer war ihre Freunde?

6. Mit wem hatte sie Probleme?

7. Von was handelten die Probleme?
You are in charge of your own learning.

S.A.L.T

During the course of the unit you have several independent task: doing research, writing your composition and rehearsing your presentation. You will be graded on how effectively you manage your time according the standards below. You will have two days for each task; the first day will be you will work independently and on the second day I will approach you to monitor your progress.

<table>
<thead>
<tr>
<th>Research</th>
<th>Writing</th>
<th>Rehearsal</th>
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<tr>
<td><strong>Solving Problems</strong></td>
<td><strong>Solving Problems</strong></td>
<td><strong>Solving Problems</strong></td>
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<tr>
<td>I can provide my teacher an example of something I figured out for myself. (5 pts). □</td>
<td>I can provide my teacher an example of something I figured out for myself. (5 pts). □</td>
<td>I can provide my teacher an example of something I figured out for myself. (5 pts). □</td>
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<tr>
<td><strong>Asking Questions</strong></td>
<td><strong>Asking Questions</strong></td>
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<td>I have thought of 1 or more questions to ask my teacher about my work. (5pts). □</td>
<td>I have thought of 1 or more questions to ask my teacher about my work. (5pts). □</td>
<td>I have thought of 1 or more questions to ask my teacher about my work. (5pts). □</td>
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<td><strong>Learning Independently</strong></td>
<td><strong>Learning Independently</strong></td>
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<td>I can provide my teacher proof of what I’ve worked on. (5pts). □</td>
<td>I can provide my teacher proof of what I’ve worked on. (5pts). □</td>
<td>I can provide my teacher proof of what I’ve worked on. (5pts). □</td>
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<tr>
<td><strong>Teaching Others</strong></td>
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<tr>
<td>I have helped others by answering someone’s question and respecting others’ right to a learning environment. (5pts). □</td>
<td>I have helped others by answering someone’s question and respecting others’ right to a learning environment. (5pts). □</td>
<td>I have helped others by answering someone’s question and respecting others’ right to a learning environment. (5pts). □</td>
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/20 points /20 points /20 points

Total Points: /60 points
A good presentation consists of the following:

1) Appropriate Volume: Speak so that your audience can comfortably listen.
2) Act confidently: Speak confidently even if you are feeling nervous.
3) Clarity: Speak clearly.
4) Correct Pronunciation: Pronounce each word correctly.
5) Eye Contact: Maintain eye contact with your audience.
6) Enthusiasm: If you are excited about your topic you will be more enjoyable to watch.

A bad (i.e. less than perfect) presentation consists of the following:

1) Shouting or whispering
2) Acting very nervous
3) Mumbling
4) Incorrect pronunciation
5) No eye contact
6) No enthusiasm!
**The Plot:** Your group will be assigned an **ace** trait. Choose a director. The director will be in charge of giving the group feedback on their performance. You will be given a reading sample. It is not important to understand it yet. It is important to present it using all of the **ace** traits, but especially the one assigned to your group. After you’ve practiced correctly, now practice *incorrectly*. Do the opposite. After the group is able to present in both ways you are ready to demonstrate in front of the class.

1-Start reading the passage the wrong way (the first several sentences is enough).
2-The director pretends to correct the group.
3-Read the entire passage correctly.

Our **ace** trait is __________________________.

The opposite of our **ace** trait is __________________________.

**Helpful Tip:** Preparation is key to an excellent presentation.
1) Know your topic thoroughly
2) Practice in front of the mirror or a small group of sympathetic listeners
3) Time yourself: this will ensure that your presentation is long enough, that you do not go over the allotted time and that your performance is consistent.

**Homework:** Read to Someone
Read the paragraph that you prepared to someone. Ask them to sign below that they listened to you. Ask them about what you did well and what you could do differently next time. It’s not important if they understand German, just that you are practicing your presentation skills.

I have listened to (student’s name)______________________________ read a paragraph in German and have given them some feedback about their performance.

Signature _______________________________ Date _____________
Conjunction Junction: *What’s Your Function?*

“*to join clauses together to form sentences, of course!*”

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**Independent Clause:** This kind of clause could stand alone and make sense independently of other phrases in the sentence. (i.e. The dog was wet.)

**Dependent Clause:** The kind of clause only makes sense when attached to an independent clause with a subordinating conjunction. It would not make sense by itself. (i.e. Although it wasn’t raining, the dog was wet.)

