



SOLT I German Module 6 Lesson 4

Instructor Manual

Religion

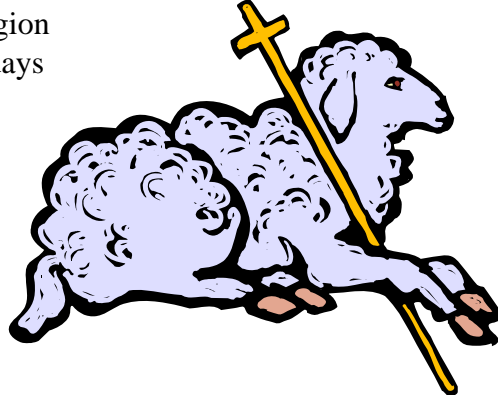
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



At the end of this lesson the student will be able to understand, obtain and provide information about religion. In particular, the student will take part in:

Discuss Religion

- Discuss religious beliefs
- Discuss major religions of the region
- Describe different religious holidays
- Describe religious ceremonies



Scenario

Sener loves Angela and Angela loves Sener. There is no doubt about that – only a couple of cross-cultural issues. As a son of Turkish immigrants, Sener was born and raised in Berlin. He made it successfully through the German school system and graduated with an Abitur that allowed him to study economics at Berlin's Free University. Although his linguistic and cultural identity is clearly German, Sener has been careful to maintain faith in Islam, to which his parents introduced him lovingly. Angela is from a small-town Bavarian Catholic background. Her parents had to move to Berlin shortly after the fall of the Berlin Wall. She met Sener – and fell madly in love with him – during their last year in the Gymnasium. Because both families are religiously very active, the task of the young couple is now to find ways of aligning love, faith, and an inclusive family future. They decided to do it with a show of commitment and a sense of humor. The scene takes place during Ramadan, the month of Islamic fasting.



- Angela: Omi wird am Sonntag 72. Das ist eine gute Gelegenheit, dich mit meiner Familie besser bekannt zu machen. Kommst du zu Kaffee und Kuchen?
- Sener: Hast du vergessen, dass ich im Moment tagsüber nichts essen kann? Es ist Ramadan, Angela!
- Angela: Oh Entschuldigung, das ist mein erstes Ramadan-Jahr mit dir. Na, wenn du's aushältst, kannst du uns ja einen Vortrag über Ramadan halten während wir Kuchen essen und Kaffee trinken!
- Sener: Ha ha, sehr witzig! Das wäre ja wie wenn ich euch an einem Fastenfreitag zur Ramadan Abschlußfete einladen würde!
- Angela: Ha ha ha! Aber Scherz mal beiseite. Meine Omi würde dich wirklich gerne kennenlernen. Sie ist unserer Beziehung viel offener zugeneigt als meine Eltern. Wenn wir Omi auf unserer Seite hätten, würde sie viel für uns tun können.
- Sener: Klar, das sehe ich ein und ich werde auch gerne kommen. Ich kann ja ein Nickerchen halten während ihr esst, und dann kannst *du* deinen Leuten was über Ramadan erzählen. Danach gebe ich gerne ausführliche Antworten zu ungeklärten Fragen.
- Angela: Dann erzähl mir mal alles, was ich über Ramadan wissen muss.
- Sener: Okay, und danach sollten wir die positiven gesellschaftlichen Beiträge beider Religionen hervorheben, da das ein Gebiet ist, wo sich alle Weltreligionen gut selbst darstellen können.
- Angela: Ja, das ist eine gute Idee. Kürzlich hörte ich, wie Mutti meinem Vater sagte, 'eigentlich stammen die beiden Religionen doch vom gleichen Holz – da müßten sich doch irgendwelche Gemeinsamkeiten finden lassen?'

Scenario (continued)

- Sener: Toll! Das finde ich sehr ermutigend. Auch meine Eltern scheinen der Idee von uns beiden ein wenig offener zugeneigt. Am meisten überzeugt sie unsere Liebe und unser Wille, Friedensbrücken zu bauen.
- Angela: Ja, ich finde das alles wahnsinnig spannend. Von Langeweile keine Spur wenn zwei Kulturen aneinanderklatschen und dann auf individueller Ebene neu verbunden werden!
- Sener: Okay, dann bis Sonntag. Ich muss jetzt los. Ich will bei Anbruch der Dunkelheit noch zu Hause sein und mit meiner Familie zu Abend essen.

