

DRAWER 2

TOOLS FOR NAVIGATING THE TOP CURRICULUM PROGRAM

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TOP COMMON LESSON COMPONENTS

Each of the **Focus Sections** begins with **Interview Questions** that are followed by responses from Germans who represent various professions and perspectives.

Lessons are organized with Common Components.

- **Titles** capture the essence of a topic.
- **Focus Questions** frame essential learning.
- **NCSS Curriculum Standards** align with major content concepts.
- **Common Core Standards** align with major literacy skills for History and Social Studies.
- **Lesson Overviews** describe the lesson in a nutshell.
- **Teacher Background Information** provides a variety of content information and extended content resources.
- **Time** suggests sample timeframe for classroom instruction.
- **Instructional Resources** provide a variety of resources and opportunities to use and adapt. The resources are embedded in the lessons and also included in the Instructional Resource Disks.
- **Procedures** provide instructional strategies to use and adapt for students. Each lesson is organized around suggested timeframes by days that include **Anticipatory Sets** designed to initially engage students with the topic. Procedures offer a wide variety of individual and collaborative tasks and are supported with a variety of instructional resources and handouts.
- **Whole Group Reflections** provide various strategies for individual and whole group reflections. Some of the strategies may be presented as formative assessments. Re-visiting the Focus Question(s) is one of the main purposes of this section.
- **Modifications** offer suggestions for making additions or adaptations to the lesson's procedures and other components.
- **Extensions** provide additional learning opportunities for challenging students and extending the lesson. Some of the extensions may contain specific references to standards and/ or resources.

INSTRUCTIONAL GUIDE CONTENT STRUCTURE SUMMARY FOR EDUCATORS

Dear Educator,

The Transatlantic Outreach Program has orchestrated a ‘Grand Vision’ combining authors’ research and talents, on-site interviews, panelists’ critical advice, teachers’ and students’ feedback, and editors’ expertise. The TOP curriculum is designed to support educators and engage students!

The program’s newest instructional guides, *LET’S EXPLORE MODERN GERMANY* for elementary classrooms and *GERMANY IN FOCUS* for secondary classrooms, are aligned with National Council for Social Studies Curriculum Standards and Common Core Standards for Literacy in History/Social Studies. Embedded with elements from *Understanding by Design* and other models for curriculum, instruction, and assessment, Focus Areas and Lessons include instructional strategies for individual and collaborative learning, complex thinking skills, and literacy standards: reading, writing, researching, listening, speaking, and taking actions. Focus Areas include Geography, Culture and Society, History, Reunification, Political Systems, Economy, and Sustainability. A summary of the key instructional components featured in *GERMANY IN FOCUS* are as follows:

- **Flexibility:** Focus Areas and Lessons to enhance existing curriculum
- **Standards:** Lessons aligned with two types of standards: NCSS and Common Core History/Social Studies
- **Focus Questions:** Overarching questions that frame Focus Areas and Lessons
- **Lesson Overviews:** Descriptions of ‘Lessons in a Nutshell’
- **Anticipatory Sets:** Engaging ‘Hooks’ to Set the Stage
- **Teacher Background Information:** In-depth research of challenging and interesting content
- **Instructional Resource Disc:** Resources to support teachers and students for each lesson
- **Procedures:** A variety of instructional strategies, performance tasks, activities, formative assessments for students as individual and collaborative learners
- **Individual and Whole Group Reflections:** Opportunities for students to reflect on their learning with Standards, Focus Questions, Procedures and Performance Tasks
- **Modifications and Extensions:** Rigorous standards and opportunities for each student to provide evidence of learning

We are confident that the latest instructional guides from the Transatlantic Outreach Program will help you on your journey to create a classroom learning environment that can “span continents.” Should these materials inspire you to take a workshop leadership role, then we invite you to request a copy of the TOP *Toolkit* for professional development. For more information on leading TOP workshops and all-expenses-paid study tours to Germany, please visit the TOP website at www.goethe.de/top.

