Exploring German-Speaking Culture through Video
# Exploring German-Speaking Culture through Video
## Teacher’s Guide

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Exploring German-Speaking Culture through Video
Teacher’s Guide

Introduction

These videos were created as a means to expose Canadian students to an insider’s view of the cultures of German-speaking countries of Germany, Austria and Switzerland. Researchers (e.g., Damen 1987) have highlighted the need to focus on culture as the so-called “fifth dimension” (beyond reading, writing, listening and speaking) in the second language classroom. Nonetheless, Lange (1999) states that culture continues to be treated as a “superficial aspect of language learning” (cited in Omaggio Hadley 2001, pg. 346). Recently, there has been a call to incorporate cultural instruction more fully into the curriculum (e.g., Chavez 2005). *The Program of Studies* document from Alberta Education (2005) highlights the importance of culture and the need for students to “explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participation, and contributing to, an interdependent and multicultural global society” (pg. 5).

In order for our students of German to truly begin to understand German-speaking cultures, it is essential for them to first explore the notion of culture as well as the role of culture in their own lives. The goal, therefore, is to build cross-cultural understanding in our students by “integrating language learning with the learning of culture” as suggested by Omaggio Hadley (2001, pg. 357).

In the summer of 2005 interviews were conducted with approximately fifty native speakers of German, and the results are presented in these short videos. Speakers of a variety of ages and ethnic backgrounds were asked to respond to the following questions and / or complete the following statements:

1. Wie heißen Sie? Woher kommen Sie?
2. Wenn ich an Kanada denke, denke ich an …
3. Meine eigene Kultur ist ...
4. Was ist der Unterschied zwischen der hohen Kultur und der Alltagskultur?
5. Was ist die kanadische Kultur?
6. Was ist die deutsche Kultur? Was ist die österreichische Kultur? Was ist die Kultur der Schweiz?
7. Was ist die Verbindung zwischen Sprache und Kultur?

The answers given are quite insightful, and, as you will see, the responses to the questions were often less straightforward than we might have imagined.

The pages that follow contain viewing guides and practical classroom ideas for making use of the videos in your own German language classroom. The language used by the speakers was normal, everyday German, and, as such, may prove difficult for some beginning language learners; however, these videos are recommended for use in language classes of all levels. The viewing guides may be adapted for linguistic level. In the teacher’s guides for each theme, answers and possible discussion topics are provided. A complete set of student viewing guides is provided at the end of this document.

The videos have been organized in such a way as to allow students to build on the knowledge they already have before they are exposed to new material. This is central to meaningful learning theory (e.g., Anderson and Ausubel 1965), a “process of relating and anchoring new material to relevant established entities in cognitive structure” (Brown 2000, pg. 83-84). The recycling of information allows students to build their knowledge.

The tasks presented in this guide are divided into three sections. The section entitled “Before viewing” offers the teacher some ideas for activities to prepare students to watch the videos. The questions included here often allow students to consider the relevance of the topic at hand in their own lives. “While
viewing” provides students with some hands-on activities to complete as they watch each video. There are always at least three sections, and it is hoped that students will watch each video at least three times—looking for the different information with each viewing. Finally, the “After viewing” material is perhaps the most important. It is aimed at allowing students to come to terms with any of the preconceived notions they may have had before viewing the clips and allows for classroom discussion of cultural differences and similarities. Classroom discussion is essential for the success of the videos, as it allows students to share their ideas with one another. The amount of time necessary for completing one video depends both on the linguistic level of the students and the depth with which the teacher hopes to complete the discussions; however, the activities have been prepared so that they can be completed within one fifty-minute class period.

These videos were piloted in a University of Calgary German language classroom during the Fall 2005 semester. After watching each of the videos, students’ comments centered on the following themes: the authenticity of the language being used, the variety of native speakers presented, the broadening of students’ views of their own cultures and those of others, the expansion of vocabulary and the exploration of stereotypes. The following aspects of the videos were those students liked most about the videos:

- “Seeing all the different people who speak German and sound completely different”
- “The variety of culture portrayed”
- “The funny ‘southern’ accents”
- “It was entertaining. I like hearing people speak German. I enjoy hearing ‘common’ German and ‘real’ Germans expressing themselves naturally”
- “I liked that it was normal. It was people speaking how they normally speak, doing what they normally do rather than being staged”
- “I enjoy ‘meeting’ individuals and realizing that their responses are as varied as ours might be when it comes to discussing culture”
- “It was neat seeing that these people have just as much difficulty defining their culture as we do ours”

The videos included here have been revised somewhat based upon the students’ feedback.

This research was made possible through funding provided by an ACCESS grant from the Alberta Government. I would like to thank Cecile Buhl for her assistance in the preparation of the videos.

Viel Spaß!
Mary Grantham O’Brien, Ph.D.
University of Calgary
Language Research Centre
Department of Germanic, Slavic and East Asian Studies
Thema 1
Wie heißen Sie? Woher kommen Sie?

This seems to be a simple enough question, and because of this, we often teach it to students on the first day of class. As you will see when you view the video, there are some speakers who have more difficulty answering this question than others. For example, Samson tells that he as an Israeli citizen and that his parents are actually Russian. Julia’s parents come from Slovenia and Egypt, and Yasser comes from Tunisia. It is hoped that this first clip will provide students with a view of the linguistic and cultural diversity of German-speaking cultures.

Before viewing
It is recommended that you allow students to introduce themselves in groups or to the whole class before you begin the video. Allow them to answer the questions “Wie heißen Sie?” and “Woher kommen Sie?” It will probably be the case that most students say that they are from Canada. You may wish to see if there are any students whose parents come from another country and discuss what this means for the students’ own Canadian identities.

