

A photograph of two men on a game show set. The man on the left is older, with grey hair, wearing a dark suit and tie, pointing his right index finger towards the man on the right. The man on the right is younger, with dark hair, wearing a grey button-down shirt and a dark tie, smiling. They are standing behind a glass podium. The background is a blue and purple geometric pattern.

AATG Member Patrick Quinn Wins *Jeopardy!* Teachers Tournament

\$100,000

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From the President

March is always a time to think of new beginnings. Our students are beginning to consider what courses they will select next year, where they will continue studying, or where the quest for a professional position might lead them. We provide students with a look into another way of thinking. We give them an understanding of another culture. Our students are able to communicate with other people because we instruct them. We encourage them to take this knowledge with them as they move into their new beginnings.



German instructors at all levels are always up for new challenges. We find spring a time to remind our students how valuable their study of German will be to them. Many of us are hosting guests from Germany in our homes and schools. Others are helping doctoral candidates finish dissertations. We have great expectations for those we instruct at every level.

We do not want to forget to bring our success stories to the attention of administration and the community. Be proactive in your community and with your senators and representatives. Let them be aware of your concerns with funding cuts to World Language programs at all levels.

The AATG Executive Council has stepped up to a new beginning, as well. We are meeting virtually to better serve your needs. We have begun reviewing the Constitution and By-laws. The AATG Policies are also under review.

A refreshing spring break will begin for many of us very soon. Some will be traveling to German-speaking countries for personal as well as professional reasons. Safe travels to you. I hope you return with great activities and accounts to share with your students.

Professional development opportunities are invaluable. Speaking of which....Webinars are coming! Webinars are coming! Our new executive director has been hard at work to encourage some of our best presenters to share their knowledge with you through webinars. You may not have been able to attend a national conference, but you can take advantage of this online opportunity. The sessions offered will be diverse and very affordable. Please join us.

Want a new spring fashion statement? Check out the AATG polo shirts available through the store. While in the store, you might be interested in the new children's books supporting the new Kinder lernen Deutsch learning unit on bullying and tolerance *Max macht sich stark*. The materials are adaptable for all levels of instruction.

As we begin to see new growth in our students and our own professional development, keep watching the website for more opportunities for professional growth.

I wish you an exciting jump into spring!

A handwritten signature in cursive script that reads "Kathy J. Fegely".

Kathy J. Fegely
Antietam High School
Reading, Pennsylvania
kfegely@antietamsd.org

Call for Papers:

Looking Back, Looking Forward: German Studies in the United States Festschrift for Helene Zimmer-Loew

In 1985 Helene Zimmer-Loew became Executive Director of the American Association of Teachers of German. Under her insightful leadership, the organization thrived, forging close alliances with partner organizations, and responding proactively to the changes within German Studies and to the challenges of maintaining, sustaining, and strengthening German programs over the years. In recognition of over twenty-five years of service to the teaching and learning of German in the United States, a *Festschrift* entitled *Looking Back, Looking Forward: German Studies in the United States* will be published to honor Helene Zimmer-Loew. Helene devoted her professional life to insuring that German was taught well and taught widely. Co-editors Carol Anne Costabile-Heming and Rachel J. Halverson welcome manuscripts that address one or more of the following themes either retrospectively or with an eye to developments in the new millennium:

- Leadership (and its importance to the teaching of German)
- Research (and its importance to the teaching of German)
- Professional Development (and its importance to the teaching of German)
- Culture Studies (and its importance to the teaching of German)
- Film and Popular Culture (and their importance to the teaching of German)
- Graduate Programs in German and Fostering the Next Generation of German Language Educators
- German Studies in the New Millennium

Please send an abstract (300 to 500 words) and a brief bio to both Carol Anne Costabile-Heming costabilec1@nku.edu and Rachel J. Halverson Rachel_Halverson@wsu.edu by **March 15, 2012**.

Invitations for the submission of full manuscripts will be sent by April 15, 2012. Contributors to the anthology are expected to be current members of the AATG. The deadline for submission of final manuscripts will be October 15, 2012.

Spring Fashions from AATG! Order at www.aatg.org



AATG Lapel Pins

Show you're proud to be a German teacher! AATG lapel pins now available to our members. Our 7/8" polished nickel pin with butterfly clutch is perfect in every venue. \$5.00.

Deutsch Rocks!

This bright colorful T-shirt has Deutsch Rocks on the front and a Schwarz-Rot-Gold German wordle on the back. All proceeds from sales of the shirt will be donated to the AATG Endowed Scholarship Fund for study abroad in honor of Helene Zimmer-Loew. 100% cotton. \$15.00.



AATG Polo Shirt

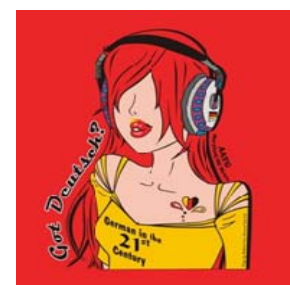
Give German great visibility! Increase awareness

for German teaching with our new custom AATG Polo Shirt. The AATG Cotton Pique Polo is 7 oz. 100% Cotton ComfortSoft which provides superior softness. Quality fabric and fit; welt-knit collar and cuffs; double-needle stitching on bottom hem. Available in both Women's and Men's sizes in two colors: White Polo Shirt with Blue AATG Logo and Blue Polo Shirt with White AATG Logo. \$21.00.



Got Deutsch?

This redhead rocks German in the 21st Century. From Schwarz-Rot-Gold-Lippen to Herztattoo in Bundesfarben, this Manga-style character is sure to be a hit. 100% cotton. \$15.00.



Special offer for AATG members

Bridge Builder: An Insider's Account of over 60 years in Post-War Reconstruction, International Diplomacy, and German—American Relations, by Dr. Walther Leisler Kiep.

Entrepreneur and Honorary Chairman of Atlantik-Brücke, Dr. Kiep speaks frankly about a life at the center of power: as an independent politician and treasurer of the governing CDU party from 1970 to 1991, who did not shrink from conflict with party leaders Helmut Kohl and Franz Josef Strauss; as Minister of Finance in Lower Saxony; as a longtime member of the Volkswagen Supervisory board for 21 years; and as an ambassador for German-American relations, and confidant of several US presidents.

AATG members may order the book via the toll-free phone number or the website. Use the discount code "AATG" to receive a 35% discount from the regular price of \$29.95. This offer runs until July 31, 2012.

