

Germany: A Community Close to Home

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Inspired by the TOP Program,
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"Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."

-Miriam Beard

Unit: Germany: A Community Close to Home

Lesson One

Social Studies/Language Arts/Art

2nd grade

16 -18 students

40 minutes

Then and Now

An Introduction to Germany through Fairy Tales

Materials:

- Copy of Hansel & Gretel; Grimm's Fairy Tales
- 1 globe
- 1 map of Germany with Black Forest located on map
- Large sheets of paper
- Markers or colored pencils

Background Knowledge:

Teacher should know basic geography of Germany and be able to locate the Black Forest in southern Germany. Teacher should also know a little history of early Germany and background to Grimm's Fairy tales. For example, the tales stem from Medieval Germany when starvation and disease epidemics were common. (Please see appendix I for more information and historical background). Depending on the group of children and for older children, I would be tempted to examine the original tales as a window into the past. The violence and brutality of the past does not seem to have lessened in contemporary times. (Note: I would encourage teachers to retell the story rather than reading it). One of the purposes of this lesson is to have children visualize the story, story characters, and sequence of events)

Learning Outcomes:

Culture/Mapping

1. By the end of the lesson students will be able to locate Germany on the map.
2. By end of lesson will be able to draw a graphic representation of the sequence of events that depict the story of Hansel & Gretel
3. By the end of the lesson students will be able to correctly identify hardships children faced in Medieval times.

Introduction: (5 minutes)

1. Ask students if they have ever gotten lost before while taking a trip?
2. Ask them how they found their way home.
3. Ask them what sorts of things do people use so they don't get lost.

Procedure:

1. Tell students they will be listening to a story that came from a long time ago from a country called Germany.
2. Ask students if they had ever heard the story of Hansel & Gretel.

3. Show them a map of *Germany* and tell them that this is the country where the story originated many, many years ago. Tell them that the story illustrates some of the hardships that children in *Germany* faced. (Also point out the location of *Germany* in relation to the United States so that students can relate where the two countries are from one another.)
4. Tell the story of *Hansel and Gretel* in own words.
5. Depending on your class:
 - a. Have the students as a group retell the story (and/or)
 - b. Discuss with children some of the hardships that the children faced in the story
 - c. For students with special needs in understanding the story use peer retelling to reinforce the main plot points and character roles; for students that need an added challenge to the story ask them to relate *Hansel and Gretel* to other stories that they have heard or experienced to connect main story themes and characters.
6. Have the students break into pairs and recreate the main points/timeline/sequence of the story using pictures (have pre-made example ready; a great way to show the timeline would be a beginning, middle, and end flip chart or comic strip format worksheet). Have them map the major elements of the story
(Note: If Time allows children can retell the story to the rest of the class and act it out, especially with kinesthetic learners.)
7. Have students discuss in their group or as a class what hardships the children and their parents faced in *Hansel and Gretel*
 - a. Have students discuss why these hardships occurred.
 - b. Have students discuss what might happen to prevent these hardships from occurring.
 - c. Have students problem solve what might take place if this were a modern day story? What would be different and what would be the same?

Assessment/Evaluation:

Informal: At the end of the lesson ask children randomly if they can locate *Germany* on the map. Ask them if they can locate their country and state.

Formal:

Above Expectations	Meets Expectations	Below Expectations
<ul style="list-style-type: none"> • Student correctly draws major events of story in correct sequence • Is able to locate <i>Germany</i> on the globe • Is able to correctly identify hardships that families in early <i>Germany</i> faced, how 	<ul style="list-style-type: none"> • Student draws major events, but misses a few. Story still makes is logical. • Is unable to locate <i>Germany</i> on globe. • Can identify hardships that families faced in Medieval but can not identify how they 	<ul style="list-style-type: none"> • Student does drawing, but lacks sequence. • Unable to locate <i>Germany</i> on globe • Is unable to identify hardships that would cause a family to abandon their children in the forest.

they occurred and what is done to prevent these hardships	occurred or what could be done to prevent these hardships.	
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Closure: Today we talked about what happened in Germany a long time ago. Of course much has changed since this story was written so tomorrow we are going to visit Germany! On your way home and tonight at home I want you think about if we were to take a trip to Germany the following:

- How would we get there?
- How long would it take us?
- Do you think we will meet a wicked witch who eats children?

