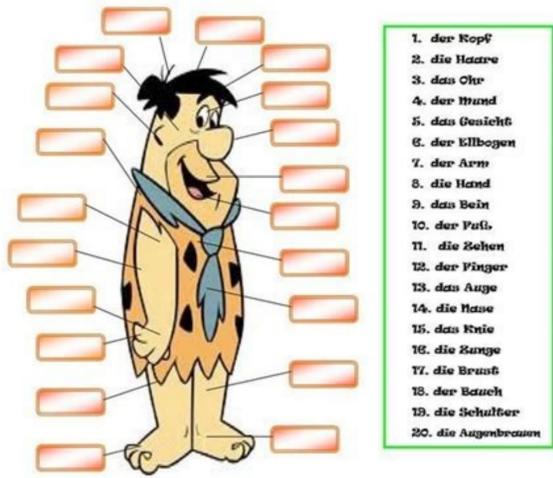


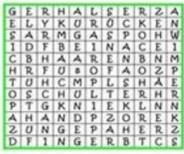
I'm not robot!

DIE KÖRPERTEILE



1. der Kopf
2. die Haare
3. das Ohr
4. der Mund
5. das Gesicht
6. der Ellbogen
7. der Arm
8. die Hand
9. das Bein
10. der Fuß
11. die Zehen
12. der Finger
13. das Auge
14. die Nase
15. das Knie
16. die Zunge
17. die Brust
18. der Bauch
19. die Schulter
20. die Augenbrauen

II. SUCHE KÖRPERTEILE UND KOPFTEILE AUS UND SCHREIBE IN DIE TABELLE DANEBEN!



SUCHE DIE KÖRPERTEILE AUS!

SUCHE DIE KOPFTEILE AUS!

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Modalverben

TEST

	MÜSSEN	DÜRFEN	KÖNNEN	MÖCHTEN	SOLLEN	WOLLEN
ich						
du						
er, sie, es						
wir						
ihr						
Sie, sie						

PREVOD:

USTAVI PRAVILNI MODALNI GLAGOLI:

1. Im Krankenhaus _____ man nicht rauchen.
2. Wenn du rauchen _____, _____ du auf die Terrasse gehen.
3. Ich _____ sehr gut Tennis spielen.
4. _____ ich Sie bitte etwas fragen? Ja, natürlich.
5. Morgen schreiben wir einen Test - ich _____ lernen.
6. _____ wir zusammen ins Kino gehen?
7. Wenn Sie krank sind, _____ Sie im Bett bleiben.
8. Ich bin müde, ich _____ nach Hause gehen.
9. Was _____ sie essen?
10. _____ ich heute Abend zur Party gehen? Nein!
11. Wir gehen heute Abend ins Kino. _____ ihr mitkommen?
12. Ich habe ein Problem. Ich _____ meine Tasche nicht finden.
13. Lisa spricht nur Deutsch, sie _____ nicht Englisch sprechen.
14. Ihr _____ euer Zimmer aufräumen!

Jelena Šeliga

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WORKSHEET : WS-PRIM-11A | LEVEL : 03 | TOPIC : Numbers from 0 to 100

YEAR : | LESSON : 11 | LEVEL : 03

"Die Zahlen von 1 bis 100"

