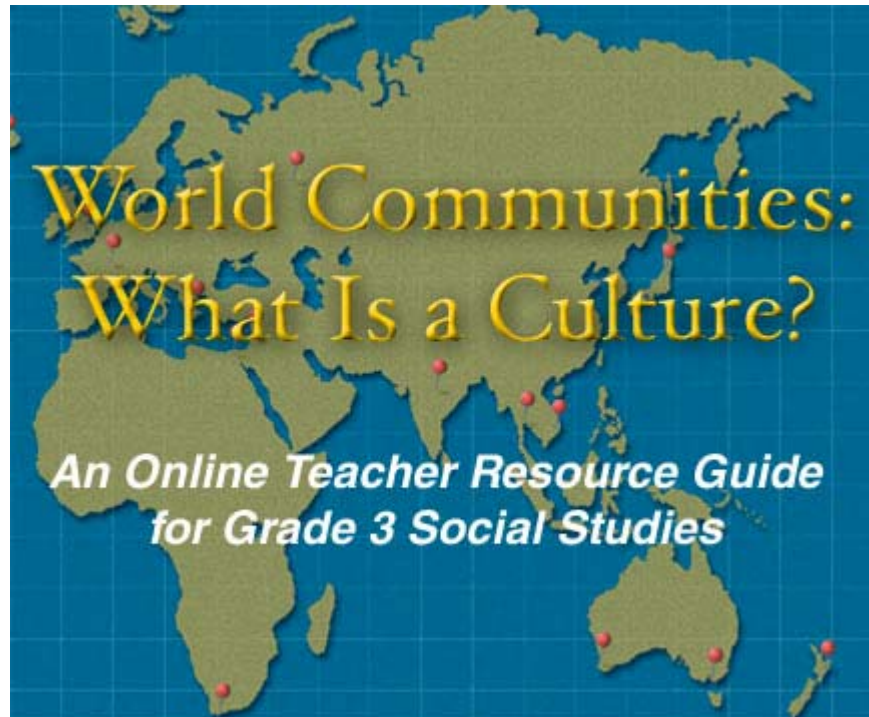




Social Studies



World Community Case Study:

Germany

Developed by Lawrence Paska
2006 TOP Fellow

<http://www.emsc.nysed.gov/ciai/socst/grade3/home.html>



Introduction

This case study is designed to help elementary-level teachers and curriculum coordinators use the New York State Education Department (NYSED) online resource guide, *World Communities: What Is a Culture?*, by showcasing Germany as a model world community for study in the grade 3 classroom. The online teacher resource guide assists educators in selecting and planning instruction on specific world communities. It also provides content background on understanding the meaning of culture from both anthropological and geographical perspectives.

Factors to Consider When Selecting World Communities (Grade 3) explores the process of selecting Germany as a world community for classroom study in grade 3, and is based on a chart available in the online resource.

<http://www.emsc.nysed.gov/ciai/socst/grade3/factors.html>.

Planning Templates for Units completes standards-based questions found on a chart available in the online resource. These questions guide unit and individual lesson plan development to help teachers and students explore Germany according to all five learning standards for social studies.

<http://www.emsc.nysed.gov/ciai/socst/grade3/planning.html>.

Anthropology: Studying Cultures and Geography: Studying Cultures provide the questions to ask and the approaches to consider when planning instruction on studying Germany from each perspective. These sections connecting the overview questions and essential ideas from the templates available in the online resource to the specific study of German culture.

<http://www.emsc.nysed.gov/ciai/socst/grade3/anthtemp.html> and
<http://www.emsc.nysed.gov/ciai/socst/grade3/geotemp.html>.

Selected Resources recommends books and Web sites that are available for teachers to use in developing instruction on teaching Germany as a world community in grade 3. This list may expand over time to include additional material.

<http://www.emsc.nysed.gov/ciai/socst/grade3/resources.html>.

This case study is made available to you in recognition of your participation at a NYSED curriculum workshop on *World Communities: What Is a Culture?* A special thank you to the Goethe-Institut Atlanta for providing many of the instructional resources that were used in creating this case study. Some of these resources will also be provided to you at the conclusion of this workshop, courtesy of the Goethe-Institut. For more information on the Goethe-Institut, and on the Transatlantic Outreach Program (TOP) for social studies educators, please e-mail top@atlanta.goethe.org, or visit the Web site, www.goethe.de/top.