Phone: 1-800-247-6553. Web: www.thepress.purdue.edu/titles/format/9781557536204

Calls for Papers

Topic: The Kafka Factor in Post-Holocaust Film and Literature. Special Session of the Kafka Society of America at the 2013 MLA Annual Meeting. All aspects, literatures, genres, ethnicities and countries will be considered. Submit 500-word abstracts by March 15, 2012 to mlcaputomayr@hotmail.com and dcglorenz@gmail.com.

Topic: Bildung and the Humanities. Our contemporary notion of the humanities and of the structure of the university itself have their origins in the development of an ideal of *Bildung* from 19th century German culture. Recent reductions in the humanities call into question the idea of *Bildung* and invite a reconsideration of this idea from a contemporary perspective. We seek papers that explore the role of the idea of *Bildung* in current discussions of the humanities. Are there new justifications as well as critiques of the idea that imply changes in the way we conceive of the place of the humanities in U.S. higher education? What was at stake in the origin of the idea of *Bildung* (national identity, the Enlightenment project, democracy, cosmopolitanism?), and how are these issues relevant today? The AATG and the MLA Division of 19th and early 20th century German literature invite proposals for papers to be presented at the MLA Convention in Boston, January 3-6, 2013. Submit 150-word abstracts to David Pan (dtpan@uci.edu) by March 15, 2012.

AATG's Webinars . . .



AATG presents a series of webinars to help you stay up to date and make your classroom a captivating environment for learning German. These webinars offer you and your colleagues professional development on relevant topics in a format that recognizes traveling to local, regional, or national conferences is not an option for all teachers. Designed for all levels of German instruction, the webinars will help you improve classroom practice, promote the learning of German, and advance your professional knowledge in a convenient, accessible, and interactive way.

AATG webinars will serve as a catalyst for an ongoing, collaborative professional learning community engaged in virtual learning. If you're not available for the live event, the archived webinars will allow for professional development opportunities on demand, at a time and place which fits your needs.

Join us for our series of one-hour Webinars. Connect with great trainers and teachers without leaving your school or home.

Designing Thematic Instruction

March 20, 6:00 pm (EDT)

Presenter: **Angelika Becker**

Learn more about designing your own teaching units starting with level 1 and expanding them to be used all the way to levels 4 and AP! Understand the concepts of backward design, the planning of formative and summative assessments and essential questions. The presenter will share ideas and strategies to help make backward design work for you, share rubrics for formative and summative assessments and help with resources and teaching strategies for differentiation.



Musik im Deutschunterricht

March 27, 6:00 pm (EDT)

Presenter: **Mohamed Esa**

Songs by Die Prinzen, the Wise Guys, Bettina Wegner, Frank Zander, Rammstein and Rolf Zuckowski are highly motivating for students and form the basis for this webinar on how to effectively use music in German instruction. Songs and video can be used to improve language proficiencies in all students. Music that is appropriate for teaching various themes will be introduced and multiple ways to use them will be presented. This webinar will be presented in German.



Join us Online for a new Learning Experience!

Using 21st Century Tools in the German Classroom

April 10, 6:00 pm (EDT)

Presenter: **Mike Shaughnessy**

What "cool tools" are out there to get students excited about German and keep them past the elementary level? How can you use technology at the earliest stages of German class if the students don't know any German? How do I use images to teach language and culture?



This Webinar will explore several methods of effectively using technology for the beginning levels of German instruction. This Webinar is suited for all German instructors (elementary, middle, high school and university level). Participants should feel comfortable using technology, but no specific knowledge base is required to participate.

Developing Proficiencies in Interpersonal Communication

April 17, 6:00 pm (EDT)

Presenter: **Brandee Mau**

As one of the three modes of communication, Interpersonal communication provides opportunities for learners to negotiate and experiment with language in a meaningful setting.

What does that look like in your classroom? How do you best assess students as they put their language to work? With a majority of all communication occurring in this mode, how can you best equip your students to communicate with other German speakers?



Professional Development comes to you!

Alternative Assessments

April 24, 6:00 pm (EDT)

Presenter: **Jim Sheppard**

Teachers may notice quite often that their best language students are not those who score the highest on traditional tests. It is important to find other ways of assessing your students' skills and to help these pupils be more engaged and more successful. The purpose of this webinar is to suggest some alternative assessment formats that will help you achieve those goals. Good teachers are dynamic and flexible, and so it follows that their assessment tools should be also.



Increasing and Retaining Students: Building a Robust German Program

May 1, 6:00 pm (EDT)

Presenter: **Gregory Wolf**

German instructors at all levels are under pressure not only to attract students to elementary courses, but also to retain them for intermediate and advanced courses. This webinar will provide concrete suggestions and present strategies to build robust and vibrant German programs by retaining students through innovative curricula, exciting extra-curricular activities, meaningful articulation and collaboration, and deliberate marketing.



Task-based Reading Strategies

May 8, 6:00 pm (EDT)

Presenter: **Astrid Klocke**

This webinar will model an effective template for developing task-based activities that engage students with a text and further their reading strategies in German. You will learn how to design individual tasks to focus student attention on meaning. Authentic literary and prose texts and sample activities will be presented. The activities are geared toward the post-secondary teaching context but could easily be adapted to high school classes.



Selecting and Using Authentic Resources

May 22, 6:00 pm (EDT)

Presenter: **Wiebke Strehl**

The abundance of authentic materials easily found on line is often overwhelming. As instructors we know the value of these materials but how do we make the task of finding appropriate text and developing successful instructional materials more manageable? In this webinar you'll learn search strategies as well as strategies for making exercises that will work on any level, fit the six AP German themes, and address the three modes of communication.

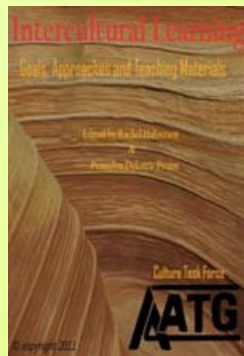


Teaching Culture

June 5, 6:00 pm (EDT)

Presenter: **Pennylyn Pruim**

Based on the framework and strategies developed by the AATG Culture Task Force, this webinar explores how language teachers can improve the intercultural learning in their courses. Learn about the AATG approach to culture learning and explore sample classroom activities. Get the big picture and be inspired for the classroom!



Register now to take advantage of these exciting professional development opportunities!

www.aatg.org/webinars

Webinar Prices

\$25 AATG Member

\$35 Non-member

\$20 Archived Webinar on Demand

Meet the *Jeopardy!* Champ

Answer: This AATG member, German teacher at Ritenour High School in St. Louis, Missouri, took first place in the 2012 JEOPARDY! Teachers Tournament.