As a next step, students can, on their own or with partners, complete the pre-viewing guide on page 8 below. This gives them a chance to think about any stereotypes they may have of German speakers in terms of how they look. Also, it will put into question the idea of a “stereotypical” German by asking students to describe what Canadians look like. Moreover, it will give them a chance to test their knowledge of where German is spoken as an official language. It is recommended that the responses students gave to these questions are discussed before the viewing of the video begins. Here are some important facts that you may wish to discuss with students (a larger version of this, which may be used as an overhead slide is provided on page 7 below):

Countries where German is spoken as the dominant, official language
- Germany 82.7 million people
- Austria 8.1 million people
- Switzerland 4.6 million people
- Liechtenstein 30,000 people

Countries where German has official status
- Luxembourg 40,000 people
- Italy 200,000 people
- Belgium 70,000 people

(This information is from http://german.about.com/od/culture/a/germanspoken.htm)

While viewing
When students watch the video the first time allow to take notes about the cultural aspects of the video—the surroundings, the language, the people. While students view the video the second time, they should pay close attention to the names of the individuals. They are to write the names of those pictured under their respective pictures. During the third viewing, students are asked to focus on the specific places where certain people are from by drawing lines from the person’s picture to the city name.
After viewing
After students have viewed this first video, a main goal is to ask them to think about stereotypes. The questions listed on the viewing guide can help to lead the discussion about “typical” speakers of German (in questions 1 and 3) by comparing them to ideas of “typical” Canadians. Students are also asked to think about the language used by the speakers as well.
**Wo spricht man Deutsch?**

**German is spoken as dominant, official language**

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>82.7 million</td>
</tr>
<tr>
<td>Austria</td>
<td>8.1 million</td>
</tr>
<tr>
<td>Switzerland</td>
<td>4.6 million</td>
</tr>
<tr>
<td>Liechtenstein</td>
<td>30,000 people</td>
</tr>
</tbody>
</table>

**German has official status**

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luxembourg</td>
<td>40,000 people</td>
</tr>
<tr>
<td>Italy</td>
<td>200,000 people</td>
</tr>
<tr>
<td>Belgium</td>
<td>70,000 people</td>
</tr>
</tbody>
</table>
Before viewing

1. Where is German spoken? Write in the names of the three countries where German is spoken as the dominant, official language.

2. What do speakers of German look like?

3. What do Canadians look like?

These questions are meant to allow students to think about the fact that the countries in question are considered multicultural and that we cannot describe a “typical” person from either a German-speaking country or from Canada. It may be the students bring up stereotypical notions. It is recommended that these notions be pointed out as such immediately.

While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

As with all videos that follow, this question is just meant as a way for students to get into the video.

The second time
What are the names of the following people? Write the names under the pictures.

Werner

Anja und Laura

Samson

Maria

Ruth

Friedrich

Stefanie

Marcus

Harald
The third time
Where are the following people from? Draw arrows from the people to the cities where they are currently living.

Marianne und Lila → Berlin

Julia → Berlin

Björn → Munich

Torsten → Cologne

Nana → Dresden

Emina und Patricia → Munich

After viewing

1. What do speakers of German look like? How do they differ from Canadians? Is it fair to describe a “typical” speaker of German?

   *Once again, it is expected that students are not able to come up with an answer. If stereotypical notions did not arise above, it is recommended that they be discussed here.*

2. Think about how the people introduced themselves. Did you find that they did so as you expected and as you learned in class? Did you notice any differences?

3. What does it mean to be a “German speaker?”
Thema 2
Wenn ich an Kanada denke, denke ich an …

Students begin with this task as their first real cultural task as it allows them to begin thinking about their own country. It may be the first time that students begin to think of themselves as members of (a) particular culture(s) and to call stereotypical images thereof into question.

The goal for this task is twofold. First, students are required to think about their own country and its quintessential aspects. Secondly, students are expected to confront stereotypical and at times inaccurate images of Canada.

Before viewing
Students can begin by discussing in small groups how long they have lived in Canada and where they might have lived before coming to Canada or even to their city in particular. The conversation might then turn to how they imagined the place where they are to be before they moved there.

Next, it is recommended that students complete the pre-viewing guide. This guides them through a series of questions that allow them to take the view of the insider as well as that of an outsider and to begin thinking about stereotypical notions of Canada. The homework assignment presented at the end of the pre-viewing guide allows students to explore the German vocabulary for many of the stereotypical notions associated with Canada.

While viewing
The first time students watch the video, they are expected to simply make any notes about the video. During the second viewing, the focus is on vocabulary—both the words students recognize (perhaps from the homework assignment) and those that may be new to them. The matching and fill-in exercises allow students to test their own strategies for comprehending new vocabulary items. While students watch the video the third time, they are responsible for picking the vocabulary items out of the speech they hear and assigning them to the appropriate native speakers. This task not only reinforces the new vocabulary students have learned, but it also allows them to associate various notions of Canadian culture with specific speakers. It is hoped that students begin to see that individuals of all ages both apply stereotypes and approach another culture with stereotypical notions.

After viewing
After watching the video, students will compare their own ideas of what outsiders think of Canada with those provided by the people in the video. It is hoped that they will work on this section with partners or in groups so that they may begin to explore the notion of “stereotype” with other students in the class.
Wenn ich an Kanada denke, denke ich an …

Before viewing
1. You have just met someone who is new to Canada and she asks you the following question: “What is Canada?”
   a. What are some of the main themes (e.g., the people, politics) you would discuss with her?


   b. Why have you chosen these themes?

This question allows students to think of the “big picture” in terms of Canada and its culture. The themes mentioned may have to do with politics, climate, sport, social fabric, etc.

2. What are some of the specific topics you would mention under each of these themes? Feel free to add new themes or rearrange the themes if you find it necessary.

   Theme 1: _________________________________
   Topics: _________________________________
   _________________________________
   _________________________________

   Theme 2: _________________________________
   Topics: _________________________________
   _________________________________
   _________________________________

   Theme 3: _________________________________
   Topics: _________________________________
   _________________________________
   _________________________________

   Theme 4: _________________________________
   Topics: _________________________________
   _________________________________
   _________________________________

3. You meet another person who is new to Canada. This time, the tables are turned, and she is telling you what she thinks Canada is.
   a. What are some of the main themes this person might mention? What are some of the specific topics he or she might mention under each of these themes?

   Theme 1: _________________________________
   Topics: _________________________________
   _________________________________

   Theme 2: _________________________________
   Topics: _________________________________
   _________________________________

   Theme 3: _________________________________
   Topics: _________________________________
   _________________________________

   Theme 4: _________________________________
Topics: ______________________  ______________________  ______________________

b. Why do you think she might choose to talk about these? How are they different from those aspects that you might choose to talk about?

*It is expected that these themes and topics might be more stereotypical than those mentioned above.*

---

*Homework*

Look at the general themes and specific topics you have chosen under questions 2 and 3 above. Provide the German terms (remember to provide the gender and plural forms for nouns) for these below.

*This will prepare students to listen to the answers given by the native speakers in the video.*
Wenn ich an Kanada denke, denke ich an …

While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

The second time
This time, write down the words that you recognize as the people mention them.

