

TOP

TRANSATLANTIC
OUTREACH PROGRAM

FIELD TRIP TO BERLIN

INSTRUCTIONAL GUIDE
FOR GRADES 6-12

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INTRODUCTION

The “Field Trip to Berlin” video is a 24 minute study of Berlin since World War II. It can be used in European History, World History, and United States History classes as well as in current events classes. The following activities are suggestions for teachers to use before, during, and after watching the video.

ALIGNMENT TO NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

2. Time, Continuity, and Change

High School: **C.** Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Middle School: **E.** Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

3. People, Places, & Environments

High School: **I.** Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

Middle School: **B.** Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

6. Power, Authority, & Governance

High School: **D.** Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity; **F.** Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Middle School: **D.** Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security; **F.** Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

7. Production, Distribution, & Consumption

High School: **H.** Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; **I.** Distinguish between the domestic and global economic systems, and explain how the two interact.

Middle School: **I.** Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

9. Global Connections

High School: **B.** Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; **D.** Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality; **E.** Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

Middle School: **B.** Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.

PART 1: ACTIVITIES BEFORE VIEWING THE VIDEO

1. Brainstorming: *What is the Cold War?*

Have students generate a list of people, places, dates and events connected to the Cold War. You can also ask students what they think they know, what they do not know, and what they would like to know.

2. Map Activity:

Students should be given **blank** maps of Germany and of Berlin (*pages 3-4*) as they looked after the Potsdam Conference. They should locate the zones that the Soviets, Americans, British and French were assigned.

A second task would be to identify the countries that surround Germany (*page 5*) and note whether they were in the Western or Eastern Bloc.

3. What's happening: A Photo Activity

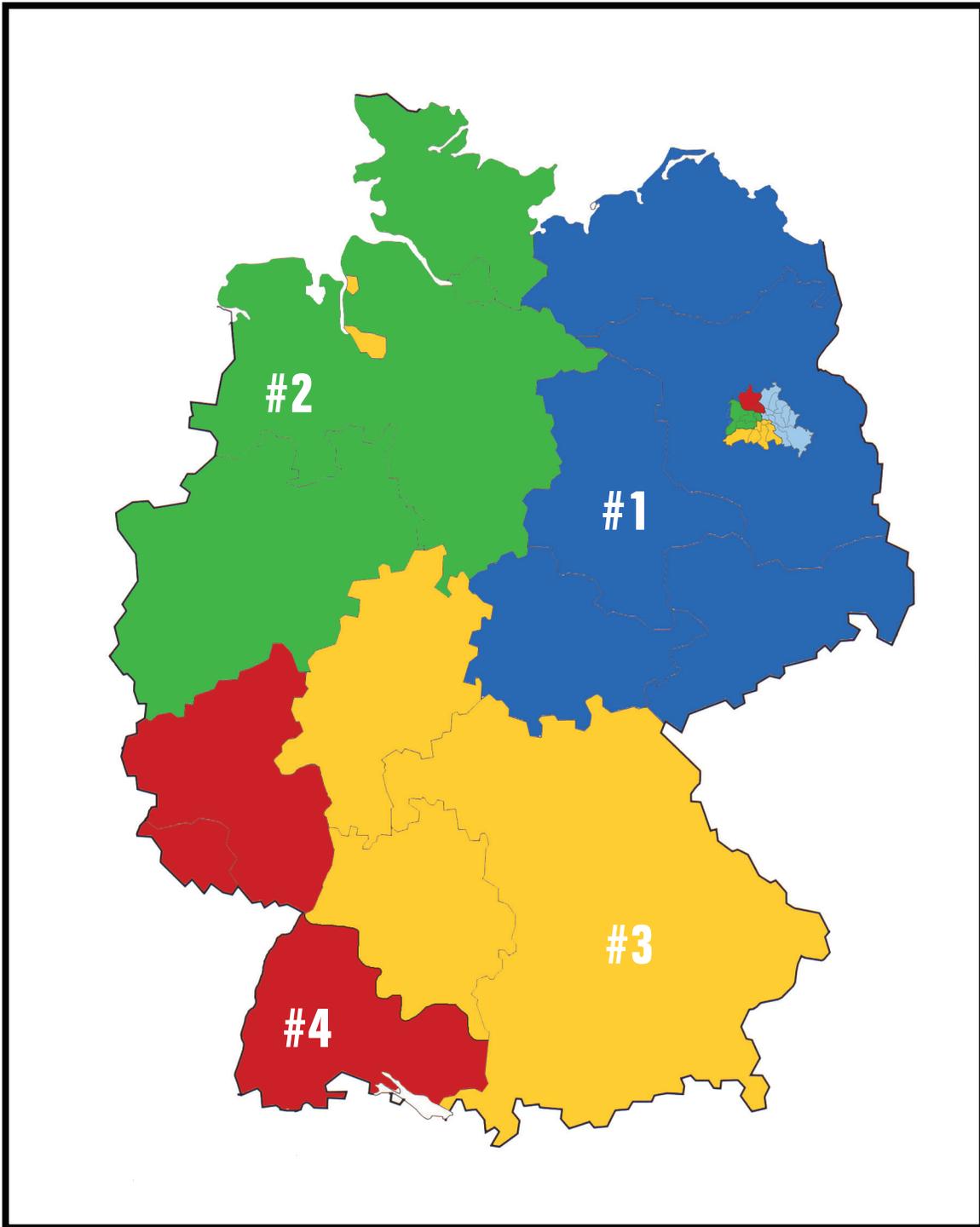
Have students analyze and discuss the video scene pictures on page 6. Ask questions to aid the discussion: When did the scene take place? Shortly after the end of World War II? During the Cold War? Perhaps more recently? Who is depicted in the scene? What is happening?

