
DRAWER 4: SECTION 3

TOOLS FOR DESIGNING AGENDAS

- **Short Strategies and Icebreakers**

- *And the Question is...*
- *Germany Bingo*
- *Postcards from Berlin*
- *Tables of Contents – Explorations!*
- *Teaching Modern Germany – Quick Questions*
- *Thinking Inside the Boxes – A Synectic*
- *Visuals from Germany! Connecting Dots...*
- *What's Hot? Common Challenges*
- *When a Word is Enough*
- *Why Study Modern Germany? Now It's Your Turn!*

- **Modified Lesson Strategies**

- *Four American Presidents and the Berlin Wall – Notable Quotes*
- *Schwarzfahrer – A Case Study in Human Rights*
 - *People Watching*
 - *20 Questions*
- *The Pied Piper of Hamelin: Hear Ye... Hear Ye... Headlines Wanted!!*
- *Turning Points – A Cold War Timeline*
- *You Are What You Eat!*

SHORT STRATEGY/ ICEBREAKER

And the Question is...

These essential questions, modified from Let's Explore Modern Germany and Germany In Focus, are universal.

Purposes:

- Serve as seat cards and discussion starters.
- Demonstrate examples of questions posed in a variety of lessons.

Directions:

Options:

1. Post a question/quote. Ask participants to discuss with a partner.
2. Use as a starter for a broader discussion of the question/quote.
3. Use as a short strategy to preface a specific modified strategy.

Questions/ Quotes

- What makes someone famous?
- What things in your life would you refuse to give up even if your life was threatened?
- Are there circumstances when it is all right to back out on a promise that one has made?
- In what ways have geographic features made a difference in history and people's lives?
- Can Europe be compared in any way to the United States?
- How might a country such as Germany benefit from being in the European Union? What might the drawbacks be?
- How does knowing something about a language help us learn a culture?
- What does possessing citizenship mean to an individual?
- What does it mean to be German? An American?
- How might buildings and other public sites in a community reflect the values and history of the community?
- What do the memorials and monuments in our capital say about our values and history?
- What criteria are/should be used to designate a national day?
- In what ways do individuals influence the times in which they live?
- How has avid disobedience been used throughout history to effect change?
- How do our past experiences shape our personalities?
- How does a flag come to represent a nation?
- How does this statement "ring a bell" for you?
 - *A person is only forgotten if his name is forgotten.* (Gunter Demnig)
 - *Tolerance should be a temporary attitude: it must lead to recognition. To tolerate means to offend.* (Goethe)
 - *He who doesn't know foreign languages doesn't know his own.* (Goethe)
 - *Every choice has a second-best option which must be given up, and that's the opportunity lost.* (not provided)

SHORT STRATEGY/ ICEBREAKER

Germany Bingo

Purposes:

- Meet other participants
- Tap prior knowledge about Germany

Directions: Find a different person to answer each question and initial the box.

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| 1 Who is the current Chancellor of Germany? | 2 What is the significance of November 9, 1989? | 3 What is a well-known product made in Germany? |
| 4 Who has German ancestry? | 5 What is the name one German "Land" (state)? | 6 What is the significance of October 3, 1990? |
| 7 What is the European Union currency? | 8 What is a popular German food that you like? | 9 Who has visited Germany? |

Goal: Fill in all the boxes and win a prize!

SHORT STRATEGY/ ICEBREAKER

German Bingo: Answer Key

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| <p>1</p> <p>Who is the current Chancellor of Germany?</p> <p><i>Angela Merkel (2005). Future answers will vary.</i></p> | <p>2</p> <p>What is the significance of November 9, 1989?</p> <p><i>Opening of the Berlin Wall</i></p> | <p>3</p> <p>What is a well-known product made in Germany?</p> <p><i>Answers will vary.</i></p> |
| <p>4</p> <p>Who has German ancestry?</p> <p><i>Answers will vary.</i></p> | <p>5</p> <p>What is the name one German "Land" (state)?</p> <p><i>Baden-Württemberg, Bavaria, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Lower Saxony, Mecklenburg-Vorpommern, North Rhine-Westphalia, Rhineland-Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein, Thuringia</i></p> | <p>6</p> <p>What is the significance of October 3, 1990?</p> <p><i>Day of German Unification</i></p> |
| <p>7</p> <p>What is the European Union currency?</p> <p><i>Euro</i></p> | <p>8</p> <p>What is a popular German food that you like?</p> <p><i>Answers will vary.</i></p> | <p>9</p> <p>Who has visited Germany?</p> <p><i>Answers will vary.</i></p> |

SHORT STRATEGY/ ICEBREAKER

Postcards from Berlin

Purpose:

- Use images to pique interest and tap prior knowledge.

Directions:

1. Each participant will receive a “Postcard.”
2. Instruct the group that they have been on vacation and picked up the Postcard in a gift shop.
3. Ask them to write a note to someone about the “story behind” the image addressing the following questions.
 - a. What do you see in this photo?
 - b. About when was it taken?
 - c. Why is it a significant historic photo?
4. When done, share the Postcard with someone who has an image of a different place; and/or
5. Find a person who has the same image for a different time period. Compare your Postcards and messages discussing what is similar and what is different.

Modifications:

#1

- Select one set of Postcards and print copies so each participant gets one Postcard.
- Each participant should find a person who has a Postcard from a different time period and tell the story behind the Postcard: What do you see in this photo? Approximately when was the picture taken? What is similar? Different?

#2

- Hang Postcard images around the room. Divide the participants into 10 groups and assign an image.
- Each group should examine the assigned image and answer the questions given above.
- Groups should rotate through all the images; answering the questions.
- If time, answers to the questions for each image can be shared.

#3

- Distribute a Postcard from Berlin to each participant.
- Each participant has 1 minute to complete a Berlin Postcard Mad-Lib.
- Each participant then finds a person with a different photo and shares their Berlin Mad-Libs! 1 minute per person.

Image information: All Sourced images are in the public domain.

Brandenburg Gate:

- 1945 – British soldiers queue for tea at NAAFI Mobile Canteen No. 750 beside the Brandenburg Gate, Berlin. This van was the first mobile NAAFI to operate in Berlin.
- 1983 – Brandenburg Gate with the Berlin Wall.

Potsdamer Platz

- 1961 – Border fortifications of the Berlin Wall at Potsdamer Platz with “Haus Vaterland” in the background of the right. Department of Defense.
- 2004 – Potsdamer Platz, Berlin (bird’s eye view). Author: Michael J. Zirbes.

Checkpoint Charlie

- 1961 – Soviet tanks face U.S. tanks at Checkpoint Charlie.
- 2003 – The Checkpoint Charlie Memorial Site in Berlin.

Reichstag

- 1945 – The Reichstag after its capture by the Soviet troops.
- 2007 – View of the Reichstag. Author: Jürgen Matern

Berlin Wall

- 1961 – Waving over the Berlin Wall. Library of Congress Author: Dan Budnik
- 1989 – Berlin Wall as seen from West Berlin. Author: Yuriy Somov

Note: Hallo = Hello, Bis bald = See you soon, An = To

Berlin Postcard Mad-Libs

Cheers from Berlin!

Wish you could have been here when I found this Postcard!

I think this is a photo of


It was probably taken around

It is a significant historic photo because it shows

.....

.....

Globally yours,



Cheers from Berlin!

Wish you could have been here when I found this Postcard!

I think this is a photo of


It was probably taken around

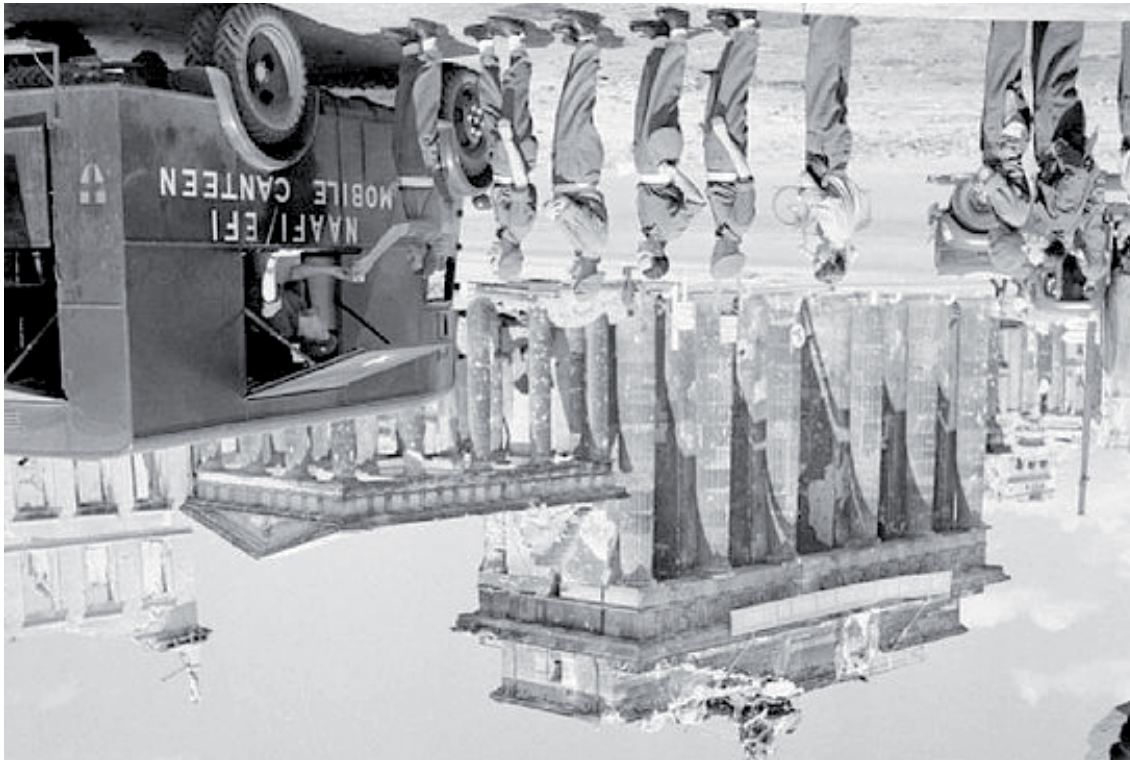
It is a significant historic photo because it shows

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Globally yours,





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Hallo,

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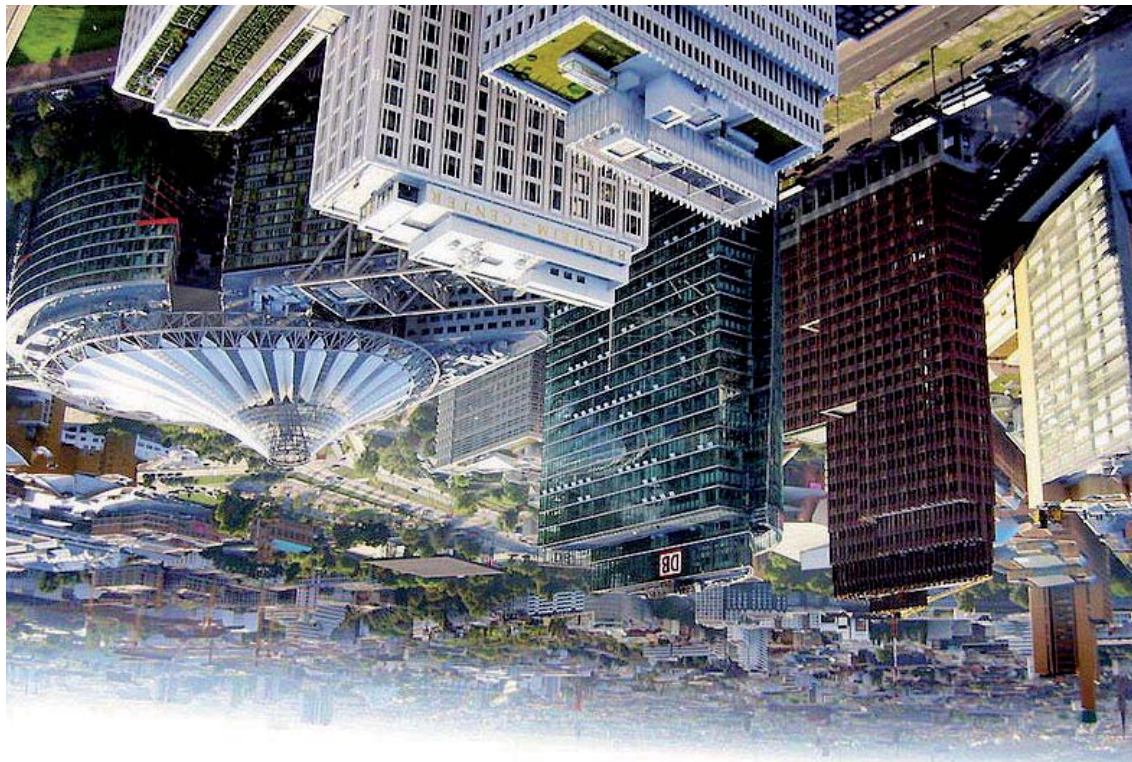
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Fold here

