

Goethe Institut Summer 2008
Lesson Plan

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“What Women Want”

Essential Understanding

Unit Focus:

To compare and contrast the changing roles of women in the United States and Germany in the 20th century

Big Concepts:

To explore the recent history of women’s suffrage in Germany and the United States
To become familiar with certain American and German women who have helped shape the roles of women in the 20th century

An Essential Understanding:

Students will understand that the rights and privileges of women in both Germany and the United States have not been equal to those of men. Many women in both countries have fought against the inequality.

Essential Question:

How have the roles for German and American women changed the 20th century?

State Content Standards (Sunshine State Standards)

1. History
 - a. Time, Continuity and Change Standard 5
 - b. Civics and Government Standard 2

2. Reading/Language Arts
 - a. Writing Process Standards 1-4
 - b. Communication Standard 2
 - c. Informational and Media Literacy Standards 2,4

Grade Level: 8th grade

Individual Summative Assessment

Assessment Type:

Students may choose one or two forms of assessment:

- Create a power point presentation based on any issue or person that was researched on the Internet and/or discussed in class
- Create a “biographical sketchbook” on any person (German or American) who worked for women’s rights
- Create a “ You Were There” newspaper article on a significant event relating to the struggle for equal rights for women

Directions/Criteria:

- Power point must include: a title slide, at least 10 slides containing brief statements of learned material, optional pictures and/or animation, bibliography as the last slide.
- Sketchbook should contain details of the person’s life, both personally and publicly; should contain major accomplishments and contributions to the women’s movement
- Newspaper article should be a typical newspaper format with headline, introductory paragraph, supportive details and conclusion; must include quotes from persons in attendance and photos.

“Going Beyond” the classroom activities:

- Find a news report that deals with women at risk in society. In a short paragraph, describe the incident and what efforts can be done to assist.
- Research any national and/or international organizations that foster women’s rights and prepare a written report on the findings.

Essential Question

Essential Question:

How have the roles for German and American women changed in the 20th century?

Key Concepts:

- Both German and American women historically have suffered with equal rights in politics and in the workforce.
- Many issues are still in the resolution stage.
- Notable women have struggled to help reduce inequality.

Basic Facts:

- Define “equality”
- Define “gender equality” according to the European Community Treaty
- List common reasons as to why equality for women has been an issue
- List possible choices for women and probable consequences of those choices

Instructional Strategies: (1 class session)

1. Distribute copies of “World Wide Guide to Women in Leadership” for Germany and the United States. Have roundtable discussion of the roles women have assumed in government.
 - What could be said about the roles that women are assuming in government? How do they compare with each other? What obstacles (both personally and publicly) could be met when women rise to prominent political power?

Learning Activity: (2-3 days)

In order to complete any one of the assessment activities, students will be given the following “library of research” (websites) that deal with women’s movement in Germany and the United States. Students will be given ample class time to explore, examine and analyze the information for their assessment activity.

Library of Research

Gender Equality

http://ec.europa.eu/employment_social/gender_equality/index_en.html

Women in America's History

<http://www.wic.org/misc/history.htm>

Internet Women's History Source Book

<http://www.fordham.edu/halsall/women/womensbook.html>

Women in World War II

<http://userpages.aug.com/captbarb/femvets5.html>

Spiegel Online

<http://www.spiegel.de/international/germany/0,1518,485942,00.html>

Suffragist Oral History Project

<http://bancroft.berkeley.edu/ROHO/projects/suffragist/>

Talking History: Seneca Falls Audio

<http://talkinghistory.oah.org/arch1998.html>

Not For Ourselves Alone

<http://www.pbs.org/stantonanthony/movement/index.html>

Women in Germany

<http://www.bmfsfj.de/Publikationen/women-in-germany/>

Online NewsHour: Angela Merkel

http://www.pbs.org/newshour/bb/europe/july-dec05/merkel_10-10.html#

Biography of Hedwig Ketter

http://www.fembio.org/biographie.php/woman/print_bio/hedwig-kettler

Biography of Helene Lange

<http://www.mscd.edu/~mdl/gerresources/frauen/hlange.htm>

Famous German Women

<http://www.mscd.edu/~mdl/gerresources/frauen/Welcome.html>

TIME Europe Magazine

<http://www.time.com/time/europe/html/060130/story.html>

German Women... Birth Rate

<http://www.dw-world.de/dw/article/0,2144,1980293,00.html>

Washington Post: East German Women

<http://www.washingtonpost.com/wp-dyn/content/article/2007/09/23/AR2007092300440.html>

