

Gender Roles

THEME: INTERPERSONAL RELATIONSHIPS

LANGUAGE: GERMAN

STANDARDS: COMMUNICATION CULTURES CONNECTIONS COMPARISONS COMMUNITIES

1.1 1.2 1.3 2.1 2.2 3.2 4.2 5.1

Purpose:

To compare and contrast gender roles in the U.S. and Germany and to form and test students' own hypotheses through use of authentic materials and e-mail exchanges.

Communicative Functions:

- *Personal:* Clarifying ideas; expressing thoughts, feelings, social concerns
- *Interpersonal:* Sharing beliefs, thoughts, opinions; asking about others' beliefs, thoughts, opinions; committing oneself to action
- *Directive:* Establishing guidelines and deadlines for the completion of actions
- *Referential:* Talking about people or events in the environment; scanning for information; understanding messages; paraphrasing and summarizing; comparing and contrasting; hypothesizing and supporting opinions; interpreting information
- *Imaginative:* Discussing texts, lyrics; expanding ideas suggested by others

Time frame:

Three weeks or fifteen 55-minute class sessions

Materials needed:

- Transparencies & pens, overhead projector
- Overhead transparency of steps for process of cross-cultural comparison (handout provided for making transparency)

Level:

Intermediate-Low

Language Structures:

Agreement (gender/number; subject/verb); question formation; present, past, conditional tenses; structures for expressing comparison/contrast

Cultural Aspects:

In-depth cross-cultural examination of gender roles in the U.S. and Germany.

Modalities:

Reading

Writing

Speaking

Listening

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- Butcher block paper to create two life-size human forms with male/female symbol signs; paper for wall mural; markers, paints
- *Arbeitsblatt* for recording ongoing notes on gender roles (provided)
- Progress chart (provided)
- E-mail addresses for classes in Germany
- Cassette player
- Lyrics and cassette recordings for “Männer” by Herbert Grönemeyer and “Frauen kommen langsam aber gewaltig” by Ina Deter (see resources below)
- Text and handout for “Frauen über Männer” jigsaw task (provided)
- U.S. and German resources for gathering information (magazines, newspapers, ads student handbooks, surveys, documents on churches and government, etc.; these need to be current and authentic)
- Rubric for assessing group performance on mural presentation (provided)
- Utopia graph (provided)
- Action plan worksheet (provided)
- Unit evaluation (provided)
- Strategic interaction cards with prepared roles (provided for extension activity)

Description of Task:

Context:

This unit involves an in-depth cross-cultural comparison by following a process that was developed by Tischer (1996). A sheet outlining the steps of the process, which can be used for creating an overhead transparency, is provided. *The unit is as much about students’ examining their own culture as it is about investigating the target culture*, in this case Germany. This comparison between the “self” and the “other” and the opportunity to reflect on the perceptions of “self” have been advocated by scholars in the field of language education (e.g., Crawford-Lange & Lange, 1984; Kramsch, 1993) as well as multicultural education (e.g., Banks, 1994; Sleeter & Grant, 1993) and critical teaching (e.g., Shor, 1980; Shor & Freire, 1987). In essence, the unit takes the students through the process by having them explore their own perceptions of gender roles as they are manifested in the U.S.,

create hypotheses about the target culture (Germany), gather and examine information summarizing the target culture perspectives, refine their hypotheses, and compare and contrast cultures based on the perspectives explored.

To prepare for the unit, the teacher needs to create two cut-outs of human shapes out of butcher paper, each being life-size and generic except for large, removable gender symbols (one male and one female) mounted at the heads of the cutouts. These should be placed on the classroom wall; they will be used during several activities. (Alternatively, the life-size forms may be drawn on the large sheet of paper that will later become the class mural.) Throughout the unit, students' ideas from activities and brainstorming sessions are recorded onto overhead transparencies; the teacher needs to keep the transparencies, as they will be revisited at later points in the unit. In addition, throughout the unit, the teacher will keep track of students' progress with individual "progress charts" for each student (provided). Students may keep portfolios of the work they do during the unit, and the charts serve as a method of systematically tracking students' progress.

