

Übergänge gestalten

Umgang mit Heterogenität in den Eingangsklassen der Berufskollegs und Beruflichen Gymnasien

Fach Englisch

Thema: Regions in the USA

(Stand: März 2018)

Regions in the USA

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1 Einleitung

Inhalt

Die Unterrichtseinheit „Regions in the USA“ kombiniert die Vermittlung von landeskundlichem Wissen mit dem projekthaften Ausarbeiten einer Geschäftsidee, welche die Schülerinnen und Schüler in einem US-Bundesstaat verankern. Sie eignet sich für den Einsatz in Eingangsklassen der beruflichen Gymnasien. Die Einheit endet mit einer Evaluation der Lernmethode, die von der Lehrkraft auch zeitsparend online durchgeführt werden könnte.

Umfang

Die Unterrichtseinheit umfasst sechs Unterrichtsarrangements, die sich auf zwölf Unterrichtsstunden verteilen. Die Lehrkraft kann die meisten Doppelstunden ohne weiteres auf Einzelstunden aufteilen.

Ziele der Einheit

1. Angestrebt ist eine ganzheitlich angelegte Lernzeitgestaltung, die in einem Methodenmix ihren Schwerpunkt auf die individuelle Förderung der Schülerinnen und Schüler legt.
2. Angestrebt ist eine Erweiterung der Methoden um digitale Arbeitsinstrumente, die niederschwellig zum Einsatz kommen könnten, die Schülerinnen und Schüler motivieren und die Lehrkraft darin unterstützen, ihren Unterricht zu differenzieren.
3. Angestrebt ist eine Überprüfung des Unterrichtserfolgs durch die Lehrkraft in Form einer Evaluation. Anders als bei der Lernstandserhebung schaut die Evaluation auf den ganzheitlichen Fortschritt der Schülerinnen und Schüler im Sinne des *Basismodells Individuelle Förderung*. Sie kann Grundlage von Beratungsgesprächen mit den Schülerinnen und Schülern sein oder Ausgangspunkt für kollegiales Feedback.

Individuelle Förderschwerpunkte

Die Unterrichtseinheit setzt folgende individuellen Förderschwerpunkte:

1. Lerngemeinschaft etablieren und fördern
In den Plenumsphasen sorgt die Lehrkraft modellhaft für eine angstfreie, respektvolle und störungsarme Lernatmosphäre. Die Projektarbeit erfordert kontinuierliche Zusammenarbeit über alle Unterrichtsstunden hinweg und fördert die Sozialkompetenz der Schülerinnen und Schüler.
2. Fachliche und überfachliche Kompetenzen fördern
Die Einheit fördert alle fachlichen Kompetenzen des Fremdsprachenerwerbs (Lesen, Schreiben, Verstehen, Sprechen). Sie fördert überfachlich
 - die Eigenverantwortung durch arbeitsteiliges Vorgehen in den Arbeitsgruppen, durch Transparenz bei den Beurteilungskriterien für die Präsentationsphase und Lernen durch Lehren in den Phasen, in denen die Schülerinnen und Schüler kooperieren und ihr Wissen poolen, um zum Ziel zu kommen.
 - die Fähigkeit, die eigenen Fähigkeiten realistisch einzuschätzen, durch den ständigen Abgleich zwischen Selbst- und Fremdeinschätzung in den Arbeitsgruppen. Die Schüle-

rinnen und Schüler geben sich selber lernförderliche Rückmeldung in der Kleingruppe sowie im Plenum.

3. Differenzierung der Lerninhalte/ressourcenorientierter Umgang mit Heterogenität

Die Einheit nutzt Binnendifferenzierung als eine didaktische Herangehensweise in einem Methodenmix. Sie erfolgt in den Bereichen

- Umfang der Aufträge,
- Schwierigkeitsgrad der Aufträge.

2 Tabellarische Übersicht der Einheit

Dauer	Was wird gelernt?	Wie wird gelernt?		Medien/Material	Anmerkungen
	Angestrebte Kompetenzen	Handeln der Lehrkraft	Handeln der Lernenden		
1./2. Std.	Sprechkompetenz lexikalische Kompetenz Leseverstehen Hörverstehen	<p>L/S-Gespräch: Do you know any successful American entrepreneurs? Sammlung der Ergebnisse</p> <p>Lehrkraft setzt die SuS den entsprechenden Niveaustufen nach zusammen: Ausgabe der Vokabelliste Ausgabe des Textes: How to start a business....</p> <p>Auswertung der Diskussionsergebnisse im Ermessen der Lehrkraft (Bsp. Unterrichtsgespräch im Plenum bei Zeitmangel; alternativ: Präsentation).</p>	<p>Beispiele geben (mündlich) Erstellung einer Mindmap: What does it take to start a successful business?</p> <p>Differenzierung:</p> <ul style="list-style-type: none"> - G: ausgefüllte Vokabelliste - M/E: SuS erschließen die deutsche Bedeutung <p>G: Fasse 4 der 9 Abschnitte in eigenen Worten auf DEUTSCH zusammen! M: Fasse den kompletten Text auf Deutsch zusammen. E: Discuss the difficulties/ challenges of the different steps.</p> <p>HA: Vokabeln lernen und Kreuzworträtsel lösen</p>	<p>Tafel "story of a successful start-up business" (Sylvia Weinstock; celebrity cake-maker link: www.youtube.com/watch?v=VCdMowC1mB8)</p> <p>Arbeitsblatt 3.1.1: How to start a business</p> <p>Vokabelliste 3.1.2: How to start a business (G-Niveau)</p> <p>Vokabelliste 3.1.3: How to start a business (M- und E-Niveau)</p> <p>Arbeitsblatt 3.1.4: Crossword</p>	<p>Ergebnis der Mindmap ist abhängig vom Vorwissen der Klasse, weitere Punkte werden in den Texten thematisiert und bearbeitet. Daher sollte an dieser Stelle durch die Lehrkraft nicht zu stark gesteuert werden, um Inhalte nicht vorwegzunehmen.</p> <p>Lehrkraft kann situativ über die Anzahl der zu bearbeitenden Abschnitte entscheiden.</p>