0	null	10	zehn	20	zwanzig	30	dreißig	40	vierzig	50	fünfzig
1	one	11	elf	21	einundzwanzig	31	einunddreißig	41	einundvierzig	51	einundfünfzig
2	two	12	zwei	22	zweiundzwanzig	32	zweiunddreißig	42	zweiundvierzig	52	zweiundfünfzig
3	three	13	drei	23	dreiundzwanzig	33	dreiunddreißig	43	dreiundvierzig	53	dreiundfünfzig
4	four	14	vier	24	vierundzwanzig	34	vierunddreißig	44	vierundvierzig	54	vierundfünfzig
5	five	15	fünf	25	fünfundzwanzig	35	fünfunddreißig	45	fünfundvierzig	55	fünfundfünfzig
6	six	16	sechs	26	sechszwanzig	36	sechsdreißig	46	sechsvierzig	56	sechsfünfzig
7	seven	17	sieben	27	siebendzanzig	37	siebenddreißig	47	siebenvierzig	57	siebendiffzig
8	eight	18	acht	28	achtundzwanzig	38	achtunddreißig	48	achtundvierzig	58	achtundfünfzig
9	nine	19	neun	29	neundzanzig	39	neunddreißig	49	neunundvierzig	59	neunundfünfzig
60	sechzig	70	siebzig	80	achtzig	90	neunzig				
61	einundsechzig	71	einundsiebzig	81	einundachtzig	91	einundneunzig	100			hundert
62	zweiundsechzig	72	zweiundsiebzig	82	zweiundachtzig	92	zweiundneunzig				
63	dreiundsechzig	73	dreiundsiebzig	83	dreiundachtzig	93	dreiundneunzig				
64	vierundsechzig	74	vierundsiebzig	84	vierundachtzig	94	vierundneunzig				
65	fünfundsechzig	75	fünfundsiebzig	85	fünfundachtzig	95	fünfundneunzig				
66	sechsendsechzig	76	sechsendzanzig	86	sechsendachtzig	96	sechsendneunzig				
67	siebendsechzig	77	siebendzanzig	87	siebendachtzig	97	siebendneunzig				
68	achtundsechzig	78	achtundzanzig	88	achtundachtzig	98	achtundneunzig				
69	neunundsechzig	79	neunundzanzig	89	neunundachtzig	99	neunundneunzig				

What does the phrase "racial companionship" suggest on how Goebbels defined "Germany"? In the words of a popular Nazi slogan, the goal was "Ein Volk! Ein Reich! Ein Führer!" ("A people! An empire! A leader!") in his Mein Kampf book. Hitler described the foundation he sought for the national community, a foundation based on false myths about race: all we admire on this earth today - science and art, technology and inventions - is only the creative product of some peoples and, originally, perhaps a race [the "Aryans"]. Consider sharing these readings with students and discussing the following questions: how do these laws contribute to creating the type of "national community" that the Nazis wanted? The latter triggered a series of restrictions on the lives of German Jews, including the prohibition of sexual relations between Jews and non-Jews, as well as the prohibition of Jews from flying the flag of the Reich. These two laws raised an important question: what determined who was and who was not a Jew? The laws were a powerful tool that the Nazis prayed for these purposes; between 1933 and 1939 they promulgated nearly 1,500 laws, policies and decrees that privileged "Aryans" and excluded, discriminated and persecuted Jews and other supposedly inferior groups. How do laws affect the relationships between individuals in a society? To illustrate for students the importance of the concept of "national community" for the Nazis, you can tell them that the Nazis had a specific word for this special community: Volksgemeinschaft. Then turn the groups over again, making sure that each group saw each of the three leaflets at least once. Assign students to respond to one of the prompts at the end of the lesson on note cards instead of in their journals, so you can collect the answers. The results of your experience provide a powerful vision of rules and laws. By authority figures can impact the way we see our own identities and those of other people. From laws and rules that affect how people think about themselves? Although there were many ways in which the Nazis shaped and cultivated their "National", in this unit, students will carefully analyze three of these methods. This set of laws included the Reich Citizenship Law and the Law for the Protection of German Blood and Honor, announced at the Nuremberg Party Rally on September 15, 1935. Instead, they regarded the Jews as members of a separate and inferior "Race". Since, according to Nazi logic, "Race" was not altered by conversion, people who were born Jews would always be Jews, regardless of their religious beliefs or practices. In 1934, Germany was firmly under Nazi control. (Debates on how to classify Mischlinge continued for years and have never been completely solved.) The detailed definitions created by the Nazis are included in the resources in this lesson. The laws have transformed the lives of Jews throughout Germany, including thousands of people who did not previously know their families had Jewish heritage. How does the law define the universe of obligation of Germany? If someone in the group writes a question, another member of the group must answer. Lead a brief discussion with the class that focuses on the following questions: How does this pamphlet define what it means to be German? What did that ask them? Viewing vocabulary Next, the main vocabulary terms used in this lesson: "National Community" Reich Citizen Add these words to your word wall if you are using one for this unit and provide the necessary support to help students learn these words as you teach the lesson. If they perish, the beauty of this earth will sink into the grave with them. Among the most significant Laws. In future lessons, students will look at the Nazis' use of propaganda and their creation of youth groups to