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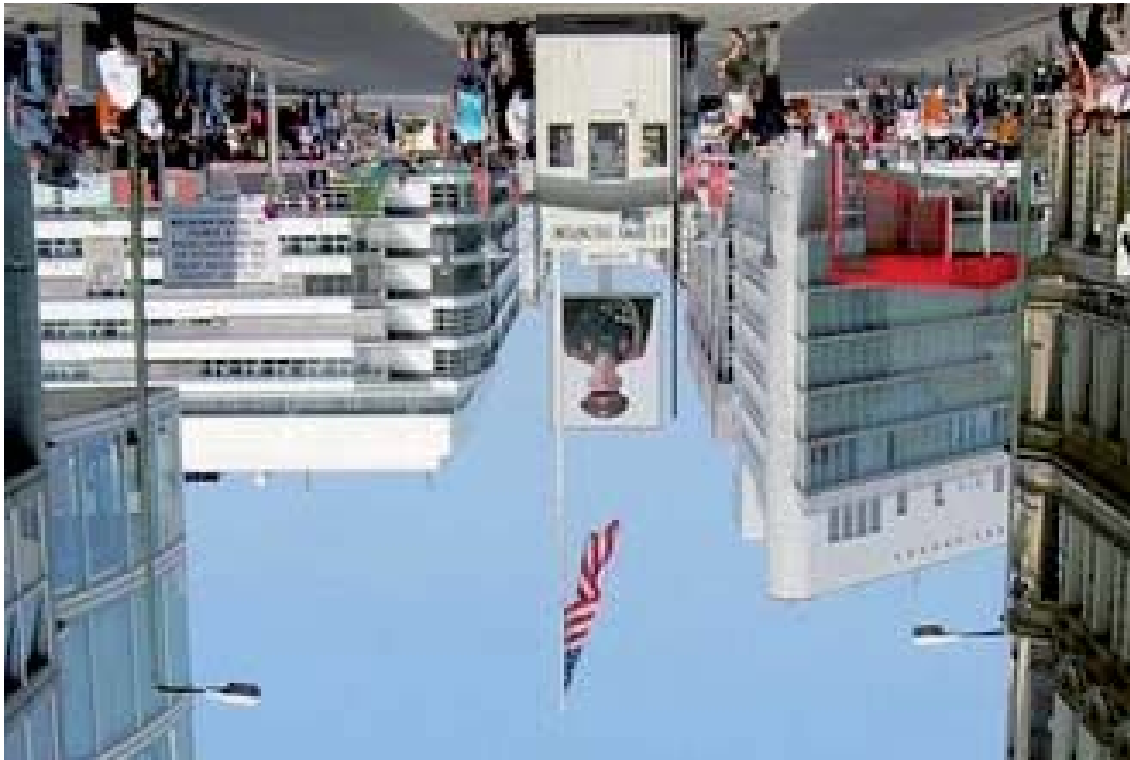
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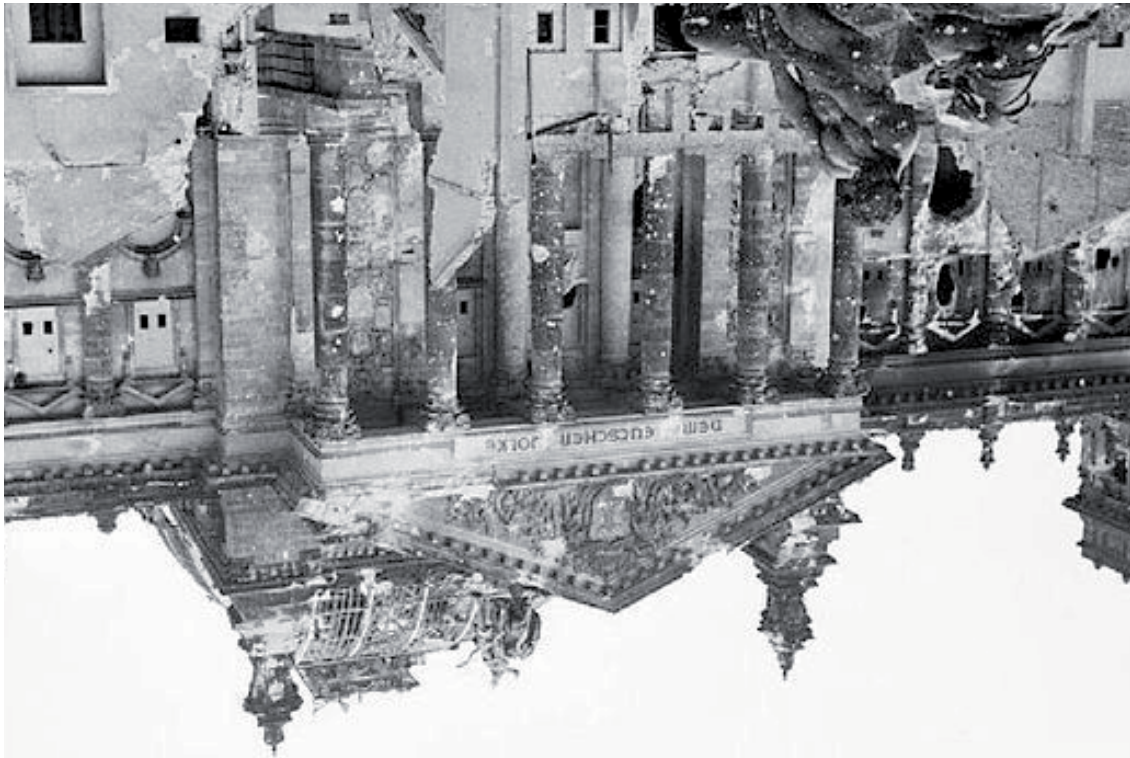
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SHORT STRATEGY/ ICEBREAKER

Tables of Contents – Explorations!

Purposes:

- Introduce *Instructional Strategies* using the Tables of Contents.
- Peak interest and make initial connections with local curriculum.

Directions:

1. Copy question slips and cut apart.
2. Ensure that each participant has a copy or access to one of the Tables of Contents.
3. Ask participants to divide into groups of four.
4. Distribute four question slips to each group.
5. Each group member examines a Table of Contents and responds to one of the questions in writing.
6. Group members share responses.

Alternative Suggestions:

- Place questions on chart papers around the room and have individuals post their responses. A representative for each chart shares a few responses.
- Individual participants respond to each question and share with a colleague.



| |
|---|
| Which lesson surprises you and why? |
| Which lesson would you really like to do with your students and why? |
| Which lesson would your students like the most and why? |
| Which lesson would you need more background information and why? |



| |
|---|
| What lesson surprises you and why? |
| Which lesson would you really like to do with your students and why? |
| Which lesson would your students like the most and why? |
| Which lesson would you need more background information and why? |



| |
|---|
| What lesson surprises you and why? |
| Which lesson would you really like to do with your students and why? |
| Which lesson would your students like the most and why? |
| Which lesson would you need more background information and why? |



SHORT STRATEGY/ ICEBREAKER**Teaching Modern Germany – Quick Questions****Purpose:**

- Tap interest and background knowledge.

Directions:

1. Copy and cut apart the question strips.
2. Distribute one strip to each person.
3. Ask them to think about the question they received and write a response to the questions
4. Direct them to share their question and response with a neighbor. If time allows, the sharing can be in groups of four.
5. After the sharing randomly ask the whole group for a few responses to each questions.

Optional: Label four charts with one question each. Have participants post their strips on the appropriate chart.



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| When I think of modern Germany, I think of... |
| Modern Germany is global because... |
| Students should learn about modern Germany because... |
| One thing I would like to learn about modern Germany... |



| |
|---|
| When I think of modern Germany, I think of... |
| Modern Germany is global because... |
| Students should learn about modern Germany because... |
| One thing I would like to learn about modern Germany... |



SHORT STRATEGY/ ICEBREAKER**Thinking Inside the Boxes - A Synectic****Purposes:**

- Provides an opportunity for small groups of people to make some “strange” connections and start conversations related to a designated topic.
- Encourages thinking ‘outside’ the boxes.

Directions:

1. Form groups of four participants.
2. Distribute 1 sheet of large chart paper to each group with a magic marker.
3. Each group should create a chart with four boxes.
4. Ask the whole group for four common nouns and insert one in each box. All groups use the same nouns.
5. Once the nouns are in the boxes, the facilitator writes and then asks the essential question... “How is Modern Germany like...?”
6. Each group writes at least three responses for each noun. (5 minutes)
7. Ask each group for their favorite response. This is a quick round robin.

Example:

| | |
|---------|---------|
| PIZZA | DOGS |
| VEGGIES | FLOWERS |

SHORT STRATEGY/ ICEBREAKER

Visuals from Germany! Connecting Dots...

Purposes:

- Showcase some of TOP products.
- Whet your 'whistle'!

Directions:

1. Post several Political Maps of Germany and/or Germany Cultural Collages around room.
2. Give each participant a sticky dot.
3. Ask participants to find a partner.
4. The pair should place their dots on –
 - a. A location or person on the map/ collage they each would like to visit and,
 - b. Discuss the reasons for the placement of the dots.

Ordering Information:

Use the online materials request form to order enough Political Maps of Germany and Germany Cultural Collages for distribution to each workshop participant. (www.goethe.de/top)

SHORT STRATEGY/ ICE BREAKER

What's HOT? Common Challenges

Purposes:

- Tap interest and prior knowledge.
- Provide an open-ended question to 'Get the Ball Rolling'!
- Engage participants in brief conversations before the session begins using 'Seat Cards'.

Directions:

- The Essential Question: *What are two **Common Issues** that will continue to **Challenge** both Germany and the US?*
- Cut and place 'Seat Cards' with the Essential Question on each chair for participants.
- Participants respond to the Question, find a colleague in the room to share and discuss responses.



| | |
|---|---|
| <p>What are two common issues that continue to challenge both Germany and the US?</p> | <p>What are two common issues that continue to challenge both Germany and the US?</p> |
| <p>What are two common issues that continue to challenge both Germany and the US?</p> | <p>What are two common issues that continue to challenge both Germany and the US?</p> |
| <p>What are two common issues that continue to challenge both Germany and the US?</p> | <p>What are two common issues that continue to challenge both Germany and the US?</p> |
| <p>What are two common issues that continue to challenge both Germany and the US?</p> | <p>What are two common issues that continue to challenge both Germany and the US?</p> |

SHORT STRATEGY/ ICEBREAKER

When a Word is Enough

Purposes:

- Tap interest and background knowledge.
- Use as an icebreaker when participants are waiting for a session to start.

Directions:

- Print and cut apart the Word Cards (enough for all seats in the venue).
- Place one Word Card on each seat.
- Invite participants to find someone else with the same Word Card and to then introduce themselves.
- Partners should define the word using the provided sentence as a clue.
- If time allows, select random pairs to share their word, sentence, and definition.

Note: This strategy is a good companion to the online game *Save Our Schule*.