Some vocabulary practice
1. Match the words at the left with their English counterparts.

   a. freedom
   b. lake
   c. maple leaf
   d. vastness, expanse
   e. forest
   f. countryside
   g. lumberjack
   h. fire (in the fireplace)
   i. friendliness
   j. beach

2. Provide the English equivalents of the following
   der Schnee
   das Eishockey
   „Alle Türen sind offen.”
   zwei Sprachen

   snow
   ice hockey
   “All of the doors are open.”
   two languages
The third time
Underneath the pictures of the following people, write down some of the aspects of Canada that they have mentioned.

Eishockey
Wälder, Holzfäller
Alle Türen sind offen (nicht abgesperrt).

Schnee
das kanadische Englische

Mindensprachen
die traumhafte Gegend
Abenteuer live
Natur pur

Montreal
Toronto
Helikopterskiing
das Ahornblatt
1. Look at those items mentioned by the German speakers.
   a. What are some of the general themes their specific topics fall under?

b. Are they more similar to those you would use when describing Canada, or are they more like those you expected an outsider to use?

Here students may mention the fact that although the topics mentioned were in many ways stereotypical, they were perhaps more “correct” (except for perhaps the ‘Strand’ example) than one might have expected. This topic comes up again in question 3 below.
2. Compare your lists of topics to those provided by the native speakers.
   a. What are some of the topics mentioned that you did not mention?

   b. Were there any aspects of Canada that you expected the speakers to mention but that they did not mention?

3. Look again to those aspects mentioned by native speakers above.
   a. Are there any you might classify as stereotypical? Which?

   b. Were all of the aspects mentioned accurate? If not, what was not accurate? Why might it be that some people have inaccurate views of Canada?
The goal of this task is to have students begin to think of themselves as cultural beings. This video and the accompanying materials allow for reflection on issues such as individual culture versus social culture. It is hoped that by allowing students first to think of their own individual cultures they will later be able to separate these from the social culture that surrounds them. Moreover, it is also hoped that students will then be able to understand the perspectives of native speakers of German when they view other videos that ask them to define their own cultures.

**Before viewing**
Here the students are asked to think about the various groups to which they belong and to consider that their own culture is most likely a combination of aspects from the cultures of each of these groups. Students begin by thinking of the groups that they belong to and creating associograms that include the most important aspects of each of these groups.

**While viewing**
As with the other videos, students are to note any aspects of the videos that strike them as they watch the video for the first time. As they watch the video a second time, students match the native speakers with the responses given. Again, this matching of people with responses allows for personalization. During the third viewing, students are to complete the sentences of the people for whom pictures are provided. Those speakers who are included in this section provide seemingly simple answers that allow for good group discussion.

**After viewing**
After students have viewed the video, they are to consider how they would complete the sentence “My own culture is …” Since they have already seen the problems native speakers of German had with completing the sentence, they might also be able to relativize the difficulty of the task at hand. Finally, the last question in this section, in which they are to answer the question “Was ist Kultur?” allows them for the first time to question their own notions of culture.
Before viewing

1. Think of the groups that you belong to. These might include groups related to family, school, work, sports, hobbies, religious organizations, etc. Place the names of the four most important groups to which you belong into the ovals below. On the lines that come from each of the ovals, write the characteristics that you first think of when you think of each of these groups.

   ![Diagram with four ovals](image)

2. Think of your everyday activities and most important beliefs.
   a. Place those activities under the groups with you perform those particular activities and the beliefs under the groups with which you associate them.

   Group: _______________________   Group: _______________________
   Activities:                      Activities:
   Beliefs:                         Beliefs:
b. Are there any activities that you perform and / or beliefs that you hold that you do not associate with any of these groups? What are these? With whom do you associate these activities and / or beliefs? Where do they come from?

*This question is meant as a means of allowing students to see that their own cultures actually are a combination of the cultures in which they are immersed.*

3. Think about each of these groups. Are they mutually exclusive, or do they overlap in some ways with one another? How?

<table>
<thead>
<tr>
<th>Similarities between groups</th>
<th>Differences between groups</th>
</tr>
</thead>
</table>

4. Would you say that each of the groups has its own culture? What is the culture of each group? Is it more related to the activities of the group or the people who belong to it?

| Group: _______________________ | Group: _______________________ |
| Culture:                       | Culture:                     |

| Group: _______________________ | Group: _______________________ |
| Culture:                       | Culture:                     |

*Here students will see how difficult it is to define culture. It will be important to discuss students’ notions of culture as (or perhaps even before) you discuss their answers.*

5. Is your own culture a combination of these cultures or a culture of its own? Why or why not?

*Students will probably find that their own cultures come out of all of the groups to which they belong. Here a discussion of individual culture (as opposed to group culture) would be appropriate.*
While viewing

The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

The second time
Match the people to their answers (or portions thereof).

Meine eigene Kultur ist…

a. unsere Familie.
b. wunderschön—ein Mix aus alt und neu.
c. dass ich mich täglich wasche und schminke.
d. sehr vermischt mit anderen Kulturen.
e. wunder- wunderschön… multikulturell.
f. eine soziale Kultur.
g. mit Sicherheit österreichisch.
The third time
How do the following people complete the sentence?

Meine eigene Kultur ist…

bunt

Können wir auslassen?

andere

Was bedeutet Kultur?

After viewing

1. How would you complete the sentence: “My own culture is…”?

2. Why is this such a difficult question to answer?

3. How would you answer the question posed by the last man in the video?
Thema 4
Was ist der Unterschied zwischen der Alltagskultur und der hohen Kultur?

This task has been designed to have students think about the various types of culture that exist around them. Up to this point they have been encouraged to think about the aspects that make up their own cultures. With this video, they are asked to come to the terms with the culture of everyday life (“little-c”) as opposed to high (“big-C”) culture. The goal is not so much to have students completely separate the two types of culture from one another as to realize that they come together to form the culture that surrounds us all.

Before viewing
Students are asked to begin with a word association task in which they are come up with words that they think of when they hear the word “culture.” The remaining tasks in this section work at getting students to make the distinction between everyday and high culture in their own lives.

While viewing
As they view the video the first and second times, students are to consider the aspects of the responses that they find interesting and that they recognize. When they watch the video for the third time, they are to consider the responses given by native speakers in terms of separating the two “types” of culture.