(Summarize the conversation between Sener and Angela and come up with your opinion)

Note to the Instructor:

In case the religious issues addressed in several of the following exercise are deemed “too sensitive,” students could be given an option to engage in an alternative course work. However, these tasks should be seen as exercises in language acquisition and not in the evaluation or devaluation of personal ethics and faith.

Discuss Religion

Exercise 1 (Pair Exercise)

Discuss basic faith issues with your partner by asking him/her several questions on personal religiousness or agnosticism. Summarize the conversation to your peers.

1. Glauben Sie an eine höhere, göttliche Autorität?
2. Sind Sie gläubig / abergläubisch?
3. An was glauben Sie?
4. Sind Sie Atheist / Agnostiker?
5. Wann wurden Sie getauft?
6. Fühlen Sie sich wiedergeboren?
7. Sind Sie katholisch oder evangelisch?
8. Gehen Sie Sonntags zum Gottesdienst?
9. Wann waren Sie zum letzten Mal in der Kirche?
10. Welcher Glaubensrichtung gehört Ihr Mann / Ihre Frau / Ihr Partner an?



Tip of the Day

Germany is a country with two major religions, both of them Christian. The northern part of Germany is primarily Protestant, and the southern part largely Catholic, with enclaves of both religions existing in each. The breakdown of religious preferences in Germany is: Protestant 34% and Roman Catholic 34%. A remarkable 3.7% of the population believes in Islam, while unaffiliated persons, and other religions account for 28.3%, including about 100,000 Jews.

Exercise 2 (Pair Exercise; Reading Comprehension)

Talk with your partner about her/his personal ritual practices after reading the following questions. Summarize the conversation to your peers and answer the questions.

1. Was denkst du, wenn dir eine schwarze Katze über den Weg läuft?
2. Hast du einen Schutzengel?
3. Betest du? / Wie oft betest du?
4. Bist du an einem Freitag den 13. besonders vorsichtig?
5. Ziehst du an wichtigen Tagen nur ganz besondere Kleider an?
6. Baseballspieler sind bekannt für ihre persönlichen Rituale. Hast du auch welche?
7. Manche Agnostiker oder Atheisten benutzen religiöse Ausrufe wie "Oh Gott!" "Um Gottes Willen!" oder "Jesus Maria!" Wie denkst du darüber?
8. Hast du mal den Film "Der Exorzist" gesehen?
9. Gibt es böse Geister?
10. Was bedeutet es, wenn man auf Holz klopft?

Exercise 3 (Pair Exercise)

Each of you will choose three celebrations from the graph (which only encompasses the Catholic annual celebratory cycle), and ask each other when the celebration takes place and what its meaning is. You may then choose celebrations that you may miss from the Protestant cycle not included in the graph.

Beispiel:

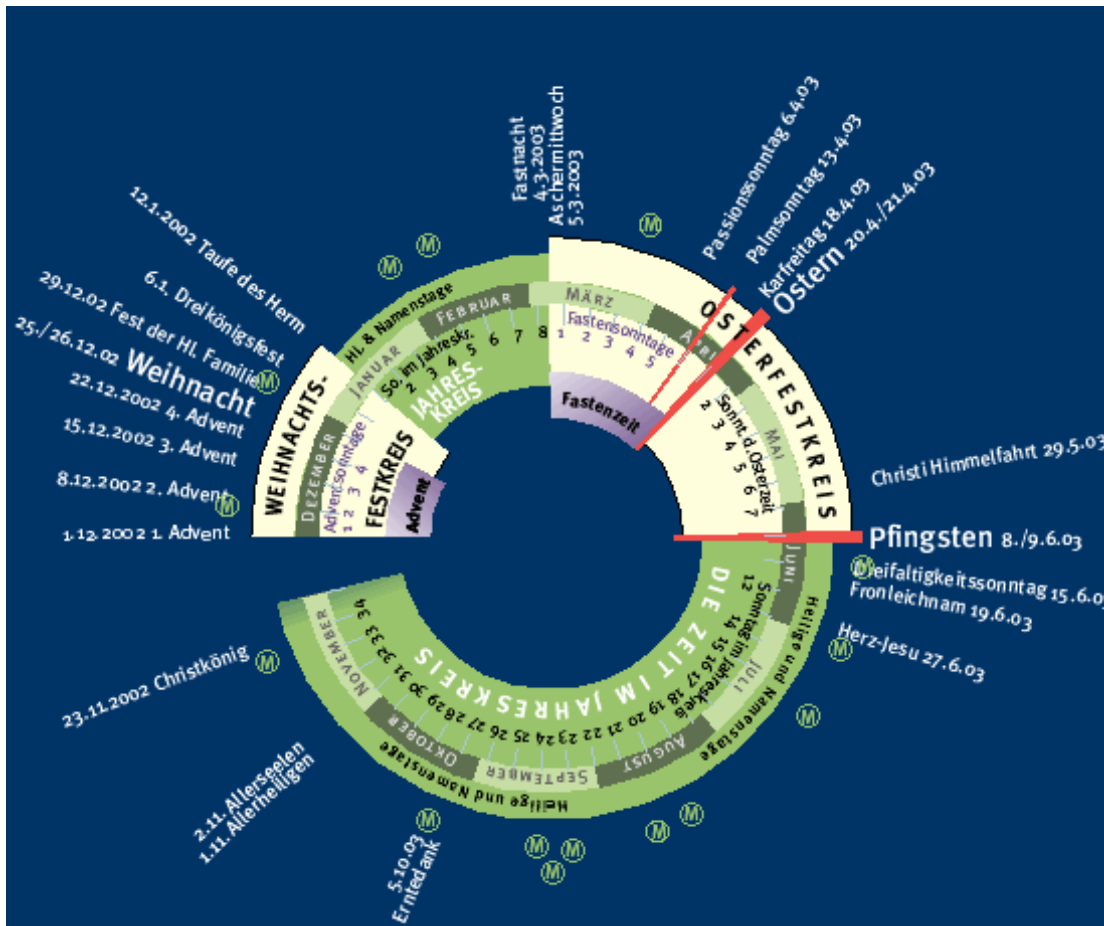
A: Wann wird Weihnachten gefeiert?

B: Man feiert Weihnachten am 24. und 25. Dezember.

A: Was ist die Bedeutung von Weihnachten?

B: An Weihnachten feiern wir die Geburt Jesu Christi





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Exercise 4 (Pair Exercise)

Based on the graph in Exercise 3, write the corresponding number of the holidays given below in the blank provided. Then review with your partner the meaning of each and how these holidays are celebrated. Compare your answers with those of the rest of the class.

- | | |
|----------------------------------------|-----------------------------|
| 1. Ash Wednesday | _____ Pfingsten |
| 2. Pentecost | _____ Karfreitag |
| 3. Good Friday | _____ Aschermittwoch |
| 4. Palm Sunday | _____ Ostersonntag |
| 5. Easter | _____ Palmsonntag |
| 6. All Saints' Day, November 1 | _____ Dreikönigstag |
| 7. Epiphany, Day of the Three Wise Men | _____ Allerheiligen |

Answer Key:

Dreikönigstag	7. <i>Epiphany, Day of the Wise Men</i>
Aschermittwoch	1. <i>Ash Wednesday</i>
Palmsonntag	4. <i>Palm Sunday</i>
Pfingsten	2. <i>Pentecost</i>
Karfreitag	3. <i>Good Friday</i>
Ostersonntag	5. <i>Easter</i>
Allerheiligen	6. <i>All Saints' Day, November 1</i>

Exercise 5 (Pair Exercise)

Because Germany's major religions are Catholic and Protestant, imagine that you and your partner each belong to a different denomination. Compare the basic tenets of belief. Here are a few conversation starters.

Beispiele:

- Als Katholik glaube ich an die Unfehlbarkeit des Papstes / den Vatikan / die Beichte / das Geben von Almosen / das Zölibat / die Buße / die unbefleckte Empfängnis der Maria, etc.
- Als Protestant / Evangelischer glaube ich an die Vergebung der Sünden / die Pastorenheirat / Gott als die alleinige Autorität der Menschheit / Gleichheit aller Menschen vor Gott, etc.



Exercise 6 (Pair Exercise)

Tell each other what you do in your family during Easter and what you used to do when you were a child, using the imperfect tense. Then the whole class as a group will share their personal thoughts about this holiday.

Exercise 7 (Pair Exercise)

Discuss with each other the “true” meaning of Christmas / Hanukkah / Kwanza / Ramadan (or similar) and describe how it is observed in your family or the family of a friend of yours. Summarize the conversation for the rest of the class.