Sincerely,

Constance Manter & Jacqueline Littlefield
TOP Toolkit Authorship Team

AUTHOR INTRODUCTION “LET’S EXPLORE MODERN GERMANY”

A parliamentary federal republic of sixteen states with Berlin as its capital and seat of government, the Federal Republic of Germany is situated in the heart of Europe. After reunification on October 3, 1990, it became a founding member of the European Union with the largest population (82 million inhabitants) and the world’s fourth largest economy. Throughout its history, Germany has been a “land of ideas” and creativity.

Let’s Explore Modern Germany: Instructional Strategies for Elementary Educators is designed to provide elementary and middle school social studies teachers with comprehensive lessons on Germany — historical and contemporary — that can be easily integrated into pre-existing curricula.

The book is organized in four sections: Geography, Contemporary Life, History, and the Grimm Brothers and Other Tales. The lesson organization begins with a focus question(s) to guide the instruction. The careful use of the material included in the lesson and the use of the suggested instructional strategies will engage students to talk intelligently about the focus questions. Each lesson is correlated to the revised 2010 NCSS Standards and includes a lesson overview that summarizes the objective of the lesson, pertinent teacher background, a suggested time frame, instructional resources (most of which are easily accessed from the accompanying Instructional Resource Disc), and a detailed lesson procedure. In addition, there is a whole group reflection, which reconnects the student with the focus question(s), lesson modifications and extensions. The lesson design allows the teacher to integrate social studies with literacy, mathematics, and science. The final lesson of the book, “Family Vacation along the German Fairy Tale Road” (4.4) is a culminating lesson designed to integrate the many themes, concepts, and skills introduced in the previous lessons.

The Common Core State Standards in Literacy, adopted by 45 states to be fully implemented in 2014, require students to read more nonfiction and increasingly complex informational texts; to improve their speaking and listening skills; to cite evidence from texts to support arguments in written work; and to expand their academic vocabulary. Students will be expected to work individually and collaboratively to develop and interpret questions and analyze societal issues, trends, and events by applying concepts, knowledge and skills from civics, economics, geography, and history.

The Common Core lays out a vision of what it means to be a literate person in the twenty-first century. The lessons in this book are intended to provide content and understandings as students are actively engaged to read high-quality age-appropriate literary and informational texts that build knowledge, enlarge experience, and broaden worldviews. Through the challenging activities, student will be able to demonstrate the cogent reasoning and use of evidence that is essential to decision-making and responsible global citizenship.

Students in American and Canadian schools need to know far more about Germany and the European Union than can be learned from a chapter in a history textbook. Since the social studies curriculum is crowded with “essential content,” teachers need to determine where and when to stop and have students think about and apply the content they are learning. With the increased pressures to meet the high standards of the Common Core, we believe that *Let’s Explore Modern Germany: Instructional Strategies for Elementary Educators* provides teachers with a rich selection of lessons to challenge their students and better prepare them for college, career and civic life.

Kim D. O’Neil
Gerrit C. Book
Steven A. Goldberg

AUTHOR INTRODUCTION “GERMANY IN FOCUS”

“I was living in Prenzlauerberg [East Berlin] in grade 12 making my Abitur It started with the Monday demonstrations that was a stunning feeling, when you are standing within the masses and you really have the feeling you’re fighting now for something real good. It was something intoxicating. And then the Wall fell.... Well, November 9 was a Thursday and I was sitting with a classmate studying for an exam in history class ... and we listened to Radio DT64 [the GDR youth radio] and then there was the news that Schabowski [government spokesman of the East German government] made this announcement and that the Wall was supposed to be open. I called my mom (who was not at home) and said: “Mom, mom the Wall is open, we need to go.” And she replied: “No child, go back to bed ...” She just didn’t believe me! ... I went to bed to be well-rested the next morning to go to school. And I didn’t have to write the exam anymore, because on that day history class was suspended! The whole curriculum was suspended. In 12th grade the only topic was the history of the SED (Socialist Unity Party of East Germany) and this was sort of suspended on November 9, too...”

-Juliane (age 39) reflects on the excitement of the historic event of November 9, 1989, a memorable day in modern Germany history when *die Mauer* (the Berlin Wall) was opened as a result of a peaceful revolution by the people of the German Democratic Republic, and the process of reunification began.