**FACTORS TO CONSIDER WHEN SELECTING GERMANY
AS A WORLD COMMUNITY (Grade 3)**

FACTORS	IN MY SCHOOL
Ethnic Composition of:	
Classroom School/district City/town/village Region/State	<p>According to the 2000 U.S. census, over 1 in 10 New York State residents identified their first or second ancestries as German – the third largest ancestral group in the state, behind Italian and Irish.¹ Many Germans immigrated to the United States – particularly in the 18th and 19th centuries – in order to seek economic opportunities and life in a new nation. German settlers moved to places in New York State and in other states, such as Pennsylvania and in the Midwest region of the United States.</p> <p>Poll the students in your classroom. Which students identify their ancestry as German? What percentage of students in your school building and district claim German ancestry? What percentage of residents in your city, town, or village claim German ancestry? (Hint: Do such New York towns as Hamburg have deep German roots?) What are the roots of your region’s original settlers, and why did they settle there? Germany becomes a relevant world community for study in grade 3 when some of your students claim a German ancestry and / or your community has strong ties to Germany through immigration.</p>

¹ Source: 2000 Census of Population of Housing, <http://www.empire.state.ny.us/nysdc/census2000/AncestryProfiles/sf3AncestryNYStotal.pdf>

Representation:	
One from each continent	Europe is represented in the grade 3 curriculum through the selection of Germany as one of the world communities that students will study.
Urban, suburban, and rural areas	<p>Germany is a nation of 16 states (“Lander”), whose structure and function are similar to the 50 states of America. Three of the 16 Lander are cities: Berlin, Bremen, and Hamburg. Germany’s size (137,821 square miles) is roughly equal to that of the state of Montana (145,388 square miles) – meaning there is a great diversity of regions, encompassing urban, suburban, and rural areas. Each type of area is different and helps to paint a broad picture of German culture. Consider beginning with an overview of the German landscape, highlighting the diversity of its geographic regions: North German Plain, Middle German Highlands, Foothills of the Alps, and the Alps. Germany, like the United States, is home to diverse groups of people, and has numerous immigrants from other countries settling within each of these regions. When developing a study of Germany, consider the country’s geographic and human diversity – noting why population centers are located in certain places, and charting the various ethnic groups that make up modern Germany.</p> <p>The resource guide, <i>A Kid Like Me Across the Sea: The Life of a German Child (2005 edition)</i>, may provide a start for planning your study of Germany as a world community; it is the source for the following page number references in this section.²</p> <p><i>Topic 1, Germany in the World (Lesson 4: What is the landscape of Germany?, pp. 16-24)</i></p> <p><i>Topic 2, Cultural Geography of Germany (Lesson 1: Who are the people of Germany?, pp. 25-31)</i></p>
Diverse cultures	
Variety of physical regions	

² Blankenship, Glen, Louisa Moffitt, and a Team of U.S. Social Studies Educators. (2005 edition). *A Kid Like Me Across the Sea: The Life of a German Child*. Bonn: Goethe-Institut, Additional Educational Media.

After highlighting Germany's landscape, select one location in each of these regions to explore Germany's diversity in greater depth. For urban areas, consider the following:

- Berlin, Germany's capital city, is also the country's artistic and cultural capital, and is its largest city (with 3.4 million residents).

See *Topic 4, Political Symbols of Germany* for a comparison between the national capitals of Germany and the United States (**Lesson 1: What is the capital city of Germany like?**, pp. 102-109; **Lesson 2: What are some important monuments and buildings in Berlin?**, pp. 110-124)

- Hamburg is a major manufacturing center, and is Germany's second largest city (with 1.7 million residents).
- Munich is a major communication and advertising center, and Germany's third largest city (with 1.3 million residents).
- Frankfurt, located in the central western state of Hesse, is the nation's economic and financial center.
- Leipzig, a city in the state of Saxony (in the former East Germany), was historically a major trade and cultural center.

Topic 3, History of Germany (**Lesson 1: What were communities like in Germany long ago?**, pp. 81-97)

Variety of climate types

Students can learn about the relationship between Germany's climate and Germany's location in the world to begin understanding how climate affects culture.

Topic 1, Germany in the World (**Lesson 3: What is the climate like in Germany?**, pp. 11-15)

Variety of political areas

What is German government like? In what ways are its structure and function similar to and different from the United States government? Students can compare the political symbols and leaders in both governments to learn about the importance that symbols, flags, coats of arms, and anthems play in establishing a national identity. Students can then learn about the services provided to German residents, learning about the role that government plays the daily life of Germany.

Topic 4, Political Symbols of Germany (**Lesson 3: What are some political symbols and who are some of the political leaders of Germany?**, pp. 123-131; **Lesson 4: What are some community services provided to citizens in Germany,** pp. 132-135)

Not found elsewhere in NYS social studies core curriculum

Germany is studied from a historical perspective elsewhere in the NYS social studies core curriculum. The emphasis in most of these grades is on the contributions that German settlers made to the history and development of the United States; and on the role that Germany played in the history and development of Europe. An in-depth study of Germany as a world community is not found elsewhere in the NYS social studies core curriculum, making this study appropriate for grade 3.

