

Yellowstone National Park

Jahrgangsstufen	8
Fach	Englisch
Übergreifende Bildungs- und Erziehungsziele	Interkulturelle Bildung Soziales Lernen
Zeitraumen	4-5 Wochenstunden
Benötigtes Material	Ampelkarten (optional), Wörterbuch

Kompetenzerwartungen

Die Schülerinnen und Schüler

- erschließen und entnehmen die Inhalte aus einfachen Texten, z. B. Sachtexten über Reisepläne, Reiseangebote, Reisebuchungen. **(E8 1.1 Leseverstehen)**
- beteiligen sich mit kurzen Sätzen, Fragen und Antworten an deutlich gesprochenen Gesprächssituationen mit bekanntem Inhalt. **(E8 1.1 Sprechen)**
- übertragen sinngemäß die Aussagen einfach strukturierter Texte oder Textpassagen in die jeweils andere Sprache. **(E8 1.1 Sprachmittlung)**
- beschreiben mündlich und schriftlich in einfacher Form Personen, Sachverhalte und Gegenstände, wobei sie auf Details eingehen. Dabei verwenden sie Relativsätze (*defining*). **(E8 1.2 Grammatik)**
- entnehmen weitgehend selbständig Informationen aus einfachen Texten bzw. Textabschnitten. **(E8 2 Text- und Medienkompetenz)**
- nutzen weitgehend selbständig zweisprachige Wörterbücher und Online-Wörterbücher, um den Sinn unbekannter Wörter zu erfassen und grammatikalische Besonderheiten unter Anleitung zu identifizieren (z. B. Verwendung von unregelmäßigen Formen), und setzen unterschiedliche Möglichkeiten zur Nachbereitung und Festigung eingeführter Grammatik weitgehend selbständig ein. **(E8 3 Methodische Kompetenzen)**
- nutzen erworbene Kenntnisse über grundlegende geographische Aspekte und Sehenswürdigkeiten der USA, um mit Menschen aus diesem Land darüber zu kommunizieren und um Gemeinsamkeiten und Unterschiede zu ihrer eigenen Heimat herauszufinden. **(E8 4 Interkulturelle Kompetenzen)**



Aufgabe

Situation:

You have recently watched a documentary about *Yellowstone National Park* on TV. Yellowstone is one of America's biggest tourist magnets and offers beautiful nature and wildlife. This summer, your family has planned a trip to the USA to visit some relatives in Las Vegas and you suggest that you could visit Yellowstone for some days while you are there. Your parents like the idea but they tell you that there are two conditions you have to fulfill if you really want to go there. First, you must inform the family about the national park and second, you have to organize the whole stay in Yellowstone yourself. You immediately start some research on the national park for being able to provide your family with the necessary information. After that you decide to call on one of the visitor centers at Yellowstone for more details about the park and possible accommodation there. Finally, you decide to create a poster with all the relevant information about the trip for your family.

Outcome:

Information poster about the national park, including:

- sights and activities
- accommodation
- practical information



M1 – Mediation

Your family has always liked to travel. Therefore, you have a lot of travel guides on the bookshelf in your living room. Of course, there is also an English guide about the USA. You take out the guide and look for information about Yellowstone National Park. There you find the text below.

Yellowstone - America's oldest National Park

Yellowstone National Park is considered to be the world's first national park. It was founded in 1872 and offers amazing wildlife, spectacular trails for hiking and you find half of the world's known geysers there.

A geyser is a hot spring that sends a column of water and steam into the air. You can watch a geyser erupt right at the *Old Faithful Visitor Center*. Every 60 to 90 minutes *Old Faithful*, which is the most famous of the Yellowstone geysers, spits hot water 150 feet (= 50 m) into the air. It's a spectacle which you will never forget. Arrive early because there will be a lot of visitors who want to see the eruption.

When you are lucky you may have the chance to see wild animals which look for a place to lie down on the warm earth. A must see are also the hot springs and the incredibly coloured *Midway Geyser Basin* with its most important attraction, *the Grand Prismatic Spring*. You should hike up to *Midway Bluff* to have the best view of the colours.

