

# 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
<b>LANGUAGE ARTS</b>			
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.
<b>SOCIAL STUDIES*</b>			
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.
<b>THE ARTS</b>			
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.
<b>CULMINATING ACTIVITY</b>			
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

<b>Language Arts: Reading</b> <b>The Story of Oktoberfest – 40 minutes</b>	
<b>Lesson Synopsis</b>	Students read the story of the first Oktoberfest, answer comprehension questions, and make connections to other works of fiction.
<b>Curriculum Expectations</b>	<p><b>Overall:</b></p> <ol style="list-style-type: none"> <li>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</li> <li>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</li> <li>3. use knowledge of words and cueing systems to read fluently;</li> <li>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</li> </ol> <p><b>Specific:</b></p> <p><i>Variety of Texts</i></p> <ol style="list-style-type: none"> <li>1.1 read a wide variety of texts from diverse cultures, including literary texts</li> </ol> <p><i>Extending Understanding</i></p> <ol style="list-style-type: none"> <li>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.</li> </ol>
<b>Material and Resources</b>	1. <i>The First Oktoberfest Story &amp; Questions</i> (attached).
<b>Important Terminology</b>	<p><b>Guten Tag:</b> Good Day.</p> <p><b>Willkommen:</b> Welcome.</p> <p><b>Wunderbar:</b> Wonderful.</p>
<b>Background Knowledge</b>	Students will have been exposed to short stories and myths used to explain events or occurrences in nature.
<b>Motivator/ Hook</b>	Classroom teacher can read The Oktoberfest Story aloud to the class.
<b>Lesson Overview</b>	<ol style="list-style-type: none"> <li>1. Have the students re-read the story, or form groups to act out the story.</li> <li>2. If students are to act out story: form groups of 4 (narrator, King, Prince, and Princess).</li> <li>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.</li> </ol>
<b>Assessments</b>	Once completed, classroom teacher can collect handouts and assign marks/grades based on depth of responses.
<b>Accommodations/Modifications</b>	Students may use computer to answer questions.
<b>Follow-up/ Implications for Future Lessons/ Homework</b>	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	
<b>Lesson Synopsis</b>	Students work through the drafting and revision process to produce a piece of quality writing based on multiculturalism.
<b>Curriculum Expectations</b>	<p><b>Overall:</b></p> <ol style="list-style-type: none"> <li>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li>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.</li> </ol> <p><b>Specific:</b></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>
<b>Material and Resources</b>	<ol style="list-style-type: none"> <li>1. <a href="http://kids.nationalgeographic.com/kids/places/find/germany/">http://kids.nationalgeographic.com/kids/places/find/germany/</a></li> <li>2. Overhead sheet and markers.</li> <li>3. Large sheets of scrap paper.</li> <li>4. Writing notebooks, or lined paper.</li> <li>5. Peer-evaluation handouts (attached).</li> <li>6. Rubric (attached).</li> </ol>
<b>Important Terminology</b>	Culture, Geography, History, the Danube (River), the Black Forest, Nature Reserves, World War I, World War II.
<b>Background Knowledge</b>	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.
<b>Motivator/ Hook</b>	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?”



<b>Lesson Overview</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. After information has been reviewed, pose the writing topic/question to the students: What are the benefits of having a multicultural society?</li> <li>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).</li> <li>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.</li> <li>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.</li> <li>6. Have the students write until they feel they have expressed themselves, or provide a time limit for their draft to be completed.</li> <li>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 <b>peer evaluation</b> chart (attached).</li> <li>8. Have the students return the papers to the original writers, and proceed to create a final draft.</li> </ol>
<b>Assessments</b>	<p>The peer evaluation can be used as a portion of the final grade. A rubric has been attached for evaluation.</p>
<b>Accommodations/Modifications</b>	<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>
<b>Follow-up/Implications for Future Lessons/Homework</b>	<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: <a href="http://www.oktoberfest.ca">http://www.oktoberfest.ca</a></p>

## Writing Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> <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.
<b>Thinking</b> <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.
<b>Communication</b> <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.
<b>Application</b> <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:

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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	
<b>Lesson Synopsis</b>	Students examine various advertisements and must identify the purpose and audience, as well as, make connections to themselves, the world, and other texts.
<b>Curriculum Expectations</b>	<p><b>Overall:</b></p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of a variety of media texts;</li> <li>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>4. 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.</li> </ol> <p><b>Specific:</b></p> <p><i>Purpose and Audience</i></p> <ol style="list-style-type: none"> <li>1.1 explain how a variety of media texts address their intended purpose and audience</li> </ol> <p><i>Making Inferences/Interpreting Messages</i></p> <ol style="list-style-type: none"> <li>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations</li> </ol>
<b>Material and Resources</b>	1. Advertisement and Questions (handout attached).
<b>Important Terminology</b>	Audience, advertisement, inferences, media.
<b>Background knowledge</b>	Students should have an understanding that certain ads target specific audiences.
<b>Motivator/ Hook</b>	Students can be given magazines or computer time to find advertisements they feel are “targeted” to their age group.
<b>Lesson Overview</b>	<ol style="list-style-type: none"> <li>1. Students will receive a handout that contains an advertisement and questions to be answered on the back.</li> <li>2. Students will complete questions in small groups or pairs.</li> <li>3. Handouts are handed in at the end of the activity.</li> </ol>
<b>Assessments</b>	Handouts collected and marks/assessment based on depth of answers given.
<b>Accommodations/Modifications</b>	Computers may be used by students who require them.
<b>Follow-up/ Implications for Future Lessons/ Homework</b>	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



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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?

\_\_\_\_\_  
\_\_\_\_\_.