

AP German Language and Culture Syllabus 2011-2012

Course Overview:

This class is comprised of six thematic units organized around essential questions and authentic materials. In addition to the objectives stated in the unit plans that follow, vocabulary development continues throughout the year. For each thematic unit, I have also selected various grammar points (“structural foundations”) for review and practice. In addition to grammar exercises from the *Handbuch zur deutschen Grammatik*, students practice the targeted structures through contextualized activities related to each unit’s theme. Throughout the year we will conduct summative assessments to check text comprehension and interpretation, vocabulary and structural points. Most of the grading of speaking and writing is holistically evaluated using rubrics. The AP class is conducted almost exclusively in German, and students are encouraged to use German exclusively in class.

Primary Course Materials:

Erich Kästner, *Das doppelte Lottchen* (Hamburg: Dressler, 2006).

Erich Kästner, *Das fliegende Klassenzimmer* (Daenemak: Aschehoug/Alinea, 2009).

Erich Kästner, *Emil und die Detektive* (Hamburg: Dressler, 1997).

Charlotte Kerner, *Blueprint Blaupause* (Weinheim: Beltz, 2004).

Karin Guendisch, *Im Land der Schokolade und Bananen* (Berlin: Beltz & Gelberg, 1990).

Mirjam Pressler, *Bitterschokolade* (Berling: Langenscheidt KG, 1992).

Hans Peter Richter, *Damals war es Friedrich* (München: dtv, 1979).

Jamie Rankin, and Larry D. Wells, *Handbuch zur deutschen Grammatik 3/e* (New York: Houghton Mifflin Company 1998).

Emil und die Detektive. Dir. Franziska Buch, 2001.

Das fliegende Klassenzimmer. Dir. Werner Jacobs, 1973.

Das fliegende Klassenzimmer. Dir. Tomy Wigand, 2003.

Rosenstraße. Dir. Margarethe von Trotta, 2003.

Kebab Connection. Dir. Anno Saul, 2005.

Schwarzfahrer. Dir. Pepe Danquart, 1993.

www.YouTube.com

www.SlowGerman.com

Einheit 1: Familie und Gesellschaft

Essential Questions:

1. What types of relationships exist?
2. What constitutes a family?
3. How are relationships and families important? Why?

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentation Written
Students brainstorm about ideas and thoughts about what constitutes a family. One student per group enters info to <i>Wallmaker.com</i> to be used for class discussion.	Using <i>Edmodo.com</i> , students express how they would comment or support Sophie if they were her sibling.	Students read and listen to Paul Maar’s poem: <i>Tierische Freundschaft</i> . Students discuss its meaning in small groups.	Students show the film in sequences: <i>Sophie Scholl, die Letzen Tage</i> . Students write summaries of and predictions for the movie.	Students create a talkshow centering on the importance of the relationships between the characters in <i>Sophie Scholl, die Letzen Tage</i> .	Students create song lyrics or a poem relating to family and relationships.

Learning Objectives

Students engage in an oral exchange about ideas and thoughts about family.	Students exchange their feelings and opinions in written interactions.	Students demonstrate comprehension of content from authentic audio and visual resources. Students reflect and compare perspectives and practices.	Students understand the purpose of a message and the point of view of its author.	Students produce a creative oral presentation.	Students produce expository writing.
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Einheit 1: Familie und Gesellschaft

Essential Questions:

1. What types of relationships exist?
2. What constitutes a family?
3. How are relationships and families important? Why?

Learning Targets:

1. Students will be able to talk about the family and relationships within the family.
2. Students will be able to talk about cause and effect.
3. Students will be able to predict outcome based on events.

Structural Foundations:

1. Imperative
2. Two-way prepositions
3. Conjunctions

Resources:

Novels:

Eric Kaestner, *Das Doppelte Lottchen* (Hamburg: Dressler, 2006).