Wildlife in Yellowstone National Park is unique. The best chance to see wild animals is in *Lamar Valley* or *Hayden Valley*. If you are lucky, you will be able to watch buffalos, grizzly bears or grey wolves. Don't forget to bring your binoculars. People who bring them can search the meadows for wild animals. But keep your distance, these animals can be dangerous.

Yellowstone is also famous for its dramatic scenery. For example, there are three spectacular waterfalls in one part of the national park which is called the *Grand Canyon of the Yellowstone*. You must visit the *Lower Falls* which is the biggest of the three. It is almost twice as big as *Niagara Falls*. Take the 0.7 miles (= 1.1 km) long *Uncle Tom's Trail* and hike down 500 feet (= 150 m) into the canyon to get close to the *Lower Falls*. You can hear and feel the water which falls down a 300 feet (= 91 m) steep cliff.

As you can see, Yellowstone has a lot to offer for people who love nature and wildlife. It is located in the states of Wyoming, Idaho and Montana, the largest part of the park, however, is in Wyoming. There are five entrances to the park. So it is good to know in advance which places you want to see, so you can decide which entrance to take. The park has eight visitor centers with lodges and museums. There are twelve camp sites to choose from and modern and historic hotels like the *Old Faithful Inn*.

Whether you go hiking, try fly fishing, watch wildlife, go rafting on Yellowstone River or relax on a lake cruise, whether you join a guided tour or even explore the park on horseback, Yellowstone has a lot to offer for families or individual adventurers.

TASKS:

- Read through the text and check unknown words with the help of a dictionary. Write them in your vocabulary book and have them checked by your teacher.
 - Read the text again and find five interesting facts about Yellowstone National Park. Underline them.
 - Compare your findings with a partner and decide which five facts are the most interesting ones. Then share your information in class.
 - Write a short text in German about the most interesting facts of Yellowstone National Park.
- Check (✓) every box after you have done the task.

M2 – Relative Clauses

After you had a look into the travel guide, you need some more information on Yellowstone. That is why you take your tablet and type “Yellowstone National Park” into your search engine. One of your first results leads you to the national park’s homepage where you see a picture of a fire at a campsite. You click on the picture and are redirected to a news article.

Camp fire at Grant Village Campground gets out of control

A fire which broke out at Grant Village Campground last night destroyed some tents and an RV nearby. The tourists at the campground woke up to the sound of a fire alarm which went off at 11 pm last night. “It all happened so quickly,” said a young woman who was camping close to the spot where the fire had broken out. “We woke up because we heard people shouting. We could get out of our tent just in time”. The RV which was destroyed by the fire belonged to a couple from England. They had started a camp fire for a barbecue next to their RV outside the marked areas. Unfortunately, the fire went completely out of control. The fire-fighters who had arrived after only a few minutes could put out the fire before more damage was done. Luckily, nobody who had been camping near the fire was injured. The park administration strongly recommends that tourists who want to make a barbecue or a bonfire only use the marked areas. This is especially important at the moment as there has been little rainfall in the last few months and the ground is very dry. Moreover, everybody planning a barbecue or a bonfire should have a fire extinguisher ready which can be used in case of danger.

RV = recreational vehicle = Wohnmobil --- fire extinguisher = Feuerlöscher

TASKS:

- Read the text and summarize the danger mentioned in this text in German. Include this information into your text about Yellowstone.
- Underline all the sentences with **which** in one colour and all the sentences with **who** in another. Compare with your neighbour.
- Copy the grid into your exercise book and add the sentences with **which** or **who** accordingly. Two examples have already been given.

which	who
_____	_____
A fire which broke out at Grant Village campground last night destroyed some tents and an RV nearby.	“It all happened so quickly”, said a young woman who was camping close to the spot where the fire had broken out.

- Try to find a rule when to use **which** and **who** together with your teacher.
- Do the exercises and correct them with the solutions which you’ll find at the front of your classroom. Use the red or green cards to signal that you need help or that you are doing ok. Check (✓) every box after you have done the task.



Mögliches Tafelbild:

Relative Clauses

Relativsätze sind Nebensätze, die Informationen zum Hauptsatz geben.

Man verwendet dabei die Relativpronomen

which

für Dinge und Tiere

who

für Menschen

Wird ein Besitz angezeigt verwendet man **whose**.