3./4. Std.	Sprechkompetenz Leseverstehen	<p>Lehrkraft gibt über Flashcards Staaten (Alaska, Hawaii, Maine, Montana, Nevada, West Virginia) vor: Aktivierung des (Vor-) Wissens und Formulierung der Erwartungen. Lehrkraft teilt Gruppen ein und gibt Texte verschiedener Staaten aus.</p> <p>A-Auftrag:</p> <ul style="list-style-type: none"> - Read the text and create a list of up to 15 words you don't know. - Mediation: Erstelle eine Liste in Stichwörtern mit 6 typischen Merkmalen deines Staates auf Deutsch. - Kläre die Ergebnisse mit deiner Gruppe ab. <p>Sammlung der location factors durch die Lehrkraft an der Tafel (infrastructure, resources, labor force, proximity to markets, energy supply, connection to universities, costs, land prices).</p> <ul style="list-style-type: none"> - Design the poster with the main characteristics and location factors of your state. 	<p>Vokabelauffrischung (Möglichkeit, eine <i>spielebasierte Lernplattform</i> zu verwenden: mit Hilfe von Suchmaschinen findet sich eine passende Auswahl im Internet → bitte beachten Sie hierbei den Landesdatenschutz)</p> <ul style="list-style-type: none"> - Lesen der vorgegebenen Texte in Gruppen zur inhaltlichen Vorentlastung - Erstellen einer Vokabelliste zu dem jeweiligen Staat (each group: 15 key words) - Die SuS formulieren in Stillarbeit jeweils 6 typische Merkmale ihres Staates in Stichworten auf Deutsch. - Vergleichen der Ergebnisse innerhalb der Stammgruppe auf Deutsch <p>Differenzierung:</p> <p>SuS wählen individuell ihre Methode der Postererstellung:</p> <p>Traditionelles Poster (Schere, Klebstoff, Edding, Bilder) oder digitales Poster (s. diverse Online-Tools)</p>	<p>Handy/Tablet (BYOD) großräumige, geografische Einordnung Tafel Internet Poster</p> <p>Arbeitsblätter: 3.3.1 Alaska 3.3.2 Hawaii 3.3.3 Maine 3.3.4 Montana 3.3.5 Nevada 3.3.6 West Virginia</p>	<p>Bei der Einteilung der Gruppen sollte auf eine ausgewogene Durchmischung der Niveaustufen geachtet werden.</p> <p>Je nach Klassensituation kleinschrittigere Vorgehensweise möglich (Bsp.: Underline words, talk to your neighbor, look up the words in the dictionary...)</p> <p>Je nach Vorkenntnissen der SuS, müssen die Arbeitsschritte zur Erstellung einer Präsentation wiederholt werden.</p> <p>Diese Präsentation bietet den schwachen SuS die Gelegenheit, sich in der Zielsprache zu äußern.</p>
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5./6. Std.	Sprechkompetenz Medienkompetenz Hörverstehen Sozialkompetenz	<p>Lehrkraft schreibt während der laufenden Präsentationen hochfrequente Fehler auf/ Projektion und Besprechung über Beamer. Präsentierende SuS korrigieren; andernfalls hilft die Klasse („wohlwollende Fehlerkorrektur“).</p> <p>L/S-Gespräch: Rückbezug auf das Video von Sylvia Weinstock: Which location factors are important for the success of this kind of business?</p> <p>Ergebnissicherung an der Tafel</p> <p>A-Auftrag:</p> <ul style="list-style-type: none"> - Return to your groups and brainstorm innovative business ideas for your state. - Write down your ideas. 	<p>Präsentation der Poster</p> <p>Mögliche Schülerantworten:</p> <ul style="list-style-type: none"> - Infrastructure (maximum number of delivery systems: shipping, public transport, airports....) - Market orientation (number of weddings, many wealthy customers, hip, cool, urban lifestyle) - Proximity to markets - Labor force - Openness for innovation (creative labor force, flexible employees) <p>Die SuS beginnen, in ihrer jeweiligen Gruppe Ideen für ein Geschäftsmodell zu sammeln und halten ihre Ergebnisse stichwortartig schriftlich fest.</p> <p>HA Search for more creative business ideas or other start-ups. Have in mind whether these ideas fit your state.</p>	<p>Tafel Internet Poster</p>	<p>Die Präsentationszeit beträgt je nach Klasse zwischen 3 und 6 Minuten.</p> <p>Es bietet sich an, das Video erneut anzusehen und das Gespräch anhand gezielter Fragen zu lenken.</p> <p>Eventuell müssen weitere Informationen im Internet (per Smartphone/Tablet/PC) recherchiert werden. Die Lehrkraft entscheidet über den Umfang der Recherche.</p>
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7./8. Std.	Sprechkompetenz Leseverstehen Medienkompetenz Sozialkompetenz (GA)	<p>Gruppenarbeit unter Anleitung der Lehrkraft</p> <p>A-Auftrag:</p> <ul style="list-style-type: none"> - As a group decide on your business. - Prepare an oral presentation for a bank commission which is to finance your project. - Your presentation will enter a competition for financing. - You can find the criteria for success on the evaluation sheet. 	<p>Individuelles Ausgestalten der Präsentationen.</p> <p>Über die Qualitätsmerkmale und Standards für ihre Präsentation informiert das Evaluationsblatt, das in der folgenden Stunde als Grundlage für die Bewertung durch die Kreditgeber dient.</p>	<p>Internet Handout Metaplankarten etc.</p> <p>Arbeitsblatt 3.5: Evaluation Sheet</p>	
9./10. Std.	Methodenkompetenz Sprechkompetenz Hörverstehenskompetenz	<p>Durchführung der Schülerpräsentationen</p> <p>Auswertung der Evaluationsbögen und Feststellung des Gewinnerprojektes</p>	<p>A-Auftrag für die zuhörenden SuS: „bank commission“: Would you finance this start-up? Yes, no? If no, which information is missing?</p> <p>Evaluation der Projekte (choose the best one and give your reasons)</p>	<p>Medieneinsatz individuell je nach Präsentationen</p>	
11./12. Std.			<p>Evaluation der Lernmethode</p>	<p>Arbeitsblatt 4: Verwenden Sie z.B. auch ein digitales Feedback-tool. Beachten Sie dabei geltende Regelungen zum Datenschutz.</p>	