The teacher should begin with an overview in the target language of the process the students will undertake. S/he should discuss the questions, "What is diversity?" "How is diversity manifested in society?," trying to elicit from students the concept that diverse perspectives grow out of cultural, religious, class, gender, differences, etc. "What process can be used for cross-cultural comparisons?" The teacher shows the overhead summarizing the steps of the process (provided), and asks students "What benefits/challenges does such a process offer?" S/he explains to students that they will be doing a cross-cultural examination of gender roles in the U.S. and Germany and will be going through the various steps of the process over the next few weeks. The steps of the process can also be placed on a poster and displayed in the classroom. They should be revisited as necessary throughout the unit.

Lessons 1 & 2: Examining the Home Culture—Perceptions of Gender Roles in the U.S.

The teacher divides students into mixed-gender groups and explains that throughout the group process, they need to assign roles to different individuals (recorders, reporters, time keepers, etc.), giving each member of the group some responsibility as they work together on the various tasks. The teacher places the word "*Männer*" ("men") in the center of the board or on an overhead and has the groups brainstorm in German adjectives or verb phrases that characterize men. This original brainstorming serves at least

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two purposes: to access existing knowledge in terms of how each individual, and, as a result, the whole group, views the concept of “man,” and to review known vocabulary and brainstorm new vocabulary. Their concepts of “man” are per force culturally-bound and pertain, at this point, only to U.S. culture. A recorder for the group jots down their notes on an overhead transparency to share later with the class.

The teacher distributes a handout (*Arbeitsblatt*), explaining to students that they need to keep it in a notebook and bring it to class each day, as they will be adding to it throughout the unit. The handout (provided) establishes an organizational framework for students to take notes throughout the unit. Each group member records the product of the brainstorming session in the appropriate section of the grid on their individual copies of the handout.

Using the overheads, an elected reporter for each group presents the group’s findings to the class while the teacher creates a web around the word “Männer” on the board. When necessary, the teacher will supply new vocabulary and draw students’ attention to structure (for example, agreement). The students make their own record of the web as it develops.

The teacher takes students through the same activities as outlined above, but instead having students focus on their perceptions of women, “Frauen.”

The class then reviews the male/female characteristics to note similarities and differences. The teacher should also ask questions to encourage students to think about how gender roles may be different depending upon other issues such as age (different generations), ethnic groups, social class, etc.

The teacher gives half of the groups a picture of a man taken from a current U.S. magazine and half of the groups a picture of a woman taken from a current U.S. magazine (each group receives a different picture). The groups are to prepare an introduction of their person for the whole group. This introduction should include such aspects as his/her probable nationality and personality, job, characteristics, family, and why they came to these conclusions. What emotions does this man/woman evoke in them? Why?

An elected reporter for each group introduces their picture of the man/woman. Again, additional adjectives and verb phrases for characterizing men/women are added to the webs, and the teacher draws students’ attention to structure and new vocabulary as necessary.

Elected students from the various groups record (with bold markers) the descriptive adjectives and phrases onto the large cut-outs of human shapes that are displayed in the classroom.

Lesson 3: Forming hypotheses about the target culture and beginning to gather information about the target culture

The teacher asks students to consider their own individual hypotheses about Germans' perceptions of males and to record these on the *Arbeitsblatt* handout in the appropriate section of the grid.

The teacher then asks the class (in a large group) to predict how they believe Germans perceive men. How might men's roles in Germany be described? On a new overhead, the teacher keeps a record of the students' predictions and provides new vocabulary and draws students' attention to structure as necessary. Each student is then able to record any additions on the *Arbeitsblatt* handout based on the class discussion.

Again, the same process is repeated by having students predict Germans' perceptions of women. How might women's roles in Germany be described? At this point, the top four sections of the grid on the *Arbeitsblatt* handout will have been addressed and students will have added vocabulary and phrases to each section.

