

SCHOOLS PROGRAM

GERMAN HERITAGE &
IDENTITY



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September 2020

Dear Teacher(s):

The K-W Oktoberfest Schools Committee is proud to present the “**K-W Oktoberfest Schools Program: German Heritage and Identity**”. This Education Program Package and the half day Schools Program Event available to Grade 6 classes are meant to provide a meaningful way to connect Kitchener-Waterloo Oktoberfest and the German culture to the classroom.

The education package is structured as a grade 6 cross-curricular unit plan consisting of activities that can be used individually or as a unit with an engaging summative assignment. It includes aspects of Language Arts, Visual Art, Music, Dance and Social Studies. As an educator, you know the importance and value of providing real-world, relatable activities for your students, and we hope you take advantage of this resource we have provided.

At the end of the Education Program Package, you will find the K-W Oktoberfest Schools Program **Scavenger Hunt** which covers some of the facts the students learn at the event and which can also be found by browsing the K-W Oktoberfest website and researching other German history resources.

We truly hope you enjoy this unique learning experience with your students. ***Oktoberfest ist wunderbar!***

With sincerest thanks,

K-W OKTOBERFEST INC.



Alfred Lowrick
Executive Director

K-W Oktoberfest Schools Program: German Heritage and Identity

GRADE 6 UNIT PLAN OVERVIEW

Activity	Duration	Expectations	Synopsis
LANGUAGE ARTS			
Story of Oktoberfest	40 min	Reading: 1.1, 2.1, 2.4	Students read the story of the first Oktoberfest, answer comprehension questions, and make connections to other works of fiction.
Paragraph Writing: Developing and Organizing Content	40 min x 2	Writing: 1.2, 1.5, 2.8, 4.1	Students work through the drafting and revision process to produce a piece of quality writing based on multiculturalism.
Advertising	40 min	Media Literacy: 1.1, 1.2	Students examine various advertisements and must identify the purpose and audience, as well as make connections to themselves, the world, and other texts.
SOCIAL STUDIES*			
Immigration and Multiculturalism	40 min x 2 plus extension	A1, A1.1, A2.2, A3.1, A3.3, A3.4	Students will learn about German immigration to Waterloo Region and will discover any history of immigration in their own families, connecting Canada to other areas of the world.
THE ARTS			
Visual Arts	40 min x 2	D1., D3., D1.4, D3.1	Students will construct a maypole, as well as other Bavarian accessories, using various relevant mediums that allow artistic exploration and investigation.
Dance	40 min	Dance: A1., A3., A1.1, A1.4 Health and PE: A1., A1.1, A1.2, B1.1, B1.2	Students will create and learn an authentic Bavarian dance, which includes a maypole dance, while integrating specific dance steps to work towards a performance.

Music	40 min	C1., C3., C1.1, C3.1, C3.2	Students will learn the song “Edelweiss” while exploring the song’s cultural meaning and how the media has affected the song’s place in society. They will learn about music appreciation and performance.
CULMINATING ACTIVITY			
Oktoberfest Media Assignment	40 min x 3	Social Studies: A1, A1.2, A3.2, A3.3 Language Arts (Media): 3.2, 3.4	Students will create an advertisement through either a poster, a commercial, or radio advertisement trying to persuade students in their school to attend Kitchener-Waterloo Oktoberfest festivities. They choose up to three events on which to focus and must use skills and knowledge they have acquired in the unit (e.g., knowledge of the festival, Germany, Waterloo Region, tourism, media and advertising skills, etc.). They will then reflect on their advertisement and how it demonstrates the influence of international celebrations and cultures on Canadians and Canadian society.

LANGUAGE ARTS LESSON: Reading

Language Arts: Reading The Story of Oktoberfest – 40 minutes	
Lesson Synopsis	Students read the story of the first Oktoberfest, answer comprehension questions, and make connections to other works of fiction.
Curriculum Expectations	<p>Overall:</p> <ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. <p>Specific:</p> <p><i>Variety of Texts</i></p> <ol style="list-style-type: none"> 1.1 read a wide variety of texts from diverse cultures, including literary texts <p><i>Extending Understanding</i></p> <ol style="list-style-type: none"> 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
Material and Resources	1. <i>The First Oktoberfest Story & Questions</i> (attached).
Important Terminology	<p>Guten Tag: Good Day.</p> <p>Willkommen: Welcome.</p> <p>Wunderbar: Wonderful.</p>
Background Knowledge	Students will have been exposed to short stories and myths used to explain events or occurrences in nature.
Motivator/ Hook	Classroom teacher can read The Oktoberfest Story aloud to the class.
Lesson Overview	<ol style="list-style-type: none"> 1. Have the students re-read the story, or form groups to act out the story. 2. If students are to act out story: form groups of 4 (narrator, King, Prince, and Princess). 3. Once the students have re-read the story, have them work in small groups or pairs and answer the comprehension questions on the back of the handout.
Assessments	Once completed, classroom teacher can collect handouts and assign marks/grades based on depth of responses.
Accommodations/Modifications	Students may use computer to answer questions.
Follow-up/ Implications for Future Lessons/ Homework	Students will be able to apply what they read to further their understanding of making connections.

The First Oktoberfest

There once was a great King named Max who lived in a land known as Bavaria. In 1810, the Great King Max decided it was time for his only son, Prince Ludwig, to marry.

“Father, there simply isn’t a suitable young lady for me in all of Bavaria. I fear that I shall never marry!” cried Prince Ludwig.

“Now son, I know there is a young lady out there somewhere that you will fall deeply in love with. We shall host a ball, and all the towns people will come. Surely you will meet many people. Perhaps even the person you will chose to marry,” the King responded.

The King planned and organized a fantastic gathering, and invited all the people in town. It just so happened that on the night of the ball, a lovely young Princess named Therese von Sachsen-Hildburghausen was visiting. The Princess was very beautiful, but more importantly, she was very intelligent and loved to help others. The Princess decided she would like to have some fun and attend the gathering as well.

As the night went on, the Prince sat in his elegant chair and watched the party-goers dance, eat and have a wonderful time. As each guest entered, Prince Ludwig would smile and say, “Guten Tag,” or “Willkommen”.

“Wunderbar!” he would hear each person exclaim at the site of the elaborate decorations and food. The discouraged Prince thought to himself, “these people are all very lovely, but I don’t see one that I would chose to marry.”

Just then, Princess Therese entered through the grand archways. The Prince’s eyes widened, and a smile seeped across his face.

“Alas,” he exclaimed, “there is the loveliest young lady I have ever laid eyes on!”

The Prince dashed to the doorway to greet the lovely woman, but she was gone. She had disappeared in a sea of ball gowns and people. Just as the Prince had given up, Princess Therese caught a glimpse of the Prince, and she too was left breathless at the sight of him. Finally the two found each other in the crowd of people and fell in love almost instantly. The King was so happy and proud that his son chose such an intelligent and giving partner that he decided to throw them the grandest wedding the people of Bavaria had ever seen.

The wedding included horse races, an agricultural fair, and wonderful food, such as sausage, sauerkraut, pig tails and pretzels. The people loved the celebrations and their new King so much, that they decided to celebrate every year after that. This celebration is now known as Oktoberfest!

In Munich (a city in Germany) Oktoberfest is still celebrated. This is considered to be the biggest cultural festival in the world. Many of the people living in Kitchener have immigrated from Germany, which is why we celebrate Oktoberfest in Kitchener, Waterloo, and Cambridge every year.

Name: _____

The First Oktoberfest - Response Questions

Answer each question in **full sentences**.

