

To the Teacher:**UNIT OBJECTIVES**

This Unit reflects the NCSS position statement for the definition of “social studies”¹ “Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences. The primary purpose of the social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

By examining the fascinating *Turkish Turn* in German history, culture, and demographics of the past 50 years —foreign language education and global education will be strongly linked. Students will be encouraged to become “*cultural investigators*” to *recognize and value cultural differences, challenge assumptions* and stereotypes of his/her own and foster inquiry into the interconnectedness of international and domestic events. I have also perceived that students of all language levels and abilities react to and interpret visual arts differently than the written word. Students will view numerous interviews, film clips and other media. In this way, the modules will *attract a heterogeneous group of students of different learning styles*, which will enrich the content and underscore the crucial theme of cross-cultural communication. In a learning environment that embraces and respects different perspectives, *students from diverse cultures and races may even have an advantage* in contributing to and performing in the class. As we have experienced in the United States, immigrant populations eventually define the existing population. The cultures, the politics and languages weave a coat of many colors—or as the Germans say: a *patchwork* society.

I have read and seen the following quote from an unknown author in a number of languages, and find myself revisiting it often, because of its simple yet powerful message:

When I was born...I was BLACK.
When I grew up.....I was BLACK.
When I am sick.....I am BLACK
When I go out in the sun...I am BLACK.
When I go out in the cold...I am BLACK.
When I die...I am BLACK.

BUT YOU:

¹ <http://www.socialstudies.org/positions/powerful/>
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When you are born... You are PINK.
When you grow up..... You are PEACH.
When you are sick..... You are GREEN.
When you go out in the cold... You are BLUE.
When you are scared... You are WHITE.
When you go out in the sun... You are RED.
When you die... You turn PURPLE.

And you have the nerve to call me "COLORED"!

I anticipate that this learning module will represent a significant step towards achieving the highest goal of intercultural language education, that of improved global awareness. This preparation for global citizenship requires *intellectual disarmament*, which is far more complex than military disarmament. It requires bringing together peoples of diverse national origins and cultural backgrounds to learn together and about each other so that confrontations of the future can lead to interdependent coexistence free from the threats of terrorism. Though it can indeed be a “disarming” challenge, the most insightful way to understand a culture is to listen to the music it plays, the words it speaks, and writes, study the pictures it paints, and of course break bread.

UNIT CONTENT TO BE ADDRESSED:

Germany is a rich multiethnic society. Almost 10 percent of Germany's 82.5 million residents are foreigners, encompassing more than 200 different groups. Today there are 2.6 million people living in Germany who have family roots in Turkey. At first, Turkish migration was almost exclusively based on the *Gastarbeiterprogramm* (guest worker program), and consisted largely of men. However, only a quarter of Turkish people residing in Germany today originally arrived as *Gastarbeiter*. Another 53 percent immigrated in the course of family reunification and 17 percent of the adult Turkish population was born in Germany. Today there are as many Turkish women as men in Germany. The Muslim birth rate in Germany is 3 times higher than for non-Muslims and the Muslim population is expected to roughly double by 2015.²

American Muslims are well educated; 67% have a Bachelor's degree or higher. Compared to American Muslims, the Turkish immigrants (Muslims) living in Germany today are predominantly in the lower social strata. According to Cem Ozdinar (first German of Turkish descent elected to the Bundestag), “In no other country is the relationship between the socio-economic status of parents and the educational success of their children as strong as in Germany.” The most recent PISA (Program for International Student Assessment) study indicates that children from more affluent backgrounds have between four and six times as much chance of passing their final school exams and making it to university than those from poorer by and large immigrant backgrounds.

² <http://www.auswaertiges-amt.de/diplo/en/Laender/Tuerkei.html>

In an increasingly secularized Europe, the presence of a highly religious Muslim population has troubled many Europeans. Islam appears to be more vital than the historically dominant religions. Immigration has led to the establishment of sizable minority populations, who often face serious handicaps in terms of their social, socioeconomic, cultural and political integration. Continuing problems of poverty and joblessness may confound the identity crisis among second and third generation immigrants, mostly European citizens, leading some to embrace Islam more intensely.

For bringing Islam and Europe together on European soil, both Muslims and Europeans are challenged to do their homework in a project for the inner peace of Europe. Muslims and all of us can become, as Professor Bassam Tibi coined “Citizens of the Heart” by appropriating European civic values in the context of Euro-Islam, which will shape immigrant identity. This challenges us to venture beyond the concept of multiculturalism. Multiculturalism is but the *calling card*; pluralism is the Euro-Islam “Bridge to Peace.” To quote from Brian Johnston:

Humanity’s rich diversity can exist only if there are many paths seeking the truth. So to force all to follow the one path is violence against our humanity. Impatience with diversity is fertile ground for new inquisitions to take root.

Universal humanity maybe too ideological, but ideologies are often a beginning, a renaissance that bring us to a higher understanding, deeper than any faith or creed, that allow us to work together, to become a family, albeit extremely complicated. Borrowing from my father, Urie Bronfenbrenner, and building on his teachings, the effective functioning of a pluralistic society requires public policies and practices that provide place, time, stability, status, recognition, belief systems, customs, and actions in support of the major economic, social, and political institutions of the entire society.³

Encounter (Unit) Four: New Citizenship = New Shoes?