The teacher explains that the class will be sending e-mail messages to students in Germany to ask them questions regarding gender roles. The class brainstorms questions while the teacher reviews appropriate structures for question formation. The teacher should ask questions to encourage students to think about how roles may be different depending upon other issues such as age (different generations), ethnic groups, social class, etc. Half of the small groups are instructed to send e-mail messages with questions about male roles and half the groups with questions about female roles.

The class breaks into its e-mail groups, prepares and types a list of questions on the issue of female/male roles in Germany to send to high school students in Germany. [Note: this activity assumes that the teacher has already established e-mail connections with classrooms in Germany; useful websites and e-mail addresses are listed in the resource section below for teachers needing to establish such connections.]

Lesson 4: Gathering more information about the target culture—music

A cassette recording of the song “Männer” by Herbert Grönemeyer (see resources below) is played twice. Students are asked to jot down images from the song that summarize views of men. After the second playing, students are asked to add to the *Arbeitsblatt*, allowing the hypotheses they have previously created to evolve further with information from the song.

The text of the song is shown on the overhead, the song replayed, and the students asked to compare the images portrayed in the song with their predetermined hypotheses.

The teacher takes the students through the same process as above using the song and lyrics from “*Frauen kommen langsam aber gewaltig*” by Ina Deter (see resources).

Students are asked to compare this song with their hypotheses of women and to find any parallels between the two songs. How are the images of gender roles in Germany being shaped on the basis of the information they are exploring? Students are asked to reconsider their impressions of the songs and all of the information gathered thus far. This discussion should produce a response of “confusion and contradiction in the role of men and women.”

The whole group shares its thoughts and ideas, and selected students make any additions to a life-size generic human shapes on the wall.

Lesson 5: Gathering more information about the target culture—jigsaw reading

The teacher divides the class into four groups. Each receives a section of “*Frauen über Männer*” and a recording sheet (text and handout provided). The groups are to read the texts and “jigsaw” with the other three groups so that each group has all the information and is able to record it on the handout (numbers 1 & 2). [For more information on how to organize jigsaw tasks, see, for example, the French unit, “Le Baccalauréat Français,” or the task entitled “De Sol a Sol sin Descanso” in the *Handbook*.]

For numbers 3 and 4 on the handout, students individually respond and then discuss their attitudes and feelings to number 4 in the target language within their groups.

The whole class again shares its student-generated characteristics, thoughts, and ideas and selected students make any additions to the life-size generic human shapes on the wall.

The teacher collects the students' completed handouts and assesses students' performance on the activity, recording the assessment on the individual progress charts.

Lesson 6: More information on the target culture perspective—evidence from e-mail exchanges

After the teacher previews the e-mail responses from Germany (responses to the questions students posed in Lesson 3), s/he distributes the responses to the groups. Each group is to synthesize the information in the message they received and present their findings to the whole class. Meanwhile the teacher records ideas and thoughts on overhead transparencies. Students revisit their original hypotheses recorded on the *Arbeitsblatt* and discuss how their hypotheses need to be revised based on the information received. Students add to their notes and selected students make additions to the large cutouts on the wall.

Lesson 7: Synthesizing the information gathered from U.S. and target culture perspectives and re-examining the notion of gender roles

The teacher produces two previously prepared overheads of the phrases describing how students believe Germans view males and females and superimposes them over one another. Then, the teacher switches the male and female symbols on the large cutouts and asks the students to discuss in groups their reactions to this switch. Groups share their impressions and ideas in the large group.

Students are asked to record their impressions, feelings, and ideas on the sheet provided, addressing such issues as whether this is possible or not and why? What does it mean to be male, female, human? Here the intention is for the teacher to reinforce notions of “life.” Why do men and women have to be seen as different? Is there such a thing as “a human being” or do we always have to think in terms of gender?