Germany in Focus: Instructional Strategies for Secondary Educators is designed to provide social studies teachers with comprehensive lessons on Germany — historical and contemporary — that can be easily integrated into pre-existing curricula in world history, geography, comparative government, economics, and sustainability.

The book is organized in seven sections or foci: Geography: Where in the world is Germany? Society: Who are the modern Germans? History: How do Germans face their past? Reunification: What is the legacy of the German Democratic Republic? Political System: What is the social contract between Germans and their government? Economy: What do Germans do for a living? Sustainability: How do Germans try to live in harmony with their environment?

Each focus section begins with excerpts from interviews with a diverse group of Germans which concentrate on a critical question related to the focus topic. Teachers may wish to use these as stimuli to pique student interest in the focus topic. The lesson organization consists of a focus question(s) to guide the instruction. The careful use of the material included in the lesson and the use of the suggested instructional strategies will enable the students to talk intelligently about the focus questions. Each lesson is correlated to the revised 2010 NCSS Standards and includes a lesson overview which summarizes the objective of the lesson, pertinent teacher background, a suggested time frame, instructional resources (most of which will be easily accessed from the accompanying Instructional Resource Disc), and a detailed lesson procedure. In addition, there is a whole group reflection which reconnects the student with the focus question(s), lesson modifications and extensions.

The entire book will be available on the Instructional Resource Disc as a PDF file.

The Common Core State Standards in Literacy, adopted by 45 states to be fully implemented in 2014, require students to read more nonfiction and increasingly complex informational texts; to improve their speaking and listening skills; to cite evidence from texts to support arguments in written work, and to expand their academic vocabulary. As these apply to social studies, students will be expected to work individually and collaboratively to develop and interpret questions and analyze societal issues, trends, and events by applying concepts, knowledge and skills from civics, economics, geography, and history. (Source: *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, p. 4.)

The Common Core lays out a vision of what it means to be a literate person in the twenty-first century. The lessons in this book are intended to provide content and understandings as students are actively engaged to read high-quality literary and informational texts that build knowledge, enlarge experience, and broaden worldviews. Through the challenging activities, student will be able to demonstrate the cogent reasoning and use of evidence that is essential to decision-making and responsible global citizenship.

Students in American and Canadian high schools need to know far more about Germany and the European Union than can be learned from a chapter in a history textbook. Since the social studies curriculum is crowded with “essential content,” teachers need to determine where and when to stop and have students think about and apply the content they are learning. With the increased pressures to meet the high standards of the Common Core, we believe that *Germany in Focus: Instructional Strategies for Secondary Educators* provides teachers with a rich selection of lessons to challenge their students and better prepare them for college, career and civic life.

Steven A. Goldberg / Gerrit C. Book / Kim D. O’Neil

FEATURES AT A GLANCE!

Let's Explore Modern Germany and Germany In Focus

Focus Sections Content

- Contemporary Life
- Culture
- Economy
- Environmental Sustainability
- Geography
- History
- Literature
- Political Systems
- Reunification

Key Components

- Flexibility
- Standards
- Focus Questions
- Lesson Overviews
- Anticipatory Sets
- Teacher Background Information
- Instructional Resource Disc
- Procedures
- Individual & Group Reflections
- Modification & Extensions

Challenging, Innovative & Global Resources

- Engage Students
- Support Teachers
 - Curriculum
 - Instruction
 - Assessment

Engaging Instructional Activities

- Individual & Collaborative Learning
- Literacy Strategies & Skills
- Complex Thinking Skills
 - Reading
 - Writing
 - Researching
 - Listening
 - Speaking
 - Taking Action

Comprehensive Toolkit

- Resources for Professional Development
- Standards Correlation
- Outcomes & Icebreakers
- Instructional Strategies
- TOP Study Tour Application
- Planning Tools

TABLE OF CONTENTS “LET’S EXPLORE MODERN GERMANY”