Short Stories & Poetry:

Paul Maar, *Tierische Freundschaft*

<http://lyrikline.org/index.php?id=162&L=1&author=pm00&show=Poems&poemId=1438&cHash=407d9c9947>

Websites & Podcasts:

Podcasts: www.podcast.de/episode/1164133/Die_Wahrheit_ueber_Deutschland%3A_Familie
www.wallmaker.com
www.edmodo.com
www.vorstadt.at

Video & Film:

Sophie Scholl, the Final Days. Dir. Marc Rothemund. Prod. Marc Rothemund, Christoph Müller, Sven Burgemeister, and Fred Breinersdorfer. By Fred Breinersdorfer. Perf. Julia Jentsch, Alexander Held, Fabian Hinrichs, and Johanna Gastdorf. X Verleih, 2005.

Jenseits der Stille (trailer): <http://www.youtube.com/watch?v=otvKzI84KIo>

Almanya – Welcome in Deutschland (trailer): <http://www.youtube.com/watch?v=1symyME8TdE>

Grundeinkommen: <http://www.youtube.com/watch?v=1Gxg2TIFW6Y>

Culcha Candela “Somma im Kiez”: http://www.youtube.com/watch?v=9_lKhqI-cg

Graphics:

http://www.bpb.de/wissen/7UJTR7,0,0,Lebensformen_und_Haushalte_.html

Einheit 2: Persönliche und Öffentliche Identität

Essential Questions:

1. How does one reconcile ethnicity, origin and nationality?
2. How does acceptance happen?
3. Who is a German? Who is an American?
4. How has reunification changed the German identity?
5. How has multiculturalism been affected by citizenship laws? How have citizenship laws affected multiculturalism?
6. How does our personal identity influence community perceptions?

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
Students fill out a concept map: Was ist ein Deutscher? Was ist ein Amerikaner? and discuss why they feel this way.	Students respond to written or visual prompts that are posted around the classroom and have to respond to the previous threads.	Students watch videos and listen to podcasts and give character descriptions. Students will also discuss Patriotismus.	Students read excerpts from „Im Land der Schokolade und Bananen“ and analyze characters ethnic and cultural identity.	Students take on the role of a character from „Im Land der Schokolade und Bananen“ and will talk about the challenges they face as an immigrant.	Students read an article related to cultural identity and write a persuasive response, analyzing both sides of the issue and taking a position on topics raised by the article.

Learning Objectives

Students engage in the oral exchange of information, opinions and ideas in the present tense. Students understand a variety of vocabulary, including idiomatic and culturally appropriate expressions.	Students write informal correspondence using appropriate formats and conventions. Students state and support opinions in written interactions.	Students demonstrate comprehension from authentic audiovisual and audio sources.	Students demonstrate critical reading of written and print resources in the target cultural context. Students examine, compare and reflect on products, practices and or perspectives of the target language.	Students produce a variety of creative oral presentations (e.g., personal narrative, speech, performance).	Students produce persuasive writing on a variety of topics. Students self- and peer-edit written work for content, organization, and grammar.
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Einheit 2: Persönliche und Öffentliche Identität

Essential Questions:

1. How does one reconcile ethnicity, origin and nationality?
2. How does acceptance happen?
3. Who is a German? Who is an American?
4. How has reunification changed the German identity?
5. How has multiculturalism been affected by citizenship laws? How have citizenship laws affected multiculturalism?
6. How does personal identity influence community perceptions?

Learning Targets:

1. Students will be able to converse about cultural identity.
2. Students will be able to differentiate between culture and ethnicity.
3. Students will be able to compare and contrast their culture with other cultures.
4. Students will be able to ask others about their own cultural experiences.
5. Students will be able to reflect on past cultural experiences and predict outcomes of future scenarios.

Structural Foundations:

1. Comparative/Superlative
2. Adjective Endings
3. Subjunctive
4. Narrative past tense
5. Future tense

Resources:

Novels:

Gündisch, Karin, and Hannelore Daubert. *Im Land Der Schokolade Und Bananen*. (Weinheim: Beltz Und Gelberg, 1995).

Short Stories & Poetry:

Moeller, Jack. *Kaleidoskop: Kultur, Literatur Und Grammatik*. Boston: Houghton Mifflin, 6th Ed., 2007 (Thema 9).

Websites & Podcasts:

Einbürgerungstest: 100 Fragen, 100 Antworten - Nachrichten Panorama

http://www.welt.de/vermischtes/article204450/Einbuengerungstest_100_Fragen_100_Antworten.html

Video & Film:

Kebab Connection. Dir. Anno Saul. Westdeutscher Rundfunk, 2006.