After viewing
After the students have watched this video a number of times, they are asked to think about whether their views have changed. Additionally, they are asked to consider which type of culture they typically associate with the German-speaking cultures and which they associate with Canada. Perhaps before watching the video students may have associated German-speaking cultures with high culture and Canadian culture with everyday culture. It is hoped that by watching the video and considering the wide variety of responses from native speakers that the students will come to relativize the notions and not to assign one type of culture to an entire group of speakers.
Was ist der Unterschied zwischen der Alltagskultur und der hohen Kultur?

Before viewing

1. Often times people speak of “culture.” What are five words that come to mind when you think of culture?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Many people make the distinction between (everyday) “culture” and (high) “Culture.” How do these differ? What are five words that you associate with each? What are the German equivalents of these words?

culture

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Culture

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

It may be that students are unaware of the difference many people make between everyday culture and high culture. You may wish to give examples of each if students are having difficulty (e.g., daily habits, what people eat, how they travel to school / work, sports vs. architecture, theatre, art, literature).

3. Which type of culture do you feel you relate to more? Why?

4. How does the study of these two types of culture differ? Consider the following:

<table>
<thead>
<tr>
<th>main objects of study</th>
<th>culture</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic field of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>types of data to be gathered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This may be difficult for younger children. If that is the case, it may be left out.

5. What are the English equivalents of the following? First try your hand at guessing, and then look up those words that you do not know.

Adjektive  Substantive  Verben
erhoben high / raised up  der Alltag the everyday  S-Bahn fahren to travel by rail
der Medien media  gemacht made / created
die Medien media  geschieht happens
Land der Dichter und Denker  inszeniert staged / put on
country of poets and thinkers
While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

*It might be interesting to point out the difficulties that some speakers had in answering this question.*

The second time
While you watch the video this time, write down the words you recognize.

The third time
Write down the various aspects of culture that people in the video associate with each type of culture.

**hohe Kultur**
- dieses erhobene ins Theater gehen / in die Oper (gehen)
- Wird immer gemacht / künstlich / inszeniert
- Musik / Theater / Land der Dichter und Denker
- Kino (?) / Fernsehen (?) (Does this man find these to be high culture?)
- Musicals / Theater
- Musical (?)

**Alltagskultur**
- Schule / arbeiten / Disko / Kino / S-Bahn fahren
- Essen / Medien (Fernsehen) / geschieht
- Fußball / Dinge des normalen Alltagslebens
- Arbeit / Schlaf / Freizeit / Sport / Fernsehen / Essen
- Kino / Zeitungen
- Sport / Kino

After viewing
1. What are the main differences between the answers you provided above and those provided by the German speakers in the video?

2. Did your view of the differences between “culture” and “Culture” change at all as a result of having watched the video? Why or why not?
3. Which type of culture do you associate with German-speaking countries?

4. Which type of culture do you think of when you think of Canada? If there is a difference between the type of culture you associate with Canada and that which you associate with German-speaking countries, why might this be?

Students may feel that Canadian culture is more everyday and that German-speaking cultures are more “high” culture. It is recommended that you go back to the answers provided by the speakers in the video, however, so that students may see that a number of the German speakers mentioned normal aspects of their lives while answering the question. This topic will come up again in a number of the later videos.
Thema 5: Was ist die kanadische Kultur?

This task was designed to allow students to both consider the notion of “Canadian culture” (and whether it exists) and to explore how members of other cultures view the culture of Canada. The videos leading up to this one have prepared students for a number of the aspects that are brought up here.

Before viewing
Before students view the video, they are to look at travel brochure documents on Canada and Alberta compiled by both Canadian and German interests. They are to first look independently at the documents and then to think about the picture of Alberta and Canada presented in the two documents. Students are also asked to work a bit on vocabulary that they will see in the video before they actually watch it for the first time.

While viewing
As always, students begin by providing their overall impressions of the video. When they watch it for the second time, they are to write down the important aspects of each speaker’s answer. This will allow them to actively use the new vocabulary from this section. During the last viewing, they are to extend their understanding of everyday versus high culture by categorizing speakers’ responses as one type of culture or the other.

After viewing
After viewing the video, students are expected to define Canadian culture for themselves, and they are faced with questions of stereotypes and individual versus group culture. As with all post-viewing activities, it is essential that students discuss their answers with one another.
Was ist die kanadische Kultur?

*Before viewing*

1. With your partner, look at the overview of Canada put together by World Travel Guide (http://www.travel-guide.com/data/can/can.asp) as well as the brochure of Alberta put together by Alberta Travel (http://www.albertatravel.ca/albertahotels.html).
   a. Who is the primary audience for the brochures?

   b. What is the picture of Canadian culture presented here? What is the picture of Alberta?

   c. Do you believe that it is a true picture of Canadian and Albertan culture? Why or why not?

   d. Would you say that the culture presented is “little-c” culture or “big-C” culture? Why?

   a. Who is the primary audience for this brochure?

   b. What is the picture of the Canadian culture presented here? Would you say that the culture presented is “little-c” culture or “big-C” culture? Why?

   c. How does the picture of Canadian culture differ from that on the English brochure? Do you believe that the picture of Canadian culture presented here is more or less true than that presented in the English brochure?

3. What are some aspects of Canadian culture that were not included in the brochures that you would like to see presented? Why? Would you focus more on “little-c” culture or “big-C” culture? Why?

4. Please provide the English equivalents of the following German words.
   - multikulturell: **multicultural**
   - das Wunschland: **land of wishes (that I wish to see)**
   - die Landschaft: **countryside**
   - das Gebäude: **building**
   - das Einwanderungsland: **country of immigration**
   - souveränés Land: **sovereign land**
   - zivilisierte Kultur: **civilized culture**
   - die Vielfältigkeit: **diversity**
Was ist die kanadische Kultur?

*While viewing*

**The first time**
What are your overall impressions of the video? What is the feeling you get when you watch the video? Consider the following issues: people’s knowledge of Canadian culture, the aspects of culture they choose to mention and the type of culture (“little-c” culture or “big-C” culture) they focus on. What are some aspects mentioned by the people that you recognize?

---

**The second time**
Underneath the pictures of the following people, write down some of the aspects of Canadian culture that they mention.

![Photo](image1)

Das Multikulturelle soll besser funktionieren.

![Photo](image2)

Er kennt nur die deutsche Kultur.

![Photo](image3)

Kraft Dinner

Peanut Butter

---

Ich war noch nie in Kanada.

