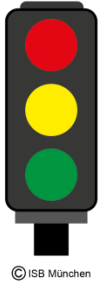


## Material



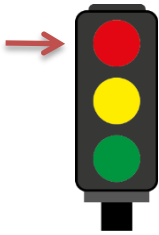
1. Quellenoberfläche verstehen: Verstehen des Inhalts der Quelle an der Text- oder Bildoberfläche
2. Quelleninhalt und -kontext untersuchen: Anwendung klassischer quellenkritischer Fragen
3. Quellenaussage deuten: Interpretation unter Berücksichtigung der quellenkritischen Fragen

Analog zum Ampelmodell für die Erschließung von Bild- und Textquellen (vgl. Servicebereich von LehrplanPLUS Geschichte 6 > Materialien zu Methoden Geschichte 6: Umgang mit Quellen) finden Sie hier zwei editierbare Vorlagen für *Scaffolding*-Materialien, die die Schülerinnen und Schüler im Bilingualen Zug als sprachliche Hilfestellung verwenden können.

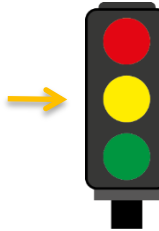
Hinweis:

Je nach Quelle (Bild oder Text) muss der quellenspezifische Wortschatz in den jeweils rechten Spalten der Tabellen vorab von der Lehrkraft je nach benötigtem Vokabular angepasst werden.

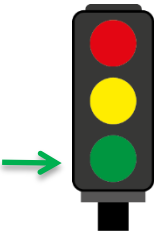
## M1 „Method box: pictorial sources“



Steps	Chunks	Wise up
<b>1 Describe the picture</b>		
<ul style="list-style-type: none"> <li>Who/What does it mainly show?</li> <li>What can you see?</li> <li>What are the people doing?</li> <li>What details are there?</li> <li>What's happening?</li> <li>Are there any symbols/details?</li> <li>Where are the symbols, things, people aso.?</li> <li>...</li> </ul>	<p>The picture is mainly about ...</p> <p>There is/are ...</p> <p>People are ...</p> <p>The colours are ...</p> <p>Some objects are ...</p> <p>I guess the ... shows that ...</p> <p>on the right / on the left / in the middle / at the top / at the bottom ...</p>	<p>Quellenspezifischer Wortschatz, z. B.</p> <p><i>orb</i> Reichsapfel</p> <p><i>fur</i> Fell</p> <p><i>ermine</i> Hermelin</p> <p><i>coat</i> Mantel</p> <p><i>sceptre</i> Zepter</p> <p><i>splendid</i> prächtig</p> <p>...</p>

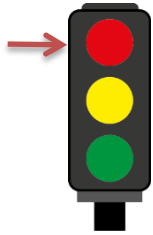


Steps	Chunks	Wise up
<b>2 Find out about the picture</b>		
<ul style="list-style-type: none"> <li>When and where was the picture created?</li> <li>Who created it?</li> <li>For whom was it possibly made?</li> <li>Who possibly ordered it?</li> <li>Where was it published?</li> <li>What's the meaning of peoples`things`/symbols` position?</li> <li>...</li> </ul>	<p>The picture was created when/at/for/in ...</p> <p>It was found in ...</p> <p>... painted/drew/created it.</p> <p>... ordered it.</p> <p>It was shown at .../published in ...</p> <p>...</p>	<p><i>title</i> Titel</p> <p><i>drawing</i> Zeichnung</p> <p><i>coronation</i> Krönung</p> <p><i>client</i> Auftraggeber</p> <p><i>meaning</i> Bedeutung</p> <p>...</p>

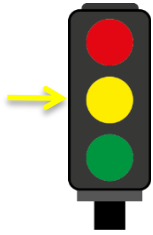


<b>3 Comment on the picture</b>		
<ul style="list-style-type: none"> <li>What does the information in the picture tell us?</li> <li>What's the message of the picture?</li> <li>What does the painter want to show us?</li> <li>Is the painter neutral?</li> <li>Why was it made?</li> <li>Why was it created like that?</li> <li>Where can I find further information?</li> <li>What did I learn about the perspective of the picture (= the way it is created by the painter)?</li> <li>What do I think about it today?</li> </ul>	<p>Personally, I ...</p> <p>I think .../In my opinion ...</p> <p>The painter wants to show that...</p> <p>Maybe he was influenced by...</p> <p>I found out that...</p> <p>I learnt that...</p> <p>It's interesting to see...</p>	<p><i>position of power</i> Machtposition</p> <p><i>(un)realistic</i> (un)realistisch</p> <p><i>perspective</i> Perspektive</p> <p><i>opinion/view</i> Meinung</p>

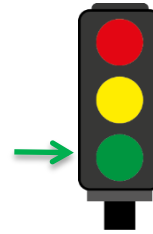
M2 „Method box: written sources“



Steps	Chunks	Wise up
<b>1 Describe/Explain the content</b>		
What's the main topic of the text?	The text is mainly about ...	<i>coronation</i> Krönung
What people and places are mentioned in the text?	There is/are ...	<i>archbishop</i> Erzbischof
What does the text say about actions?	People are ...	<i>princes</i> Fürsten
Which symbols are mentioned in the text?	... is mentioned.	<i>dukes</i> Herzöge
Are there any other important details in the text?	There is some more information about...	<i>people</i> Volk
Important people? Place? Ceremony? Insignia? ...	...	<i>staff</i> Stab
		<i>sword</i> Schwert
		<i>gown</i> Mantel/Umhang
		<i>anoint</i> salben
		...



Steps	Chunks	Wise up
<b>2 Find out about the text</b>		
What kind of text is it?	It is a speech/a letter/a report/ an article etc...	<i>speech</i> Rede
When/where was the text written?		<i>report</i> Bericht
Who wrote it?	The text was written when/at/for/in ...	<i>author</i> Autor
For whom was it possibly written?	... wrote it.	<i>client</i> Auftraggeber
Who possibly ordered it?	... ordered it.	<i>meaning</i> Bedeutung
Who published it?	... published it./	...
When was it published?	It was published in...	
What's the meaning of peoples/things symbols/position?	The meaning of ... is...	
	The symbols meant that...	



Steps	Chunks	Wise up
<b>3 Comment on the text</b>		
What does the information in the text tell us?	Personally, I ...	<i>position of power</i> Machtposition
What's the message of the text?	... it was written because ...	<i>(un)realistic</i> (un)realistisch
What does the author want to show us?	I think ...	
Is the author neutral?	In my opinion ...	<i>perspective</i> Perspektive
Why was the text written?	The author wants to show that...	
Where can I find further information?	The author wrote it in this way because...	<i>opinion/view</i> Meinung
What did I learn about the perspective of the text (= the way it is written by the author)?	Maybe he was influenced by...	
What do I think about it today?	I found out that...	
	I learnt that.....	
	It's interesting to see...	
	...	