Sind Schulbücher (schon) sprachbewusst?

Mag. Lisa Fast-Hertlein

Hinweis:

Die Powerpoint-Folien der PDF-Präsentation sind auf Anfrage an das BIMM auch im Original erhältlich. Bitte schreiben Sie eine E-Mail an kompetenzstelle@bimm.at

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Sie finden auf den folgenden Folien Auszüge aus einem englischsprachigen Schulbuch für den Geschichtsunterricht in Deutschland (*Exploring History for bilingual classes 1,* Westermann, 2018).

Der Schulbuchtext wird zunächst als Fließtext präsentiert (Folie 3), Elemente der Textstrukturierung wurden entfernt.

Welche Änderungen im Layout würden den Zugang zum Text erleichtern?

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In August 1914, when war broke out in Europe, the British Foreign Minister Sir Edward Grey said: "The lamps are going out all over Europe; we shall not see them lit again in our lifetime." He was one of the few who realized that this war would be totally different from former ones and would turn out to be, in the words of the British poet, Siegfried Sassoon, "Hell's Last Horror". The Great War or World War I became a global military conflict which left millions dead and shaped the modern world. But who was to blame?

The causes of the war were complicated and historians still suggest different interpretations about who was responsible for its outbreak. As shown in the last chapters, colonialism had negative effects on the relationships between European nations. Tensions rose, a massive arms race began and an inflexible system of opposing alliances created an atmosphere of fear and insecurity. There was a general sense that war was likely to break out.

Germany feared an attack on two fronts: from France in the west and from Russia in the east. To win such a war would be difficult, because it meant splitting forces in two. Therefore, General von Schlieffen drew up a war plan in 1905 which proposed to knock out France first and then turn against Russia. In order to avoid French *fortresses*, German troops had to invade France via Belgium, whose neutrality was guaranteed by Britain. **The Schlieffen Plan** was a calculated *gamble* and included risks. The general thought that it would take Russia at least six weeks to mobilize its forces and prepare for war which would give Germany enough time to beat the French. The second risk was that Britain would join the

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Absätze

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Zwischentitel mit Farbe, Fettschrift und größerer Schriftgröße

The Road to War

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Bild

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English Cartoon, published in "Punch", 1908

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Bildunterschrift mit Fettschrift

Historical Terms

The Schlieffen Plan:
Der Schlieffenplan

July Crisis:
Julikrise

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Wortübersetzungsfeld mit Linien, Farbe, Fettschrift (englische Fachbegriffe ins Deutsche übersetzt)

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ganze Schulbuchseite

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Chronology

Chronology of Events during the July Crisis 1914

28 June	Archduke Franz Ferdinand of Austria is assassinated in Sarajevo.
6 July	Germany gives Austria 'carte blanche'.
20–23 July	French President Poincaré visits St. Petersburg and declares that France will be on Russia's side whatever happens.
23 July	Austria sends an ultimatum to Belgrade (Serbia):
	(1) that Serbia was to ban all societies organizing anti-Austrian propaganda
	(2) that Serbia was to dismiss all officials to whom Austria objected
	(3) that Austrian police and officials were to enter Serbia to make sure that these two demands were carried out.
25 July	Russia promises to help Serbia. Serbia accepts (1) and (2) of the Austrian ultimatum, but refuses to accept (3) for reasons of her sovereignty. Austria mobilizes part of her troops.
28 July	Austria declares war on Serbia.
29 July	Russia mobilizes part of her troops (against Austria-Hungary). In an ultimatum to Belgium, Germany demands the right for her troops to march through Belgian territory in case of war against France.
30 July	Russia mobilizes all her forces (directly against Germany).
31 July	In two ultimata Germany demands that a) Russia demobilize and b) France declare her neutrality in case of war between Germany and Russia.

Vocabulary

fortress: a strong building or place to protect against attacks

gamble: a risky action

powder keg: small barrel of gunpowder

to ignite: to start to burn

to crumble: to break off

"carte blanche": complete freedom to act as one thinks best

ultimatum: a final threat to use force if sb. does not do what is wanted

to reject: unwilling to accept sth.

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ergänzend (auf der folgenden Seite 189):
- grafische Darstellung (Zeitstrahl) mit Farbe
- tabellarische Darstellung (Chronologie) mit Linie, Farbe, Fettschrift
- Worterklärungsfeld mit Linien, Farbe, Fettschrift, Kursivschrift

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Aufgabenstellungen (*Tasks*) auf Seite 191 (*1. Before the War* – inhaltlich zu den Seiten 188-189):

Mögliche Fragen zu den Aufgabenstellungen 1:
- Sind die Aufgabenstellungen verständlich und durchführbar?
- Kann Aufgaben c) gelöst werden, wenn wir nicht wissen, was „assess" bedeutet?
- Wenn wir raten müssten, was könnte unter „assess" zu verstehen sein?
- Mögliche Operatoren wie *identifizieren*, *markieren*, *erklären* oder *beschreiben* würden sehr unterschiedliche Herangehensweisen an den Text erfordern und unterschiedliche Ergebnisse erzeugen. Was bedeutet dies für Lernende, denen hier das Wortschatzwissen fehlt?

Bedeutung von Operatoren! (https://www.dazunterricht.at/glossar/operatoren/)

Danke für Ihre Aufmerksamkeit!

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