Standards met: Texas Essential Knowledge Skills (TEKS)

<http://www.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Social Studies for 2nd grade:

2.2 History. The student understands the concepts of time and chronology. The student is expected to:

- (A) describe the order of events by using designations of time periods such as ancient times and modern times;
- (B) use vocabulary related to chronology, including past, present, and future;
- (C) create and interpret timelines

2.3 History. The student understands how various sources provide information about the past. The student is expected to:

- (A) name several sources of information about a given period or event

2.5 Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

- (A) use symbols, find locations, and determine directions on maps and globes; and
- (B) draw maps to show places and routes.

2.15 Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

- **Appendix I**

History of Grimm's Fairy Tales

(copied and abridged from Wikipedia, the Free Encyclopedia)

http://en.wikipedia.org/wiki/Brothers_Grimm

The Grimms brothers traveled widely throughout Germany and other countries, performing field research for their linguistic work, which involved trying to find patterns in how the vowels and consonants which made up specific words changed over time. To determine these patterns, they needed to hear many different examples of authentic speech by various speakers of different ages and in different regions. They eventually discovered that one of the easiest ways to convince older local residents to give them lengthy examples of their natural speech was to ask the residents to tell their favorite stories to the brothers. As the brothers recorded the style of speech of the speaker for their research, they also recorded the various stories that they were told, and eventually published them in 1817. The stories became immensely popular, and were widely reprinted. Ironically, the brothers are now most widely known for these collections of stories, which were essentially an unexpected byproduct of the linguistic research which was their primary goal.

The first volumes were much criticized because, although they were called "Children's Tales", they were not regarded as suitable for children, both for the scholarly information included and the subject matter. The tale as we know it from Brothers Grimm was meant to be a pleasant fable for middle class consumers of the 19th century; the original however was an admonishment of the hardships of Medieval life. Because of constant hunger and shortages of food, [infanticide](#) was a common practice in the [Middle Ages](#), and in reality children were often [abandoned](#) in the woods to die or disappear because no one could feed them in times of strife.

In the first editions of Grimms' collection, there was no stepmother; the mother persuaded the father to abandon their own children. Also in the first edition (even though I have not seen them), the children are also supposed to be eaten by the witch. These changes, as in [Snow White](#), appear to be a deliberate toning down of the unpleasantness, for children.

Many changes through the editions -- as, for instance, turning the wicked mother of the first edition in [Snow White](#) and [Hansel and Gretel](#) to a stepmother -- were probably made with an eye to such suitability.

Plot synopsis

Hansel and Gretel are the children of a poor wood cutter. Fearing starvation, the wood cutter's wife—the children's step-mother—convinces him to lead the children into the forest and abandon them there. Hansel and Gretel hear her plan and gather white pebbles to leave themselves a trail home. After their return, their mother again convinces the wood cutter to abandon them; this time however, they can only leave a trail of

breadcrumbs. Unfortunately, the various animals of the woods eat their trail of breadcrumbs causing Hansel and Gretel to become lost.

Lost in the forest, they find a house made of [bread](#) (later versions call it [gingerbread](#)), with sugar windows, which they begin to eat. The inhabitant of the house, an old woman, invites them in and prepares a feast for them. The woman, however, is a witch who has built the house to entice children to her, so that she may fatten and eat them. She cages Hansel, and makes Gretel her servant. While she prepares to cook Hansel, she tells Gretel to climb into an oven to be sure it is ready to bake; but Gretel guesses that the witch intends to bake her, and tricks the witch into climbing into the oven, closing it behind her.

Taking jewels from the witch's house, they set off for home to be reunited with their father, whose wife has since died. "Then all anxiety was at an end, and they lived together in perfect happiness."

Unit: *Germany: A Community Close to Home*

Lesson Two

2nd grade

16 -18 students

40 minutes

Let's Travel to Germany

Materials:

- 1 globe
- 4 copies of game
- 4 blank flat world maps (teacher needs to label map: United States, home state, home town, closest international airport, Germany, Black Forest, Leipzig)

Background Knowledge:

Teacher should know basic geography of Germany and be able to locate the Black Forest in southern Germany and Leipzig in East Germany.