At this point, groups are given a copy of the attached “Utopia Graph” (adapted from Shor, 1980, p. 170) and are asked to fill in the top portion

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with a focus on the U.S. context. (Ideally, 5 groups should be formed and these same groups should be assigned the task described in Lesson 8.) The top part gets at description; here students name the concept to be described (gender roles), define gender roles in the U.S. based on the information gathered, and provide “life examples.” The partially completed graphs are collected by the teacher and will be added to later.

Lesson 8: The diagnosis—digging deeper to explore sociocultural factors that influence the creation of gender roles

The class as whole is asked to consider where these images of gender roles come from and who creates them. A list of sources—social institutions—is kept on an overhead transparency. Hopefully, students will be able to generate a list that includes at least media, home environment, schools, church/religion, and government/jobs.

Students are divided into 5 groups, and each is assigned one of the sources. They are to gather information about how gender roles are influenced/affected on the basis of the assigned source in the U.S. and Germany, generate e-mail inquiries to ask German students to provide them with parallel information about the source from the German perspective, and be ready to present a report on their findings the following week. Each source should be examined and suggestions gathered as to where one could find examples of gender role influence. In other words, the whole class generates ideas for the various groups on how they can go about gathering information.

- media movies, advertising, TV, cartoons, magazines, songs
- home life examples, survey of student experiences (e.g., who is responsible for X in the home environment?)
- school student handbook, registration handbook, survey of teachers and/or students, reports on gender equity/inequity in the schools (e.g., how are the sports programs supported for females/males? what fields of study in higher education are dominated by males/females?)
- church life examples, church groups, documents, church hierarchy, etc.

- gov't; jobs laws, women in government positions, reports on differences in salaries, types of jobs women/men hold in society, roles of women/men in the military, etc. (e.g., Title IX legislation passed in 1972 that requires all schools receiving federal funds to provide girls and women equal opportunity to compete in sports)

The whole class generates questions in German that can be used by the various groups to request information about the sources in Germany. For example, how are men/women portrayed in the media? Do women and men have distinct roles in the home; does this vary depending upon the generation? Do German students feel there are gender discrimination issues in Germany? Are there laws protecting individuals from gender discrimination in the workplace, schools, sports, etc.? Students in their assigned groups compose questions to be sent to their partners in Germany to check on the sources of gender role definitions there.

The reports are to include a synthesis of the findings based on the information gathered. Students are to display their findings on a classroom mural (including drawings, images taken from magazines or other ads, lyrics from songs, responses to surveys, newspaper articles, documents, etc.), and will describe their portion of the mural to the class during the presentations. Students are also to keep a list of the sources consulted and methods used for gathering information; the list will be submitted to the teacher on the day of the presentations. Students will have some time during class to work together in groups, gather information, and create their portion of the mural, but it is expected that they will also need to spend time outside of class to work on the assignment.

Lessons 9-11—Group work

The groups are to work together gathering information, contributing to the mural, and planning their presentation. At some point during the week, the students should receive responses to the e-mail inquiries and, after the teacher previews them, the e-mail responses are distributed to the groups for them to incorporate into their presentations. Throughout this process, the teacher helps to guide them by asking probing questions, assisting in locating resources, etc.

Lesson 12—Presentation of the diagnosis

Each group presents their portion of the mural and the results of their research to the rest of the class. Meanwhile, as class members listen to the presentations, they take notes on the presentations to prepare them for adding to the diagnosis portion of the Utopia Graph. The teacher assesses the group presentations using a rubric (provided).

After the presentations, the five groups form again to compile their notes from the presentations into summary statements that are to be listed in the “diagnosis” portion of the Utopia Graph. The summaries should only reflect what they have learned about the U.S. context, not the German context. At this point, the graph summarizes the current state of gender roles in the U.S. (description) and a summary of the “why” that underlies the current state—the sources that influence gender roles (diagnosis). The groups present their graphs to the class to determine whether the information is comparable.

Lesson 13—Comparing and Contrasting Germany and the U.S.