1. Where did this story take place?

_____.

2. Why did King Max throw a party for his son, Prince Ludwig?

_____.

3. Order the following events from 1-5 (1= the event that happened first, 5= the event that happened last.)

___ Princess Therese showed up to the party.

___ The Great King Max decided it was time for his son to marry.

___ Prince Ludwig lost Princess Therese in a sea of people.

___ Prince Ludwig greeted the guests as they entered the party.

___ Princess Therese and Prince Ludwig were married in a big celebration now known as "Oktoberfest".

4. What other cultural stories or myths have you read?

_____.

5. What lesson or event do they explain? (E.g., Pocahontas, Robin Hood, Story of Zeus)

_____.

LANGUAGE ARTS LESSON: Writing

Language Arts: Writing	
Paragraph Writing: Developing and Organizing Content – 40 minutes x 2	
Lesson Synopsis	Students work through the drafting and revision process to produce a piece of quality writing based on multiculturalism.
Curriculum Expectations	<p>Overall:</p> <ol style="list-style-type: none"> 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 2. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. <p>Specific:</p> <p><i>Developing Ideas</i></p> <p>1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p> <p><i>Organizing Ideas</i></p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)</p> <p><i>Producing Drafts</i></p> <p>2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)</p> <p><i>Metacognition</i></p> <p>4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers</p>
Material and Resources	<ol style="list-style-type: none"> 1. http://kids.nationalgeographic.com/kids/places/find/germany/ 2. Overhead sheet and markers. 3. Large sheets of scrap paper. 4. Writing notebooks, or lined paper. 5. Peer-evaluation handouts (attached). 6. Rubric (attached).
Important Terminology	Culture, Geography, History, the Danube (River), the Black Forest, Nature Reserves, World War I, World War II.
Background Knowledge	Students will be given a brief overview of Germany in regards to: Geography, Nature, History, People and Culture, Government and Economy. This information is available through the National Geographic website listed above.
Motivator/ Hook	Video: Using the above link, go to the “video” section. The video explains how there are other cultures that live in Germany, specifically Turkish people. This information can promote discussion within the classroom about how Germany and Canada are similar in the multiculturalism that exists within these countries. The students can be asked, “How do you feel about multiculturalism in Canada?”

Lesson Overview	<ol style="list-style-type: none"> 1. Proceed to go through the National Geographic page and review the information under the “Facts and Photos” section, stopping to ensure understanding of any new terms that the students may be exposed to. 2. After information has been reviewed, pose the writing topic/question to the students: What are the benefits of having a multicultural society? 3. Whole class: Model (on overhead) what brainstorming techniques would be used. Placemat Strategy: Write down words, phrases, sentences, draw pictures, or sketches of any ideas that come to mind about your own culture, or the culturally inspired events you have seen in Canada (i.e., We speak French in school, Oktoberfest is celebrated in Kitchener/Waterloo/Cambridge every year, there are many restaurants that serve food from around the world, etc). 4. Next, in small groups or pairs, have the students work on a large piece of scrap paper. Have them brainstorm ideas together, and write down their thoughts on the shared paper. Encourage writing and drawing during the brainstorming stage. Allow students to use markers and crayons to create a colourful brainstorming session. 5. Individual: Have the students take out their writing notebooks or a clean piece of lined paper and have the students write a paragraph about their thoughts on multiculturalism in Canada. Ensure the question is posted clearly at the front of the classroom, or on their desk. Review with the students what effective writing looks like: Full sentences, introduction, taking a stance/having an opinion, explaining their reasons, and concluding their thoughts. 6. Have the students write until they feel they have expressed themselves, or provide a time limit for their draft to be completed. 7. Once the students have completed their draft, have them exchange papers with a classmate. Have the students read over their peers work, and fill out the peer evaluation chart (attached). 8. Have the students return the papers to the original writers, and proceed to create a final draft.
Assessments	<p>The peer evaluation can be used as a portion of the final grade. A rubric has been attached for evaluation.</p>
Accommodations/Modifications	<p>Accommodations: Verbal contributions for the brainstorming activity can be used instead of writing or drawing. Use of computers for draft and final copy. Modification: Done according to students’ IEPs, or simply lessening length of required writing.</p>
Follow-up/Implications for Future Lessons/Homework	<p>Students can plan a day with their families to visit one of the many German Cultural Festivals associated with Kitchener-Waterloo Oktoberfest this year. Events listed here: http://www.oktoberfest.ca/Events?kw=&ca=FCEvents&fh=All&dt=All</p>

Writing Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding <i>Generates ideas and uses most appropriate ideas for assigned topic.</i>	Student was limited in ability to generate and use ideas about the assigned topic.	Student generated and used ideas about the assigned topic with some effectiveness.	Student generated and used ideas about the assigned topic with considerable effectiveness.	Student generated and used ideas about the assigned topic with a high degree of effectiveness.
Thinking <i>Student produced brainstorming ideas, first draft, and final draft writings.</i>	Students can organize ideas with a limited degree of effectiveness.	Students can organize ideas with some effectiveness.	Students can organize ideas with considerable effectiveness.	Students can organize ideas with a high degree of effectiveness.
Communication <i>Student uses the appropriate form and style for communicating ideas.</i>	Student can express ideas and information with limited effectiveness.	Student can express ideas and information with some effectiveness.	Student can express ideas and information with considerable effectiveness.	Student can express ideas and information with a high degree of effectiveness.
Application <i>Student uses feedback from teacher and peers to improve writing quality from draft to polished stage.</i>	Student uses feedback with a limited degree of effectiveness.	Student uses feedback with some effectiveness.	Student uses feedback with a considerable degree of effectiveness.	Student uses feedback with a high degree of effectiveness.

Comments:

Task	✓
I read through my classmate's paper, and carefully underlined any sentences that I did not understand.	
After reading through my classmate's paper, I asked them to explain anything I did not understand.	
I checked the spelling of the words I did not know, and corrected them on my classmate's paper.	

LANGUAGE ARTS LESSON: Media Literacy

Language Arts: Media Literacy Advertising – 40 minutes	
Lesson Synopsis	Students examine various advertisements and must identify the purpose and audience, as well as, make connections to themselves, the world, and other texts.
Curriculum Expectations	<p>Overall:</p> <ol style="list-style-type: none"> demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts. <p>Specific:</p> <p><i>Purpose and Audience</i></p> <ol style="list-style-type: none"> 1.1 explain how a variety of media texts address their intended purpose and audience <p><i>Making Inferences/Interpreting Messages</i></p> <ol style="list-style-type: none"> 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations
Material and Resources	1. Advertisement and Questions (handout attached).
Important Terminology	Audience, advertisement, inferences, media.
Background knowledge	Students should have an understanding that certain ads target specific audiences.
Motivator/ Hook	Students can be given magazines or computer time to find advertisements they feel are “targeted” to their age group.
Lesson Overview	<ol style="list-style-type: none"> Students will receive a handout that contains an advertisement and questions to be answered on the back. Students will complete questions in small groups or pairs. Handouts are handed in at the end of the activity.
Assessments	Handouts collected and marks/assessment based on depth of answers given.
Accommodations/Modifications	Computers may be used by students who require them.
Follow-up/ Implications for Future Lessons/ Homework	Students will have explored how certain age groups/demographics are the target of advertisements or advertisement campaigns.

A Blooming Affair Fashion Show Email Ad

KITCHENER · WATERLOO
OKTOBERFEST

A BLOOMING AFFAIR FASHION SHOW

SUNDAY, OCTOBER 6, 2019

12:00pm • Boulevard of Boutiques
Presented by: **GRAND**
MAGAZINE

2:00pm • Fashion Show

At LOT42
41 Ardelt Place, Kitchener



GET YOUR TICKETS TODAY
WWW.ABLOOMINGAFFAIR.OKTOBERFEST.CA

Media Sponsor **91.5 beat** **shenWood** Decor Sponsor **fresh look**

HiWay **EDINGER PRESSING** **KURTIS** **brockwood**

FRAAS **COBER** **Uptown WATERLOO** **HESS FLOCKS** **GEMINI MODELS**

 [ABloomingAffair](https://www.facebook.com/ABloomingAffair)  [BloomingAffair](https://www.instagram.com/BloomingAffair)