**Coordinating Conjunction (italics):** These conjunctions leave normal word order (subject verb) intact. (i.e. Der Hund war nass *und* die Katze war nass.)

**Subordinating Conjunction** (regular): These conjunctions force the conjugated verb of the dependent phrase to the end of the verbal phrase. (i.e. Der Hund war nass, *aber* die Katze trocken war.)
Word Order Reference sheet

normal word order

1 2 3
subject verb verbal modifiers

Example sentence: Die Katze sitzt auf der Sofa.

inverted word order

1 2 3 4
any word* verb subject modifiers

*word or phrase must be one of the following: interrogative, verb, adverb, direct object, indirect object, adjective, direct quotation, dependent clause, infinitive or particle.

Example: Schön ist die Katze.

dependent word order

1 2 3 4
subordinating conjunction subject modifiers verb

Example: Die Katze sitzt auf dem Sofa, obwohl es nicht erlaubt ist.

tips

Coordinating conjunctions use the normal word order in the clause that follows. The coordinating conjunctions are: und (and), aber (but), sondern (but), denn (for) and oder (or).

Subordinating conjunctions use the dependent word order in the clause that follows. The most common subordinating conjunctions are: als (when), als ob (as if), bis (until), da (as, since), damit (in order that), dass (that), ehe (before), bevor (before), falls (if, in case, provided that), nachdem (after), ob (whether, if), obgleich (although), obwohl (although), seitdem (since [temporal]), sobald (as long as), solange (as long as), sooft (as often as), während (while), indem (while), weil (because), and wenn (if, whenever).
Die Veröffentlichung seiner 95 Thesen gegen den Missbrauch des Ablasses verändert das Denken seiner Zeit: Martin Luther, Theologieprofessor an der Wittenberger Universität, kritisiert am 31. Oktober 1517 öffentlich die Missstände in der römischen Kirche. So setzt der Augustinermönch aus Wittenberg eine Welle in Bewegung, die die Grenzen Europas erreichen sollte. Mit ihm beginnt die protestantische Reformation, die bis heute das Denken der christlichen Kirchen und die Fundamente des modernen Europas prägt.


Sachsen-Anhalt informational website

http://www.sachsen-anhalt.de/LPSA/index.php?id=11578

Accessed: September 19, 2006
Martin Luther: Fragen

1. Was kritisierten die 95 Thesen von Luther?

2. Welche religiöse Bewegung begann Luther?

3. Wer sagt: “Luther war ein Genie sehr bedeutender Art?”

4. Welche Buch übersetzte er?

5. Welche Orte besuchen viele Touristen?
**Im Vergleich: Hildegard von Bingen u. Martin Luther**

*Fragen zur Diskussion*

1. Was denkst du über das Verhalten von HVB und ML?

2. Inwiefern waren die Persönlichkeiten von HVB und ML ähnlich?

3. Denkst du, dass wir heutzutage ähnliche Probleme haben?

4. Wurden Sie sich wie HVB oder ML in einer ähnlichen Situation verhalten?
Grading Rubric for Composition

**Y= 5 points N= 0 points** (partial credit may be given at the discretion of the instructor)

1. Composition presents new information based on* (but not plagiarizing) research: Y/N
2. Composition presents facts that would be important to the chosen perspective: Y/N
3. Composition includes the students’ personal opinion: Y/N
4. Composition cites all reference material used by the student: Y/N
5. Composition shows corrections based on student or teacher feedback (please include original draft): Y/N

*students caught plagiarizing will be punished according to school policies

Total Points /25

Grading Rubric for Presentation

**Y= 5 points N= 0 points** (partial credit may be given at the discretion of the instructor)

1. Student presents information about HVB based on research: Y/N
2. Student presents information important to the chosen perspective: Y/N
3. Student speaks clearly, slowly and makes eye contact with audience: Y/N
4. Student includes his/her own personal opinion: Y/N
5. Student has some sort of creative aid* relating to his/her presentation: Y/N

*i.e. visual aid, sound recording, theatrical presentation, etc...

Total Points /25
Self-Evaluation

1. I learned something about the following concepts (circle as many as apply):

   - Marxism
   - Medieval music or art
   - Martin Luther
   - Medieval science
   - Medieval politics
   - Mysticism
   - Rheinland
   - Hildegard von Bingen
   - Feminism

2. I learned more about the following skills (circle as many as apply):

   - Speaking in German
   - Writing in German
   - Looking at history from different perspectives
   - Using the computer
   - Researching German webpages

3. I enjoyed:

4. I didn’t enjoy:

5. My constructive suggestions for this unit are:
Hildegard von Bingen

Wer war sie?
Was interessierst du dich für?