3 Zur Einheit gehörige Arbeitsblätter

3.1 Arbeitsblätter zum Themenbereich „Basiswissen“

3.1.1 Text: How to start a business

How to start a business

Do you want to be your own boss and have a clever idea you would like to take to market? Success involves early planning, solid financing and making (clever) key decisions. Your first move should be to write a business plan that lays out your strategy and business goals. Take the following steps - and you will be well-prepared to meet the challenge.

Co-operate with others

Understand that starting and running a business is no nine-to-five job! You are going to be very, very busy for quite a while: You will be the person everybody turns to when things don't happen to go as planned (and they hardly ever do). And if you don't take action, don't get things moving – nobody will. So, if possible, start out as a team from the very beginning. Pool your skills, knowledge and time!

Form a very clear idea of your target group

Who will be the most likely buyers for your product? Come up with a detailed description of your typical customer that covers age, sex, income, interests, attitudes, desires, life-style, marital status, level of education etc. Be able to give a detailed answer to the question: Why should the customer want to spend money on your product?

Beat your competitors with a Unique Selling Proposition (USP)?

Most probably there will already be other identical or similar products on the market. What exactly differentiates your business from current providers? Which advantages does your product have that others don't have? In other words: What makes your selling proposition unique? If you can't think of an USP, you should consider modifying your product.

Name it!

Come up with a catchy name that appeals to your target market group. If the name relates to the product's USP – all the better!

Not sexy, but very important: Distribution

How does your product reach your customer? Think carefully about the distribution of your product. Are you opening a store, are you shipping or posting your products? If you are offering a service, is it provided in person or through other channels? Which hallmarks are important in order to make your distribution network work to your customer's satisfaction?

Location: Place it!

Depending on your product, your location choices might make or break your business idea. What are the requirements? Do you need parking, storage space or public transport etc.? Also consider your future employees: Does the local hiring market provide sufficient applicants with suitable qualifications?

Marketing: Create a buzz!

Even the best product won't take off if your customers don't know about it. What kind of marketing strategy will catch your customers' attention and make them want to purchase your product? Marketing strategies may involve ads (online or in print), slogans, flyers, leaflets, a website, local promotion events etc. Get going!

Pricing: Find your market share

Setting the price for your product is a very difficult process. Obviously, you would like to make money from every single sale, but you also need to establish your market share. It may, therefore, be a good idea to set low prices at the beginning in order to attract customers. Low prices will maximize your sales, but they may also start a price war with your competitors.

Turning a profit

Ultimately, every business owner wants to turn a profit so revenue must be higher than costs. When you doing your calculations, don't just think of payments to your suppliers, you should also consider rent, taxes, labor and loans. In the first year, a business owner often works for very little or no money at all and has to live off his savings. But most people can only do this for a short length of time. Keep in mind that the majority of businesses have to close within their first year. Make sure that yours is not one of them.