Bicycle – Fahrrad

Birthday – Geburtstag

Cat – Katze

Children – Kinder

City – Stadt

Classroom – Klassenzimmer

Doctor – Arzt

Dog – Hund

Father – Vater

Food – Lebensmittel

Fruit – Obst

Game – Spiel

Head – Kopf

House – Haus

Hospital – Krankenhaus

Store – Laden

Mother – Mutter

Nurse – Krankenschwester

Police Officer – Polizist

School – Schule

Teacher – Lehrer

Train – Eisenbahn

Train Station – Bahnhof

Vegetable – Gemüse



| | |
|---|---|
| <p style="text-align: center;">Mutter</p> <p>As they climbed onto the school bus, the children said goodbye to their Mutter and father.</p> | <p style="text-align: center;">Vater</p> <p>My Vater and mother moved into this house just before I was born.</p> |
| <p style="text-align: center;">Hund</p> <p>The Hund barked as the car turned into the driveway.</p> | <p style="text-align: center;">Stadt</p> <p>Berlin is a Stadt located in the northeastern part of Germany.</p> |
| <p style="text-align: center;">Schule</p> <p>The teachers and students are proud of their Schule.</p> | <p style="text-align: center;">Haus</p> <p>Our Haus is located on a quiet street away from traffic.</p> |
| <p style="text-align: center;">Klassenzimmer</p> <p>Our third grade Klassenzimmer has windows overlooking the playground.</p> | <p style="text-align: center;">Geburtstag</p> <p>Mary had a party for her seventh Geburtstag.</p> |



| | |
|---|---|
| <p>Katze</p> <p>The Katze tried to catch the mouse, but it got away!</p> | <p>Krankenhaus</p> <p>John went to the Krankenhaus for x-rays after he broke his arm.</p> |
| <p>Krankenschwester</p> <p>A Krankenschwester assisted the doctor as she set John's broken arm.</p> | <p>Polizist</p> <p>The Polizist tried to catch the robber.</p> |
| <p>Eisenbahn</p> <p>In Germany many people ride the Eisenbahn instead of driving a car.</p> | <p>Kopf</p> <p>The wind was blowing so strong, Fred couldn't keep his hat on his Kopf.</p> |
| <p>Arzt</p> <p>The Arzt operated on George to remove his appendix.</p> | <p>Gemüse</p> <p>This summer I'm going to plant a Gemüse garden with peas, corn and squash.</p> |



| | |
|--|---|
| <p>Obst</p> <p>An apple is a type of Obst.</p> | <p>Bahnhof</p> <p>We went to the Bahnhof to get a rail pass.</p> |
| <p>Lehrer</p> <p>My math Lehrer is helping me study for the upcoming exam.</p> | <p>Fahrrad</p> <p>I learned to ride a Fahrrad without the use of training wheels.</p> |
| <p>Kinder</p> <p>For many Kinder, recess is their favorite time of the school day!</p> | <p>Lebensmittel</p> <p>We went to the grocery store to buy Lebensmittel.</p> |
| <p>Spiel</p> <p>Monopoly is my favorite board Spiel.</p> | <p>Laden</p> <p>We went to the grocery Laden to buy food.</p> |

SHORT STRATEGY/ ICEBREAKER

Why Study Modern Germany? Now It's Your Turn!

Purposes:

- Tap interest and prior knowledge.
- Provide teacher background information.

Directions:

1. There are ten different reason statements. Copy and cut apart.
2. Give each participant one "Why Study Modern Germany? - Now It's Your Turn!" reason statement.
3. Ask participants to complete the "Give another reason..." statement.
4. Participants will also create a bumper sticker to accompany one of the reasons.
5. Participants should find someone with different "Now It's Your Turn!" reason statement and share reasons and bumper stickers!
6. Distribute *Why Study Modern Germany?* background information to participants.



#1

Why Study Modern Germany?

Here is one reason...

*Germany is a prime mover in European integration.***Now It's Your Turn**

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.

#2

Why Study Modern Germany?

Here is one reason...

*Germany is geographically located in the center of Europe with political, economic, and social windows that open East and West.***Now It's Your Turn**

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.



#3

Why Study Modern Germany?

Here is one reason...

Germany is an industrial giant in Europe and one of the three leading exporting nations in the world.

Now It's Your Turn

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.



#4

Why Study Modern Germany?

Here is one reason...

Germany can be studied as a model of post-World War II reconstruction and a microcosm of Cold War conflict.

Now It's Your Turn

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.





#5

Why Study Modern Germany?

Here is one reason...

*Germany serves as a model for emerging nations and for Europe.***Now It's Your Turn**

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.

#6

Why Study Modern Germany?

Here is one reason...

*Germany has provided a legacy of literary and political thought that has impacted the evolution of Western Civilization.***Now It's Your Turn**

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.



#7

Why Study Modern Germany?

Here is one reason...

*Germany is the ancestral home to millions of immigrants to the United States.***Now It's Your Turn**

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.

#8

Why Study Modern Germany?

Here is one reason...

*Germany for many years a "non-immigration" country, now must learn to deal with increasing problems with alien minorities.***Now It's Your Turn**

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.



#9

Why Study Modern Germany?

Here is one reason...

Germany and the United States have common problems; a comparative analysis can help both nations find appropriate solutions.

Now It's Your Turn

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.



#10

Why Study Modern Germany?

Here is one reason...

Germany offers a case study in contrast and contradiction – it has freely offered the world its people and its artistic scientific genius; it has also been at the source of devastating war and unparalleled genocide.

Now It's Your Turn

Give another reason...

Bonus! Create a "snappy" bumper sticker for Modern Germany and post.



SHORT STRATEGY/ ICEBREAKER

Why Study Germany? Now It's Your Turn

Background Information

The study of Germany within the European Union is crucial for social studies classes in U.S. schools for at least ten good reasons (although almost any one of them will do by itself).

1. **Germany Is a Prime Mover in European Integration:** West Germany has been a prime mover and promoter of European Union ever since the inception of the European Community in 1957. In 2004, when the train of European unity was threatened with derailment, the now-united Germany got it back on track. The new Germany favors a Europe of diverse identities and traditions, a "cathedral with many chapels". Its neighbors and partners agree with the strategy of having a European Germany, not a German Europe, emerge at the end of the Cold War and German unification.
2. **Germany is geographically located in the center of Europe with political, economic, and social windows that open East and West:** Germany is located at the very center of the continent of Europe. It is the country with the greatest number of neighbors, nine altogether: Poland and the Czech Republic to the east and southeast, Austria and Switzerland to the south, France, Luxembourg, Belgium, and the Netherlands to the west, and Denmark to the north. The latter five countries are currently members of the European Community. Two of the other four, Austria and Switzerland, are predominantly German speaking, and the remaining two, Poland and the former Czechoslovakia, are former Communist countries with a long tradition of cross-fertilization with German culture.
3. **Germany is an industrial giant in Europe and one of the three leading exporting nations in the world:** Germany is the largest economy in Europe and, in proportion to its size and population, the leading export nation in the world. The United States and Japan, both considerably larger states (by three times and one and one-half times, respectively), export significantly less. Like Japan, though, Germany is highly dependent on other countries for raw materials, energy, and a good portion of its highly skilled labor force.
4. **Germany can be studied as a model of post World War II reconstruction and a microcosm of Cold War conflict:** Germany's recovery, after total defeat and destruction in World War II, is exemplary and a thought-provoking case study by itself or in comparison to Japan, a country allied to Germany during the war that was defeated and later reconstructed with the intervention of the United States. Both countries rose from the ashes to become the principal U.S. competitors. Germany, the frontier country during the Cold War, was a symbol of the division of the world and of Europe, epitomized by the Berlin Wall (1961-89) and of the Western resolve to withstand Soviet Russia's expansion. The Berlin Airlift of 1948-49, conducted by the U.S. Air Force after a Soviet blockade of the city, as well as the stationing of hundreds of thousands of U.S. and NATO troops at the continental divide on German soil for the past fifty years, have united people in Germany and the United States in a common pursuit of their foreign and security policies.
5. **Germany serves as a model for emerging nations and for Europe:** Uniting two parts of a country that had forcefully been kept apart for more than forty years is a rare political, social, economic, and cultural experiment. Other still-divided nations (such as China, Korea, Lebanon, and Cyprus) as well as those now emerging out of the breakdown of former empires, are concerned observers of the German unification process. Will it be possible to let "grow together what belongs together," in the words of former West German Chancellor Willy Brandt, in one generation's lifetime?¹ How will Germany handle its dual legacy of totalitarian episodes, one fascist, and one communist? Will Germany's new muscle evoke old fears of a hegemonic threat to Europe, or even the world? Most importantly, German unification – its speed, cost, and rate of success – will teach us something about the prognosis of European unification.

¹From a television interview with former Chancellor Willy Brandt at the opening of the Brandenburg Gate on November 9, 1989

6. **Germany has provided a legacy of literary and political thought that has impacted the evolution of Western Civilization:** To study major cultural developments of Europe and the United States, it is not enough to look to British and French traditions, as is often done in schools in the United States. Significant contributions to our understanding of the world, to the arts and music, and to science and technology, have their origins in the German-speaking countries. Famous Germans who excelled in their respective disciplines and who deserve further investigation in the context of a number of subject matters and school activities include the following: philosophers (Kant, Hegel, Nietzsche, Freud, Marx); the Protestant theologian and reformer Martin Luther; classical poets and dramatists (Goethe, Schiller); Nobel Prize for literature recipients (Hauptmann, Mann, Grass, and Hesse); musicians (Bach, Handel; Haydn, Mozart, Beethoven, Schubert, Wagner, Strauss); painters (Dürer, Friedrich, Beckmann, Kollwitz); architects (Schinkel, Gropius); mathematicians (Gauss, Frege); scientists (Koch, Virchow, Einstein, Heisenberg) and engineers (Daimler, Roebing, Porsche, and von Braun).
7. **Germany is the ancestral home to millions of immigrants to the United States:** Germany is the country of origin of many American citizens. The first Germans were craftsmen who arrived in 1608 at Jamestown, Virginia. They were the forerunners of 8 million immigrants from German-speaking countries or regions, the majority of whom came before World War I. Germany's 1930s "brain-drain" of 100,000 intellectuals and artists, many of them Jewish, who fled Hitler's dictatorship, also greatly enriched U.S. culture. Germans significantly enriched U.S. culture, especially in preschool (kindergarten) and higher education (primarily through the forced exile of German-Jewish academicians during the 1930's who found new homes at universities and colleges in the United States). The Johns Hopkins University in Baltimore, Maryland, was founded in 1876 on the model of a German research university, the Humboldt University of Berlin. Today, approximately one-fourth of all U.S. citizens trace their ancestry, at least partially, to German roots.
8. **Germany, for many years a "non-immigration" country, now must learn to deal with increasing problems with alien minorities:** The United States and Canada have been called classical immigration countries. They have championed, with pride, their respective melting pot and mosaic models and heritages of assimilation and acculturation of immigrants. Officially, Germany has been a "non-immigration" country, with a largely homogeneous society and compatibly diverse cultural traditions. Inquiring into the validity of these traditional assumptions is appropriate for kindling student interest. Rising problems with increasing, and progressively more fragmented, alien minorities in both the United States and Germany will lead to useful comparisons that will help students understand the origins of prejudice, hate and xenophobia, as well as the unavoidability of cultural exchange.
9. **Germany and the United States have common problems; a comparative analysis can help both nations find appropriate solutions:** Unmasking stereotypes is a crucial step toward international understanding. The images of Germany in the United States and, conversely, of the United States in Germany lend themselves to a study of stereotypes and their origins because both nations have been linked in many ways over the past 220 years. Immigration, travelogues, and tourism in one direction, and occupation, more tourism, and decades of Hollywood films and television series in the other, have created stereotypical images of the two countries in their respective populations.
10. **Germany offers a case study in contrast and contradiction – it has freely offered the world its people and its artistic and scientific genius; it has also been at the source of devastating war and unparalleled genocide:** Germany has freely offered the world its people and its artistic and scientific genius. The country has also been at the source of devastating war and unparalleled genocide. It is a case study in contrast and contradictions, in confrontation and reconciliation, in nationalistic isolation and international cooperation. 'Germany today means Goebbels and Goethe, Hitler and Hoelderlin, Eichmann and Einstein. Germany produced the rockets that destroyed part of London and Coventry and "the ultimate driving machines." It built the Berlin Wall and tore down the Iron Curtain and the borders between the countries of Western Europe. Its long history is checkered and still not very well understood, but for more than half a century the Federal Republic has been a model of stability and peaceful coexistence.

Written by: Mike McKinnon, Curriculum Coordinator for Social Studies and Foreign Language, Janesville School District, Janesville, Wisconsin.

MODIFIED LESSON STRATEGY

Four American Presidents and the Berlin Wall: Notable Quotes

Purposes:

- Connect selected Standards with various Lessons.
- Engage participants using instructional strategies and resources modified from a Lesson: *Germany in Focus, 1.5*.

Directions: Here are two Options that address the standards and purposes.