Schwarzfahrer = Black Rider. Trans-film Gmbh, 1992.

Graphics:

Ausländer in Deutschland

http://www.medienwerkstatt-online.de/lws_wissen/vorlagen/showcard.php?id=6381&edit=0

Lernsoftware, Lernprogramme, Schulsoftware Und Unterrichtsmaterial Für Die Grundschule

http://www.medienwerkstatt-online.de/lws_wissen/vorlagen/showcard.php?id=6381.

<http://www.osteuropa-institut.de/?id=241>

Einheit 3: Schönheit und Ästhetik

Essential Questions:

1. How are perceptions of beauty established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives about beauty?

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentational Written
<p>Students work in small groups to define the concept of <i>Schönheit</i> and make a <i>Wortigel</i> listing typical characteristics of beauty.</p> <p>Students view the graph “Mitglieder in Fitnessanlagen” and interpret what the statistics say about fitness in relation to beauty.</p>	<p>Students read the short story „Die grüne Krawatte“ and then write a letter from a colleague to the main character apologizing for the way he is treated and complimenting him as a person.</p>	<p>Students listen to the song “Kleider machen Leute” and discuss how the clothes we wear reflect how we are perceived by others.</p> <p>Students listen to and discuss the podcast “Kleidung,” then record a Google Voice message describing what influences them to wear the things they wear.</p>	<p>Students read the article „Wer sich hässlich findet...“ and discuss issues of self image and world views, including reasons why they agree or disagree with the information presented in the article.</p>	<p>Students research and find German works of art from different eras on the Internet and give oral presentations on how these works challenge and/or reflect cultural perspectives about beauty.</p>	<p>Students read excerpts from the novel <i>Bitterschokolade</i> and write an essay giving evidence of how the main character is beautiful and arguing why they are (not) able to identify with her.</p>

Learning Objectives

<p>Students engage in the oral exchange of information, opinions and ideas using a variety of time frames in informal situations.</p>	<p>Students write informal correspondence in a variety of media using appropriate formats and conventions.</p>	<p>Students demonstrate comprehension of content from authentic audio resources.</p> <p>Students demonstrate critical viewing or listening of audio, visual and audiovisual resources in the target cultural context.</p>	<p>Students understand the purpose of a message and point of view of its author.</p> <p>Students examine, compare, and reflect on products, practices and perspectives of the target culture(s).</p>	<p>Students produce a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).</p> <p>Students demonstrate an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).</p>	<p>Students produce persuasive essays.</p> <p>Students self-edit written work for content, organization and grammar.</p>
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Einheit 3: Schönheit und Ästhetik

Essential Questions:

1. How are perceptions of beauty established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives about beauty?

Learning Targets:

1. Students will be able to talk about art and its importance in the past and present.
2. Students will be able to discuss about how art has influenced them.
3. Students will be able to write about the impact of clothing and external beauty on daily life.

Structural Foundations:

1. Da and wo compounds
2. Narrative past tense
3. Past perfect tense
4. Comparison of adjectives and adverbs

Resources:

Novels:

Gottfried Keller, *Kleider machen Leute*: http://www.gottfriedkeller.ch/Seldwyla/Kleider_Parallel.htm
Mirjam Pressler, *Bitterschokolade* (Beltz & Gelberg, 1980)

Websites and Podcasts:

Arthur Schnitzler, „Die grüne Krawatte“

<http://www.krawattenknoten.info/die-gruene-krawatte-von-arthur-schnitzler.html>

http://www.artandpopularculture.com/German_painter

<http://germanexpressionist.com/>

„Kleidung“ <http://www.slowgerman.com/2008/06/16/slow-german-028-kleidung/>

„Wer sich hässlich findet sieht auch anderes verzerrt“

<http://www.welt.de/gesundheit/psychologie/article13406986/Wer-sich-haesslich-findet-sieht-auch-anderes-verzerrt.html>

Findest du mich schön?“ Goethe-Institut: <http://www.goethe.de/lrn/prj/gad/fol/fms/deindex.htm>

Video & Film:

„Kleider machen Leute“ von Ben: <http://www.youtube.com/watch?v=IGAGiSicgqU>

Graphics:

Mitglieder in Fitnessanlagen: http://www.gbe-bund.de/gbe10/owards.prc_show?p_id=/1212.gif

Einheit 4: Globalisierung

Essential Questions:

1. In what ways does energy affect the ways people live?
2. What are alternatives to atomic/petroleum based energy?
3. What are the advantages and disadvantages?