LET’S EXPLORE 1: GEOGRAPHY

- 1.1 Mapping Germany
- 1.2 Traveling Through Germany Game
- 1.3 Using Latitude and Longitude
- 1.4 Uniting Europe: The European Union
- 1.5 Measuring with Metrics

LET’S EXPLORE 2: CONTEMPORARY LIFE

- 2.1 “Let’s Talk”
- 2.2 “Let’s Eat”
- 2.3 “Let’s Learn”
- 2.4 “Let’s Cycle”
- 2.5 “Let’s Be Green”
- 2.6 “Let’s Be Responsible”
- 2.7 “Let’s Buy”

LET’S EXPLORE 3: HISTORY

- 3.1 Turning Points
- 3.2 Famous Germans
- 3.3 Lessons of the Holocaust
- 3.4 Operation Vittles
- 3.5 Rise and Fall of the Berlin Wall

LET’S EXPLORE 4: GRIMM BROTHERS AND OTHER TALES

- 4.1 Well-known Tale: The Pied Piper of Hamelin
- 4.2 Lesser-known Tale: Herr Korbes
- 4.3 The Adventures of Baron Münchhausen
- 4.4 Family Vacation along the German Fairy Tale Road

TABLE OF CONTENTS “GERMANY IN FOCUS”

FOCUS 1: GEOGRAPHY

- 1.1 Geography of Germany
- 1.2 Geography and FIFA World Cup Soccer
- 1.3 Germany: A Member of the European Union
- 1.4 German Military and International Peacekeeping
- 1.5 Four American Presidents and the Berlin Wall

FOCUS 2: SOCIETY

- 2.1 Immigration and Demographic Diversity
- 2.2 Religion in a Pluralistic Society
- 2.3 Women in German Society
- 2.4 German Education System
- 2.5 Youth in Germany
- 2.6 Germanisms - German Words in the English Language

FOCUS 3: HISTORY

- 3.1 The Brandenburg Gate as a Witness to History
- 3.2 Collective Memory: Memorials and Monuments
- 3.3 Schwarzfahrer: A Case Study in Human Rights
- 3.4 Studying the Holocaust in Germany
- 3.5 November 9 in German History: Why Not a Holiday?
- 3.6 Germans Who Have Contributed to World Civilization

FOCUS 4: REUNIFICATION

- 4.1 Post World War II/Cold War Timeline
- 4.2 We Are the People — Peaceful Revolution in Leipzig 1989
- 4.3 Ostalgie — Remembering Life in the GDR
- 4.4 The Stasi and Espionage in the GDR

FOCUS 5: POLITICAL SYSTEM

- 5.1 German Post-Reunification Timeline
- 5.2 National Identity and National Symbols: Flag and National Anthem
- 5.3 The Bundestag and Germany’s Multiparty Political System
- 5.4 Comparative Study of the Political Systems in the United States and Germany

FOCUS 6: ECONOMY

- 6.1 Transitioning from a Command to a Market Economy
- 6.2 Social Market Economy: Workplace and Social Services
- 6.3 The German Trade Fair: German Products
- 6.4 Apprenticeship Program (Case Studies: Robert Bosch GmbH and Deutsche Bank AG)
- 6.5 Eurozone

FOCUS 7: SUSTAINABILITY

- 7.1 The Dresden Elbe Valley: UNESCO World Heritage Site Status and Economic Decision Making
- 7.2 Germany: A Model of Sustainability
- 7.3 Greening Your School: Shades of Green
- 7.4 SIEMENS: Leading the Way Toward a Low Carbon Economy

SAMPLE COMMON LESSON COMPONENTS

From Tables of Contents to Common Lesson Components

Four American Presidents and the Berlin Wall (Germany in Focus: Focus 1, Lesson 1.5)

Tables of Contents are structured by Focus Sections.

Focus Sections begin with one or more Interview Questions that are followed by responses from Germans who represent a variety of professions and perspectives.