Learning Outcomes:

Transportation

1. By the end of the lesson students will be able to locate Germany on the map as well as the Atlantic Ocean, the city of Leipzig, and the Black Forest.
2. By end of the lesson students will compare transportation options for overseas travel (realize that either a plane or boat is needed to travel to Germany and that a plane is the quickest).
3. By the end of the lesson the students will be able to identify other modes of transportation that may not necessarily be popular where they live (that rail travel is inexpensive and widely used in Germany).

Introduction:

1. Ask students if they remembered the story of Hansel and Gretel from yesterday? Briefly retell the story.
2. Have students recall some of the reasons that Hansel and Gretel were left in the woods.
3. Ask them if they were lost in the woods how they would find their way home.
4. Ask if they had thought about what are some of the things people use so they do not get lost.

Procedure:

1. Tell students that they are going to take a trip to the Germany where the story Hansel and Gretel was written.
2. Tell students that it is a long journey and that they have to decide would be the quickest, safest, and easiest way to go.

3. Break students up into four groups to play the game. Give each group a game to play with and circulate among the various groups helping them with the vocabulary and rules of the game.
 - a. See Appendix for Game Example
 - b. Other game recommendations for shorter periods of time or extensions are as follows: a paper puzzle that, when put together, spells *Germany* or shows a photograph of *Germany* or *Hansel and Gretel*, a riddle that the students have to solve, pictures from the story *Hansel and Gretel* that need to be put in chronological order. Another option would be to find where the *Black Forest* is on the map and explain why this is important (it is the setting of the story *Hansel and Gretel*).
4. After the students have played the game give them (either in groups or individually) a flat map including the *United States of America*, the *Atlantic Ocean*, and *Germany*.
5. The students should draw the route to *Germany* that they would take and state the reasons for taking that route. Discuss why certain options were obvious or widely chosen.
6. Have them state the reasons they would take the route they took.
7. Ask the students to note on their maps which are the best ways to travel in the *United States*, in *Germany*, and from the *United States* to *Germany*. (When students might assume that cars are an obvious mode of transportation in *Germany*, mention that not all *Germans* drive cars daily and ask what other modes of transportation people might use.)
8. Discuss with the students some of the differences and similarities they noticed between *Germany* and the *United States*.
9. Ask students if they have ever ridden on a train.
10. Ask students to reflect on why rail travel isn't widely used in the *United States*.
11. As an extension, show students most popular route to *Germany* via plane (plane travels overnight towards *New York*, then *Iceland*, curving like an upside down "u" or the lowercase "n" down to *England* and then to *Germany*).

Assessment/Evaluation:

Formal:

Above Expectations	Meets Expectations	Below Expectations
<ul style="list-style-type: none"> • Student correctly labels the route and states that air travel is faster than a ship. • Is able to locate <i>Atlantic Ocean</i>, <i>Germany</i>, <i>Black Forest</i>, and <i>Liepzig</i> on the map. • Is able to state why rail travel is popular 	<ul style="list-style-type: none"> • Student shows the route but is confused about taking a ship vs flying • Is able to locate <i>Germany</i> and <i>Atlantic Ocean</i> on map. • Understands that rail travel is popular but is unclear on the reasons. • Is able to state at least 	<ul style="list-style-type: none"> • Student can not show the route to <i>Germany</i> and does not understand the difference between flying and taking a ship. • Can only locate one or none of the geographic features on the map. • Is unable to identify rail travel as a popular

<p>in Germany</p> <ul style="list-style-type: none"> • Is able to state at least two differences and two similarities between Germany and US. 	<p>one difference and one similarity between Germany and United States</p>	<p>means of long distance travel in Germany.</p> <ul style="list-style-type: none"> • Can not state differences or similarities between the United States and Germany.
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Closure: Tell students that today we traveled great distances to arrive in Germany and that, as many have guessed, the quickest way to travel to Germany is by plane. You should also state that while trains are popular in Germany there are also other means of travel. Ask students that on the way home you want them to think about how people used to get around before they had trains, planes and cars and how transportation is changing now and in the future.

Standards met: Texas Essential Knowledge Skills (TEKS)
<http://www.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Social Studies for 2nd grade:

2.3 History. The student understands how various sources provide information about the past. The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

2.5 Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) use symbols, find locations, and determine directions on maps and globes; and

(B) draw maps to show places and routes.