According to the framework outlined in the NYS social studies core curriculum, other grade levels or courses can focus instruction on Germany. All page number references below are taken from the NYSED publication, *Social Studies Resource Guide with Core Curriculum (1999)*.³

Grade 1: My Family and Other Families, Now and Long Ago

- History of my family (p. 23)
- My community and local region (p. 23)

Grade 4: Local History and Local Government

- Three worlds (Europe, the Americas, Africa) meet in the Americas (p. 28)
- The new nation (p. 28)
- Industrial growth and expansion (p. 29)

Grade 6: The Eastern Hemisphere

- History of Eastern Hemisphere nations (pp. 30-31)
- Geography of Eastern Hemisphere nations (p. 31)
- Economies of Eastern Hemisphere nations (p. 31)
- Governments of Eastern Hemisphere nations (pp. 31-32)

Grades 7-8 United States and New York State History

- Unit Two: European Exploration and Colonization of the Americas (pp. 43-45)
- Unit Three: A Nation is Created (p. 49)
- Unit Seven: An Industrial Society (pp. 69-70)
- Unit Eight: The United States as an Independent Nation in an Increasingly Interdependent World (pp. 75-76)
- Unit Ten: The United States Assumes Worldwide Responsibilities (pp. 82-86)

Global History and Geography

³ New York State Education Department. (1999). *Social Studies Resource Guide with Core Curriculum*. Albany, NY: State Education Department.

<p>Connections to current events and across time</p>	<p><u>United States History and Government</u></p> <ul style="list-style-type: none"> • Unit Two: Constitutional Foundations for the United States Democratic Republic (p. 130) • Unit Three: Industrialization of the United States (pp. 136-137) • Unit Four: The Progressive Movement: Responses to the Challenges Brought About By Industrialization and Urbanization (pp. 140-141) • Unit Six: The United States in an Age of Global Crisis: Responsibility and Cooperation (pp. 145-147) • Unit Seven: World in Uncertain Times: 1950s – Present (pp. 154-155) <p>Although some discussion of Germany’s history should occur in grade 3 (particularly in helping students to understand the development of German culture over time), the greatest emphasis should be placed on contemporary events in Germany. Gather additional material by reading newspapers, watching news programs, contacting tourist information centers in Germany and in the United States, and using the Internet or public library to build a collection of age-appropriate and up-to-date resources on Germany.</p>
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Resources Available:	
<p>Previous knowledge of specific world communities, including trips taken and languages studied by you/colleagues</p>	<p>Take a study tour of Germany! The Goethe-Institut’s Transatlantic Outreach Program (TOP) offers a two-week study tour of Germany for social studies educators in the United States every summer. The program includes visits to major cultural institutions, government agencies, businesses, and schools in various cities throughout Germany. Participants receive free instructional materials for classroom use, develop lessons plans for infusing modern Germany into classroom instruction, and have the opportunity to present workshops on teaching modern Germany to educators at professional development workshops. Applications are generally due in February for travel during the summer. For more information on this program, including an application, please visit http://www.goethe.de/top or e-mail top@atlanta.goethe.org.</p>
<p>Textbooks, trade books, publishers’ catalogs, conferences, artifacts</p>	<p>If you cannot visit Germany yourself next summer, ask colleagues who have traveled there in the past, and borrow any resources, brochures, books, and materials they may have collected that are appropriate for a grade 3 unit on Germany.</p>
<p>School/local library, teacher center, regional BOCES</p>	<p>A sample list of books and Web Sites on teaching modern Germany is featured in this handout’s final section, <u>Selected Resources</u>.</p>
<p>Community activities, museums, educational programs, cultural sites Multimedia, video, audio, software Professional development, courses, teacher institutes, travel abroad</p>	<p>Participants in past TOP study tours are known as “TOP Fellows”. They conduct several workshops throughout the year at various local, state, and national professional development conferences. These workshops are a chance to share in background about travel and study in Germany, receive free instructional materials and teacher-created lesson plans on teaching modern Germany, and learn how to get involved in future Goethe-Institut programs. Several workshops conducted by TOP Fellows and the Goethe-Institut itself will be featured at the New York State Council for the Social Studies’ annual convention in Rochester, March 21-24, 2007. For more information on the list of featured workshops and vendors about Germany, please visit http://www.nyscss.org.</p>

New York State Education
Department

The NYSED online publication, *Social Studies Instructional Strategies & Resources: Prekindergarten Through Grade 6*, contains the following sections and resources that can help guide planning on the study of Germany as a world community: Focus Questions; Classroom Activities; Teacher Notes; Interdisciplinary Connections; Suggested Documents and Other Resources Selected By New York State Teachers; Using the Internet.