Name: _____

Advertisement Questions

1. Who is the intended audience for this advertisement?

_____.

2. What specific image or information was included that made you decide this?

_____.

3. What is this an advertisement for?

_____.

4. Do you feel this advertisement is effective? Why/Why not?

_____.

5. What changes would you make to this advertisement to make it more effective?

_____.

SOCIAL STUDIES LESSON: Immigration and Multiculturalism

Social Studies Lesson: Immigration and Multiculturalism 40 minutes x 2 plus extension	
Lesson Synopsis	Students will learn about German immigration to Waterloo Region and will discover any history of immigration in their own families, connecting Canada to other areas of the world.
Curriculum Expectations	<p>Overall: A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions</p> <p>Specific: A1.1 explain how various features that characterize a community can contribute to the identity and image of a country...and assess the contribution of some of these features to Canada's image and identity. A2.2 gather and organize information from a variety of primary and secondary sources using various technologies...that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada A3.1 identify the main reasons why different peoples came to Canada A3.3 identify various types of communities that have contributed to the development of Canada A3.4 describe significant events or developments in the history of two or more communities in Canada</p>
Material and Resources	<ol style="list-style-type: none"> 1. Overview of German Immigration to Canada 2. History of German Immigration to Canada (enough copies for 1 for every 3-4 students, cut into sections for timeline assembly) Developed from: http://www.germancanadiancongress.com 3. World Map Template 4. Mapping Rubric 5. World Map Tree Example 6. Coat of Arms Template https://queenofyourownlife.com/freebies
Important Terminology	Immigration, Culture, Ethnicity, Settlement, World War I, World War II, Census
Background Knowledge	Students should be aware of Germany's location on a map, relative to Canada's, and that Germany is a country in the continent of Europe. They either need to be familiarized with the concept of a timeline or will be introduced to it in this lesson.
Motivator/ Hook	Ask the students how many of them have some German in their ethnic background. Present this statistic: <i>in 1991, one in every ten Canadians reported to have some German in their ethnic background.</i> Compare this statistic to the ratio of students in the class who do and do not have a German ethnic background.
Lesson Overview	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Discuss with your students how a timeline is constructed and how it works. Explain that a timeline is a way to chronologically place dates and activities on an object (usually a line) to help one learn about and remember facts. 2. Read the Overview of German Immigration to Canada to your class. 3. In groups of 3 or 4, have students work together to put points of the timeline in order (some have dates and some do not). Once they think they have completed the timeline, check for accuracy and have the students paste the timeline in order on a piece of paper. Have the students jot down any words they do not understand. The first group finished could write or draw the timeline out on chart paper to display in the classroom. 4. Once all groups are finished, review any words the students are unsure of and discuss German immigration to Canada as a class.

	<p><i>Key Questions:</i></p> <p>a) How have German immigrants affected Waterloo Region? (Mennonites, language, culture, celebrations like Oktoberfest, etc.)</p> <p>b) Do you think it is important to celebrate culture and heritage?</p> <p>c) Do you celebrate culture or your own heritage in any way? (Culture can include: song, dance, language, religion, food, festivals and celebrations, etc.)</p> <ol style="list-style-type: none"> Review and send home “My Family Immigration History” handout with students and encourage them to talk to many different family members to complete the worksheet (may be a good idea to assign over Thanksgiving weekend). Ensure groups hand in timelines. Review the list of words they were unsure of as diagnostic assessment for further social studies instruction. <p>Part 2:</p> <ol style="list-style-type: none"> Review “My Family Immigration History” handout and have students share information they collected in pairs, groups and to the whole class. <i>Key Question:</i> In what ways is your story part of the story of Canada? Generate a list of countries from which students’ families have immigrated. On a world map, have students label each country who has sent German immigrants to Canada (Austria, Switzerland, Luxembourg, Hungary, Russia, France and United States) and colour them in RED. Then have students find and label the countries from which students’ families have immigrated (which represents ethnic backgrounds of students in your class) and colour them a different colour. Ensure students add a title, legend and compass to their map, and hand in for assessment once completed. <p>Extension:</p> <ol style="list-style-type: none"> Take “My Family Immigration History” handout and create a “World Map Tree” (on brown mural paper) to display in the classroom or in the school. The world map tree (example attached) is meant to combine students’ cultural and ethnic backgrounds with the concept of a family tree. Is it meant to encourage cultural appreciation, celebrate multiculturalism and represent immigration and growth within their families and all over the world. Each student can either paste their immigration history sheet or coat of arms (see Materials for template link) they created that represents their family history on the mural paper and draw a line to the countries from which their families have immigrated. Label the countries and ask students how they can tell which country or culture is most represented in their class (will have the most lines leading to it) and what the map shows (can discuss equality, multiculturalism, etc.). Students can write a reflection on what they have learned throughout these lessons on immigration and culture.
Assessments	<p>Part 1: Use time lines and lists of vocabulary as diagnostic assessment for further instruction in the Canada’s Links to the World unit.</p> <p>Part 2: Assess maps for accurate country location, the presence of map features and neatness using rubric below.</p> <p>Extension: Assess students’ written reflections on the unit, if applicable.</p>
Accommodations/Modifications	<p>Group work allows students of varying levels to work together towards a common goal. If students require independent work, timeline sections can be given to a single student put in order.</p> <p>Students can use computer or other electronic aids, if necessary.</p>

Overview of German Immigration to Canada

Immigrants with German ethnic background first arrived in Canada in the 1600s. Many different world events occurred to influence their immigration to Canada from their homelands. Over the years, Canada has seen Germans arrive to Canada from Austria, Switzerland, Luxembourg, Hungary, Russia, France and the United States, to name a few. Many Germans migrated to Waterloo Region. They brought with them their traditional culture and heritage that is now celebrated through festivals like Oktoberfest.

The History of German Immigration to Canada

The first German settlers came to Canada in the 1600s.

Canada's oldest German settlement developed in Eastern Canada between 1750 and 1753 when German farmers and tradesmen from the Southwest of Germany landed with their families in Halifax, Nova Scotia.

The Mennonites, who came from Pennsylvania in the United States, were farmers and came to own large areas of land in Waterloo Region. They created a German colony in the area.

This German colony attracted 50,000 new immigrants from Germany between 1830-1850.

Waterloo Region was known as the community of Berlin (like the city in Germany) until it was renamed "Kitchener" in 1916.

Between World War I and World War II, Germans went from being unwanted in Canada, to encouraged to immigrate here. Canada welcomed 100,000 German immigrants from 1924 to 1930.

After World War II, the Canadian government encouraged people from Europe, who had been affected by the war, to come to Canada.

15,000 Europeans with German background came to Canada from 1947 to 1950, and 250,000 people from Germany came to Canada by 1960.

From 1945 to 1994, 400,000 German speaking immigrants came to Canada.

In 1991, one in every ten Canadians reported to have some German in their ethnic background.

The census of 2006 shows that over 3 million Canadians are of German ethnicity which makes them the third largest ethnic group (after the British and the French) in Canada.

Today, German communities, like Waterloo Region, celebrate their culture in many ways: church membership, cultural clubs, and through festivals and events like Kitchener-Waterloo Oktoberfest, Karneval and German Day.

My Family Immigration History



Name: _____

My family originated from:

They first arrived here in (year): _____

They chose to live in Canada because: _____

My family celebrates our heritage by: _____

We celebrate our cultural traditions because: _____

Mapping Rubric

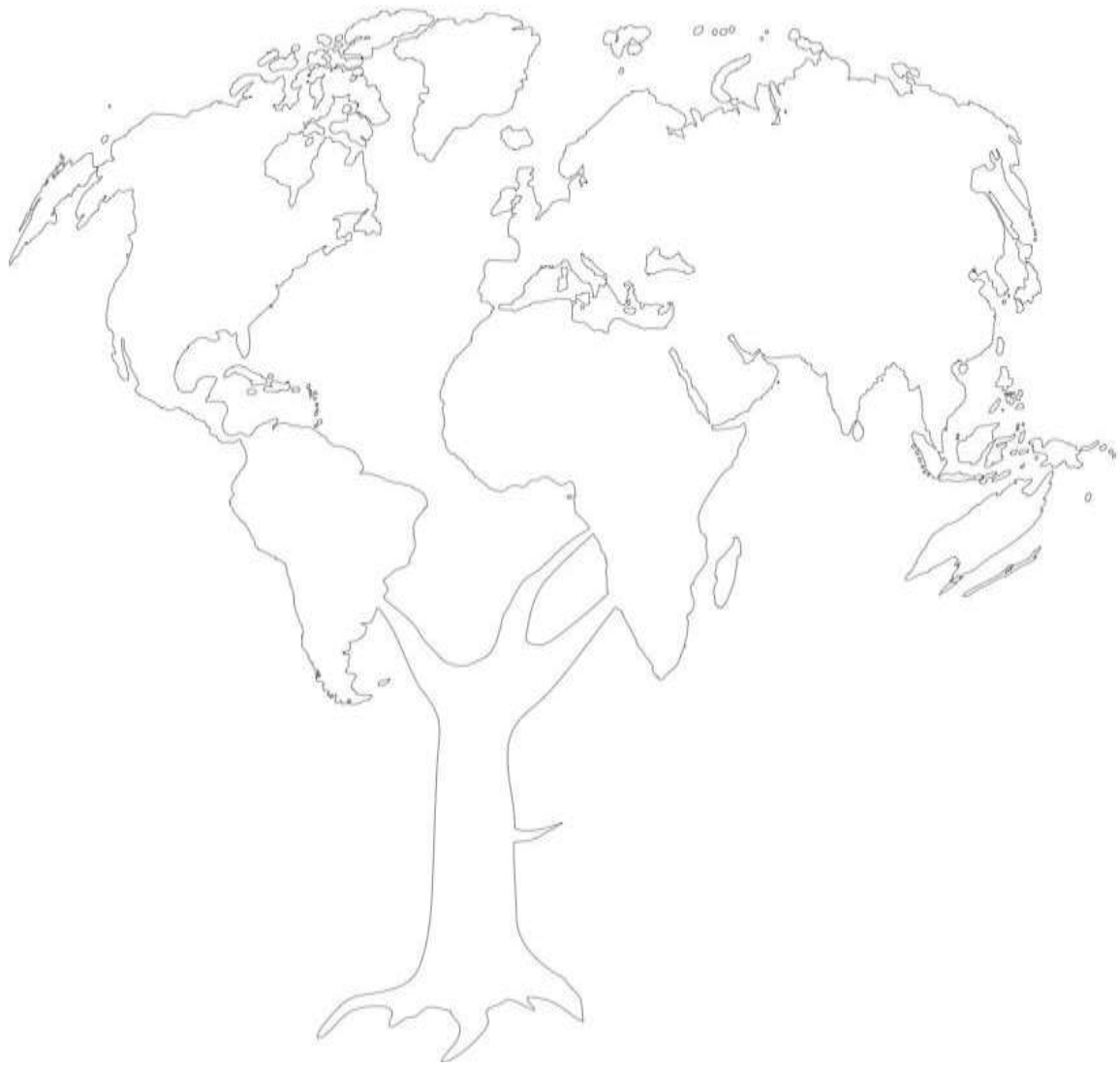
Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding <i>Countries are labelled and map features are present (title, legend, compass, etc).</i>	Few countries are labelled and there is limited demonstration of knowledge of map features.	Some countries are labelled and there is some demonstration of knowledge of map features.	Most countries are labelled and there is considerable demonstration of knowledge of map features.	All of the countries are labelled and there is a high degree of demonstration of knowledge of map features.
Thinking <i>Students made good use of planning skills to gather and organize information for map.</i>	Used few planning skills and demonstrated limited organization when gathering information for map.	Used some planning skills and demonstrated some organization when gathering information for map.	Used good planning skills and demonstrated considerable organization when gathering information for map.	Used excellent planning skills and demonstrated a high degree of organization when gathering information for map.
Communication <i>Students communicate information in a clear and logical manner (information is neatly presented and easy to understand).</i>	Expresses and organizes ideas and information with limited effectiveness. Information is messy and difficult to read.	Expresses and organizes ideas and information with some effectiveness. Information could be neater.	Expresses and organizes ideas and information with considerable effectiveness. Information was easy to read.	Expresses and organizes information with a high degree of effectiveness. Information was very neat and presented in a way that was easy to read.

World Map Templates:

<http://www.prntr.com/images/map-world-outline.gif>

<http://www.mapsnworld.com/worldmap-for-kids-big-size.html>

World Map Tree Example:



ARTS LESSON: Visual Arts

Arts: Visual Art	
Making a Maypole (Maibaum) – 40 minutes x 2	
Lesson Synopsis	Students will construct a maypole, as well as, other Bavarian accessories, using various relevant mediums that allow artistic exploration and investigation.
Curriculum Expectations	<p>Overall: <i>Creating and Presenting</i> Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies</p> <p><i>Exploring Forms and Cultural Contexts:</i> Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their socio-cultural and historical contexts</p> <p>Specific: D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges - painting: use a variety of paint techniques [e.g., blending, scumbling, glazing] in a mural of a landscape or cityscape incorporating stylistic elements from contemporary pop culture - printmaking: cut and gouge a variety of lines and marks to enhance the background and negative spaces in a softoleum, linoleum, or block print D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places</p>
Material and Resources	<ol style="list-style-type: none"> 1. Shield/Coat of Arms Template: http://heraldry.ca/content/kids_shield.php 2. 19/16-inch-diameter wooden pole cut to a length of 10 feet (or a carpet tube – see your nearest flooring store) and a heavy base, such as a Christmas tree stand. 3. Six (or more depending on number of students) 10-yard rolls of, 1 1/2-inch-wide satin ribbon 4. Scissors 5. Staple gun or quick setting glue 6. Decorations that evoke nature/harvest - garlands, leaves, flowers, etc. 7. Card stock/heavy paper 8. Variety of mediums (pastels, paints, watercolours, charcoal <i>softoleum, linoleum, or block print</i>) 9. Lino cutters (if applicable)
Important Terminology	In German the word for Maypole is <i>Maibaum</i> (Mai= May and baum=tree)
Background Knowledge	<p>A maypole is a tall wooden pole erected as a part of various European folk festivals, particularly on May Day (May 1st) or the beginning of the Harvest season (start of October). In Germany and Austria the maypole or <i>Maibaum</i> is a tradition going back to the 16th century. This tradition is especially strong in the villages of the Bavarian Alps where the raising of the traditional maypole in the village square is a cause for much celebration.</p> <p>The pole is usually painted in the Bavarian colours of white and blue and decorated with emblems depicting local crafts and industry. Just before the <i>Maibaum</i> is erected, depending on the region, there may be a procession through the village, usually ending up at a central place/town square and usually watched by crowds of spectators and accompanied by a brass band. The event is usually followed by a May dance or <i>Tanz in den Mai</i>.</p>

	<p>Depending on local custom, the <i>Maibaum</i> may remain in place until end of the month and is then taken down, decorations removed and the trunk stored until the following year. In many parts of Bavaria it remains in place all year round.</p> <p>https://en.wikipedia.org/wiki/Maypole</p> <p>VIDEOS: Raising of the Maypole, dancing and music: http://www.youtube.com/watch?v=g5M-4a_7uR0</p> <p>Felling of the tree and raising of the Maypole, preparing decorations (2.5 tonne, 35 meter tall tree): http://www.youtube.com/watch?v=RcIqqhUnDak</p> <p>Maypole dancing (Maibaum tanz) is a form of folk dance from western Europe, especially England, Basque Country, Sweden, Galicia, Portugal and Germany. There are two distinctive traditions of maypole dancing the circle dance and the ribbon dance:</p> <p><i>Circle Dance:</i> Dancers perform circle dances around a tall pole which is decorated with garlands, painted stripes, flowers, flags and other emblems</p> <p><i>Ribbon Dance:</i> Dancers gather in a circle, each holding a coloured ribbon attached to a much smaller pole. As the dance commences the ribbons are intertwined and plaited either onto the pole itself or into a web around the pole. The dancers may then retrace their steps exactly in order to unravel the ribbons.</p>
Motivator/ Hook	Classroom teacher can read the Oktoberfest Story aloud to the class.
Lesson Overview	<p>HELPFUL HINT: for this art project it may be helpful to have the Maypole already assembled before the start of the lesson and have the students concentrate on the visual arts aspect of the project.</p> <p>Part 1: Photocopy the shield template onto card stock. Have each student make a shield that symbolizes spring, a re-birth, or the harvest season.</p> <p>Notes:</p> <ul style="list-style-type: none"> - Have the students use a layering technique that incorporates printmaking and drawing. - Students can etch and carve the background of their shields into Styrofoam or lino blocks. This helps the students to think and re-think about positive and negative space as well as the idea of block painting. - Over top of their dried background the students can add foreground objects as another way to block paint/print, or they can try their hand at the technique of colour resist using water colours or wax crayons and paint. - The outcome is a one of a kind work of art that deals with many of the basic design elements such as line, space (positive and negative) form, and colour. - In the end these shields will be decorating the Maypole <p>Part 2: Students will be working with the concepts of texture and balance in this lesson. A traditional Maypole is decorated with foliage and natural objects. The students can use a combination of real and man-made objects to help decorate and 'authenticate' your Maypole.</p> <p>Texture is all around us in nature. The Edelweiss (<i>edel= noble/wise and weiss=white</i>) flower can be seen in and around Bavaria and the Alpine regions from jewelry, to clothing, baked goods, even the 2 cent Euro coin has this hallmark.</p> <p>Here are some ideas on how the students can experiment with texture, size and balance while making Edelweiss and other Bavarian and Alpine flowers:</p>