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentation Spoken	Presentation Written
Students debate the merits and downsides of alternative energy. Students use all resources covered in the unit as well as additional resources they may have found.	Students write a letter to a family living in a passive house. (See the Spiegel article.) In the letter they must ask the family questions they still have about what it's like to live in a passive house and asking for permission to visit and interview them.	Students answer questions about the podcasts on Atomkraft and the one on Wind und Wasser. Students listen to „99 Luftballons“ and create a visual storyboard for an accompanying music video.	Students answer questions about the article entitled „Atomkraftdebatte ja bitte.“	Students give a speech convincing homebuyers to purchase a passive house. Use the passive house article as well as the passive house website. Students should also find additional resources for their presentations.	Students write a persuasive essay where they must use information from three different sources with various perspectives on alternative energy. „Was soll unsere zukünftige Beziehung mit Atomkraft sein?“

Learning Objectives

Students state and supports opinions in oral interactions. Students demonstrate an understanding of the features of target cultural communities.	Students write formal correspondence in a variety of media using appropriate formats and conventions. Students elicit information and clarify meaning by using a variety of strategies.	Students demonstrate comprehension of content from authentic audio and audio-video sources. Students understand the purpose of a message and the point of view of its author. Students demonstrate critical viewing or listening of audio, visual, and audio-visual sources in the target cultural context.	Students demonstrate comprehension of content from authentic and print resources.	Students create and give persuasive speeches. Students demonstrate knowledge and understanding of content across disciplines. Students use reference tools, acknowledge sources, and cite them appropriately.	Students produce persuasive essays. Students demonstrate an understanding of the features of target cultural communities. Students self-edit written work for content, organization, and grammar.
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Einheit 4: Globalisierung

Essential Questions

1. In what ways does energy affect the ways people live?
2. What are alternatives to atomic/petroleum based energy?
3. What are the advantages and disadvantages?

Learning Targets:

1. Students will be able to compare and contrast various forms of alternative energy.
2. Students will be able to discuss the benefits of building or owning a passive house.
3. Students will be able to demonstrate critical-viewing of a video related to energy.

Structural Foundations:

1. Future tense
2. Subordinating conjunctions
3. Subjunctive II
4. Passive voice

Resources:

Short Stories & Poetry:

„Albert Einstein“ Joachim Fernau

Websites:

<http://www.passiv.de/> - Learn about living in a house completely off the grid / brochures and house plans for such a house

http://www tivi.de/fernsehen/logo/popup_html/23800/index.html - Interactive site to learn more about numerous forms of energy

<http://frausantoro.edu.glogster.com/globalisierung-apsi>

„Wir wohnen in einem Passivhaus“ Der Spiegel (16.07.2008)

<http://www.spiegel.de/wirtschaft/0,1518,565840,00.html>

„Atomkraftdebatte ja bitte“ <http://www.scienceblogs.de/weitergen/2009/08/atomkraftdebatte-ja-bitte.php>

Podcasts:

Atomkraft - http://mediacenter.dw-world.de/german/audio/#!/96735/Atomkraft_ist_nicht_sicher

Videos:

Aktionstag Lüneberg – Atomkraft? Nein Danke! <http://www.youtube.com/watch?v=5UafJDXTne4> - (2 min 42 sec)

Wind und Wasser Energie

http://mediacenter.dw-world.de/german/video/#!/162216/Nat%C3%BCrliche_Grenzen_der_Windenergie

So schoen ist Energiesparen: Passivhaus

<http://www.n-tv.de/mediathek/videos/ratgeber/So-schoen-ist-Energiesparen-Passivhaus-article495335.html>

Graphics:

<http://www.vorwaerts.de/files/energie.jpg> - Energieversorgung in Deutschland Grafik

Einheit 5 : Naturwissenschaft und Technologie

Essential Questions:

1. What role does ethics play in scientific advancement?
2. What are the ethical complications of cloning?
3. How do developments in *GenTechnik* affect our lives?