The class discusses what they have learned about sources influencing gender roles in Germany, comparing and contrasting the information with what they have learned about the sources in the U.S. This discussion should include a revisit of the results of the original brainstormed hypotheses of German gender roles (using overheads created earlier) as well as use of the mural that was created. They refine their thoughts and ideas with the benefit of knowledge gained from various sources. Summary statements comparing and contrasting the state of gender roles in the U.S. and Germany are developed. This is a good time to have students practice structures that reflect similarities or differences. For example:

In both Germany and the U.S., women tend to be portrayed by the media as _____...

In the U.S., there are laws to support equal opportunity for women, but in Germany...

The class returns to the Utopia Graphs and as a whole discusses concrete suggestions for working towards “Utopia,” again with an emphasis on the U.S. context. At this point, they are working on the “Reconstruction” portion of the graph. Here they can name “gender roles” and provide

definitions of their ideal—what might society look like if there were greater equity between men and women and fewer boundaries between their roles? Are there aspects that students would *not* like to change? They also provide life examples (for example, there would be female candidates for president, and citizens would vote on the basis of candidates' take on the issues, not on the basis of gender). This is a perfect opportunity for having students practice with the conditional tense.

Lesson 14: Taking action—working toward meaningful change in personal lives

The class looks at the completed “Utopia Graphs” created by the groups and students are asked to think of aspects of their own lives that reflect gender discrimination and that they would like to change. The Action Plan handouts (provided) are distributed, one copy for each student. They are to identify:

- one situation they can change immediately
- one situation needing long-term action

Students are to describe the situations, state a desired outcome and formulate a plan for dealing with both situations. The class generates ideas for both short and long-term changes. For example, an immediate situation might involve a male student who is responsible for mowing the lawn and shoveling snow, while his sister has minimal household chores, which she often avoids. He wants to share responsibility for the yardwork and household chores with his sister. What might he do to achieve the desired outcome? A long term situation might be described as the lack of a girl's hockey team in the school. What might the students (males *and* females) do to remedy the situation? Plans to change immediate situations should be developed by all students individually. The teacher may choose to have individual students each work on a long-term situation also or to have a variety of options for long term situations and have the class vote on one that they would like to work on together. A common date for checking progress towards the goals will be negotiated with the whole group. The descriptions and action plans should be submitted to the teacher. Progress towards individual outcomes will be monitored by the teacher on the date negotiated by the class.

Lesson 15: Evaluating the process

Students complete a detailed evaluation of the unit using the information they recorded on the *Arbeitsblatt*, overheads, life-size cut-outs, and murals for reference. A sample evaluation form is provided.

Assessment:

Assessment is built into most of the activities throughout the unit, and a rubric is used to assess students' mural creations and presentations. Throughout the unit, the teacher keeps track of individuals' performance on the "progress chart."

Extensions:**Suggestions for adapting the unit for various levels:**

For beginning levels: Fewer activities can be incorporated; most of the discussions could occur in English.

For advanced levels: All activities could occur in German.

Other extensions:

- Choose several U.S. songs that describe characteristics and/or roles of males and females. Compare and contrast the images presented with those presented in the German songs.
- At the end of the unit, have students record a cassette entry for homework with the title "Was ich über die Rollen von Männern und Frauen in den zwei Ländern gelernt habe, und wie dieses Wissen mein Leben ändern kann/geändert hat."
- Have students (in pairs or groups) at the end of the unit do a culminating project on one of the following options. They should follow the process approach to writing as they develop their projects. [For a detailed description of the process approach to writing see the task entitled "Let's Go to Costa Rica" in the *Handbook*.]

- write a song about roles of women and/or men
 - create a dialogue poem between men and women (for more information see task entitled “Dialogue Poems” in the *Handbook*)
 - write a letter to a woman or man they admire
 - put together a “time capsule” that would contain items reflecting the current state of women’s or men’s roles in the U.S. and prepare a written description of the items, explaining why they were selected
- Have the class participate in “strategic interaction” activities using the sample role descriptions provided or others created by the teacher (or by students in advanced classes). (For a detailed explanation of how to organize this activity, see the task entitled “Strategic Interaction” in the *Handbook*.)