![Photo](image4)

Niagara Fälle / Landschaft

Gebäude

Seen

Toronto / Vancouver

„Gibt’s eine Kultur?”
Rocky Mountains
Skifahren
Ahornblätter

Ahornblatt
Indianer
alte Kultur
Natur
Einwanderungsland
souveränes Land

Sie muss passen—Sie kennt Kanada zu wenig.
zivilisiert
freundlich

Mounties
zwei Sprachen
kaltes Wetter

Vielfaltigkeit
Franco-Kanadier

Indianer

The third time
Classify the responses given into everyday culture and high culture.

everyday culture

multikulturell
Kraft Dinner / Peanut Butter
Skifahren
Ahornblätter
souveränes Land
zivilisierte Kultur
Mounties
Indianer

high culture

Gebäude
Großstädte
Franco-Kanadier (perhaps high culture)
„Gibt’s eine Kultur?“ (This woman clearly thought of high culture (and the possible lack thereof in Canada.))
It is interesting to note that a number of the answers fit in neither category (e.g., those referring to nature, Einwanderungsland, Wunschland). Also, a number of these answers could belong to both groups.

After viewing
1. Look at those aspects of Canadian culture items mentioned by the German speakers.
   a. What are some aspects that you expected them to mention that they didn’t mention?
   b. How would you generally classify German-speakers’ ideas of Canadian culture?

2. How would you answer the question “Was ist die kanadische Kultur?”

Students may find that this is still a difficult question to answer—perhaps even more difficult than it may have been before they began watching the videos. It is important to remind students that this is perfectly normal. It might be good to remind them about some of the videos they have seen previously.

3. A few weeks ago you were asked to think about your own individual culture.
   a. Would you say that your own individual culture fits the definition of Canadian culture you provided in question 2 above? Why or why not?

Here again a discussion of individual vs. group culture may prove helpful.
   b. Which aspects of your own culture are clearly Canadian?
   c. Which aspects of your own culture are not necessarily Canadian?

4. Look again to those aspects mentioned by native speakers above. Are there any you might classify as stereotypical? Which? Were all of the aspects mentioned accurate? Why or why not?

Students may begin to wonder more about the notion of stereotypes. A detailed discussion about stereotypes may prove beneficial here. For example, stereotypes are created out of a grain of truth they allow for generalization, etc. On the other hand, it is important to remember that individuals are just that. Perhaps it would be good to go back to some of the stereotypical answers provided by the native speakers as well as some stereotypical notions North Americans have about German speakers (e.g., wearing Lederhosen, driving fast cars, drinking beer).
Thema 6
Was ist die deutsche Kultur? Was ist die österreichische Kultur? Was ist die Kultur der Schweiz?

This task has not been designed to provide students with an exhaustive look at the cultures of German-speaking countries. Instead, it is meant to allow students to see how native speakers come to terms with their own cultures. It highlights the tensions that people face between high culture and everyday culture. It is recommended that this video follow video 5 as students have attempted to define the Canadian culture while viewing it.

Before viewing
The main aspect of the pre-viewing exercise is to allow students to determine what they do know about each of the countries independently of the others. It is hoped that these questions will relativize the problems native speakers of German had in previous videos with defining a purely Canadian (as opposed to a more general North American) culture.

While viewing
As with the other videos, students are asked to watch the video the first time and make notes of any aspects of it that they find particularly interesting. Because the speakers’ answers are quite long, students are expected to perform a matching exercise as they watch the video the second time. With the third viewing, students are to write the complete answers given by four of the speakers. It is hoped that these (quite short) answers will prove helpful in the discussions that follow.

After viewing
The post-viewing questions ask students to confront the use of stereotypes as well as the difficulty in defining the culture of any one country.
Was ist die deutsche Kultur? Was ist die österreichische Kultur? Was ist die Kultur der Schweiz?

Before viewing
1. Before you view this video, think about the three countries in question. You may wish to refer to a map of Europe while doing so. Which aspects of the culture do you expect people to mention that are similar? Why? Which aspects of culture do you expect to be different? Why?

Similar cultural aspects of Germany, Austria, Switzerland
Different cultural aspects of Germany, Austria, Switzerland

2. Think about what you know about the countries in question. What do you expect people from each to mention in terms of everyday and high culture? Why?

3. Now think about the types of answers these people gave when asked to define Canadian culture. How does your view of their cultures compare to their view of your culture? What are some repercussions of this?

While viewing
The first time
What are your overall impressions of the video? What is the feeling you get when you watch the video? Consider the following issues: people’s ability to define their own cultures, the aspects of culture they choose to mention and the type of culture (“little-c” culture or “big-C” culture) they focus on. What are some aspects mentioned by the people that you recognize?
The second time
Please match the people to their views of their country’s culture.

Was ist die deutsche Kultur?

a. Es gibt für mich keine deutsche Kultur. Es gibt eine Weltkultur.
b. vielfältig / fröhlich / lustig.
c. Bier / Autos.
d. Essenskultur: Eisbein und Sauerkraut

e. Sprache / Dichter / Musik / Dialekte.
f. die Dinge, die vom Ausland hierher gebracht werden / Dinge, die es aus der Geschichte gibt.

Was ist die österreichische Kultur?

a. Theater / Oper / Kunst / Maler / Volkskultur.
b. Musik / Kunst / geschichtliche Vergangenheit.
c. eine Kultur aus der Mischung von vielen Nationen und Völkern.
d. Arbeiten / Leben / Essen / glücklich sein / Kirche / Sport / anderen Menschen zu helfen.
Was ist die Kultur der Schweiz?


b. 4 Landesteile / 4 Sprachen / Jeder einzelne Kanton ist stolz auf die einzelnen Teile der Kultur.

The third time
Please write what the following people have to say about their own culture under their pictures.

Was ist die deutsche Kultur?


Deutsche Kultur existiert nicht mehr. Sie wird missverstanden.

Was ist die österreichische Kultur?

Manche Leute oder die Politiker sagen, wir haben eine österreichische Kultur. Ich sage, dass wir abgebaut haben.
Was ist die Kultur der Schweiz?

Käse / Schokolade, etc.

Manchmal habe ich das Gefühl, die Schweizer haben nicht wirklich viel Kultur.

After viewing
1. Think back to the last video in which these people were asked to define Canadian culture. As you remember, they had a difficult time doing so. How do they compare when they define their own countries’ cultures?