Women Suffrage Lesson

<http://www.womeninworldhistory.com/lesson4.html>

Tradition Frustrates German Women

<http://news.bbc.co.uk/2/hi/europe/4428800.stm>

Many Women Choose Work Over Kids

<http://www.casro.ilstu.edu/gmklass/pos232/eurowelfare/moms15.htm>

Women in Congress

<http://womenincongress.house.gov/data/index.html>

Falling Behind

<http://knowledge.wharton.upenn.edu/article.cfm?articleid=1694>

German Women Earn 22 Percent Less than Men

<http://www.dw-world.de/dw/article/0,,3398935,00.html?maca=en-rss-en-ger-1023-rdf>

NPR: Shrinking German Women Work Force

<http://www.npr.org/templates/story/story.php?storyId=5427278>

Formative Assessment

As a cumulative activity, students will be expected to participate in a Socratic Seminar, engaging in an intellectual discourse and answering the following question:

“What is it that you learned about the changing roles of German and American women in the 20th century and today?”

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"It's the Ironing Chancellor."

Socratic Seminar

Based on your exploration of research materials and completion of an individual assignment,
“What is it that you learned about the changing roles of German and American women in the 20th century and today?”

Socratic Seminar

Observer's Worksheet

Seminar Topic:

From your observations of the seminar, please note evidence of the following:

- Did participants respect each other's point of views?
- Did participants consider different ideas?
- How many contributions did the participants make?
- What kind of contributions did participants make: opinion, agreeing with another participant, offered a new idea, asked a question, or disagreed with another participant.
- Did participants yield to each other when several people wanted to speak at once?

Socratic Seminars: Engaging Students in Intellectual Discourse

This Method balances two traditional purposes of education: the cultivation of common values and the worth of free inquiry.

How are Socratic seminars conducted? They typically consist of a 30-40 minute period. Students, usually in groups of 25 or fewer, read a common text prior to or during the seminar- a novel, a poem, or historical document. Or they may study an art reproduction. They then respond to a question the teacher/facilitator asks about what they've read or seen. The participants receive the same question. The participants make a decision and /or opinion regarding the question that has been given. Then they participate in a conversation about it. All subsequent questions and ideas are based on the conversations within the seminar's original question. Thus, the term Socratic seminar. The Socratic Method is a technique that dates back to ancient times that offers students to develop ethics and critical thinking both actively and cooperatively.

In a seminar such as this, students engage in active learning. Students consider different- sometimes conflicting ideas of others. They think deeply and critically about concepts and they develop moral principles. They deepen their collective understanding of the material they discuss- the main objective of the process. They learn to work together to question, disagree negotiate and appreciate different points of view. Students are also schooled in the art of intellectual discourse. Three to five students act as observers on a rotating basis. Using an observation form, they tally how many and what kind of contributions classmates make. whether it is to offer an new idea, to ask a question of another participant, to support another participant's ideas, or to yield to others when several wish to speak at once. In short, they learn habits of conversation that educators seek in students.

During the seminar, participants do not raise their hands in order to speak.. rather they use body language, eye contact and mutual respect to engage in the seminar process. After the discussion among participants becomes exhausted, the teacher/facilitator closes the seminar. The observers then orally discuss among themselves their observations during the seminar.

The "meat" of the seminars are the big questions of life. Students are involved in making decisions about how to live their lives. As a result, the school fulfills one of its primary purposes: preparing thoughtful citizens for active involvement in a democratic society.

Guidelines for the Participants:

- Speak loudly and clearly
- Listen to others respectfully
- Stick with the subject
- Talk to each other, not just the leader
- Avoid inappropriate language
- Ask for help when needed
- Support each other; verbally call each other by name
- Question others in a civil manner
- Be prepared to participate

Standard Rubric for Assessments

1.	2.	3.	4.
Does not meet the standard	Partially meets the standard	Meets the standard	Exceeds the standard
Objective was not met; incomplete components; many errors in mechanics; did not follow directives; content is faulty	Objective was partially met; some components were incomplete; some errors in mechanics; partially followed directives; content is thin	Objective was met; components were complete; few errors in mechanics; followed directives in a basic pattern; content is thorough	Objective was beyond expectations; no errors in mechanics; followed directives; content and components were rich and substantive