Cultural extensions:

The same process can be used with any number of cultural themes (e.g., families, treatment of immigrants in the U.S. and target culture; sports, etc.).

References and Resources:

Text and adapted handout “Das sagen Frauen über Männer” are from Arendt, J. D., Baumann, C. C., Peters, G., & Wakefield, R. M. (1992). *Kreise: Erstes Jahr Deutsch im Kontext* (pp. 430-431) and are reprinted with permission from Heinle & Heinle, Boston, MA.

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Music and lyrics for "Männer" by Herbert Grönemeyer and "Frauen kommen langsam aber gewaltig" by Ina Deter are materials included in *Gefühl und Härte: Zur Geschichte der deutschen Rockmusik* (1988), available from:

Goethe Institut Chicago
105 N. Michigan Avenue • Suite 230
Chicago, IL 60611
Phone: 312-263-0472
Website: <http://www.goethe.de/uk/chi/enindex.htm>

Useful e-mail addresses and websites for developing connections and establishing e-mail exchanges with classes in Germany:

This site provides a list of schools in the U.S. and around the world that are linked to the Internet and interested in exchanges.

<http://web66.coled.umn.edu/schools.html>

IECC is a free teaching.com service to help teachers link with partners in other cultures and countries for email classroom pen-pal and other project exchanges.

<http://www.iecc.org>

Reflections:

PROCESS FOR CROSS-CULTURAL COMPARISONS

Examine the home culture

Form a hypothesis for the second culture (predict)

**Research information from various sources
(authentic if possible)**

Question and compare resources

Compare with original hypothesis and refine

Develop a new hypothesis

Compare and contrast cultures

Developed by Carolyn A. Tischer (1996) with adaptations from Crawford-Lange & Lange (1984), Jorstad's "hypothesis refinement" model (1980), Kramsch (1993), and culture teaching ideas brought forth in Minnesota's State Dept. of Education's World Language Outcomes (1989, pp. 45-6).

Name _____

ARBEITSBLATT FÜR NOTIZEN ÜBER GESCHLECHTSROLLEN

Männereigenschaften (USA)	Fraueneigenschaften (USA)
Männereigenschaften (BRD) <i>(Hypothese)</i>	Fraueneigenschaften (BRD) <i>(Hypothese)</i>

Kommentare zum Austausch von geschlechtbedingten Eigenschaften

Kommentare zum Thema - Mann, Frau oder Mensch

Name _____

PROGRESS CHART

	EXEMPLARY	MEETS STANDARD	REVISIT	COMMENTS
Discussion (large group)				
Discussion (small group)				
Social Skills (group work)				
Arbeitsblatt				
E-mail exchanges				
Jigsaw Activity				
Research process for mural				
Mural				
Mural presentation				
Utopia Graph				
Action Plan				
Evaluation				

More comments/suggestions for improving performance:

Das sagen Frauen über **MÄNNER**



BEATE RYSOPP WARTET AUF EINEN STUDIENPLATZ FÜR MEDIZIN. WÄHREND DER WARTEZEIT JOBBT SIE ALS FOTOMODELL. SIE HAT SICH GERADE NACH FÜNF JAHREN VON IHREM FREUND GETRENNT

Männer sind gierig. Sie haben immer den gierigen Blick drauf, glotzen einen von oben bis unten an und wollen nur mit einem in die Kiste gehen. Die meisten haben auch eine total blöde Anmache drauf. Für wie dumm halten die ein Mädchen eigentlich? Na ja. Das andere ist, daß für die meisten Jungen Job und Karriere wichtiger sind, als mit ihrer Freundin zusammenzusein. Männer handeln auch nie nach ihrem Gefühl, sie können auch nie über ihre Gefühle reden, das finde ich einfach furchtbar.