Option 1

1. Read aloud the first sentence from the *Lesson Overview* for 1.5
2. Participants 'count off' 1, 2, 3, 4.
3. "Focus Speaker Analysis" Assign speech excerpts as follows: 1's = Kennedy, 2's = Reagan, 3's = Clinton, 4's = Obama.
4. Distribute *Speech Excerpts* to each participant.
5. Post the Essential Question: **What makes these Quotes Notable?**
6. Participants view video clips of excerpts of key quotes from each President's speech focusing on their "Focus Speaker's" quotes. (See information about the clips below.)
7. Participants find a partner who has a different "Focus Speaker."
8. Each partner takes two minutes to tell **What makes these Quotes Notable?** After each person has 'presented', the pair is free to ask questions and discuss how they might adapt an instructional strategy like this with their students.

Option 2

1. Read aloud the first sentence from the *Lesson Overview* for 1.5.
2. Form groups of 4 participants to create Jigsaw Teams.
3. Distribute copies of all speeches to each group. The groups assign each member a President and distribute the speeches: Kennedy, Reagan, Clinton, or Obama.
4. Participants view video clips of excerpts of key quotes from each President's speech focusing on an assigned President's quotes. (See information about the clips below.)
5. Each participant peruses his/her President's speech and selects another 'Notable Quote' that makes the speech memorable.
6. Each group convenes and each member of the group briefly addresses the question: **Why is the 'other quote' that I selected Notable?**
7. After completing this Jigsaw Strategy, participants may offer adaptations of this learning experience to implement with their students.

Notes for both Options:

- * Time spans for each segment may vary according to the length of an entire agenda.
- * An alternative for this Strategy is to use a selected task from 1.5.7 - Speech Analysis Worksheet found on the Instructional Resource Disc.
- * Video clips are available in the *Toolkit: Tools for Enhancing Agendas*.

Four American Presidents and the Berlin Wall: Notable Quotes

Video Clip Information

Kennedy – <http://www.youtube.com/watch?v=hH6nQhss4Yc>#1 – “Two thousand years ago...*Ich bin ein Berliner*.” (Clip time - 0:00-0:28)#2 – “Freedom is indivisible... *Ich bin ein Berliner*.” (Clip time - 3:24-4:42)**Reagan** – <http://www.youtube.com/watch?v=5MDFX-dNtsM>

#1 – “General Secretary Gorbachev...tear down this wall!” (Clip time – 11:15-12:12)

#2 – “ As I looked out a moment ago...cannot withstand freedom.” (Clip time – 24:33-25:14)

Clinton – <http://www.youtube.com/watch?v=3OsM37P2Lk8>

#1 – “We stand together...also stand in Berlin.” (Clip time – 0:25–1:45)

#2 – “Moments ago...Berlin is free.” (Clip time – 7:43-9:17)

Obama – <http://www.youtube.com/watch?v=9IEfN6ax3D4>

#1 – “This city of all cities...world might be remade.” (Clip time – 3:20-4:27)

#2 – “Look at Berlin, where the bullet...time in human history.” (Clip time – 7:24-8:56)

SAMPLE MODIFIED LESSON OPTION # 1 – FOCUS SPEAKER ANALYSIS**Speech Excerpts****1. JOHN F. KENNEDY SPEECH****Date: June 26, 1963**

Two thousand years ago the proudest boast was “civis Romanus sum.” Today, in the world of freedom, the proudest boast is “Ich bin ein Berliner.

Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one and this country and this great Continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words “Ich bin ein Berliner.”

2. RONALD REAGAN SPEECH**Date: June 12, 1987**

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall! [...]

As I looked out a moment ago from the Reichstag, that embodiment of German unity, I noticed words crudely spray-painted upon the wall, perhaps by a young Berliner: “This wall will fall. Beliefs become reality.” Yes, across Europe, this wall will fall. For it cannot withstand faith; it cannot withstand truth. The wall cannot withstand freedom.

3. BILL CLINTON SPEECH**Date: July 12, 1994**

We stand together where Europe’s heart was cut in half and we celebrate unity. We stand where crude walls of concrete separated mother from child and we meet as one family. We stand where those who sought a new life instead found death. And we rejoice in renewal. Berliners, you have won your long struggle. You have proved that no wall can forever contain the mighty power of freedom. Within a few years, an American President will visit a Berlin that is again the seat of your government. And I pledge to you today a new American Embassy will also stand in Berlin.

Moments ago, with my friend Chancellor Kohl, I walked where my predecessors could not, through the Brandenburg Gate. For over two centuries in every age, that gate has been a symbol of the time. Sometimes it has been a monument to conquest and a tower of tyranny. But in our own time, you, courageous Berliners, have again made the Brandenburg what its builders meant it to be, a gateway. Now, together, we can walk through that gateway to our destiny, to a Europe united, united in peace, united in freedom, united in progress for the first time in history. Nothing will stop us. All things are possible. *Nichts wird uns aufhalten. Alles ist möglich. Berlin ist frei.* Berlin is free.

4. BARACK OBAMA SPEECH

Date: July 24, 2008

...This city, of all cities, knows the dream of freedom. And you know that the only reason we stand here tonight is because men and women from both of our nations came together to work, and struggle, and sacrifice for that better life.

Ours is a partnership that truly began sixty years ago this summer, on the day when the first American plane touched down at Tempelhof.

On that day, much of this continent still lay in ruin. The rubble of this city had yet to be built into a wall. The Soviet shadow had swept across Eastern Europe, while in the West, America, Britain, and France took stock of their losses, and pondered how the world might be remade.

Look at Berlin, where the bullet holes in the buildings and the somber stones and pillars near the Brandenburg Gate insist that we never forget our common humanity.

People of the world - look at Berlin, where a wall came down, a continent came together, and history proved that there is no challenge too great for a world that stands as one.

Sixty years after the airlift, we are called upon again. History has led us to a new crossroad, with new promise and new peril. When you, the German people, tore down that wall - a wall that divided East and West; freedom and tyranny; fear and hope - walls came tumbling down around the world. From Kiev to Cape Town, prison camps were closed, and the doors of democracy were opened. Markets opened too, and the spread of information and technology reduced barriers to opportunity and prosperity. While the 20th century taught us that we share a common destiny, the 21st has revealed a world more intertwined than at any time in human history.

SAMPLE MODIFIED LESSON OPTION # 2 – JIGSAW ACTIVITY

JOHN F. KENNEDY SPEECH

President: John F. Kennedy

Date: June 26, 1963

In 1961, the Soviets built the Berlin Wall in response to the large number of people who fled Soviet Bloc for the West through Berlin. An arms buildup in Cuba in 1962 (the Cuban Missile Crisis) nearly resulted in a nuclear war between the United States and the Soviet Union. But when President John F. Kennedy came to Berlin in 1963, the Cold War had entered a period of détente. His speech, delivered in front of the West Berlin city hall, is often considered a turning point in the Cold War because, for the first time, the United States implicitly recognized the separation between East and West Berlin. President Kennedy delivered this memorable speech above all the noise, concluding with the now famous ending.

Two thousand years ago the proudest boast was “civis Romanus sum.” Today, in the world of freedom, the proudest boast is “Ich bin ein Berliner.”

I appreciate my interpreter translating my German!

There are many people in the world who really don't understand, or say they don't, what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. *Lass' sie nach Berlin kommen.* Let them come.

Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. I want to say, on behalf of my countrymen, who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance, the story of the last 18 years. I know of no town, no city, that has been besieged for 18 years that still lives with the vitality and the force, and the hope and the determination of the city of West Berlin. While the wall is the most obvious and vivid demonstration of the failures of the Communist system, for all the world to see, we take no satisfaction in it, for it is, as your Mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together.

What is true of this city is true of Germany--real, lasting peace in Europe can never be assured as long as one Ger-

man out of four is denied the elementary right of free men, and that is to make a free choice. In 18 years of peace and good faith, this generation of Germans has earned the right to be free, including the right to unite their families and their nation in lasting peace, with good will to all people. You live in a defended island of freedom, but your life is part of the main. So let me ask you as I close, to lift your eyes beyond the dangers of today, to the hopes of tomorrow, beyond the freedom merely of this city of Berlin, or your country of Germany, to the advance of freedom everywhere, beyond the wall to the day of peace with justice, beyond yourselves and ourselves to all mankind.

Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one and this country and this great Continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words “Ich bin ein Berliner.”

SAMPLE MODIFIED LESSON OPTION # 2 – JIGSAW ACTIVITY

RONALD REAGAN SPEECH

President: Ronald Reagan

Date: June 12, 1987

President Ronald Reagan delivered this speech for the 750th anniversary of Berlin, at a moment of thaw in the Cold War. Reagan chose the Brandenburg Gate as his backdrop not only because it was a symbol of Germany, but also because it was very close to the wall, which stood as a stark symbol of the decades-old Cold War between the United States and Soviet Union in which the two politically opposed superpowers continually wrestled for dominance, stopping just short of actual warfare. This speech contains one of the most memorable lines spoken during Reagan's presidency.

We come to Berlin, we American presidents, because it's our duty to speak, in this place, of freedom. But I must confess, we're drawn here by other things as well: by the feeling of history in this city, more than 500 years older than our own nation; by the beauty of the Grunewald and the Tiergarten; most of all, by your courage and determination. Perhaps the composer Paul Lincke understood something about American presidents. You see, like so many presidents before me, I come here today because wherever I go, whatever I do: *Ich hab noch einen Koffer* in Berlin. [I still have a suitcase in Berlin.]

Our gathering today is being broadcast throughout Western Europe and North America. I understand that it is being seen and heard as well in the East. To those listening throughout Eastern Europe, a special word: Although I cannot be with you, I address my remarks to you just as surely as to those standing here before me. For I join you, as I join your fellow countrymen in the West, in this firm, this unalterable belief: *Es gibt nur ein Berlin*. [There is only one Berlin.]

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic, south, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same--still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state. Yet it is here in Berlin where the wall emerges most clearly; here, cutting across your city, where the news photo and the television screen have imprinted this brutal division of a continent upon the mind of the world. Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar. [...]

Where four decades ago there was rubble, today in West

Berlin there is the greatest industrial output of any city in Germany--busy office blocks, fine homes and apartments, proud avenues, and the spreading lawns of parkland. Where a city's culture seemed to have been destroyed, today there are two great universities, orchestras and an opera, countless theaters, and museums. Where there was want, today there's abundance--food, clothing, automobiles--the wonderful goods of the Ku'damm. From devastation, from utter ruin, you Berliners have, in freedom, rebuilt a city that once again ranks as one of the greatest on earth. The Soviets may have had other plans. But my friends, there were a few things the Soviets didn't count on--*Berliner Herz, Berliner Humor, ja, und Berliner Schnauze*. [Berliner heart, Berliner humor, yes, and a Berliner Schnauze.]

In the 1950s, Khrushchev predicted: "We will bury you." But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind--too little food. Even today, the Soviet Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. Freedom replaces the ancient hatreds among the nations with comity and peace. Freedom is the victor.

And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control.

Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system with-

out changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace. There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace.

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall! [...]

Today thus represents a moment of hope. We in the West stand ready to cooperate with the East to promote true openness, to break down barriers that separate people, to create a safe, freer world. And surely there is no better place than Berlin, the meeting place of East and West, to make a start. Free people of Berlin: Today, as in the past, the United States stands for the strict observance and full implementation of all parts of the Four Power Agreement of 1971. Let us use this occasion, the 750th anniversary of this city, to usher in a new era, to seek a still fuller, richer life for the Berlin of the future. Together, let us maintain and develop the ties between the Federal Republic and the Western sectors of Berlin, which is permitted by the 1971 agreement.

And I invite Mr. Gorbachev: Let us work to bring the Eastern and Western parts of the city closer together, so that all the inhabitants of all Berlin can enjoy the benefits that come with life in one of the great cities of the world.

To open Berlin still further to all Europe, East and West, let us expand the vital air access to this city, finding ways of making commercial air service to Berlin more convenient, more comfortable, and more economical. We look to the day when West Berlin can become one of the chief aviation hubs in all central Europe. [...] As I looked out a moment ago from the Reichstag, that embodiment of German unity, I noticed words crudely spray-painted upon the wall, perhaps by a young Berliner: "This wall will fall. Beliefs become reality." Yes, across Europe, this wall will fall. For it cannot withstand faith; it cannot withstand truth. The wall cannot withstand freedom.