The third generation tends to look at themselves as the *Brückengeneration* (bridge generation). Their grandparents crossed the bridge into this new land with the intention of returning to Turkey. Their parents were then born in Germany, but were ambivalent about their future due to the citizenship laws of the time, and also their ability to function in German society. The third generation is in Germany to stay. They consider themselves German. The new citizenship and nationality law of 2000 allows them to stay. They (the third generation) actually use the German comparative “*deutsch, deutscher, am deutschesten*” (German, more German, the most German), when discussing the problems of the generations.

³ From: "Discovering What Families Do," by Urie Bronfenbrenner in *Rebuilding the Nest: A New Commitment to the American Family*, published by Family Service America, 1990.

This is a logical progression and dilemma of assimilation into another culture. Most Americans are familiar with this process through the growing immigrant populations from Asia and Latin America. And many American students themselves are only first or second-generation Americans. What is of special interest for today's students and their understanding of modern social issues, is the fact that in the case of the Turkish population in Germany, Islam crossed the bridge with them, and now ranks third in its religious membership- Catholics rank first and Protestants second. A rich Turkish religious, cultural and political presence has been established in Germany.⁴ "There are over 40,000 Turkish companies in Germany that employ hundreds of thousands of people. There are more than 13,000 Turkish students at German universities. And more than 40,000 people of Turkish origin have German citizenship. (Berlin alone has a community of 150,000 Turks.)" For Germany as a society, the question is not how to send these people *back*, but how to assimilate a culture that embraces Islam as its foundation, rather than that of Judeo-Christianity.

"Tolerance," Germany's Chancellor Angela Merkel said in a recent speech, "is the soul of Europe. If the current government is serious about promoting integration in German society and wanting Muslims to feel like they are both Muslim and German, it should recognize the valuable role German Islam plays in this society." She went on to say that this means protecting freedom to voice opinions that upset others, freedom to believe or not to believe in religion and freedom of artistic expression. Students will be challenged to think about what defines personal identity and national identity; the process of assimilation (how does one reinvent oneself to accommodate society); tensions between church and state in assigning individual rights and obligations; the value of cultural differences; and the role of art, humor and music as vehicles for resistance and resilience. Also, what lessons can they draw from Germany's experience for America, particularly as regards religious tolerance and growing support for an American Guest Worker program? How has their own ethnic or cultural diversity enriched American society?

Activities:

1.⁵ Each day:

A. Play a **music and/or video selection** as students enter classroom. The selections will correspond with the materials introduced. Selections will be listed as resources. Play the clip to the end. Put the words on the overhead or project them unto the screen. Make sure every day that there is a place designated in the classroom where the students can post their *1001 Challenge*.

B. Students will write in their journals every day. Each day has a picture and a poem, quote from a story or the news. These could also be used for generating journal writing and /or discussion.

⁴ <http://www.umich.edu/~iinet/journal/vol2no3/ozdemir.html>

⁵ Unless otherwise noted

C. 1001 Challenge: The students will strive to come up with 1001 facts, thoughts, songs, words, reasons, rhymes and inventions that have enriched American and German culture because of immigration. Place a list in a strategic location in the classroom. Each day students write on the list with a goal of 1001. Examples could be: a watch, the letter X, *1001 Nights*, *Declaration of Independence*, Ramadan, algebra, Persian rugs, the Döner, the Tortilla to mention but a few!

This challenge not only corresponds with the famous story(ies), but also illustrates the beauty of the human condition. Necessity and curiosity are the mothers of invention.

I also encourage the teacher to obtain a copy of the UK based groundbreaking global educational initiative publication of *1001 Inventions* (www.1001inventions.com) The text, the free lesson plans, the interactive websites and the videos are extremely user friendly and informative, for the teacher and the student.

2. Think-Pair-Share:

Resource # www.schreyerstitute.psu.edu/pdf/alex/thinkpairshare.pdf

3. Socratic Seminar:⁶

"The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent thinking" (Adams).

"Socratic questioning recognizes that questions, not answers, are the driving force in thinking. Socratic seminars explore ideas, values, and issues drawn from readings or art works chosen for their richness. They also provide a forum to expand participants' familiarity with works drawn from many cultural sources. Leaders help participants to make sense of a text and of their own thinking by asking questions about reasoning, evidence, connections, examples, and other aspects of sound thinking. A good seminar is more devoted to making meaning than to mastering information. Seminars strengthen participants' learning by getting them actively engaged in rigorous critical thought. Practical activities are always followed by periods of reflection and discussion about what has been experienced. The goal here is to allow learners to create a community of inquiry for the purpose of making meaning cooperatively" (Raider).

Socratic Seminar has many variations. I have listed 3 URLs as guidelines.

a. <http://www.greece.k12.ny.us/instruction/ela/SocraticSeminars/overview.htm>

⁶ <http://www.greece.k12.ny.us/instruction/ela/SocraticSeminars/overview.htm>

- b. <http://www.webenglishteacher.com/socratic.html>
- c. http://www.studyguide.org/socratic_seminar.htm#Participant%20Rubric
4. Jigsaw: <http://www.jigsaw.org/overview.htm>
5. **Germany Today:** <http://www.goethe.de/ins/us/lp/prj/top/mat/stxt/enindex.htm>
Also available online and teachers may request classroom sets.
6. There are also valuable lesson plans at: <http://ald.aatg.org/resources/ethnicities/islam/>
and other on line sites.