GEORGIA MENKE

Männer sind toll! Aber sie sollten lernen, sich mehr zu ihren Gefühlen zu bekennen. Sie müssen nicht immer alles im Griff haben. Männer reden zwar über ihre Gefühle, aber nur, weil das von ihnen verlangt wird. Sozusagen anezogen. Wenn ein Mann wirklich nicht mehr weiterweiß, dann fühlt er sich machtlos - und wird sprachlos. Dann bekommt er Angst. Männer haben sowieso Angst davor, sich in Frage zu stellen. Wenn sie es dann doch müssen, haben sie große Probleme.

CLAUDIA TRINKIES

Männer sind egozentrisch. Liegt an der Erziehung. Ein Junge wird in dem Bewußtsein groß, daß er einzigartig und ganz besonders ist. Das glaubt er natürlich auch noch, wenn er dann ein erwachsener Mann ist. Viele Frauen unterstützen das dann später in der Beziehung. Sie geben ihm weiterhin das Gefühl, daß sich die Welt um ihn dreht. Leider sind viele Männer langweilig. Sie kennen nur das Thema Job, Geld und Karriere.

ELKE KURLBAUM

Männer kennen nur das einfache Prinzip der Macht. Sie handeln immer danach, egal ob in einer Beziehung oder in ihrem Beruf. Männer gehen eben davon aus, daß Frauen schwächer sind. Und die Frauen unterstützen das mit ihrer angeblichen Hilflosigkeit und Schwäche. Übrigens behaupten die größten Chauvis, daß sie nur mit starken Frauen zusammensein können. Das ist der pure Egoismus! Für diese Frauen müssen sie nämlich keine Verantwortung übernehmen.

Multitrait Rubric for Group Mural Presentations on Gender Roles

	Organization and Presentation of Mural	Reflection of U.S. and Target Culture Perspectives	Word Choice and Language Control	Participation and Group Work	Visual Display on the Mural
4	Well-developed and organized presentation; listeners are able to follow along easily; excellent information from a variety of sources on assigned topic..	Presentation reflects U.S. and target culture perspectives quite well; it is clear that students put a lot of thought and effort into representing the two cultures.	Includes a wide range of topic-specific vocabulary; clearly communicates ideas; mostly accurate use of verb tenses, agreement, and word order.	Each group member assumes an equal and active role in the preparation and presentation.	Wide array of excellent materials are presented creatively.
3	Developed and organized presentation; listeners can follow most of the report; good information from a variety of sources on assigned topic.	Presentation reflects U.S. and target culture perspectives somewhat; it is clear that students put some thought and effort into representing the two cultures.	Good range of topic-specific vocabulary; ideas are communicated; good control of verb tenses, agreement, and word order.	Each group member assumes an active role; 1-2 students take on the bulk of the work.	Good array of materials are presented; evidence of some creativity.
2	Adequately-developed, somewhat organized presentation; somewhat difficult to follow ideas; adequate information from more than one source on assigned topic.	Presentation does not reflect U.S. and target culture perspective very well, although it is evident that students made some attempts to represent the two cultures.	Lacking some critical topic-specific vocabulary; somewhat limited vocabulary range; several instances of errors in verb tenses, agreement, and word order	Uneven participation among group members; some students mainly passive and contribute little to the presentation.	Adequate array of materials; adequate creativity.
1	Presentation is undeveloped and unorganized; pieces of information seem disconnected; very difficult to follow and draw meaning from; inadequate information on assigned topic.	Presentation does not reflect U.S. or target culture perspectives adequately; inadequate attempts to represent the two cultures (or one or the other).	Word choice seems inappropriate for topic; very basic, limited vocabulary impedes communication; inaccurate use verb tenses, agreement, and word order impede understanding	Uneven participation among group members; some students do not participate; no effort made to distribute work among all group members.	Materials are lacking; limited creativity.

Adapted from Multitrait Rubric in Tedick and Klee (1998) *Alternative Assessment in the Foreign Language Classroom*.

Group Names: _____

Date: _____

Score: _____

UTOPIA GRAPH*

Old Idea in Society	Name	General Definition	Life Examples	Description
			1	
				Diagnosis
New Idea in Utopia	Name	General Definition	Life Examples	Reconstruction
			3	

* Adapted from Shor (1980, p. 170).