SAMPLE MODIFIED LESSON OPTION # 2 – JIGSAW ACTIVITY

BILL CLINTON SPEECH

President: Bill Clinton

Date: July 12, 1994

Although this wasn't a particularly pivotal moment, President Bill Clinton's address in front of the Brandenburg Gate broke new ground by focusing on European unity and promoting economic globalization and an increased partnership with the U.S.

Citizens of free Berlin, citizens of united Germany, Chancellor Kohl, Mayor Diepgen, Berliners the world over, thank you for this wonderful welcome to your magnificent city.

We stand together where Europe's heart was cut in half and we celebrate unity. We stand where crude walls of concrete separated mother from child and we meet as one family. We stand where those who sought a new life instead found death. And we rejoice in renewal. Berliners, you have won your long struggle. You have proved that no wall can forever contain the mighty power of freedom. Within a few years, an American President will visit a Berlin that is again the seat of your government. And I pledge to you today a new American Embassy will also stand in Berlin.

Half a century has passed since Berlin was first divided, 33 years since the Wall went up. In that time, one-half of this city lived encircled and the other half enslaved. But one force endured, your courage. Your courage has taken many forms: the bold courage of June 17th, 1953, when those trapped in the East threw stones at the tanks of tyranny; the quiet courage to lift children above the wall so that their grandparents on the other side could see those they loved but could not touch; the inner courage to reach for the ideas that make you free; and the civil courage, civil courage of 5 years ago when, starting in the strong hearts and candlelit streets of Leipzig, you turned your dreams of a better life into the chisels of liberty.

Now, you who found the courage to endure, to resist, to tear down the Wall, must found a new civil courage, the courage to build. The Berlin Wall is gone. Now our generation must decide, what will we build in its place? Standing here today, we can see the answer: a Europe where all nations are independent and democratic; where free markets and prosperity know no borders; where our security is based on building bridges, not walls; where all our citizens can go as far as their God-given abilities will take them and raise their children in peace and hope.

The work of freedom is not easy. It requires discipline, re-

sponsibility, and a faith strong enough to endure failure and criticism. And it requires vigilance. Here in Germany, in the United States, and throughout the entire world, we must reject those who would divide us with scalding words about race, ethnicity, or religion. I appeal especially to the young people of this nation; believe you can live in peace with those who are different from you. Believe in your own future. Believe you can make a difference and summon your own courage to build, and you will.

There is reason for you to believe. Already, the new future is taking shape in the growing chorus of voices that speak the common language of democracy; in the growing economies of Western Europe, the United States, and our partners; in the progress of economic reform, democracy, and freedom in lands that were not free; in NATO's Partnership For Peace where 21 nations have joined in military cooperation and pledge to respect each other's borders.

It is to all of you in pursuit of that new future that I say in the name of the pilots whose airlift kept Berlin alive, in the name of the sentries at Checkpoint Charlie who stood face-to-face with enemy tanks, in the name of every American President who has come to Berlin, in the name of the American forces who will stay in Europe to guard freedom's future, in all of their names I say, *Amerika steht an ihrer Seite, jetzt und fuer immer*. America is on your side now and forever.

Moments ago, with my friend Chancellor Kohl, I walked where my predecessors could not, through the Brandenburg Gate. For over two centuries in every age, that gate has been a symbol of the time. Sometimes it has been a monument to conquest and a tower of tyranny. But in our own time, you, courageous Berliners, have again made the Brandenburg what its builders meant it to be, a gateway. Now, together, we can walk through that gateway to our destiny, to a Europe united, united in peace, united in freedom, united in progress for the first time in history. Nothing will stop us. All things are possible. *Nichts wird uns aufhalten. Alles ist möglich. Berlin ist frei. Berlin is free.*

SAMPLE MODIFIED LESSON OPTION # 2 – JIGSAW ACTIVITY

BARACK OBAMA SPEECH

President: Barack Obama

Date: July 24, 2008

Obama hadn't even been elected when he went to Berlin during his 2008 Presidential campaign. As a result, the Germans did not allow him to speak at the Brandenburg Gate—they reserve it for presidential speeches. But his plea for the fall of all walls echoed every earlier presidential speech, and the crowd of 200,000 was more than four times the number that attended Reagan's 1987 speech.

...This city, of all cities, knows the dream of freedom. And you know that the only reason we stand here tonight is because men and women from both of our nations came together to work, and struggle, and sacrifice for that better life.

Ours is a partnership that truly began sixty years ago this summer, on the day when the first American plane touched down at Tempelhof.

On that day, much of this continent still lay in ruin. The rubble of this city had yet to be built into a wall. The Soviet shadow had swept across Eastern Europe, while in the West, America, Britain, and France took stock of their losses, and pondered how the world might be remade.

This is where the two sides met. And on the twenty-fourth of June, 1948, the Communists chose to blockade the western part of the city. They cut off food and supplies to more than two million Germans in an effort to extinguish the last flame of freedom in Berlin.

The size of our forces was no match for the much larger Soviet Army. And yet retreat would have allowed Communism to march across Europe. Where the last war had ended, another World War could have easily begun. All that stood in the way was Berlin.

And that's when the airlift began - when the largest and most un-likely rescue in history brought food and hope to the people of this city.

The odds were stacked against success. In the winter, a heavy fog filled the sky above, and many planes were forced to turn back without dropping off the needed supplies. The streets where we stand were filled with hungry families who had no comfort from the cold.

But in the darkest hours, the people of Berlin kept the flame of hope burning. The people of Berlin refused to give up. And on one fall day, hundreds of thousands of Berliners

came here, to the Tiergarten, and heard the city's mayor implore the world not to give up on freedom. "There is only one possibility," he said. "For us to stand together united until this battle is won...The people of Berlin have spoken. We have done our duty, and we will keep on doing our duty. People of the world: now do your duty...People of the world, look at Berlin!"

People of the world - look at Berlin!

Look at Berlin, where Germans and Americans learned to work together and trust each other less than three years after facing each other on the field of battle.

Look at Berlin, where the determination of a people met the generosity of the Marshall Plan and created a German miracle; where a victory over tyranny gave rise to NATO, the greatest alliance ever formed to defend our common security.

Look at Berlin, where the bullet holes in the buildings and the somber stones and pillars near the Brandenburg Gate insist that we never forget our common humanity.

People of the world - look at Berlin, where a wall came down, a continent came together, and history proved that there is no challenge too great for a world that stands as one.

Sixty years after the airlift, we are called upon again. History has led us to a new crossroad, with new promise and new peril. When you, the German people, tore down that wall - a wall that divided East and West; freedom and tyranny; fear and hope - walls came tumbling down around the world. From Kiev to Cape Town, prison camps were closed, and the doors of democracy were opened. Markets opened too, and the spread of information and technology reduced barriers to opportunity and prosperity. While the 20th century taught us that we share a common destiny, the 21st has revealed a world more intertwined than at any time in human history.

The fall of the Berlin Wall brought new hope. But that very closeness has given rise to new dangers - dangers that cannot be contained within the borders of a country or by the distance of an ocean....

Yes, there have been differences between America and Europe. No doubt, there will be differences in the future. But the burdens of global citizenship continue to bind us together. A change of leadership in Washington will not lift this burden. In this new century, Americans and Europeans alike will be required to do more – not less. Partnership and cooperation among nations is not a choice; it is the one way, the only way, to protect our common security and advance our common humanity.

That is why the greatest danger of all is to allow new walls to divide us from one another.

The walls between old allies on either side of the Atlantic cannot stand. The walls between the countries with the most and those with the least cannot stand. The walls between races and tribes; natives and immigrants; Christian and Muslim and Jew cannot stand. These now are the walls we must tear down.

We know they have fallen before. After centuries of strife, the people of Europe have formed a Union of promise and prosperity. Here, at the base of a column built to mark victory in war, we meet in the center of a Europe at peace. Not only have walls come down in Berlin, but they have come down in Belfast, where Protestant and Catholic found a way to live together; in the Balkans, where our Atlantic alliance ended wars and brought savage war criminals to justice; and in South Africa, where the struggle of a courageous people defeated apartheid.

So history reminds us that walls can be torn down. But the task is never easy. True partnership and true progress requires constant work and sustained sacrifice. They require sharing the burdens of development and diplomacy; of progress and peace. They require allies who will listen to each other, learn from each other and, most of all, trust each other.

That is why America cannot turn inward. That is why Europe cannot turn inward. America has no better partner than Europe. Now is the time to build new bridges across the globe as strong as the one that bound us across the Atlantic. Now is the time to join together, through constant cooperation, strong institutions, shared sacrifice, and a global commitment to progress, to meet the challenges of the 21st century. It was this spirit that led airlift planes to appear in the sky

above our heads, and people to assemble where we stand today. And this is the moment when our nations - and all nations - must summon that spirit anew.

This is the moment when we must defeat terror and dry up the well of extremism that supports it. This threat is real and we cannot shrink from our responsibility to combat it. If we could create NATO to face down the Soviet Union, we can join in a new and global partnership to dismantle the networks that have struck in Madrid and Amman; in London and Bali; in Washington and New York. If we could win a battle of ideas against the communists, we can stand with the vast majority of Muslims who reject the extremism that leads to hate instead of hope.

This is the moment when we must renew our resolve to rout the terrorists who threaten our security in Afghanistan, and the traffickers who sell drugs on your streets. No one welcomes war. I recognize the enormous difficulties in Afghanistan. But my country and yours have a stake in seeing that NATO's first mission beyond Europe's borders is a success. For the people of Afghanistan, and for our shared security, the work must be done. America cannot do this alone. The Afghan people need our troops and your troops; our support and your support to defeat the Taliban and al Qaeda, to develop their economy, and to help them rebuild their nation. We have too much at stake to turn back now.

This is the moment when we must renew the goal of a world without nuclear weapons. The two superpowers that faced each other across the wall of this city came too close too often to destroying all we have built and all that we love. With that wall gone, we need not stand idly by and watch the further spread of the deadly atom. It is time to secure all loose nuclear materials; to stop the spread of nuclear weapons; and to reduce the arsenals from another era. This is the moment to begin the work of seeking the peace of a world without nuclear weapons. ...

This is the moment when we must come together to save this planet. Let us resolve that we will not leave our children a world where the oceans rise and famine spreads and terrible storms devastate our lands. Let us resolve that all nations - including my own - will act with the same seriousness of purpose as has your nation, and reduce the carbon we send into our atmosphere. This is the moment to give our children back their future. This is the moment to stand as one.

And this is the moment when we must give hope to those left behind in a globalized world. We must remember that

the Cold War born in this city was not a battle for land or treasure. Sixty years ago, the planes that flew over Berlin did not drop bombs; instead they delivered food, and coal, and candy to grateful children. And in that show of solidarity, those pilots won more than a military victory. They won hearts and minds; love and loyalty and trust - not just from the people in this city, but from all those who heard the story of what they did here....

People of Berlin - people of the world - this is our moment. This is our time.

I know my country has not perfected itself. At times, we've struggled to keep the promise of liberty and equality for all of our people. We've made our share of mistakes, and there are times when our actions around the world have not lived up to our best intentions.

But I also know how much I love America. I know that for more than two centuries, we have strived - at great cost and great sacrifice - to form a more perfect union; to seek, with other nations, a more hopeful world. Our allegiance has never been to any particular tribe or kingdom - indeed, every language is spoken in our country; every culture has left its imprint on ours; every point of view is expressed in our public squares. What has always united us - what has always driven our people; what drew my father to America's shores - is a set of ideals that speak to aspirations shared by all people: that we can live free from fear and free from want; that we can speak our minds and assemble with whomever we choose and worship as we please.

Those are the aspirations that joined the fates of all nations in this city. Those aspirations are bigger than anything that drives us apart. It is because of those aspirations that the airlift began. It is because of those aspirations that all free people - everywhere - became citizens of Berlin. It is in pursuit of those aspirations that a new generation - our generation - must make our mark on history.

People of Berlin - and people of the world - the scale of our challenge is great. The road ahead will be long. But I come before you to say that we are heirs to a struggle for freedom. We are a people of improbable hope. Let us build on our common history, and seize our common destiny, and once again engage in that noble struggle to bring justice and peace to our world.

MODIFIED LESSON STRATEGY

Schwarzfahrer - A Case Study in Human Rights

Purposes:

- Connect Standards with a Lesson.
- Engage participants using instructional strategies and resources modified from a Lesson.
- Use a Lesson's Focus Question as an overarching theme for Modified Lesson Strategies.
- Understand issues and concerns about immigration and human rights issues in cultures.