2.6 Geography. The student understands the locations and characteristics of places and regions. The student is expected to:

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, the United States, and selected countries on maps and globes; and

(C) compare information from different sources about places and regions.

2.7 Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.

2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;

2.15 Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

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- **Appendix I**

Game

Materials

- Flat map showing United States (w/home state and hometown) Atlantic Ocean and German (w/ Black Forest, Frankfurt, Munich, Berlin, and Leipzig)
- A pair of dice for each game
- Stack A: 5 -6 cards with either a ship or airplane printed on them
- Stack B: eight cards:
 - Trouble with landing gear, lose a turn
 - Security alert: Lose a turn
 - Forgot passport go home and start over again
 - Bad weather, plane can't leave; lose a turn
 - You may board the plane
 - You may board the plane
 - The plane is full, fly in first class; take an extra turn.
 - The plane is full. Go on another flight and lose a turn
- Stack C: eight cards
 - Your ship has a leak, lose a turn
 - You are seasick: Lose a turn
 - Forgot passport go home and start over again
 - The ship slows down because there are icebergs, lose a turn
 - You may board the ship
 - You may board the ship
 - You are given a game boy to pass the time on the long trip across the ocean; take an extra turn
 - You are put into first class; take an extra turn
- Stack D (railcards): eight cards
 - Trains are very popular in Germany and many people ride them instead of driving their cars
 - Trains are very fast and comfortable in Germany. They can go three times faster than cars on the freeways in the United States.
 - Trains are usually never late. If a train is a minute late, passengers often complain.
 - There are trains that carry people around towns and cities. These trains are called trams.
 - Trains in Germany often look like bullets and are called bullet-trains.
 - The bullet train can go over 200 mph which is faster than some small airplanes.
 - It is often quicker to travel between cities on a train than it is to take an airplane.
 - You can travel across Germany in a train in less than a day.
- Stack E: eight cards (Black Forest Cards) (show pictures on cards)
 - The Black Forest gets its name because it seems dark from the shadows of all the trees.
 - Many fairy tales like Hansel and Gretel and Little Red Riding Hood came from the Black Forest
 - A long time ago, people felt that the Black Forest was a dangerous place. Besides wild animals people believed that witches, werewolves, and the devil lived in the woods
 - The trees in the Black Forest are mostly pine trees similar to those that grow in most parts of the United States.
 - The Cuckoo clock comes from the Black Forest Region of Germany
 - The famous castle seen on the Disney channel is located in the Black Forest Region
 - German clothing is very similar to ours. The leather shorts and caps worn by men come from the Black Forest Region and are not typically worn everyday. Only on special occasions.
- Stack D: eight cards (Leipzig Cards) (picture cards)

- Germany has a very long history. The town of Leipzig was started in 1165 which is about 600 years older than the United States.
- The town of Leipzig received its name from the Linden tree. It means “settlement where the Linden trees stand.
- Germany has many people. If your classroom was the US, Germany would have over twice the students in the classroom
- Leipzig became an important town in early Germany because it was center for trading.
- Modern printing developed in Germany
- In its early history Leipzig became a major center for printing and book publishing.
- In its early history Leipzig became known for its fall and spring book fairs where books were bought and sold.
- Germans like to spend a great deal of time outdoors. In the summer they like to bike and hike and in the winter many ski, ice skate, and enjoy other winter sports.

Rules

1. Students will start on their home and roll the dice. If they have a 6, 7, 8 they will select a plane card from stack A and roll the dice again to proceed to the nearest airport which is 12 spaces away. When they arrive at the airport they must select a card from stack B:
2. If students roll any other number they will select a ship card and proceed to the nearest shipping port which is 15 spaces away. When they arrive at the shipping port they must select a card from stack C:
3. There are 10 spaces between the US port and Hamburg and 2 spaces between the US airport and Frankfurt. Students must draw a rail card when they arrive in either Frankfurt (air) or Hamburg by sea.
4. There are 5 spaces from Frankfurt to the Black Forest and 10 spaces from Hamburg to Black Forest. When students arrive at the Black Forest, they must draw a card from Stack E
5. After reading their card all players must roll the dice until they reach Leipzig.
6. At Leipzig they must draw another card. That tells a little about Leipzig and Germany.