Name _____

ACTION PLAN

IMMEDIATE SITUATION:		
DESIRED OUTCOME:		
PLAN:		
DATE OF SUCCESS CHECK:	ACTION?	RESULT:
LONG TERM SITUATION:		
DESIRED OUTCOME:		
PLAN:		
DATE OF SUCCESS CHECK:	ACTION?	RESULT:

Name _____
(optional)

EVALUATION—UNIT ON GENDER ROLES

We have now completed a unit on the gender roles in U.S. and German society. Please answer the questions below in English to check your personal growth as a result of this unit, both for your own and for my information.

1. On a scale of 1 to 5, 1 being low and 5 being high, how would you rate your skills at the beginning of this unit in:

listening	1	2	3	4	5
speaking	1	2	3	4	5
reading	1	2	3	4	5
writing	1	2	3	4	5
topic knowledge	1	2	3	4	5
authentic language	1	2	3	4	5

2. On a scale of 1 to 5, 1 being low and 5 being high, how would you rate your skills at the end of this unit in:

listening	1	2	3	4	5
speaking	1	2	3	4	5
reading	1	2	3	4	5
writing	1	2	3	4	5
topic knowledge	1	2	3	4	5
authentic language	1	2	3	4	5

3. On a scale of 1 to 5, 1 being low and 5 being high, rate the value of the following:

Arbeitsblatt (hypothesis formation)	1	2	3	4	5
Mural	1	2	3	4	5
Groupwork	1	2	3	4	5
E-mail	1	2	3	4	5
Songs	1	2	3	4	5
Action Plan	1	2	3	4	5

4. What have you learned about the nature of diversity as manifested in gender roles since the beginning of this unit?

5. In what ways will this knowledge impact/not impact your life?

6. How can G-PAR (Goal, Plan, Action, Result), the process used on the Action Plans, empower you as an individual in any area of your life?

7. What processes did you follow to reach a cross-cultural comparison?

8. How can these processes be of use to you in the future when dealing with other cultures or subcultures?

9. How could I, as the teacher, be more effective in helping you learn?

10. What did you enjoy about the unit? Why?

11. What did you not enjoy about the unit? Why?

12. General comments?

STRATEGIC INTERACTION (K6)

- A1. You are a teenager and have a male German foreign exchange student living in your house for the academic year. Your parents treat him like an honored guest while you have to help out with all the housework. You have to do the dishes and clean out, not only your own room, but his too. Discuss the situation with him, but try to remain sensitive to his native culture.
- A2. You are a teenage male German staying as a foreign exchange student in the home of some very nice American people. You have noticed that their only child seems jealous of your presence in the house. He/she resentfully cleans your room every week for which you are very grateful because you are severely allergic to dust. Everyone knows that. Try to find out the root of the resentment.
- B1. You are a student in a German class at college and have noticed that the professor seems to favor the male/female students, paying them more attention in class and giving them better grades for the same standard of work you turn in. You resent this since it impacts your GPA and decide to talk with him/her about the matter.
- B2. You are a German professor at a college. You have noticed that one of your students constantly glares at you in class and refuses to participate. You are not even sure if s/he can speak German, since s/he has never said anything in class and what homework s/he has done has been somewhat below the standard of the rest of the group. You cannot tolerate his/her attitude any longer. Speak to him/her about it.
- C1. You are a German living in Germany. As a favor to an old American friend whom you have known for years you agree to host his/her teenage child for one month during the summer. You spare no expense or effort to make sure s/he has a wonderful time as is expected from German hospitality. You want him/her to remember your customs and generosity forever and give his/her parents, your friends, a good report of his/her stay with you.
- C2. You are an American teenager staying with an old German friend of your parents for one month. Your parents have issued you with a strict code of conduct and some extra money. They have insisted that you pay your own way so that they do not feel indebted to their friend. Suggest an outing for the family as your treat.

Reflections:

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