After viewing the video, review the scenes again to see if their initial analysis was accurate.

4. Berlin Pretest: Can students answer the following questions?

- What conferences dealt with the question of occupation of Germany after World War II? (Primarily the Yalta and Potsdam Conferences)
- What countries occupied West Germany after World War II? (France, Great Britain, and the United States)
- In which part of post World War II Germany was Berlin located? (Inside the Soviet Occupation Zone, what would become East Germany)
- What was the Berlin Airlift? Why was it needed? (A 15-month-long period during which US and British aircraft supplied the city of Berlin as a result of the Soviet blockade.)
- What do the following initials stand for: FRG, GDR, and EU? (Federal Republic of Germany; German Democratic Republic; European Union)
- When was the Berlin Wall built? Why? (August 13, 1961 to prohibit the "brain drain" of East Germans escaping to the West/FRG.)
- What role did President John F. Kennedy play in Berlin in 1963? (His speech offered a firm message of solidarity with the West Germans/Berliners in defiance of the Wall.)
- What roles did Mikhail Gorbachev and Ronald Reagan play in the Berlin Wall? (Many argue that the combination of Gorbachev's new policies of openness and restructuring and Reagan's hard-line approach led to collapse of the Berlin Wall, East Germany, and eventually the end of the Cold War.)
- What happened on November 9, 1989? (The Berlin Wall fell.)

PART 1: MAP HANDOUT - GERMANY



**Label the four Occupation Zones of Germany, 1945-1990
(Four choices: French zone, Soviet zone, British zone, American zone)
Hint: The Soviet zone became East Germany while the others became West Germany.**