	<p>Edelweiss Paper Bag Flowers (use white paper bags)</p> <ol style="list-style-type: none"> 1. Fold the bottom of a bag in on itself. Cut above the lower fold, removing the bag's bottom. Trim the top into a petal shape. 2. Punch a hole about 1/4 inch from the bottom. Repeat process with five more bags. Apply double-sided tape or glue to the front edges of a bag. Place another bag on top, and repeat to stack all of the bags. Draw a length of string through the hole in the stack; knot it loosely 3. Pull the top and bottom bags around to form a flower shape and join the end petals with double-sided tape. 4. Suspend your completed paper bag flowers by the string. Source: http://www.marthastewart.com/271365/paper-bag-flowers <p><i>Cupcake-Paper 'Mountain Everlasting' / Ewigeberg (ewig=everlasting, berg=mountain)</i> Use up to a dozen cupcake liners for each flower.</p> <ol style="list-style-type: none"> 1. Separate and set out liners. 2. Fold them in half. 3. Nest folded liners inside one another. (If using a variety of sizes, stack from largest to smallest.) Poke a hole in the center near the folds. 4. Send the stem of a mini butterfly pin through the hole. Pierce an unfolded cup with the pin. Spread pin to secure. Fan out liners to create ruffles. 5. Rotate each folded liner about a quarter turn, and overlap each one with the next until you've formed a flower shape. <p><i>Blue Tissue Paper Cornflowers and Purple Alpine violets (veilchen=violet)</i></p> <ol style="list-style-type: none"> 1. Layer pieces of tissue paper together 2. Accordion fold them together and round off the edges with a pair of scissors 3. Pinch the middle with a pipe cleaner 4. Fan out each side and pull apart the layers-the more you pull and "fluff" the more textured your flower will become.
Assessments	See attached rubrics
Accommodations/Modifications	<p>Accommodations can be made to the types of techniques being used as well as the mediums being presented. (i.e. recycled erasers can be used for printmaking, tips of pens can be used to etch and carve with).</p> <p>Students can take apart store bought flowers, leaves and garlands to create collages or to use as a drawing/painting medium</p>

Examples of Maypole Shields



maypole-bavaria-may-festival photo courtesy of Pixabay

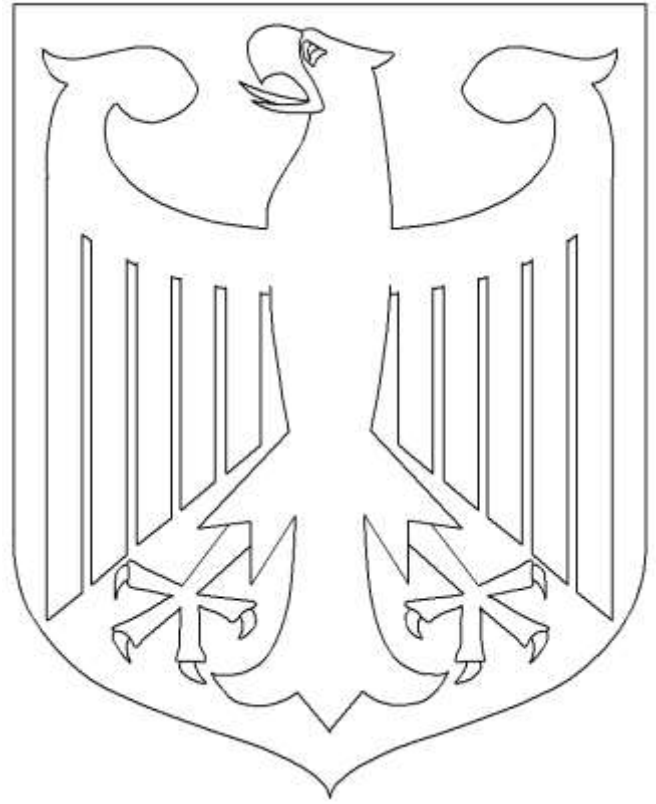


Maypole beside the Kitchener-Waterloo Oktoberfest office in Kitchener, Ontario (Courtesy of Heidi Löwrick)

German/Bavarian Templates:

German Coat of Arms Image from:

<https://www.coloringpagebook.com/coat-of-arms-germany-coloring-pages/#sthash.BeQv5wUw.qjtU>



Edelweiss Flower Images from:



http://www.coloringpagesforadult.com/coloring_pages/dettagli_flowers.php?id=1230

Paper Bag Edelweiss



Step 1

Fold the bottom of a bag in on itself. Cut above the lower fold, removing the bag's bottom. Trim the top into a petal shape.



Step 2

Punch a hole about 1/4 inch from the bottom. Repeat process with five more bags. Apply double-sided tape to the front edges of a bag. Place another bag on top, and repeat to stack all of the bags. Draw a length of string through the hole in the stack; knot it loosely.



Step 3

Pull the top and bottom bags around to form a flower shape and join the end petals with double-sided tape.



Step 4

Suspend your completed paper bag flowers by string.

Creative Arts Rubric

Category	Level 1	Level 2	Level 3	Level 4
Explores and Develops Ideas	Seldom explores and contributes ideas or develops ideas beyond beginning stage	Occasionally explores or contributes ideas, though has some difficulty developing ideas beyond beginning stage.	Often explores or contributes ideas and can develop an idea beyond beginning stage.	Consistently explores or contributes ideas and expands on the original idea in innovative ways.
Demonstrates Skillful Technique or Use of Media	Applies few of the skills, concepts, and techniques taught	Applies some of the skills, concepts, and techniques taught	Applies most of the skills, concepts, and techniques taught	Applies all (or almost all) of the skills, concepts, and techniques taught
Demonstrates Problem-solving Abilities	Shows limited effectiveness when solving problems. Always relies on others to solve problems.	Shows some effectiveness when solving problems. Has difficulty solving many problems.	Shows considerable effectiveness when solving problems. Occasionally provides solutions.	Consistently demonstrates effective problem-solving abilities. Provides a range of alternatives or innovative solutions.
Organizational Ability	Does not attempt to be organized and needs constant reminding and guidance.	Attempts to be organized periodically.	Usually organized and demonstrates some degree of organizational ability.	Demonstrates a high degree of organizational ability.
Works Co-operatively to Achieve Group Aims	Disrupts or does not contribute to group process.	Rarely contributes ideas or solutions to the group process.	Contributes some ideas and works co-operatively with others on most occasions.	Demonstrates consistent leadership ability and uses mediation skills as needed.
Uses Reflective Thinking	Does not demonstrate reflective thinking when engaged in the creative process.	Rarely uses reflective thinking when engaged in the creative process.	Sometimes uses reflective thinking when engaged in the creative process.	Always uses reflective thinking when engaged in the creative process.

Comments:

ARTS LESSON: Dance

Arts: Dance 40 minutes x 2 or 3	
Lesson Synopsis	Students will create and learn an authentic Bavarian dance, which includes a maypole, while integrating specific dance steps to work towards a performance.
Curriculum Expectations	<p>Overall: <i>Dance:</i> A1. Creating and Presenting: apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas; A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their socio-cultural and historical contexts. <i>Health and PE:</i> A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;</p> <p>Specific: <i>Dance:</i> A1.1 incorporate the use of props and materials (<i>e.g., fabric, chairs, hats, hula hoops, balls, sticks</i>) into dance pieces they create (<i>e.g., use fabric as a shawl or an extension of an arm gesture or the movement of a ship's sail; use a stretchy fabric body bag to create abstract shapes; use an artefact like a garbage can to explore rhythm and body movement</i>) A1.4 combine the elements of dance in different ways to communicate a variety of ideas <i>Health and PE:</i> A1.1 actively participate in a wide variety of program activities (<i>e.g., lead-up games, recreational activities, fitness activities, dance</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others</i>) A1.2 demonstrates an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities. B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance B1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment</p>
Material and Resources	<p>1. Maypole (<i>Maibaum</i>) http://www.marthastewart.com/269203/making-the-pole https://www.youtube.com/watch?v=OXAlBpoPB5A</p> <p>2. Music- 'Bandltanz' https://www.youtube.com/watch?v=Jk1dgC7oqWU or https://www.youtube.com/watch?v=oegipunkaQM</p> <p>Youtube Clip of Maypole Dance performed by young children: http://www.youtube.com/watch?v=CqjfwToRI28</p> <p>3. Background information of the Maypoles of Germany and Austria</p> <p>A maypole is a tall wooden pole erected as a part of various European folk festivals, particularly on May Day (May 1st) or the beginning of the Harvest season (start of October). In Germany and Austria the maypole or <i>Maibaum</i> is a tradition going back to the 16th century. This tradition is especially strong in the villages of the Bavarian Alps where the raising of the traditional maypole in the village square is a cause for much celebration.</p>

