

Language and thought

Small group discussion

 <p>bebidas</p>	 <p>nieve</p>	 <p>parque</p>
 <p>sombreros</p>	 <p>árbol</p>	 <p>sillas</p>
 <p>ciudad</p>	 <p>trajes</p>	 <p>flores</p>

1. Make a three column chart. In the middle brainstorm words that might be used to compliment a student your age that are free of gender associations. On the right brainstorm words that would do the same thing, but be specific to a girl. On the left, similar words that would be specific to a boy

2. Follow Mr. Haydock's verbal instructions

3. Examine the responses from the last two questions. To what extent do the different words used on the left and right shape how boys and girls conceive of themselves? How does connotatively gendered language in English impact how we see ourselves and how we see one another? Is the helpful or harmful?

3. This question is directed at those in each group that speak a language other than English. Does the other language you speak assign gender to nouns? Is there a pattern to this assignment or is it arbitrary? To what extent is thinking in a language that has denotatively gendered nouns different than thinking in English? Explore specific examples if possible

4. This question is directed at those in each group that speak a language other than English. How does the other language you speak handle formality? (think tu v. usted in Spanish). How does this language's treatment of formality impact how you think and act? Have there ever been occasions where English speakers have said things in a way that would be socially unacceptable in your language? Explain.

5. This question is directed at those in each group that speak a language other than English. Are their words or concepts in your other language that have no direct translation to English? How do you translate these concepts? Is something lost in this process? Explain.