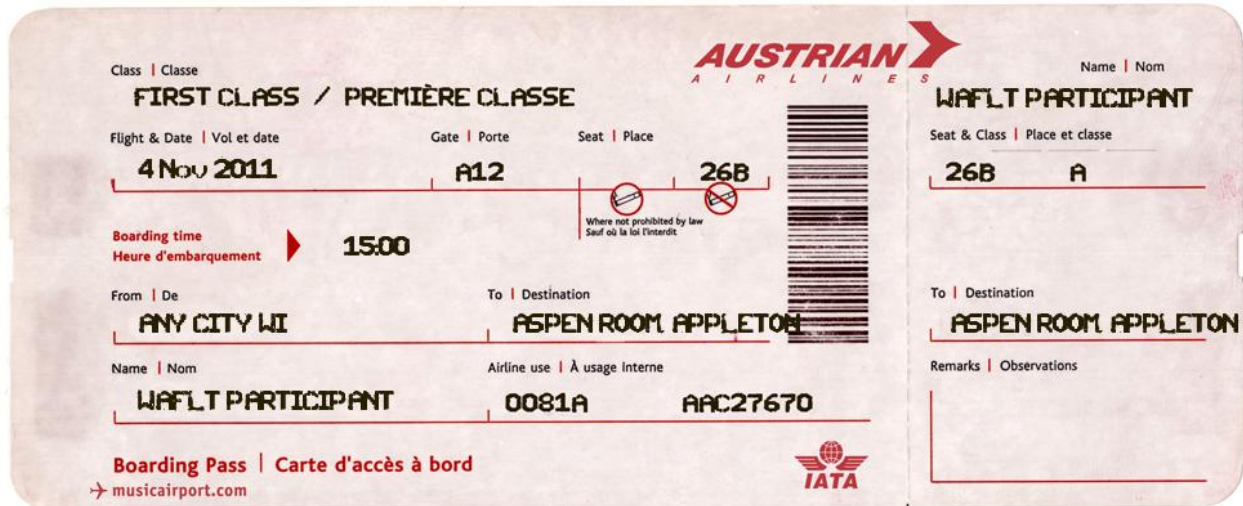


Adventures in Learning (through Film)

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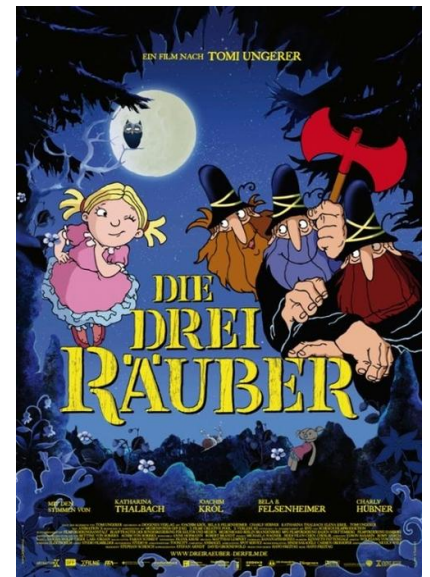
Itinerary

• **Framework:** Where do you want to go? What don't you want to forget? What do you want to do? How are you going to get there? What do you want to experience on your trip? How do you know when it's time to go home? How do you deal with the unexpected?



• **Adventure One:** *Nordwand (North Face)*; Directed by Phillip Stölzl (2008); 126 min.; Starring: Benno Fürmann, Florian Lukas, Johanna Wokalek, Ulrich Tukur; Based on the true story of German mountain climbers Toni Kurz and Andi Hinterstoisser.

• **Adventure Two:** *Die drei Räuber (The Three Robbers)*; Directed by Hayo Freitag (2008); 75 min.; Based on the book of the same name written & illustrated by Tomi Ungerer; Starring the voice talents of Joachim Król, Charly Hübner, Katharina Thalbach, Elena Kreil, and Tomi Ungerer as the narrator.



NORDWAND/NORTH FACE



CLIP 1

Journal → How and why do you document your experiences?

Step 1: Watch the clip without sound. Ask students to speculate:

- as to what kind of book is being flipped through;
- about the types of adventures entered in the book;
- about the location of the adventures documented.

Step 2: How and why do you document your travel experiences?

- Brainstorm types of books: photo album, scrapbook, journal, diary
- What items do you include? Why?

Hobbies → What do you love to do and why?

Step 1: Watch the clip with sound; work with voiceover text.

- “Warum soll das überhaupt einer wollen?” Why would anyone want to do that??? (modal verbs)
- Using an image of the mountain and the text, speculate why someone would climb a mountain. What is their motivation?

Step 2: Self-Reflection: Hobbies

- What is something you like to do so much that while doing it, you forget about everything else? *Was machen Sie so gern, dass Sie in dem Moment fast alles vergessen? – Wenn ich X, dann vergesse ich alles.*
- Why do you do it? What motivates you? *Ich wandere, denn ich mag die Natur. Wandern macht Spaß.*

CLIP 2

Geography/Travel → Where are we going?

Step 1: Speculation

- We’re going on a trip. Where are we going? Where is that?
- What could one do there? Plan potential activities.

Step 2: Geography

- Identify location.
- Work with maps to locate the Alps, and other locations in the film (Switzerland, Grindelwald, Eiger, Berchtesgaden)

Weather

Step 1: Speculation

- What is the weather like? Have students create a weather report for the next few days. If you are traveling there, what do you need to pack? What time of year is it?