	<p>The pole is usually painted in the Bavarian colours of white and blue and decorated with emblems depicting local crafts and industry. Just before the <i>Maibaum</i> is erected, depending on the region, there may be a procession through the village, usually ending up at a central place/town square and usually watched by crowds of spectators and accompanied by a brass band. The event is usually followed by a May dance or <i>Tanz in den Mai</i>.</p> <p>Depending on local custom, the <i>Maibaum</i> may remain in place until end of the month and is then taken down, decorations removed and the trunk stored until the following year. In many parts of Bavaria it remains in place all year round.</p> <p>https://en.wikipedia.org/wiki/Maypole</p>
<p>Important Terminology</p>	<p>$\frac{3}{4}$ time-what does this sound like, how do you keep the beat, etc</p> <p>Waltz step – 1-2-3, 1-2-3, etc (moving side to side, stepping up on your toes for the 2nd beat)</p> <p>Grapevine- step-behind-step-touch/kick</p> <p>Step-touch- moving side to side or front to back</p> <p>Weaving- using the ribbons of the Maypole to weave or braid together (the dancer is an extension of the ribbon he/she holds)</p>
<p>Background Knowledge</p>	<p>Here it is important to think about building upon the students’ prior knowledge. The reflective practitioner needs to ask the questions; have the students been exposed to dance before? Have they been introduced to $\frac{3}{4}$ time and can they keep the beat? Have they been introduced to the basic dance steps mentioned above?</p> <p>As well it is important to introduce this dance lesson after a lesson on what a Maypole is and the cultural significance of it as it pertains to the German province of Bavaria, the harvest festival of Oktoberfest, and the idea of a ‘rebirth’ in spring, in this case, in the month of May. (See information and link in Material and Resources section.) This gives the students an opportunity to reflect back on what they have learned of these topics while they are being exposed to the dance and dance steps*.</p>
<p>Lesson Overview</p>	<p>* Dance steps can be found in the lesson plan here OR for simpler steps, on the pages following the rubrics – “Dances”.</p> <p><u>Lesson One: Setting the Stage</u></p> <p>2-4 min: Play the music for the students-have them pay attention to the beat and use patting on knees or tapping of feet to keep the beat while they listen.</p> <p>15-20min: Walk through the individual dance steps with the students (the grapevine, step-touch, and the waltz step). Once students have practiced the steps play the music so they can practice to the beat.</p> <p>15-20min: Practice weaving/braiding with the ribbons on the Maypole. Order the students 1-2-1-2-1-2-1-2 etc around the pole; 1’s getting one colour ribbon and 2’s the other colour. Have the 2’s step into the middle of the circle with their ribbons and face clockwise-the 1’s will move on the outside of the circle facing counterclockwise. Weaving begins with the 2’s going under the 1’s ribbon then going over the next 1’s ribbon-continuing in this pattern will result in a braid happening at the top of the pole. To undo the braid have the students ‘unwind’ the ribbon in the opposite direction. HELPFUL HINT: a) this dance is done with an even number of dancers b) one or two students may have to hold the base or the pole steady as it may shift during the dance.</p> <p>With time remaining begin to teach the Maypole dance-this will be the majority of the second lesson:</p> <p>Maypole Dance Instructions:</p> <ul style="list-style-type: none"> - All students begin around the Maypole facing in (paired 1-2-1-2 etc) - Beginning 8 beats partners bow to each other then turn around to bow to the person behind them-then come back to face original partner. - REPEAT 4 TIMES- Grapevine: 2’s going into the middle starting right first-left back-right and kick, 1’s going outwards first starting right first, left back, right and kick. Then come together holding hands (right arms extended towards pole, left tucked in towards shoulders) doing step-touch around in a circle for 4 beats clockwise.

	<ul style="list-style-type: none"> - All face in towards pole- 1's have 4 beats to step-touch into middle-pick up their ribbon and step-touch backwards out for 4 beats. 2's will follow doing the same step. - Swing with the ribbons: standing in one spot doing a waltz step 2's with swing ribbons right, left, right all the way around (1's swinging left, right, left all the way around) then they will switch directions to untwist their ribbon - Weaving and waltzing <u>32 BEATS</u>: 2's will start going under their partners ribbon moving on the inside circle clockwise, 1's moving over their 2 counter clockwise on the outside circle all the while doing a waltz step. Remembering that every 3rd beat they change their movement (i.e. 1-2-3 up, 1-2-3 down) - Drop ribbons: repeating step B again this time dropping their ribbons - Repeating step A (total of 2 times) - Finish: all hold hands and waltz (or march starting with inside foot first) around the Maypole and finish with all bowing into the middle. <p>Lesson Two: Core Learning Activity 40min: practice the entire dance (2min) at least twice then have the students break off into their own groups to design their own dances using all of the steps learned above. They become their own choreographers. Ribbons that are not used, can be knotted against the pole. HELPFUL HINTS: students can use their own music but enforce that it need be in ¾ time and traditional in nature</p> <p>Lesson Three: Consolidation/Debriefing with Students 40min: have students perform their group dances for their peers (encourage students to offer constructive criticism after each group has performed-using the 3 stars and 1 wish method) <i>Teacher prompt: "can we offer the group 3 stars-3 things that they did well or we liked about their performance....now can we offer the group 1 wish, something that they can improve on or that we would of liked to see happen"</i></p>
Assessments	Rubric for Folk Dance
Accommodat-ions/Modific-ations	Students with a background knowledge in dance can add other dance steps into their performances or can choose music that is 4/4 time but still traditional in nature. Dance steps can be modified for students of all ages and abilities.

Rubric For Folk Dance

Category	Level 1	Level 2	Level 3	Level 4
Formation	Student is not clear about the dance formation.	Student requires some assistance from teacher while getting into position.	Student gets into position for the dance with little assistance from the teacher.	Student demonstrates clearly the correct dance formation and helps others with only an occasional hint from the teacher.
Sequence of Steps	Student seems lost or demonstrates incorrect dance steps.	Student can follow portions of the dance with frequent cues provided by the teacher.	Student can follow most of the dance sequence with some guided help from others.	Student is in a leading role and clearly demonstrates the correct dance sequence.
Beat	Movements and the beat of the music are out of step or not synchronized.	Student beat is inconsistent and it fluctuates at times.	Demonstrates the beat most times and is able to maintain it in the dance.	Student clearly maintains the beat in their dance and consistently maintains it throughout the dance.
Creating and Presenting	Student is not able to articulate examples of his/her strength and areas of growth as a choreographer and audience member	Student is progressing towards identifying and giving examples of his/her strengths and areas for growth as a choreographer and audience member	Student identifies and give examples of his/her strengths and areas for growth as a choreographer and audience member	Student clearly articulates examples of his/her strengths and areas for growth as a choreographer and audience member
Work Ethic	Shows little or no enthusiasm for dance. Does not focus and follow instruction. Is easily distracted.	Student will participate in dance. Frequent reminders are needed to maintain their focus on the dance.	Approaches dance with a positive attitude. Can stay focused and follows instruction fairly well.	Student is totally motivated to participate in dance. Is always focused and on task. In fact, encourages others to remain on task.

Comments:

Dances

Maypole Dance (Bandltanz)

Music: *Bandltanz* – Franzl Obermeier und seine Blasmusik (iTunes)

Suggested Video for Music Only: <https://www.youtube.com/watch?v=Dpt1-JKiSHo>

Preparation: use even number of ribbons of two colours, such as, white and blue (Bavarian colours)

Instructions: Dancers hold ribbons, standing beside a partner, the one with a white ribbon on the left, the other with a blue ribbon on the right, facing the pole. The ribbons are to be held taut, but not pulling tightly on the pole. One or two students are required to hold the pole while the others dance around it.

1 Count = 3 beats, as in a waltz. Think 1, 2, 3, 1, 2, 3,...

Henceforth, the ribbon holders will be called by just their ribbon colour.

