

# Tolerance in a Multicultural Society. Reading *Seidenhaar*

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## Performance Range

Intermediate High range language learners leading towards Advanced Low range

## Targeted Standards

*Communications.* Students read about the struggles of the characters of the novel. They exchange, support, and discuss their opinions and individual perspectives in interpersonal and presentational formats. Students increase both their written and spoken language proficiency

*Cultures.* Students explore issues in the German society as a result of immigration, and struggles within one minority group as they explore products, practices and perspectives, reflected in patterns of thinking and behavior in both settings.

*Connections.* Students explore social issues within the German society and one minority group thus getting a unique insight into both and expanding their view of the world

*Comparisons.* Students apply critical thinking skills while comparing multi- culture in German and US American societies and the role of young people in it.

*Communities.* Students prepare for a potential trip to Germany and an encounter with German and Turkish students their age. Students use acquired reading strategies while reading books in both English and German.

## Targeted Language Learners

Young adults

## Instructional Setting

College students in a 4<sup>th</sup> semester course. The course meets four times a week for 50 minutes each. Project-and problem based learning in both the classroom and at home.

## Learn-Practice-Assess

At this level of learning students best improve their language and culture proficiency by authentic input through longer written sources, e.g. novels. Controversial topics in every day life are well suited to stimulate curiosity and to motivate students to work relatively independently with a larger text. Even if the topic is not part of the national dialogue, students can relate to the heroes' struggles in the target culture and have an educated opinion based on the reading as well as their own life experiences which are validated through class discussions and projects. Leveraging such experiences with the new material and allowing students to express opinions freely and in a controversial way will help them gain valuable information about the target culture's national dialogue on issues of tolerance towards minority groups, develop their own

points of view and become more tolerant towards minority groups in their own country. Students will apply and expand their critical thinking skills. In addition, students can relate to the daily struggles of the heroes, such as problems in school, with friends, with the parents and relatives.

As students discuss the events in the lives of the two main characters, Sinem and Canan, they understand that minority groups are not homogenous where once size fits all and that prejudice and generalizations lead to misunderstandings and conflict. Students discuss the conflict between the two young Turkish women: one who chooses to wear the head scarf out of conviction and the other is opposed to it. Students understand that the head scarf identifies the wearer as a member of the Islamic faith and that others have diverse reactions to that. Students research the ruling against head scarves, e.g., different positions in different federal states of Germany, background info, consequences, etc. Students get an insight into the family dynamics of Turkish families. Students delve into the world of Islam and its practices and perspectives. They develop empathy towards the problems of minority groups in the target culture and in their own culture. They understand that all societies have problems on the larger and smaller scale, and that some of those problems are universal.

Students express thoughts and opinions about the protagonists and the novel in longer writing portions and orally. They work with longer portions of the written text by extracting information, apply skimming and scanning strategies, and practice extensive and intensive reading (step by step analysis of long sentences).

Students develop awareness of text cohesion features (Understanding inter-and intra-sentential connectors), develop interactive reading strategies, build vocabulary, and use every day youth language as can be seen in the novel.

#### Assessments

Students work cooperatively in a theatrical production in which they take on the roles of the main characters and their family members.

Students discuss the pros and cons of both Sinem and Canan's position on head scarves in a panel discussion.

Students explain their points of view in essays and suggest solutions.

Students create and narrate their own posters as a response to the ruling against head scarves in some federal states in Germany.

During this unit, students will

- Describe pictures related to the theme of the book
- Design their own art
- Identify main ideas and supporting ideas of the text
- Summarize and retell chapters of the novel

- State and support opinions
- Sequence events as they happen in the lives of the two main characters
- Conduct research on topics in Islamic life and religion
- Dramatize the dialog between the characters and understand the characters' feelings, attitudes, and intentions
- Compare and contrast the events of *Seidenhaar* with those of the short story *Deutsche Kastanien* von Yüksel Pazarkaya [www.school-scout.de/29058-yueksel-pazarkaya-deutsche-kastanien-kurzgeschichte](http://www.school-scout.de/29058-yueksel-pazarkaya-deutsche-kastanien-kurzgeschichte)
- Predict outcomes
- Act as a character in a theatrical production

#### **Adaptations to other ages/grades**

The teacher may provide less or more guided practice and support with the reading and theatrical production.

#### **Reflection**

Through the learning activities, students will be engaged in a wide variety of formats. Students work cooperatively and independently and sharpen their sense for patterns of behavior and cultural clues. They discover the power of individual choices and the pros and cons of those. Students feel empowered as they read a novel in the target language.

#### **Additional Resources**

Unterrichtsmodell zum Jugendroman *Seidenhaar* von Aygen-Sibel Çelik  
[www.jungeforschung.de/kjl\\_migration/celik/1.%20Buchvorstellung.html](http://www.jungeforschung.de/kjl_migration/celik/1.%20Buchvorstellung.html)