Students should notice that this is also difficult for them.

2. Think about the answers people gave.
   a. Would you classify any of the answers as stereotypical? Which?

Some speakers do rely on stereotypes.

b. Do you find the use of stereotypes problematic? Why or why not?

Refer to discussions of stereotypes above.

3. Think about your own definition of Canadian culture and these people’s definitions of their countries’ cultures. What are some of the issues that people have when defining the culture of their country?
This video and the corresponding activities were created to allow students to explore the connections between language and culture. The bilingual situation in Canada provides an excellent starting point for students to begin to make the connections.

**Before viewing**

Students begin by providing a definition of language and by considering the independent roles of language and culture in society. The answers provided by the speakers in this video are quite lengthy and more complex than those provided in other videos. The matching exercise at the end of the pre-viewing section prepare the students for the vocabulary they hear in the video.

**While viewing**

As students watch the video the first time, they are not only to provide their impressions, but they are also asked to begin to classify the native speakers’ response into categories. During the second and third viewings, students are to fill in the answers given by the various speakers.

**After viewing**

After they watch the video, students are to sort out for themselves the connection between language and culture. This offers a good opportunity for teachers to bring up the Canadian situation and to ask students about the effect of bilingualism on this country. Moreover, it might also be helpful to bring up the North American situation and the fact that English is spoken in both Canada and the United States.

Teachers wishing to discuss the effect of English on the German language with their students would be advised to type the term “Denglisch” into a search engine of their choice. They will come up with a plethora of sites that deal with both sides of the issue.

The last question in this section allows students to consider for themselves the importance of discussions of culture in the language classroom. The discussions that follow this question have the possibility of being quite lively.
Was ist die Verbindung zwischen Sprache und Kultur?

Before viewing
1. What is language? What does it allow us to do?

Some possible answers might include:
- A system of signs that allows people to communicate (even with themselves)
- An agreed-upon (arbitrary?) set of words needed for people to get things done with other people

2. What are we capable of doing without language?

Students will note that there is very little that they can accomplish within society without the use of language. Here they should also be encouraged to think of the importance of internal speech and the fact that they think in terms of language as well.

3. What are the essential components of culture?

Some of these may include the group, the arbitrariness, the notion of acceptability, the division between high and everyday culture.

4. Is language a necessary component of culture? Why or why not?

5. Match the meanings of the following German phrases with their English counterparts.

1. „Voraussetzung, dass es überhaupt Kultur gibt”
   e. prerequisite that there is culture (in the first place)

2. „Der grundlegende Bestandteil, um Menschen kennen zu lernen”
   a. the basic element by which we come to know people

3. „am Verschwinden durch das Englische”
   g. in the process of disappearing due to English

4. „Verständigung zwischen den einzelnen Völkern”
   f. understanding between individual peoples

5. „wie man damit umgeht und was man daraus schöpft”
   d. how one handles culture and what one creates out of it

6. „Literatur ist die Sprache der Kultur.”
   b. Literature is the language of culture.

7. „Es bildet sich eine ganz eigene Kultur, wenn mehrere Sprachen gesprochen werden.”
   c. A particular culture is formed when multiple languages are spoken.
While viewing
The first time
What are your overall impressions of people’s opinions? Are there any ways in which to classify people’s answers?

The second and third times
Please write down the essential components of each person’s answer.

Es bildet sich eine ganz eigene Kultur, wenn mehrere Sprachen gesprochen werden.

Sprache ist Teil einer Kultur.

keine Ahnung

Man muss die Sprache lernen, um eine Kultur kennen zu lernen. Die Sprache ist der grundlegende Bestandteil, um Menschen kennen zu lernen.

Verständigung zwischen den einzelnen Völkern.

Sprache ist Kultur … ein Bestandteil der Kultur … wie man damit umgeht und was man daraus schöpft.

Die deutsche Sprache ist spannend. Sie ist am Verschwinden durch das Englische.

Man kann selber sprechen und lesen und verstehen. Die Literatur ist die Sprache der Kultur.

Vorraussetzung, dass es überhaupt Kultur gibt. Ohne Sprache kann keine Kommunikation stattfinden.
After viewing

1. Think about the relationship between the culture of a nation and the language spoken by its people. Is a single independent language necessary for a national culture to exist? Must all speakers within a nation share a language in order to share a culture? Why or why not?

   It is recommended that discussions here center around national languages and official language policies.

2. As you know (and as you’ve probably noticed from a number of the videos), Anglicisms (English words) are finding their way into the German language. What do you believe this is doing to the German language? Likewise, is this having an effect on the German culture?

3. Why have we spent so much time in a language course discussing culture?
References

Alberta Education. 2005. German Language Arts Kindergarten to Grade 9 Program of Studies. Alberta: Alberta Education.


Student Viewing Resources
Before viewing

1. Where is German spoken? Write in the names of the three countries where German is spoken as the dominant, official language.


2. What do speakers of German look like?
3. What do Canadians look like?

While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

The second time
What are the names of the following people? Write the names under the pictures.

____________________ ___________________ _________________
___________________ __________________ __________________
___________________ _________________ _________________
The third time
Where are the following people from? Draw arrows from the people to the cities where they are currently living.

Marianne und Lila

Julia

Björn

Torsten

Nana

Emina und Patricia

After viewing

1. What do speakers of German look like? How do they differ from Canadians? Is it fair to describe a “typical” speaker of German?

2. Think about how the people introduced themselves. Did you find that they did so as you expected and as you learned in class? Did you notice any differences?

3. What does it mean to be a “German speaker?”
Wenn ich an Kanada denke, denke ich an …

Before viewing
1. You have just met someone who is new to Canada and she asks you the following question: “What is Canada?”
   a. What are some of the main themes (e.g., the people, politics) you would discuss with her?

2. What are some of the specific topics you would mention under each of these themes? Feel free to add new themes or rearrange the themes if you find it necessary.

   Theme 1: ______________________________
   Topics: __________________ ________ ________
   Theme 2: ______________________________
   Topics: __________________ ________ ________
   Theme 3: ______________________________
   Topics: __________________ ________ ________
   Theme 4: ______________________________
   Topics: __________________ ________ ________

3. You meet another person who is new to Canada. This time, the tables are turned, and she is telling you what she thinks Canada is.
   a. What are some of the main themes this person might mention? What are some of the specific topics he or she might mention under each of these themes?