Exercise 8 (Pair Exercise)

Write a list of things you plan to do for a particular religious holiday, without giving away what holiday it is. Exchange the list with a partner and guess what each other’s celebration is about.



The Future Perfect Tense (Futur II)

To review exercises on the Futur I, go back to the grammar notes in M5L6. The future perfect tense (Futur II) is used less frequently than the future tense (Futur I). But learners of German should develop an ear for when the Futur II occurs. The future perfect tense is used to discuss events that will be completed in the future.

Beispiele:

1. In zwei Jahren werden diese Kriegsversehrten wieder ohne Krücken gehen können.
In two years these disabled veterans will be able to walk without crutches again.
2. Nächstes Jahr um diese Zeit werden wir unsere Stabsarztprüfung hinter uns gebracht haben.
By this time next year, we will have completed our surgeon major's examination.

The tricky thing is that the future perfect tense can also be used to express an assumption about a past event:

- Der Leutnant wird uns gesehen haben, als wir gestern betrunken in der Kantine waren.
The lieutenant will have seen us while we were drunk in the canteen yesterday.

The future perfect tense is formed by using the present tense of the verb **werden** plus the past participle plus **haben** or **sein**.

1. Ende des Jahres werden wir hart gearbeitet haben und viele Rekruten werden perfekte Soldaten geworden sein.
At the end of the year, we will have worked hard and many recruits will have become perfect soldiers.
2. Bis zum Jahre 2015 werden wir viele Kasernen geschlossen haben und die Friedenspolitiker werden dabei gewesen sein und mit uns gefeiert haben.
By the year 2015, we will have closed down many garrisons and the peacemakers will have been there and celebrated with us.

Instead of the future perfect tense, Germans often use the present perfect tense:

- 1) In zwei Jahren hast du diese Probleme überstanden.
In two years from now you will have overcome these problems.
- 2) Nächsten Montag haben wir das Examen hinter uns gebracht.
Next Monday we will have the exam behind us.

Exercise 1

Convert these sentences into the appropriate future perfect tense:

1. Am Ende des Jahrhunderts (werden) _____ ein Weltpräsident die dringendsten Probleme der Menschheit endlich (beseitigen) _____ (haben) _____, und die Situation sowohl für die Umwelt als auch für den Weltfrieden (werden) _____ nachhaltig stabilisiert (werden) _____ (sein) _____.
2. Selbst am Ende der Sekunde (werden) _____ die Welt älter (werden) _____ (sein) _____.
3. Bis um fünf Uhr nachmittags (werden) _____ wir einige Kilometer hinter uns (bringen) _____ (haben) _____, und unsere neuen Laufschuhe (werden) _____ ihre Qualität (beweisen) _____ (haben) _____.
4. Bis um acht Uhr (werden) _____ ihr als Zeugen (brauchen) _____ (werden) _____ (sein) _____.

Answer Key:

1. Am Ende des Jahrhunderts wird ein Weltpräsident die dringendsten Probleme der Menschheit endlich beseitigt haben, und die Situation sowohl für die Umwelt als auch für den Weltfrieden wird nachhaltig stabilisiert worden sein.
2. Selbst am Ende der Sekunde wird die Welt älter geworden sein.
3. Bis um fünf Uhr nachmittags werden wir einige Kilometer hinter uns gebracht haben, und unsere neuen Laufschuhe werden ihre Qualität bewiesen haben.
4. Bis um acht Uhr werdet ihr als Zeugen gebraucht worden sein.

Exercise 2

Instead of the future perfect tense, convert these sentences into the present perfect tense (with past participle), in order to express a future result.

1. In acht Stunden (sein) _____ du über den Atlantik (fliegen) _____.
2. In acht Stunden (sein) _____ ihr über den Atlantik (fliegen) _____.
3. Um neun Uhr heute abend (sein) _____ die Pakete alle (packen) _____.
4. Um neun Uhr heute abend (sein) _____ sie in Mannheim.

Answer Key:

1. In acht Stunden bist du über den Atlantik geflogen.
2. In acht Stunden seid ihr über den Atlantik geflogen.
3. Um neun Uhr heute abend sind die Pakete alle gepackt.
4. Um neun Uhr heute abend sind sie in Mannheim.