Who is Patrick Quinn?

Patrick Quinn outscored 14 other educators to earn the tournament's top prize of \$100,000 in the final round of the tournament. Patrick brought German teaching into homes across the US as *Jeopardy!* is the #1-rated quiz show in syndication with 25 million viewers each week and is winner of 29 Emmy awards, including the 2011 Emmy for Outstanding Game/Audience Participation Program.



The 2,000 students at Ritenour High School honored their German teacher with a special assembly in his honor and Patrick hopes to use his experience and heightened popularity from *Jeopardy!* as a recruiting tool for languages—specifically German! With around 100 students in the German program, he hopes his experience will help others realize that knowing a language does make you smarter and helps broaden your knowledge and understanding of others. “Maybe there was a student watching *Jeopardy!*, heard that I teach German, saw that I won, and that might encourage him or her to start learning German. I hope that this experience will help with German exposure in the school and in the area.”

In his seventh year at Ritenour High School, Patrick is, like many AATG members, the only German teacher at his school. That keeps him quite busy. “We have 4 levels of German: two classes of Level 1, two classes of Level 2, one combined class of Levels 3 and 4, plus I am a supervisor in the cafeteria and in-school suspensions. A nice diverse set of tasks!” he explains.

Patrick is a passionate advocate for languages. “Learning a language is important because it gives you a different frame of reference, an insight into different cultures that you wouldn’t have if you couldn’t speak or understand the language,” notes Patrick. “Everything else becomes more interesting when you know another language. Contrary to others’ opinions, I think German is a very beautiful language.”

“Because it involves other cognitive and linguistic tools such as word order and case, German helps with mental dexterity,” he continues. “And another great aspect of learning German is that it gives us access to good food!”

Patrick has German heritage, his grandfather grew up in a home with native speakers. “By the time I was born, the German speaking in our family had tapered off to simple words like *schnell* and *Dummkopf* and bits and pieces of German drinking songs that my grandfather taught me.” So how did he find his way to the German classroom? “German was the language in high school that fewer students learned, so that was appealing to me. I took German in high school my freshman and sophomore years but the program was discontinued my last two years.” Patrick remembers the German teacher his sophomore year was a part-time teacher who had an interesting sense of humor. “Many students didn’t appreciate what she was doing, but I had a fondness for her.” Patrick had the opportunity to get back to German at the University of Missouri, “taking German again my

Meet the *Jeopardy!* Champ

sophomore year of college as an elective for my major in photojournalism. I took as many German courses as I could and the professors at the University of Missouri were all great – Roger Cook, Sean Ireton, Carsten Strathausen, among others. I ended up realizing that I enjoyed German much more than photojournalism!”

After a semester in Bamberg, Patrick graduated with a major in German. Besides the semester in Bamberg, he’s been to Thüringen a few times, as well as the Mosel region—and ended up doing a Fulbright in Marburg. According to Patrick, “All of these experiences were wonderful. I’ve also held a student exchange with a school in Dresden and hope to get another exchange program started in the future.” He participated in a summer seminar at Sprachakademie Wittenberg that he found out about through AATG—and is considering an ISE trip in the future.

“Knowing a language does make you smarter...German helps with mental dexterity.”

“Ironically, I’m not a huge watcher of *Jeopardy!* Since it airs at 4:30 in St Louis, I am usually running after work,” says Patrick. His path to the *Jeopardy!* tournament started one day last year when his wife was home sick from work and they watched the show together. “I answered most of the questions without hesitation and when we saw the advertisement at the end of a segment asking folks to try out, I decided to take the online test.”

For Patrick, “It was a great experience. The episode was taped on January 24, so I had to keep this winning a secret for a month!” His behind the scenes experience reveals that Alex Trebek has the same wry sense of humor that you see on TV when he interacts with contestants when he fields questions from the audience during breaks. “Alex is well-versed in several languages – this is evidenced when he convincingly reads “answers” in languages other than English on the show.”

So does Patrick play *Jeopardy!* in his German classes? “No,” he confesses, “ but I probably will now since I received the updated classroom set that allows for multimedia questions—it makes sense that I would incorporate it into my lessons.”

Patrick wasn’t the lone German teacher in the *Jeopardy! Teachers Tournament*. Among the 14 tournament players, there were two German teachers—quite a showing. Leslie Decker, who teaches at Taylor High School in Taylor, TX, also competed, making it into the semifinals. AATG members will also be pleased to know that Patrick will return to the *Jeopardy!* stage. He is guaranteed a spot in the upcoming *Jeopardy! Tournament of Champions* and we’re sure to stay tuned! Cue the music.





Reginald Bess Guest Editor for Literary Journal

Twenty-five years ago Dr. Reginald A. Bess, current Chair of the Division of General Studies and Professor of Modern Languages at Morris College in Sumter, South Carolina, helped to pioneer a new field within German called “Afro-German Studies” with his publication “The First Great Black Man Of Letters” in *The Journal of Black Studies*. Since then Dr. Bess has gone on to lecture on four different continents about the first Black African to earn a doctorate degree in Philosophy and Letters.

A year ago Dr. Bess put together two panel presentations on Afro-German Studies for the Annual Convention of the College Language Association (for which he serves as Secretary) in Brooklyn, New York. Dr. Ruthe T. Sheffey, managing editor of THE ZORA NEALE HURSTON FORUM, heard of the excellent quality of these presentations and asked Dr. Bess to gather them together for a special issue.

And thus was born VOLUME XXIII (Winter 2011) of THE ZORA NEALE HURSTON FORUM devoted to Afro-German Literature. Dr. Bess not only served as Guest Editor, but he also contributed an essay to the special issue. In the introduction he notes that the genesis for this project goes back some 30 years when he and others started thinking about ways to get African-American students back into the German classroom. He tells of the formation of the Minority Steering Committee of the AATG which later was renamed “Alle lernen Deutsch” and which has developed materials and strategies to accomplish that specific goal. He further explains how, owing to the presentations that he and colleagues have been making at the College Language Association, Dr. Sheffey and the Forum Editors conceived of this project. Dr. Bess concludes the introduction: “Thus, in this special issue readers will enjoy the fruits of these three decades of organizing, thinking and writing about a too-little known population and literature.”