   Theme 1: ______________________________
   Topics: __________________ ________ ________
   Theme 2: ______________________________
   Topics: __________________ ________ ________
   Theme 3: ______________________________
   Topics: __________________ ________ ________
   Theme 4: ______________________________
Topics: ______________________  ______________________  ______________________

b. Why do you think she might choose to talk about these? How are they different from those aspects that you might choose to talk about?

Homework
Look at the general themes and specific topics you have chosen under questions 2 and 3 above. Provide the German terms (remember to provide the gender and plural forms for nouns) for these below.
Wenn ich an Kanada denke, denke ich an …

While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

The second time
This time, write down the words that you recognize as the people mention them.

Some vocabulary practice
1. Match the words at the left with their English counterparts.

   _____ der Wald(-"er)  a. freedom
   _____ der See(-n)    b. lake
   _____ die Weite        c. maple leaf
   _____ die Freundlichkeit   d. vastness, expanse
   _____ die Freiheit      e. forest
   _____ der Holzfäller   f. countryside
   _____ der Strand(-"e) g. lumberjack
   _____ das Ahornblatt(-"er) h. fire (in the fireplace)
   _____ die Gegend(-en) i. friendliness
   _____ das Kaminfeuer j. beach

2. Provide the English equivalents of the following
   der Schnee
   das Eishockey
   „Alle Türen sind offen.”
   zwei Sprachen

51
The third time
Underneath the pictures of the following people, write down some of the aspects of Canada that they have mentioned.
After viewing
1. Look at those items mentioned by the German speakers.
   a. What are some of the general themes their specific topics fall under?

   b. Are they more similar to those you would use when describing Canada, or are they more like those you expected an outsider to use?
2. Compare your lists of topics to those provided by the native speakers.
   a. What are some of the topics mentioned that you did not mention?

   b. Were there any aspects of Canada that you expected the speakers to mention but that they did not mention?

3. Look again to those aspects mentioned by native speakers above.
   a. Are there any you might classify as stereotypical? Which?

   b. Were all of the aspects mentioned accurate? If not, what was not accurate? Why might it be that some people have inaccurate views of Canada?
Meine eigene Kultur ist …

Before viewing
1. Think of the groups that you belong to. These might include groups related to family, school, work, sports, hobbies, religious organizations, etc. Place the names of the four most important groups to which you belong into the ovals below. On the lines that come from each of the ovals, write the characteristics that you first think of when you think of each of these groups.

2. Think of your everyday activities and most important beliefs.
   a. Place those activities under the groups with you perform those particular activities and the beliefs under the groups with which you associate them.

Group: _______________________   Group: _______________________
Activities:                      Activities:

Beliefs:                         Beliefs:
b. Are there any activities that you perform and/or beliefs that you hold that you do not associate with any of these groups? What are these? With whom do you associate these activities and/or beliefs? Where do they come from?

3. Think about each of these groups. Are they mutually exclusive, or do they overlap in some ways with one another? How?

Similarities between groups

Differences between groups

4. Would you say that each of the groups has its own culture? What is the culture of each group? Is it more related to the activities of the group or the people who belong to it?


Culture: ______________________  Culture: ______________________  Culture: ______________________  Culture: ______________________

5. Is your own culture a combination of these cultures or a culture of its own? Why or why not?
While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

The second time
Match the people to their answers (or portions thereof).

Meine eigene Kultur ist…
   a. unsere Familie.
   b. wunderschön—ein Mix aus alt und neu.
   c. dass ich mich täglich wasche und schminke.
   d. sehr vermischt mit anderen Kulturen.
   e. wunder- wunderschön… multikulturell.
   f. eine soziale Kultur.
   g. mit Sicherheit österreichisch.
The third time
How do the following people complete the sentence?

Meine eigene Kultur ist…

After viewing
1. How would you complete the sentence: “My own culture is…”?

2. Why is this such a difficult question to answer?

3. How would you answer the question posed by the last man in the video?
Was ist der Unterschied zwischen der Alltagskultur und der hohen Kultur?

Before viewing
1. Often times people speak of “culture.” What are five words that come to mind when you think of culture?

_________________________  ____________________________  __________________________
_________________________  ____________________________

2. Many people make the distinction between (everyday) “culture” and (high) “Culture.” How do these differ? What are five words that you associate with each? What are the German equivalents of these words?

culture

_________________________________  ____________________________________
_________________________________  ____________________________________
_________________________________  ____________________________________
_________________________________  ____________________________________
_________________________________  ____________________________________

Culture

_________________________________  ____________________________________
_________________________________  ____________________________________
_________________________________  ____________________________________
_________________________________  ____________________________________
_________________________________  ____________________________________

3. Which type of culture do you feel you relate to more? Why?

4. How does the study of these two types of culture differ? Consider the following:

<table>
<thead>
<tr>
<th></th>
<th>culture</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>main objects of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic field of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>types of data to be gathered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What are the English equivalents of the following? First try your hand at guessing, and then look up those words that you do not know.

Adjektive erhoben _________  Substantive der Alltag _________  Verben S-Bahn fahren _________
die Medien _________  gemacht _________
Land der Dichter und Denker _________  geschrieben _________
inszeniert _________
While viewing
The first time
What do you see? Jot down some notes about the aspects of the video that you find interesting. These may include the language, the surroundings or the people themselves.

The second time
While you watch the video this time, write down the words you recognize.

The third time
Write down the various aspects of culture that people in the video associate with each type of culture.

*hohe Kultur*  
*Alltagskultur*

After viewing
1. What are the main differences between the answers you provided above and those provided by the German speakers in the video?

2. Did your view of the differences between “culture” and “Culture” change at all as a result of having watched the video? Why or why not?
3. Which type of culture do you associate with German-speaking countries?

4. Which type of culture do you think of when you think of Canada? If there is a difference between the type of culture you associate with Canada and that which you associate with German-speaking countries, why might this be?
Was ist die kanadische Kultur?

Before viewing

   a. Who is the primary audience for the brochures?

   b. What is the picture of Canadian culture presented here? What is the picture of Alberta?

   c. Do you believe that it is a true picture of Canadian and Albertan culture? Why or why not?

   d. Would you say that the culture presented is “little-c” culture or “big-C” culture? Why?

   a. Who is the primary audience for this brochure?

   b. What is the picture of the Canadian culture presented here? Would you say that the culture presented is “little-c” culture or “big-C” culture? Why?

   c. How does the picture of Canadian culture differ from that on the English brochure? Do you believe that the picture of Canadian culture presented here is more or less true than that presented in the English brochure?