Interview Questions from Focus 1:

- *Do you think that Germany's role in the world has changed since reunification?*
- *What are the major changes and how do you see Germany's role in the world today?*

Lessons include the following Common Components:

- **Title:** Titles Set the Theme: *Four American Presidents and the Berlin Wall*
- **Focus Question(s):** Focus Questions help frame the Lesson: *How are nations connected through international events?*
- **NCSS Curriculum Standard(s):** Each Lesson contains NCSS focus Standards: #2—Time, Continuity and Change, #9—Global Connections (Reference for extended descriptions: ELANCSS-LEG/GIF)
- **Common Core Standards for Literacy in History/Social Studies:** Each Lesson correlates with the Common Standards: RH/SS 3, RH/SS 7, RH/SS 9, WH/SS 9, SL 1 and SL 4 (References for abbreviated and extended descriptions: ALACC-LEG/GIF, ELACC-LEG/GIF)
- **Lesson Overview:** Describes the Lesson's key ideas and tasks in a nutshell.
- **Teacher Background Information:** Provides a volume of basic information that will vary for each Lesson, and may also contain additional references.
- **Time:** Suggests a timeframe to implement Lessons.
- **Instructional Resources:** Provide a range of resources to use and adapt for each Lesson. The resources are located in the Text or Instructional Disc.
- **Procedure:** Includes numerous instructional strategies to implement with students. Each Lesson is organized around Procedures for "Suggested" Days 1, 2, 3., including an **Anticipatory Set**. A wide variety of individual, collaborative, and formative assessment tasks are provided and supported with handouts and other resources.
- **Whole Group Reflections:** Provides various strategies for individual and whole group reflections. Some of the strategies may be presented as formative assessments. Re-visiting and the Focus Question(s) is one of the main purposes of this component.
- **Modifications:** Offer suggestions for making additions or adaptations to the Lesson's Procedures and other components.
- **Extensions:** Provide additional learning opportunities for challenging students and extending the Lesson.

SAMPLE COMMON LESSON COMPONENTS

From Tables of Contents to Common Lesson Components

Schwarzfahrer: A Case Study in Human Rights (Germany in Focus: Focus 3, Lesson 3.3)

Tables of Contents are structured by Focus Sections.

Focus Sections begin with one or more Interview Questions followed by responses from Germans who represent a variety of professions and perspectives.

Interview Question:

- *Do you think that Germany's role in the world has changed since reunification?*
- *What are the major changes and how do you see Germany's role in the world today?*

Lessons include the following Common Components:

- **Title:** Titles set the theme: *Schwarzfahrer: A Case Study in Human Rights*
- **Focus Question(s):** Focus Questions help frame the Lesson: *Why do some people choose to stand up for victims of discrimination, whereas others do not?*
- **NCSS Curriculum Standard(s):** Each Lesson contains NCSS focus Standards: #4 Individual Development and Identity, #5 Individuals, Group, and Institutions (Reference for extended descriptions: ELANCSS-LEG/GIF)
- **Common Core Standards for Literacy in History/Social Studies:** Each Lesson correlates with the Common Standards: RHSS #1, WHSS #2, WHSS #7, and SL #4 (References for abbreviated and extended descriptions: ALACC-LEG/GIF, ELACC-LEG/GIF)
- **Lesson Overview:** Describes the Lesson's key ideas and tasks in a nutshell.
- **Teacher Background Information:** Provides a volume of basic information that will vary for each Lesson, and may also contain additional references.
- **Time:** Suggests a timeframe to implement Lessons.
- **Instructional Resources:** Provide a range of resources to use and adapt for each Lesson. The resources are located in the Text or Instructional Disc.
- **Procedure:** Includes numerous instructional strategies to implement with students. Each Lesson is organized around Procedures for "Suggested" Days 1, 2, 3..., including an **Anticipatory Set**. A wide variety of individual, collaborative, and formative assessment tasks are provided and supported with handouts and other resources.
- **Whole Group Reflections:** Provides various strategies for individual and whole group reflections. Some of the strategies may be presented as formative assessments. Re-visiting and the Focus Question(s) is one of the main purposes of this component.
- **Modifications:** Offer suggestions for making additions or adaptations to the Lesson's Procedures and other components.
- **Extensions:** Provide additional learning opportunities for challenging students and extending the Lesson.