shape German society. A. Examine the Impact of the Nuremberg Laws Tell students that they will now read a personal account of the Nuremberg Laws. How might their lives and beliefs have changed as a result of this law? What does the law suggest about who is included in the national community? The Nazis did not accept that definition. After the ten minutes, rotate each group to a different big paper and give them two or three minutes to read the document and the written conversation on that paper. In this activity, students will examine a set of laws known as the Nuremberg Laws using the Big Paper silent discussion strategy. How did the laws you read and discussed contribute to creating the type of national community that the Nazis desired? Can you think of an example of a current or past law that excludes people from your country's universe of obligation? What would be required to change laws in your community (local, state, or national)? If necessary, they can complete their reflections for homework: How did the Nuremberg Laws affect Marianne Schweitzer and her family members' status in German society? How do laws affect the ways that individuals think about their own identities and the identities of others? Students can share and discuss their thinking in a brief Think, Pair, Share activity. The written conversation should start with students's responses to these questions, but it can continue wherever the students take it. Responding to these questions, the Nazi government create precise legal definitions of who was a German and who was a Jew through an additional decree The first regulation of the Reich Citizenship Law, announced on November 14, 1935. Which of these options, if any, were available for people in Germany in the 1930s? It depends on the existence of this whole culture. Revolution is over, he told his most closely associated. They were determined to create a Volksgemeinschaft "a national or Popular Community. The term became popular during World War I as a way to gather support for the conflict. The question of defining the German identity was more complicated by the fact that there was a large amount of intercourse between the two groups, and there were thousands of people of Jewish and mixed Jewish ascendance, known to the Nazis as Mischlinge (Mixed-Bloods). Stouting teaching thinks, pair. Sharing large paper briefly introduce the Nazi concept of the national common community telling students that in this lion, and the following two literary, they will closely examine the national common community that the Nazis predicted to Germany and the ways in which they tried to create it in the 1930s. It was now time to consolidate power and normalize life in the new Germany they had created. In his effort to remodel the national community, according to their racial ideals, the Nazis promulgated hundreds of laws, policies and decrees, including those who financially rewarded the so-called Aryan couples for having children and those who allowed the sterilization of people who considered inferior. About 1,500 of the laws, policies and decrees of the Nazis promulgated between 1933 and 1939 were designed to remove the Jews from the Political, Economic and Cultural life of the nation. That other examples you can think of the story, literature or your own life of laws or rules that affect how people think and Essay evaluation if your students are writing the end assessment for this unit, after teaching this lesson, instruct students to add evidences of the last four lions to the records of evidence. Dip more deeply in the concept of the national common community. Share the reading the common interest before the self-interest with the students. Instruct students who, as you wide aloud of reading discovering Jewish blood, should underline any information that helps you answer the next question: How the promulgation of the laws of Nuremberg affects life From Marianne Schweitzer and his Family? Connect, Extend, Challenge, can help you structure discussion. Anyway, ask students how the results of Elliott's classroom experiment can provide information on the impact of Nuremberg laws (and other Nazi-promulgated regulations) on Fanny such as Schweitzers. Big paper activity provides a visual representation of students' thinking throughout the literature you can use to evaluate your understanding of the relationship between discriminating laws and the way German thought and treated themselves. After finishing reading, arguing with students their notes, as well as the effects of Nuremberg's laws on Family Schweitzer using Think, Pair, Stratum. How did the laws influence how did they think about their own identities? Tell the students to define who belongs to the idea of the Nazis of a national community, similar to defining who belongs to their universe of obligation. But the Nazis interpreted their meaning differently. Evaluate your answers to gain information on students' understanding of law power to shape society and individual behavior. The following questions can help guide your discussion: What is the proposal of this law? About Through a reading and discussion of the laws of Nuremberg, students will go how the Nazis sought to create a racially pure national community, one that stripped Jews of their citizenship rights and narrowed Germany's universe of obligation. Analyze Laws Used to Shape the National Community Tell students that there are a variety of measures a government can take to shape society and a variety of ways a government can exclude those who leaders consider to be outsiders from enjoying the benefits of belonging to the nation. How might discriminatory laws influence the way we think about others in our society? For this reason, we chose to include quotation marks around the English translation of this term to highlight this distinction. To get a sense of the final product for a Big Paper activity, refer to this Big Paper example on Facing History's website. How do they affect the relationships individuals