- die Natur
- die Wissenschaft
- die Kunst
- die Religion
- die Musik
- die Politik
- das Theater
- die Lyrik
- die Medizin

http://www.solarviews.com/raw/earth/earthafr.jpg
www.christusrex.org
www.azer.com
www.cancerworld.org
www.nd.edu
www.the-ba.net
www.auburn.edu
Wer war Hildegard von Bingen?

- Sie wurde im Jahr 1098 geboren.
- Sie wurde in Bermersheim geboren.

Wann warst du geboren?
Wo warst du geboren?

Bermersheim liegt in der Nähe von Frankfurt.
Wer war Hildegard von Bingen?

Hildegard stammte von einer adeligen Familie.

Woher stammst du?

Barbarossa (Friedrich I)
Kaiser des Heiligen Romanischen Reiches (1155-1190)
http://www.wikipedia.org

Rheinhessen Region

Photo courtesy of the German Wine Institute.

Rheinland-Pfalz
Wappen

www.france.com

www.germany-info.org

commons.wikimedia.org
Wer war Hildegard von Bingen?

- HVB war das zehnte Kind in ihre Familie.
- Die Eltern von HVB gab ihr als Zehnte zu der Kirche.
- Als Kind wohnte HVB mit ihre Tante Jutta von Spanheim in einem Kloster.
Wer war Hildegard von Bingen?

Hildegard war eine Visionärin. (Sie hatte eine Gabe für geistliche Blicken zu sehen).

Was sind deine Träume? Hast du Visionen?

Wer war Hildegard von Bingen?

Die Nonnen in ihrem Kloster hat HVB einmütig gewählt um ihre Äbitissen zu werden.

*Bist du ein Führer order Führerin? Wer führst du?*
Wer war Hildegard von Bingen?

- Hildegard schuf die erste “konstruierte” Sprache und Alphabet

_Hast du je ein Kennwort oder eine geheimnisige Sprache mit deiner Freunden geschaffen?_
Wer war Hildegard von Bingen?

- Hildegard hatte Musik sehr gern und komponierte etwa ein hundred und fünfzig Stücke.
- Hildegard schrieb viele Gedichte und Lieder.

Schreibst du Musik oder Gedichte?
Was interessierst du dich für?

- Es ist möglich die Geschichte mit vielen verschiedenen Perspektiven zu sehen.

Wie siehst du das Leben von Hildegard?

- Kunstliche Perspective
- Marxistische Perspective
- Wissenschaftliche Perspective
- Geistliche Perspective
- Geografische Perspective
- Feminist Perspective
The Influence of Hildegard von Bingen: Lessons for the German Classroom

Gretchen Toth-Fejel

Faculty Sponsor: Dr. Carla Damiano, PhD

Foreign Language and Bilingual Studies
Undergraduate Symposium XXVI
March 31, 2006
Who was Hildegard von Bingen?

It’s all a matter of perspective...

• Marxist
  focuses on conflict between socioeconomic classes

• Artistic
  focuses on creative expression in various forms

• Spiritual
  focuses on human beings and their relationship to the divine and supernatural

• Geographic
  focuses on human beings and their classification and shaping of the environment

• Scientific
  focuses on human beings and their interpretation of how their environment and bodies work

• Feminist
  focuses on inequalities imposed on women and their reaction to these inequalities
Who was Hildegard von Bingen?

- Hildegard was born to a noble family
- From birth her health was very frail
- She composed over eighty musical pieces
- She received visions and described and illustrated them in a book (Liber Divinorum Operum)
- She had a strong love for nature
- She moved her followers to a new convent over protests from her superiors
Who was Hildegard von Bingen?

- Hildegard was born to a noble family
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Eibingen Kloister founded by Hildegard
Why is HVB important today?

- Hildegard has become an inspiration to women and to humans as a model of resistance to social inequalities.
- Her musical works and morality play (Ordo Virtutum) are prime examples of medieval music.
- The city of Bingen still has traces of her influence.
- She is interesting for psychologists and doctors who attribute her visions to severe migraines.
- People of various faith backgrounds find her visions relevant and meaningful in today’s world.
- People, especially Germans, still “go to her” for health and cooking advice.
Why is HVB important today?