<http://www.emsc.nysed.gov/ciai/pub/pubss.html>

The Grade 5 Elementary-Level Social Studies Test features multiple-choice, constructed-response questions (CRQs), and document-based questions (DBQs) that address world communities.

<http://www.emsc.nysed.gov/osa/elintsocst.html>

Share your unit or lessons on Germany as a world community with NYSED. The work you create could be posted on the *World Communities: What Is a Culture?* online resource. The application deadline is December 31, 2006.

<http://www.emsc.nysed.gov/ciai/socst/grade3/ContentCallJune2005.pdf>

Pacing:	
<p>Time frame for social studies instruction each week</p> <p>Timeline for study of each community</p> <p>Possible interdisciplinary connections</p> <p>Inclusion of multiple perspectives</p>	<p>Teaching Germany as a world community does not need to be a “stand-alone” activity in the grade 3 classroom. How can other subject areas be infused to make the study of world communities an interdisciplinary one? See the two templates, <u>Anthropology: Studying Cultures</u> and <u>Geography: Studying Cultures</u>, to consider how the teaching of Germany as a world community can involve the teaching about multiple perspectives of German life and interdisciplinary activities beyond the social studies.</p>



PLANNING TEMPLATES FOR UNITS

Characteristic	World Community: Germany
<p>Geography:</p> <p>Where is the community located?</p> <p>Why is it located there?</p> <p>What are the key characteristics of the particular region or location in which the community is found?</p> <p>How have the people and the environment interacted over time?</p> <p>How is this region similar to and/or different from other areas on the Earth's surface?</p>	<p>SSLS: Standard 3—Geography, p. 14</p> <p>SSRG: Grade 3—Content Understandings, p. 26</p> <ul style="list-style-type: none"> • The location of world communities • Physical, human, and cultural characteristics of world communities • People depending on and modifying their physical environments <p>AKLM: <i>Topic 1, Germany in the World</i>, pp. 2-24</p> <ul style="list-style-type: none"> • Physical and political wall maps of Germany • Political map of Europe <p>GIE: <i>Topic 1, Germany in the World</i>, Lesson 1, pp. 6-10</p> <p>GT: <i>Topic 1, The Physical and Cultural Geography of Germany</i>, Lessons 1-3, pp. 6-19</p> <p>WG: <i>Topic 1, Physical Geography of Germany</i>, Lessons 1-2, pp. 6-19</p>

Resource key:

SSLS: New York State Learning Standards for Social Studies

SSRG: Social Studies Resource Guide with Core Curriculum

AKLM: *A Kid Like Me Across the Sea: The Life of a German Child* (elementary-level resource)

GIE: *Germany in Europe: Enduring Issues*

GT: *Germany Today*

WG: *Welcome to Germany*



World Communities: What Is a Culture?

Characteristic	World Community: Germany
<p>Culture:</p> <p>How do people in this community express their culture in terms of language(s), traditions, forms of shelter, food, and beliefs to meet their needs and wants?</p> <p>How have these expressions changed over time?</p> <p>What types of celebrations and festivals do they have? Why are they significant?</p> <p>What people, goods, or ideas have diffused to this community and how have they impacted it?</p> <p>What people, goods, or ideas from this community have diffused to other communities and how have they impacted them?</p>	<p>SSLS:</p> <ul style="list-style-type: none"> • Standard 2—World History, pp. 8-9 • Standard 3—Geography, p. 14 • Standard 4—Economics, pp. 18-19 <p>SSRG: Grade 3—Content Understandings, pp. 25-26</p> <ul style="list-style-type: none"> • Cultures and civilizations • Communities around the world <p>AKLM: <i>Topic 2, Cultural Geography of Germany</i>, pp. 25-80</p> <ul style="list-style-type: none"> • Cultural collage poster • <i>Facts About Germany</i> reference book <p>GIE: <i>Topic 1, Germany in the World</i>, Lessons 2-3, pp. 11-38</p> <p>GT: <i>Topic 1, The Physical and Cultural Geography of Germany</i>, Lessons 4-7, pp. 20-38</p> <p>WG: <i>Topic 1, Physical Geography of Germany</i>, Lessons 3-6, pp. 20-65 <i>Topic 2, Cultural Geography of Germany</i>, pp. 66-81</p>

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World Communities: What Is a Culture?