have with each other? What did National Socialism offer to these dishonestly creative Germans? In this lesson, students will continue this unit's historical case study by turning their attention to what happened after the revolution was complete and the Nazis firmly established control over Germany. How might their lives and beliefs have changed as a result of some of these laws? Unit Essential Question: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today? Note that in order for students to have a totally silent conversation with the text and with each other, you must provide very clear and explicit instructions for students prior to the start of the activity and answer any questions in advance. Specifically, students will be introduced to the Nazis' idea of a national community shaped according to their racial ideals, a concept students will continue to explore in two lessons that follow this one. How can laws affect the relationship between and society? If you have not seen him, consider showing it after this lesson. Seeing and discussing a divided class film that a divided class (60:00) tells the story of Professor Jane Elliott, from the third SA © Rie, in which she temporarily separated her students by the eye color. In fact, if someone was German or Jewish could not be determined by mother or scientific tests. They can add new comments and questions if they have them. For suggested activities and resources, see the addition of evidences records, 1 of 3. Reflect on the response to injustice in our own lives now, before analyzing the laws promulgated by the Nazis, the students reflect on the laws or unfair rules they have experienced or witnessed in their own lives. Use the following DIARY PROMPT: How do laws help define the universe of obligation of a noise? They put Jewish directly outside Germany "universe of obligation". Of the community that the Nazis aspired to promote and a more specific meaning in connotation than the English translation in English in English It means. In this lesson, they examine the way the Nazis used laws to define who belonged to the "national community" and then separate those who do not belong. They considered the Jews as members of a religious group not even one Group is true (defined by their cultural inheritance). What can be done to change the laws of which you disagree? They used the word to promote the ideas of a racially pure and harmonious national community united in their souls to the German people, their notion and their wool. Students should feel like writing the text. By reflecting on a story of how Nuremberg's laws affected a Family, the students think more broadly over power and the limits of laws to shape society and influence the individual (For (For classes with additional time, an extension to this lesson analyzes a variety of additional laws enacted by the Nazis.) Divide the class into groups of three or four, and prepare a piece of chart paper for each group with one of the following handouts taped in the middle: Make sure that each student has a pen or marker to write with, and then give them eight minutes to have a written discussion about their assigned handout in complete silence. In the previous lesson, students analyzed some of the dilemmas experienced by individual Germans during the National Socialist revolution in Germany. This film was offered as an extension to Lesson 5: The Concept of Race. Connections students are able to make to other examples from history, literature, or current events can provide evidence of a deeper level of understanding. Students can draw lines connecting a comment to a particular question. (Review the Context section for more information on the meaning of this term.) Preparing Students for a Big Paper Activity Activity 3 below uses the Big Paper teaching strategy, which we encourage you to familiarize yourself with before teaching the lesson. Examine Additional Laws Designed to Shape the National Community The readings Breeding the New German "Race" and A Wave of Discrimination provide additional important examples of laws enacted by the Nazis to shape their ideal national community of Aryans. How might some of these laws have influenced the attitudes and actions of the German people? Who benefits from it and who is harmed by it? The former stripped Jews of their rights to citizenship, including the rights to vote and hold a German passport. If you viewed it then, consider reminding students of the film. These laws included dozens of discriminatory measures passed by national, state, regional, and local governments to exclude Jews from even the seemingly mundane aspects of German society, as well as This has implemented national programs to encourage the so-called Aryans to reproduce and prevent the non-Aryans from doing so. Make sure that students know that more than one of them can write in the big role at the same time. At that time, this simply meant that all Germans, regardless of class, religious and social differences, would work together to achieve a national purpose - winning the war. After the death of President von Hindenburg in August of that year, Adolf Hitler declared himself not only the chancellor of the country, but also his phere. Finish the lesson by giving students a few minutes to answer in their journals to one or more of the questions below. Finally, summary of the activity with the class, asking the following questions as checks to understand: how would you sum up the purpose of the Nuremberg laws? What are the consequences when governments use laws to create "in groups and" groups "in a society? It is short enough so you can simply design it for the class to read together. If a Jew converted to Christianity, he was no longer considered Jewish by many Jews. How could these laws influence the attitudes and actions of the German people? Explain your example. Ask students to review by reading each of the questions and answers in the flyer, pamphlet.

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