3.1.2 Vokabelliste: How to start a business (G-Niveau)

Vocabulary list: How to start your business (G-Niveau)

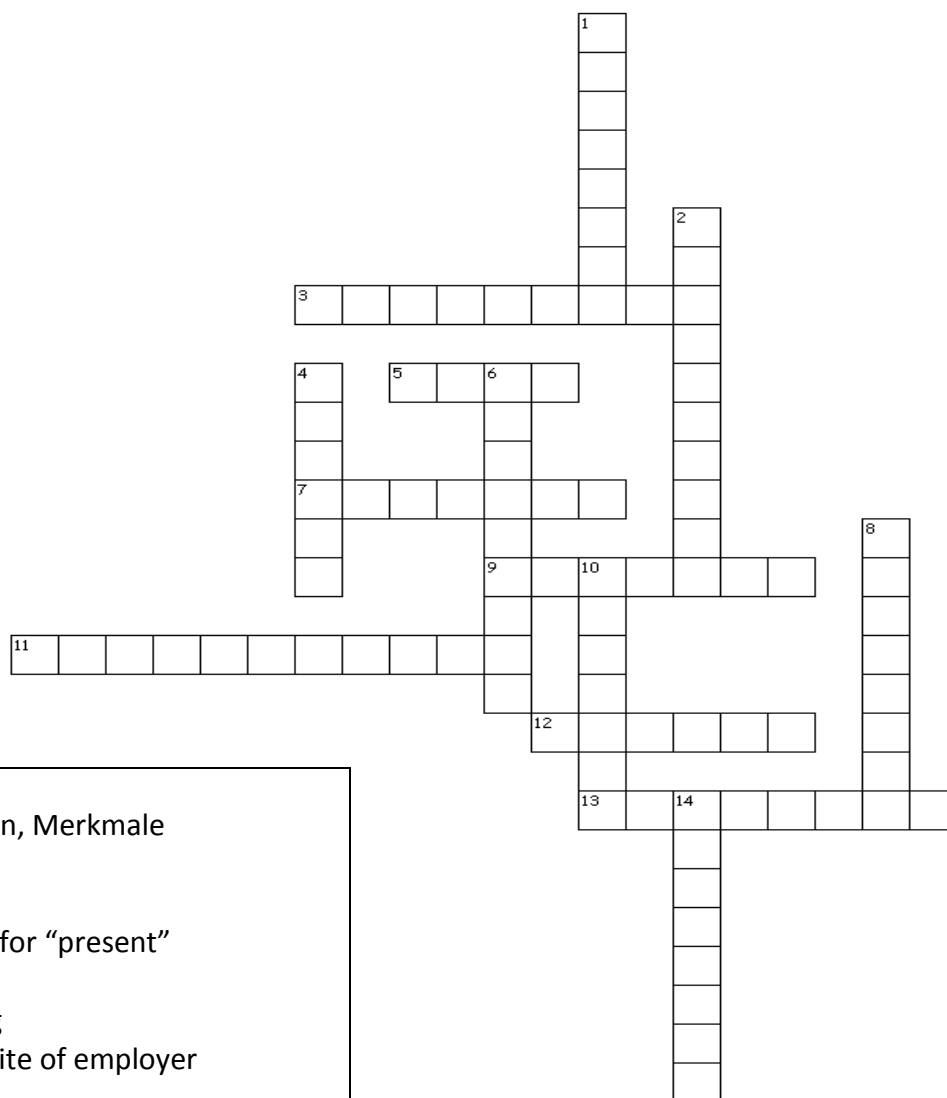
English		German
(to) involve	involvement	beinhalten
9-to-5 job	a job with regular working hours	
skills		Fähigkeiten
(to) pool your ideas		Ideen bündeln
target group		Zielgruppe
attitude		Einstellung
marital status		Familienstand
(to) beat your competitors		seine Konkurrenz aus dem Feld schlagen
(to) differentiate		unterscheiden, differenzieren
current	present	gegenwärtig
provider	(to) provide	Anbieter
unique		einzigartig
proposition		Vorschlag
(to) modify	(to) change	abändern
a catchy name		ein einprägsamer Name
(to) allude to		anspielen auf
distribution	(to) distribute	hier: Vertrieb von Waren
hallmarks		Kennzeichen, Merkmale
requirements	(to) require	Anforderungen
storage	(to) store	Lager/Lagerung
employee	employer; (to) employ; employment	Arbeitnehmer
sufficient		ausreichend
applicant	(to) apply for; application	Bewerber/in
(to) purchase	(to) buy	kaufen, erwerben
leaflet		Broschüre
(to) establish	establishment	hier: erstellen
revenue		Einnahmen
supplier	(to) supply	Lieferant/-in
(to) consider	consideration	erwägen, bedenken
loan		das Darlehen, der Kredit

3.1.3 Vokabelliste: How to start a business (M- und E-Niveau)

Vocabulary list: How to start your business – (M- und E-Niveau)