Unit: Germany: A Community Close to Home

Lesson Three

2nd grade

16 -18 students

40 minutes

Transportation in Germany I

Materials:

Pictures of transportation in Germany

Background Knowledge:

Teacher should know that mass transportation is very popular and widely used not only in commuting to work but also for long-distance travel in Germany. Gasoline is over \$6 a gallon and the German government places heavy taxes on cars. There are also stringent inspections on all motor vehicles. Yet Germans love their cars and Germany manufactures some of the best and most expensive cars in the world.

Learning Outcomes:

Transportation

1. By the end of the lesson students will be able to list differences and similarities between modes of transportation in Germany and the United States.
2. By the end of the lesson students will be able to identify that mass transportation is the most popular form of transportation in Germany.
3. By the end of the lesson students will be able to state some alternatives to using an automobile in Germany.

Introduction:

1. Ask students if they remembered what was asked previously about how people traveled around before there were had trains, planes and cars.
2. Note down their ideas on a sheet of paper. State what are some of the advantages and disadvantages of their ideas
3. Show the students a picture of an "early" taxi from Leipzig.
4. Ask them what it would be like to travel in this type of taxi?
5. Ask them to list some to the advantages and disadvantages of this taxi.
6. Use the table in Appendix I to model the activity.

Procedure:

1. Go through the different pictures and tell the students a little about each picture.
2. Put students in groups of three to four.
3. Give each group the table worksheet with three columns (see appendix I)

4. Have them list the mode of transportation, the advantages and disadvantages of each mode.
 - a. For students with special needs within the activity allow drawing of photos to explain their points of view on each mode of transportation.
5. Have students discuss why and how public transportation is a viable form of transportation.

If time permits or you can use this as another lesson plan

6. Give them the second table and ask the students to describe the similarities and differences of different modes of transportation uses in the United States and Germany.
7. Model the activity,
8. Allow students to work through the pictures.
 - a. For technology standards put on student computers with power point or on a Smart Board with Smart Board Notebook.
9. Debrief the activity.

Assessment/Evaluation:

Formal:

Above Expectations	Meets Expectations	Below Expectations
<ul style="list-style-type: none"> • Student can list the advantages and disadvantages of six modes of transportation in Germany. • Student can list six advantages and disadvantages to the modes of transportation in Germany. 	<ul style="list-style-type: none"> • Student can list the advantages and disadvantages of four modes of transportation in Germany. • Student can list four advantages and disadvantages to the modes of transportation in Germany. 	<ul style="list-style-type: none"> • Student can list the advantages and disadvantages of one or no modes of transportation in Germany. • Student can list one or no advantages and disadvantages to the modes of transportation in Germany.

Closure: Tell students that today they examined some of the advantages, disadvantages, similarities and differences of German and American transportation. State that despite how economical the Smart car is a lot of people are not buying it because it costs too much and it doesn't carry very many people (How could a family of two or more fit? What about baby seats?). Tell them that the other forms of transportation also have problems (go over disadvantages). Tomorrow we will design our own transportation.

Standards met: Texas Essential Knowledge Skills (TEKS)

<http://www.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Social Studies for 2nd grade:

2.2 History. The student understands the concepts of time and chronology. The student is expected to:

(A) describe the order of events by using designations of time periods such as ancient times and modern times

2.3 History. The student understands how various sources provide information about the past. The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

2.10 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers

2.16 Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

(A) describe how science and technology have changed communication, transportation, and recreation; and

(B) explain how science and technology have changed the ways in which people meet basic needs.

2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Appendix II



Early Taxi in Leipzig: The top opens up to accommodate the hairstyles of the women. The taxi “drivers” were not allowed to drink, smoke or use foul language on the job. They had to be courteous and dress nicely.



Bullet Train in Germany: Fast clean and comfortable. Some trains go over 200 mph.



The Smart Car: Two passengers, and you can park them anywhere. They use very little gasoline. Why do you think they call them Smart Cars?



A motor cycle for use in the city or town: Lots of room to carry books, a computer, and briefcase. Roof and windshield protects the driver from the rain. Can park anywhere and is extremely cheap to drive.



Tram: Runs on tracks through town or city. Notice the wires overhead. The wires supply electricity that runs the tram

Photo copyright 2005 Theo Neutelings



Tram in Leipzig:



Bicycles: Many people use bicycles to get around down: The red sidewalk is a bike path. Only bicycles can travel on these paths. Pedestrians and cars are not allowed



Subway: Most cities in Germany have a subway system in addition to the trams. They travel underground and run on electricity.