Examples:

Nora whose parents love to travel ... (*Nora, deren Eltern gerne Reisen...*)

The RV whose owners were Tom and Nora went up in flames. (*Das Wohnmobil, dessen Besitzer Tom und Nora waren, ...*)



Exercises

Task 1: Put in **who, which or whose**.

1. The first white person _____ saw Yellowstone in about 1807 was the trapper John Colter.
2. In the 1860s, white explorers _____ wanted to explore the Yellowstone area organized the first expeditions.
3. In 1869, an expedition _____ was led by David Folsom was successful and awakened public interest for Yellowstone.
4. Before the whites came to Yellowstone, there had been different Native American tribes _____ had lived in today's national park.
5. A lot of Native Americans _____ were fishing and hunting in the area had never seen a white man before.
6. The Shoshone tribe, _____ ancestors had lived in Yellowstone until 1871, left after the arrival of the whites.
7. They went on to live in a reservation _____ is called Wind River Indian Reservation.
8. In 1872, Congress in Washington passed a law _____ should protect the nature of the Yellowstone area.
9. The law was supported by the Northern Pacific Railway _____ trains brought tourists to the new national park.
10. Many people _____ came for hunting took the train to Yellowstone.

Task 2: Multiple Choice, **underline** the correct solution

1. There are many possibilities of accommodation **who/whose/which** visitors can choose from.
2. A hotel or campsite **who/whose/which** is located in the park is the best choice for tourists.
3. You can call someone at the visitor center **who/whose/which** can give you more information.
4. At the campsites you find little wooden boxes in **which/who/whose** you have to lock your food.
5. Locking up your food is a good idea because bears **who/which/whose** sense of smell is excellent might come to the camp site in search for food.
6. There are a lot of wild animals **who/whose/which** you can see at Yellowstone, for example grizzly bears or buffalos.
7. Yellowstone National Park has five entrances **which/who/whose** visitors can use.
8. In winter many roads **who/whose/which** lead to the famous attractions like Old Faithful are closed because of snow.
9. Old Faithful geyser is a sight **who/whose/which** you have to visit when you are at Yellowstone.
10. My parents **who/which/whose** English is not very good told me to translate all the information about the national park into German.

Extra task for fast finishers: Look at the text about Yellowstone (M1) and underline all relative clauses.



M3 – Productive Tasks: Role Play and Information Poster

After having done your research about Yellowstone, you start looking for a place to stay while visiting the national park. In an internet forum, you have read that it is best to call one of the visitor centers at Yellowstone for more information.

TASK 1: Role Play

Use the prompts below to create a telephone conversation between an employee at the visitor center and yourself. Work together with a partner and be prepared to act out the conversation in class. Try to use as many relative clauses as possible.

Partner A: You call a visitor center of Yellowstone National Park

- Melde dich mit deinem Namen
- Frage, ob es eine Unterkunft gibt, die in der Nähe der Geysire und der heißen Quellen liegt.
- Frage nach den Kosten für zwei Familien. Ihr seid vier Erwachsene, ein Kind und zwei Jugendliche.
- Antworte, dass ein Campingplatz besser sei, weil ihr vorhabt im Park zu zelten. Frage, welchen Eingang zum Park ihr nehmen sollt, um zu den Campingplätzen, die in der Nähe des *Old Faithful* Geysirs sind, zu kommen.
- Erzähle, dass ihr auch zum Wandern gehen wollt. Frage, ob es Wanderwege gibt, die für Familien geeignet sind.
- Bedanke dich für die Informationen und beende das Gespräch

Partner B: You work at the visitor center.

- Frage, was du für A tun kannst.
- Sag, dass es einfache Hütten gibt, die Doppelbetten haben und Hütten, die komfortabler sind und die auch ein Badezimmer haben. Ihr könnt aber auch in das historische Hotel „*Old Faithful Inn*“ gehen. Leute, die dort übernachtet haben, haben es immer gerne gemocht.
- Die Hütten und das Hotel sind teurer, ein Doppelzimmer kostet zwischen 100 und 200 \$ pro Nacht. Es gibt aber auch Campingplätze, die billiger sind (26-31 \$ pro Nacht), wo man in einem Zelt übernachten kann oder im Wohnwagen.
- Antworte, dass der Eingang, den sie benutzen sollten, der *West Entrance* ist. *Old Faithful* liegt genau zwischen den Campingplätzen *Madison Campground* und *Grant Village Campground*. Die Campingplätze, die dort sind, sind sehr groß. Man muss aber trotzdem im Voraus buchen.
- Sag, dass es viele verschiedene Wanderwege gibt. Wenn ihr vor Ort seid, könnt ihr einen Angestellten, der im Visitor Center arbeitet, genaueres fragen. Er kann euch auch eine Wanderkarte geben.
- Verabschiede dich freundlich.