I cannot emphasize enough the importance of the teacher thoroughly studying the materials before using them in the classroom environment Imagine a social studies lesson in which the teacher was not familiar with the Civil Rights Movement, and began showing the famous *I Had A Dream Speech!*

⁷Daily Picture Resources:

- 1) Day 1: Select a picture of the Blue Danube as it flows to the Black Sea.
 - a) <http://www.alumnitravel.utoronto.ca/explore/destination.asp?tripID=106&year=2008>
 - b) <http://agents.centralholidays.com/destination/Turkey.html>
- 2) Day 2: Select a picture from the film *Crossing the Bridge*.
 - a) <http://worldbridger.ca/films/crossing-the-bridge-the-sound-of-istanbul/>
- 3) Day 3-5: Author's Picture

⁷ I recommend *PicLens* for the picture searches.

⁸Insert picture of Danube

*⁹Danube so blue, so bright and blue,
through vale and field you flow so calm,
our Vienna greets you, you silver stream
through all the lands you merry the heart
with your beautiful shores.*

*Far from the Black Forest
you hurry to the sea
giving your blessing to everything.
Eastward you flow,
welcoming your brothers,
A picture of peace for all time!*

Day 1:

As the students are walking in and getting into their seats play the video clip titled: *viennaboyschoir*. Play the clip to the end. Put the words on the overhead or project them unto the screen. Make sure every day that there is a place designated in the classroom where the students can post their *1001 Challenge*.

1. For the first 10 minutes have the students write a free association to the clip and words to the music. Explain to the students that this will be a daily activity. At the end of the unit the students will reflect on their reactions and thoughts.
2. For 5 minutes have the students share with the class, with a partner, or in groups. The students will write responses on poster size *post its* and put them on the wall. The teacher may choose to do this every day.
3. Activities A & B should take about 15 to 20 minutes. I recommend using a timer for the discussion groups.
 - a. Pass out **red** (or any one color) construction paper and have the students glue their pictures on the papers. Collect the papers and tell the students that

⁸ See resource for *Daily Pictures*

⁹ http://en.wikipedia.org/wiki/The_Blue_Danube

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these will be used for tomorrow's activity. This should take about 5 to 10 minutes.

b. When collecting the pictures hand out the ¹⁰*Nathan the Wise Letters*. Divide the class into 4 groups; therefore there needs to be 1 ¹¹letter per group. printed each letter on gold colored paper and put them each in a matching envelope with the December 2007 Holiday ¹²*Eid* , *Hanukah*, and *Christmas*. The fourth letter has the *Lessing* stamp. The first three letters also contain a ¹³gold ring. The leader of the group is the one with the letter. Emphasize how important for each group to discuss the contents of their letter quietly and to not divulge the contents of the letter. Impress upon the students that each letter has a specific message.

4. Group 4 will be in charge of the last activity. Explain to the students that Group 4 has the answers to their questions and that they (groups 1-3) may only ask yes /no questions.

An example of this could be:

Group 1Q: Is it true that this ring is magical?

A: Yes this is of course true.

Group 2 Q: We also have a magical ring; does it have the same powers?

Group 3Q: Do we all have a ring?

And the usual:

Why did we receive these letters?

¹⁰ <http://www.goletapublishing.com/jstamps/0202deep.htm>

¹¹ See Resources: Ring Letter 1A-D

¹² See Resources: Stamp 1A-D

¹³ Gold curtain rod rings work great!

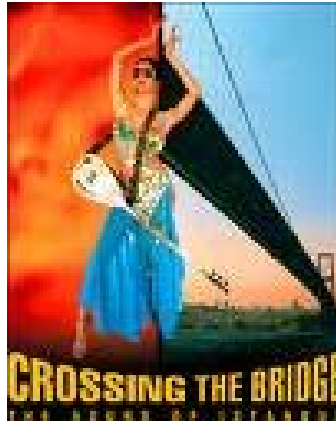
5. The students will catch on quickly. Ask the students to think beyond the simplicity of the words in the letters and bring this new knowledge to the ¹⁴Socratic Seminar on Tuesday.

6. As students are leaving hand them the story: ¹⁵*The Blind Men and the Elephant*. Many versions of this can be found on line. The teacher may choose to distribute the various versions for more discussions and journal insights.

¹⁴ See To the Teacher

¹⁵ http://en.wikipedia.org/wiki/Blind_Men_and_an_Elephant#Muslim_-_Sufi

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¹⁷ *since you know that bridges too have an end
you do not need to hurry while crossing
yet on bridges is where it's the coldest.*

Day 2: CROSSING THE BRIDGE!!!

Note: Before Tuesday the teacher should glue the pictures she/he selected to the same colored paper that was used with the student pictures. The teacher may wish to select pictures after viewing what the students selected. Day 2 Resource for Stamp and Pictures provides a list of ideas for the teacher.

1. Set the classroom up for Socratic Seminar. Place half of the chairs in a circle in the middle. Place one chair as the ¹⁸Hot Seat. If the class is large the teacher may select to have 3 different groups. I have had groups of 14 interact successfully, but I also have allowed more time. On each chair place at least 2 pictures face down.