Step 2: Reflection

- Inform students that the film images are from July. Use this to discuss and reexamine cultural “norms” regarding seasonal weather. (using additional examples)

CLIP 3

Describe the mountain

Step 1: Before watching clip (use still photo)

- Describe the mountain. What does it look like physically? *Wie sieht der Berg aus?*

Step 2: After watching the first part of the clip

- How do the woman and Swiss man describe the mountain? *“Er ist unheimlich, der Berg.” – “Er ist unheimlich.”*
- How does the music “describe” the mountain?

- What other adjectives could be used to describe the mountain's "character" based on the legend of the ogre?

Climbing sequence

Step 1: Observations

- What are the men doing? Does it look easy, difficult, fun, scary? What is the weather like? How do you know?

Step 2: Berg steigen; klettern (mountain climbing)

- Discuss mountain climbing in the context of other extreme sports. Vocabulary exercise (verbs, adjectives) connected to hobbies → semantic word field or mind map for *Extremsportarten*

Pulling it all together (using all 3 clips)

Step 1: Using the trip metaphor to connect all three clips, summarize the trip the two men take.

- Location • Weather • Activities • Potential dangers
- Photo album (documenting trip)

Step 2: Have students plan their own trip using the above outline and create a mini scrapbook documenting it.

Connecting the dots (Clips 1 and 3)

Return to the opening comment in the first clip.

- *“Wie kann jemand da hoch? Warum soll das überhaupt einer wollen?”* What motivates the two men to climb the Eiger Nordwand?
- *“Da oben war kein Mensch.”* – *“Das wird sich ändern.”*
- *“Aber wenn du oben bist, Stunden später, und drunter schaust, dann hast du alles vergessen, bis auf den einen Menschen, den du versprochen hast, dass du wiederkommst.”* Who do you think is waiting for them to return? Who is the one person Toni promised that he would come back?

DIE DREI RÄUBER/THE THREE ROBBERS



CLIP 1

→ Communication

Brainstorming questions for discussion

- How do you communicate with your family and friends?
- How do you stay in touch when you are traveling?
- How did people stay in touch before cell phones and the Internet? Before telephones?
- How often do you write letters? Who do you write to?

Genres/writing

- What different types of letters can you think of?
- How do they differ in content? Form? Register/formality?

Cultural products and practices; Comparisons

- Comparing German and American handwriting styles
- German writing utensils & paper

→ Communication/Time

How long do various forms of written communication take?

- synchronous chatting & instant messages;
- phone calls;
- email;
- letters sent via “snail mail” across town, the state, or the world?

→ Language: Plurals, Cases, Phrases

Vocabulary; Contextualized grammar

- *Sekunden, Minuten, Stunden, Tage, Wochen, Monate, Jahre*
morgens, nachmittags, abends, nachts, am Morgen, am Vormittag, am Nachmittag, am
Abend, gestern, heute, morgen
- *eines Tages, vor einem Jahr, in 2 Wochen, diesen Samstag, nächstes Wochenende, alle zwei Wochen*
- *früher, später, bald, gleich, sofort*

Contextualized & personalized activities

- *Wann haben die Räuber Tiffanys Kutsche überfallen? (nachts)*
- *Wann kocht Tiffany für die Räuber Kaffee? (am Morgen)*
- *Wann trinkt ihr Kaffee? Wann lernt ihr am besten?*

CLIP 2

→ Money & The Economy

Brainstorming questions for discussion

- Did you receive an allowance as a child? How much? What did you spend it on? What did you have to do to earn your allowance?
- Do you work now? How do you spend your money? Do you try to save money, too?
- What are some stereotypes of wealthy & poor people? Orphans?

Cultural products and practices; Comparisons

- European money and the market; Current events- economic climate; Unemployment;
- Converting dollars to Euros; Bank accounts and transferring money in Germany

Communication (Interpretive & Productive)

- Reading a bank statement; Filling out bank forms

→ Language: Indicative & Subjunctive II

Structures

- Comparing use of indicative and subjunctive—why does Gregory use indicative not subjunctive?

Contextualized questions

- What would be a more practical use of the money? Tiffany isn't interested in the money. What do you think she would rather have? What's more important than money?

Personalized questions

- What would you buy if you were given a large sum of money? Would you travel? Where would you go? What kind of an adventure would you go on?

So, where do YOU want to go?

The image shows a sample KLM boarding pass for a flight. The pass is for a first-class ticket. The flight is scheduled for tomorrow at 08:00. The departure is from Wisconsin and the destination is 'YOUR TL. DESTINATION'. The passenger's name is 'YOUR NAME!'. The boarding pass includes the KLM logo, the IATA logo, and the website musicairport.com. There are also some icons indicating that smoking and alcohol consumption are prohibited on board.

Class Classe	FIRST CLASS / PREMIÈRE CLASSE		KLM Royal Dutch Airlines		Name Nom	YOUR NAME!
Flight & Date Vol et date	Gate Porte	Seat Place	Barcode		Seat & Class Place et classe	26B A
TOMORROW	A12	26B	Where not prohibited by law Sauf où la loi l'interdit		To Destination	YOUR TL. DESTINATION!
Boarding time Heure d'embarquement	08:00			Name Nom	YOUR NAME!	Remarks Observations
From De	WISCONSIN		To Destination	YOUR TL. DESTINATION!		
Airline use À usage Interne	0081A	ARC27670				
Boarding Pass Carte d'accès à bord	musicairport.com		IATA			

Make your own tickets here: <http://omatic.musicairport.com/>