Characteristic	World Community: Germany
<p>Government:</p> <p>What type of government does this community have?</p> <p>What functions does the government carry out to maintain order and keep people safe?</p> <p>What roles do citizens play in this government?</p> <p>What rights and responsibilities do citizens have?</p> <p>How are their leaders selected?</p> <p>How are rules made and enforced?</p> <p>How is this similar to or different from what other communities do?</p> <p>What symbols are used to represent their community and government?</p>	<p>SSLS: Standard 5—Civics, Citizenship, and Government, pp. 24-25</p> <ul style="list-style-type: none"> • Key Idea 1: Purposes and functions of political systems, civic life • Key Idea 3: Citizens’ roles, rights, and responsibilities <p>SSRG: Grade 3—Content Understandings, p. 27</p> <ul style="list-style-type: none"> • Symbols of citizenship in world communities • People making and changing rules and laws • Governments around the world <p>AKLM: <i>Topic 5, Political Symbols of Germany</i>, pp. 102-136</p> <p>GIE: <i>Topic 3, Governing the European Union</i>, pp. 47-80</p> <p>GT: <i>Topic 4, The German Government</i>, pp. 75-121</p> <p>WG: <i>Topic 4, Political System of Germany</i>, pp. 100-131</p>

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World Communities: What Is a Culture?

Characteristic	World Community: Germany
<p>Economics:</p> <p>How has this community organized its economy to answer these questions: What will be produced? How will it be produced? Who will get what is produced?</p> <p>What resources does the community have and how are they used to meet people’s needs and wants?</p> <p>How do people earn a living in this community?</p> <p>How has earning a living changed over time?</p> <p>How are goods and services moved around to meet people’s needs and wants?</p> <p>How has this movement of goods and service changed over time?</p>	<p>SSLS: Standard 4—Economics, pp. 18-19</p> <p>SSRG: Grade 3—Content Understandings, p. 26</p> <ul style="list-style-type: none"> • Challenge of meeting needs and wants in world communities • Economic decision making in world communities <p>AKLM: <i>Topic 5, Economic Symbols of Germany</i>, pp. 137-149</p> <p>GIE: <i>Topic 4, Economic Issues in Germany and the European Union</i>, pp. 81-113</p> <p>GT: <i>Topic 3, The German Economy</i>, pp. 57-74</p> <p>WG: <i>Topic 5, Economic System of Germany</i>, pp. 132-150</p>

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World Communities: What Is a Culture?

Characteristic	World Community: Germany
<p>History:</p> <p>Who are some of the significant leaders who have influenced this community? Why are they significant?</p> <p>What significant events have influenced this community? Why were those events important?</p>	<p>SSLS: Standard 2—World History, pp. 8-9</p> <p>SSRG: Grade 3—Content Understandings, pp. 25-26</p> <ul style="list-style-type: none"> • Cultures and civilizations • Communities around the world <p>AKLM: <i>Topic 3, History of Germany</i>, pp. 81-101</p> <p>GIE: <i>Topic 2, History of Germany in the European Union</i>, pp. 39-46</p> <p>GT: <i>Topic 2, The History of Germany</i>, pp. 39-56</p> <p>WG: <i>Topic 3, History of Germany</i>, pp. 82-99</p>

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Anthropology: Studying Cultures



What It Is Not

- A simple listing of “what it means to be German.”
- A sole focus on famous Germans, major German holidays and festivals, or German foods and music.

Intellectual Skills

See **Chart A: Social Studies Skills** (*Social Studies Resource Guide with Core Curriculum*, pp. 13-14)

The ability to:

- Ask major questions about German culture.
- Gather information about German culture.
- Organize information about German culture. What have you learned about modern Germany?
- Explain the importance of the information gathered.
- Draw conclusions about Germany as a modern world community based on the information gathered. What do these data tell us? What do we still need to know? What other questions do we have?

Key Anthropological Questions

- What does “German culture” mean?
- What are the key characteristics of German culture? Of modern Germany?
- How is modern Germany the result of cultural diffusion over time?
- What shapes who and what it means to be German?
- What causes change and continuity in German culture over time?

Methodology

- Have students interview or interact with German citizens or German-American residents of the local community.
- Visit German Web sites or view German TV programs or films.
- Participate in a cross-cultural exchange with students and teachers in a German primary school (online, through e-mail, or a pen pal program).
- Conduct a survey on German culture.

Making Interdisciplinary Connections

- *English Language Arts:* Write an essay comparing the modern lifestyles of Germans to other world communities.
- *Literature:* Read a folktale or a story about a German child. Learn about the literary heritage for children in Germany.
(**Topic 2, Lesson 8, A Kid Like Me Across the Sea, pp. 76-80**)
- *LOTE:* Practice learning German words and phrases.
(**Topic 2, Lesson 2, A Kid Like Me Across the Sea, pp. 32-44**)
- *Math:* Practice counting in German. Learn the words of the German calendar. Chart important German dates on a calendar.
- *Music:* Explore various German musical traditions. Play the music and study the history of Bach, Beethoven, and other German composers. Play modern German music and analyze the lyrics.
- *Science:* Learn about scientific terms that are named for German scientists, words, or ideas. Explore how Germans categorize the physical world, and compare the findings to the United States.
- *Social Studies:* Create a “time capsule” of modern Germany, putting anything related to German culture in it at the start of the unit. Open the capsule and analyze it at the end of the unit or the school year.
- *Technology:* Study the types of buildings Germans live, work, and worship in.
(**Topic 2, Lesson 6, A Kid Like Me Across the Sea, pp. 63-70;**
Topic 3, Lesson 2, A Kid Like Me Across the Sea, pp. 98-101)
Study the methods of transportation used by Germans to get around the country.
(**Topic 2, Lesson 7, A Kid Like Me Across the Sea, pp. 71-75**)
Study what a typical day is like for a child in Germany.
(**Topic 2, Lesson 4, A Kid Like Me Across the Sea, pp. 50-56**)