2. As the students are walking in and getting into their seats play the video clip titled: *Crossing the Bridge*. Play the clip to the end. There are a few ways to select which group goes to the center. I either stand at the door or tell the student if they are in the *circle* or on the outside, or I give them the number 1 or 2 (or the letter c or o). Ask the students to leave their backpacks

¹⁶ www.crossingthebridge.de/english/trailer.html

¹⁷ Zehra Çirak: Foreign Wings on Familiar Shoulders

¹⁸ Hot Seat: A student from the outside “circle may come to this seat and raise her/his hand. The leader of the inside group calls on the “outsider” who shares a comment or correction and then returns to her/his seat. Social Studies Unit: A Journey for the “Occidental Citizen” Learning about the Role of Islam in Germany and the European Community

at their seats and bring a pen and paper with them. They may also bring their homework. The teacher may choose to have explained this process before Day 1. I would recommend introducing Socratic Seminar prior to this unit, not only because it will help this activity run smoothly, but also because it is a wonderful way to generate ¹⁹ student learning.

Student centered teaching helps us design effective instruction *for every member of the classroom*, no matter what his or her diverse learning needs. By its nature, student centered teaching is adaptable to meet the needs of every student (Stuart 1997). In order to design any lesson, the teacher must first think of the students, rather than the content, and so we are assured that the students' needs are being considered.

3. When the clip is finished:

- a. Appoint a group leader.
- b. Remind the students that only the inner circle may speak, and the language be respectful.
- c. Emphasize that all of the students in the inner circle must speak, and in complete sentences.
- d. Students in the outside circle should take notes, mark down who speaks, etc
- e. Remind the students that the teacher may NOT speak until debriefing time.
- f. Set a specific time. I would recommend 5 minutes for the first round. I use a timer. I find this makes things run more smoothly.

4. The teacher then should give out a topic or beginning word. Sometimes the students know how they want to proceed. Today's topic would/could be:

- a. Is Germany the Land of Blonds, Bratwurst, Bier and Brezeln?
- b. What is American as Apple Pie?
- c. What is the significance of the picture(s) on your chair?

¹⁹ http://www.wcer.wisc.edu/step/ep301/fall2000/Tochonites/stu_cen.html

I then say begin, and for the next 5 minutes the students speak. The outside circle remains quiet.

5. When the timer goes off, we debrief. Each student on the outside comments on the session. Then they switch places. I would do this activity twice, because there is so much to cover and also to “Point Counter Point”.

5. For the next 5 to 10 minutes play *Crossing the Bridge* again and have the students write down their reflections.

6. When the students are writing, put up the large post its in the room with titles on them, such as: Xenophobia, Immigration, Why *Mash*? Why a perscription? An eggplant? What did you learn about Germany? What I learned, what I didn't know, what I already knew, etc. The teacher may also ask the students to come up with ideas. Have the students go to the various post its and write down their thoughts.

7. Have students read what is on the post its. If there is time discuss some of the comments. Encourage the students to “think” out of the box.

8. Remind the students of the homework the following day(s), and that **DAY 3** will group work.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

²⁰*Flight*

*and then
i was just no longer there
you don't look around
for me
seldom will say
how nice it was
everything will stay
for you
take nothing with me
but i am gone
feel already so very
lost
want to find the way back
but it is the one-way street
that i had feared
had wanted to avoid
have ended up in*

²⁰ (from anthology "Über Grenzen" = across borders) Zehra Çirak

1. After everyone is seated play the clip again and have the students write in their journals. Explain to the class that today they will debrief in their designated groups. The class will then be divided into 6 groups. Each group will receive a poem or a reading selection: ²¹Three are German (in translation) and three are American.

a. Poem 1: *An Imaginary Foreigner Strike in Berlin*, by Aras Ören

b. Poem 2: *Cultural Identity*, by Zehra Çirak: *Foreign Wings on Familiar Shoulders*

c. Selection 3: From ²²*Deutschland*, by Muhabett and a 17-year-old budding artist, Sefo

d. Selection 4: ²³*Blood* by Naomi Shihab Nye

e. Selection 5: ²⁴*Persimmons* by Li-Young Lee

f. Selection 6: ²⁵ *City of Immigrants* by Steve Earle

2. Handout the guidelines for the assignment (**Day 3 Resource**)

3. Handout the guidelines for **Day Four**.

4. Remind the students that this presentation is due on **Day 5**.

²¹ The poems are only suggested ones; the teacher may select his or her own. Keeping in mind that all American poetry is immigrant poetry.

²² <http://www.germany.info/lyrics>

²³ Copyright © 1986 by Naomi Shihab Nye

²⁴ Li-Young Lee <http://www.cs.rice.edu/~ssiyer/minstrels/poems/1245.html>

²⁵ <http://www.sweetslyrics.com/534350.Steve%20Earle%20-%20City%20of%20Immigrants%20.html>
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Day 3 Resource for the Students:

1. Time Frame:

- a. Presentations will be on Day 4 in the classroom or if possible a larger space.
- b. Plan and work with the group for the class period. Some students may need to go to the library if there is not computer access in the classroom. Please stress that this is a hand's on activity; Internet information students can be researched for Day 3's homework.

2. Materials:

- a. Each group will need materials to make a mural- large paper, markers, and glue.
- b. Each group receives an envelope along with their poem. The teacher will have selected various items from the folder marked **Day3pics, etc.** The material in the envelopes can be used on the mural, and or a jumpstart for the student presentations. The information below includes quotes, articles and general information. Encourage the students to come up with their own quotes and materials.

3. Presentation Guidelines:

- a. Mural must reflect themes in the poem or song.
- b. Ideas and Suggestions for Items to be included on the Mural:
 - A recent newspaper or magazine article(s)
 - Pictures and /or photos
 - Maps
 - Items that reflect themes (a suitcase, and what would be packed in it)

- Music, poems, novels that focus on similar themes.
- Gifts that have been contributed to the new “homeland” due to immigration
- Hint: Most of these items are in the envelopes!