TASK 2: Creating an information poster

Get into groups of three and create a poster about your trip to Yellowstone for your family (sights and activities, accommodation, practical information). Use the information from M 1-3.

M4: Evaluation

Going to Yellowstone National Park

--- Assessment-Sheet ---

In this learning unit you got a lot of information about Yellowstone National Park. You also discovered how to use relative clauses in English and applied your new grammatical knowledge in a fictional telephone conversation between the visitor center at Yellowstone and yourself. At the end, you used all the information from this unit to prepare a poster about a trip to Yellowstone National Park.

Now, you have the opportunity to evaluate the learning unit and also assess the degree of competence you achieved in this unit.

TASK 1: Indicate your rating with an "X".

 I strongly agree!	 I agree!	 I neither agree nor disagree.	 I disagree!	 I strongly disagree!
1. I liked working with this learning situation.				
				
2. It was easy for me to understand the texts and the tasks.				
				
3. Working with a partner made it easier for me to work on the tasks.				
				
4. I understood the new grammar well. Now I feel safe to use the relative clauses.				
				
5. It was easy for my group and me to use the information about Yellowstone and to create the information poster.				
				

TASK 2: Fill in the table below.

This unit gave me ...	I especially liked ...	I still have to work on ...



Quellen- und Literaturangaben

Aufgaben und Texte: ISB

Hinweise zum Unterricht

Inhalt/Handlungen/mögliche Handlungsprodukte	Sozialform/ Methode	Material	Bemerkung
SuS lesen Situation und sichten Material	L-S-Gespräch		
M1: SuS lesen Text und bearbeiten die Arbeitsaufträge <ul style="list-style-type: none"> - Unbekannte Wörter nachschlagen - Interessante Fakten zum Nationalpark unterstreichen - Vergleich der Ergebnisse - Mediation: Verfassen eines deutschen Textes über die interessantesten Fakten zum Nationalpark 	Einzel- oder Partnerarbeit Einzelarbeit Partnerarbeit/ Klassengespräch Einzelarbeit	M 1 Wörterbuch, Online Dictionary	
M2: SuS beschäftigen sich mit der Grammatik „Relative Clauses“ <ul style="list-style-type: none"> - Reading + Mediation - Relativsätze im Text unterstreichen - Relativsätze richtig zuordnen und Versuch der Regelfindung - Grammatikübung 	Einzelarbeit Einzelarbeit Partnerarbeit Einzelarbeit Klassengespräch Einzelarbeit	M2 Ampelkarten	Im Zuge der Regelfindung wird zusätzlich das Relativpronomen „whose“ eingeführt. Grammatikübungen werden von den SuS selbständig mit Hilfe von Lösungsblättern korrigiert. Ampelkarten zeigen an, ob SuS Hilfe benötigen. Zusatzaufgabe für „Fast Finishers“
M3 – Role Play: SuS simulieren ein Telefongespräch (Deutsche Prompts als Unterstützung) anschließend: Präsentation der Dialoge	Partnerarbeit Präsentation	M 3	Das Role Play kann rein mündlich durchgeführt werden oder aber vor der Präsentation zunächst verschriftlicht werden.
M3 – Information Poster: SuS erstellen in 3er-Gruppen ein Informationsblatt zur geplanten Reise in den Yellowstone National Park anschließend: Präsentation der Info-Blätter	Gruppenarbeit Präsentation		
M4: Evaluation SuS bearbeiten selbständig das Assessment-Sheet	Einzelarbeit		Reflexion über den Lernfortschritt