Abendmahl, das		last supper
abergläubisch		superstitious
Abschlußfete, die		final celebration; graduation party
Almosen, die (plural)		alms
aneinanderklatschen		clash, to
aushalten		endure, to
Ausruf, der	die Ausrufe	call
backen		bake, to
Bedürftige, der		indigent, needy person
befriedigen		satisfy, to
Beichte, die	(-n)	confession
bekennen		confess, to
beten		pray, to
Beziehung, die	(-en)	relationship
böse		evil, sinister
Christstollen, der		fruitcake (special for Christmas)
Dunkelheit, die		darkness
einsehen		see, to; to accept, to appreciate
Empfängnis, die (unbefleckte Empfängnis)		conception (immaculate conception)
Entschuldigung, die	(-en)	apology
Ermutigung, die		encouragement
Erstkommunion, die		holy communion
erzählen		tell, to; to narrate
Geist, der	die Geister	ghost; spirit
Gemeinsamkeit, die	(-en)	commonality
Gemeinschaft, die	(-en)	community, companionship
Gewissen		conscience
Glaube, der	die Glauben	faith, creed
Glaubensrichtung, die	(-en)	denominational orientation
gläubig		devout, believing
Gleichheit, die		equality
Glühwein, der		mulled wine
Heidentum, das		paganism
Langeweile, die		boredom
Menschheit, die		humankind
Nickerchen, das		nap
Obrigkeit, die		authority(ies)
Orgel, die	(-n)	organ
Pastorenheirat, die		permission for pastors to marry
Scherz, der	die Scherze	joke; banter
Selbstdarstellung, die	(-en)	self-presentation
spannend		suspenseful
Sünde, die	(-n)	sin

Trauung, die	wedding, marriage ceremony	
überzeugen	convince, to	
Unfehlbarkeit, die	infallibility	
Vergebung, die	forgiveness, pardon	
wahnsinnig	crazy	
Weihnachtsgans, die	-gänse	Christmas goose
Weihnachtspätzchen, das	die	Christmas cookie
wiedergeboren	born again	
witzig	funny, witty	
Zölibat, das	celibacy	

Supplemental Vocabulary

ausführlich	explicit, detailed	
beiseite	apart, aside	
einprägen	memorize, to; to imprint	
irgendwelche	any	
mehrfach	multiple	
tagsüber	during the daytime	
ungeklärt	unexplained, unsettled	
untersagen	forbid, to	
Vortrag, der	die Vorträge	lecture
zurückkommen	return, to	

The topic of the scenario – Christian-Islamic encounters – is not an uncommon one for the German and European realm. The country can look back upon a long history of considerable religious diversity. The need to overcome religious differences has been a challenge for Germany for the past two millennia. Especially following Luther’s Reformation, religious tolerance has not always been promoted by the Protestant and Catholic churches of Germany. Religious and human solidarity was especially missing during the Holocaust when millions of Jewish lives could have been saved through the efforts of these two large branches of German Christendom.

From their first appearance in historical records at around 100 BC, the “Germans” were polytheistic believers, with faith in many gods. The most important German gods were closely related to Greek and Roman deities that had descended from an original Indo-European religion.

There were many different religions that existed in Germany’s ancient and medieval times, until Christianity made inroads under the forceful leadership of Charlemagne after the 6th century. Some of the old creeds are still practiced today; others are not. Up until the 15th century, Roman Catholicism was the undisputed religion in the region that later became called Germany. In 1517, Martin Luther changed the religious landscape of Germany with a Reformation that, according to him, had become necessary due to an aberrant and commercialized Catholic Church.

Luther became one of the most influential figures in world history as his Reformation permanently changed the course of European and world history. For Germany, it created the largest confession of the country, Protestantism, that brought about two-thirds of Germans under its wing until the beginning of WW II. In the north and northeast of Germany, Protestantism still dominates. The “Grundgesetz,” Germany’s constitution, guarantees freedom of faith and religion. It also states that no one may be discriminated against because of faith or religious opinions. Despite recurring cases of violent anti-Semitism, the government, major political parties, both churches, and the public at large have shown firm commitment to maintaining religious freedom and prosecuting hate campaigns.

Currently about two-thirds of the German population, more than 55 million people, officially belong to a Christian Church, although many of them take no part in church life. Almost half of them are Protestants, while the other near half are Catholics. Approximately three million followers of Islam and 100.000 Jews live in Germany today.



Siege of Vienna (1529). From a Turkish manuscript, *Huner-nama* (Book of Skills). Istanbul, 1588.