Worldwide Guide to Women in Leadership
USA Heads of State

1933-45 Politically Influential First Lady Eleanor Roosevelt, United State of America
In 1921 when a bout with polio left Franklin Roosevelt crippled, her steadfast encouragement enabled him to return to politics and win the governorship of New York (1929-1933). In the process she became his political surrogate, speaking in his behalf to the citizenry, relaying their feedback to him, and giving her input as well. As First Lady she was a driving force in the New Deal and other social reforms. During World War II, she channeled her energies into the war effort. She did this first by mustering up civilian volunteerism as assistant director of the Office of Civilian Defense, and by visiting U.S. troops abroad. After her husband's death she became a delegate to the United Nations General Assembly, specializing in humanitarian, social, and cultural issues. In 1948, she drafted the Universal Declaration of Human Rights, which affirmed life, liberty, and equality internationally for all people regardless of race, creed or color. Additionally, she helped in the establishment of the state of Israel and attempted negotiations, albeit cautiously, with the Soviet Union. She was niece of former President Theodore Roosevelt, and lived (1884-1962).

1963-69 Politically Influential First Lady Lady Bird Johnson
Played a key role during the term of office of her husband, Lyndon Baines Johnson, who became President when John F Kennedy was assassinated. Despite her unassuming manner, she played a key part in her husband's ascension to the presidency; and her interest in social, political and environmental problems made her one of the most influential First Ladies since Eleanor Roosevelt. In 1968, she persuaded her husband not to run for a second term; his dramatic television announcement shocked the nation, and he died of another heart attack in 1973. She was a journalist and owned a radio and tv-station in Texas. Born Claudia Alta Taylor, she was given the nickname of Lady Bird by a nursemaid. (1912-2007).

1977-81 Politically Influential Rosalynn Smith Carter
She had already been influential during her husband, Jimmy Carter's tenure as Governor of Georgia. As First Lady attended Cabinet meetings and major briefings, frequently represented the Chief Executive at ceremonial occasions, and served as the President's personal emissary to Latin American countries. She focused national attention on the performing arts. She invited to the White House leading classical artists from around the world, as well as traditional American artists. She also took a strong interest in programs to aid mental health, the community, and the elderly. From 1977 to 1978, she served as the Honorary Chairperson of the President's Commission on Mental Health. (b. 1927-).

1981-89 Politically Influential First Lady Nancy Davis Reagan
She was a powerful First Lady, in that she had a strong influence over her husband. Already during Ronald Reagan's tenure as Governor of California 1967, she oversaw her husband's schedule, reducing it item by item if she deemed it too full. If she found any of Reagan's staff members that were difficult or unwilling to follow her directives, she relieved them of their duties. When he became president, she arranged his schedule based on astrological charts. She was influential in the removal of Alexander Haig, Donald Regan and Lyn Nofziger from Reagan's staff. Because her husband was hard of hearing, she would often whisper what was being said to him, cementing the perception that she would tell him what to do. Her

famous conflicts with Raisa Gorbachev, another strong-minded woman, solidified her image as a powerful woman. (b. 1921-).

1993-2001 Politically Influential First Hillary Rodham Clinton

During her 12 years as First Lady of Arkansas from 1978, she chaired the Educational Standards Committee and co-founded a number of charities. In 1993 President Bill Clinton appointed her chairperson the Task Force on National Health Care Reform 1993. She continued to be a leading advocate for expanding health insurance coverage, ensuring children are properly immunized, and raising public awareness of health issues. Since 2001 Senator from New York and frequently mentioned as a possible Democratic Presidential Candidate in 2009. (b. 1947-).

1997-2001 Secretary of State Madeleine Albright

She was fourth in the hierarchy after the President, Vice-President and Speaker of the House of Representatives, but since she was not born in the USA she would never have been able to succeed to the office of President.

2005- Secretary of State Condoleezza Rice

She was fourth in the hierarchy after the President, Vice-President and Speaker of the House of Representatives.

Worldwide Guide to Women in Leadership

Federal Republic of Germany/Bundesrepublik Deutschland

1991-94 Federal Minister Women and Youth Dr. Angela Merkel

1994-98 Federal Minister of Environment, Protection of Nature and Reactor Safety

2005- Federal Chancellor

In 1990 Deputy Spokesperson of the Government of the DDR, 1990-98 Deputy Chairperson of CDU, 1993-2000 Chairperson of CDU in Mecklenburg-Vorpommern, 1998-2000 Federal Secretary General and since 2000 Federal Chairperson of CDU and from 2002 also Parliamentary Leader. In October 2005 nominated as designate Chief of a coalition government between the CDU and SPD. First half of 2007 she is Chairperson of the European Council and member of the EU-Troyka in the second half, and President of the Group of Eight, G-8 the whole year. Née Kasner and married secondly to Joachim Sauer, no children. (b. 1954-).