Beispiele für Produkte und Lösungen der Schülerinnen und Schüler

M2 – Relative Clauses

Camp fire at Grant Village Campground gets out of control

A fire which broke out at Grant Village Campground last night destroyed some tents and an RV nearby. The tourists at the campground woke up to the sound of a fire alarm which went off at 11 pm last night. "It all happened so quickly" said a young woman who was camping close to the spot where the fire had broken out. "We woke up because we heard people shouting. We could get out of our tent just in time". The RV which was destroyed by the fire belonged to a couple from England. They had started a camp fire for a barbecue next to their RV outside the marked areas. Unfortunately, the fire went completely out of control. The fire-fighters who had arrived after only a few minutes could put out the fire before more damage was done. Luckily, nobody who had been camping near the fire was injured. The park administration strongly recommends that tourists who want to make a barbecue or a bonfire only use the marked areas. This is especially important at the moment as there has been little rainfall in the last few months and the ground is very dry. Moreover, everybody planning a barbecue or a bonfire should have a fire extinguisher ready which can be used in case of danger.

RV = recreational vehicle = Wohnmobil --- fire extinguisher = Feuerlöscher

<p style="text-align: center;">which</p> <p style="text-align: center;"><i>is used for <u>things and animals</u></i></p>	<p style="text-align: center;">who</p> <p style="text-align: center;"><i>is used for <u>people</u></i></p>
<p>A fire which broke out at Grant Village campground last night destroyed some tents and an RV nearby.</p>	<p>"It all happened so quickly", said a young woman who was camping close to the spot where the fire had broken out.</p>
<p>The tourists at the campground woke up to the sound of a fire alarm which went off at 11 pm last night.</p>	<p>The fire fighters who had arrived after only a few minutes could put out the fire before more damage was done.</p>
<p>The RV which was destroyed by the fire belonged to a couple from England.</p>	<p>Luckily, nobody who had been camping near the fire was injured.</p>
<p>Moreover, everybody planning a barbecue or a bonfire should have a fire extinguisher ready which can be used in case of danger.</p>	<p>The park administration strongly recommends that tourists who want to make a barbecue or a bonfire only use the marked areas.</p>



Exercises

Task 1: Put in **who, which or whose**.

1. The first white person **who** saw Yellowstone in about 1807 was the trapper John Colter but his reports about the area were ignored for a long time.
2. In the 1860s, white explorers **who** wanted to explore the Yellowstone area organized the first expeditions.
3. In 1869, an expedition **which** was led by David Folsom was successful and awakened public interest for Yellowstone.
4. Before the whites came to Yellowstone, there had been different Native American tribes **who** had lived in today's national park.
5. A lot of Native Americans **who** were fishing and hunting in the area had never seen a white man before.
6. The Shoshone tribe, **whose** ancestors had lived in Yellowstone until 1871, left after the arrival of the whites.
7. They went on to live in a reservation **which** is called Wind River Indian Reservation.
8. In 1872, Congress in Washington passed a law **which** should protect the nature of the Yellowstone area.
9. The law was supported by the Northern Pacific Railway **whose** trains brought tourist to the new national park.
10. Many people **who** came for hunting took the train to Yellowstone.

Task 2: Multiple Choice, underline the correct solution

1. There are many possibilities of accommodation **who/whose/which** visitors can choose from.
2. A hotel or campsite **who /whose/which** is located in the park is the best choice for tourists.
3. You can call someone at the visitor center **who/whose/which** can give you more information about hotels and campsites.
4. At the campsites you find little wooden boxes in **which/who/whose** you have to lock your food.
5. Locking up your food is a good idea because bears **who/which/whose** sense of smell is excellent might come to the camp site in search for food.
6. There are a lot of wild animals **who/whose /which** you can see at Yellowstone, for example grizzly bears of buffalos.
7. Yellowstone National Park has five entrances **which/who/whose** visitors can use.
8. In winter many roads **who/whose/which** lead to the famous attractions like Old Faithful are closed because of snow.
9. Old Faithful geyser is a sight **who/whose /which** you have to visit when you are at Yellowstone.
10. My parents **who/which/whose** English is not very good told me to translate all the information about the national park into German.

Anregung zum weiteren Lernen

InV: Informationsposter in digitale Präsentation umwandeln