Tip of the Day

Followers of Islam make up almost 4% of the German population. Most of these believers are of Turkish origins, and often of Sunnite persuasion. A large number of Turks came as “Gastarbeiter” to Germany in the sixties, but are now in the country to stay. Their children and grandchildren can have German citizenship if they so choose, although they often opt for traditional clothing to help maintain their religion. A positive attitude worthy to penetrate Germany’s various pockets of xenophobia can be gained from a statement by Safer Cinar, a Turk living in Berlin, who said, “The atmosphere in this country is going to change as the notion that we are all German citizens, independent of our roots, takes hold. It will take a long time, but it will happen.”



Discuss Religion

Activity 1 (Pair Activity)

Ask each other questions about which religious holidays you or your family celebrates. What do you do on these holidays? Which actions make them “religious”? What foods are served? Are there any food taboos? Compare your answers with those of your peers. Active class participation is a must. Read the examples provided:

Beispiel:

- Am christlichen Weihnachtsfest gibt man viele Geschenke aus.
- Man geht zur Kirche / in den Gottesdienst, um über die Geburt von Jesus Christus, dem Sohn Gottes, nachzudenken oder sich darüber zu freuen.
- In den meisten Familien wird eine Weihnachtsgans gebraten, Christstollen und Weihnachtsplätzchen gebacken, und Glühwein getrunken.
- Da Weihnachten auch als Fest des Friedens angesehen wird, werden Konfrontationen an diesem Fest in den meisten Familien untersagt.

Activity 2 (Class Activity)

What are any religious symbolic practices you are familiar with? Can you explain the difference between the words “Riten” and “Ritualen”? You may use a dictionary if necessary. Active class participation is required.

Activity 3 (Pair Activity)

What are some of the religions found around the world, and what beliefs do their followers stand for? Pick one religion you always wanted to know more about and write a short summary in German about its origins, tenets, practice, and worshippers. Be prepared to read your summary before the class. Active class participation is required.

Activity 4 (Pair Activity)

Have a conversation with your partner about religious activities or ceremonies in North America. Do not forget to talk about these details: What religion holds this ceremony? How many times in a year do worshippers hold that ceremony? What dress code or hair style(s) has to be followed? What is the meaning of the ceremony? Active class participation is a must.

Activity 5 (Pair Activity)

Read the following newspaper clip. Its content is a reminder of a current debate in Germany as to the wearing of religious insignia in public places. Gain access to this issue by answering the questions below. Discuss your findings with your partner and think about what you would contribute to this public discussion if you had the chance. Take written notes along the process.

„Niemand wird Moslem, weil die Lehrerin ein Kopftuch trägt“

Duisburger Schüler über Religionsfreiheit und Alltagsrealitäten

Gehört das Kopftuch in die Schule oder nicht? Die Diskussion über verschleierte Lehrerinnen wird oft über den Kopf der Schüler hinweg geführt. Dabei sind sie doch die Leidtragenden. Angeblich zumindest. Wir haben mal nachgefragt.



Florian Wey macht das Kopftuch in der Schule nichts.

Die Furcht, eine Lehrerin, die Haare und Ohren unter Seide, Satin oder Baumwolle verbirgt, könnte ihren Zöglingen ein schlechtes Beispiel sein, kann Dicle Karababa überhaupt nicht verstehen. „Wenn jemand zum Islam übertreten möchte, macht er das nicht, weil seine Lehrerin ein Kopftuch trägt“, ist die Zwölftklässlerin überzeugt. Der Gymnasiastin fällt nichts ein, was dagegen sprechen sollte, dass eine islamische Lehrerin mit Kopftuch unterrichtet. „Wir hatten vor unserer Kopftuch tragenden Referendarin genauso viel Respekt wie vor anderen Lehrern“, erinnert sich Jana Kamphausen, die am Mercator-Gymnasium längst erlebt hat, wovon viele nur reden. Auch Naim Ahkim findet das Kopftuch im Klassenraum völlig in Ordnung. „solange die Lehrerin nicht versucht, ihre Schüler religiös zu beeinflussen“. Für den Oberstufen-

Schüler gehört das Kopftuch zum Alltag. Als Hochfelder begegnet er täglich verschleierten Frauen, und auch in der Schule sei das schon ganz normal. „Wir sind damit aufgewachsen, das schockiert uns nicht“, stimmt auch Nadine Diaz zu, die ebenfalls in Hochfeld lebt und die 12. Klasse besucht. Sie



Benjamin Staniewski fühlt sich auch nicht gestört.

