

**Berlin: Division and Reunification**  
Lesson Plan Submitted by Mary Nacarlo, July 2008



Photo taken by Mary Nacarlo (July 2008)

<p style="text-align: center;"><b><i>Stage One: Essential Understandings</i></b></p>
<p><b><i>The Unit Focus</i></b> The Cold War and Berlin, Germany</p>
<p><b><i>Big Concepts</i></b></p> <ul style="list-style-type: none"><li>• Values</li><li>• Communism</li><li>• Capitalism</li></ul>
<p><b><i>An Essential Understanding</i></b> Students will compare and contrast the differences between the Soviet Bloc and the Democratic Bloc of Berlin (Students should have basic knowledge of economic systems).</p>
<p><b><i>Essential Question</i></b> How did reunification of Berlin lead to new conflicts?</p>

## **New Jersey State Standards**

(<http://www.state.nj.us/education/frameworks/socialstudies/>):

### **Geography Standards 6.7, 6.8, 6.9**

Standard 6.7: All students will acquire geographical understanding by studying the world in spatial terms.

Standard 6.8: All students will acquire geographical understanding by studying human systems in geography.

Standard 6.9: All students will acquire geographical understanding by studying the environment and society.

### **The History Standards 6.3, 6.4, 6.5, 6.6**

Standard 6.3: All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.

Standard 6.4: All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

Standard 6.5: All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.

Standard 6.6: All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.

### **National Standards for Social Studies:**

#### **NSS-WH.5-12.9 ERA 9: THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES**

#### **The student in grades 5-12 should understand**

- how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.
- the search for community, stability, and peace in an interdependent world.
- major global trends since World War II.

*Stage Two: Individual Summative Assessment*

**Assessment Type**

Values Survey  
Student Teacher Discussion  
Political Cartoon  
Historical Essay

**Short Scenario for the Individual Summative Assessment**

You are an EDITOR for the New York Times Magazine in 1975. You have a strong interest in communicating the VALUES of East Berliners and compare and contrast them to those of West Berliners. You will reflect the d

**Directions/Criteria**

1. Values Survey (<http://choices.edu/resources/values.php>)

**Considering the Role of Values in Public Policy**

**Objective:** One of our mandates as teachers is to help students become active citizens by entering into the national dialogue about what is meant by values. This simple values exercise can clarify the concept and allow the student to move forward.

Although we probably do not all work from the very same value system, we do tend to share some values or principles that guide our policy steps. Thus, beneath our disagreements on public policy choices we can often find areas of common ground or agreement.

**Procedure:** Give each student a sheet of cards, each with a word from the list below. Download a xeroxible

- Freedom
- Tolerance
- Equality
- Cooperation
- Security
- Justice
- Self-reliance
- Community
- Stability
- Democracy

Have them separate their sheet into individual cards. Read two words and instruct them to put these two cards on a sheet of paper that has a stack of ten organized in order of priority to him or her. (They will be arranging them as they might a hierarchy.)

When they have finished, ask the students if they found this easy or hard. What was hard? Some of these values may be difficult for students will probably have difficulty with different choices. You may want to ask for a couple of volunteers to share their results.

- On what basis did they make their decisions?
- Did others see it differently?
- What lies behind these values?

Take one or two and carry them back to core values, e.g., What is it about democracy that you value?

You may find that, for some people, one or two of these are core values. For others, those same values may be

You will find that some of these words can mean different things to different people. Some students may want for different people and still hold together as an exercise. Don't let this bog you down. The purpose of this sheet

Step 2.

Provide students with a map of Germany <http://www.rootsweb.ancestry.com/~wggerman/map/germany1945>

Ask students to color in blue the British, American, and French sectors of Germany and Berlin.