Unit: Germany: A Community Close to Home

Lesson Four

2nd grade

16 -18 students

40 minutes

Transportation in Germany II

Materials:

Pictures of transportation in *Germany* that were used in last lesson

Sheets of paper and crayons or color pencils

Background Knowledge:

Teacher should know some of the disadvantages of the transportation systems in *Germany*. Have ideas about transportation alternatives such as electric cars and hydrogen fueled cars. Also, teacher needs to have enough knowledge of automobiles and transportation to correct misconceptions (i.e. That trains in *Germany* are like trains in America and other misconceptions from out own culture).

Overview:

This lesson can be split into two separate lessons (four and five) or combined into one lesson (four and five become lesson four). One of the objectives not listed is that children should be able to see the difference between public and private transportation. One lesson could be about looking at the transportation of today while the other is about symbols (see Lesson Five).

Learning Outcomes:

Transportation

1. By the end of the lesson students will be able to identify some of the disadvantages of public and private transportation in *Germany*.
2. By the end of the lesson students will be able develop a form of mass transportation that solves some of the disadvantages they listed yesterday.
3. By the end of the lesson students will be able to develop (and draw) a picture of private transportation that solves some of the disadvantages they listed yesterday.
4. Students will be able to state the differences between public and private transportation

Introduction:

1. Compile two lists of the disadvantages students listed in previous lesson on a large sheet of paper.
2. Hang up pictures of private and public transportation that you showed yesterday. Make sure that public and private transportation is separated in an obvious manner.

3. Ask students to look at the pictures and decide the difference between public and private transportation.
 - a. Use post-it notes for each student to contribute their own ideas of the differences or things that they notice/like.
4. Ask students if they remember some of the disadvantages from yesterday.
5. Add to the list of disadvantages they come up with.
6. Correct misconceptions that they may have.
7. Ask students how these disadvantages may be corrected.

Procedure:

1. Tell students that today they are transportation specialists!
2. Pair up students according to need or best fit.
3. Tell them that they have to build better private and public transportation that addresses the disadvantages that they have listed.
 - a. This portion can include either revamping current transportation or creating new transportation; use according to needs and skills of class.
4. Have the students present their models to the rest of the class and state how they addressed the disadvantages.
5. Summarize attributes that are common on all models

Assessment/Evaluation:

Formal:

Above Expectations	Meets Expectations	Below Expectations
<ul style="list-style-type: none"> • Student develops a model of private transportation that addresses at least three disadvantages that have been listed. • Student develops a model of public transportation that addresses at least two disadvantages that have been listed. • Student demonstrates several differences between public and private transportation 	<ul style="list-style-type: none"> • Student develops a model of private transportation that addresses at least one disadvantage that has been listed. • Student develops a model of public transportation that addresses at least one disadvantage that has been listed. • Student demonstrates differences between public and private transportation 	<ul style="list-style-type: none"> • Student develops a model of private transportation. • Student develops a model of public transportation • Student demonstrates differences between public and private transportation

Closure: Tell students that today they developed some models of better cars and transportation that addressed the disadvantages of Germany transportation. Tomorrow they are going to look at some of the different symbols for German cars and what those symbols mean.

Standards met: Texas Essential Knowledge Skills (TEKS)
<http://www.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Social Studies for 2nd grade:

2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:

- (A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;
- (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;
- (C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and
- (D) identify ways people can conserve and replenish natural resources.

2.16 Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

- (A) describe how science and technology have changed communication, transportation, and recreation; and
- (B) explain how science and technology have changed the ways in which people meet basic needs.

2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;
- (C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;
- (D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Germany: A Community Close to Home

Lesson Five

2nd grade

16 -18 students

20 minutes

Symbols of German Cars

Materials:

Pictures of different symbols

Background Knowledge:

Teacher should know the meaning of the different symbols. All symbols are listed in Appendix II with a description of what they mean. The teacher should know that symbols are important not only for name recognition but also to convey the image and feeling that each car is attempting to convey.

Learning Outcomes:

1. By the end of the lesson students will be able to list why symbols are important on cars and why they are used.
2. By the end of the lesson students will be able to associate important German symbols and state what they symbolize. (Symbolism itself will translate with other lesson going throughout 2nd grade Social Studies skills.)
3. By the end of the lesson students will be able to state how symbols have meanings and how these meanings influence them.