3. What are some aspects of Canadian culture that were not included in the brochures that you would like to see presented? Why? Would you focus more on “little-c” culture or “big-C” culture? Why?

4. Please provide the English equivalents of the following German words.
   multikulturell _______________________________
das Wunschland _______________________________
die Landschaft _______________________________
das Gebäude _______________________________
das Einwanderungsland ______________________
souveränes Land _______________________________
zivilisierte Kultur _______________________________
die Vielfältigkeit _______________________________
Was ist die kanadische Kultur?

While viewing
The first time
What are your overall impressions of the video? What is the feeling you get when you watch the video? Consider the following issues: people’s knowledge of Canadian culture, the aspects of culture they choose to mention and the type of culture (“little-c” culture or “big-C” culture) they focus on. What are some aspects mentioned by the people that you recognize?

The second time
Underneath the pictures of the following people, write down some of the aspects of Canadian culture that they mention.

__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________

63
The third time
Classify the responses given into everyday culture and high culture.

<table>
<thead>
<tr>
<th>everyday culture</th>
<th>high culture</th>
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</tbody>
</table>
After viewing
1. Look at those aspects of Canadian culture items mentioned by the German speakers.
   a. What are some aspects that you expected them to mention that they didn’t mention?

   b. How would you generally classify German-speakers’ ideas of Canadian culture?

2. How would you answer the question “Was ist die kanadische Kultur?”

3. A few weeks ago you were asked to think about your own individual culture.
   a. Would you say that your own individual culture fits the definition of Canadian culture you
      provided in question 2 above? Why or why not?

   b. Which aspects of your own culture are clearly Canadian?

   c. Which aspects of your own culture are not necessarily Canadian?

4. Look again to those aspects mentioned by native speakers above. Are there any you might classify
   as stereotypical? Which? Were all of the aspects mentioned accurate? Why or why not?
Was ist die deutsche Kultur? Was ist die österreichische Kultur? Was ist die Kultur der Schweiz?

**Before viewing**
1. Before you view this video, think about the three countries in question. You may wish to refer to a map of Europe while doing so. Which aspects of the culture do you expect people to mention that are similar? Why? Which aspects of culture do you expect to be different? Why?

**Similar cultural aspects of Germany, Austria, Switzerland**

**Different cultural aspects of Germany, Austria, Switzerland**

2. Think about what you know about the countries in question. What do you expect people from each to mention in terms of everyday and high culture? Why?

3. Now think about the types of answers these people gave when asked to define Canadian culture. How does your view of their cultures compare to their view of your culture? What are some repercussions of this?

**While viewing**
**The first time**
What are your overall impressions of the video? What is the feeling you get when you watch the video? Consider the following issues: people’s ability to define their own cultures, the aspects of culture they choose to mention and the type of culture (“little-c” culture or “big-C” culture) they focus on. What are some aspects mentioned by the people that you recognize?
The second time
Please match the people to their views of their country’s culture.

Was ist die deutsche Kultur?

a. Es gibt keine deutsche Kultur.
   Kultur gibt es in jedem Land.
   d. Essenskultur: Eisbein und Sauerkraut
b. vielfältig / fröhlich / lustig
c. Bier / Autos
e. Sprache / Dichter / Musik / Dialekte
f. die Dinge, die vom Ausland hierher gebracht werden / Dinge, die es aus der Geschichte gibt

Was ist die österreichische Kultur?

a. Theater / Oper / Kunst / Maler / Volkskultur
c. eine Kultur aus der Mischung von vielen Nationen und Völkern
b. Musik / Kunst / geschichtliche Vergangenheit
d. Arbeiten / Leben / Essen / glücklich sein / Kirche / Sport / anderen Menschen zu helfen
Was ist die Kultur der Schweiz?

a. Berge / Wälder / Seen / Fondue / Käse / Schokolade

b. 4 Landesteile / 4 Sprachen / Jeder einzelne Kanton ist stolz auf die einzelnen Teile der Kultur.

The third time
Please write what the following people have to say about their own culture under their pictures.

Was ist die deutsche Kultur?

__________________________
__________________________
__________________________

Was ist die österreichische Kultur?

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Was ist die Kultur der Schweiz?

After viewing
1. Think back to the last video in which these people were asked to define Canadian culture. As you remember, they had a difficult time doing so. How do they compare when they define their own countries’ cultures?

2. Think about the answers people gave.
   a. Would you classify any of the answers as stereotypical? Which?

   b. Do you find the use of stereotypes problematic? Why or why not?

3. Think about your own definition of Canadian culture and these people’s definitions of their countries’ cultures. What are some of the issues that people have when defining the culture of their country?
Was ist die Verbindung zwischen Sprache und Kultur?

Before viewing

1. What is language? What does it allow us to do?

2. What are we capable of doing without language?

3. What are the essential components of culture?

4. Is language a necessary component of culture? Why or why not?

5. Match the meanings of the following German phrases with their English counterparts.

1. „Voraussetzung, dass es überhaupt Kultur gibt”
   - a. the basic element by which we come to know people
2. „Der grundlegende Bestandteil, um Menschen kennen zu lernen”
   - b. Literature is the language of culture.
3. „am Verschwinden durch das Englische”
   - c. A particular culture is formed when multiple languages are spoken.
4. „Verständigung zwischen den einzelnen Völkern”
   - d. how one handles culture and what one creates out of it
5. „wie man damit umgeht und was man daraus schöpft”
   - e. prerequisite that there is culture (in the first place)
6. „Literatur ist die Sprache der Kultur.”
   - f. understanding between individual peoples
7. „Es bildet sich eine ganz eigene Kultur, wenn mehrere Sprachen gesprochen werden.”
   - g. in the process of disappearing due to English
While viewing
The first time
What are your overall impressions of people’s opinions? Are there any ways in which to classify people’s answers?

The second and third times
Please write down the essential components of each person’s answer.
After viewing

1. Think about the relationship between the culture of a nation and the language spoken by its people. Is a single independent language necessary for a national culture to exist? Must all speakers within a nation share a language in order to share a culture? Why or why not?

2. As you know (and as you’ve probably noticed from a number of the videos), Anglicisms (English words) are finding their way into the German language. What do you believe this is doing to the German language? Likewise, is this having an effect on the German culture?

3. Why have we spent so much time in a language course discussing culture?