Day 4 Guidelines:

- Please go over these the day before so that the students will understand the process and set up for Day 4. The students will be divided into 6 groups. There will be a person from each group: ²⁶a, b, c, d, e, and f. Put the groups together on Day 3 for Day 4. I would number the groups 1-6.
- The *murals* should be placed around the room. It would be ideal to have a larger space. If not possible the floor could also be used.
- The students will move with their group from mural to mural. The student who is in group **a** will elaborate on his or her *mural*, the student in group **b** will elaborate on his or her *mural* and so on.
- The students will have 6 to 7 minutes at each *mural*. It would be advisable to use a timer.
- The students need to take notes, because homework for **Day 5** will be based on this activity.
- The students will ²⁷*report* on the *murals* on **Day 5**.

²⁶ If the class is larger a 7th poem could be added. Please refer to poem suggestions.

²⁷ Please see Homework, **Day 5**

Day 3 Resource for Teacher:

1. Prepare envelopes for each group.

- Each will have a poem (teacher may select other American and German) poems
- Select pictures from file: **Day3Pics,etc**
- Select other pictures from the Internet, news ,etc that pertain to the subject.
- Have a listening device with headsets so that the students are able to hear the music, etc and not interfere with other groups.
- A laptop for each station would be great for this project, but not obligatory.
- Information and Thought Sheet for Envelopes:

Information, Quotes and Thought Sheet for Envelopes:

1. We asked for workers and we got human beings.

2. In 1961 there were 500,000 jobs available in Germany, but only 180,000 Germans were listed as unemployed.

3. Anyone who desires true integration in Germany has to provide Islam Instruction.

4. How do we take the guesswork out of guest work?

<http://www.guestworker.com/>

4. Include essays and book titles from the NY Times Book Review:

<http://www.nytimes.com/indexes/2008/01/05/books/review/index.html>

6. Include a picture of Barbie Dolls and the Fulla Doll:

http://www.halalco.com/fulla_dolls.html

<http://seattlepi.nwsourc.com/lifestyle/barb27.shtml>

<http://collectdolls.about.com/od/mbarbieimages/ig/2006-Collectible-Barbie-Dolls/oktoberfest.htm>

7. Include pictures of America's favorite foods:

<http://whatscookingamerica.net/History/HistoryIndex.htm>

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8. Include pictures of Germany's favorite foods:

<http://gogermany.about.com/b/2006/09/13/germanys-favorite-fast-foods-and-street-fare.htm>

9. Include information from *1001 Inventions*:

<http://www.1001inventions.com/index.cfm?fuseaction=main.viewSection&intSectionID=308>

10. Information on The Statue of Liberty:

http://en.wikipedia.org/wiki/Statue_of_Liberty

11. Guest Workers in the USA:

http://www.house.gov/apps/list/speech/edlabor_dem/rel040108b.html

12. Arabic words in German and English:

http://de.wikipedia.org/wiki/Liste_deutscher_W%C3%B6rter_aus_dem_Arabischen

http://en.wikipedia.org/wiki/List_of_Arabic_loanwords_in_English

13. Go to the *1001 Inventions* website:

<http://83.223.102.16/index.cfm?fuseaction=main.viewSection&intSectionID=240>

14. Information on The American Guest Worker:

http://www.usimmigrationsupport.org/work_visa.html?gclid=CIWd2a2y6pUCFQK_GgodMV_GfQ

15. Select quotes from *Things People Said: The language Barrier*:

<http://www.rinkworks.com/said/language.shtml>

16. Suggestions of music that could accompany the *mural*.



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*²⁹As the warmth strangles our tongues
 While we all want to sit in the comfy chairs
 Directly in the street window
 Daringly in the bead of any would be sniper
 Showing that we are not afraid to be seen
 And we want the world to notice us
 And perhaps envy us this sublime moment
 When the lovers of our splendid dreams
 Embrace us as we begin to quiver
 At the thought of how we sit exactly here
 As the carefully arranged light holds us in silence
 This pretend world taking absolute care of us
 We all would experience these same moments - if only
 There was a Starbucks in Baghdad.*

Day 4:

Note: the room is set up with the 6 murals. On each mural have the group number. As the students are coming indicate without speaking where the students are to go. Hand each student a slip of paper that says “Silence is a World Language?” and “Is this how an immigrant feels?”

1. As the students enter the classroom play the video clip marked : *4theartofcoffee*. Play the clip to the end. This is a silent clip. Make sure every day that there is a place designated in the classroom where the students can post their *1001 Challenge*.

²⁸ Photo by Mary Bronfenbrenner

²⁹ <http://allpoetry.com/poem/3944113> by Zyskandar A Jaimot

2. Now begin the activity explained in Resource 4 Guidelines. Make sure to time the presentations. The students will have 6 to 7 minutes at each *mural*. It would be advisable to use a timer; then the teacher may listen to the presentations. Have the students use the Resource Table for Day 4.