English		German
(to) involve	involvement	
9-to-5 job	a job with regular working hours	
skills		
(to) pool your ideas		
target group		
attitude		
marital status		
(to) beat your competitors		
(to) differentiate		
current	present	
provider	(to) provide	
unique		
proposition		
(to) modify	(to) change	
a catchy name		
(to) allude to		
distribution	(to) distribute	
hallmarks		
requirements	(to) require	
storage	(to) store	
employee	employer; (to) employ; employment	
sufficient		
applicant	(to) apply for; application	
(to) purchase	(to) buy	
leaflet		
(to) establish	establishment	
revenue		
supplier	(to) supply	
(to) consider	consideration	
loan		

3.1.4 Crossword: How to start a business



Across

- 3. Kennzeichen, Merkmale
- 5. Kredit
- 7. beinhalten
- 9. a synonym for "present"
- 11. Vorschlag
- 12. einzigartig
- 13. the opposite of employer

Down

- 1. Lieferant/-in
- 2. the verb for distribution
- 4. abändern
- 6. a person who applies for a job
- 8. Einstellung
- 10. Einnahmen
- 14. a synonym for "(to) buy"

Crossword: How to start a business (solution)

Across:

- 3. HALLMARKS
- 5. LOAN
- 7. INVOLVE
- 9. CURRENT
- 11. PROPOSITION
- 12. UNIQUE
- 13. EMPLOYEE

Down

- 1. SUPPLIER
- 2. DISTRIBUTE
- 4. MODIFY
- 6. APPLICANT
- 8. ATTITUDE
- 10. REVENUE
- 14. PURCHASE

3.2 Arbeitsblätter zum Themenbereich „Bundesstaaten“

3.2.1 Alaska

Alaska's wealth lies mostly beneath its surface: its vast resources of oil and gas have brought wealth and success to some big businesses – however, the state of Alaska is economically dependent on the whims of global oil prices. Only a few Alaskans profit from this wealth: While 85 per cent of the state budget is generated by oil revenues, only one quarter of the population is employed in these industries. Another downside are the ecological problems resulting from the drilling for and transportation of oil. Roughly 740,000 Alaskans share an area of 1,717,854 km². That's as if one fifth of the population of Stuttgart were spread over an area 48 times larger than the whole of Baden-Württemberg! The overall impression is one of vastness – and emptiness. Although English is official language in Alaska, many Alaskans speak one of 20 indigenous languages in their homes.

If you want to become a farmer in Alaska, the Metanuska Valley, about 60 km northeast of Anchorage, is the place to settle. In the other parts of the state, the growing seasons are too short for farming. Most of the food has to be imported to Alaska and is therefore expensive. Many Alaskans hunt, fish or gather food in the wild to supplement their meals. Remote areas in Alaska are *really* remote: kids growing up here spend a lot of time on school buses – or are home-schooled. Many learn to fish and use a hunting knife at a very young age. Modern media, however, connect them to their peers elsewhere and introduce them to other ways of life.

Alaska is considered to be an Eldorado for all fans of wildlife: It is home to 430 species of birds, large numbers of grizzly and polar bears, moose, dall sheep, mountain goats and many other animals, some of which are endangered in other parts of the world. Almost 70 per cent of Alaskans live in one of the state's 148 cities. However, the term "city" in Alaska cannot be described as large by international standards. Anchorage is the largest city, with almost 300,000 inhabitants, followed by Fairbanks and Juneau, the state's capital, with roughly 31,000 inhabitants. The population of the other 145 cities range between 50 and 9,000.

3.2.2 Hawaii

Aloha – Or welcome to Hawaii!

If you look at the stars representing the 50 U.S. states on America's national flag – better known as the Star Spangled Banner - Hawaii is the most recent star to have been added to the flag. But how did Hawaii come to be part of the U.S. in the first place?

Hawaii was a kingdom from 1810 until 1893 when the monarchy was overthrown by resident American and European businessmen and landholders. Hawaii remained an independent republic from 1894 until 1898 when it officially became a territory of the United States and was admitted as a U.S. state in 1959. In 1993, President Bill Clinton signed the so-called Apology Resolution which addressed the unlawful annexation of the Kingdom of Hawaii.

A flight from the U.S. mainland (e.g. Los Angeles) to Honolulu, the capital of the State of Hawaii, takes approximately 5 hours. But despite this distance, the group of volcanic islands in the heart of the Pacific is home to famous Americans like actress Nicole Kidman, Jason Momoa known as Khal Drogo in HBO's *Game of Thrones*, the singer songwriter Bruno Mars and even the 44th former American President, Barack Obama.

If you think of Hawaii you'll probably think of surfing, amazing tropical weather and hanging out on stunning beaches – you might, however, be reminded of the gruesome attack on Pearl Harbor by Japan during WW2. These are some of the reasons why about 6 million tourists, spending 11 billion dollars, visit Hawaii every year. But did you know that more than one-third of the world's supply of pineapples comes from Hawaii and that Hawaii is the only place in America where coffee is grown? Also, most of the world's macadamia nuts and orchids are grown on the island. Kilauea is the world's largest and most active volcano, and Mauna Kea is the highest mountain in the world if measured from its base at the ocean floor.