Dr. Bess’s essay “De Jure Maurorum in Europa (“On the Rights of Blacks in Europe”): A Black Civil Rights Activist in Europe in the Eighteenth Century” tells a little known Black History fact, namely, the life and times of Dr. Anton-Wilhelmo Amo, the first Black African to earn a doctorate degree (University of Wittenberg, Germany on April 17, 1734). He chronicles the life of Dr. Amo, noting among his many accomplishments that he taught at three different German universities in the first half of the 1700s, that he spoke at least five foreign languages including the scholarly Latin of the days, and that he was considered one of the leading expositors and philosophers of the movement known as “The Enlightenment Period” in western civilization.

Dr. Bess is a cum laude graduate from West Virginia State College (now University) with a B. S. in Ed. Degree with concentrations in German and Spanish. He holds both the M.A. in German Literature and Philology and the Ph.D. in Medieval German Studies from The Ohio State University.



This is the first time in the history of African Diasporic studies that a special issue of a literary journal has been devoted to Afro-German Literature. All the essayists are African American professors who hold the doctorate degree in German, and many have been members of AATG’s Alle lernen Deutsch committee.

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“De Jure Maurorum in Europa: A Black Civil Rights Activist in Europe in the Eighteenth Century”—Dr. Reginald A. Bess

“Liberating Landscapes of Identity through the Eyes of Black and African Germans: A Tale of Two Women”—Dr. Janice D. M. Mitchell

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“My Father” (Poem)—Ika Huegel-Marshall



Reich mir deine Hand

Einladung zum Mitmachen

Zum 20. Jubiläum des Kinder-Kunst-Museum e.V. Berlin – International laden wir alle jungen Menschen im Alter von 3 bis 17 Jahren ein, an der 8. Welt-Kinderkunst-Ausstellung „Reich mir deine Hand“ teilzunehmen. Vermische Deine Träume mit Farben und sende uns Dein Bild bis zum Juni 2012. Ausstellung ist geplant 2013.

Postkartenformat: nur 21x15 cm (Karton), alle Maltechniken erlaubt.

Wir bitten euch auf eine Seite des Kartons eure Hand aufzulegen und abzuzeichnen. Diese Handfläche könnt Ihr nach eurer Phantasie gestalten / bemalen. Auf die Rückseite schreibt Ihr bitte einen Gruß an den Nächsten / Unbekannten. Schreibe in Druckbuchstaben deinen Namen / Adresse und sende an:

Kinder-Kunst-Museum e.V.
„8. WKA“
Hartmannsweilerweg 9+11
D-14163 Berlin
Deutschland

Ausgewählte Arbeiten für die Ausstellung werden in einem Katalog oder DVD gefasst und an Euch als Andenken und Symbol der Freundschaft verschenkt mit dem Zertifikat "Museumssilberblatt".

Viel Spaß und Fantasie beim Malen!
Achtung! Eure Arbeiten senden wir nicht zurück. Sie werden bei weiteren Ausstellungsprojekten zur Völkerverständigung beitragen.

Alle Rechte verbleiben beim Kinder-Kunst-Museum e.V.

Meet Outstanding German Educator Nella Spurlin

Laura Boyle, member of the Deutsch an Schulen (DaS) Committee, recently interviewed Nella Spurlin, 2011 winner of the AATG High School Outstanding German Educator Award. An educator for 36 years, Nella has spent 34 of them teaching at Temple High School in Temple, TX. Although Nella spent some of her career teaching history, after talking to her it is clear that her passion is for teaching German.

Deutsch an Schulen: What makes a successful German educator?

Nella Spurlin: An educator must be willing to work on the program – build it. The kids need to feel as if they are a part of it. One must build the sense of family, give the students a stake in it so that it matters to them. A teacher must be willing to try crazy things, take a risk with different approaches and ideas.

DaS: How has the teaching of German changed throughout your career?

NS: When I first start teaching, I taught as I had learned—through the Audio-Lingual Method. I then went to using proficiency approaches. I found these to be more comfortable and more fun. Now we utilize TPRS, which is more fun for the students. We also utilize AP and IB approaches. It's important to find what works for kids in the given time period – students change about every 5 years. An educator has to adapt and grow with them.

DaS: In what direction do you see the teaching of German going?

NS: I think we will continue to see the growth of less commonly taught languages such as Chinese. We have to find a place for all of us. We need to encourage our students to take more than one language so all of us survive. I would like to see Texas begin language education earlier like they do in Europe. We need to foster in our students the idea that we live in a global society and that there is a place and a purpose for all languages.



DaS: What inspires you as an educator?

NS: Working with kids who bring cool ideas to the table, working with young people who have different and unique insights. I learn from them. They are enthusiastic and fun.

DaS: How does AATG membership benefit you, your career, and your students?

NS: I can't imagine teaching without being an AATG member. I joined as soon as I graduated college. I enjoy sharing with others, learning from colleagues and the support system they provide. I love the AATG listserv: "It's like having a workshop in your computer every night". AATG provides opportunities for my students such as the National German Exam and GAPP that other languages don't provide.

DaS: What advice would you give a new German teacher?

NS: Find other teachers of German in your area to network and share with. Go to a conference, local, state, regional, or national. It's easy to feel isolated as a German teacher and it's important to have colleagues to share with.



**Liebe Kolleginnen,
liebe Kollegen,**

das Auswärtige Amt in Berlin hat ein strategisches Konzept für die Deutschförderung in Auftrag gegeben, welches Perspektiven für eine erweiterte Deutschförderung in den USA aufzeigt. Wir analysieren das Papier zurzeit und werden danach konkrete

Vorschläge unterbreiten. Wir tun dies auch in der Hoffnung, dass zusätzliche Mittel zur Verfügung gestellt werden.

In dem noch jungen Jahr haben wir die Zusammenarbeit mit AATG fortgesetzt und nahtlos eine gute Kooperation auch mit dem neuen Geschäftsführer etabliert. Wir freuen uns auf weitere Projekte in den kommenden Jahren und wünschen Keith Cothrun viel Erfolg bei allen Bemühungen.

Allen Deutschlehrerinnen und Deutschlehrern wünschen wir ein erfolgreiches und spannendes Jahr 2012.

Herzliche Grüße
Ihre

Dr. Eva Marquardt

German Advocacy Tool Kit

Mit dem neuen „German Advocacy Tool Kit“, der aus der Zusammenführung und Aktualisierung der bisherigen Advocacy Tool Kits der AATG und des



Goethe-Instituts entstanden ist, wird vor allem Lehrern und Eltern ein webbasiertes, übersichtlich gestaltetes Instrument zur Bewerbung und Stärkung von Deutschprogrammen zur Verfügung gestellt. In fünf Rubriken bieten wir Ihnen treffende Argumente, relevante Statistiken, Briefvorlagen, Erfahrungsberichte, Erfolgsgeschichten und vieles mehr, die Sie für diesen Zweck einsetzen können: auf Werbeveranstaltungen, als Teil der Überzeugungsarbeit für den Erhalt eines Deutschprogramms, für den eigenen Unterricht und die Motivation von Studenten. Der Tool Kit wird in Kürze auf der AATG-Webseite und der des Goethe-Instituts New York live geschaltet.