3. Explain to the students that they need to be familiar with all of the murals for their writing assignment.

4. This class period will go rather quickly. Make sure there is enough time at the end of the period to play the videoclip: *4gülsenkaranlıkImorecup* as the students are exiting. Hand them a slip of paper that says “ Music is a World Language?” and “ Does Music have Borders?” “Is Coffee a language?” “Does Coffee have Borders? “

Resource Table Day 4:

1.	1.Name of Poem : 2. Themes: 3. What did I learn? 4. What did I like or dislike? 5. Has this changed my mind, or opinion? 6. What did I not understand?
2.	1.Name of Poem: 2. Themes: 3. What did I learn? 4. What did I like or dislike? 5. Has this changed my mind, or opinion? 6. What did I not understand?
3.	1.Name of Poem : 2. Themes: 3. What did I learn? 4. What did I like or dislike? 5. Has this changed my mind, or opinion? 6. What did I not understand?

4.	<ol style="list-style-type: none">1. Name of Poem :2. Themes:3. What did I learn?4. What did I like or dislike?5. Has this changed my mind, or opinion?6. What did I not understand?
5.	<ol style="list-style-type: none">1. Name of Poem :2. Themes:3. What did I learn?4. What did I like or dislike?5. Has this changed my mind, or opinion?6. What did I not understand?
6.	<ol style="list-style-type: none">1. Name of Poem:2. Themes:3. What did I learn?4. What did I like or dislike?5. Has this changed my mind, or opinion?6. What did I not understand?



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³¹ *ME I AM!*
I am the only ME I AM
who qualifies as me;
no ME I AM has been before,
and none Will ever be.
No other ME I AM can feel
the feelings I've within;
no other ME I AM can fit
precisely in my skin.
There is no other ME I AM
who thinks the thoughts I do;
the world contains one ME I AM,
there is no room for two.
I'm the only ME I AM
this earth shall ever see;
that ME I AM I always am
is no one else but me!

Day 5:

This is obviously Friday. Take a deep breath and relax. The students will view 2 video clips today: One from Canadian TV and the other from

³⁰ Photo by Mary Bronfenbrenner

³¹ Prelutsky, Jack. *The Random House Book of Poetry for Children*. New York: Random House, 1983.

German TV. This is a good jumpstart for the second week. The students will be doing more of the research and presenting. Today could also be a food day. The Döner is the most popular fast food in Germany. Recipes and ideas are included at the end of the Unit.

1. As the students enter the classroom play the video clip marked: *Little Mosque on the Prairie* CNN. Play the clip to the end. Make sure every day that there is a place designated in the classroom where the students can post their *1001 Challenge*. Announce how many, and how many more are needed. (hint: Just the list of English or German Words that come from Arabic bring the numbers higher!)

2. Once the students are all seated asked the students to hand in the homework. Play the clip again, and have the students write in their journals for around 5 minutes.

3. Play the video clip of part of the first episode of *Türkisch für Anfänger*. After the video is done remind the students that the questions are due on Monday, Day 6. There will also be Socratic Seminar on Day 6. Remind the students to keep the following thoughts in mind:

- What does it mean to be a “European?” How do Europeans perceive the role of religion in society?
- In recent years, have racial tensions within European societies increased or decreased? And how has this influenced manufacturing and advertising?
- In recent years, have racial tensions with the USA increased or decreased?
- What roles do you believe geography/ TV/ play in this equation?
- Do TV shows and news perceive Muslim/American extremists as a major threat for Europe?
- The 2 programs point to a number of social issues that are critical for the integration and participation of Muslims in Europe. Which issues are mentioned?
- Do you find the shows biased in any way and if so, why?

HOMEWORK ASSIGNMENTS:

Please note that all assignments are given at least one day in advance.

1. Pre Day 1:**Homework Assignment for Day1**

1. Divide the class into 4 groups. Each group is assigned a topic, and they are to bring in a picture for class the next day. The picture should not be larger than 8 by 11. Encourage the students to think beyond the picture. It is said that a picture is worth a thousand words.

a. Group 1: Bring in a picture of a typical American. This could be a family member, a newspaper picture, a picture from the web; to name just a few.

b. Group 2: Bring in a picture of an object that is typically American. This does not necessarily have to be made in the USA, but be part of what the student thinks defines America.

c. Group 3: Bring in a picture of a typical German. This could be a family member, a newspaper picture, a picture from the web; to name just a few.

d. Group 4: Bring in a picture of an object that is typically German. This does not necessarily have to be made in Germany, but be part of what the student thinks defines Germany.

2. **DAY 1:**

Encourage students to begin to explore on their own. Here are some interesting websites to start out with:

http://www.way-to-allah.com/en/wti_uc.html

<http://www.turntoislam.com/search.php>

3. **Day 2&3:**

a. In *Germany Today: Transatlantic Outreach Program*

(Available through the Goethe Institute, all materials may be reproduced for classroom use) How much material covered would be at the teacher's discretion. I recommend duplicating some of the pages that are earmarked *Teacher Resource* to allow the teacher keep a steady pace.

Please copy and read pages 7-12, and pages 14-17. Complete pages 9, 12, and 17 for Wednesday. Encourage the students to move ahead with the homework because it will only enhance the *Socratic Seminar* on Tuesday.

b. Have the students read one of the articles listed below. Please check the URL(S) and I would recommend updating the articles as the time changes. Again the assignment could be divided into 3 groups-one for each article, or the class could discover on Wednesday, who read what and why?