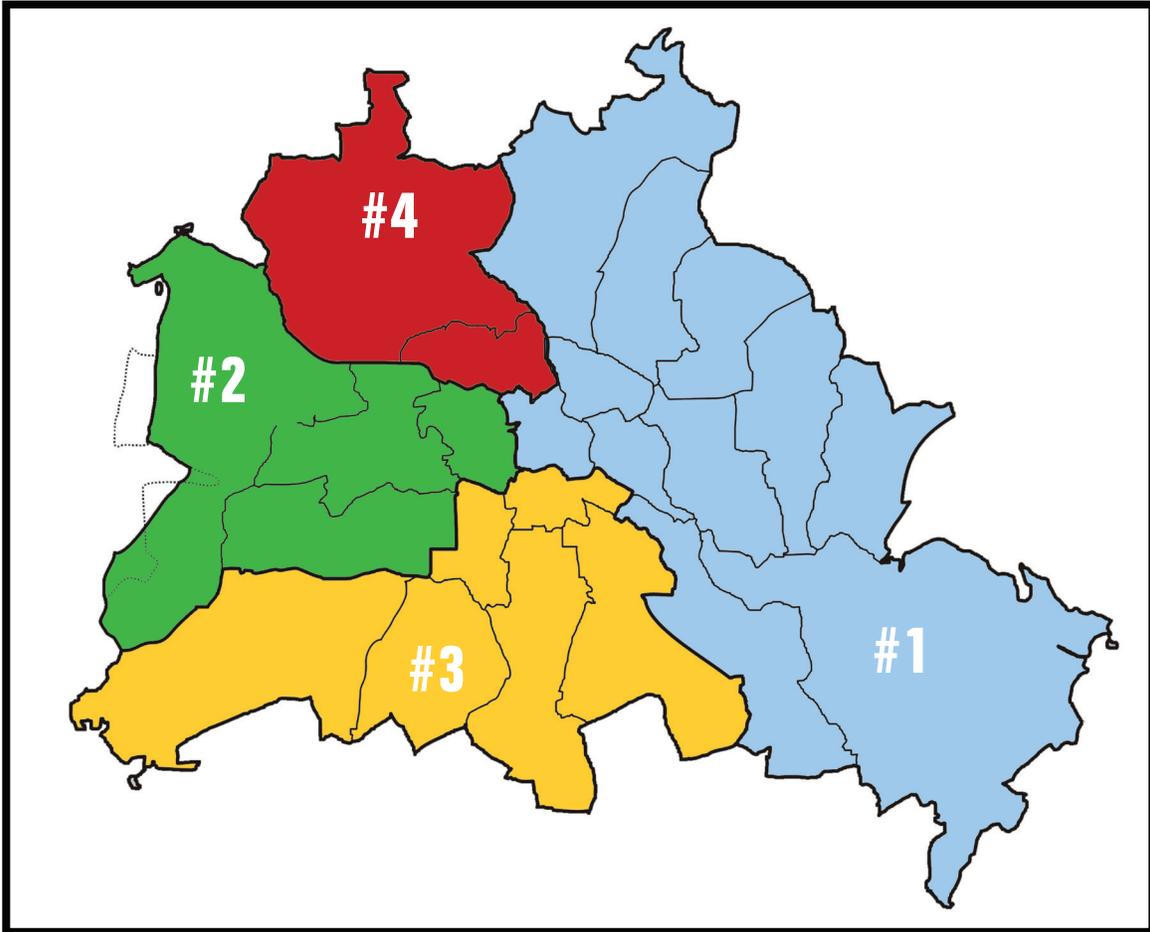
#1 Blue:

#3 Yellow:

#2 Green:

#4 Red:

PART 1: MAP HANDOUT - BERLIN



Label the four Occupation Zones of Berlin, 1945-1990
(Four choices: French zone, Soviet zone, British zone, American zone)