German Summer Schools

Die Einschreibungen für die German Summer Schools haben begonnen. Neben Sprachkursen, Literaturseminaren und fachlicher Weiterbildung für ein breit gefächertes Zielpublikum bieten die Sommerschulen in den USA auch M.A.- und M.ED.-Studiengänge. Die Teilnehmer können sich ihre erfolgreich abgeschlossenen Kurse für das Studium bzw. als Fortbildungsmaßnahme anrechnen lassen; an einigen Schulen können die Goethe-Zertifikatsprüfungen abgelegt werden. Weitere Informationen finden Sie auf dem [Portal der German Summer Schools](#).



Fernlernangebote vom Grammatiktraining bis hin zum Multimedia-Führerschein

Wer sich sprachlich und didaktisch weiterbilden möchte und dabei seine zeitliche und räumliche Unabhängigkeit nicht aufgeben will, der kann mit dem Fernlernangebot des Goethe-Instituts aus einer breiten Palette von Sprach- und Spezialkursen auswählen. Vom neuen Fernkurs „Grammatiktraining C1/C2“ bis hin zu fachspezifischen Fortbildungen für Lehrer ab Elementarstufe bieten die Fernkurse sowohl traditionelle papierbasierte Formate als auch e-Learning per Moodle-Kursraum. Jeder Kursteilnehmer wird von einem persönlicher Fernlehrer begleitet, der Aufgaben korrigiert, Leistungen kommentiert und individuelle Lerntipps gibt. In Kürze wird vom Goethe-Institut Chicago ein speziell auf den amerikanischen Markt zugeschnittenes Beratungsangebot für Fernkurse geschaffen. Mehr Informationen finden Sie [hier](#).



Neue Broschüre: „German for Hire“

Das Projekt „German for Hire“ vermittelt in den gesamten USA deutsche Studenten, die an amerikanischen Universitäten studieren, an Middle Schools und High Schools. Diese von uns Hand verlesenen Studenten unterstützen Sie gerne dabei, im Unterricht ein modernes und junges Deutschlandbild zu vermitteln. Um dieses Programm noch bekannter zu machen, wurde jetzt eine Broschüre erstellt, die ab sofort bei dem für Sie zuständigen Goethe-Institut bestellt werden kann. Mehr Informationen finden Sie [hier](#).



Internationale Deutscholympiade IDO 2012

Im Juli 2012 ist es wieder soweit: Schüler aus der ganzen Welt stellen ihre Deutschkenntnisse unter Beweis. Dabei sind nicht nur sprachliche, sondern auch interkulturelle Kompetenzen gefragt. Die Internationale Deutscholympiade ist ein Wettbewerb in Deutschland, der alle zwei Jahre stattfindet und in dem die Schüler ihre deutschen Sprachkenntnisse in drei Niveaustufen (A2, B2 oder C1) unter Beweis stellen können. Die Teilnehmer werden zuvor in nationalen Wettbewerben ermittelt und vertreten dann ihr Land bei der Internationalen Deutscholympiade in Deutschland. Pro Land dürfen zwei Schüler am Wettbewerb teilnehmen. In der USA-Vorrunde haben gewonnen: David Brinsky (Linsly School, WV, Lehrer: Geoffrey Scholar) und Elizabeth Waisel (Wellesley High School, MA, Lehrer: Devon Ellis). Beiden Gewinnern unseren Glückwunsch und viel Erfolg in Deutschland! Weitere Informationen zum Vorausscheid der IDO finden Sie [hier](#).
- Roma Schultz, Expertin für Unterricht, Goethe-Institut Chicago



„New in 2-0-1-2!“ - die Gewinner!

Der Wettbewerb „New in 2-0-1-2“ auf Todo Alemán regte über 120 Teilnehmer dazu an, uns ihre Neujahrsvorsätze für 2012 mitzuteilen. Ihre Einsendungen waren äußerst kreativ und gestalteten die Auswahl schwierig. Über ein iPad 2 dürfen sich freuen: Emily aus Ashville (Ohio), Tor aus Beaverton (Oregon) und Christian aus New York City. Herzlichen Glückwunsch! Weitere Infos und Auszüge der (Gewinner-)Beiträge finden Sie [hier](#).



Werbung für Ihr Deutschprogramm – auf „Step into German“

Nicht nur Sie als Lehrer, sondern auch Ihre Schüler können mithelfen, Ihr Deutschprogramm über die Grenzen des Schuldistrikts hinaus bekannt zu machen und der restlichen Welt mitzuteilen, wie wichtig es ist, Deutsch zu lernen und damit so früh wie möglich anzufangen. Wie? Ganz einfach: Auf der Webseite „Step into German“ können Schüler unter dem Link „My German Program“ ihr Middle- oder High-School-Deutschprogramm per Video vorstellen. Vier Beispiele solcher filmischen Kurzporträts finden sich bereits auf der Webseite. Alle Videos, die bis 9. April 2012 eingesendet werden, nehmen automatisch an einem Wettbewerb um das beste Video teil. Eine Jury wird nach Einsendeschluss die besten Arbeiten prämiieren. Zu gewinnen gibt es ein Vollstipendium für einen Sprachkurs in Deutschland, ein iPad sowie viele andere Preise. Weitere Informationen finden Sie [hier](#).
- Peter Zygowski, Bildungskoooperation Deutsch, Goethe-Institut San Francisco



Award of Excellence

Der Award of Excellence 2011/12 wurde im Dezember abgeschlossen und fand erneut eine große Anzahl an jungen Teilnehmern aus den USA und Kanada. Seit mehr als 20 Jahren bringt der Wettbewerb amerikanischen Schülern die deutsche Sprache und Kultur näher. Der letzte AoE schlug besonders rockige Töne an: Der 18-jährige Lennart porträtierte die deutsche Musiklandschaft, unter anderem die Indie Rock Band Madsen, die im vergangenen Jahr erfolgreich durch die USA tourte. Hier sind die Gewinnerschulen:



Bayside High School, Florida
Coral Reef Senior High School, Florida
Del Valle High School, Texas
Garden Valley Collegiate, Manitoba, Kanada
Lycée Français de Toronto, Ontario, Kanada
North County High School, Maryland
Plymouth High School, Wisconsin

Der Förderverein Friends of Goethe New York hat in diesem Jahr die Vergabe von fünf zusätzlichen Jugendkursstipendien für Jugendliche im Staat New York ermöglicht:

Beaver River CSD
Frontier High School
High School for Math Science and Engineering
Johanna Perrin Middle School
Rush-Henrietta Central School

Wir danken allen Schulen für ihre Teilnahme und den Friends of Goethe New York für ihre großzügige Unterstützung. Der Award of Excellence 2012/13 steht bereits in den Startlöchern. Eins kann schon verraten werden: 2012 wird sich alles um das Automobil drehen!