1. "Old Europe Meets New Islam" by Marlana Telvick, January 2005. You can find the text on-line at:

<http://www.pbs.org/wgbh/pages/frontline/shows/front/special/roots.html>

2. "A Hand That Links the Germans and the Turks" by Nicholas Kulish, January 2008. You can find the text on-line at:

http://www.nytimes.com/2008/01/06/movies/awardsseason/06kuli.html?_r=1&ref=awardsseason&pagewanted=all&oref=slogin

3. “ In Germany, a Breakthrough Year For Immigrant Politicians” by Isabelle de Pommereau, April 18th, 2008

<http://www.csmonitor.com/2008/0418/p05s01-woeu.html>

4. The students may also go to the following websites and find an article on their own:

<http://www.npr.org/templates/story/story.php?storyId=17819775>

http://news.bbc.co.uk/2/hi/in_depth/europe/2005/muslims_in_europe/default.stm

Reading Tips:

Encourage the students, while reading, to pay special attention to the various perspectives on “the future of Islam and Muslims in Europe.” Encourage students to write down reactions and thoughts about the articles.

Some questions helpful in analyzing and discussing the feature might be:

- What does it mean to be a “European?” How do Europeans perceive the role of religion in society?
- In recent years, have racial tensions within European societies increased or decreased?
- In recent years, have racial tensions with the USA increased or decreased.
- What role do you believe geography play in this equation?
- Does the article perceive Muslim extremists as a major threat for Europe?
- The article points to a number of social issues that are critical for the integration and participation of Muslims in Europe. Which issues does the author mention?
- Do you find the article biased in any way and if so, why?

Day 2 Resource For Stamps and Picture Selection:

A. Stamps for the 4 *Ring Letters*:

1. The 2007 EID, Hanukkah and Christmas Stamps are available at USPS.com Home. Below is an example of the envelopes and letters I wrote:

2. For the *Lessing Stamp* for the *IDringletter* can be selected from google images. I would recommend 3 rings entwined as a Möbius twist, picture of Gottfried Lessing, or symbols representing Islam, Judaism and Christianity. There are 2 urls below:

<http://i158.photobucket.com/albums/t113/jensrusch/Masonic/Lessing.jpg>

<http://www.amulet.co.uk/shaped/mobius.htm>

http://farm2.static.flickr.com/1243/1401443759_f7dc143497.jpg

B. Picture ideas for Day 2:³²

1. Pictures from the folder marked **mary'sbadenstaedt06/08**
2. A picture of the Bavarian Alps, some with goats and/or sheep
3. Pictures of Turkish mountains, some with goats and/or sheep
4. Pictures of blond Germans and Americans
5. Pictures of places of worship in both countries (churches, synagogues, and mosques)
6. People of color in both countries

³² I would recommend piclens: <http://www.piclens.com/>, and Archive: <http://www.archive.org/index.php>
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7. Pictures of guest workers/Gastarbeiter from both countries

8. Pictures of famous Germans; again I would recommend a google search of Turkish Germans, Afro Germans, and other immigrant populations, along with Caucasian Germans. Here are some names to start with, but make sure to also include Caucasians:

- a. Fatih Akin
- b. Ika Hügel Marshall
- c. Xavier Naidoo
- d. Bass Türk
- e. May Ayim
- f. Theodor Wonja Michael
- g. Kaya Yanar
- h. Emine Sevgi Özdamar
- i. Sebastian Koch
- j. Marlene Dietrich
- k. Barbara Honigmann

9. Pictures of items that are symbolic or stereotypical of the US and of Germany

10. Picture of items that are in both countries that are gifts of immigrants, crusades and wars. Some examples of these would be chess, wheat, coffee, cocoa cola, etc

3. DAY 3 and 4:

Assignments for the next 2 days:

a. In *Germany Today: Transatlantic Outreach Program*, please read pages 27-38 and complete the accompanying worksheets and handouts.

b. Have the students look up information about *Crossing the Bridge*. Does this remind them of any other film(s)?

c. Work on mural for Thursday's **Think-Pair-Share** activity. The students will be in groups rather than with a partner.

d. Hand out Resource for Day 3 and visit at least 2 of these websites, and have at least 8 new facts to share with the groups.

e. On Thursday hand out Day 5 TFA (*Türkisch für Anfänger*) Please remind the students to share the information with their parents.

f. Pass out a **permission slip** that parents sign for the viewing of the *Türkisch für Anfänger* clip(s). I recommend using the school district's form, since each district has different guidelines. Remind the students that you must collect this on Day 4 to ensure that all students may view the clip.

4. Day 5 & 6:

a. For Day 5 have the students write a Review of the Day 4 Mural Project. The Review should be written in the style of a reporter who has come to view and experience the murals.

b. Complete the *Türkisch für Anfänger* worksheet for homework for Monday, Day 6.

c. Have the students read pages 39-46 in *Germany Today* and complete **worksheet 7** for Monday, Day 6.

b. Read selections from ³³*Atlas of a Tropical Germany/section: War and Peace in Modernity*

c. May Ayim's Poem: ³⁴*Blues in Black and White*

³³ Senocak, Zafer *Atlas of a Tropical Germany* ISBN: 0-8032-9275-9-1000

³⁴ Ayim, M. "The Year 1990. Homeland and Unity from an Afro-German Perspective". In: Harnisch, A. Stokes, A.M. and Weidauer, F. (Hg.). *Fringe Voices*. Berg: Oxford, 1998.