Introduction:

1. Show students the symbol of a Chevy.
2. Ask what the symbol means?
3. Show students the symbol of a Dodge Ram.
4. Ask what the symbol means.
5. Ask students why they think that cars have symbols.
6. Tell students that like the United States the country of Germany has a large car manufacturing industry and that they manufacture many different types of cars. Cars are a very important part of their communities but people drive less there than in the United States because it is very expensive.
7. Today we are going to look at the different cars that German manufacturers build and the meaning of the symbols that represent each company.

Procedure:

1. With the whole class and using the table in Appendix I go over the different symbols.
2. First, have the students describe the symbols and what they see and think they represent.
3. Write down their answers.
4. Next have the students brainstorm what the symbol means.
5. Write down the answers that are correct in the meaning box.
6. Discuss with the students if they would own each car and why.

7. Next split students into pairs and have them sort the symbols that are similar in shape and design.
8. Have them note the similarities.
9. Next have them sort the symbols into the meanings that are similar.

Assessment/Evaluation:

Informal:

Get students into a group and have them look at the different meanings on the chart that the teacher put together. Discuss with students how symbols convey different meanings through their design. Have them list the different meanings they found and group these meanings together in groups. Ask how these meanings would influence them? Ask the students why cars manufactures would want their autos associated with a symbol?

Closure: Tell students that today they examined some symbols of cars and the significance of the meanings behind the symbols. Throughout the week see if they can spot some of the symbols they say in the pictures; ask them later why they think they did not see certain symbols/types of cars (not made in the United States, not used in the local area, etc).

Standards met: Texas Essential Knowledge Skills (TEKS)

<http://www.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Social Studies for 2nd grade:

2.3 History. The student understands how various sources provide information about the past. The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:

(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and

(C) explain how local people and events have influenced local community history

2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;

(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(D) identify ways people can conserve and replenish natural resources.

2.9 Economics. The student understands the importance of work. The student is expected to:

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.

2.10 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers; and

(C) trace the development of a product from a natural resource to a finished product.

2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

2.16 Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

(A) describe how science and technology have changed communication, transportation, and recreation; and

(B) explain how science and technology have changed the ways in which people meet basic needs.

2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Appendix I

Table of Symbols for German Cars

<i>Symbol</i>	<i>Description</i>	<i>Meaning</i>
		
		
		
		
		
		

Appendix II
Symbols



Legend says that the bowtie shape was inspired by a pattern of wallpaper in a Paris hotel room. In 1908, William Durant reportedly took a small piece and kept it in his wallet, waiting for the day he'd use it. The bowtie became a big icon in advertising, and is still the marquee of today's Chevrolet.



The Ram symbol (including a hood ornament; was added with the phrase "Ram tough;" it had been used from the 1930s through the 1950s, and was made part of the naming system (two wheel drive trucks were Rams, four wheel drive trucks were Power Rams).



Mercedes Benz symbol: The engine was meant to be used on land, air and sea.
Was named after the automakers daughter Mercedes (see below)



Mercedes Jellinek



BMW Logo Aircraft engines were the first thing to be produced followed by [motorcycles](#) and then automobile. The logo is actually a front picture of an aircraft propeller.



Audi means "Listen. The four interlocking rings represent four companies that came together that make up the Audi Company



The symbol is a V inside a W. Volkswagen in German means “people's car”. Even though Hitler did not drive he felt that that almost anybody should be able to afford a car He wanted a car suited for the working man. He personally designed the distinctive rounded shape of what later became known as the Volkswagen "Beetle"



OPEL

Lightning bolt symbol. Actually this symbol was developed in the 1960s. The original symbol got its shape from a dirigible and was used for the first time on the P4 model in 1935. The company was founded in 1863 by Adam Opel and at first made household goods, and was a major maker of sewing machines. In 1911 the factory was virtually destroyed by fire and a new one was built with more up to date machinery and the manufacture of sewing machines dropped. Production now consisted of bicycles, cars and motor cycles. By 1913 they were the largest car maker in Germany.



PORSCHE

The logo comprises of the family's last name Porsche, and the horse with the word Stuttgart above it. Stuttgart is the capital of Baden-Württemberg, Germany and the horse is Stuttgart's coat of arms. The company basically produces fast expensive sports cars.