Activity 5 (Pair Activity) (continued)

1. Was wird über den Kopf der Schüler hinweg diskutiert?
2. Wer sind die angeblichen Leidtragenden und wer ist das schlechte Beispiel?
3. Was ist die Hauptmeinung der Schüler und Schülerinnen des Mercator Gymnasiums?
4. Hat es religiöse Manipulationen gegeben?
5. Um welches Objekt geht es hier? Was denkt Nadine Diaz zu dem Thema?
6. Was ist Ihre persönliche Meinung zu diesem Thema?

Activity 6 (Class Activity)

Tell your partner about a religious experience you may have had in your life. What is it that made it spiritual for you? In turn, your partner can be an agnostic and question you how your experience would withstand a quest for rationality.

Activity 7 (Pair Activity)

Even if you are an agnostic or atheist, discuss with your partner how much critique of your “faith” you would be able to tolerate. What is possible and what would be “too much”? What lessons of tolerance should the people of the world learn to prepare themselves for life in an increasingly global society?

Discuss Religion

Activity 1 (Pair Activity)

Your partner pretends to be a German soldier who does not know much about religious holidays in the U.S. Create a dialogue and ask/answer each other about holidays in America. Be ready to present your dialogue by reading it before the class.

Activity 2 (Group Activity)

Work in groups of three or four. One of you belongs to another religion, and the rest try to convince him or her to convert to the “majority religion.” Ask and answer questions about and question the basic principles and beliefs of the majority religion.



Activity 3 (Pair Work)

Church music is highly appreciated in Germany, and not only in religious circles. Large churches can be packed during organ or other (mostly classical) concerts. Develop an interest in this kind of music by writing a dialogue with your partner reflecting a conversation between a master organ player and a novice (that’s you!) who desperately wants to know the phases of becoming a good organ player. Present an oral summary of the dialogue to the whole class.

Activity 3 (Pair Work) (continued)

Beginn der Unterhaltung:

- A: Guten Tag Herr Mein Name ist Bitte erlauben Sie mir ein paar Fragen, wie man Orgel spielen lernt.
- B: Schön, es freut mich, dass Sie Interesse an diesem wunderbaren Instrument haben. Das Erlernen von Orgelmusik ist sehr befriedigend, da jede Energie, die man hier investiert, mehrfach zu einem zurückkommt.

Activity 4 (Pair Activity)

Write a program with your partner for a religious radio station (enact in front of class). Talk about scheduled activities for the next gathering. Inform people about the worship leader(s), musicians involved, music being played, plays offered by youth groups, and a potluck luncheon following the service. Share and discuss your program with the whole class. Then the whole class will develop one program.

Activity 5 (Group Activity)

What clerics call “ökumenisches Miteinander” (“ecumenical harmony”) receives considerable attention in Germany. In groups of four, organize an ecumenical church service including a Catholic priest, a Protestant pastor, one musical and one theatrical director. See to it that elements of both religious convictions come to a balanced expression. When done putting everything in writing, step before the members of both parishes (your class members), and delegate the preparation work to be done.

Activity 6 (Group Activity)

Divide the class into two groups. Each group will create a new religion. Your group is free to determine the name of the religion. Construct a code of ethics, liturgical rules, cultural activities, church socials, dress and neatness code, maybe a flag, anthem, hymns, etc. for your new religion. Write down the gist on paper. Your group must give a presentation about your new religion. Be prepared to answer questions from other groups.

Activity 7 (Pair Activity)

Prepare with your partner a short questionnaire that you could present to the head of a local parish when you go to Germany. Inquire about that church's social engagement, charitable commitment, and care for the needy. Compare the questionnaire with the other pairs. Then, as one group, you will share any experience you have related to this social activity.

Beispiel:

- Was tut Ihre Kirchengemeinde, um gute Beziehungen im Ort zu erhalten?
- Zu welchen karitativen Aktionen tragen Sie bei?
- Auf welche Weise helfen Sie den Bedürftigen?



Activity 8

Match the phrases on the left with those on the right.