4 counts: Introduction - swing body while holding their ribbon, facing the maypole

8 counts: partners hold own ribbons in left hands and walk counter-clockwise in a circle,

8 counts: (**switch hands**) partners turn and walk back, clockwise,

8 counts: **white** ribbons, take four steps into the pole and four steps out; **blue** ribbons sway back and forth

8 counts: **blue** ribbons take four steps into the pole and four steps out; **white** ribbons sway back and forth

8 counts: partners, standing beside each other, swing their ribbons into each other, with the ribbons in the outside hands, while swinging their outside feet in the same direction (If they swing the ribbon in their right hands, then their right foot swings to their partner at the same time...)

8 counts: facing the pole, **blue** ribbons take a small step out to form an outside circle, placing their ribbons in their right hands, and the partners with the **white** ribbons take a small step in towards the pole, placing their ribbons in their left hands, all the while swing their ribbons to the counts.

32 counts: **The Gypsy Tent:**

The **blue** ribbons, holding their ribbons high, dance a circle around their **white** ribbon partner beginning from behind to the left, under the white ribbons, and all the way around. This should take **eight counts**. They then proceed to the next white ribbon, moving clockwise, and do the same thing with the next partner for another eight counts. Each time, the ribbon will twist. They should twist with four partners and then stop by the last partner for the next movement.

8 counts: the new partners swing their ribbons into each other while swinging the same side feet in the same direction

8 counts: partners swing their ribbons to the partner on the other side of them, while swinging their feet in that direction

8 counts: all lift their ribbons and twirl themselves for four counts, to the right. Then reverse the twist, still holding their ribbon high

8 counts: prepare the double circle again so that the blue ribbons can reverse their movements

32 counts: Reverse the Gypsy Tent: Blue ribbons dance around the white ribbons to unwind and moving to the right, counterclockwise, to four partners.

To end: Ribbons can be dropped and the partners can swing
Hint: Or, you can keep it simple and just follow the 32 count Gypsy Tent and then reverse it.
This movement is the most popular one when dancing around a maypole.

The Grand Chain:

A beautiful triangular pattern forms around the pole when dancing The Grand Chain. Begin the same way as in the instructions for the Gypsy Weave.

1 Count = 3 beats, as in a waltz. Think 1, 2, 3, 1, 2, 3,...

Henceforth, the ribbon holders will be called by just their ribbon colour.

4 counts: Introduction - swing body while holding their ribbon, facing the maypole

8 counts: partners hold own ribbons in left hands and walk counter-clockwise in a circle,

8 counts: (**switch hands**) partners turn and walk back, clockwise,

8 counts: **white** ribbons, take four steps into the pole and four steps out; **blue** ribbons sway back and forth

8 counts: **blue** ribbons take four steps into the pole and four steps out; **white** ribbons sway back and forth

Setting up for the Grand Chain:

8 counts: Partners of opposite colour face each other; white ribbon facing and ready to dance counter-clockwise, blue ribbon facing and ready to dance clockwise; the white ribbon is to the left of the blue partner.

Grand Chain:

Once the music continues, the partners step almost towards each other, blue ribbons lift their ribbons over their partner from the outside of the circle, while the white ribbons lower their ribbons and step under the blue ribbon on the inside, passing with their right shoulders for 4 counts. All dancers continue moving their same direction, but in the next 4 counts, white ribbons are on the outside lifting their ribbons over the next blue partner, and the blues are lowering their ribbons while dancing on the inside, passing with their left shoulders.

In rehearsal, calling out "blues up" and the "whites up" every 4 counts, helps them to remember where they are in the dance. This pattern continues until a woven pattern emerges at the top of the pole. It is important not to pull the ribbons too tightly, just keep them taut. The students will realize soon enough that they are slowly moving towards the pole because their ribbons are getting shorter.

Spacing of their bodies is also important. All steps should be relatively the same size so that no one moves further than needed and becomes confused.

If there is time, and all went well, then reverse the movements to unweave the plaited ribbons as the music continues.

Hochzeits Tanz (Wedding Dance)

Suggested Video for Music : <http://www.youtube.com/watch?v=fviA2NATDpE>

(Die Zillertaler & Die Jungen Zillertaler - Zillertaler Hochzeitsmarsch)

16 beats x 2: Intro (clapping hands) or shuffle with partner to the right 8 counts, to the left 8 counts, shouting "hey" and lifting hands in the air on the eighth beat of each section. Do this series of movements twice.)

16 beats x 2: shuffle (same as above)

16 beats x 2: swing or polka with partner, switching direction halfway, if swinging

16 beats x 2: shuffle

16 beats x 2: two-handed swing with wring the dishrag

16 beats x 2: swing or polka

16 beats x 2: shuffle

16 beats x 2: swing or polka

16 beats x 2: shuffle

Additional Video Examples of Traditional German Music and Dances

Maypole Dance (Bandltanz):

<http://www.youtube.com/watch?v=jk1dgC7oqWU&list=PL56890DB558D693C0>

World Record Maypole Dance with 8 Maypoles:

<http://www.youtube.com/watch?v=dS8B7fb8QAw>

Maypole Dance with Grand Chain and Gypsy Weave:

<http://www.youtube.com/watch?v=ePba9WxdUdQ>

German National Oktoberfest Dance in Munich (Flying Dance):

<http://www.youtube.com/watch?v=AowK8TCk-0o>

Pramtaler Plattler (Schuhplattler):

http://www.youtube.com/watch?v=EY-ry_b5I0I

Polka Music (Anneliese, Liechtensteiner Polka, Schützenliedl):

<http://www.youtube.com/watch?v=KrmKW7-cAjQ>

Polka Music (Express Band – Bergvagabunden) Includes some yodelling.

<http://www.youtube.com/watch?v=loFnG2ypqvI>

More yodelling. (Yodelling - Franzl Lang)

<https://www.youtube.com/watch?v=vQhqikWnQCU>

ARTS LESSON: Music

Arts: Music 40 minutes	
Lesson Synopsis	Students will learn the song “Edelweiss” while exploring the song’s cultural meaning and how the media has affected the song’s place in society. They will learn about music appreciation and performance.
Curriculum Expectations	<p>Overall:</p> <p>C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;</p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their socio-cultural and historical contexts.</p> <p>Specific:</p> <p>C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods</p> <p>C3.1 identify and describe ways in which awareness or appreciation of music is affected by culture and the media</p> <p>C3.2 compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period</p>
Material and Resources	<ol style="list-style-type: none"> 1. Edelweiss sheet music - http://www.musicnotes.com/sheetmusic/mtdFPE.asp?ppn=MN0104321 2. Edelweiss Lyrics (attached) 3. Edelweiss Youtube Video: https://www.youtube.com/watch?v=mMuTDdWXbNo 3. Edelweiss soundtrack from the movie “The Sound of Music”, if available 4. Optional: “The Sound of Music” movie (to show students the song clip)
Important Terminology	The edelweiss is a popular flower in Austria, usually found in the mountains, and was featured on the old 1 Schilling coin. It can also now be seen on the 2 cent Euro coin. The flower is protected in Austria and illegal to pick.
Background Knowledge	<p>“Edelweiss” is a show tune from the 1959 Rodgers and Hammerstein musical “<i>The Sound of Music</i>”. It is named after the edelweiss, a white flower found high in the Alps. The great popularity of the song has led many of its audience to believe that it is an Austrian folk song or even the official national anthem of Austria-however this is false. The writer Oscar Hammerstein and the composer Richard Rodgers studied a plethora of old Austrian and Bavarian folk songs –paying great attention to the songs harmonies, pitch, and durations in order to help write their now famous song.</p> <p>It is sung by the male protagonist in the film-Captain von Trapp- as a defiant statement of Austrian patriotism in the face of the pressure put upon him to join the navy of Nazi Germany.</p> <p>https://en.wikipedia.org/wiki/Edelweiss_%28song%29</p>
Lesson Overview	<p>Setting the Stage</p> <p>Have students listen to the song first while looking at the lyrics/sheet music (or have the song played on the piano using the sheet music)</p> <p>Move through the song looking at the lyrics and talk about what they might mean-talk to the students about some of the history behind the song and have them begin inferring about the songs meaning.</p> <p>Core Learning Activity</p> <p>Looking at the dynamics and harmony in the song- have the students look closely at the dynamics-is the song sung loudly or softly? Why? What would the difference be if the song was sung in another dynamic or with different harmonies? How does it sound if only males sing it? Only females? Etc.</p>

	<p>Looking at duration and meter- listen to the song again, and then listen to the song that was used for the Maypole dance; how are they different? How would you keep the beat?</p> <p>Singing in canon - divide the students into two initial groups and have them sing in canon. You can continue to split the groups-see if the canon works with as many as four groups. As the students what is needed by the singers/group in order to make this type of singing work? Have them problem solve to decide when the next group should come in. Does a canon still work when you have students that keep the beat and sing? Why might this be helpful?</p> <p>Consolidation/Debriefing with Students</p> <p>Optional: have the students watch the movie clip and ask them to pay attention to the harmonies of the singers and talk about what they saw as a class. The simple harmony in the movie clip may lead to some individuals wanting to try it out for themselves.</p>
Assessments	See attached rubric
Follow-up/ Implications for Future Lessons/ Homework	Students can take what they have learned about this song and create a dance to it. The song is composed as a waltz in 3/4 time (the waltz step is explained in the previous dance lesson).



