



Arbeitsform:  
**Du kannst diese Aufgabe alleine oder mit einer anderen Person machen. Beachte dabei die Anweisungen deines\*deiner Lehrer\*in.**

TIERISCH LECKER?

# GESCHICHTE

## Aufgabe

Entwirf einen **Zeitstrahl** zum Thema **Hamburger, Schnitzel oder Currywurst**.



**HAMBURGER**



**SCHNITZEL**



**CURRYWURST**

### 1

#### Recherche

**Hamburger:** Das klingt ziemlich deutsch, oder? Was ist die Geschichte hinter diesem beliebten Fastfood-Snack? Und **Schnitzel?** Das muss doch aus Deutschland kommen, oder? Und woher kommt die **Currywurst?** Auch aus Europa?

Alle drei haben eine interessante **Herkunft**.

**Wähle eines dieser drei Fleischgerichte aus und recherchiere selbst, um die wichtigsten Ereignisse und Daten rund um die Entdeckung /Entwicklung und den Konsum dieses Gerichts zu finden. Verwende dafür deutschsprachige Quellen.** Hier sind ein paar Vorschläge:

#### Hamburger



<https://www.rewe.de/ernaehrung/burger/geschichte-des-burgers/#:~:text=Auch%20der%20Bundesstaat%20Wisconsin%20behauptet,vom%20Grill%20im%20Br%C3%B6tchen%20verkauft.>



<https://de.wikipedia.org/wiki/Hamburger>



<https://www.backwerk.de/de/news/detail/?id=2563>

#### Schnitzel



<https://www.wiener-schnitzel.at/museum/schnitzel-geschichte/das-schnitzel-im-laufe-der-zeit-ursprung-geschichte-legenden/#:~:text=Die%20Legende%20des%20Wiener%20Schnitzels,Venetien%20die%20italienische%20Revolution%20niedergeschlagen>



<https://www.vienna.at/wiener-schnitzel-nicht-italienisch/2469335>



<https://www.derstandard.de/consent/tcf/story/2000082522135/spurensuche-wo-das-schnitzel-herkommt>

#### Currywurst



<https://www.edeka.de/ernaehrung/expertenwissen/1000-fragen-1000-antworten/wer-hat-die-currywurst-erfunden.jsp#:~:text=Sowohl%20Berlin%20als%20auch%20Hamburg,Jahr%201949%20erfunden%20haben%20soll.&text=Der%20Autor%20will%20jedenfalls%20bereits,Frau%20eine%20Currywurst%20gegessen%20haben.>



<https://www.currywurst.info/die-geschichte-der-currywurst/>



<https://www.weltderwunder.de/artikel/icke-gegen-poettchen-woher-kommt-die-currywurst-wirklich>



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GESCHICHTE

1 **Recherche** *Fortsetzung*

**Notiere wichtige Daten und Ereignisse hier und schreibe dir auch die Quellen dazu, die du verwendest:**

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| Quelle   |
| Ereignis |

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2 **Entwirf nun einen Zeitstrahl** (z.B. mit SmartArt in Word), **in dem du mindestens 8 wichtige Daten und Ereignisse mit Text (auf Deutsch in deinen eigenen Worten!) und Visualisierung einfügst** .



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GESCHICHTE

BEURTEILUNGSRUBRIK FÜR DEINEN ZEITSTRAHL

| CRITERIA   | 4 (EXCELLENT)  | 3 (GOOD)   | 2 (ACCEPTABLE)   | 1 (POOR)   |
|--|--|--|--|--|
| <b>TASK</b><br>Accomplishment of the given task  | Student has accomplished all parts of this task completely and correctly.  | Student has accomplished most parts of this task completely and mostly correctly.  | Student has accomplished some parts of this task completely and to some degree correctly.  | Student has accomplished few parts of this task completely and to a small degree correctly.  |
| <b>CONTENT</b><br>Depth of content, relevance of information, and use of sources and citations (if applicable) | Student shows a profound understanding of the content of the task and has chosen relevant information in a well-structured way. Uses diverse and relevant sources. Citations are completely accurate (if applicable).                | Student shows understanding of the content of the task and has chosen mostly relevant information in a mostly structured way. Uses some sources of relevance. Citations are accurate (if applicable).  | Student shows some understanding of the content of the task and has chosen some relevant information which is sometimes presented in a structured way. Uses few sources of relevance. Citations lack accuracy (if applicable).   | Student shows little understanding of the content of the task and has chosen little relevant information in a mostly unstructured way. Does not use sources of relevance. Citations are missing or inaccurate (if applicable).   |
| <b>LANGUAGE</b><br>Correctness & Vocabulary  | Student uses language correctly, including grammar, spelling, and incorporates a wide variety of new vocabulary.   | Student usually uses language correctly, including grammar, spelling, and incorporates some new vocabulary.  | Student has multiple problems with language usage and/or uses little new vocabulary.   | Student makes many errors in language usage which impede understanding. Does not incorporate new vocabulary.   |
| <b>IDEA AND FORM</b><br>Originality, creativity, use of media and visuals (if applicable)                      | Student has chosen a creative and original approach. Has a well thought out visual presentation that shows much effort, creativity and attention to detail (if applicable). Uses appropriate media and/or materials (if applicable). | Student has to some extent chosen a creative and original approach. Has a thought-out visual presentation that shows effort, creativity and attention to detail (if applicable). Uses mostly appropriate media and/or materials (if applicable). | Student has to little extent chosen a creative and original approach. Has a partially thought out visual presentation that shows minimal effort, creativity and attention to detail (if applicable). Has thought little about the use of appropriate media and/or materials (if applicable). | Student has not chosen a creative and original approach. Does not have a well thought out visual presentation that shows effort, creativity, attention to detail (if applicable). Has not thought about the use of appropriate media and/or materials (if applicable). |
| <b>PRESENTATION</b><br>(only for speaking tasks)   | Student speaks smoothly, clearly and without hesitation.<br><br>For classroom presentation: Has acceptable volume and consistent eye contact. Engages audience.  | Student speaks relatively smoothly, clearly and with little hesitation.<br><br>For classroom presentation: Has acceptable volume and some eye contact. Somewhat engages audience.  | Student has some pauses. Occasionally looks at notes/slides, etc.<br><br>For classroom presentation: Volume is inconsistent. Eye contact is inconsistent. Partially engages audience.  | Student hesitates frequently and speech is very choppy. Reads from notes/slides, etc.<br><br>For classroom presentation: Volume inappropriate. Eye contact lacking. Audience not engaged.  |