- | | |
|-----------------------------------------------|-------------------------------------|
| 1. Ich bin so müde! | a. Ja, in Schottland und Irland. |
| 2. Gibt's das Heidentum noch in Europa? | b. Wird er Hauptmann oder Major? |
| 3. Die Trauung war wunderbar, Ja? | c. Ja, das steht in der Bibel. |
| 4. Wann hält der Professor seinen Vortrag? | d. Er ist zehn Jahre bei der Firma. |
| 5. Mord ist eine Sünde! | e. In Zimmer zweiundzwanzig. |
| 6. Ist der Haupteingang um die Ecke? | f. Neben dem Einkaufszentrum. |
| 7. In welchem Stadtteil ist die Ausstellung? | g. Dann mach doch ein Nickerchen! |
| 8. Jürgen freut sich auf seine Beförderung! | h. Ja, aber heute ist geschlossen. |
| 9. Wo findet die Geschäftsbesprechung statt? | i. Heute um drei im Saal. |
| 10. Seine Arbeitsleistung ist nicht schlecht! | j. Ich hatte Langeweile! |

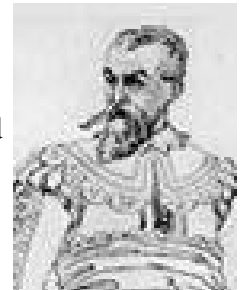
Answer Key: 1. g 2. a 3. j 4. i
5. c 6. h 7. f 8. b 9. e 10. d

Activity 1

Briefly write about the basics of Germany's legal situation with regard to religious freedom. Search tips would include Islam in Germany, anti-Semitism in Germany, discrimination against Scientology, Germany's historical sensitivity towards charges of intolerance, Germany and the sects, Hatewatch Germany, etc.

Activity 2

Bring clarity into the puzzling causes and courses of the Thirty Year War (1618-1648). Which factions sided with the Catholics against the Protestants? Which individual (exactly the one depicted on the right) played an important role in this war? This task can be solved in a short essay in German. Hints: his initials are A.v.W., he lived from 1583-1634, and was a Duke and German General.



Activity 3

Briefly research the attempts and failures of both German churches in staying an ethical course during the Holocaust. Why was considerable church power left unused to prevent one of humankind's greatest disasters? Write a short essay or provide a number of bullets detailing your findings.

Activity 4

Research the life, times, and fate of Dietrich Bonhoeffer. Give in German a short oral report summarizing the highlights of his life.



Activity 5

Research the life, times, and fate of Alfred Delp. Give in German a short oral report summarizing the highlights of his life.

Activity 6

What kinds of faith-related conflicts exist in Germany today? Who are the instigators, who are the mediators, and, especially, how do the affected (masses) react to these conflicts? Provide a short basic overview in German. Be prepared to present it orally in class tomorrow.

Activity 7

Write a short essay on why humans (think they) need religion. Be guided by terms such as “Gut und Böse,” “Gewissen,” “Ethik,” “Obrigkeit,” “Moral,” “Glaube,” “Aberglaube,” “Horoskop,” etc. Be prepared to discuss this activity in class tomorrow.

Activity 8

Conduct a short research project on Germany’s traditional religions. Search German terms such as Paganismus, Heidentum, keltische Gemeinschaft, Odinic Rite Deutschland, etc. Be prepared to share your findings with your peers in class tomorrow.



Activity 9 (Group Activity)

Get together in groups of three and write an activity schedule for the next summer youth camp of your worship association. Plan a balanced program that offers sports, games, music, sightseeing, and discussion of the scriptures. Make sure you plan to take the group to an inspiring camp destination in Germany that offers the strongest likelihood of good weather.

Activity 10 (Pair Activity)

Research the history of some of the religious conflicts in Germany (and Europe, for that matter) between Protestants and Catholics, and write a short report in German. Some hints for your web search: 30-Years War, Hapsburg Empire, Martin Luther (who by far was not the only religious reformer), Johannes Calvin, Leo Jud, Ulrich Zwingli, the Catholic League, etc. Have your instructor coordinate what fields both of you and the entire class will cover. When done, discuss your results with your partner before you share them with the whole class. Compare, discuss and defend your program with the other group.

Activity 11

Introduce a religion that is practiced in Germany to your fellow students. Select one from the major religions practiced in Germany (Protestantism, Catholicism, Islam, Judaism), but your instructor should coordinate the coverage of other religions, although they may enjoy only a small following in Germany. Prepare your findings for a short presentation before the class the next school day.