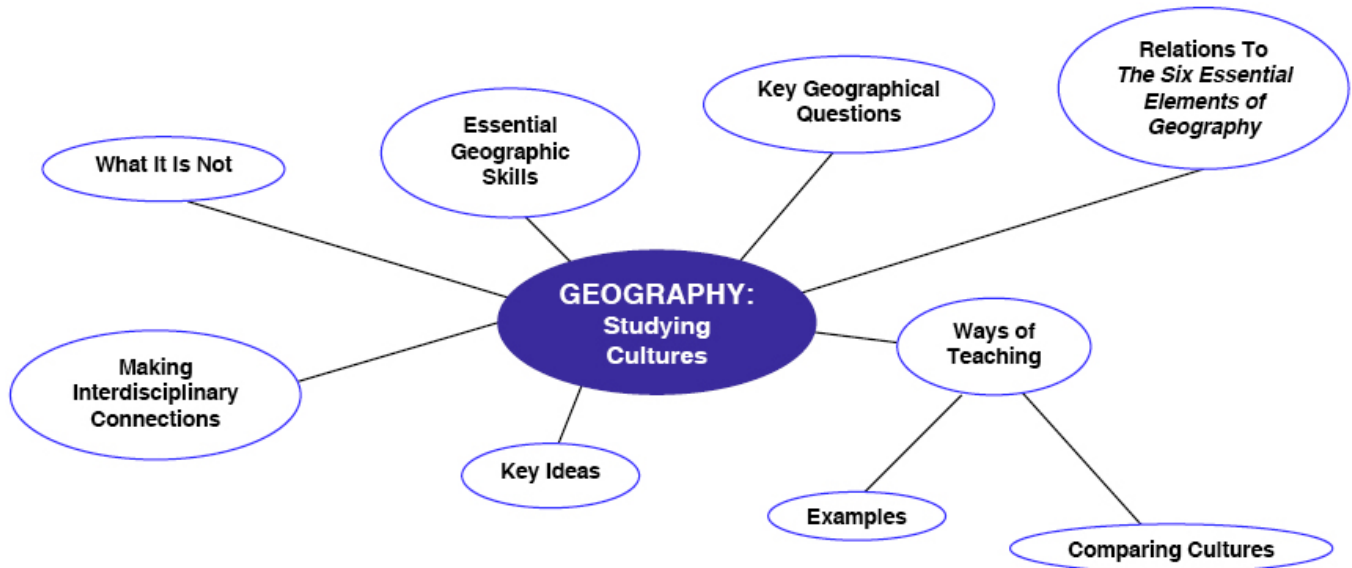
Key Ideas

- German culture represents all aspects of human adaptation, including the technology, traditions, language, and social roles developed and maintained over time. It represents the complex forms of economic, social, and political life that have been developed and maintained through sustained cultural practices over time.
- Continuity comes from sustained things, events, and ideas in German cultural practices over time.
- Change comes from the basic alterations to things, events, and ideas in German cultural practices over time.
- To “be” German comes from specific cultural or nationality characteristics that are distinguished by Germans themselves, or others, over time.

Comparing Cultures

- Belief systems within Germany and within other world communities.
- How Germans and other world communities meet basic needs and wants.
(**Topic 4, A Kid Like Me Across the Sea, pp. 102-136**)
- Family practices in Germany and in other world communities.
(**Topic 2, Lessons 4-8, A Kid Like Me Across the Sea, pp. 50-80**)
- The relationship of the individual to society in Germany and in other world communities.
(**Topic 2, Lesson 1, A Kid Like Me Across the Sea, pp. 25-31**)

Geography: Studying Cultures



What It Is Not

- Memorizing maps about German physical and cultural regions, cities, and states.
- Creating a simple list of German cultural practices.
- Focusing on one location or time period within Germany.
- Studying traditional (stereotypical) German culture traits.

Essential Geographic Skills

- Where is Germany? Why is it located there? What can we learn about Germany based on its location?
- Identifying sources to find geographic information about Germany.
- Organizing geographic information about Germany in visual displays.
- Analyzing geographic information about Germany to identify key characteristics, trends, and relationships.
- Drawing conclusion and making generalizations from geographic information about Germany in a variety of formats.