Germany: A Community Close to Home

Lesson Six - Special Project

2nd grade

16 -18 students

40 minutes or two days broken into 20 minute segment

United Buddy Bears

Materials:

Access to and a display of the following website: <http://www.united-buddy-bears.com/de/home/index.php?lang=en&bbbyear=2006>

Copies of Buddy Bear Coloring Packets per student found at: <http://www.united-buddy-bears.com/de/kids/ausmalboegen.pdf>

Background Knowledge:

Teacher should know the story behind the United Buddy Bears (see Appendix I). Simply put, the United Buddy Bears were created by an artist from each of the world's countries to show unity, optimism, and global understanding. The idea all started in Germany and, by touring the globe, the United Buddy Bears have raised millions of Euros for children in need via organizations such as UNICEF.

Learning Outcomes:

1. By the end of the lesson students will be able to use prior knowledge of symbolism (see lessons 4 and 5) to express and decode artistic use of symbolism.
2. The students will translate their knowledge of symbolism to create their own product.

Introduction:

1. Tell students about a group of bears that wants to help the world's children in need. Ask the students what they think you might be telling them?
2. After their ideas unfold, tell the true story of the United Buddy Bears. Go to the website <http://www.united-buddy-bears.com/de/bears/index.php?lang=en&bbbyear=2006> and click through various Buddy Bears. Visit the one that belongs to Germany, the United States, and other countries that are meaningful to your students.
3. Ask the students to describe, with each Buddy Bear, why that particular artist chose to represent their country in the manner that they did. Does it deal with climate, customs, music and art, or other manners?

Procedure:

1. Ask the class how they feel about the Buddy Bears.
 - a. What does the world gain from their traveling?
 - b. What message do the Buddy Bears send?
 - c. Do the Buddy Bears remind you of anything? (A favorite stuffed animal, a pet at home, a story).

2. Tell the class that they are going to be the artist today and create their own Buddy Bear that represents themselves.
3. Pass out Buddy Bear copies. - Note - The original Buddy Bears stand up. The bear that is on all fours is from the original Berlin Bears where the Buddy Bears began; Berlin is covered with the bears on all fours to represent local ideals. The Buddy Bears on two legs represent the various countries and are the ones that tour. Due to this, you may want to cut the bear on all fours from the packet.

Assessment/Evaluation:

Informal:

Allow each student time to prepare their Buddy Bear. Along with their project ask each student to write a summary of why they decorated their Buddy Bear the way they did. Allow enough class time for each student to present their bear.

Closure: Tell students that today they participated in something that not only benefits the United States or Germany, but that they learned a global ideal that manifests and promotes unity among the Earth. Ask them to share the United Buddy Bear story with others.

Standards met: Texas Essential Knowledge Skills (TEKS)

<http://www.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

Social Studies for 2nd grade:

2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
- (C) identify ordinary people who exemplify good citizenship.

2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

2.15 Culture. The student understands the significance of works of art in the local community. The student is expected to:

- (A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Appendix I

The Idea Behind the United Buddy Bears

<http://www.united-buddy-bears.com/de/idea/index.php?lang=en&bbbyear=2006>

UNITED BUDDY BEARS®

An idea on its tour around the world!

142 Buddy Bears, created in Berlin/Germany, are standing peacefully hand in hand to represent 142 United Nations member states. An exhibition under the motto

WE HAVE TO GET TO KNOW EACH OTHER BETTER ...

... it makes us understand one another better, trust each other more and live together more peacefully.

The idea for this exhibition was created 2002 by the inventors of the Buddy Bears Eva and Klaus Herlitz, having three aspects in mind:

- ART** More than 140 artists, each one coming from the country his bear represents, show the art style of their home countries. Standing in a circle the bears form a unique work of art altogether.
- A MESSAGE** As a basis for a better understanding the individual design of each bear includes a lot of information about the different countries. Together with the symbolism of the circle love, peace, friendship, tolerance and international understanding are promoted.
- CHARITY** Over **1.180.000 Euro** (August 2006) for charity organizations so far. In each city where the circle is shown activities (e.g. auctions) raise money for children in need. At the end of the world tour and in between the bears will be sold by charitable auction for UNICEF and other organizations helping needy children all over the world.