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http://cms.st-hildegard.com/mambo/

http://www.hildegardvonbingen.at/
## March 2006

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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</table>
| Introduction  
Who was Hildegard von Bingen?  
Why is she important? | Explain unit project, record perspectives | Who was Hildegard von Bingen?  
Direct Lesson Plan | Who was Hildegard von Bingen?  
Direct Lesson Plan continued... | Gorresis/Luther Composition  
In-Class Video and Writing Assignment |
| Research in the Library | Research in the Library | How to Write Your Composition  
Direct Lesson | How to Write Your Composition  
Group Work | In-Class Writing of Composition |
| Grammar Points for Writing & Speaking  
Direct Lesson | First Draft Due Peer-Editing | Grammar Group Work | Grammar Individual Work | Hand back corrections  
Small Group Discussion: How to Present |
| Compositions Due  
Presentations (4 or 5 per day) | Presentations | Presentations | Presentations | Self-Evaluation  
Group Discussion: What did we learn? |
What are my teaching methods?

- **Why focus on one woman for an entire unit?**
  - "Herstory" versus "History"
  - Hildegard’s sudden popularity
  - Her wide range of accomplishments and interests
  - Culture & Language connection

- **Why is the unit based around a project instead of a unit test?**
  - Appeal to various learning styles/intelligences
  - Gives students a voice in the classroom (Voice-Power-Experience)
  - Allows students to become experts
  - Practical applications to language learning
What are my teaching methods?

- **Why the emphasis on different perspectives?**
  - Empathy and Skepticism (Deborah Meier)
  - Encourages critical thinking
- **What do I hope students will gain?**
  - Confidence in public speaking
  - Interest in history, aspects of German culture
  - Better research skills
  - Familiarity with grammar concepts, writing skills
  - Sense of community within the classroom
References


Thank-you!

- To the Symposium organizers, contributors and contributors: Thank you for this wonderful opportunity!
- To my faculty sponsor Dr. Carla Damiano: Thank you for challenging me to reach my goals!
- To my friends, family and most of all to God: Without your love and support none of this would be possible!

Questions from the Audience?
Hildegard von Bingen

Verschiedene Perspectiven
Marxismus

Ein Konflikt zwischen:

Die Kapitalisten:

Die weniger die viel Geld haben. Sie besitzen das Land und die Fabriken.

und

Das Proletariat:

Die Mehrheit des Volkes sind arm. Sie verkaufen ihre Arbeit um zu leben.

Das Kapitalist

Das Proletariat
Die Kunst ist einen Ausdruck von die Ideen, Gefühle oder Erfahrungen des Kunstlers. Es gibt viele Gattungen.

Zum Beispiel: Lieder, Gedichte, Gemälde, Musik, Theaterstücke und Architektur
Geistlichkeit

Geistlichkeit hat mit übernatürlichen Wesen oder Ereignisen zu tun.

Zum Beispiel: Visionen, Engeln, Teufeln, Gott (oder Götter) und Wundern

Leonardo da Vinci, italienischer Künstler

William Blake, englischer Künstler und Gedichter

The Return of the Prodigal Son,
Rembrandt, niedländischer Künstler

“Devil Duckie”
Erdkunde (Geographie)

Erdkunde hat mit dem Verhältnis zwischen die Umwelt und die Menschenheit zu tun.
Wissenschaft

Wissenschaft hat mit Theorien, Experimente, und Entdeckungen zu tun.
Hier sind einige deutschsprachige Wissenschaftler:

- Emmy Noether (1882-1935)
- Albert Einstein (1879-1955)
- Ida Tacke Noddak (1896-1979)
- John von Neumann (1903-1957)
- Sigmund Freud (1856-1939)
Feminismus hat mit der Unterdrückung der Frauen (verschiedene Arten) zu tun. Sehr oft übersieht das Gesellschaft die wichtige Frauen und ihre Leistungen. Leider ist ihre Geschichte verloren oder unbekannt.
Stimme ab!

- Welche Perspektiv stimmst du zu?
- Welche Perspektiv verstehst du?
- Welche Perspektiv stimmst du nicht zu?
- Über welche Perspektiv möchtest du mehr lernen?

Marxismus  Kunst  Geistlichkeit  Erdkunde  Wissenschaft  Feminismus