1998-2002 Federal Minister of Justice Dr. Herta Däubler-Gmelin

In 1983-93 Deputy Chairperson of the SPD-Faction of the Bundestag, 1988-97 Vice-Chairperson of SPD (as the first woman), (b. 1943-).

1998-2002 Federal Minister of Family Affairs, Women, Youth and Seniors Dr.

Christine Bergmann

President of the Town-Council of East Berlin 1990-91 , Deputy Governing Mayor and Mayor of Berlin, 1991-98, Senator of Labour Women's Affairs, 1996-98, Senator of Vocational Training and Representative of the Land of Berlin for Federal and European Affairs and from 1994 Vice-Chairperson of the State SPD. (b. 1939-).

1998-2005 Parliamentary State Secretary of Environment , Natural Protection and Reactor Safety Simone Probst

In 1994-98 Parliamentary Secretary General of Bündnis 90/Grüne. (b. 1967-).

1998-2002 State Secretary of Interior Brigitte Zypries

2002- Minister of Justice

In 1997-98 State Secretary of Social Affairs of Niedersachsen. (b. 1953-).

2000-05 Parliamentary State Secretary of Traffic, Building and Housing Angelika Mertens

SPD Parliamentarian from 1994. (b. 1952-).

2001-05 Federal Minister of Consumer's Protection, Food and Agriculture Renate Künast

In 1989 Parliamentary Leader the Grüne/Alternative Liste of Berlin, Co-Leader of Bündnis 90/Grüne 2000-01 and Parliamentary Leader from 2005. (b. 1955-).

2001- Federal Minister of Health Ulla Schmidt

2002-05 Federal Minister of Social Affairs

She was Deputy Chairperson of the SPD-Faction of the Bundestag 1998-2001. (b. 1949-).

2001-02 Parliamentary State Secretary of Health Gudrun Schaick-Walch

From 2002 Deputy Chairperson of the SPD Parliamentary Faction. (b. 1946-).

2002-05 Federal Minister of Family Affairs, Women, Youth and Seniors Renate Schmidt

Vice-Chairperson of the Faction of SPD 1987-90, Vice-President of the Bundestag 1990-94 and Chairperson of SPD in Bayern 1991-2000. It was widely speculated that she should become the SPD-candidate for the post of Federal President in 2004, but since the party had no chance of winning it instead fielded a female university rector, who lost against the male conservative candidate. (b. 1943-).

2002-05 Parliamentary State Secretary of Interior Ute Vogt

Chairperson of SPD in Baden-Württemberg from 1995, Candidate for the post of State Minister President in 2001 and 2006 and Chairperson of the Assembly Faction 2006-08 and Federal Vice-Chairperson of SPD 2003-07. (b. 1964-).

2002-05 Parliamentary State Secretary of Family, Seniors, Women and Youth in charge of Integration Marieluise Beck

Green Parliamentarian 1983-85, 1987-90 and again from 1990. She was Government Commissioner of Immigration 1998-2002. (b. 1953-).

2002-05 Parliamentary State Secretary of Family, Seniors, Women and Youth Rev. Christel Riemann-Hanewinckel

Protestant Priest and Duty Superintendent of Halle-Saale 1988-90, MP from 1990 and since 2002 Vice-Chairperson of SPD in Sachsen-Anhalt (b. 1947-).

2002-05 Parliamentary State Secretary of Social Insurance and Government Delegate for Drugs Affairs

2002- Parliamentary State Secretary of Health Marion Caspers-Merk
SPD Parliamentarian from 1990. (b. 1955-).

2005- Federal Minister of Education and Research Dr. Annette Schavan

Minister of Education, Culture, Youth and Sport in Baden-Württemberg 1995-2005 and Deputy Chairperson of CDU since 1998. In 2004 she was mentioned as a possible Presidential Candidate, but instead she was candidate for the post of Minister-President of Baden-Württemberg in the internal CDU-elections but lost to the male candidate. Also Vice-President of the Central Committee of the German Catholics. Unmarried and no children. (b. 1955-).

2005- State Minister in the Office of the Federal Chancellor and Government Commissioner of the Coordination between the Federation and the States Hildegard Müller

MP for CDU since 2002. (b. 1967-).

2005 State Minister in the Office of the Federal Chancellor and Government

Commissioner for Migration, Refugees and Integration Dr. Maria Böhmer
Vice-Chairperson of the Parliamentary Faction of CDU/CSU until 2005. (b. 1950-)