Note:

- These Modified Lesson Strategies have been adapted from *Germany In Focus*.
- *Schwarzfahrer* is available for viewing with English subtitles on youtube.com
- The film is 10 minutes in length.

Common Directions for both Modified Lesson Strategies:

Before viewing:

1. Identify the Lesson's *Focus Question* as an overarching theme.
2. Read the *Lesson Overview* aloud to 'Set the Stage'.

I. *People Watching* - Focused Viewing Jigsaw

Directions:

1. Depending on the expected number of participants, copy and cut up a sufficient amount of *People Watching* boxes.
2. Distribute the boxes randomly throughout the audience.
3. Post the Focused Viewing task in the front of the room: Watch your designated person(s) and jot down some Adjectives...Body Languages...or...Behaviors.
4. Solicit a response or two from each of the 'persons' or 'people'.
5. Post the Lesson's **Focus Question** - *Why do some people stand up for victims of discrimination, whereas others do not?*
6. Wrap up with a short Whole Group Reflection:
How are the people in the film, Schwarzfahrer, and people in the Focus Question related?

II. *20 Questions* - Focused Viewing Jigsaw

Directions:

1. Cut up enough sets of questions for each participant to have one.
2. Participants will write responses on the back of each question After Viewing and Reflection considering what they have witnessed during the film.
3. Ask participants to find a partner with a different question and share responses.
4. Post the Lesson's **Focus Question** - *Why do some people stand up for victims of discrimination, whereas others do not?*



SAMPLE MODIFIED LESSON STRATEGY # 1 – PEOPLE WATCHING

| | |
|--|---|
| <p>Motorcyclist</p> <p><i>Adjectives or Attitudes</i></p> | <p>Young boy's mother</p> <p><i>Adjectives or Attitudes</i></p> |
| <p>Teenage girls</p> <p><i>Adjectives or Attitudes</i></p> | <p>Black man</p> <p><i>Adjectives or Attitudes</i></p> |
| <p>Teenage Turkish boys</p> <p><i>Adjectives or Attitudes</i></p> | <p>Elderly man</p> <p><i>Adjectives or Attitudes</i></p> |
| <p>Young boy</p> <p><i>Adjectives or Attitudes</i></p> | <p>Elderly woman</p> <p><i>Adjectives or Attitudes</i></p> |
| <p>Teenage with radio</p> <p><i>Adjectives or Attitudes</i></p> | <p>Woman with large earrings</p> <p><i>Adjectives or Attitudes</i></p> |



**SAMPLE MODIFIED LESSON STRATEGY # 2 – 20 QUESTIONS**

1. In what city does the action take place?

2. In what decade does the film take place? How do we know?

3. Do any of the other passengers agree with what the elderly woman says? How can we tell?

4. Why don't the other passengers do and/or say anything in response to the elderly woman's comments?

5. Which nationalities does the woman mention when talking about foreigners?

6. The only person who responds to the elderly woman is a Turkish teen speaking Turkish. There is no translation. What do you think he might have said to her?

7. What kind of feelings and thoughts does the main character express toward foreigners? Give examples.

8. In your opinion, how do the other passengers on the tram feel toward foreigners? Give reasons.

9. Who is the real "black rider"?

10. What does the title of the film communicate?

11. What do you think of the film's ending?





12. What stereotypes are presented in the film?

13. Could something like this happen on a bus, tram or subway in your community? Why or why not? How would things play out the same? What would be different?

14. What would you do if you were a passenger on that tram?

15. What adjective or attitude describes the young boy?

16. What adjective or attitude describes the young boy's mother?

17. What adjective or attitude describes the woman with the large earrings?

18. What adjective or attitude describes the teenage Turkish boys?

19. What adjective or attitude describes the teenage girls?

20. What adjective or attitude describes the teenager with the radio?



MODIFIED LESSON STRATEGY

The Pied Piper of Hamelin: Hear Ye.. Hear Ye.. Headlines Wanted!

Purposes:

- Use literature as a 'mirror' of people, cultural values, beliefs, and behaviors.
- Engage participants, in pairs, with a *Read- Think- Create* strategy to synthesize key themes from a piece of literature.
- Model a *Whole Group Reflection* session from *Common Lesson Components*.

Directions:

- Prior to the session, collect a few sample Headlines with Leads to use during the Modified Lesson.
- Each participant receives a copy of *The Pied Piper of Hamelin*.
- Ask participants to form pairs.
- Copy and distribute *Headlines Wanted* worksheets to each of the pairs. The directions for the tasks are noted on the worksheet. Review these orally with participants.
- Post and note Lesson 4.1's Adapted *Focus Question* on a wall of the room: *What can we learn about people, their cultural values and behaviors from The Pied Piper of Hamelin?*
- While the participants are working, arrange a wall in the room near the Focus Question for the *Walk n' Talk Gallery for The Pied Piper of Hamelin*. Hint: cut up lots of masking tape/wall tape strips for them to use in posting.)
- *Whole Group Reflection: Walk n' Talk Gallery*

Note: During any *Walk n' Talk Gallery*, participants go to the wall where items are posted. Individuals or various sized groups are randomly asked to explain their message or other task, along with their 'thinking behind the message'. Other participants may ask clarifying questions. The number of individuals or groups will depend on time and circumstances.

1. Pairs post their *Headlines and Leads* on the *Walk n' Talk Gallery for The Pied Piper of Hamelin*. Pairs stand near their work.
2. The facilitator leads the *Gallery Walk n' Talk*: Ask random pairs to present their *Headlines and Leads* and reflect out loud about their decisions and 'thinking behind the messages'.
3. The visits to various pairs will need to be fairly short in order to include at least 4-5 pairs. If the group is large, divide people into groups of 4 pairs so that each of them has a turn to present.

Optional: Elicit responses - How might you modify the strategies we used today with one of your social studies classes?

THE PIED PIPER OF HAMELIN

Once upon a time on the banks of a great river in the north of Germany lay a town called Hamelin. The citizens of Hamelin were honest folk who lived contentedly in their grey stone houses. The years went by, and the town grew very rich. Then one day, an extraordinary thing happened to disturb the peace. Hamelin had always had rats, and a lot too. But they had never been a danger, for the cats had always solved the rat problem in the usual way – by killing them. All at once, however, the rats began to multiply.

In the end, a black sea of rats swarmed over the whole town. First, they attacked the barns and storehouses, then, for lack of anything better, they gnawed the wood, cloth or anything at all. The one thing they didn't eat was metal. The terrified citizens flocked to plead with the town councilors to free them from the plague of rats. But the council had, for a long time, been sitting in the Mayor's room, trying to think of a plan.

"What we need is an army of cats!" But all the cats were dead. "We'll put down poisoned food then . . ." But most of the food was already gone and even poison did not stop the rats. "It just can't be done without help!" said the Mayor sadly.

Just then, while the citizens milled around outside, there was a loud knock at the door. "Who can that be?" the city fathers wondered uneasily, mindful of the angry crowds. They gingerly opened the door. And to their surprise, there stood a tall thin man dressed in brightly colored clothes, with a long feather in his hat, and waving a gold pipe at them.

"I've freed other towns of beetles and bats," the stranger announced, "and for a thousand florins, I'll rid you of your rats!"

"A thousand florins!" exclaimed the Mayor. "We'll give you fifty thousand if you succeed!" At once the stranger hurried away, saying: "It's late now, but at dawn tomorrow, there won't be a rat left in Hamelin!"

The sun was still below the horizon, when the sound of a pipe wafted through the streets of Hamelin. The pied piper slowly made his way through the houses and behind him flocked the rats. Out they scampered from doors, windows and gutters, rats of every size, all after the piper. And as he played, the stranger marched down to the river and straight into the water, up to his middle. Behind him swarmed the rats and every one was drowned and swept away by the current.

By the time the sun was high in the sky, there was not a single rat in the town. There was even greater delight at the town hall, until the piper tried to claim his payment.

"Fifty thousand florins?" exclaimed the councilors, "Never..."

"A thousand florins at least!" cried the pied piper angrily. But the Mayor broke in. "The rats are all dead now and they can never come back. So be grateful for fifty florins, or you'll not get even that . . ."

His eyes flashing with rage, the pied piper pointed a threatening finger at the Mayor.

"You'll bitterly regret ever breaking your promise," he said, and vanished.

A shiver of fear ran through the councilors, but the Mayor shrugged and said excitedly: "We've saved fifty thousand florins!"

That night, freed from the nightmare of the rats, the citizens of Hamelin slept more soundly than ever. And when the strange sound of piping wafted through the streets at dawn, only the children heard it. Drawn as by magic, they hurried out of their homes. Again, the pied piper paced through the town, this time, it was children of all sizes that flocked at his heels to the sound of his strange piping. The long procession soon left the town and made its way through the wood and across the forest till it reached the foot of a huge mountain. When the piper came to the dark rock, he played his pipe even louder still and a great door creaked open. Beyond lay a cave. In trooped the children behind the pied piper, and when

the last child had gone into the darkness, the door creaked shut. A great landslide came down the mountain blocking the entrance to the cave forever. Only one little lame boy escaped this fate. It was he who told the anxious citizens, searching for their children, what had happened. And no matter what people did, the mountain never gave up its victims. Many years were to pass before the merry voices of other children would ring through the streets of Hamelin but the memory of the harsh lesson lingered in everyone's heart and was passed down from father to son through the centuries.

HEAR YE.. HEAR YE.. HEADLINES WANTED!

What can we learn about people, their cultural values and behaviors from *The Pied Piper of Hamelin*?

Directions:

Please read this passage first.

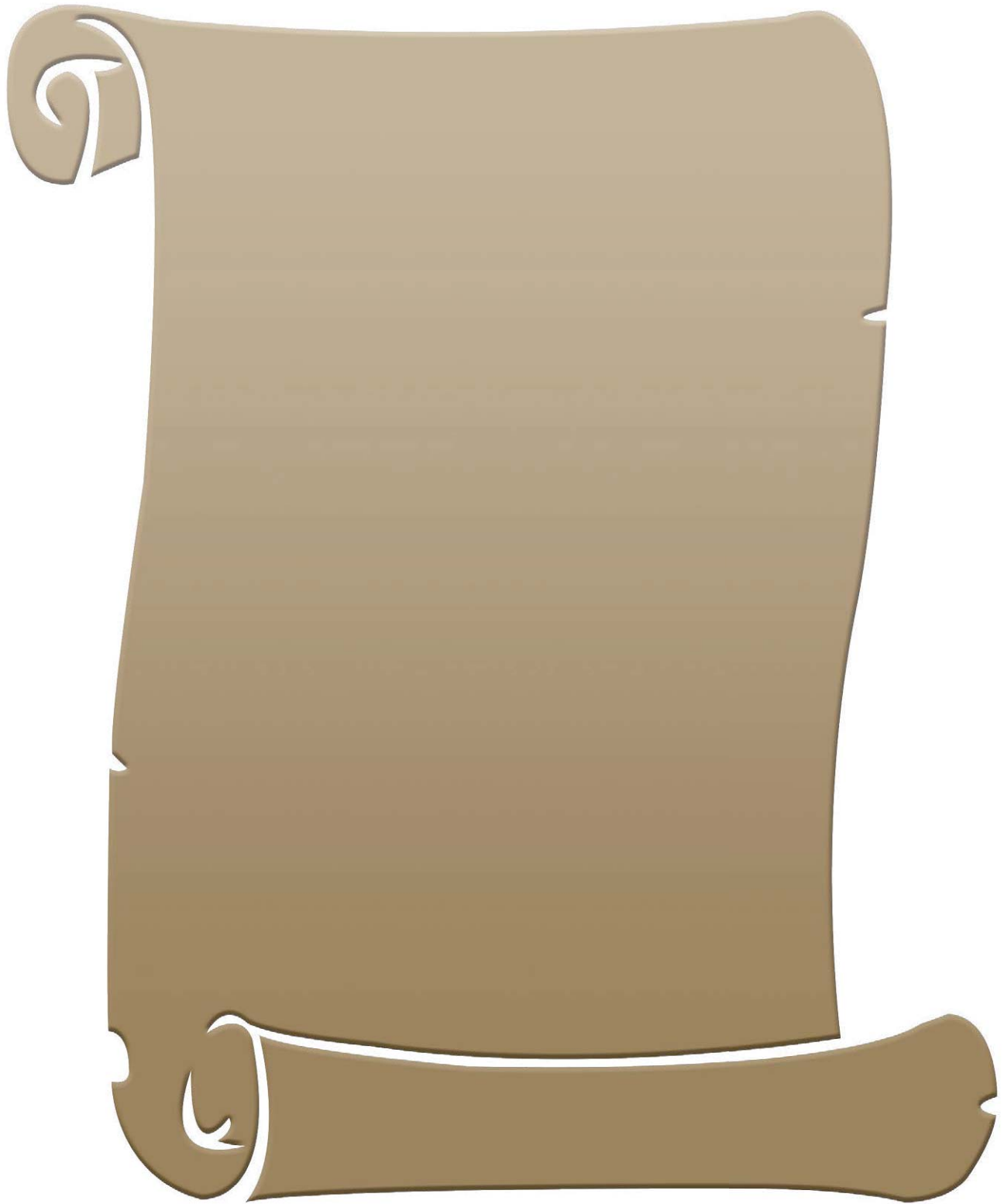
Throughout history, peoples' cultural values and beliefs are often re-enforced by their behaviors and actions. And sometimes, their behaviors and actions contradict their values and beliefs. Discovering the relationship between implied values and observed behaviors can provide us with a richer and deeper understanding of people and their society. Literature, along with music and the arts, offers us 'windows' and 'mirrors' to get a glimpse of people in their time and place.