Edelweiss, Edelweiss

Every morning you greet me

Small and white clean and bright

You look happy to meet me

Blossom of snow may you bloom and grow

Bloom and grow forever

Edelweiss, Edelweiss

Bless my homeland forever.



Rubric For Singing

Category	Level 1	Level 2	Level 3	Level 4
Melody, Pitch and Pitch Direction	<p>Developing ability to sing in tune.</p> <p>Limited breath control.</p> <p>Pitch is uncertain.</p>	<p>Sings some simple songs mostly in tune.</p> <p>Developing breath control for typical patterns.</p> <p>Has difficulty with managing pitch control.</p>	<p>Sings simple songs easily and manages some more complex tunes some of the time.</p> <p>Has good breath control.</p> <p>Matches pitch with few errors.</p>	<p>Confidently sings in tune for most songs appropriate to student's level.</p> <p>Consistently demonstrates proper breath control and enhances phrasing.</p> <p>Matches pitch reliably.</p>
Rhythm	<p>Tempo/rhythm are uncertain and irregular.</p>	<p>Some regularity in tempo/rhythm, but sometimes misses.</p>	<p>Maintains consistent tempo/rhythm.</p>	<p>Maintains appropriate tempo/rhythm for given songs—can punctuate effectively and independently.</p>
Dynamics	<p>Dynamic level is often too loud, overpowering others, or so soft that the song cannot be heard.</p>	<p>Dynamic level varies inconsistently, but is developing towards appropriate levels.</p>	<p>Dynamics are consistent and generally appropriate and balanced within the ensemble.</p>	<p>Dynamics are appropriate for different aspects of the song. Reflects the notation and/or the director's intent.</p>
Expression/Phrasing	<p>Monotonic or inappropriate expression mars performance.</p>	<p>Expression is sometimes appropriate, but may be inconsistent.</p>	<p>Expression is generally appropriate to the song being sung.</p>	<p>Expression enhances performance by adding appropriate depth and emotional range.</p>
Focus	<p>Does not show sensitivity to conductor's changes.</p> <p>Ignores direction.</p>	<p>Occasionally hits appropriate change or responds sometimes to direction given by conductor.</p>	<p>Developing sensitivity to changes and responds to direction given by conductor.</p>	<p>Has a confident command of changes and responds sensitively to direction given by conductor.</p>

Comments:

SUMMATIVE ACTIVITY

Summative Activity: Oktoberfest Media Assignment 40 minutes x 3	
Lesson Synopsis	Students will create an advertisement through either a poster, a commercial, or radio advertisement trying to persuade students in their school to attend Oktoberfest festivities.
Curriculum Expectations	<p>Social Studies:</p> <p>2004</p> <ul style="list-style-type: none"> - Describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, immigration, media, culture) - Use appropriate vocabulary (e.g., culture, immigration, tourism, media) to describe their inquiries and observations - Describe some influences of other countries on contemporary Canadian society and the lifestyles of Canadians (e.g., heritage celebrations) <p>2013</p> <p>A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions.</p> <p>A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity</p> <p>A3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada...and identify significant ways in which settlers' places of origin influenced their ways of life in Canada</p> <p>A3.3 identify various types of communities that have contributed to the development of Canada</p> <p>Language/Media Arts:</p> <p>3.2 Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice</p> <p>3.4 Produce a variety of media text for specific purpose and audience, using appropriate form, conventions, and techniques</p>
Material and Resources	Poster paper, scissors, craft materials OR computer lab Audio Recording Device Video Recording Device
Important Terminology	Media, Advertising, Audience, Graphics
Background Knowledge	Students will need to explore the Oktoberfest Family and Cultural Events website in order to choose the Oktoberfest festivities for which they will create an advertisement: http://www.oktoberfest.ca/Events?kw=&ca=FCEvents&fh=All&dt=All
Assignment Overview	Students will create an advertisement through either a poster, a commercial, or radio advertisement trying to persuade students in their school to attend Oktoberfest Family and Cultural festivities. They choose up to three events on which to focus and must use skills and knowledge they have acquired in the unit (e.g., knowledge of the festival, Germany, Waterloo Region, media and advertising skills, etc.). They will then reflect on their advertisement through writing. <p>Process:</p> <ol style="list-style-type: none"> 1. Explore Oktoberfest Family and Cultural Events website and promotions 2. Choose up to three events on which to focus the advertisement 3. Choose the type of advertisement to create (print, audio or video) 4. Identify the audience (students at your school) 5. Create advertisement 6. Write a reflection on the advertisement addressing media and social studies themes: <ol style="list-style-type: none"> a) Why did you choose to create the type (print, audio or video) advertisement you did? b) How is the advertisement appropriate for the intended audience? c) How does the advertisement show the influence of cultural celebrations like Oktoberfest on your community?

Assessments		See attached Advertisement and Reflection assessments		
Media Assignment Rubric				
Category	Level 1	Level 2	Level 3	Level 4
Advertisement <i>Student creates a media text appropriate for the event(s) chosen and the audience for which it is intended</i>	Student creates media text with limited effectiveness.	Student creates media text with some effectiveness.	Student creates media text with considerable effectiveness.	Student creates media text with a high degree of effectiveness.
Knowledge and Understanding <i>Generates ideas and uses most appropriate ideas for assigned topic.</i>	Student has a limited understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community	Student has some understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community	Student has a considerable understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community	Student has an excellent understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community
Thinking <i>Student produced brainstorming ideas, first draft, and final draft writings.</i>	Students can organize ideas with a limited degree of effectiveness.	Students can organize ideas with some effectiveness.	Students can organize ideas with considerable effectiveness.	Students can organize ideas with a high degree of effectiveness.
Communication <i>Student uses the appropriate form and style for communicating ideas.</i>	Student can express ideas and information with limited effectiveness.	Student can express ideas and information with some effectiveness.	Student can express ideas and information with considerable effectiveness.	Student can express ideas and information with a high degree of effectiveness.
Application <i>Student applies knowledge acquired in the unit to develop answers.</i>	Student applies previous knowledge with a limited degree of effectiveness.	Student applies previous knowledge with some effectiveness.	Student applies previous knowledge with a considerable degree of effectiveness.	Student applies previous knowledge with a high degree of effectiveness.

Comments:

Kitchener-Waterloo Oktoberfest Schools Program

Scavenger Hunt



1. Oktoberfest started as a marriage celebration for which two royal figures?
_____ and _____
 2. What year did this marriage celebration and ultimately the first Oktoberfest occur in Bavaria? _____
 3. Name three things that German immigrants from Europe brought to Kitchener-Waterloo:
_____, _____, and _____
 4. What is the German word for “wonderful”? _____
 5. What is the name of the instrument that is played in the mountains of Switzerland?

 6. What type of dancing is most popular among German people? The _____.
 7. How many years have we celebrated Oktoberfest in Kitchener-Waterloo? _____
 8. Name three Oktoberfest Family and Cultural Events that are available during this year’s festival:
_____, _____, and _____
- Hint:** Check out the Kitchener-Waterloo Oktoberfest webpage: <http://www.oktoberfest.ca>
9. What is the name of last year’s Miss Oktoberfest? _____
 10. What is the name of Miss Oktoberfest’s fun-loving orange sidekick? _____