Key Geographical Questions

- Where are things located in Germany?
- Why are they located there?
- What is the significance of these things in their location?
- What are the key characteristics of particular locations or regions within Germany?
- How and why are some parts of Germany alike and different from other parts of Germany? From other parts of the Earth?

Relations to *The Six Essential Elements of Geography*

See **Concepts and Themes for Social Studies** (*Social Studies Resource Guide with Core Curriculum*, pp. 9-10)

- The relationships between people, places, and environments within Germany, mapping information about these relationships into a spatial context.
- The identities and lives of individuals and peoples within Germany that are rooted in particular places and in those human constructs called regions.
- How physical processes shape Germany, interacting with plant and animal life to create, sustain, and modify ecosystems.
- How human activity shapes Germany, including human settlements and structures, and human competition for control of the land.
- How the physical environment is modified by human activities – by the ways in which German society values and uses its natural resources, and is influenced by the land’s physical features and processes.
- How Germans use geography to understand the relationships between people, places, and environments over time—that is, of Germany and the Earth as it was, is, and might be.

Making Interdisciplinary Connections

- *Art and Music:* List and explore forms of art (e.g., visual arts, performing arts) that are unique to specific cultural communities within Germany.
- *English Language Arts:* Write a travel journal about your “visit” to specific cultural communities within Germany that are studied. Summarize, analyze, and/or compare information about these communities.
- *Literature:* Read a book about one person’s or family’s move to Germany.
- *Math:* Create charts and graphs on the population and land area of the 16 German states. Note which states have the largest population and the largest land area, and why more people live in some states than others.
- *Science:* Create charts and graphs of the climate types and physical regions of the 16 German states. Describe those cultural components that have developed as a result of the climate type and physical region in the specific cultural communities studied within Germany.
- *Social Studies:* Read about settlers, culture groups, or individuals that previously lived in the same region as those specific cultural communities studied within Germany.

Key Ideas

- Germany as a culture area means that the country shares common cultural traits, such as language and food.
- German culture has diffused over time. As Germans migrated to other countries, their language was spoken in other parts of the world. Likewise, as other cultures moved into Germany, their languages were spoken within Germany. Another example of diffusion: German wurst (sausage) is found in the United States, and Chinese food is found in Germany.
- The land bears many marks of German culture, from church steeples towering into the air to train tracks running through the countryside.
- German culture has developed in relation to the land in Germany. Cities were historically located near bodies of water for easy shipping of people and goods.

- German culture has specific traits that vary by community. Some cities celebrate certain festivals unique to their area.

Ways of Teaching

See **Chart B: Problem-Finding/Solving Skills** (*Social Studies Resource Guide with Core Curriculum*, pp. 15-17)

- Compare the physical and human regions of one specific cultural community within Germany to another (e.g., urban Munich to rural Fussen).
- Explore how a specific cultural community has changed over time (e.g., the founding of Berlin – Berlin during the 19th century – Berlin today).
- Use maps and photographs to explain the cultural components of specific communities within Germany.
- Interview German citizens or German immigrants to the United States about their culture and life in Germany.
- Visit German historical sites and cultural museums on the Web (see [Selected Resources](#) for museums online).

Examples

- The growth of suburbs in German metropolitan areas.
- The founding and establishment of a major city such as Munich.
- Comparing a rural village in the North German Plain to a rural village in the Foothills of the Alps.
- Comparing the city of Frankfurt in the 16th, 19th, and 21st centuries.
- Charting the world languages spoken and world religions practiced in the city of Leipzig.
- Describing the effect of climate on a specific cultural community within Germany.

Comparing Cultures

- What are the different economies, religions, arts, and languages between a major city like Berlin in the North German Plain and a major city like Munich in the Foothills of the Alps?
- How have the citizens of Berlin and Munich each adapted to their physical environment? Are there differences in food grown on nearby farms and served in restaurants? In the styles of houses and apartments that residents live in? In the styles and materials used in clothing?
- Where do the citizens of Berlin and Munich tend to live? Are they clustered downtown near the business center? Have they started to spread out onto former farmland and create suburbs?
- What are the economies of Berlin and Munich like? What are the main employers in each city? Are most people employed who want to be? What are other sources of income for each city?
- How do people travel and communicate with each other in Berlin and Munich? Do they prefer one method of transportation to another to get around? How do residents stay in touch – primarily by phone, computer, or some other means?

World Communities: What Is a Culture?

Selected Resources

The following resources have been provided by the Goethe-Institut and others to provide further background information for teachers who are planning instruction in Germany as a world community in grade 3. These resources contain hypertext links or pointers to information created and maintained by other public and private organizations. These links and pointers are provided for the user's convenience. The New York State Education Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links or pointers to particular items in hypertext is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, on these outside sites, or the organizations sponsoring the sites.