- Sandra Rieger, Praktikantin, Goethe-Institut New York

Bundespräsident zeichnet die Leiterin der Samstagsschule Dallas aus

Verdienstorden für Gisela de Marco

Bundespräsident Christian Wulff hat die Leiterin der Deutschen Samstagsschule im "Dallas Goethe Center", Gisela de Marco, mit dem Verdienstorden der Bundesrepublik Deutschland ausgezeichnet.



*Gisela de Marco, langjährige
Leiterin der Deutschen Samstagsschule im „Dallas Goethe Center“.
© Joe Shirley*

Der deutsche Generalkonsul in Houston, Roland Herrmann, überreichte die Auszeichnung stellvertretend im Rahmen einer kleinen Feierstunde. Die Literaturwissenschaftlerin Gisela de Marco gründete 1989 die Samstagsschule als Abteilung des "Dallas Goethe Centers". "Ich kam als junges Mädchen nach New York und heiratete in Philadelphia den Studenten Victor de Marco", erzählt die Ausgezeichnete. „Nach Versetzungen in verschiedene Teile der Welt, u.a. nach London, Casablanca, Wiesbaden, Honolulu und München, landeten wir letzten Endes mit sechs Kindern 1976 in Dallas, Texas.“

Dort gründete Gisela de Marco die Samstagsschule. Heute unterrichten zehn Lehrkräfte jeden Samstag an zwei Standorten in Dallas Downtown sowie im Norden des "Metroplexes" über 60 Kinder und Jugendliche, deren Eltern entweder aus Deutschland stammen oder andere Bezüge zum deutschsprachigen Kulturraum haben.

"Die Kolleginnen müssen sich dabei gegen die attraktiven Angebote von Sportvereinen und das altersgemäße Freizeitbedürfnis am Wochenende durchsetzen", erläutert Dieter Jaeschke, ZfA-Fachberater für Texas. "Dass dies seit über zwei Jahrzehnten so erfolgreich geschieht, ist das Verdienst von Frau de Marco." Die kulturelle Einrichtung, zu der die Samstagsschule gehört, hat selbst eine besondere Geschichte: Das „Dallas Goethe Center“ wurde 1965 von dem zur Zeit der nationalsozialistischen Diktatur in Berlin verfolgten Juden Gershon Canaan als Beitrag zur Völkerverständigung gegründet.

Die Samstagsschule steht kurz davor, zur Durchführung von Prüfungen zum Deutschen Sprachdiplom (DSD) zugelassen zu werden. Das finden Lehrkräfte und Schüler der Samstagsschule besonders "tough": Ihre Direktorin ist bereits über 80 Jahre alt.



*Roland Herrmann, deutscher
Generalkonsul in Houston, bei
der Laudatio auf Gisela de
Marco. © DSS Dallas*

Mehr Infos zur Schule:

<http://www.dallasgoethecenter.org/index.htm>

Vorhang auf für Deutsch!

Märchenhaft

... war das Thema eines Theaterprojekts, das im Rahmen der Projektförderung durch *Netzwerk Deutsch USA* vom Fachberater / Koordinator der Zentralstelle für das Auslandsschulwesen, Gert Wilhelm, für das Jahr 2011 beantragt und durchgeführt wurde.

Ziel des Projekts war es, den Deutschunterricht an Schulen und Universitäten durch einen Wettbewerb attraktiver zu machen und seine Position innerhalb der Institution zu stärken.

In einer landesweiten Ausschreibung, die durch die Goethe Institute und AATG unterstützt wurde, wurden Deutschlehrkräfte an Schulen und Universitäten eingeladen, sich für die Teilnahme am Projekt mit ihren Lerngruppen zu bewerben.

Schließlich konnte mit 20 teilnehmenden Schulen und Universitäten beinahe allen vollständig eingereichten Bewerbungen eine Zusage erteilt werden, die bereits mit einem „Startgeld“ von \$500.00 und der Übersendung von einschlägigem Lehrmaterial aus der Theaterpädagogik pro Teilnehmer verbunden war.

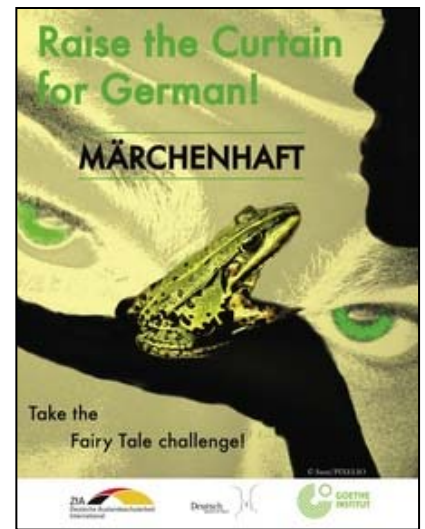
Als zusätzlicher Anreiz für die Bewerbung wurden unter den ersten 10 akzeptierten *proposals* noch zwei Stipendien für

die Fremdsprachenmesse ACTFL 2011 in Denver verlost.

Der Kreis der Teilnehmer spiegelt – wirklich zufällig – die Landschaft des Deutschlernens in den USA augenfällig wider: Von Highschools bis zu Colleges und Universitäten, von sog. Samstagsschulen über German Immersion Schools bis hin zu einer Schule für *special education* war alles vertreten. Die regionale Verteilung reichte von Alaska bis Florida, von Kalifornien bis Michigan.