Resource for Day 3 :

<http://www.mrdowling.com/606-links.html>

http://score.rims.k12.ca.us/activity/rosen_islamic_science/

www.pleasantviewschool.com/media/PowerPoints/

http://www.islamweb.net/ver2/archive/index2.php?vPart=40&startno=1&the_lang=E

<http://www.mccormick.com/content.cfm?ID=10109>

<http://www.1001inventions.com/words/> : This site is very fun!

www.1001inventions.com

<http://www.1001inventions.com/index.cfm?fuseaction=main.viewSection&intSectionID=309>

<http://islamineurope.blogspot.com/2008/03/germany-foreigner-population-growing.html>

<http://www.dw-world.de/dw/article/0,2144,2678721,00.html>

DAY 5 RESOURCE FOR PARENTS AND STUDENTS

<http://www.goethe.de/wis/med/thm/fer/en1473818.htm>

Turkish for Beginners

It is rare indeed that Germany's newspapers agree on the merits of a TV production. The response to *Türkisch für Anfänger* (Turkish for beginners) - launched on March 14 - was positively euphoric, despite it being a pre-prime time serial aired by public broadcasting station ARD, of all things.

The first 12 episodes of the series on the trials and tribulations of a new German-Türkisch patchwork family have gained such a following that the second season of *Türkisch für Anfänger* will go on air in 2007. 24 further episodes are planned, a very welcome extension indeed.

Rarely have Germany's public TV stations offered such a laid-back, refreshing and entertaining view of two difficult issues: migration and integration. An initial attempt was made two years ago by educational channel Bayern Alpha with its very respectable award-winning series *Deutsch-Klasse* (German Class). Unfortunately, outside Bavaria this fly-on-the-wall serial, which featured learners and teachers of German, only aired on ARD regional stations.

In this respect *Türkisch für Anfänger* seems to signal a shift in programme-makers' mentality. Normally ARD's pre-prime time slots are dedicated to shallow love story-style serials aimed at a young audience, with frequent commercial breaks. Five years ago ARD dared to refresh its approach by airing its new show *Berlin, Berlin* in the 6.50 pm slot. *Berlin, Berlin* had a modern design, featuring cartoon sequences and fast-forward scenes wrapped around a fast-paced story. The show's aesthetics and contents deliberately contrasted with the unsophisticated programming in these pre-prime time slots. Its star was Lolle, a confident young woman finding her feet in the big city.

While *Türkisch für Anfänger* is similarly fast-paced its story, whose main protagonist is equally stubborn Lena (Josefine Preuß) has a wider horizon. Both 16-year-old Lena and her younger brother Nils are in for a culture shock when their mum Doris (Anna Stieblich), a single mother, falls in love

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with none other than a police detective of Turkish descent. For Metin (Adnan Maral) is father to Yagmur (Pegah Ferydoni) and her brother Cem, and when the two adolescents join her family Lena is soon faced with some seemingly insurmountable problems. Cem turns out to be the classic wannabe macho, while Yagmur is a devout Muslim who finds it difficult to accept Lena's laid-back Western lifestyle.

With two cultures under one roof, it is only a matter of time until issues start turning up. It is exceptionally entertaining to witness how the story of this Berlin multicultural family develops. Writer Bora Dagtekin and directors Edzard Onneken and Oliver Schmitz use a confident approach and much real-life wordplay to portray both sides' clichés and the resulting misunderstandings. At the same time, the show takes up the classic conflicts between adolescents and their parents. The clash between both sides' attitudes to sexuality, religious beliefs and morals is broached in an open manner. Yet the approach and language used in these confrontations are anything but instructive; rather, they are packaged up in an ironic storyline. Trailer First Season "Turkish for Beginners"

DSL or Broadband

Modem or ISDN

WMV-File, 0:40 min.

However, this astute contribution to the current social debate is hardly risk-free. Writer Dagtekin and producer Bettina Reitz ("Grüße aus Kaschmir", "Sophie Scholl"/2004) have again decided to target the show at a female audience, yet the response has been mixed. Audience ratings reached two million on average, representing a rather meagre 8.6 per cent market share. While *Türkisch für Anfänger* did succeed in gaining 25 percent of the female audience aged 14 to 19, only 6.7 per cent of male viewers in the same age group watched the show. Recent ratings for the initial episodes of German telenovelas have nonetheless shown that serial formats can succeed in the long run - if they are given a chance. In terms of quality, certainly, *Türkisch für Anfänger* is among the best productions aired by ARD in this slot in recent years.

Rainer Braun Freelance journalist, Berlin

Translation: Karin Gartshore Copyright: Goethe-Institut, Online-Redaktion
So, now go to: <http://www.daserste.de/tuerkischfueranfaenger/default.asp>

Although this is in German, see what there is to do. Try and test your Turkish! Learn to make a Döner!

Türkisch für Anfänger Questions for Day 6:

1. With whom is Lena speaking at the beginning of the episode? In the series each episode begins with Lena and the camera. Do you think this is a useful way to capture the audience?

2. What does their (Lena and Nils) mother (Doris) do after every break up, and how does Lena react? Why do you think she reacts this way?

3. What is the surprise at the restaurant? How does this relate to topics covered in this unit?

4. Would you like to watch more of this series? Why?

5. Did you think that Germany was this diverse before we began the unit?

6. Why do you think that this series is one of the most popular in Germany? The series began in 2005, and the producers thought that it would not survive the first season!

7. If you have enjoyed this, there are episodes on *youtube* that are subtitled, or you could take the great grand leap and learn German! Did you know that:

- German is the second most spoken native language in Europe?
- The third most taught foreign language in the world?

- It is the second most known foreign language in the European Union (EU) after English?
- It is one of the official languages of the EU, and one of the three working languages of the European Commission, along with English and French?
- Germany is the second most populous country in Europe, second to Russia?