Interpersonal Spoken	Interpersonal Written	Interpretive Audio/Visual	Interpretive Visual	Presentational Spoken	Presentational Written
Students work in groups to discuss cloning and what their opinions are.	Students respond to a prompt on Edmodo regarding cloning and will write a question and respond to someone else's question.	Students watch a movie trailer from the film „Blueprint – Die Zukunft Beginnt“ and they will try to predict the direction of scientific advances in the future.	Students read an article from Zeit.de about cloning in Germany and identify main ideas. Students will read the short story „Mechanischer Doppelgaenger“ and summarize.	Students conduct a Rollenspiel with a partner where one is the original and the other is the clone and will demonstrate the pros and cons of both roles.	Students write an editorial about the advantages and disadvantages of cloning based on class discussions and sources.

Learning Objectives

Students initiate and sustain interaction through the use of various verbal and non-verbal strategies.	Students engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal situation.	Students identify the distinguishing features (eg, type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.	Students demonstrate comprehension of content from authentic written and print resources. Students understand the purpose of a message and the point of view of its author.	Students expound on familiar topics and those requiring research. Students self-monitor and adjust language production.	Students retell or summarize information in narrative form, demonstrating a consideration of audience.
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Einheit 5: Naturwissenschaft und Technologie

Essential Questions:

1. What role does ethics play in scientific advancement?
2. What are the ethical complications of cloning?
3. How do developments in *GenTechnik* affect our lives?

Learning Targets:

1. Students will be able to debate the ethical aspects of scientific advancement.
2. Students will be able to discuss the psychological and social effects of technology on their daily lives.
3. Students will be able to define their views on cloning.

Structural Foundations:

1. Subjunctive I
2. Negation
3. Relative pronouns

Resources:

Novel:

„Blueprint Blaupause“ Charlotte Kerner (Beltz Verlag, 1999).

Short Story:

„Mechanischer Doppelgaenger“ Hermann Kasack

Websites:

www.blueprint-blaupause.de – Website for Novel

www.moviemaze.de - Film trailer „Blueprint – Die Zukunft Beginnt“ mit Franka Potente

www.zeit.de/online/2007/09/dolly - Article „Beliebter Klon“

www.1000fragen.de – Site with questions and answers about Biotechnik

<http://frauantonucci.edu.glogster.com/natrwsnsftn-gsndht-gurken/> - Glogster page

Video:

Max Raabe: „Klonen kann sich lohnen“ <http://www.youtube.com/watch?v=YzwULeKtvYY>

Blueprint-Blaupause:

<http://www.youtube.com/watch?v=DOld9eGO11Y&playnext=1&list=PL0216524FF9BFEF40>

Graphics:

http://www.gbe-bund.de/gbe10/owards.prc_show?p_id=931.gif

http://www.gbe-bund.de/gbe10/owards.prc_show?p_id=929.gif

Einheit 6: Alltag					
Essential Questions:					
1. What challenges do Ausländer face in German society? 2. How do Germans define themselves as “German”? 3. What is MultiKulti?					
Interpersonal Spoken	Interpersonal Written	Interpretive Audiovisual	Interpretive Written	Presentational Spoken	Presentation Written
Students read the article and formulate interview questions that they feel should be addressed to Chancellor Merkel. In pairs students will be: reporter/Merkel and will conduct an interview.	Students write a letter to Chancellor Merkel asking for information to clarify her stance on immigration. Students will offer opinions and potential solutions.	Students watch the video/podcast of Angela Merkel and using the graphs they will determine those groups about which she may be speaking.	Students view and interpret the graphs “Migranten in Deutschland” and “Einwanderung in die USA” and identify/compare/contrast current trends in immigration.	Students listen to the songs „Deutschland“ “Anton” and „I am from Austria“ and they will create their own song reflecting “wie sehen wir uns als Amerikaner(in)?”	Students view the film “Björn” and will respond with a written paragraph responding to one of the following Questions: (below with resources)
Learning Objectives					
Students engage in oral interview simulation. Students elicit information and clarify meaning. The students self-monitor and adjust language production during the interview.	Students engage in formal correspondence in a variety of media. Students demonstrate knowledge and understanding of content across disciplines.	Students demonstrate comprehension of content from authentic audiovisual resources. Students demonstrate understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. Students monitor comprehension and uses other sources to enhance understanding.	Students demonstrate comprehension of content from authentic print resources. Students examine, compare and reflect on products, practices and perspectives of the target culture. Students evaluate similarities and differences in the perspectives of the target culture and his/her own culture as found in written/print resources.	Students produce a variety of creative oral presentations. Students demonstrate knowledge and understanding of content across disciplines. Students demonstrate and understanding of the features of target cultural communities.	Students produce a variety of creative writings (personal narrative / script) Students self-edit written work for content, organization, and grammar. Students demonstrate an understanding of the features of target culture communities.