Die Rückmeldungen, die die Projektleitung während der Durchführung erreichten, waren durch die Bank positiv bis euphorisch. Wenn auch immer wieder die große zeitliche Belastung der Lernenden und Lehrkräfte betont wurde, so hieß es auch häufig, dass der Stellenwert des Deutschunterrichts an der Schule wirklich gestärkt worden sei:

„Hallo, Ich wollte mit Ihnen teilen, dass mein deutsches Programm an der High School schon tolle Presse von dem Märchen Projekt bekommen hat. Die Schüler haben sehr viel von diesem Schauspieler gelernt. Ich auch. Diese Woche wurde das Märchen verfilmt. Dieses war auch eine interessante Erfahrung. Ruthanne Weispfenning (Winona Senior High School; Winona, MN)



So kann man sagen, dass am Ende sicher alle gewonnen haben – einfach durch den Spaß bei der Arbeit, den Erfolg der Aufführung, aber bestimmt auch wegen des sicher nicht unerheblichen Lernzuwachses durch die intensive Beschäftigung mit der deutschen Sprache wurde anhand der literarischen deutschen Vorlagen präsentiert, wobei die Palette wiederum bunt war. Die „Renner“ waren das Grimm’sche Märchen Schneewittchen und die Sage vom Rattenfänger von Hameln.

Die Preise gingen schließlich an die Deer Park High School, Trina Powers, Deer Park, TX (3. Preis), die Shining Mountain Waldorf School, Paula Blum, Boulder, CO (2. Preis) und die Harford Christian School, Peggy Nickson, Darlington, MD (1. Preis).



Fotos: ©Peggy Nickson, Harford Christian School, Darlington, MD

Einen Zusatzpreis für die meisten *clicks* und *likes* auf YouTube erhielt die International School, Gwendalina Roberts, Farmington Hills, MI.

Besonderer Dank gilt den Mitgliedern der Jury - Susanne Even (Indiana University, Bloomington), Katja Fullard (Goethe Institut Chicago), Morgan Koerner, Charleston College, SC), Debbie Lund (Ladue High School, St. Louis) und Roma Schultz (Goethe Institut Chicago). Dem GI Chicago sei auch für die logistische Unterstützung des Projekts gedankt. Gefördert wurde das Projekt durch Mittel des Auswärtigen Amtes Deutschland aus dem *Netzwerk Deutsch USA* der Deutschen Botschaft Washington.



Fotos: ©Trina Powers, Deer Park H.S. South Campus, Deer Park, TX

Deutsch-Immersion an öffentlichen Schulen im Süden Kaliforniens

Deutsch-Immersionsprogramme an öffentlichen Schulen erfreuen sich trotz der extrem knappen Kassenlage des California Department of Education steigender Beliebtheit.



Mit großem Spaß bei der Sacher. SchülerInnen der ersten Klasse der Benjamin Franklin Elementary School.

So hat der Glendale Unified School District vor gut drei Jahren die Entscheidung getroffen, ein Deutschprogramm an der Benjamin Franklin Elementary School in Glendale, bei Los Angeles, zu verankern, das sich sehr großer Beliebtheit erfreut. Mittlerweile ist der Zuspruch so groß, dass Schulplätze per Losverfahren vergeben werden müssen.

Die guten Erfahrungen mit diesem Deutschprogramm strahlen mittlerweile auch auf die Nachbarbezirke aus, wo man gegenwärtig konkret darüber nachdenkt, an einer weiteren öffentlichen Grundschule einen



deutschen Immersionszweig einzurichten.

Das California Department of Education unterstützt die Initiativen der Schulen, indem es u.a. bei der Einstellung von geeigneten Lehrkräften (Visa-Sponsoring) die Wege ebnet.

„Experimente“ mit der Sprache Deutsch veranstaltet auch Nestor Suarez, Schulleiter der Cabrillo Elementary School in San Diego. In Zusammenarbeit mit der Universität werden einmal pro Woche in spielerischer Art und Weise Deutschkurse für Kinder angeboten, die von Studenten des Faches Deutsch durchgeführt werden. Die Studenten erhalten für ihr Engagement „Credits“ von der Universität. Aufgrund der guten Resonanz denkt man inzwischen über die schrittweise Einführung des Faches

Deutsch als Fremdsprache an der Cabrillo Elementary School nach.

Einige der Studenten interessieren sich für einen längeren Aufenthalt in Deutschland, z.B. als über den Pädagogischen Austauschdienst vermittelter Language Assistant an einer öffentlichen Schule in Deutschland. Diese Entwicklung kann für die weitere Entwicklung des Interesses am Fach Deutsch/ an Deutschland nur positiv sein.



Dank der wertvollen Arbeit von Praktikanten (Interns), die u.a. von Amity (Trudy Herrmann) vermittelt werden (www.amity.org), kann der Unterricht sehr differenziert gestaltet werden.

Ausschreibung

zum

ZfA Schreibwettbewerb 2012

„Deutschland, Land der Zukunft“



Teilnehmen können Schulen aller Art, die von der ZfA generell in den USA betreut werden. Detail-Infos und formlose Anmeldung bei **Petra Reuter**, German Language Advisor, Georgia Dept. of Education, 1770 Twin Towers East 205, Jesse Hill Jr. Drive SE, Atlanta, GA 30334. Anmeldung auch gern per Email: petra.reuter@web.de. **Einsendeschluss der Beiträge: 20. Mai 2012.**

German Summer Study Program for High School Students

There is no better or more effective way to learn German than to be immersed in the culture. The AATG German Summer Study Program for High School Students still has space available for this summer! Our summer study program offers your students the opportunity to spend 3 weeks in Germany improving their language proficiency and experiencing the culture!

The AATG program includes a home stay, study at a German Gymnasium, and excursions that allow students to experience language and culture firsthand. Students are chaperoned by AATG members, and AATG handles all the details.



Veteran German teachers know this is a terrific opportunity for students – if you are a new German teacher, this program deserves great consideration. One or two of your students interested? A larger group? Interested in traveling with them? Need to stay home? We'll make it happen.

With course sites in Bayern, Niedersachsen, Rheinland-Pfalz, Nordrhein-Westfalen, and Hessen-and departure dates from early June to early July-there's a program that's just right for every student. The application deadline is April 1.

Program costs are \$3,595 and include international airfare from Chicago or Newark. AATG also offers a limited number of scholarships in the amount of \$800 for students with financial need. Nothing boosts a German program more than students with great experiences in Germany!