An asterisk (*) denotes a Web site not translated to English. To translate the content of this Web site, please visit <http://www.babelfish.altavista.com>.

Books:

Adams, Willi Paul. (1993 American edition). *The German-Americans: An Ethnic Experience*. Bloomington, IN: Indiana University Printing Services.
This publication provides content background for teachers, along with possible visuals for adaptation in grade 3 instructional planning.

Blankenship, Glen, Louisa Moffitt, and a Team of U.S. Social Studies Educators. (2005 edition). *A Kid Like Me Across the Sea: The Life of a German Child*. Bonn: Goethe-Institut, Additional Educational Media.

This publication is designed specifically for the elementary classroom at grades K-5. The series of lessons draws heavily on interpretation of photographs, working with maps, creating timelines, charts, graphs and other process skills. The topics of physical and cultural geography; meeting basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and people are addressed in a comparative context with the United States.

Stern, Susan. (2000 edition). *These Stranger German Ways and the Whys of the Ways*. Berlin, Atlantik-Brücke.

Subtitled "A cultural guide to the Germans and their customs for the curious, such as businesspeople, accompanying spouses, students, tourists, and armchair travelers", this book offers insights into who the German people are, and all aspects of modern German life. Background information for teachers.

Web sites – general information on German history and culture:

<http://www.goethe.de/germany>

Learn the German language and about German culture, at various Goethe-Institut locations throughout Germany.

<http://www.bundestag.de>

Located in Berlin's parliamentary quarter in the Reichstag building, the Bundestag is the heart of German government. Its members represent the German people. The Parliament elects the German Chancellor, passes laws, and oversees the daily operations of government.

<http://www.bundesrat.de> *

This Parliament is the link between the German Federation and the individual states (Länder). It is composed of members of the individual state governments, appointed directly by those state governments to represent them. The number of votes that each state receives is based on that state's population.

<http://www.heidelberg.de>

Current information about the museums, theaters, children's programs, and cultural offerings of this city located in central Germany.

<http://www.mainz.de>

Current information about the museums, theaters, children's programs, and cultural offerings of this city, the state capital of Rhineland-Palatinate, and near Frankfurt. Mainz is home to the Gutenberg Museum, in which visitors can learn about Johannes Gutenberg and his invention, the printing press (www.gutenberg.de).

<http://www.smb.spk-berlin.de/smb/standorte/>

Dedicated as a UNESCO world heritage site in 1999, a total of five buildings (Bode-Museum, Pergamonmuseum, Neues Museum, Alte Nationalgalerie, and Altes Museum) comprise the cultural and artistic center known as the Museum Island in Berlin. This Web site provides a portal into the various museum collections.

<http://www.mpz.bayern.de> *

The Museum Educational Center in Munich (MPZ). The MPZ offers art, cultural, historical, and natural science museums and collections in Munich and across the state of Bavaria. Programs for students, teachers, and parents are planned. More information about the collections and programs are available on their Web site.

<http://www.mdr.de> *

Public radio and television channel for the German states of Thuringia, Saxonia, and Saxony-Anhalt. Explore current events from a German perspective. Live streaming video and Podcasts also available on the Web site.

Additional Resources (from Planning Template for Units):

Blankenship, Glen, and Louisa Moffitt. (2004 edition). *Germany in Europe: Enduring Issues*. Bonn: Goethe-Institut, Additional Educational Media.

This publication is designed for middle and secondary classrooms, but contains teaching strategies, visuals, and transparencies that may be adapted for use at the elementary level. Lessons focus on issues such as European Union membership and governance, multiculturalism, the euro currency, and the environment.

Blankenship, Glen, Louisa Moffitt, and the Team of U.S. Social Studies Educators. (2004 edition). *Germany Today*. Bonn: Goethe-Institut, Additional Educational Media.

This publication is designed for the high school classroom, but contains teaching strategies, visuals, and transparencies that may be adapted for use at the elementary level. The lessons in this instructional kit focus on comparative economic systems, the five themes of geography, the structure of government (including case studies of the health care system and the federal budget), leisure activities, the role of the press in Germany, and the legacy of the Holocaust.

Blankenship, Glen, Louisa Moffitt, and a Team of U.S. Social Studies Educators. (2005 edition). *Welcome to Germany*. Bonn: Goethe-Institut, Additional Educational Media.

This publication is designed for middle school classrooms, but contains teaching strategies, visuals, and transparencies that may be adapted for use at the elementary level. The lessons in this package correlate to the study of world cultures (perspective taking and symbols), physical and cultural geography, and state and national government. The materials focus on national studies and state studies from a comparative United States/Germany approach.

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