As Hawaii is one of the few remote places in which man made light does not disturb the view of the night sky, it is also home to the world's largest telescope and has more scientific observatories in one place than anywhere else in the world.

Talking about rain: Forget about Seattle - the rainiest place, not only in America but even on Earth, is Mount Waialeale – with approximately 450 inches of rain per year. And the most amazing thing about Hawaii is that because of its geography, new Hawaiian islands are emerging all the time. The youngest Hawaiian island, Loihi, is currently forming and is expected to reach sea level in approximately 250,000 years. Hawaii lies 2,390 miles from the nearest continent, North America, and is therefore the most geographically isolated populated area in the world. Because the islands of Hawaii are so remote, life is thought to have been carried there by wind, waves and wings (i.e. birds etc.). Today Hawaii unfortunately has more endangered species than any other state in the U.S.

Hawaii has no racial or ethnic majorities: Everyone is a minority. Caucasians (Haoles) represent about 34 % of the population; Japanese-Americans about 32 %; Filipino-Americans about 16 % and Chinese-Americans about 5 % making it very difficult to define racial identification.

One interesting piece of information: If you are able to successfully pronounce the name of the Hawaiian state fish called humuhumunukunukuapua'a, then you can consider yourself to be a true Hawaiian. Translated from Hawaiian, it means "triggerfish with a pig-like short snout". It goes like this: "who-moo-who-moo-noo-koo-noo-koo-ah-pooah-ah". Good luck and aloha!

3.2.3 Maine

Maine – home of blueberries, toothpicks and lobster

Maine – this small state in New England is on the border to Canada. With a population of only 1.3 million people, Maine is one of the least densely populated states on the American east coast. You probably think there is not much to do and see in this state, but you are wrong. The state has a lot to offer.

There are different explanations about where the name “Maine” comes from. The most likely theory is that early explorers named the state after a province in France. Today, Augusta is its capital city.

Maine has an impressive landscape which is mainly dominated by a rocky coastline and vast areas of forests in its interior. This is also one of the reasons why tourism is becoming more and more important for Maine’s economy, making the state a popular destination because of the numerous outdoor activities it offers. If you’re looking for an adventure, an exciting vacation, then why not book a thrilling white-water rafting trip on the Kennebec River, go on a guided moose-safari or, in winter, speed through it - Maine’s breath-taking wilderness - on snowmobiles?

Besides tourism, Maine’s industry is primarily based on agriculture and paper, lumber and wood products. Commercial fishing has long been one of the backbones of Maine’s economy. You think this is boring? Then check out some of these surprising facts about Maine’s economy: Maine is one of the leading producers of a delicious, tiny, blue fruit – the wild blueberry. The state grows 10 per cent of all blueberries in the United States. Furthermore, the largest U.S. company for toothpicks, manufacturing up to 20 million of these tiny wooden sticks a day, was located in the city of Strong until 2003.

If you take a walk along the clear waters of the coast of Maine, you might be lucky enough to catch sight of an animal which the state is most famous for: The lobster. The lobster industry is the number one industry in Maine and many people, from fishermen to retailers and restaurants, all depend on this delicious seafood to make their daily living. Most importantly, Maine is very good at marketing the lobster: Wherever you go, you will see T-shirts or handbags with images of lobsters on them. The cold and clear waters of the Atlantic Ocean are home to the famous Maine lobster. It has five pairs of legs, two claws and comes in all sorts of colours ranging from the normal red, yellow and white (the so-called Albino-Lobster) to the very rare blue ones. However, all lobsters will turn red when they are cooked. It is impossible to determine the exact age of a lobster because it sheds its shell so often. Lobsters have their teeth in their stomach and “smell” their food by using four small antennae on the front of their heads and tiny sensing hair covering their bodies. For seven years in a row, lobsters caught in the waters of Maine have been the state’s most successful export hit. Since 2010, 130 million pounds of this tasty creature have been fished out of Maine’s clear coastal waters creating a profit of over 500 million dollars annually. So, if you want to enjoy year-round adventurous outdoor activities in an untouched landscape and if you are also a fan of seafood, Maine might be the number one place to head to!

3.2.4 Montana

The average visitor from Europe would never think of spending their holiday in Montana. Visitors to the USA almost always think of California, Florida, New York State or even Texas when planning their trips, but certainly not Montana.

And yet this state, situated in the northwest of the USA, is larger than Germany. Incredibly, only about one million people live there, less than 1.5 % of the German population. As the name already indicates, "Montana" is home to the high, rugged mountain ranges of the Rocky Mountains. In contrast, in the eastern part of the state you will find the expansive grasslands of the Great Plains.

When you were a child, did you ever dream of becoming a cowboy? In Montana the cowboy culture is still alive, not only on the dude ranches which offer vacations for tourists who come to enjoy horseback riding, shooting, fishing and cattle herding. Here you can still find people making a living in the same way the ranchers of the west did 150 years ago. Today, many of the ranchers are struggling financially, and when wildfires destroy large areas of land, ranches are often sold, divided up and turned into vacation homes.