Interested in finding out more about this program? Visit our website

www.aatg.org



2012 Dates and Course Sites

Departure Chicago: **June 6–June 28**
Course Site: **Alzey**

Departure Chicago: **June 6–June 28**
Course Site: **Wiesbaden**

Departure Chicago: **June 12–July 4**
Course Site: **Kaarst**

Departure Newark: **June 27–July 19**
Course site: **Braunschweig**

Departure Newark: **June 27–July 19**
Course site: **Beilngries**

Departure Newark: **July 2–July 24**
Course site: **Passau**

2012 AATG Awards

Outstanding German Educator Award recognizes excellence in teaching and outstanding contributions to the German teaching profession. Awards are presented to: an elementary, middle school or junior high school educator; a high school educator; and a post-secondary educator. The Checkpoint Charlie Foundation in Berlin provides honorees with the Friedrich-Gerstäcker-Travel Grant.

Friend of German Award recognizes exemplary leadership in the advocacy of German and German language education at the local, regional, or national level. Awards are presented to an individual or organization outside the German teaching profession, as well as to a German educator.

Goethe-Institut/AATG Certificate of Merit recognizes achievement in furthering the teaching of German in the US.

German Embassy Teacher of Excellence Award recognizes up-and-coming teachers who may have started a new program or revitalized an existing one, and contribute to their AATG chapter.

Chapters may nominate candidates for each award. Individuals may be nominated for one award annually. Nominations must be received at AATG by **May 18, 2012**. For more information: www.aatg.org/awards



2012 Regional Conferences

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING



"GATHERING EVIDENCE THROUGH ASSESSMENT"

APRIL 12-14, 2012 • PHOENIX, ARIZONA

Contact: SWCOLT/AZLA <http://www.swcolt.org>

Assessing Phonetics and Advanced Grammar across Languages, Jane Berne, University of North Dakota

Best of Utah - Cell Phones: From Toys to Classroom Tools, Kaye Rizzuto, Elk Ridge Middle School

Understanding the Revised AP German Language and Culture Course and Exam, Eva-Maria Russo, Washington University

Best of New Mexico - Comprehensible Input and Reading Strategies, Tracie Bartlett, Volcano Vista High School

Planning for Outcomes: An Integrated Approach to Performance Assessment and Design, Carla Ghanem, Arizona State University

What's Up at AATG?, Keith Cothrun, AATG

Authentic Materials Through all Levels, Beth Smith, Plano Senior High School



April 20-23
Baltimore, Maryland
www.nectfl.org

Yours, Mine & Ours: 21st Century Professional Communities for All, Barbara Lindsey, University of Connecticut
Teaching about 20th Century German through Youth Literature and Film, Jennifer Redmann, Franklin & Marshall College
Best of WV: Developing the First Person Viewpoint: Fostering Ownership & Empathy, Brad Martin, Elkins High School
Taking It up a Level: Teaching the German AP Course, Cynthia Chalupa, West Virginia University
The First Three Weeks: Strategies for Including Students with Disabilities, Wade Edwards, Longwood University
Beyond Tourism: Integrating Austria & Switzerland into the German Curriculum, Jennifer Peterson, University of Minnesota
What Crisis? Make it Work for You, Kathy Fegely, Antietam High School
What's Up at the AATG?, Thomas Keith Cothrun, AATG
Speaking of Dialogues, Elizabeth Dete, Carlisle (PA) School District
Wheat or Chaff?: Knowing Good Activities When You See Them, Sharon Deering, Arlington Independent School District
Deutsch(land) vor! Using Soccer to Teach German Interactively, Amanda Sheffer, Catholic University
More than Germany: How about a DACH Approach?, Colette Van Kerckvoorde, Bard College at Simon's Rock
Video-Enhanced Instruction for a Foreign Language Classroom, Olha Ketsman, University of Nebraska
Bloom's Taxonomy Project, Elizabeth Dete, Carlisle (PA) School District

Sessions for German Teachers

Multikulti or Melting Pot?, Jonas Strecker, Macon State College

What's Up at AATG?, Keith Cothrun, AATG

Und weil sie nicht gestorben sind: Märchen heute, Horst Kurz, Georgia Southern University

Cartoons Promote Proficiency: Web 2.0 animations to Assess Speaking, Peter Schultz, Kennesaw State University

New Models for Collegiate Second Year Language Instruction, Per Urlaub, University of Texas at Austin, Jan Uelzmann, Georgia Institute of Technology

Why They (Won't) Blog..., Marcel Rotter, University of Mary Washington

Art as a Language Learning Tool, Douglas Lightfoot, University of Alabama

Conversation Activities Outside of Class...Real and Imagined Excursions, Cheryl Brown, Regine Schwarzmeier, Francesca Muccini, Belmont University

Promoting Learning Using Video-enhanced Instruction, Olha Ketsman, University of Nebraska-Lincoln

Understanding the Revised AP German Language & Culture Course and Exam, Christina Frei, University of Pennsylvania, Juan Carlos Morales, The College Board

Making History Come Alive in the Classroom, Carol Anne Costabile-Heming, Northern Kentucky University

Keep it Real!, Jim Sheppard, Screven County High School

Discovering German Roots in Georgia: The Salzburger Immigrants, Edward Weintraut, Mercer University; Janet Ward, Walker School; Michaela Claus-Nix, South Forsyth High School

Do You Wiki?, Linda Zins-Adams, Highlands High School, Clarissa Adams-Fletcher, Dunwoody High School



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Registration and housing will open in the spring of 2012.

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Teachers of Italian (AATI)

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Chinese Language Association
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Chinese Language Teachers
Association (CLTA)

National Association of District
Supervisors of Foreign
Languages (NADSLF)

National Council of State
Supervisors for Languages
(NCSSFL)

National Network for Early
Language Learning (NNELL)

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Language Association (PSMLA)

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The mission of the AATG is based on the belief that bringing the language, literatures and cultures of the German-speaking world to all Americans is a vital humanistic endeavor which serves essential national interests. It's the only national individual membership organization dedicated to the advancement and improvement of the language, literature, and culture of the German-speaking countries.

With 5,000 members, the AATG serves teachers of German at all levels of instruction and all those interested in the teaching of German. AATG is an allied organization of the Modern Language Association, a constituent member of the Joint National Committee for Languages/National Council for Languages and International Studies, the National Federation of Modern Language Teachers Associations, and an organizational member of the American Council on the Teaching of Foreign Languages, the National Network for Early Language Learning, and the *Internationaler Deutschlehrerverband*.

The AATG Newsletter is a publication of the American Association of Teachers of German, Inc. Correspondence and news items should be sent to the editor at: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034-3668.



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Have some good news to share with your colleagues? Have a teaching tip that will benefit others? Has a recent advocacy effort proven successful?

We're looking for ideas for feature articles. Send your comments and suggestions to headquarters@aatg.org.

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