

Stand: März 2024

# Sind Schulbücher (schon) sprachbewusst?

Mag. Lisa Fast-Hertlein



### Hinweis:

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### und Mehrsprachigke

## Sind Schulbücher (schon) sprachbewusst?

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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Exploring History for bilingual classes 1 (Westermann, 2018), S. 188

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### Absätze



### The First World War - "Hell's Last Horror"

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Zwischentitel mit Farbe, Fettschrift und größerer Schriftgröße

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"The Boiling Cauldron"
English Cartoon, published in
"Punch", 1908

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### Bildunterschrift mit Fettschrift

Historical Terms The Schlieffen Plan: Der Schlieffenplan

July Crisis: **Iulikrise** 

# FROUBLES

### The Road to War

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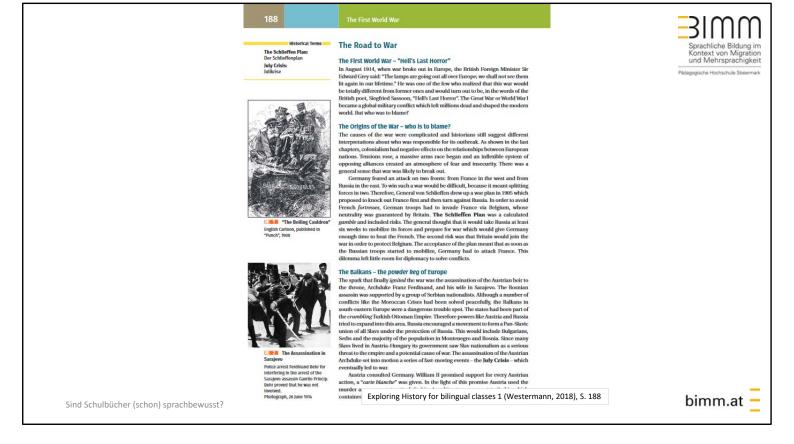


"The Boiling Cauldron" English Cartoon, published in

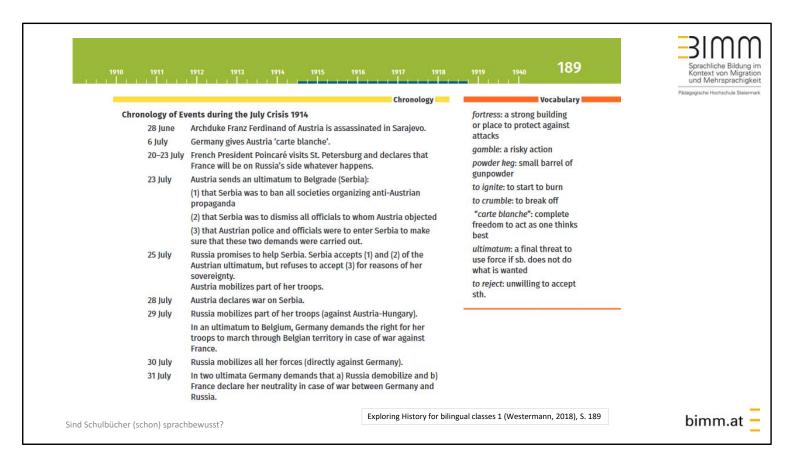
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"Punch", 1908

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



ganze Schulbuchseite



### ergänzend (auf der folgenden Seite 189):

- · grafische Darstellung (Zeitstrahl) mit Farbe
- tabellarische Darstellung (Chronologie) mit Linie, Farbe, Fettschrift
- Worterklärungsfeld mit Linien, Farbe, Fettschrift, Kursivschrift



ganze Schulbuchseite



### 1. Before the War

- a) Describe the situation in the cartoon (M1) and identify the nations which the figures on the cauldron represent.
- b) Explain the message of the cartoon.
- Look at the chronology (p. 189) and assess which measures encouraged war, which were intended to prevent war.
- d) Describe the photos (M3, M4) and explain why many people were enthusiastic about the war.

### 2. The Question of Guilt

- a) Assess William's statement (M5).
- b) Describe the cartoon and explain how the cause of war is illustrated (M6).

Tasks

- Discuss this assessment (M7) and the question who was to blame for the outbreak of the war.
- d) Comment on Lloyd George's quote: "The governments of Europe stumbled and staggered into war" (Lloyd George was English Prime Minister).
- e) Compare the statement in M8 with those in M5 and M7

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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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