Your Tasks for this *Read-Think-Create* strategy:

1. Read, as individuals, *The Pied Piper of Hamelin*.
2. Underline, bracket, or highlight key words or phrases that show evidence/examples of peoples' values/beliefs and behaviors/actions.
3. In pairs, share and briefly discuss your highlights.
4. Think about and select a value and a behavior that you want as a focus for your *Headline and Lead*.
5. Create a *Headline* with a *Lead* that captures relationship between an implied value/belief and an observed behavior/action.
6. Your *Headline and Lead* may include up to 25 words.
7. Please use the "parchment" to record your *Headline and Lead*. Thank you for using the Magic Markers! Decorations or Icons are Optional!
8. Post your parchment on the *Walk n' Talk Gallery for The Pied Piper of Hamelin*. Thanks for standing near your work.
9. Your facilitator will lead you through the *Gallery* where some random pairs will be asked to share their messages and reflect aloud about their thinking, especially about the relationship between a value/belief and a behavior/actions:

Headline (Heading) The headline is the title of the news article. The headline should be short, does not include a lot of detail, and should catch the readers' attentions. It is normally not a complete sentence, and tries to summarize the main idea or subject of the article. It is often printed in larger letters than the rest of the article, and the major words are capitalized.

Lead The opening of a news story is called the **lead**. It is usually one paragraph, and is usually only one sentence. The typical lead is called a **summary lead** or **straight summary lead**, and it, of course, summarizes the story. The journalist must, therefore, write a clear, fairly short sentence that reveals all, telling the end result of the story. Someone should be able to read the lead and be informed about what happened without reading the rest of the story.



MODIFIED LESSON STRATEGY

Turning Points – A Cold War Timeline

Purposes:

- Connect selected Standards with various Lessons.
- Engage participants using instructional strategies and resources modified from a Lesson.
- Understand chronology of key themes from an historical era.

Directions:

1. Connect NCSS Standard: #2 – Time, Continuity, and Change and Common Core Standard: SL 4 - present information and supporting evidence.
2. Read the *Lesson Overview* aloud.
3. Form groups of 4 participants.
4. Distribute copies of the Cold War Timeline to each participant in the groups.
5. Assign each group a theme from the list. Each group should find 5 significant events from the period between 1945-1990 that relate to that subtopic or theme.
6. Each group should find a group with another theme and share their reasons for selecting the events.

Notes:

- This Modified Lesson Strategy has been adapted for workshop participants from *Germany In Focus*.
- Time spans for each segment may vary according to the length of the entire agenda.

Themes:

| | |
|--|---|
| <ul style="list-style-type: none"> • Culture • Isolation • Communism • Employment • Economy • International agreements/ treaties • Berlin • Protest/ Terrorism | <ul style="list-style-type: none"> • Sports • Occupation • Politics • Daily life • Laws • Military • International relations |
|--|---|

COLD WAR TIMELINE

| DATE | EVENT |
|------|-------|
|------|-------|

1945

| | |
|-----------------------------|--|
| May 8: | Capitulation of the German Wehrmacht officially ends World War II in Europe. |
| July 3: | Allied troops complete occupation of Berlin. |
| July 17 – August 02: | The four allied powers meet in Potsdam for the so called “Potsdam Conference.” Germany and Berlin are divided into four zones of occupation. Western Sector: the American, British, and French zones. Eastern Sector: the Soviet zone. |

1946

| | |
|--------------------|---|
| March 5: | Winston Churchill, in a speech at Westminster College in Fulton, Missouri, says an Iron Curtain has come down across Europe. |
| April 21: | Forced unification of the German Communist Party (KPD) and the Social Democratic Party of Germany (SPD) in the Soviet occupied zone to become the “Socialist Unity Party of Germany” (SED). |
| October 29: | A 30-day valid Interzonenpass (inter-zone passport) is required to travel between the Western and Eastern sectors in Germany. |

1947

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| March 12: | President Truman urges the United States “to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressure” (Truman Doctrine). |
| June 5: | Marshall Plan is announced, setting a precedent for helping countries combat poverty, disease, and malnutrition. |

1948

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| June 21: | Monetary reform in the three Western allied zones, the Deutsche Mark comes into force and replaces the Reichsmark. |
| June 24: | (Berlin) The Soviet Union blockades all highway, river, and rail traffic into Western-controlled West Berlin in order to force the Western powers out of Berlin. The Berlin Blockade lasts almost 11 months. As a result the Western allied forces start the famous Berlin Airlift. |

1949

| | |
|----------------------|---|
| April 4: | The United States, Canada, and Western European countries sign the North Atlantic Treaty Organization (NATO) in Washington, DC. |
| May 12: | End of the Berlin Blockade. |
| May 23: | Founding of West Germany by proclaiming the Basic Law of the Federal Republic of Germany (FRG) in Bonn. |
| May 23: | (GDR) With the Basic Law going into effect, the death penalty in West Germany is abolished. (Article 102) |
| September 15: | (FRG) Adenauer becomes the first Chancellor of Federal Republic of Germany. |
| September 30: | End of the Berlin Airlift. |
| October 7: | Founding of East Germany, the German Democratic Republic (GDR). |
| December 15: | (FRG) The Marshall Plan for the rebuilding of West Germany is implemented. |

1950

| | |
|----------------------|--|
| February 8: | (GDR) Founding of the Ministry for State Security (Stasi) as the "Shield and Sword of the Party." |
| September 29: | (GDR) East Germany joins the Council for Mutual Economic Assistance, an economic organization comprising the countries of the Eastern Bloc along with a number of communist states elsewhere in the world. |

1951

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|------------------|---|
| August 9: | (FRG) Founding of the Goethe-Institut to promote the study of German and the German culture abroad. |
|------------------|---|

1952

| | |
|--------------------|---|
| January 11: | (FRG) The treaty for the European Coal and Steel Community (ECSC) is ratified by West Germany. |
| February 8: | (FRG) Against the votes of the Social Democrats (SPD), the Bundestag decides that West Germany will make a defense contribution. |
| May 27: | (GDR) East Germany closes its borders to West Germany in a one-sided undertaking. East Germany leaves the border between East and West Berlin open. |
| July 12: | (GDR) Start of collectivization of agriculture in order to build up agricultural production cooperatives. |

1953

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| June 17: | (GDR) Protests and riots by East Berlin workers against the working conditions are suppressed by the Red Army. |
|-----------------|--|

1954

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|----------------|--|
| July 4: | (FRG) West Germany wins the soccer world championship in Switzerland. The unexpected win evoked a wave of euphoria throughout Germany. This was also the first public singing of the German national anthem since WWII. This victory at the beginning of the so-called economic miracle is often regarded as a turning point in post-war German history. |
|----------------|--|

1955

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|----------------------|---|
| May 5: | (FRG) West Germany gains full sovereignty. |
| May 9: | (FRG) West Germany joins NATO. |
| May 14: | (GDR) Treaty of Friendship, Cooperation, and Mutual Assistance (Warsaw Pact) officially established. |
| September 20: | (GDR) Sovereignty of East Germany. |
| November 12: | (FRG) Founding of the West German army, the Bundeswehr. |
| December 20: | (FRG) Start of the so called guest worker program to attract southern European workers to work in West Germany. It is officially stopped in 1973 because of the oil crisis. |

1956

| | |
|---------------------|---|
| January 18: | (GDR) Founding of the East German army (Nationale Volksarmee). |
| February 25: | (GDR) With the so called "Secret Speech" by Nikita Khrushchev, three years after Stalin's death a period of reform and opening-up starts, which also has an impact on East Germany. |
| August 17: | (FRG) Interdiction of the Communist Party. |
| October 24: | (GDR) Student unrest takes place in East Germany (and other Soviet satellites), which is suppressed by the police. This unrest contributes to the unrest and the uprising in Hungary. |

1957

| | |
|---------------------|---|
| March 28: | (FRG) West Germany is one of six nations to sign the founding treaties of the European Economic Community, the predecessor of the EU. |
| October 4: | USSR launches Sputnik into Earth orbit. |
| December 11: | (GDR) Leaving East Germany without permission is forbidden and violations are prosecuted with up to three years in prison. |

1958

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|----------------|---|
| July 1: | (FRG) The Gleichberechtigungsgesetz (equal rights law) comes into effect; women finally receive the same rights as men in all fields of daily life and society. |
|----------------|---|

1960 - 1989

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|--------------------|---|
| 1960 - 1989 | (GDR) The Schießbefehl (order to fire) is in place in various forms for the entirety of this time period. It's a standing order that instructs border patrols of East Germany to prevent border penetration by East German citizens by all means necessary. Only in 1982 is this order formally legalized by §27 of the border law. |
|--------------------|---|

1960

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|----------------------|---|
| February 10: | (GDR) Founding of the National Defense Council, with Walter Ulbricht as chairman. |
| August 29: | (FRG) West Germany contracts out of the inter-zone-agreement with East Germany because of travel restriction put into force by the GDR. |
| September 12: | (GDR) The position of the president is abolished and the State Council is founded, with Walter Ulbricht as chairman. |

1961

| | |
|-----------------------|--|
| April 1: | (FRG) The first acknowledged conscientious objectors (to military service) start their civilian service (Zivildienst), a kind of compulsory community service |
| June 1: | (GDR/ FRG) The birth control pill is introduced. In East Germany it's promoted as the Wunschkindpille (planned-child pill), in West Germany as Antibabypille (anti-baby pill). |
| August 13: | (GDR) Building of the Berlin Wall to block the stream of East German refugees from leaving East Germany to enter West Germany. |
| October 25-28: | (East/West Berlin) Army tank confrontation; American and Soviet tanks face each other at Checkpoint Charlie. |

1962

| | |
|--------------------------|---|
| October 22-27: | The Cuban Missile Crisis takes place between the USA and the Soviet Union. The Cold War reaches new heights. |
| October-December: | (FRG) The Spiegel Affair, one of the major political scandals in Germany during the era following World War II. During the scandal, the government had to be reshuffled, and finally the freedom of press was strengthened. |

1963

| | |
|--------------------|---|
| January 22: | (FRG) The Elysée Treaty of Friendship between France and West Germany is signed. |
| June 23: | (West Berlin) US President John F. Kennedy visits the city and declares: "Ich bin ein Berliner." ("I am a Berliner.") |

1964

| | |
|----------------------|--|
| June 12: | (GDR) Mutual assistance pact and friendship treaty between the Soviet Union and the GDR. |
| August 17: | (FRG) Start of the Freiwilliges Soziales Jahr (voluntary social year), a voluntary social service for teenager and young adults. |
| September 10: | (FRG) The one millionth so-called guest worker is ceremoniously welcomed. |

1967

| | |
|-------------------|--|
| January 1: | (West Berlin) The famous Kommune 1 or K1, the first politically motivated commune, is created. It originated from the non-parliamentarian opposition of the student movement. |
| June 2: | (West Berlin) The university student Benno Ohnesorg is shot by a West Berlin police officer who, simultaneously, is a secret spy for the Stasi. Start of the "student revolution." |