Tell students to color in the Soviet sector of Germany and Berlin in red

Tell students to create a legend box that reflects the color blue as a democratic government and the color red

Step 3

Have students read page 31-33, "A Germany Divided" in Germany: A Primary Source Cultural Guide By Ann

<http://books.google.com/books?id=UH2FcI84LK8C&pg=PT31&lpg=PT31&dq=west+berlin+primary+resou>

Step 4

Show students photos of the Berlin Wall. <http://www.dieberlinermauer.de/berlinwallhome/berlinwallhome.h>

Step 5

Have students place their value words in front of them and instruct them to separate their sheet into individual citizen in 1975. Execute the values survey two more times. Ask students to imagine they are a citizen of West West Berliner. Ask students to imagine they are a citizen of East Berlin and go through the original instructions

Step 6

Engage students in a discussion about the differences of values as an East Berliner and as a West Berliner. Discuss the differences in life style that may result in each part of the former capital city.

Step 7

Have students read, "1989 the Night the Wall Came Down"

[http://news.bbc.co.uk/onthisday/hi/witness/november/9/newsid\\_3241000/3241641.stm](http://news.bbc.co.uk/onthisday/hi/witness/november/9/newsid_3241000/3241641.stm)

Have students read page 33-34, "Reunification" in Germany: A Primary Source Cultural Guide By Ann Byer

<http://books.google.com/books?id=UH2FcI84LK8C&pg=PT31&lpg=PT31&dq=west+berlin+primary+resou>

Step 8

Students will create two contrasting political cartoons side by side. One will depict life in democratic West B

Step 9

Students will write an essay describing the difficulties that may arise as a result of the wall coming down.

***Directions for the "Go Beyond"***

To "Go Beyond" students will earn a 4 on each category of their political cartoon.

***Standards-Based Rubric –***

<http://kids-learn.org/cartoons/rubric.htm> - Students will earn a grade for both cartoons.

<http://social.chass.ncsu.edu/slatta/hi216/learning/essayrubric.html> - refer to this rubric for the historical essay

***STAGE THREE: “FLESHING OUT” THE UNIT OF LEARNING***

**ESSENTIAL QUESTION # 1:**

Essential Question: What is communism and how does it affect the lives of individuals?

Key Concepts, and Complex Thinking Skills:

- Cold War
- Economy
- Government

**BASIC FACTS AND KNOWLEDGE:**

1. Capitalism and Communism are complete opposite economic systems.
2. Between 1945 – 1989 Germany was divided into East and West (refer to map)
3. Although Germany has reunited, there are many issues that have caused conflict between East Berliners and West Berliners.

**INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES:**

Values Survey

Student Teacher Discussion

Political Cartoon

Historical Essay

**FORMATIVE ASSESSMENT(s):**

Political Cartoon

Historical Essay

**RESOURCES NEEDED:**

1. Values Survey (<http://choices.edu/resources/values.php>)
2. Map of Europe with division of the country and Berlin:  
<http://www.rootsweb.ancestry.com/~wggerman/map/germany1945.htm>
3. Pages 31-35, “A Germany Divided“ in Germany: A Primary Source Cultural Guide By Ann Byers:  
[http://books.google.com/books?id=UH2FcI84LK8C&pg=PT31&lpg=PT31&dq=west+berlin+primary+resource&source=web&ots=CDPQ7u2ARO&sig=v9jU9YeEfGS1NAYnO3zwtGJ4AP8&hl=en&sa=X&oi=book\\_result&resnum=2&ct=resuIt#PPT31,M1](http://books.google.com/books?id=UH2FcI84LK8C&pg=PT31&lpg=PT31&dq=west+berlin+primary+resource&source=web&ots=CDPQ7u2ARO&sig=v9jU9YeEfGS1NAYnO3zwtGJ4AP8&hl=en&sa=X&oi=book_result&resnum=2&ct=resuIt#PPT31,M1)
4. Photos of the Berlin Wall:  
<http://www.dieberlinermauer.de/berlinwallhome/berlinwallhome.html>
5. Political Cartoon Rubric <http://kids-learn.org/cartoons/rubric.htm>

6. Historical Essay Rubric  
<http://social.chass.ncsu.edu/slatta/hi216/learning/essayrubric.html>