In addition to agriculture, tourism also plays a major part in the economy of Montana. In the summer, more than 2.3 million people flock to Glacier National Park, Virginia City, Nevada City and the Battlefield of Little Bighorn. These places are well-known not only among the fans of Western movies. The large number of wild animals to be found here also attracts tourists: Montana has one of the largest grizzly bear populations in the United States.

Because of the low population density in this state, you can drive for hours without encountering another vehicle. For many years Montana did not have a mandatory speed limit, so people from less liberal states, like California, drove up north to race their cars along the straight and empty highways. Today this attraction has declined somewhat because Montana has now introduced speed limits on its highways. However, you are less likely to get a speeding ticket because the police cannot patrol the large distances of the highways here.

Montana is an attractive place to live for those who appreciate low energy costs, reliable power grids, cheap prices for land and an average ranking when it comes to education and safety. Individualism plays a large role here: People tend to vote for the Republican Party and insist on their right to own and carry guns. People not living in Montana are often very surprised by the particular arms regulations which exist in this state. For example, Montana's laws allow people to carry concealed guns. Strangely enough, however, people carrying flick knives are regulated more than people carrying firearms.

The residents of Montana have to deal with extreme weather conditions: It gets very hot in summer while in winter the lowest temperature ever recorded was minus 56 degrees Celsius. So, if you prefer nature and open spaces, if you like to drive an SUV through piles of snow, if you don't need the buzz of big city life or high speed internet access wherever you go, then Montana might just be the place for you.

3.2.5 Nevada

What comes to mind when somebody mentions Nevada?

Most people will immediately think of the famous tourist locations like Las Vegas or Reno, of casinos, glitzy shows, fantastic hotels like the New York New York Hotel or the Mirage Hotel and a 24-hour entertainment industry. Gambling halls here are built without windows or clocks and they attract customers with the promise of being able to win a jackpot day and night.

Long gone are the days when hotels and casinos were owned by the Mafia and where crime and prostitution dominated the cities. Today, more and more families come to visit and enjoy the entertainment. People no longer travel to Las Vegas or Reno to get divorced, but rather to get married. 24-hour wedding chapels make it possible to “tie the knot” even in the middle of the night. Nevada is a thriving state with a booming economy and an increasing population.

However, the state also has a different side. Only a few miles from the glitter and the lights of Las Vegas and Reno you will find yourself in the desert where the nights are pitch-black and you can drive for miles without seeing any signs of human life. If you look carefully, you will encounter animals such as kangaroo rats or rattlesnakes which have adapted perfectly to the inhospitable environment of one of the hottest and driest places on Earth. In Death Valley, the temperatures may reach up to 56 degrees Celsius and even today, there are frequent cases of people who get lost and die in the desert every year.

In the last decades of the 19th century Nevada was invaded by gold-diggers hoping to find gold nuggets in its rivers and mines. Today, ghost towns remind us of these unfulfilled hopes and dreams. The lack of rain and the dry desert wind have preserved houses and everything else the gold diggers left behind. Tourists can also visit some of the 32 Indian reservations and territories in Nevada and meet Native Americans of different tribes.

However, due to the ever growing population in Nevada, the consumption of water is increasing constantly and Lake Mead and the Colorado River can no longer meet this demand. Water shortage has become a permanent problem and it is expected to get worse in future.

There is also an ongoing discussion about how to improve the educational system, which is one of the worst in the United States. Many children still do not attend a school and about 30 % never graduate from high school. College graduation rates are much lower than in most other states and people are concerned that Nevadans cannot compete for qualified jobs nationwide.

Unfortunately Nevada also stands out negatively when it comes to crime and public safety. The crime rates for Nevada show that violent crimes and property crime, e.g. burglary and theft, are among the highest in America.

So, if you look at all these facts, would you still like to move to Nevada? Our answer would be: “Sure, nothing beats 350 days of sunshine and plenty of open space”.

3.2.6 West Virginia

West Virginia is a small state located in the Appalachian region in the southeast of the United States and shares borders with Pennsylvania, Maryland, Virginia, Kentucky and Ohio (clockwise). Its capital is Charleston with about 52,000 inhabitants. Due to its topography, its mountains and rolling hills, it is commonly referred to as “The Mountain State”. Even its official seal, containing the state’s motto “Montani semper liberi” (mountaineers are always free), picks up on this geographical feature.

During the 18th century settlers tried to cross the mountains – a very dangerous thing to do because the region was the hunting ground of local Native American tribes. Nevertheless, small settlements were established along the rivers in the valleys, but conflicts between the settlers and the native population continued until after the War of Independence (1775 – 1783).

During the development of the first states of the U.S., the area was called Virginia. However, there had always been political differences between the poor farmers living in the mountains and the large slaveholding landowners who lived closer to the coast. When West Virginia finally decided to leave the state of Virginia and support the cause of the Southern Unionists, the secession of the western part of the state Virginia was only a matter of time. In 1861 West Virginia joined the Union as an independent state.

After the Civil War, West Virginia profited from its mineral resources. Its rocks contain calcium nitrate, which was important for the war industry. West Virginia’s mines also produced industrial lime for agriculture and industry. Apart from that, the state became a major producer of salt and was an important coal mining location. Many people worked in these mines, a workplace with difficult working and safety conditions. Although, the conditions have improved over the years, the monthly pay is still low and the number of jobs has declined. Today, unemployment is high and people long for the days when mining dominated the area.