Einheit 6: Alltag

Essential Questions:

1. What challenges do Ausländer face in German society?
2. How do Germans define themselves as “German”?
3. What is MultiKulti?

Learning Targets:

1. Students will be able to compare and contrast daily life in Germany as an Auslaender and a native German.
2. Students will be able to write about the influence of multiculturalism in German speaking countries.
3. Students will gain insight into the German government and it’s importance in daily life.

Zum Schreiben

1. Sie sind auf der Polizeiwache und hören, wie ein Polizist eine Ausländerin, die keinen Ausweis hat, stark beschimpft. Die Ausländerin fängt an zu weinen.
2. Sie wollen nach München fliegen. Sie sind schon durch alle Sicherheitskontrollen gegangen und sind bereit in die Maschine einzusteigen, als Sie bemerken, dass Sie Ihren Reisepass verloren haben.
3. Wie würden deine Vorväter behandeln, als sie nach Amerika kamen?

Structural Foundations:

1. Possessive adjectives
2. Reflexive verbs
3. Genitive case

Resources:

Novels:

Kapitel 4 „Der Alltag in Deutschland“ Deutschland: Ein neuer Anfang (National Textbook Company, 1992).

Short Stories & Poetry:

„Ein Tisch ist ein Tisch“ Peter Bichsel

Websites & Podcasts:

<http://www.fr-online.de/politik/angela-merkel---multikulti-ist-absolut-gescheitert--/1472596/4747070/-/index.html>

<http://www.slowgerman.com/2008/05/21/slow-german-027-deutscher-alltag/>

http://diepresse.com/home/panorama/jugend/670039/Analyse_Jugend-das-unbekannte-Wesen?from=suche.intern.portal

<http://courseware.nus.edu.sg/e-daf/cwm/la3202gr/e14/tisch/tisch.htm>

Videos & Films:

<http://www.zdf.de/ZDFmediathek/beitrag/video/1166394/%22Multikulti+ist+fehlgeschlagen%22>

„Björn oder die Hürden der Behörden“ – Reg: Bernd Schaarmann (Denk Mal)

Rainhard Fendrich „I am from Austria“ <http://www.youtube.com/watch?v=eB71QA8Q3uY&feature=related>

Die Prinzen „Deutschland“ <http://www.youtube.com/watch?v=MOm6yPPjqls>

DJ Ötzi „Anton aus Tirol“ <http://www.youtube.com/watch?v=RRe3gLoE0wU>

Basta „Deutsche“ <http://www.youtube.com/watch?v=VgrBq5qI4j0>

Graphics:

http://www.planet-wissen.de/alltag_gesundheit/gastarbeiter_und_migration/migrationsland_deutschland/img/migration_grafik1neu_dpa_g.jpg

<http://www.uagrad.org/Alumnus/im/g4.png>

http://www.diercke.at/bilder/omeda/800/Einwanderer_USA_Herkunft.jpg

http://www.planet-wissen.de/alltag_gesundheit/gastarbeiter_und_migration/migrationsland_deutschland/img/migration_grafik1neu_dpa_g.jpg
<http://www.uagrad.org/Alumnus/im/g4.png>
http://www.diercke.at/bilder/omeda/800/Einwanderer_USA_Herkunft.jpg