#1 Blue: _____

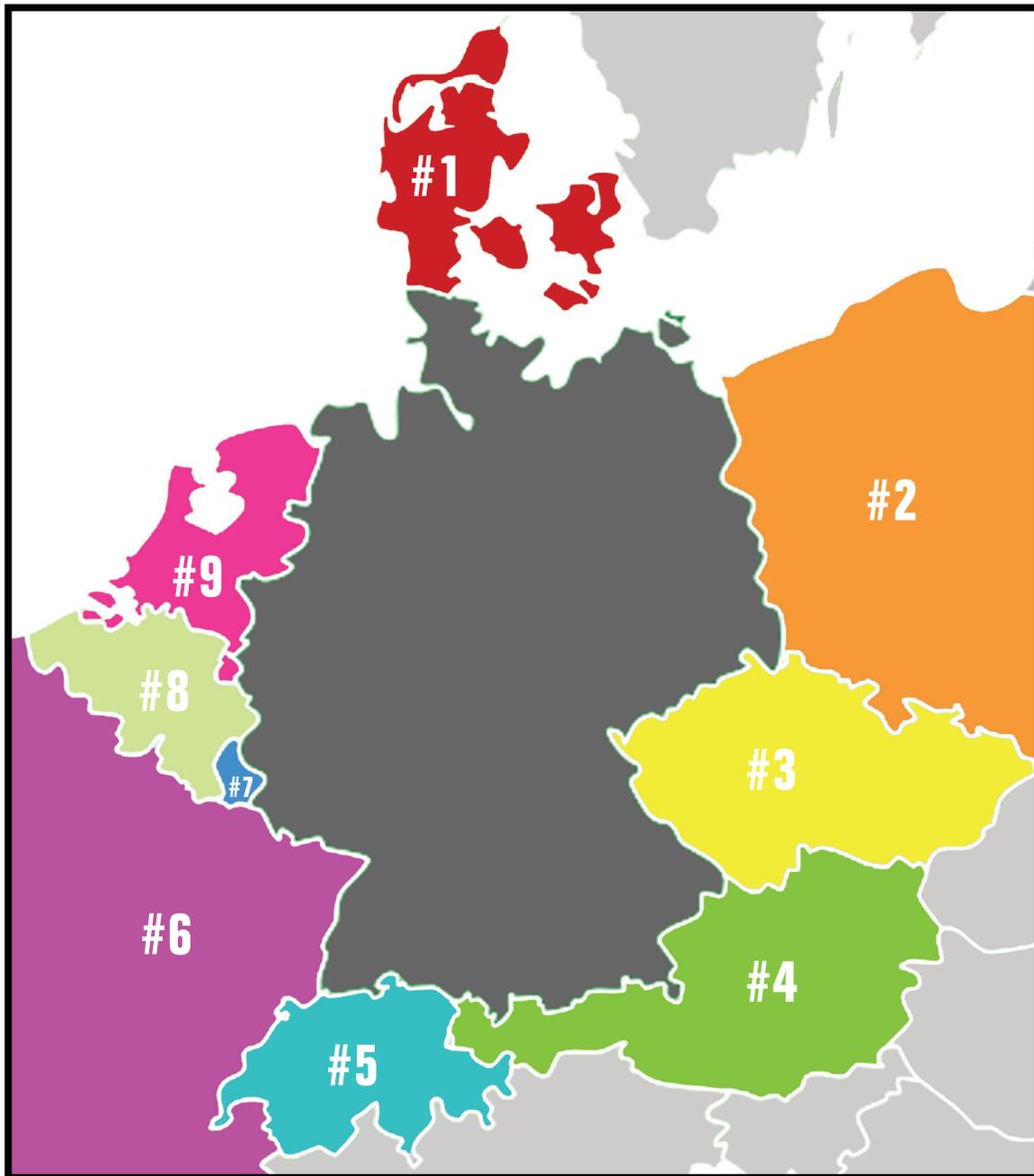
#2 Green: _____

#3 Yellow: _____

#4 Red: _____

BONUS: Can you draw a thick line around the zone or zones where the famous Berlin Wall was located from 1961 until 1989?

PART 1: MAP HANDOUT - GERMANY'S NEIGHBORS



Name all nine of Germany's neighbors. Were these countries in the Eastern or Western Bloc?

(The nine choices are Switzerland, Denmark, the Netherlands, Poland, Belgium, Austria, Luxemburg, the Czech Republic, and France.)

#1	#4	#7
_____	_____	_____
#2	#5	#8
_____	_____	_____
#3	#6	#9
_____	_____	_____

PART 1: PHOTO ACTIVITY

Each of the pictures is a scene from the video. As you examine each of the pictures, try to answer the questions below. After watching the video, you will have another chance to answer the questions again.

*When was the photo taken?
Who or what is depicted in the photo?*