1968

| | |
|--------------------|--|
| April 6: | (GDR) Ratification of the new constitution for the GDR as the "Socialist State of the German Nation." |
| April 11: | (West Berlin) Unsuccessful attempt to assassinate Rudi Dutschke, the most well-known spokesperson of West Berlin and the West-German student movement, by a right-wing extremist. |
| May 29: | (FRG) Under harsh protests the Bundestag passes the Emergency Constitution allowing the German government to defend West Germany in an emergency. |
| June 10-11: | (GDR) The People's Chamber (Volkskammer), the unicameral legislature of East Germany, enacts passport and visa enforcement for the transit traffic between West Germany and West Berlin. |

1969 – 1973

| | |
|----------------|--|
| May 17: | (FRG) Bundestag ratifies the so-called Eastern Treaties (Ostverträge) as part of the new Eastern policies between West Germany and the Soviet Union, Poland, the GDR, Czechoslovakia, Hungary, and Bulgaria. |
|----------------|--|

1969

| | |
|---------------------|--|
| November 28: | (FRG) West Germany joins the Non-Proliferation Treaty. |
|---------------------|--|

1970

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|--------------------|---|
| December 7: | (FRG) FRG and Polen sign the Treaty of Warsaw, in which they recognize each other's territories, agree to only peaceful methods of border change and increased trade. Chancellor Willy Brandt kneels before the Warsaw memorial for the victims of the uprising in the Jewish Ghetto in Warsaw. |
|--------------------|---|

1971

| | |
|---------------------|--|
| September 3: | (Berlin) The Four Power Agreement over Berlin is reached. It charges the FRG and GDR with negotiating an accord that would regulate access to and from West Berlin from the FRG and secure the right of West Berliners to visit East Berlin and the GDR. |
| December 10: | (FRG) Chancellor Willy Brandt receives the Nobel Peace Prize for his so-called Ostpolitik (Eastern policy), a policy aimed at improving relations with the Eastern bloc, which caused considerable controversy in West Germany. |

1972

| | |
|----------------------------------|---|
| January 6: | (GDR) For the first time, Central Committee secretary Erich Honecker calls West Germany a “foreign country.” |
| March 9: | (GDR) A new abortion law allows abortions within the first trimester of pregnancy. |
| August 26 – September 11: | (FRG) West Germany hosts the XX Summer Olympics in Munich. The games are overshadowed by the hostage-taking of the Israeli sports team by Palestinian terrorists on September 5th. During the crisis, two hostages are murdered during a unsuccessful attempt by the German police to liberate the hostages. All captives and five of the eight kidnappers are killed; in all, 17 people died. After a day of mourning the games were continued. |
| December 10: | (FRG) As the first writer in German postwar history, Heinrich Böll is awarded the Nobel Prize in Literature. |
| December 21: | (East Berlin) Signing of “The Basic Treaty” between the Federal Republic of Germany and the German Democratic Republic. The treaty committed both Germanys to develop normal relations on the basis of equality, guaranteeing their mutual territorial integrity as well as the border between them, and recognizing each other’s independence and sovereignty. They also agreed to the exchange of “permanent missions” in Bonn and East Berlin to further relations |

1973

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| May: | (GDR/FRG) East and West Germany establish formal diplomatic ties. |
| June 21: | (FRG) “The Basic Treaty” with East Germany is implemented. |
| September 18: | (GDR/FRG) East and West Germany become members of the United Nations. |
| November-December: | (FRG) First oil crisis which leads to a government ordered ban of driving on four Sundays. |

1974

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| April 24: | (FRG) Günther Guillaume, one of the closest staff members of Chancellor Willy Brandt, is uncovered as an East German spy. It’s the most important case of political espionage between the two Germanys. |
| May 7: | (FRG) Chancellor Willy Brandt takes the political responsibility of the so-called Guillaume-affair and resigns from office. |

1975

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| October 1: | (FRG) Opening of the Bundeswehr, the West German army, for women on a voluntary basis, but only in the field of medical and music service. |
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1977

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| Fall: | (FRG) So called “hot fall” of the West German terrorist movement Rote Armee Fraktion (RAF, Red Armee Fraction). |
| April 7: | (FRG) Assassination of the attorney general Siegfried Buback. |
| September 5 - October 18: | (FRG) Kidnapping and eventual killing of Hanns Martin Schleyer, president of the Confederation of German Employers’ Association. |
| October 13: | (FRG) Hijacking of a Lufthansa Airline’s plane in Mogadishu, Somalia. |

1978

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| August 26: | (GDR) Astronaut Sigmund Jähn becomes the first German in space. He flies together with Valeri Fjodorowitsch Bykowski in a Soviet Sojus 31 to the Soviet space station Saljut 6. The flight is seven days, 20 hours, 49 minutes and four seconds long. During the 125 orbits around the earth they conducted many experiments. |
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1979

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| December 24: | Soviet Union intervenes Afghanistan. |
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1980's

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| Spring: | (GDR) Lutheran church circles criticize the invasion of the Soviet Union in Afghanistan. The peace movement of East Germany becomes more important. |
| | (FRG) The West German peace movement focuses their protests against the NATO Double-Track Decision and against the United States' plans for additional armament. |

1980

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| January 13: | (FRG) The Green Party was founded. |
| August 31: | Gdansk Agreements, leading to establishment and official recognition of independent Polish trade union "Solidarity." |

1982

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| April 24: | (FRG) For the first time in history the 17-year-old singer Nicole (Seibert) wins the Eurovision Song Contest with her song "Ein bisschen Frieden" (A Little Peace) for West Germany. |
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1985

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| March 11: | Mikhail Gorbachev becomes the 6th General Secretary of the Communist Party of the Soviet Union, initiating a campaign of openness called "glasnost" and restructuring called "perestroika." |
| December 12: | (FRG) Joschka Fischer appears in scandalous sneakers, jeans, and a sportive jacket in the Hessian Parliament to be sworn in as the first green minister for environment and energy. |

1986

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| April 26: | (GDR/ FRG) The Chernobyl disaster takes place. Radioactive fallout falls over Germany. The East German government and the state-controlled media ignore it completely. The West German government addresses the topic and issues warnings to the population to stay indoors, not to consume certain fresh vegetables, fresh milk, etc. |
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1987

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| March 25: | (FRG) Bundeswehr soldiers participate in maneuvers of the Warsaw Pact in the GDR. |
| June 6 – 8: | (West Berlin/ GDR) A three-day open-air rock concert in West Germany, only meters away from the Berlin Wall, leads to violent clashes between the East German police and East German teenagers who want to listen to the concert from East Berlin. |
| June 12: | (West Berlin) U.S. President Ronald Reagan visits West Berlin and calls on Soviet leader Mikhail Gorbachev to tear down the Berlin Wall. |
| September 7 – 11: | (GDR/ FRG) Erich Honecker, chairman of the State Council of the GDR, visits West Germany. |
| December 18: | (GDR) The death penalty is abolished in East Germany. |

1989

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| May 2: | (GDR) Hungary opens its borders to Austria, so hundreds of GDR-citizens can emigrate to the West. |
| May 7: | (GDR) Regional elections take place in East Germany. Citizens protest against election fraud committed by the East German government. In Leipzig more than 100 demonstrators are arrested by the Stasi. |

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| June 6: | (FRG) State visit of President Mikhail Gorbachev in West Germany. |
| July 1: | (West Berlin) The first Love Parade takes place. About 150 participants dance behind a small truck with techno music along the Kurfürstendamm, the major shopping street in West Berlin. It was as a political demonstration for peace and international understanding through love and music. |
| September 30: | (FRG) West German Foreign Minister Hans Dietrich Genscher announces in the West German Embassy in Prague that all of the almost 6,000 GDR citizens, who had fled to the embassy grounds, are allowed to emigrate to West Germany. |
| October 7: | (GDR) The 40th anniversary of the founding of the GDR is celebrated with a huge parade. At the same time the Stasi applies force on demonstrators in different parts of East Berlin. |
| October 8: | (GDR) During his visit to East Berlin, President Mikhail Gorbachev declares: "He, who comes too late, is punished by life." |
| October 9: | (GDR) Peaceful "Monday demonstration" in Leipzig with 70,000 participants chanting "We are the people." |
| October 18: | (GDR) Egon Krenz succeeds Erich Honecker as general secretary of the Socialist Unity Party (SED), the ruling party of East Germany. |
| November 4: | (GDR) Anti-government demonstration in East Berlin with about 1 million demonstrators. |
| November 8: | (GDR) The entire Politbüro (cabinet council) of the Socialist Unity Party resigns. |
| November 9: | (Berlin) The East German government announces that visits to West Germany and West Berlin will be permitted. Immediately, thousands of East Berliners pass into West Berlin as border guards stand by. That same night, people begin tearing down the Berlin Wall (Mauer), which is finally opened. |
| November 13: | (GDR) Hans Modrow becomes new Prime Minister of East Germany. |
| November 28: | (FRG) Chancellor Helmut Kohl presents his Ten-Point-Plan for the reunification of Germany. |
| December 4: | (GDR) The Erfurt Stasi-office is occupied to prevent the Stasi from destroying files. Afterward all over the GDR Stasi-offices are occupied by the opposition. |
| December 6: | (GDR) Egon Krenz resigns as chairman of the State Council of the GDR. |
| December 7: | (GDR) Begin of the "Round Table Talks" between representatives of the West German government and the East German opposition. |

1990

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| February 24-25: | Chancellor Helmut Kohl meets with President Bush at Camp David to discuss the German reunification process. |
| February 4 - March 8: | Kohl refuses to guarantee future German acceptance of the Polish-German border, unless Poland promises not to seek WWII reparations. Such a treaty should guarantee rights of ethnic Germans in Poland. Kohl retreats from these demands; West German Bundestag passes a resolution renouncing all claims to Polish territory. |
| March 18: | (GDR) First free and democratic elections were held in East Germany. |
| June 19: | (FRG) West Germany signs the "Schengen Treaty" (in the city of Schengen) pledging to decrease inner-European border controls. |
| July 1: | (GDR/FRG) Both West and East Germany sign the treaty to merge monetary, economic, and social matters going forward. The introduction of the Deutsche Mark in the GDR, replacing the Ostmark currency, marks the beginnings of the currency union. |
| August 31: | (GDR/FRG) Both Germanys sign the Unity Treaty. |
| September 12: | (GDR/FRG) U.S., Britain, France, Soviet Union, East Germany, and West Germany sign the "Two-Plus-Four-Treaty" in Moscow. This treaty is the final settlement to WWII and officially ends the four allied powers' rights and responsibilities in Germany. |
| September 24: | (GDR) East Germany formally withdraws from the "Warsaw Pact." |

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| October 3: | (GDR/ FRG) Day of German Unity: East Germany formally joins West Germany creating one unified Germany. |
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1991

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| throughout 1991 | The Warsaw Pact is dissolved. Soviet President Mikhail Gorbachev resigns and the Soviet Union breaks apart into Russia and several countries. |
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MODIFIED LESSON STRATEGY

You Are What You Eat!

Purposes:

- Connect selected Standards with various Lessons
- Engage participants using instructional strategies and resources modified from a Lesson
- Compare and Contrast the dietary habits of Americans, Germans and Canadians

Directions:

- Connect NCSS Standard: #1 - Culture and Common Core Standard: RH/SS 7 – integrate and evaluate content presented in diverse formats/media.
- Read the *Lesson Overview* aloud.
- Form groups of 4 participants.
- Distribute 1 *Hungry Planet: What the World Eats* image (America, Germany or Canada) to each group. Images found on the *Let's Explore Modern Germany* Instructional Disc: Lesson 2.2 – High Resolution Images.
- Each group should analyze the assigned photograph answering the following questions:
 - i. What is the primary food?
 - ii. What food group is more/less plentiful?
 - iii. Are there any American/ Canadian products bought by Germans or vice versa?
- Pair groups with different images. Each group describes briefly they learned from analyzing the assigned image. The three groups then discuss the findings and form a conclusion regarding the dietary habits of Germans vs. Americans vs. Canadians.
- If time allows, ask groups to share their conclusions.

Notes:

- This Modified Lesson Strategy has been adapted for workshop participants from *Let's Explore Modern Germany*.
- Time spans for each segment may vary according to the length of the entire agenda.

Hungry planet : what the world eats / photographed by Peter Menzel ; written by Faith D'Aluisio
Napa, Calif. : Material World Press ; Berkeley, Calif. : Ten Speed Press, c2005

USA



GERMANY



CANADA