Nowadays, the most promising industry in West Virginia is tourism. The state is well-known for its marvelous outdoor activities. The valleys are popular for winter sports. The rocks and rivers are the number one destination for rock climbing and whitewater rafting. Hiking, backpacking, hunting and fishing are also popular. If you are interested in culture, then there are many historical sites that tourists can visit. However, West Virginia is unfortunately also the state with the second lowest income per household, which is probably the reason why more and more people are leaving the state.

3.3 Merkmalsliste der Staaten (possible solutions)

Alaska:

reich an natürlichen Ressourcen, Abhängigkeit vom Ölpreis, anfälliges Ökosystem, geringe Bevölkerungsdichte, vielfältige Tierwelt, keine urbanen Zentren

Hawaii:

schlechte Erreichbarkeit vom Festland, Bedeutung des Tourismus, Bedeutung der tropischen Landwirtschaft, vulkanische Aktivität, wissenschaftliches Zentrum durch einmalige geografische Lage, ethnische Diversität der Bevölkerung

Maine:

geringe Bevölkerungsdichte, Öko-Tourismus, Sonderformen der Landwirtschaft (Blaubeeren, Hummerfang), Holzindustrie nimmt ab, Nähe zu Kanada, kaltes Klima

Montana:

Flächenstaat, sehr geringe Bevölkerungsdichte, politisch konservativ (Waffengesetze), traditionelle Rinderzucht, Tourismus (Cowboyromantik, Nationalparks), extremes Klima

Nevada:

überragende Bedeutung des Tourismus (Glücksspiel, Hochzeiten), Wüstenstaat: extreme Hitze und Trockenheit, Attraktionen: Native American Culture und Geisterstädte, Probleme des Bildungssystems, Kriminalität





West Virginia:

geringe Fläche, geringe Bevölkerungszahl, Mittelgebirge, Niedergang des Kohlebergbaus, Arbeitslosigkeit und Abwanderung, Hoffnung auf die Entwicklung des Tourismus

3.4 Evaluation der jeweiligen Geschäftsidee

Evaluation sheet: business plan

Name of the start-up: _____

	in detail	in general	superficially	not mentioned
Does the plan cover the criteria for a successful business idea?	 (3 points)	 (2 points)	 (1 point)	 (0 points)
- labor force				
- target group				
- USP (=unique selling proposition)				
- distribution				
- location				
- marketing strategy				
- pricing and finances				
- sustainability				
- future orientation				
- feasibility				
- profitability				
- catchy name				
- creativity				

final score: _____

4 Links zur Evaluation der Lernmethode

Die Evaluation der Lernmethode besteht aus den folgenden zwei Umfrageteilen:

1. Umfrageteil: „Evaluation Englisch Eingangsklasse: Wie gut konnte ich lernen?“
2. Umfrageteil: „Evaluation Englisch Eingangsklasse: Wie lief die Zusammenarbeit mit den Mitschülerinnen und Mitschülern?“

Sie können die Umfragen auch separat mit Ihrer Klasse durchführen. Es empfiehlt sich, das Ergebnis mit der Klasse zu besprechen.

Alternativ zur Umfrage in Papierform könnten Sie diese auch mit entsprechenden digitalen Feedback-Tools durchführen. Bitte beachten Sie hierbei die Regelungen zum Datenschutz.

4.1 Evaluation: Wie gut konnte ich lernen?

Evaluation sheet: Wie gut konnte ich lernen?

	trifft zu	trifft meistens zu	trifft selten zu	trifft nicht zu
Im Großen und Ganzen hat das Anforderungsniveau für mich gepasst.				
In den Differenzierungsphasen konnte ich gut entscheiden, was ich mache.				
Ich hatte Leerlaufphasen .				
Ich habe einen Bundesstaat der USA vertieft kennengelernt.				
Ich habe auch über die anderen behandelten Bundesstaaten einen Überblick bekommen.				
Ich konnte den Text " How to start a business " zügig verstehen.				
Es hat Spaß gemacht, eine Geschäfts-idee auszuknobeln.				
Den neuen Wortschatz beherrsche ich am Ende der Einheit.				
Ich habe mich beim Präsentieren gut gefühlt?				

4.2 Evaluation: Wie lief die Zusammenarbeit mit meinen Mitschülerinnen und Mitschülern?**Evaluation sheet: Wie gut konnte ich lernen?**

	trifft zu	trifft nicht zu	Bemerkung
Die Gruppenarbeit war effizient.			
Die Aufgabenverteilung war insgesamt gerecht .			
In meiner Gruppe haben wir die Aufgaben nach den individuellen Fähigkeiten und Vorlieben verteilt.			
Wer macht wieviel: Die Aufgabenverteilung war mengenmäßig gerecht.			
Alle haben sich etwa gleich stark engagiert .			
Probleme in der Gruppe konnten wir gut lösen .			
Es hat mir gefallen, über eine ganze Einheit in einer Gruppe zu bleiben.			